Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Claire Curtis  Email address curtisc@cofc.edu Phone 953-6510

1. Department: Political Science

2. Course number and title: POLS 397: LGBT Politics
   Number of Credits: 3   Total hrs/week: 3

   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:

4. Catalog Description (please limit to 50 words):
   An examination of the movement for gay, lesbian and bisexual rights in the United States. This course will include the emergence and evolution of gay and lesbian rights organizations over the past half century, their role as interest groups and an analysis of their impact on and place in American politics. The course will also include a discussion of the emerging and related struggle for transgender rights.

5. CIP Code: 45.1002 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☒
   This course will be cross listed with: WGST
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
Proposal for a New Course

b) Please explain overlap with any existing courses.

8. Prerequisites (or other restrictions):
   none

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      The course describes the movement for gay and lesbian rights in the context of mid 20th century rights movements. The course analyzes how gay and lesbian groups advocated for rights and how and where such advocacy was successful and where and how it was not. Finally the course provides insight into the impact of identity in the political sphere.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      This course supports our offerings in American Politics, highlighting a social movement of particular importance to understanding 20th century American politics.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    This is a middle of the major course in the American politics subfield.

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
      The course offers a contextual analysis of a major social movement for legal and political rights.

11. Method of teaching:
    lecture, discussion

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    none

    b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    none

    c) Frequency of offering:
    each fall: ☐ each spring: ☐
    every two years: ☒ every three years: ☐
    other ☐(Explain):
Proposal for a New Course

13. Requirements for additional resources made necessary by this course:

   a) Staff:  
       none

   b) Budget:  
       none

   c) Library:  
       none

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) [ ] yes  [ ] no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
       Political Science, Major, minor
       Women's and Gender Studies, Major, minor

       Hi Claire,
       This sounds fine; WGS supports and approves the addition of LGBT politics to the regular Political Science Curriculum.
       Best,
       Cara

       Cara Delay, Ph.D.
       Assistant Professor, History
       Interim Director, Women's and Gender Studies
       The College of Charleston
       Charleston, SC 29424

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

See attached
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
INTRODUCTION

“We hold these truths to be self-evident: That all men are created equal.”

Over the past 233 years, the promise of America has been the ongoing struggle to bring Jefferson’s words to life for ALL our citizens. African-Americans certainly were not included in 1776 when the Declaration of Independence was adopted, nor were women or even poor white males. There is no indication that the Founding Fathers even considered the rights of their gay contemporaries when they carved these immortal words into the History of Humankind. And yet, the very man who presided over that fateful moment and first signed that sacred document--President John Hancock--was very likely one of the gay Founding Fathers (along with Baron von Steuben) as several of his contemporaries alluded to and his lifestyle repeatedly suggested.

But, as the Women’s Suffrage Movement of the 19th Century and the African-American Civil Rights Movement of the 20th Century so clearly demonstrated, peaceful revolution is possible in the United States if brave men and women have the guts and determination to make it happen. Now, in the 21st Century, the cutting-edge civil rights struggle pertains to the still demonized and damned gay, lesbian, bisexual and transgender American citizen.

This course, one of the first of its kind throughout the South, will examine the LGBT Movement from three perspectives:

- The book MAKING GAY HISTORY and the documentaries BEFORE and AFTER STONEWALL will help to describe the context in which the modern LGBT Movement was formed.

- The book CREATING CHANGE is a case study of HOW political struggle has been transformed into political success and the challenges ahead.

- Jim McGreevey’s autobiography, THE CONFESSION (the coming-out struggle of the former Governor of New Jersey), examines how a closeted gay politician rose to the highest office in his state and the impact that closet had on his career and his life.
REQUIRED COURSE MATERIALS

CREATING CHANGE
Sexuality, Public Policy & Civil Rights
John D'Emilio, Editor

MAKING GAY HISTORY
Eric Marcus
Perennial Publishing

THE CONFESSION
James E. McGreevey
Regan Publishing

COURSE ORIENTATION

This course will consist of six major components in addition to class lectures and a guest speaker:

• Daily Quizzes
• Three Tests
• Three Documentaries on LGBT History
• Class Discussions on MAKING GAY HISTORY
• A Research Paper updating one of the critical topics in Creating Change
• Three Reports on THE CONFESSION (Summary & Analysis)

STUDENT RESPONSIBILITIES

Regular class attendance and careful preparation for each class are required. Students must read the assigned material prior to each class. As an "incentive," most classes will begin with a 5 minute quiz based exclusively on that reading.

Since teachers are "academic coaches," students are expected to show up for class just as athletes are expected to show up for practice. Attendance will be taken.

If absent, a Student is still responsible for everything covered during that class.

