FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Claire Curtis Email: curtisc@cofc.edu Phone: (843) 953-6510

Department or Program Name: Political Science School name: Humanities and Social Sciences

Course Prefix, Number, and Title: POLI 101: American Government

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>x New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
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<tr>
<td></td>
<td>□ Prerequisite Change</td>
<td></td>
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<tr>
<td></td>
<td>□ Edit Description</td>
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</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

x Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) x Yes □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

3

B. Credit Hours

5

Is this course repeatable? □ yes x no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

American Government examines the structure, context, functions and problems of American national government. NOTE: This course is required of all political science majors and minors and must be completed within the first 15 hours of political science courses.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify and explain the central principles, institutions, procedures and decision-making processes of the American political system</td>
<td>Tests; final exam; students are expected to pass the class.</td>
</tr>
<tr>
<td>2. Evaluate the basic strengths and weaknesses of the American political system through the application of political concepts and ideas</td>
<td>Tests; final exam; position papers</td>
</tr>
<tr>
<td>3. Relate historical events and/or developments to contemporary political issues, debates and outcomes in the United States</td>
<td>Position papers</td>
</tr>
<tr>
<td>4. Develop an analytical, social scientific disposition toward American politics</td>
<td>Position papers; qualitative assessment during class participation</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations—by identifying and explaining the central elements of the American political system, students will demonstrate knowledge that fulfills this learning outcome for the major. Thus, the course's 1st outcome aligns with this one. Students' skills in this area will be introduced.

6. Apply theories and concepts to new situations—The course's 2nd and 3rd learning outcomes align with this one. By evaluating the strengths and weaknesses of the American political system through the application of political concepts and relating historical developments to contemporary issues, students' skills in these areas will be introduced.

4. Demonstrate understanding of readings, analyze texts critically, effectively write papers—This course's 4th outcome aligns with this one. By developing an analytical disposition toward American politics, students will demonstrate critical analysis of the text and write effective papers. Students' skills in this area will be introduced.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   Date: 11/2/2011

2. Signature of Academic Dean:

   Date: 11/4/11

3. Signature of Provost:

   Date: 11/8/11

4. Signature of Curriculum Committee Chair:

   Date:

5. Signature of Faculty Senate Secretary:

   Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 101 American Government

This course introduces students to the nature, purpose, and structure of the American political system. Attention is given to the institutions and processes that create public policy and how those institutions affect the shape, size, and objectives of the government. The course is structured around the four main parts of our government (legislative, executive, judicial, and bureaucratic), what actors or other institutions drive what happens in the main four, and how we can better understand the end result of what we give and get from government in the end. Finally, the strengths and weaknesses of the American political system are discussed, along with the role of citizens in a democracy and how we affect the governmental system.

Learning Outcomes
Upon completion of this class, students will be able to:
1) Identify and explain the central principles, institutions, procedures and decision-making processes of the American political system
2) Evaluate the basic strengths and weaknesses of the American political system through the application of political concepts and ideas
3) Relate historical events and/or developments to contemporary political issues, debates and outcomes in the United States
4) Develop an analytical, social scientific disposition toward American politics

Course Materials

Grading Scale
Each assignment will be graded as a percentage. The grading scale for this course is:

100-93: A       89-88: B+       79-78: C+       69-68: D+       59-0: F
82-80: B-       72-70: C-       62-60: D-

Graded Assignments
Your grade will be based on the following:

4 Shorter Tests (125 points each) ........................................................................................................... 400 points
1 Final Exam (200 points) ......................................................................................................................... 200 points
4 Position Papers (75 points each) .......................................................................................................... 300 points
Attendance and Participation (10 points) ................................................................................................. 100 points

TOTAL .................................................................................................................................................. 1000 points

The test component of your grade will include 4 short tests and 1 final exam. Each shorter test will be worth 125 points of your final grade while the final— which is comprehensive— will be worth 200 points total. The second component is four short position positions, worth 75 points each for a total of 300 points. These papers should be approximately two pages in length each. They should include one page describing each side of a contentious issue in American politics (topics to be handed out later). The goal of these assignments is to get you to see both sides of issue. The final component of your final grade is attendance and participation, skewed toward the later. This section is worth 100 points of your final grade.
Class Policies

Classroom Participation
Classroom discussion is a valuable component of teaching critical thinking, especially in political science. Participants will have varying views, and these may be strongly held. Please be respectful in both voicing your views and listening to the views of others. I reserve the right to take disciplinary action if I deem your responses to be out of line, rude, hurtful, etc. Please understand that we will have disagreements (the essence of politics), but be mindful to be respectful.

Attendance and Assignment Policies
- It is expected that you will attend class regularly.
- Missed exams may be rescheduled only at the discretion of the instructor and with proper documentation (i.e., death certificate, court summons, or note from the emergency room). It is your responsibility to contact the instructor to re-schedule exams and discuss any other issues you may be having.
- All assignments must be turned in on time, on paper, during the beginning of the class period they are due.
- If you do turn in assignments late, note that they will be docked one letter grade (10% of the available points for any assignment) for each 24-hour period they are late. This is in addition to any points you may receive off the assignment. The 24-hour period begins when I ask you to turn in assignments; if, for example, you only come to the end of a class and turn in your assignment it will be docked one letter grade.
- If you miss a lecture or other class activity, it is your responsibility to get missed information from classmates. I will not give out my class notes.
- You must show up within 5 minutes of an exam’s scheduled starting time to take the exam. If you are more than 5 minutes late you will not be allowed to take the exam unless you have an excuse. All make-up exams are essay.
- Finally, please be respectful of all others in the class. Arrive on time and ready for class. No headphones, cell phones, tobacco, or food is allowed in the classroom. Do not plan on eating during class.

Computer and Electronics Policy
I have a strict policy of no computers in the classroom unless approved in advance. No tape recorders are allowed unless approved in advance. Please turn off any electronic devices or set them to silent (not vibrate). Do not text during class: if I catch you texting you will be docked one point off your final grade in attendance and participation and you will be asked to leave class.

Students with Disabilities
Students with a disability should contact me during the first week to make sure that reasonable accommodations can be made. Do not wait until the day of a test, for example, to let me know that you have a disability. Students with a disability must be registered with SNAP services. If you have questions regarding disabilities or to register, please visit the Center for Disability Services, LCTR 104, 160 Calhoun Street in person, via phone at (843) 953-1431 or SNAP@cofc.edu.

Academic Misconduct
Academic misconduct is among the most serious violation of scholastic and college policies. I have a zero tolerance policy for lying, cheating, or plagiarism and will take whatever steps necessary to punish students in violation of the Student Honor Code, as indicated by that code. This includes collusion on take home assignments, cheating on exams, and plagiarizing others' work. The latter is particularly problematic; it is defined by Section 6 of the the Student Honor Code as:

"6.1. The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself and/or in footnotes/endnotes.
6.2. Borrowing without acknowledging the source.
6.3. Paraphrasing the thoughts of another writer without acknowledgement.
6.4. Allowing any other person or organization to prepare work which one then submits as his/her own."