For classes that do not include a Quiz, students must sign an attendance sheet. After two absences, one point will be deducted from the student's final grade for each class missed.

Students must perform the assignments outlined in this syllabus and submit the required reports ON TIME. Ten points will be deducted if an assignment is late. If late, the student will have one week to complete that assignment.

Small study groups and good class notes are invaluable. No "extra credit" work will be offered. Students should concentrate on doing their best on the assignments outlined in this syllabus.

Students must demonstrate respect for the teacher and their fellow classmates during class. Disturbances of any kind (e.g., private conversations, cell phones, text messaging, etc.) will NOT be permitted. If a student is asked to leave the classroom, it will be recorded as an absence.
SPECIAL CIRCUMSTANCES

If a student requires any type of SNAP accommodations, please make the appropriate notifications and arrangements with the Center for Students with Disabilities during the first week of classes. Alternatively, if a student has a physical impairment of any kind that will require special arrangements for exams or papers—or, if a student must travel due to membership in any approved athletic, club or organizational program—please notify the teacher during the first week of classes. The information will be kept confidential.

OFFICE HOURS AND CONTACT INFORMATION

The regular office hour for this course will be on Wednesday, between 3:00 - 4:00 pm AT THE COFFEE SHOP AT OUR NEW LIBRARY. Students may request a meeting at another time or place by using my PERSONAL email (zebracove@aol.com) or my cell phone (822-3254).

Please use my personal email address only. Do NOT use my edisto account. Questions, comments or concerns pertaining to this course may also be placed via my cell phone (843-822-3254) between the hours of 10 am - Midnight, seven days a week. Calls placed before 10 am will earn a grade of "X.”

DAILY QUIZZES...20%

The Daily Five Minute Quiz will focus exclusively on that day's reading assignment. It will be given at the start of each class at 1:00 pm sharp and will consist of 10 objective questions (10 points each). At the end of the semester, the TWO lowest quiz grades will be eliminated and the remaining quiz grades will be averaged. That average will represent 20% of the student’s final grade for the Course.

If a student is absent from class or arrives after the quiz period has ended, the quiz grade for that class will be zero. There will be no make-up quizzes.

TESTS...40%

There will be a total of three Tests throughout the semester. Each Test will be comprehensive (i.e., it will cover EVERYTHING read, reviewed or discussed during that period of the Course) and will consist of 25 objective questions (2 points each) and five essay questions (10 points each) plus a five point bonus question. Each Test will take the entire class period and will begin at 1:00 pm sharp.

A brief review of the Test will be conducted during the following class. The next phase of the Course will begin at the completion of the Test and review. Each Test will cover only the material contained in that phase of the course. At the end of the semester, the three Tests will be averaged and that grade will represent 40% of the final grade for the course.

If a student is absent from class on Test day, that Test must be made up by appointment at the earliest opportunity and a 10 point penalty will be applied to the Test grade.
RESEARCH PAPER...20%

Each student will prepare a 6-8 page (at least six full pages but no more than eight full pages), double-spaced typed research paper on ONE of the following assigned topics:

1 - Update on LGBT Court Cases since 2000
2 - Update on Gays in the Military since 2000
3 - Update on Lesbian & Gay Marriage since 2000
4 - Update on the Employment Non-Discrimination Act (ENDA) since 2000

This Paper must include a Title Page and Endnotes in addition to 6-8 full pages of text.

Newspapers and magazines will be excellent sources for this Paper, including gay & lesbian publications such as THE ADVOCATE and THE GAY & LESBIAN REVIEW WORLDWIDE (both of which are available through the college library) and THE WASHINGTON BLADE Newspaper which is available online. The NEW YORK TIMES and THE WASHINGTON POST (available in our library) are also excellent sources.

This Research Paper is due on Friday, March 5 at 1:00 pm. Students will also be required to participate in a class discussion on the assigned topic at a later class.

Ten points will be subtracted from the Research Paper grade if it is late. If late, the student will have one week to complete the assignment. The final grade for this Research Paper will represent 20% of the student's final grade for the Course.

McGREEVEY AUTOBIOGRAPHY...20%

Each student will be required to read former New Jersey Governor James McGreevey's autobiography, THE CONFESSION, which is a case study of how a closeted gay politician rose to the highest office in his state and the impact that closet had on his career and his life.

The student must then prepare a Cover Sheet containing the student's name and date plus a FULL one-page SUMMARY for EACH of the six chapters plus a full one-page ANALYSIS (what do YOU think) for EACH chapter.

This assignment is broken into three parts:

- Chapters 1 & 2 are due on February 11 at 3:00 pm.
- Chapters 3 & 4 are due on March 18 at 3:00 pm.
- Chapters 5 & 6 are due on April 22 at 3:00 pm.

Ten points will be subtracted from the Report grade if it is late. If late, the student will have one week to complete the assignment. The three reports will be averaged and that average will represent 20% of the student's final grade for this Course.
IMPORTANT DATES

First Day of Class  January 11, 2009
Daily Quizzes  One Class Per Week
Tests  February 12
       March 26
       April 26
Reports on THE CONFESSION  February 5
                               March 19
                               April 23
Documentary: Before Stonewall  January 27 & 29
Documentary: After Stonewall  April 16 & 23
Spring Break  March 7-14
Term Paper  March 5
Undergraduate Graduation  Saturday, May 8

GRADES

Grades are based on the following scale:

\[
\begin{align*}
A &= 93 - 100 \\
A- &= 90 - 92 \\
B+ &= 88 - 89 \\
B &= 83 - 87 \\
B- &= 80 - 82 \\
C+ &= 78 - 79 \\
C &= 73 - 77 \\
C- &= 70 - 72 \\
D+ &= 68 - 69 \\
D &= 63 - 67 \\
D- &= 60 - 62 \\
F &= 59 and below
\end{align*}
\]

ACADEMIC HONESTY

Personal integrity is extremely important in college and throughout life.

When you enrolled in The College of Charleston, you signed an Honor Code. You are expected to live up to that code. It is the only way for you to maintain the integrity and value of your degree.

If you cheat on an exam or plagiarize any portion of your reports, you will fail this course and your case will be turned over to the Honor Board for further disciplinary action. If you have any questions or are unsure what constitutes cheating or plagiarism, ASK. Ignorance is not an acceptable defense.
COURSE SCHEDULE & ASSIGNMENTS

Week 1

Monday, January 11
- Sample Quiz
- Introduction to the Course
- Overview of assignments

Wednesday, January 13
- Anonymous LGBT Class Survey
- Tabulation & Discussion of Survey Results

Friday, January 15
- Daily Quiz
- CREATING CHANGE, Chapter 1 (pp. 3-28)
- LGBT Civil Rights in the Carter & Reagan Administrations

Week 2

Monday, January 18
- Martin Luther King, Jr. Holiday
- No Class

Wednesday, January 20
- The Impact of President Obama's First Year In Office on the LGBT Community: Rhetoric or Reality?

Friday, January 22
- Class Discussion:
- MAKING GAY HISTORY (pp. 1-20; Part One: The 1940s

Week 3

Monday, January 25
- Daily Quiz
- CREATING CHANGE, Chapter 2 (pp. 29-42)
- Gay Rights and America's 41st President

Wednesday, January 27
- Documentary: BEFORE STONEWALL, Part 1

Friday, January 29
- Documentary: BEFORE STONEWALL, Part 2

Week 4

Monday, February 1
- Daily Quiz
- CREATING CHANGE, Chapter 3 (pp. 43-56)
- A Friend in the White House: The Clinton Presidency

Wednesday, February 3
- Class Discussion:
- MAKING GAY HISTORY (pp. 1-20; Part One: The 1940s

Friday, February 5
- Assignment Due:
  THE CONFESSION, Part 1 (pp. 3-101)
Week 5

Monday, February 8  
- Daily Quiz  
- Survival in the Trenches: George W. Bush & LGBT Rights

Wednesday, February 10  
- Special Topic:  
- The Impact of Gender in the LGBT Community

Friday, February 12  
- TEST #1  
- Review Test

Week 6

Monday, February 15  
- Daily Quiz  
- CREATING CHANGE, Chapter 5 (pp. 81-114)  
- Fighting for Inclusion in the Democratic Party

Wednesday, February 17  
- Special Topic:  
- The Impact of Race in the LGBT Community

Friday, February 19  
- MAKING GAY HISTORY (pp. 51-70)  
- Part Two: 1950-1961

Week 7

Monday, February 22  
- Daily Quiz  
- CREATING CHANGE, Chapter 6 (pp. 115-130)  
- Gay Republicans Step into the Political Fray

Wednesday, February 24  
- Special Topic:  
- The Impact of HIV/AIDS in the LGBT Community

Friday, February 26  
- MAKING GAY HISTORY (pp. 51-70)  
- Part Two: 1950-1961

Week 8

Monday, March 1  
- Daily Quiz  
- CREATING CHANGE, Chapter 10 (pp. 208-235)  
- American Immigration Law & the Political Process

Wednesday, March 3  
- MAKING GAY HISTORY (pp. 96-118)  
- Part Three: 1961-1968

Friday, March 5  
- Assignment Due:  
- Update on Special Assigned Topics (6-8 pages)  
- Documentary: WE ARE YOUR NEIGHBORS
Week 9