Please pay attention to Section 7 of the Student Handbook. I will follow all steps laid out in that section when I believe students are in violation of the honor code. Note that lazy and slopppy work does not preclude you from punishment. If you have any questions, please arrange to meet with me. You can also arrange a one-on-one meeting at the Center for Student Learning (located on the first floor of Addlestone Library) where they will also help guide you through the writing process and answer any questions.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Barbour, Wright, and Giroux</th>
<th>Rourke</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>FOUNDATIONS</strong></td>
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</tr>
<tr>
<td>Week 1 - Introduction</td>
<td>W- Aug. 25</td>
<td>Introduction: No Readings</td>
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<tr>
<td></td>
<td>F- Aug. 27</td>
<td>How the U.S. is Unique: Separation of Powers, Federalism, and Political Culture</td>
<td>1</td>
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<tr>
<td>Week 2 - The Constitution</td>
<td>M-Aug. 30</td>
<td>The Foundation of the Nation</td>
<td>2</td>
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<tr>
<td></td>
<td>W- Sept. 1</td>
<td>The Constitution</td>
<td>2 (Con't)</td>
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<tr>
<td></td>
<td>F- Sept. 3</td>
<td>Debate: Deciding on the Constitution's Meaning: Rely on the Original Authors of Interpret in Light of Modern Circumstances</td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Week 3 - Federalism</td>
<td>M- Sept. 6</td>
<td>The Sources of Federalism</td>
<td>3</td>
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<tr>
<td></td>
<td>W- Sept. 8</td>
<td>Federalism in Practice</td>
<td>3 (Con't)</td>
<td>--</td>
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<tr>
<td></td>
<td>F- Sept. 10</td>
<td>Debate: Is Allowing States to Collect Taxes on Interstate Commerce to Leveling the Playing Field a Threat to Electronic Commerce?</td>
<td>15</td>
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</tr>
<tr>
<td>Week 4 - Voting, Campaign, and Elections</td>
<td>M- Sept. 13</td>
<td>Participation in Our Government</td>
<td>12</td>
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<tr>
<td></td>
<td>W- Sept. 15</td>
<td>Debate on why Elections are Important: Should we Adopt a National Popular Plan to Elect the President or Preserve the Electoral College?</td>
<td>12 (Con't)</td>
<td>10</td>
<td>Position Paper #1 Due</td>
</tr>
<tr>
<td></td>
<td>F- Sept. 17</td>
<td>Test #1</td>
<td>--</td>
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<td>Test #1</td>
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<td></td>
<td><strong>THE LEGISLATURE</strong></td>
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<tr>
<td>Week 5 - Congress</td>
<td>M- Sept. 20</td>
<td>Congress: The Basics</td>
<td>6</td>
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<tr>
<td></td>
<td>W- Sept. 22</td>
<td>Why Congress Moves so Slow</td>
<td>6 (Con't)</td>
<td>--</td>
<td></td>
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<tr>
<td></td>
<td>F- Sept. 24</td>
<td>Debate: Do Congressional Term Limits Promote or Restrict Choice?</td>
<td>--</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Week 6 - Interest Groups</td>
<td>M- Sept. 27</td>
<td>Interest Groups in American Politics</td>
<td>11 (pp. 351-368)</td>
<td>--</td>
<td></td>
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<tr>
<td></td>
<td>W- Sept. 29</td>
<td>Political Power: Campaign Finance and the Role of Money in the U.S.</td>
<td>Reading TBA</td>
<td>--</td>
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</tr>
<tr>
<td></td>
<td>F- Oct. 1</td>
<td>Debate: Is the Oil Industry Profiteering or Responding to</td>
<td>--</td>
<td>8</td>
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<tr>
<td>Week 7- Political Parties</td>
<td>M- Oct. 4</td>
<td>The History of Political Parties in the U.S.</td>
<td>11 (pp. 333-250)</td>
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<tr>
<td>W- Oct. 6</td>
<td>Debate on The Modern Two-Party System: Will Democrats Remain Dominant or will the Republicans mount a come-back?</td>
<td>--</td>
<td>9</td>
<td>Position Paper # 2 Due</td>
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<tr>
<td>F- Oct. 8</td>
<td>Test #2</td>
<td>--</td>
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<td>Test #2</td>
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**THE EXECUTIVE**

<table>
<thead>
<tr>
<th>Week 8- The Presidency</th>
<th>M- Oct. 11</th>
<th>NO CLASS- FALL BREAK</th>
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</thead>
<tbody>
<tr>
<td>W- Oct. 13</td>
<td>The Role of the President</td>
<td>7</td>
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<tr>
<td>F- Oct. 15</td>
<td>Debate: Should the War Powers of the President be Curbed or Left as they Are?</td>
<td>--</td>
<td>12</td>
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</table>

<table>
<thead>
<tr>
<th>Week 9- Public Opinion</th>
<th>M- Oct. 18</th>
<th>What is Public Opinion</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>W- Oct. 20</td>
<td>The Opinions of Americans</td>
<td>10 (Con't)</td>
<td>--</td>
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</tr>
<tr>
<td>F- Oct. 22</td>
<td>Debate: Should we Allow Non-Citizens to Vote? Is it Expanding Democracy or Undermining Citizenship?</td>
<td>--</td>
<td>6</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10- The News Media</th>
<th>M- Oct. 25</th>
<th>The Role of the News Media in American Politics</th>
<th>13</th>
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</tr>
</thead>
<tbody>
<tr>
<td>W- Oct. 27</td>
<td>Debate: How the News Media Has Changed and the Future of Quality Journalism: Implied or Secure?</td>
<td>13 (Con't)</td>
<td>7</td>
<td>Position Paper # 3 Due</td>
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<tr>
<td>F- Oct. 29</td>
<td>Test #3</td>
<td>--</td>
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<td>Test #3</td>
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**THE COURTS**

<table>
<thead>
<tr>
<th>Week 11- The Courts</th>
<th>M- Nov. 1</th>
<th>The Organization of the U.S. Court System</th>
<th>9</th>
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<tbody>
<tr>
<td>W- Nov. 3</td>
<td>The Supreme Court</td>
<td>9 (Con't)</td>
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<tr>
<td>F- Nov. 5</td>
<td>Debate: The Basis of Sonia Sotomayor’s Views on the Supreme Court: Fidelity to the Law or Identity Politics?</td>
<td>--</td>
<td>14</td>
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<table>
<thead>
<tr>
<th>Week 12- Civil Liberties</th>
<th>M- Nov. 8</th>
<th>What are Civil Liberties</th>
<th>4</th>
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<tbody>
<tr>
<td>W- Nov. 10</td>
<td>What are Civil Liberties II</td>
<td>4 (Con't)</td>
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<tr>
<td>F- Nov. 12</td>
<td>Debate: Is the Phrase “Under God” in the Pledge of Allegiance a</td>
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<td>3</td>
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<tr>
<td>Week</td>
<td>Day</td>
<td>Topic</td>
<td>Barbour, Wright, and Giroux</td>
<td>Rourke</td>
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<tr>
<td>Week 13- Civil Rights</td>
<td>M- Nov. 15</td>
<td>A History of Civil Rights</td>
<td>5</td>
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<tr>
<td>W- Nov. 17</td>
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<td>Debate: Civil Rights in Modern Perspective: Is Enacting a Federal</td>
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<td>5 (Con't)</td>
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<td></td>
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<td>Hate Crimes Law Unwise and Over-Federalization of the Law or Just</td>
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<td></td>
<td>and Appropriate?</td>
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<td>F- Nov. 19</td>
<td></td>
<td>Test #4</td>
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THE BUREAUCRACY

<table>
<thead>
<tr>
<th>Week 14- The Bureaucracy</th>
<th>Day</th>
<th>Topic</th>
<th>Barbour, Wright, and Giroux</th>
<th>Rourke</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>M- Nov. 22</td>
<td></td>
<td>The Power of Un-Elected Officials</td>
<td>8</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>W- Nov. 24</td>
<td></td>
<td>NO CLASS- THANKSGIVING BREAK</td>
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<tr>
<td>F- Nov. 26</td>
<td></td>
<td>NO CLASS- THANKSGIVING BREAK</td>
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<table>
<thead>
<tr>
<th>Week 15- The Budget and Economic Policy</th>
<th>Day</th>
<th>Topic</th>
<th>Barbour, Wright, and Giroux</th>
<th>Rourke</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M- Nov. 29</td>
<td></td>
<td>The Economic Power of the U.S. Government</td>
<td>14</td>
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<tr>
<td>W- Dec. 1</td>
<td></td>
<td>The Economic Power of the U.S. Government</td>
<td>14 (Con't)</td>
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</table>

<table>
<thead>
<tr>
<th>Week 16- The Budget and Economic Policy</th>
<th>Day</th>
<th>Topic</th>
<th>Barbour, Wright, and Giroux</th>
<th>Rourke</th>
<th>Assignment Due</th>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Barbour, Wright, and Giroux</th>
<th>Rourke</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL EXAM</td>
<td>W- Dec. 8 (8:00-11:00 AM)</td>
<td>Final Exam</td>
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<td>Final Exam</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: John Creed Email: creeddj@cofc.edu Phone: 3-8137

Department or Program Name: Political Science School name: Humanities and Social Sciences

Course Prefix, Number. and Title: POLI 102 - Contemporary Political Issues

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

- [ ] New Course (attach syllabus)

CHANGE COURSE

- [ ] Change Number
- [ ] Change Title
- [ ] Change Credits/Contact hours
- [ ] Prerequisite Change
- [ ] Edit Description

DELETE COURSE

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- [ ] Delete Course

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[ ] Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) [ ] Yes [ ] No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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B. Credit Hours 3

Is this course repeatable? [ ] yes [x] no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

An introductory course for majors and non-majors that emphasizes the analysis of current domestic and international issues. Issues covered will vary from semester to semester.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym is a part of a department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300-level courses.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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1. Students will become familiar with a number of contemporary political issues and better understand their make-up and importance  
   - Exploratory assignments, homework assignments, Op-Ed assignment

2. Students will understand how different political issues are assessed by different philosophical and ideological traditions  
   - Homework Assignments, Quizzes, Response papers