Monday, March 8
- SPRING BREAK
- No Class

Wednesday, March 10
- SPRING BREAK
- No Class

Friday, March 12
- SPRING BREAK
- No Class

Week 10

Monday, March 15
- Daily Quiz
- CREATING CHANGE, Chapter 4 (pp. 57-77)
- LGBT Civil Rights in the US Supreme Court

Wednesday, March 17
- Update on LGBT Court Cases

Friday, March 19
- Assignment Due:
  * THE CONFESSION, Part 2 (pp. 106-228)

Week 11

Monday, March 22
- Daily Quiz
- CREATING CHANGE, Chapter 9 (pp. 189-207)
- Government & Gays: Employment and Security Clearances

Wednesday, March 24
- MAKING GAY HISTORY (pp. 96-118)
- Part Three: 1961-1968

Friday, March 26
- TEST #2
- Review Test

Week 12

Monday, March 29
- Daily Quiz
- CREATING CHANGE, Chapter 22 (pp. 451-468)
- Organizing for Freedom: The Transgender Community

Wednesday, March 31
- Guest Speaker:
  * The Transgender Perspective

Friday, April 2
- MAKING GAY HISTORY (pp. 151-183).
- Part Four: 1968-1973
Week 13

Monday, April 5
- Daily Quiz
- CREATING CHANGE, Chapter 11 (pp. 236-250)
- Gays in the Military Debate

Wednesday, April 7
- Update on Gays in the Military

Friday, March 9
- MAKING GAY HISTORY (pp. 151-183).
- Part Four: 1968-1973

Week 14

Monday, April 12
- Daily Quiz
- CREATING CHANGE, Chapter 14 (pp. 281-304)
- Marriage, Civil Unions & Domestic Partnership

Wednesday, April 14
- Update on Gay Marriage

Friday, April 16
- Documentary: AFTER STONEWALL, Part 1

Week 15

Monday, April 19
- Daily Quiz
- CREATING CHANGE, Chapter 8 (pp. 149-187)
- The Federal Gay Rights Bill: From Bella to ENDA

Wednesday, April 21
- Update on the Employment Non-Discrimination Act

Friday, April 23
- Assignment Due:
  THE CONFESSION, Part 3 (pp. 231-353)
- Documentary: AFTER STONEWALL, Part 2

Week 16

Monday, April 26
- Test #3
- Review Test

Wednesday, April 28
- Final Exams Begin

Friday, May 7 Noon
- Grades Due

Saturday, May 8
- Undergraduate Graduation
Why Intern?
- Gain real world experience
- Explore possible career options
- Network and make contacts

What are the requirements for credit?
- An unpaid field internship, including:
  10-15 hours a week (140 hours/semester)
- Attend POLS 402 class on Mondays from 5:30-6:45pm
- Complete a journal and a research paper

Am I eligible?
- Junior or senior standing
- 18 POLS credit hours
- Completed POLS 251
- Normally a 2.8 POLS GPA
- At least a 2.5 overall GPA

Where do I begin?
1. Contact Erin Blevins at 953-5724 or blevinse@cofc.edu to schedule an appointment
2. Research potential internships online at http://polisci.cofc.edu/localinternships.html

The Road to Success Starts with an Internship
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Kea Gorden  Email address gordenk@cofc.edu  Phone 953-7858

1. Department: Political Science

2. Course number and title: POLS 355: Global Political Theory
   Number of Credits: 3  Total hrs/week: 3/week

   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Was offered Spring 2009 as a special topics course and will be offered in the same way in Spring 2011

4. Catalog Description (please limit to 50 words):
   This course explores the multiple perspectives of political thought outside of the Western Canon. We will explore perspectives from around the globe, including African and Buddhist political philosophy to post-colonial feminisms, to consider political theorizations of freedom, equality, justice, security and political organization.

5. CIP Code: 45.1001 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
Proposal for a New Course

b) Please explain overlap with any existing courses.

8. Prerequisites (or other restrictions):
   none

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
   We begin with a particular set of questions aimed at critically examining the political implications of the foundations of knowledge construction. What kinds of presumptions or naturalizations are elemental to western canonical political theory? Are the categories we use to order the world omnipresent and ahistorical and neutral? Is there such a thing as universal reason? How do we think about knowledge? How does our reliance upon the scientific method determine the questions we can ask? And finally, how is this line of questioning political?
   In response to the omissions and exclusions of western political theory, we will explore perspectives from around the globe, ranging from African and Buddhist political philosophy to post-colonial feminisms, to consider political theorizations of freedom, equality, justice, security and political organization.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
   The course will encourage students to examine how a knowledge of global perspectives allows political analysts a richer and more complex understanding of politics.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This class will serve important purposes of democratizing the idea of political theory and expanding our concepts of political subjectivity and agency beyond that offered in introductory political theory, which focuses on the Western canon.