3. Students will be able to effectively write and develop arguments  
   - Response papers, Op-Ed assignment, Letter writing assignment

4. Students will be able to better comprehend other's views and formulate, defend their own positions  
   - Response papers, Op-Ed assignment, Letter writing assignment, class participation and group exercises

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Course supports the following departmental learning objectives: identify and explain major political philosophies, western and nonwestern, and their origins; demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; demonstrate understanding of readings, analyze texts critically, effectively write papers; distinguish their own views from those of others and can defend their own perspective; apply theories and concepts to new situations. Skills are introduced in this course.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director: ___________________________ Date: 11/3/2011

2. Signature of Academic Dean: ___________________________ Date: 11/4/11

3. Signature of Provost: ___________________________ Date: 11/10/11

4. Signature of Curriculum Committee Chair: ___________________________ Date:

5. Signature of Faculty Senate Secretary: ___________________________ Date:

Date Approved by Faculty Senate: ___________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Contemporary Political Issues

Course Objectives

This course is designed with three primary sets of goals in mind. First, it is constructed to help us better appreciate the nature and dynamics of contemporary politics (both domestic and international) as well as aid us in understanding and elaborating on our personal ideas while subjecting these to critical analysis and reassessment. We will do this by tracking a host of issues over the span of the semester while simultaneously 1) exploring where we have come from -- how our ideas have been shaped by the social forces of everyday life; 2) discussing what our options are -- how our ideas fit within the context of contemporary political ideologies; and 3) examining what we can do -- what alternatives are available for expressing our ideas through political conversation and participation.

Second, the course is intended to be a vehicle for helping us become stronger critical thinkers and more able to pursue politics actively. Most attempts at instruction in these areas are passive -- one is given assignments which, if completed, are presumed to teach the skills adequately without ever helping us learn what is entailed or assessing whether the capacities are actually acquired. This setting seeks to explicitly teach aspects of critical thinking and political action and allow us to judge how much we have attained through our efforts.

Third, because this year marks the start of a new congressional session and the return of divided government to the US, as well as a time of ongoing confrontation with adversaries throughout the world, many of our sessions will be devoted to analyzing selected domestic and international issues and we will scrutinize these from several different ideological perspectives. This will improve our substantive understanding of important challenges we face as a society and hopefully allow us to make more informed political assessments. Just as we explore our own ideas about politics, so too will we investigate where these ideas have come from, what different perspectives see as they evaluate these matters, and what we can do about them.

Method of Presentation

Many class meetings will be organized as discussions of either assigned readings or new materials introduced by the instructor and members of the class. These discussions will sometimes take place in small groups. Lectures and top-down instruction will occur periodically, with clarifying questions and discussion encouraged.
Learning Objectives and Skills This Course Will Seek to Improve

By completing this course, you will be familiar with a number of contemporary political issues and how different major political philosophical and ideological perspectives on the world understand and assess these issues. You will also be able to apply these ideas to new issues you encounter on your own as the course evolves.

In addition, this class will attempt to challenge and improve a number of skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

**reading speed and critical comprehension (through constant reading and periodic reading quizzes);**

**oral communication, listening and presentation abilities (through class discussions, explorations, as well as in-class and out-of-class activities);**

**effective writing and development of arguments (through homework assignments, response papers and OP-tD, letter writing projects);**

**critical thinking and analytical capacities (through homework assignments, entire content of the course);**

**comprehension of other’s views and capacity to formulate, defend one’s own position (through reading, class discussions and exercises, class writing assignments);**

**library research and locating relevant sources (through select homework assignments);**

**cooperative work and active learning (through in-class exercises and out-of-class activities);**

**time management and personal responsibility (through set-up of the entire course);**

**awareness of how to be political active and why it is important (through writing assignments, entire content of the course)**

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning disability, if you have a physical impairment of any kind, or if you are an athlete or club member who will travel, I need to know at the start of the semester in order that we may determine how to best meet your needs. It will be infinitely more difficult to accommodate you sufficiently if you delay in disclosing such circumstances. In addition, if you are a student who has problems writing, taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.
Office Hours

I have two sets of office hours scheduled that are for your use. Do not be afraid to come by my office at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties in the course. If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot—don't hesitate to come by and talk.

Courtesy and Tolerance

As this course progresses, you will undoubtedly find that your ideas about politics and various issues do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of politics. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about America and the world.

As part of our early class sessions, we will devise guidelines that will govern our class discussions. One provision I will insist on is that all cell phones and other personal electronic devices be turned OFF before class and remain OFF throughout the class session.

Electronic Submissions

**NO** work may be submitted to me electronically for credit under any circumstances. You must have legible printed copies of work for me to collect when assignments are due.

Method of Evaluation

Final course evaluations will be based on class attendance, class participation, periodic homework assignments and quizzes, and work on your OP-ED and letter writing assignments. Grades will awarded on the following basis:

1. Attendance and Participation (10%): Class participation is a vital component of this course and your active participation is therefore required. Such participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of personal views. Students should always be prepared during each class session to discuss the assigned materials and current political events as they relate to the subject of the course. The minimum level of class participation is class attendance. Due to the structure of the course, a student should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (excused and unexcused— I make no distinction between these categories) is excessive and will lower your grade for attendance and participation. If you miss a class, you are still responsible for all material covered.

Twice over the course of the semester, you will be asked to reflect upon and evaluate your own class participation through a participation analysis exercise. Successful completion of these evaluations will be factored into your own participation totals.

As part of your participation (and as one of your cultural homework assignments—described below), you will be required to attend the POLS convocation event on Thursday, February 22 from 7:00-8:30 p.m. in the Physician's Auditorium. This event will feature a talk by urban planning advocate James H. Kunstler on Re-inventing Urban Space (the challenge to urban America is a theme of the department for the academic year and a topic
of discussion in this course). If you have a specific and unavoidable conflict associated with attending this event, you must let me know well in advance so that alternative arrangements for you can be made.

2. Exploratories (10%): Periodically throughout the semester, I will give you a general question based on the news to address. You will respond to me, via email, with a one-page, single spaced discussion of the issue prompted by the question posed. These will be due to me prior to the class session where we will discuss the issue. You will be evaluated for the care and thought you put into these discussions, as well as your capacity to work in aspects of class readings and substance into your responses.

The Contemporary Issues Portfolio: Over the course of the semester, you will be completing a number of other assignments (listed below) that will all fit into your Contemporary Issues Portfolio. Due dates for the various assignments are noted in the course schedule below and there is also a summary sheet of all due dates at the very end of the syllabus. You will complete these assignments and place them in your portfolio (simply a folder with pockets) which you will have with you for every session of class. A few portfolios will be collected randomly at the start of each class session and returned to you at the start of the next class when another group will be taken up — my expectation is that you will have all assigned materials in the portfolio at the time I request yours in class (missing material will be penalized). If you miss a class when your portfolio is among those slated for collection, you will have only one other opportunity to pass your portfolio in without forgoing credit for that entire portion of class. Everyone’s portfolio will be collected at least four times — and often it is more than four times — throughout the semester (therefore everyone will get multiple sets of feedback on your work over the course of the semester). So the clear strategy here is to make sure you come to class each day with work in your portfolio up to date and you will be fine.

3. Response Papers (15%): You are required to hand in three 2-3 page response papers over the course of the semester and complete an introductory exercise early in the term. Due dates for each of the three response papers and the introductory assignment are listed in the course schedule. To complete this assignment, you will take an Op-Ed article from a newspaper and briefly 1) summarize the main point of the article in one or two complete sentences; 2) identify the key evidence used to support the main point; 3) evaluate the strengths and weaknesses of the Op-Ed piece; and 4) suggest how another argument using other evidence could be constructed in response. For the first and second response papers, you will be able to write a single assignment up to three times to obtain a higher grade, so there is an added incentive to complete these assignments on time. More guidelines will be distributed with the introductory exercise assignment.

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<tr>
<th>Assignment</th>
<th>Introductory Exercise</th>
<th>Response Paper One</th>
<th>Response Paper Two</th>
<th>Response Paper Three</th>
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4. Homework and Cultural Assignments (26%): Periodically throughout the semester, you will be asked to complete a number of discreet assignments that are related to critical thinking skills and learning to be pedagogically effective; some are also designed to prepare you for your more extensive writing. Many, though not all of these assignments are listed in the course outline. You are expected to complete all of these assignments during the term. Penalties for late work will apply in all cases.