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   Because of the global and post-structural themes of the course, it will be of interest to students of philosophy, post-colonial literature, religious studies and women and gender studies.

11. Method of teaching:
   This class is intended to provoke discussion, and I expect students to actively participate by asking questions about parts of the readings that they find objectionable, interesting, or unclear. I will not regurgitate each and every point from
Proposal for a New Course

the readings: the students are responsible for making their way through the readings and coming to class prepared to ask questions and resolve any confusions. My role is to facilitate their learning experience, which is largely based upon their own efforts. I will frequently give small lectures, and then break students into small groups for discussion.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   none

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   none

   c) Frequency of offering:
      each fall: ☐  each spring: ☑
      every two years: ☐  every three years: ☐
      other ☐ (Explain): ___

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      none

   b) Budget:
      none

   c) Library:
      none

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Political Science major
      Political Science minor

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

POLLS 355 - Global Political Theory
Dr. Kea Gorden

Office Hours: Mondays, 2:30-3:30, Thursdays 2-4pm, and by appointment

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course
Office Location: Department of Political Science, 114 Wentworth, Room 205

This course offers an exploration of the multiple perspectives of political thought that exist in the world outside of the Western Canon. We begin with a particular set of questions aimed at critically examining the political implications of the foundations of knowledge construction. What kinds of presumptions or naturalizations are elemental to western canonical political theory? Are the categories we use to order the world omnipresent and ahistorical and neutral? Is there such a thing as universal reason? How do we think about knowledge? How does our reliance upon the scientific method determine the questions we can ask? And finally, how is this line of questioning political?

In response to the omissions and exclusions of western political theory, we will explore perspectives from around the globe, ranging from African and Buddhist political philosophy to post-colonial feminisms, to consider political theorizations of freedom, equality, justice, security and political organization. These contributions serve important purposes of democratizing the idea of political theory and expanding our concepts of political subjectivity and agency. The course will encourage students to examine how a knowledge of global perspectives allows political analysts a richer and more complex understanding of politics.

Course Requirements
Participation & Discussion: 10% of your final course grade throughout the semester.
Individual Presentations: 15% of your final course grade on assigned dates
In-class quizzes/writing exercises: 15% of your final grade
3 papers: 60% of your final course grade (first is worth 20%, due Feb. 15, the second is worth 20%, due March 22, and the third is due the last day of class, April 26)

Participation and Discussion: 10%
All students are expected to do all the assigned readings, be prepared to summarize the main issues and arguments, and participate in discussion on a regular basis. This course is designed to encourage critical thinking on controversial issues. Students will be frequently called upon to share their queries and opinions. If you find it difficult to speak in public, you should meet with the instructor during the first week of class to discuss strategies for resolving this problem.

Individual Presentation: 15%
Each student should select and make an oral presentation, which will take place on Fridays and in partners. When you present, you are also required to hand in a one-page written response. “Write-ups” should be one page maximum, typed, and carefully edited. Most of all, it should demonstrate your “engagement” with the reading. They must provide evidence that you have done the weekly reading and give some critical thought to your grasp of the facts, concepts and debates in the reading. Quantity is not required; rather, two, three or one-paragraph questions or commentaries are fine. Quality is what is important. Don’t worry about being incorrect, provided you have engaged the reading.
The objective is to help students critically engage the ideas, theories and facts presented
Proposal for a New Course

in readings and lectures. Learning how to pose the right analytic question is just as important as answering a question. I will reward those who are committed to the goals of the course and those who critically engage the readings.

There will be more than one pair of students presenting each Friday. The task is to present a short, informal presentation on an assigned reading. The main part of presentation should be no longer than 5 minutes and the questions/discussion should last between 5 and 10 minutes. The presentation should consist of the following:

- The main argument of the reading
- Major concepts within the reading
- The significance or usefulness of the reading
- How the reading relates to past course readings and/or the course themes
- The presentation should conclude with at least one question for class discussion from the readings she or he is presenting on

Here are some examples of ways to pose good questions or develop critical commentary on the readings:

1. Summarize a theory or concept that is described in the readings concisely, and then apply the generalization to a different context and debate if and why it applies.
2. Take a quote from the text that you think is most important, one that captures the key argument in the readings, or one that puzzles you, and then analyze what the author is trying to explain, or fails to do, or how your own standpoint agrees or disagrees with the quote. Critique the bias you see.
3. Search for an anomaly, a contradiction or paradox in the assigned text. Authors says that something is true in such and such context, but s/he appears to overlook this rule or generalization in another passage/quote. Can both be true?
4. Compare and contrast the view of two assigned authors discussing the same social change, institution or cultural process. Search for the source of the difference. What explains why they agree and why they differ? What’s the underlying assumption/method/theory/value?