In addition, four times during the term at your choosing (twice before midterm and twice afterwards) you will also be expected to complete cultural homework assignments. You can meet
this requirement in many ways: by attending community meetings, plays, lectures, talks on 
campus, museum exhibits, done in a day service projects, working for a campaign - just about 
anything other than watching TV or going to the movies can qualify. In each of your homework 
tests, you are to first summarize what happened or what you did, what you heard or saw or 
experienced; then, you are to react to these events and relate your ideas to something relevant to a 
class in contemporary political issues. These reports should each be at least 250 words (the 
equivalent of one double-spaced typed page) and must include date, title, and place of whatever 
you attended. **You must complete and hand in for credit at least two of these assignments 
before Friday, March 2 in order to have an opportunity to receive full credit for this component 
of the homework portion of class. One of these first two opportunities is ready made for you 
through the POLS convocation event.**

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5. **Reading and Current Events Quizzes (20%)** Periodically throughout the semester, you will be 
given quizzes to check your reading comprehension and currency. Quizzes will come in two 
forms. You will regularly take a current events quiz via WebCT on line with guidelines for these 
quizzes provided in class. You will also periodically be given in-class quizzes that will help you 
maintain reading for main ideas and that will reinforce some of the critical thinking skills you are 
learning.

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<th>Quiz</th>
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6. **OP-ED Assignment (20%)**: Over the course of the semester, you will be writing an OP-ED article 
written with some of the final components of your classwork. You will receive grades for your 
drafts and bibliography, as well as your final piece. More details on this assignment are provided 
in the class outline and these will be expanded upon in class.

7. **Letter Writing Assignment (5%)**: As part of your work, you will also be composing a letter to 
the editor or your political representative on an issue of your choosing. More information on this 
assignment is provided in the class outline and will be expanded upon in class.

**Note:** I reserve the right to quiz the class more extensively if I sense that preparation is insufficient. 
Added quizzes will be factored into your overall quiz totals and more low quiz grades will be 
dropped.

Opportunities for extra credit will not be available.

The College is implementing a new grade scale regime this academic year that included both + and - 
grades. A numerical and literal guide to the translation of grades as they are assigned in this course is as 
follows:

A - Superior (90-100)  A minus - Excellent (91-99)  B - -- Very Good (88-86) 
B - Good (85-89)  B minus - Promising (81-89)  C - - Fair (78-76) 
D - Minus Passing (65-69)  D minus - Barely passing (61-65)  F - Failure (58-0)

In addition, you will often receive grades of check plus, check, check minus or check minus minus on your 
homework assignments. These symbols roughly correspond to A (exceeding expectations), B (meeting 
expectations), C (meeting short of expectations) and D (falling far short of expectations) grades on 
homework.
Readings and Texts

Specific reading assignments and the dates we will discuss them are listed in the course outline. Students are responsible for completing the reading prior to the class period for which it is assigned.

Assignments will be given in the following books:


The Primary Reading throughout the semester will come from The New York Times and I am requiring that you subscribe to the print edition that you will receive Monday-Friday of each week during the term. A discount subscription form allowing you to purchase the paper on weekdays for a significant savings over the other offers is available through this class: I urge you to make use of this.

The additional resources listed below are also helpful in keeping up with the pressing issues and debates in national and international politics. You will be exposed to many of these during the term and several may become useful tools for you as you complete the required work for this course.

Newspapers and News Magazines

The New York Times
The Christian Science Monitor
The Washington Post
The Wall Street Journal
The Economist

Opinion Journals

The Nation
Commentary
National Review
The Progressive
The New Republic

Monthly Review
The New York Review of Books
The American Prospect
The American Conservative
The Weekly Standard

TV: Radio

Nightly News (ABC, NBC, CBS, FOX, CNN)
Nightline (ABC)
The Newshour with Jim Lehrer (PBS)
This Week (ABC)
Face the Nation (CBS)
Meet the Press (NBC)
Frontline (PBS -- Tues. evenings, times vary)
Washington Week in Review (PBS -- Fri. 8:00 p.m.)
Morning Edition (NPR -- M-F, 5-8 a.m.)
All Things Considered (NPR -- M-F, 4-6 p.m.)
Weekend Edition (NPR -- Sat, Sun 8-10 a.m.)
The World (PRI NPR -- M-F, 3-4 p.m.)
NOW (PBS -- Fri evenings)
Class Outline and Assignments

I. **Class Introduction – Styles of Learning (January 8-10)**

*Reading:* None

*Assignment:* Due Wednesday, January 10 in class

Take a survey of Learning Styles at [http://www.cger.nwu.edu/learningstyles/ilsweb.html](http://www.cger.nwu.edu/learningstyles/ilsweb.html)

Print out TWO copies of the results and bring BOTH with you to class. You will leave one copy with me at the end of Thursday’s class session. In addition, print out the learning styles and strategies information provided by Richard Felder and Barbara Solomon at the conclusion of the web survey.

**Monday, January 15 – Martin Luther King Holiday (no class)**
(consider engaging in service)

II. **Political Participation in Today’s America (January 17-22)**

Begin reading *The New York Times* daily

*Reading:* Due Wednesday, January 17 (found on College Library’s reserve system)


*Assignment:* Due by Wednesday, January 17 in class

Complete the information survey handed out in class and bring it with you.

*Reading:* Due Monday, January 22 (found on College Library’s reserve system)


*Assignment:* Due Monday, January 22 in class

Bring to class a *one sentence summary* of the main idea communicated in Nelson’s article. This will be handed in at the end of class.

III. **Engaging the News – What’s Going on in the World (January 24-29)**

*Reading:* *The New York Times* daily

*Reading:* Due Wednesday, January 24

Mindich, Chapter 1
Assignment: Due Friday, January 26 by the end of the day (6:00 p.m.)

Take the practice quiz (what you know about contemporary issues coming in) found on Web CT for this course. The Web CT system will be demonstrated for you as part of class on Monday, January 22.

Reading: Due Monday, January 29
Hodgson, Chapter 1

Assignment 2: Due Monday, January 29 in class

Pick an issue that interests you and that you can imagine yourself being politically active around (something you have already been reading about or something you have not yet encountered in your reading). Identify your initial angle on this issue by filling out the advocacy inventory handed out in class. This is due on Monday, January 29.

IV. Starting to Make Comparative Sense of Issues (January 31-February 7)

Keep reading The New York Times daily

While we continue to discuss ongoing events, in this particular part of the course we are also going to begin looking at issues critically by examining the language of reasoning, recognizing different patterns of reasoning, and identifying some of the initial assumptions behind reasons in arguments. In addition, we are going to start investigating different political ideologies and the ways they make sense of the world.

Reading: Due Wednesday, January 31
Hoffer, pp. 3-12; start Hoover, pp. 13-37;
Weston, pp. 1-39.
Quiz: Current Events quiz #1 Wednesday, January 31

Reading: Due Monday, February 5
Hoffer, pp. 13-51.

Reading: Due Wednesday, February 7
Hodgson, Chapter 2.

Quiz: Current Events quiz #2 Wednesday, February 7

Assignment 3: Due Wednesday, February 7 at the start of class

Take the issue you picked and identified your angle on (assignment of January 29) and do the following: (1) identify your representatives in government (local, state and federal) based on where you are registered to vote and see if they have had any evident experience with this issue especially legislation, given speeches, advocated on behalf of or against your concerns); (2) identify interest groups that work in this issue area locally or nationally, regardless of whether they advocate for or against your particular angle and what kinds of resources they seem to sponsor; what kinds of information and resources they make available to the public. Describe what you find in a short paper (1-2 pages in length) that includes the names of all your representatives and any evident connections they have with your issue and the names, descriptions of interest groups working in your
issue area and the ways you have found them (web addresses, publications where you found them listed and their pertinent information - enough address information so someone else could find them with what you have provided). Bring this information to class on Wednesday, February 7.

V. Beginning to Think Expansively - The New Political Economy (February 12-19)

Here we are going to initiate a substantive investigation of the ways technology is fueling change in the U.S. political economy. We are also ready to delve into the processes connected with clarifying ideas, a key component of critical thinking and success in political action.

Keep reading The New York Times daily

Reading: Due Monday, February 12

Hodgson, Chapter 3.

Critical Response Assignment #4: Due Monday, February 12

Hand in the introductory critical response assignment you were given on Monday, February 3.

Reading: Due Wednesday, February 14

Hodgson, Chapter 4;
Mindich, Chapter 3;
Weston, pp. 24-31.

Quiz: Current Events quiz #3 Wednesday, February 14

Reading: Due Monday, February 19

Mindich, Chapter 4;
Hoover, pp. 85-110.