Question and answer sessions will follow the main presentation.

In-Class Reading Responses: 15%
Every Friday we will have a 10-minute written response to the week’s readings. You will be responsible for commenting on a quote or a theme or idea from one or more reading that you found particularly interesting, compelling or problematic.

Papers: 60% (Due 2/15, 3/22, 4/26)
There will be three papers due throughout the semester. I will give you the prompt one week before the paper is due. These papers will test your understanding of the reading material and expect you to critically examine the main ideas of the arguments in relationship to one another. I expect you to look up the citation styles on the Political Science homepage and follow this format, or just use MLA, Chicago or APA style. No lame excuses or late papers will be accepted.
Proposal for a New Course

Course Materials
Please make sure to frequently visit course WebCT for this course because ALL of the material for the course will be posted there. I request that you print these articles and bring them to class because we will frequently have discussions in class based upon particular sections of the text, and to participate in these discussions, you must have the materials with you.

Week 1: Introduction: Understanding our Field(s) of Study
What is comparative or global political theory? What is critical theory? How does our study intersect and diverge from the materials studied in other political theory courses?

Readings for Week 1:

Weeks 2 – 3: Situating Our Locations of Knowledge Production
Readings for Week 2:

Readings for Week 3:

Week 4-5: Emotion and Poetics as Sources of Knowledge and Bases for Praxis
Readings for Week 4:
Proposal for a New Course

Readings for Week 5:

Weeks 6-8: Challenges to Political Subjectivity Emerging from Critical Race, Postcolonial and Feminist Theories
Readings for Week 6: ***Paper #1 is due on Monday, February 15th

Readings for Week 7:

Readings for Week 8:

Week 9: NO CLASS—SPRING BREAK

Week 10-14: Intersections of Culture, Knowledge and Political Organization: Engaging and Expanding our Political Imaginations

Readings for Week 10:

This form was approved by FCC on 8/17/2010 and replaces all others. p. 7
Proposal for a New Course

Readings for Week 11: ***Paper #2 is due on March 22

Readings for Week 12:

Readings for Week 13:

Readings for Week 14:

Readings for Week 15: ***Paper #3 is due on Monday, April 26
CATCH UP and Conclusion
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Guoli Liu  Email address liug@cofc.edu Phone 953-5883

1. Department: Political Science

2. Course number and title: POLS 325: Chinese Politics
   Number of Credits: 3    Total hrs/week: 3 hours per week
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐
   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   This course examines contemporary Chinese politics in comparative perspective. China is a rapidly modernizing country with growing global influence. We will address theoretical and methodological questions in China studies. Key topics include political culture, leadership transition, economic reform, environment and population, and state-society relations.

5. CIP Code: 45.1099 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   No
Proposal for a New Course

b) Please explain overlap with any existing courses.
   POLS 323 Politics of East Asia focuses on the region of China, Japan and the two Koreas. It is more of a broad and historical introduction of the politics of the region. POLS 325 Chinese Politics focuses on contemporary Chinese politics only. They are two distinctively different courses.

8. Prerequisites (or other restrictions):
   No.

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      Students in this course will address theoretical and methodological questions in China studies. They will learn critical perspectives on Chinese political culture, leadership transition, economic reform, environment and population, and state-society relations. Students should be able to compare and contrast the Chinese case with other countries that they have studied.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      By learning theories and methods of analyzing Chinese politics, students will deepen their understanding of how politics work in different parts of the world. Such knowledge and skills are essential for the core principles of the Political Science major, which includes an understanding of political culture and political institutions at home and abroad.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    This course belongs to the comparative subfield of the Political Science, it is a bridge between introductory course Comparative Political Analysis and the Capstone Seminar which stands at the end of the major.