VI. Making More Comparative Sense (February 21-26)

We will continue examining aspects of critical thinking through this component of the course and also focus substantively on immigration reform and efforts by segments of the public to stem the flow of illegal immigrants outside the authority of government.

Keep reading The New York Times daily

Reading: Due Wednesday, February 21

Hodgson, Chapter 5
Hoover, pp. 65-84;
Weston, pp. 10-18

Quiz: Current Events quiz #4 Wednesday, February 21

Assignments: Due Thursday, February 22

You are to attend the POLS convocation event on Re-inventing urban space featuring urban planning advocate James H. Kunstler in the Physician’s Auditorium from 7-8:30
You will write this event up as one of your cultural homework assignments and will put this in your portfolio by the start of class on Monday, February 26.

Reading: Due Monday, February 26

Hawver, pp. 53-64;
Weston, pp. 19-23.

Wednesday, February 28 – no class session

Quiz: Current Events quiz #5. Wednesday, February 28

Assignment #5: Due Wednesday, February 28

Using Weston’s first chapter as a guide, draft an initial argument on your topic, including a clear thesis and reasons in support of your claim. This initial argument draft should be at least three double-spaced typed pages in length and should represent a serious first attempt to come to terms with and persuade others of your view – it should therefore be a draft you feel comfortable having other classmates read and hope they would find persuasive. This assignment is due at my office on Wednesday, February 28 by 4:00 p.m.

You must have turned in at least two Cultural homeworks by Friday, March 2

March 5-7 – Spring Break

VII. Deprogramming Events – the Role of Women (March 12)

In this portion of the course, we are continuing to examine reasoning as part of critical thinking by evaluating assumptions more explicitly, looking at the context of arguments and learning how to use thinking maps as a vehicle for understanding and beginning to evaluate reasoning. We will be getting into and guilt, omission and the use of fallacies in argument. As we do this, we will be paying particular attention to written and visual claims that assert concern for the status of women in American society.

Keep reading The New York Times daily

Reading: Due Monday, March 12

Hawver, Chapter 6;
Hawver, pp. 153-164.

Critical Response Assignment #2: Due Monday, March 12

You must have completed your first critical response paper by this date.

VIII. Analyzing Legislation – What Does a Bill Entail? (March 14)

This little course detour allows me to apply the critical thinking skills we have worked on up to now to a task that is central to political activism and to the substantive concerns surrounding Voting Rights in America today – recognizing the characteristics of legislation and analyzing the contents of a bill. This section also concludes our examination of descriptive critical thinking skills.

Keep reading The New York Times daily
Reading: Due Wednesday, March 14
Hodgson, Chapter 7; 
Hover, pp. 153-182.

Quiz: Current Events quiz #6, Wednesday, March 14

Assignment #6: Due Monday, March 19 in class
Find a piece of legislation connected to your issue – write a 2-3 page analysis of the bill that includes a discussion of the legislation’s intent and concrete provisions, the reasons offered for the bill, the assumptions made by the language of the legislation (explicit and implicit) and the context in which the bill is being offered. This assignment is due in your portfolio on Monday, March 19.

IX. Starting to Evaluate – What Are We to Think of Issues? (March 19-26)

Here we begin the processes of evaluation in critical thinking by starting to make explicit what sense we are making of political appeals and how we are doing so – principally how do we evaluate the credibility of ideas and sources in order to know what to believe. Given that such questions permeate many debates around the economy, education, the environment and race, we will delve into some budgetary, educational and environmental examples and read about environmentalist ideologies.

Keep reading The New York Times daily

Reading: Due Monday, March 19
Mundich, Chapter 5;
Hover, pp. 153-199;
Winston, pp. 32-33.

Reading: Due Wednesday, March 21
Mundich, Chapter 6;

Quiz: Current Events quiz #7, Wednesday, March 21

Assignment #7: Due Wednesday, March 21 in class
Read the Kozol and Gatto articles and provide written summaries (in complete sentences) of each of the author’s arguments and reasons (be sure to clearly distinguish between the two in your narratives). Then evaluate the pieces for their ideological assumptions. This assignment is due in your portfolio on Wednesday, March 21.

Reading: Due Monday, March 26
Hodgson, Chapter 7;
Hover, pp. 153-182.

Assignment #8: Due Monday, March 26
You must have completed your second critical response paper by this date.
X. What Sense Can We Make of the Social Security Debate? (March 28-April 9)

In this set of classes, we are going to examine and evaluate a number of arguments made with regard to reforming the Social Security program in America. As we do this, we will be learning more about deductive validity and delving into evaluating causal assumptions.

Keep reading The New York Times daily

Reading: Due Wednesday, March 28

Hodges, Chapter 8:
Petersen, Chapter 1:
Weston, pp. 40-52.

Quiz: Current Events quiz 38 Wednesday, March 28

Assignment 38: Due Wednesday, March 28 in class

Research articles that provide information and different perspectives on your issue and compile at least ten of these sources in an annotated bibliography, using the guidelines provided to you in class. Hand this bibliography in along with a 1-2 page written discussion of the reliability and credibility of the sources you have found. This assignment is due in your portfolio on Wednesday, March 28.

Reading: Due Monday, April 2

Petersen, Chapters 2-4:
Weston, pp. 53-58.

Reading: Due Wednesday, April 4

Petersen, Chapters 5-7.

Quiz: Current Events quiz 39 Wednesday, April 4

Assignment: Due Monday, April 9

Petersen, Chapters 8-10:
Hodges, pp. 11-134.

Assignment: Due Wednesday, April 11

After having read and discussed ideas of democratic socialism, write a brief analysis (2-3 pages) that details the key assumptions of democratic socialism and then apply these ideas to discuss how and why a democratic socialist might respond to some of the more prominent ideas for reforming America's Social Security program. This assignment is due in your portfolio on Wednesday, April 11.

XI. America and the World (April 11-16)

We will broaden our discussion of evaluating concerns expressed over America’s declining reputation in the world and what it means for the future in this set of classes. We will also be
wrapping up our practice on reasoning through causal explanations with a potential substantive focus in issues surrounding the Iraq war.

*Keep reading The New York Times daily*

**Reading:** Due Wednesday, April 11

Hodgson, Chapter 8; Weston, pp. 69-63.

**Quiz:** Current Events quiz #10 Wednesday, April 11

**Assignment:** Due Friday, April 13

Taking the original argumentative essay you wrote on your own issue (assignment of February 28), you are to rework this into a 3-4 page double spaced draft Op-Ed article, taking into consideration all the aspects of argument and critical thinking you have been exposed to so far. This assignment is due to me in my office by Friday, April 13 at 4:30. You will be completing this assignment for credit at the end of the term.

**Assignment:** Due Monday, April 16

Take the draft Op-Ed piece you wrote on your issue (assignment of February 28 and April 13) and transform it into a draft letter to the editor or to your political representative, following the guidelines provided for writing effective letters. This assignment is due in your portfolio Monday, April 16.

**XII. Reasonable People Can and Should Differ ... Reasonably (April 18-23)**

These final class sessions will look at how arguments and the causal relationships they posit. We will use critical thinking capacities to appreciate and evaluate competing claims. We will reiterate why it is important to decide on issues for oneself and consider how fascism as an ideology plays into some of these debates.

*Keep reading The New York Times daily*

**Reading:** Due Wednesday, April 18

Hodgson, Chapter 10
McAdoo, Chapter 1
Weston, pp. 64-70.

**Quiz:** Current Events quiz #11 Wednesday, April 18

**Reading:** Due Monday, April 23

Hovar, pp. 35-47.


**Assignment:** Due Wednesday, April 25 by 4:30 p.m.

Complex and full portfolios which include final drafts of Op-Ed and Advocacy Letters, last third critical response essays plus rewrites of previous two, and last Cultural framework assignments.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: curtis    Email: curtisc@cofc.edu    Phone: 3-6510

Department or Program Name: Political Science    School name: HSS

Course Prefix, Number, and Title: POLI 103 World Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☒ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☒ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major/Minor
INTL

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture  Lab  Seminar  Ind. Study

B. Credit Hours

3

Is this course repeatable? ☐ yes ☒ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

This course examines the dynamics of international politics, including in-depth coverage of relevant actors, the nature of the state system, cooperation and conflict, global economic interdependence, international institutions and issues like the role of human rights in international affairs.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 103

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<th>Student Learning Outcomes</th>
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</tr>
<tr>
<td>1. Demonstrate understanding basic facts about the world</td>
<td>Exams, papers, debates</td>
</tr>
<tr>
<td>2. Demonstrate capacity to theorize or explain political outcomes</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate familiarity with current political debates</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate skills in critical thinking</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate knowledge of social scientific inquiry norms and standards</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
3. Demonstrate understanding of readings, analyze texts critically, effectively write papers
4. Distinguish their own views from those of others and can defend their own perspective.
5. Apply theories and concepts to new situations
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   Date: 11/4/11

2. Signature of Academic Dean:

   Date: 11/4/11

3. Signature of Provost:

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   Date: 

5. Signature of Faculty Senate Secretary:

   Date: 

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
3. Signature of Provost:

____________________________________ Date: __________________

4. Signature of Curriculum Committee Chair:

____________________________________ Date: __________________

5. Signature of Faculty Senate Secretary:

____________________________________ Date: __________________

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Overview of the course
From the wars in which the US is currently engaged in Iraq and Afghanistan to the shoes on our feet to the way we think about people who live in other parts of the world, international politics impacts and structures our lives. We will be examining international relations on three levels: empirically observable "facts"; "theories" that explain specific phenomena; and overall "paradigms".

The international system is radically changing, within the span of our lives — and these changes are not over yet. The state is no longer solely imagined as sovereign, partly due to changing ideas of citizenship and national identity. With new computer-driven information and forms of expression, people define themselves in new ways. Responses to authority shift with these new identities, and authority itself changes in response. New issues arise — human rights, environmental concerns, and trade, among others — redefining politics outside the traditional political studies of governance or war. The better we are able to theoretically grasp these shifts, the better we will be able to work with them, rather than be controlled by them.

It is not simply that change is all around us; we can help make that change, if we understand it. We do exert influence, whether we think we are doing so or not. We (and others!) are better off being in charge of the impact we have, or at least being aware of it. The increasing importance of these issues carries a significant practical edge, as well — learning a language, understanding power dynamics, and thinking more critically about the world will not only be a personal achievement, but will be of great use in your future careers.

Goals of This Course
There are three goals of this course. The first is to train us to understand and to eventually participate in the major debates of the day. Reading and understanding the daily news is essential, and by the end of the semester, you will be able to analyze patterns in what you read, comment intelligently on the origins of these issues, and begin to critically think about both the pragmatic and moral solutions to current problems.
The second is to provide a basis for further scholarly exploration in international relations and the study of politics. We will look at and critique different social scientific approaches to pursuing knowledge, answering the question of how we can assess the quality of what we think we know. We will look at recurring themes in political science, and spend some time thinking about what is included and excluded by these patterns of thought.

The third goal is to improve critical reading, thinking, and writing. The cultural decentering possible in the study of international politics is particularly well-suited to helping us improve these skills. We will learn to question our assumptions, and look for evidence to query our opinions.

**Required Readings.**

The required readings are primarily in Bova, Russell. 2010. *How the World Works.* New York: Longman. (HWW); the only textbook you buy.

**You must have a cell phone with a texting plan.**

Other potentially useful readings are posted on OAKS.

Selections on OAKS are abbreviated as follows:

- GPPM – *Global Politics as if People Mattered*
- GWP – *Globalization and World Politics*
- GPCW – *Global Politics in a Changing World*

**An additional reading requirement** for the course is to read a major daily newspaper — *The New York Times,* *Washington Post,* or *Wall Street Journal,* for example. The foreign correspondents for these papers provide coverage that offers a wealth of insights into the issues we will be discussing in class, as well as illustrations of the concepts we are developing and new questions to be answered and mysteries to be resolved. *The New York Times* is free online, one of the best bargains in the world.

*The Washington Post* www.washingtonpost.com

*BBC World News* http://news.bbc.co.uk/1
*The Financial Times* www.ft.com
*The Guardian* http://www.guardian.co.uk/

*Al-Jazeera* http://english.aljazeera.net/
*Der Spiegel* http://www.spiegel.de/international/
*Le Monde Diplomatique* http://mondediplo.com/

If you have a serious, ongoing interest in international politics, you may wish to begin to read regularly some of the more serious journals that provide current analysis of critical international issues. Though it is a bit expensive, *The Economist,* a weekly news magazine published in London, provides extraordinarily well-written and well-researched accounts of international affairs. Most US-based political thinkers reads *Foreign Affairs* and *Foreign Policy,* as well. Then there is a tier of specialized journals which cater to specific political viewpoints or special
political topics. If you develop such an interest, say in human rights or public policy or immigration, it would be smart to be familiar with those richer resources; I or your other professors can help you find them. Librarians are wonderful (and underused) sources of knowledge too.

Grading

We will be debating and jointly determining grade distribution for the course, divided among these categories:

**20 Individual Readiness Tests:** These will be short tests administered the second day of any section (Readiness Test Days), after a preliminary introductory session. They are meant to assure individual readiness to participate as an equal partner in your group. They will assure that you know the basic definitions and debates in the section’s topic.

Note: In order to be “ready” for the tests, you will have to have done the reading. This is best done in coordination with your group, so you make sure that you have not only identified the key concepts on which you will be tested, but can talk about them intelligently to others. Merely running your eyes over something does not mean you can use the concepts. You know the question ahead of time – make sure you do the assigned reading with an eye to being able to answer that question when the time comes.

**20 Joint Readiness Tests:** Immediately following individual readiness tests, groups will take exactly the same test together.

**30 Team Assessments** (peer evaluations): Teams will assess individual members based on criteria established at the beginning of the semester. This will be complicated, but We will jointly produce a rubric, and teams will fill them out regarding each member. That member will be excluded from discussions regarding his or her performance, to allow other team members to be frank and honest. This is not an opportunity to gang up on a person, or give credit for more than a team member deserves. This is an opportunity to decide ahead of time what constitutes stronger and less strong student performance, and to learn to assess that with as much objectivity as possible. I reserve the right to override grades in this category if my observations do not match the assessments of the team, or if I find the justifications for a given grade to be insufficient. If I am forced to do so, it does not bode well for the grades of the other group members! Be clear, be concise, and be fair to the performance of the person in question.

Note: The reading you did in order to pass the readiness tests is IN NO WAY adequate to answer the section question. You will have to go considerably beyond the assigned reading, seeking out your own reliable sources of information which will help you make your decision. If you only rely on the sources I provide to you, your group will not do well.

**15 Outcomes:** At the end of each section (Assessment Days), each group will produce a concept map and be prepared to explain their reasoning and outcome to the class as a
whole. We will jointly create a rubric by which the end product of each section will be judged; therefore we will all be in agreement on what constitutes quality work. Concept map software options (not necessary, but if you like to play!):
http://sourceforge.net/projects/freemind/
http://cmap.ihmc.us/

15 Individual Papers: In consultation with me, each student will expand on a concept from class that they found interesting, developing a 1500 word research paper on that topic. Unlike the rest of class, this is solely individual work.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Agenda for the Day</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 23 Say Hello!</td>
<td>Nada!</td>
</tr>
<tr>
<td>1</td>
<td>Aug 30 How the World Works Ch 3.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 1 Readiness Test</td>
<td>Readiness Test</td>
</tr>
<tr>
<td>2</td>
<td>Sept 6 - 8 Question: Are the recent London/English riots a failure of realism or a failure of liberalism?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 13 Assessment Day</td>
<td>Assessment Day</td>
</tr>
<tr>
<td>3</td>
<td>Sept 15 Readiness Test</td>
<td>Readiness Test</td>
</tr>
<tr>
<td>3</td>
<td>Sept 27 Assessment Day</td>
<td>Assessment Day</td>
</tr>
<tr>
<td>4</td>
<td>Sept 29 Readiness Test</td>
<td>Readiness Test</td>
</tr>
</tbody>
</table>

Intro: Constructivism
"Taking Stock: The Constructivist Research"
Program in International Relations and Comparative Politics

4 Oct 4 - 6 Question: Does engagement with the modern world in the way Burtnsky illustrates (in the film Manufactured Landscapes) change what people are?

4 Oct 11 Assessment Day

5 Oct 13 Readiness Test
"Weapon of War"
"The Liberal Peace is Neither..."

(Oct 18) Fall Break

5 Oct 20 - 25 Question: Will the UN become the world governor that critics fear and supporters hope for?

5 Oct 27 Assessment Day

6 Nov 1 Readiness Test
Model UN Handbook

6 Nov 3 Question: What does your group/country see as desirable to change/add/eliminate from the three proposed resolutions?

6 Nov 4 - 5 MODEL UN -- REQUIRED

6 Nov 8 Model UN Reports: successes and failures

6 Nov 10 Model UN Reports: successes and failures

7 Nov 15 Readiness Test
How the World Works Ch 8.
"Malthus and his Critics"
"Population Growth is Not Bad for Humanity"

7 Nov 17 - 22 Question: Is Malthus right, or are his critics right?

(Nov 24) Thanksgiving Break!