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

11. Method of teaching:
    This course is a combination of lecture and group discussion.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    This course offers students one more elective in Political Science and will have no major impact on enrollment pattern shifts. When "Chinese Politics" is offered as a special topic elective in the last two years, it has an enrollment of 30
Proposal for a New Course

students each time.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   Guoli Liu is the only faculty member who will be teaching this course. This will be no change in staffing in the department.

c) Frequency of offering:
   \[ \begin{array}{ll}
   \text{each fall:} & \square \\
   \text{each spring:} & \square \\
   \text{every two years:} & \square \\
   \text{every three years:} & \square \\
   \text{other (Explain):} & \square \\
   \end{array} \]

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      No.

   b) Budget:
      No.

   c) Library:
      No.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) \( \square \) yes \( \square \) no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Political Science major
      Political Science minor
      Asian studies minor

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

College of Charleston
POLS 339.1 ST: Chinese Politics

Dr. Guoli Liu
Fall 2010
Maybank Hall 207, Tuesday and Thursday 9:25-10:40 am
Office: 114 Wentworth Street, Room 103
Office Hours: Monday and Wednesday 8:30-11:30 am, and by appointment
Telephone: 843-953-5883; E-mail: Liug@cofc.edu

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal for a New Course

COURSE OBJECTIVES

This course examines contemporary Chinese politics (1949-present) with an emphasis on the era of reform and opening since 1978. What are the crucial problems in Chinese politics? How have the Chinese people and political leaders confronted them? We begin with an introduction of China’s tradition and revolutionary transformation. The main focus of the course is on political reform and socioeconomic change in the post-Mao era. China’s politics from Deng Xiaoping’s “four modernizations” and xiaokang shihui (well to do society) to Hu Jintao’s harmonious society has been focusing on achieving modernity. After three decades of hard work and rapid growth, China is approaching modernity. In addition to having a rapidly growing economy, China is experiencing profound sociopolitical changes. We shall examine whether the Chinese can build a dynamic market economy in an increasingly globalized world economy, create social harmony in a society with growing tensions, and maintain political stability while avoiding stagnation and decay. What we face is a most challenging prospect that will affect not only the fate of 1.3 billion Chinese people but also the future of world politics. We are going to study China in comparative perspectives.

COURSE REQUIREMENT AND GRADING POLICY

Students are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well informed positions on key issues, (3) complete an analysis paper and a research paper, and (4) follow current events and news analysis.

Students will be evaluated on the basis of their performance of one midterm exam (30%), class participation including two participation reports (10%), a 10-12 page research paper (20%), a presentation of the paper (10%), and a final exam (30%). You also have a great opportunity to write a 5-6 analysis paper about key readings on a significant issue in Chinese politics (10%). The lowest ten percent of your grade will be dropped from your grade for the course. Class participation is graded based on the quality, quantity, substance, and relevance of your contribution to the class, as well as the courtesy and professionalism you show to other students. Detailed guidelines for papers and exams will be provided. No late paper or exam will be accepted without prior written permission.

As the lectures and classroom discussions are an essential part of the course, attendance is mandatory. A class sign up sheet will be distributed at the beginning of each class. You are allowed a maximum of two unexcused absences during the semester; additional absences, unless you can clearly prove personal emergencies or illnesses, will result in a loss of 2 points for each absence.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td></td>
</tr>
</tbody>
</table>

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Proposal for a New Course

Any student with a diagnosed learning or psychological disability which impedes your carrying out required course work, or which requires accommodations such as extended time on examinations, should advise me during the first two weeks of the course so we can review possible arrangements for reasonable accommodations.

Academic honesty is very important! When you enrolled in the College of Charleston, you signed the Honor Code. I expect you to abide to the code and it is the only way to maintain the integrity and value of your degree. You will fail this course if you have found to have cheated on an exam or plagiarized any portion of your paper. I will turn the case of Honor Code violation to the Honor Board and vigorously pursue further disciplinary action. Everyone must highly value academic integrity and abide to the Honor Code.

REQUIRED TEXTS


RECOMMENDED TEXTS


Proposal for a New Course


* Additional readings will be assigned in class.

COURSE OUTLINE AND READING ASSIGNMENTS

1. China in Comparative Perspectives
   Joseph, Chapter 1.
   Dittmer and Liu, Introduction and Chapter 1.
   Gries and Rosen, Introduction.
   Blecher, Prefaces and Introduction.
   Naisbitt, Prologue and Introduction.
   Dreyer, Preface and Chapter 1.
   Fewsmith, Introduction.
   Bergsten, Freeman, Lardy, and Mitchell, Introduction.
   Peerenboom, Chapters 1-2.
   Perry and Goldman, Chapter 1.
Proposal for a New Course

Li, Foreword and Chapter 1.
Saich, Introduction.
Meredith, the entire book.
(Deadline for completing the readings, August 26)

2. Tradition and Modernization
Joseph, Chapter 2.
Blecher, Chapter 1.
Dreyer, Chapter 2.
Fairbank and Goldman, Introduction, Chapters 1-12.
Grasso, Corrin, and Kort, Chapters 1-3.
(September 2)

3. From Reform to Revolution
Dittmer and Liu, Chapter 12.
Dreyer, Chapters 3-4.
Fairbank and Goldman, Chapters 13-17.
Grasso, Corrin, and Kort, Chapters 4-6.
(September 9)