7 Nov 29 Assessment Day

8 Dec 1 Class Assessment Day – Last Day of Class
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: curtis Email: curtisc@cofc.edu Phone: 3-651-

Department or Program Name: Political Science School name: HSS

Course Prefix, Number, and Title: POLI 104 World Regional Geography

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ Yes ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science
Geography
INTL
International Business

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture Lab Seminar Ind. Study

3

B. Credit Hours

3
Is this course repeatable? □ yes □ no  If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course introduces students to the key concepts of geography through the lens of different regions of the world. Students explore the dynamics of human existence in different settings, arriving at a holistic understanding of life in the region by considering the interaction of physical and human geographies. The focus is on diversity amid the commonalities of human experience. Cross-listed with POLS 104. Students may not earn credit for both courses.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 104

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</tr>
<tr>
<td>1. Explain what geographers do (i.e., introduction to the discipline as a whole)</td>
<td>Essays and exams</td>
</tr>
<tr>
<td>2. Identify and describe the world’s major geographic regions and their distinct physical, economic, and cultural characteristics.</td>
<td>Exams</td>
</tr>
<tr>
<td>3. Apply geographical concepts and the spatial perspective (geographer’s approach) to study global interconnectedness and interdependencies among places, as well as the resulting politics and economics in these places.</td>
<td>Essays, projects, film exercises</td>
</tr>
<tr>
<td>4. Interpret and extend current news events through a geographical lens.</td>
<td>Media journal</td>
</tr>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.

3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

Date: 11/3/2011

2. Signature of Academic Dean:

Date: 11/4/11

3. Signature of Provost:

Date: 11/10/11

4. Signature of Curriculum Committee Chair:

Date:

5. Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
World Regional Geography
POL 4: 104-003

Spring 2011
Mondays, Wednesdays, and Fridays 9:00 to 9:50 a.m.
Maybank Hall, Room 316

Kevin Keenan
Office: 114 Wentworth, Room 105
Phone: (843) 953-5679

Email: KeenanK@cofc.edu
Office hours: M: 10 AM to 12 PM;
T: 1:30 to 3:30 PM & By appointment

Course Description

This course surveys the areas of the earth where the great clusters of humankind have
made homes and forged livelihoods. The course reviews the characteristics of these
people and their places in significant detail. Geographic concepts and principles are used
to study the physical, economic, social, and political conditions, problems, and prospects
in the culturally diverse world. The spatial expression of culture, as well as specialized
behavior patterns, adaptations and ways of life in distinct environments are analyzed.
The interdependencies among regions, the reasons for their existence and their
implications for economic development are reviewed. By studying human relations and
human experience around the world, students will learn about space, place, scale, and
context as key processes that define the discipline of geography.

Objectives

Students successfully completing World Regional Geography will be able to identify and
describe the world’s major geographic realms and significant contemporary issues within
these realms. Students will be able to identify and appropriately use key geographical
concepts for analysis, explanation, and exploration of both foreign and familiar places.
Students will be able to explain the economic interdependencies among realms and
regions, as well as the cultural interconnections. Students will be able to define the major
sub-disciplines within geography, and give examples of realms and regions of the world
where associated sub-disciplinary perspectives and research have offered insight into the
human condition and spatial patterns of phenomena that affect the social world. Finally,
students will be able to articulate theoretical frameworks for critically analyzing at least
one issue in each of the realms that we will study in this course.
Course Philosophy

This course is designed to be an introduction to World Regional Geography and the discipline of geography. As an introductory, 1st year course, the basic educational goals of knowledge and comprehension of geographical ideas, information, and concepts must be achieved. Because this course is offered within a Political Science Department, we will pay particular attention to issues of power and politics as they shape and are shaped by environmental conditions. We will also discuss the way that societies and groups within societies organize space to achieve political objectives. To facilitate the achievement of these goals, learning, assessment, and instruction are delivered in five ways:

(1) **Student engagement with the course texts through reading.** Reading is fundamental to the learning process, and it is expected that the bulk of the student's learning will be achieved via his or her careful and independent reading. The class time will provide an opportunity to reinforce the concepts in the textbook and clarify points of confusion. *You must read in this class in order to earn a high grade.*

(2) **Constant assessment**: both summative (graded) and formative (un-graded). Periodically over the course of the semester, I will issue writing assignments in class that I will use to assess whether or not you have mastered a key concept. These assignments will not be graded, but I will return them to you with feedback. I will calculate your formal grade by your performance on in-class discussion, quizzes, a take-home mid-term exam, a media journal project, and an in-class final exam. (Each of these assessments is described in detail below.)

(3) **Writing**: Writing is integral to this class, and it is fundamental to your academic and professional success. Research also shows that students remember more about a topic when they write about it, and that writing is a crucial tool in building critical thinking skills. Critical thinking refers to a person's ability to link together ideas in order to come up with a new and useful piece of knowledge. (The media journal project requires you to engage in this type of writing.)

(4) **Discussion**: Willingness to speak up with valuable contributions and organized thoughts is also fundamental to your academic and professional success. This class provides an opportunity for you to engage with your peers and communicate ideas, all the while practicing for life outside of college. *You must speak up in this class in order to earn a high grade.*

(5) **Lecture**: Because this is an introductory survey course, there will be a varying lecture component to each class. In some classes, I will speak a lot, in others less. In every class, however, you will have an opportunity and an expectation to speak up. Again, you must do the readings in the class to participate effectively in class discussion. You must also take notes to do well on the take-home midterms and the final exam.
Course Texts

There is one assigned textbook for this course; it is available for purchase at the campus bookstore and from the publisher’s web site as an e-book at reduced cost. The main readings for the course will come from this book.

The textbook:


The cost of a new print copy is $160 at the campus book store, while the cost of a used copy is $120. Please note also that you can buy a paperback edition directly from the publisher’s web site for $100.95.

The cost of an e-book, which is available at the publisher’s web site, is $92.50 and is available at: http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP000319.html (Please note, if you purchase the e-book, you WILL NOT be able to return it.)

Supplemental readings:

Critical analysis readings will be posted on OAKS or emailed to the class.

The New York Times:

You are also required to have a weekly five day subscription to The New York Times. You must receive hard copies of the paper (more on this below).

If you live on campus, your paper will be delivered via campus mail services. Follow these directions:

The Office of Mail Services distributes the New York Times on campus. Follow the directions listed below to become a subscriber:

- Students should visit http://www.nytimes.com/student
- On the opening page, please mark Deliver on Campus and enter Zip Code: 29401
- Select The College of Charleston and click continue.
- You must choose the Monday - Friday Delivery option as the other options are not available at COFC. Click continue.
- Using the drop-down, choose your delivery location "On Campus Mail"
- Fill in your personal information and billing information. Under Room Number, enter your campus mailbox number.
- Ignore the box for “Additional instructions.”
- In the Subscription Period box, please choose “I want my subscription to expire at the end of the semester” if you are a student.

Once your subscription is processed, you will receive a welcome email that will provide your account number, start date, and contact information for customer service. Using your account number, customer service can assist you in managing your account.

If you live off of campus, but outside of a home delivery zone, you should fill out the form as if you live on campus, but simply enter “hold for library” in the room number area. You will then pick up your paper each day at the library. If you are in the home delivery zone, you can have the paper delivered to your home. To sign up for delivery, visit www.nytimes.com/student. The cost of the subscription is $2.50 per week, and you should choose to have your subscription expire with the semester.

Course Overview

10 January: Introduction
12, 19, 21, 24 January: Defining Geography
26, 28 January: Defining Realms and Regions
31 January; 2, 4 February: Europe
7, 9, 11 February: Russia
14, 16, 18 February: North America
21, 23, 25 February: Middle America
28 February: 2, 4 March: South America
14, 16, 18 March: Sub-Saharan Africa
21, 23, 25 March: North Africa & Southwest Asia
28, 30 March; 1 April: South Asia
4, 6, 8 April: East Asia
11, 13 April: Southeast Asia
18, 20 April: Austral Realm
22 April: Pacific Realm
25 April: Review and Evaluations
Due Dates

***24 January (Monday): Take-home midterm question #1 will be issued via email. It must be returned by Thursday, 27 January by noon.

***4 February (Friday): Take-home midterm question #2 will be issued via email. It must be answered by Sunday, 6 February by noon.

***18 February (Friday): Take-home midterm question #3 will be issued via email. It must be answered by Sunday, 20 February by noon.