4. Politics under Mao Zedong
Joseph, Chapter 3.
Blecher, Chapter 2.
Dreyer, Chapter 5.
Fairbank and Goldman, Chapters 18-20.
Saich, Chapter 2.
Grasso, Corrin, and Kort, Chapters 7-9.
(September 16)

5. Challenges of Political Reform
Joseph, Chapter 4.
Blecher, Chapter 3.
Dittmer and Liu, Chapters 2-4.
Gries and Rosen, Chapters 1-2.
Dreyer, Chapter 6.
Fairbank and Goldman, Chapter 21.
Fewsmith, Chapters 1-5.
Bergsten, Freeman, Lardy, and Mitchell, Chapters 2-5.
Dittmer, the entire book.
Grasso, Corrin, and Kort, Chapters 10-11.
Peerenboom, Chapters 3-5.
Perry and Goldman, Chapters 2-3.
Li, Chapters 2-6.
Saich, Chapters 3-6.
Goldman and MacFarquhar, Chapters 1, 3-7.
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(September 23)

6. Governance and the Politics of Transition
   Joseph, Chapters 5-6.
   Blecher, Chapters 4 and 7.
   Naisbitt, Pillars 1-4.
   Dittmer and Liu, Chapters 13-15.
   Fewsmith, Chapters 6-8.
   Perry and Goldman, Chapters 5-6.
   Li, Chapters 11-12, 15.
   Deng Xiaoping, “Excepts From Talks Given in Wuchang, Shenzhen, Zhuhai and Shanghai.”
   (September 30)

Midterm Exam: Tuesday, October 5.

7. The Politics of Economic Reform
   Joseph, Chapter 7.
   Blecher, Chapter 6.
   Dittmer and Liu, Chapters 8, 9, and 18.
   Dreyer, Chapter 7.
   Bergsten, Freeman, Lardy, and Mitchell, Chapters 1 and 6.
   Perry and Goldman, Chapters 4, 7, and 12.
   Li, Chapters 7-8.
   Saich, Chapter 9.
   Goldman and MacFarquhar, Chapters 2, 11-12.
   (October 7)

8. State-Society Relations
   Joseph, Chapter 10.
   Blecher, Chapter 5.
   Naisbitt, Pillars 5-8.
   Gries and Rosen, Chapters 3, and 6-8.
   Dittmer and Liu, Chapters 5-7.
   Dreyer, Chapters 8-9.
   Bergsten, Freeman, Lardy, and Mitchell, Chapter 9.
   Peerenboom, Chapter 6.
   Perry and Goldman, Chapters 8-9.
   Li, Chapter 10.
   Goldman and MacFarquhar, Chapter 14.
   (October 14)
Proposal for a New Course

9. Rural China and Urban China
   Joseph, Chapters 8-9.
   Gries and Rosen, Chapters 4-5, and 11.
   (October 21)

    Dittmer and Liu, Chapter 16.
    Gries and Rosen, Chapter 12.
    Dreyer, Chapter 11.
    Bergsten, Freeman, Lardy, and Mitchell, Chapter 7.
    Saich, Chapter 10.
    Goldman and MacFarquhar, Chapter 10.
    (October 28)

11. Changing Public Sphere
    Dittmer and Liu, Chapters 10-11.
    Dreyer, Chapter 12.
    Peerenboom, Chapters 7-8.
    Perry and Goldman, Chapters 10-11.
    Saich, Chapters 7-8.
    Goldman and MacFarquhar, Chapters 8-9.
    (November 4)

12. Politics of China’s Periphery
    Joseph, Chapters 14-17.
    Gries and Rosen, Chapters 9-10.
    Dreyer, Chapter 13.
    Saich, Chapter 6.
    (November 11)

13. China and the World
    Blecher, Chapter 8.
    Dreyer, Chapter 14.
    Bergsten, Freeman, Lardy, and Mitchell, Chapters 8 and 10.
    Fairbank and Goldman, Epilogue.
    Saich, Chapter 11.
    Grasso, Corrin, and Kort, Chapter 12.
    (November 18)

14. The Future of Chinese Politics
    Blecher, Chapter 9.
    Dreyer, Chapter 15.
    Dittmer and Liu, Conclusion.
    Fewsmith, Conclusion.
Proposal for a New Course

Bergsten, Freeman, Lardy, and Mitchell, Conclusion.
Peerenboom, Chapter 9.
    Saich, Chapter 12.
Goldman and MacFarquhar, Chapter 15.
    (December 2)

Final Examination: Tuesday, December 14, 8-11 am.
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.