***23 February (Wednesday): Media Journal #1 Thesis statement and map to the paper due by noon.

***3 March (Thursday): Media Journal #1 is due by noon.

***18 March (Friday): Take-home midterm question #4 will be issued via email. It must be returned by Sunday, 20 March by noon.

***25 March (Friday): Take-home midterm question #5 (last question) will be issued via email. It must be returned by Sunday, 27 March by noon.

***6 April (Wednesday): Media Journal #2 Thesis statement and map to the paper due by noon.

***14 April (Thursday): Media Journal #2 is due by noon.

Final Exam Date and Time

2 May: 8 a.m. to 11:00 a.m.

Assignments & Evaluation

Class participation -- The class participation grade will be determined by your attendance at each class, your engagement during lectures, and your responses to questions and to other students' comments. Sleeping or putting your head down during the course will adversely affect the grade. Lateness -- both at the beginning of the course and after the breaks as well as early departures, will adversely affect the grade. Chatting online using your laptop, or text messaging during class will also negatively affect your grade. The participation grade will be determined primarily by your willingness to speak up and share your thoughts, questions, and concerns during the course. I will also give you ample opportunities to boost your participation grade by presenting on relevant New York Times articles that you are reading for your media journals. Participation counts as 15% of your grade. Please see Rubric #1 "Evaluating Student Participation," which is posted on OAKS, for more detailed information regarding how I will evaluate your participation.
Take-home Midterm Exam - I will email to the class five essay questions on various dates during the first half of the fall semester. All dates are noted on the syllabus. You are required to answer each of these questions by noon on the following day. Responses should not exceed 2 pages per question and must be single-spaced, 12 point, Times New Roman font. The midterm exam will count towards 25% of your grade. You will be evaluated on organization, grammar, spelling, and presentation in addition to content. You may use the textbook, but you are not permitted to discuss the content of your answers or to consult others on how to answer a question. Your midterm exam must be submitted to my email box KeenanK@cofc.edu as a Microsoft Word document by noon on the date specified. Email attachments arriving with an email time stamp of 12:01 a.m. or later will be considered late. Late exams will lose 3 points (out of 20) each 24 hour period that they are late.

NOTE: The take-home midterm is due by noon on the date specified in my email box KeenanK@cofc.edu. It is YOUR responsibility to make sure this exam gets to me on time. (I will acknowledge receipt of all exams by return email.) The late policy will be strictly enforced.

Media Journal - You are required to subscribe to The New York Times using the web address nytimes.com/student, to sign up to follow the news on a specific realm, and to keep an electronic journal in which you analyze the articles you are reading and connect them to course material. The media journal will count towards 20% of your grade. The purpose of this assignment is for you to apply course concepts and facts to the interpretation of real world, contemporary issues occurring in the places you are reading about. You must title each journal entry, and articulate a common theme that runs through all of the articles. Each journal entry (there are two) should not be longer than 2.5 pages. You must keep a “clippings envelope” in which you cut out each article you discuss in your journal. I will periodically ask to see your envelope. Please note also that you are required to submit your thesis and map to the journal prior to the submission of your actual journal. The purpose of this process is to give you feedback on your thesis and map to the paper before you actually write them. For Media Journal #1, the thesis and map to the envelope are due on 23 February (Wednesday), while the entire journal is due one week later, on 3 March (Thursday). For Media Journal #2, the thesis and map to the paper are due on 6 April (Wednesday), while the entire journal is due one week later on 14 April (Thursday). All media journal material must be submitted by noon on the day specified to my email box KeenanK@cofc.edu. Email attachments arriving with an email time stamp of 12:01 a.m. or later on the date specified will be considered late. Late material will lose 3 points each day that it is late. Please see Rubric #2 “Evaluating Student Media Journals,” which is posted on OAKS, for more specific information on how I will evaluate your media journal entries.

NOTE: The media journals are due by noon on the date specified in my email box KeenanK@cofc.edu. It is YOUR responsibility to make sure this journal gets to me on
time. (I will acknowledge receipt of all exams by return email.) The late policy will be strictly enforced.

**Quizzes** - Unannounced quizzes will be given throughout the semester. The quizzes will be quite simple, and will be designed primarily to see how the reading is going in the class. At least one quiz will be given each week, sometimes more. Some quizzes will count as extra credit towards your participation grade. The quizzes that are not counted as extra credit points will count towards 10% of your final grade.

**Final exam** — A final exam will be given in this class. The final examination will be a mixture of multiple choice, map identifications, short answer and essay questions. It will be given on **Monday, 2 May** from 8:00 a.m. to 11:00 a.m. in Maybank 316. You are permitted to bring to the exam and to use one 8.5 x 11 sheet of paper with any notes you wish written on the front and back. The final exam will count towards 30% of your grade.

NOTE: There will be no make-up final exams, nor will any incompletes be issued for this course. If you miss the final exam, you must provide a documented reason for your absence within 2 business days of the exam date. With a sufficient, documented reason for absence, you will be excused from the final exam. Absence memos are insufficient justification for missing the final exam. You must provide, directly to me, a verifiable doctor’s note that explains your illness and why it prevented you from taking the final exam. The only other exception that will be acceptable for missing the final examination is the documented death of a family member or friend. Documentation must be provided within two business days of the exam. Further, the final exam will begin precisely at 8:00 a.m.; students arriving late to the exam will not receive extra time.

Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.5 - 87.4</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>72.5 - 77.4</td>
</tr>
<tr>
<td>D+</td>
<td>67.5 - 69.9</td>
</tr>
<tr>
<td>D</td>
<td>62.5 - 67.4</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59.9</td>
</tr>
</tbody>
</table>
General Policies and Procedures

- **Statement on Academic Integrity**: The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

  Complete information about the College of Charleston’s academic integrity policies is available through the Office of Student Services. Please see the following document, available online: http://studentaffairs.cofc.edu/general_info-honor_system/index.html.

- **Student Email**: Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.

- **Faculty Email**: The professor uses KeenanK@cofc.edu and will check it at least once per day during the week. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.

- **Cell phones and pagers** may be left on, but they must be turned to silent mode.

- **Texting in class** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Chatting online, or checking facebook** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Special needs or concerns**: Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: http://spiner.cofc.edu/cds.

- **Mutual respect for differing questions and ideas**: The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other
members of the College and members of society with mutual respect and appreciation.
Course Schedule and Assigned Readings

Special note: For a college-level course, it is expected that the average student will spend approximately 3 hours of time outside of class for every hour of class room time. Below, I have indicated how much time you should plan to spend on reading assignments for each class. The time that you do not use for reading should be devoted to the New York Times reading, studying and reviewing your notes in preparation for the mid-term and final exams.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
<th>Amount of time required for average reader</th>
<th>Time Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1/10</td>
<td>Intro.</td>
<td></td>
<td>Introductions; Syllabus overview</td>
<td>0</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>W 1/12</td>
<td>Defining Geog:</td>
<td>Thrift on Space</td>
<td>Article on OAKS</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td></td>
<td>Space</td>
<td></td>
<td>11 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 1/14</td>
<td>Class canceled</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>M 1/17</td>
<td>No class; MLK Jr.</td>
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<td>observed</td>
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</tr>
<tr>
<td>W 1/19</td>
<td>Defining Geog:</td>
<td>Castree on Place</td>
<td>Article on OAKS</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
<tr>
<td></td>
<td>Place</td>
<td></td>
<td>18 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 1/21</td>
<td>Defining Geog:</td>
<td>Herod on Scale</td>
<td>Article on OAKS</td>
<td>1.5 hours</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Scale</td>
<td></td>
<td>15 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 1/24</td>
<td>Defining Geog:</td>
<td>Katz on Resistance</td>
<td>Article on OAKS</td>
<td>1.5 hours</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td>Power</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
<td>Amount of time required for average reader</td>
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<tr>
<td>W 1/25</td>
<td>Introduction to World Regional: Realms</td>
<td>Muller pgs. 1-20</td>
<td>20 pages of reading</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
<tr>
<td>F 1/28</td>
<td>Introduction to World Regional continued: Regions</td>
<td>Muller pgs. 20-37</td>
<td>Agnew article on OAKS</td>
<td>2.5 hours</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agnew on regions</td>
<td>24 pages of reading in total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 1/31</td>
<td>Europe 1</td>
<td>Muller pgs. 40-63</td>
<td>23 pages of reading</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
<tr>
<td>W 2/2</td>
<td>Europe 2</td>
<td>Raento et al. on euro coinage</td>
<td>Raento article on OAKS</td>
<td>2.5 hours</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Raento article is 28 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 2/4</td>
<td>Europe 3</td>
<td>Muller pgs. 65 to 70 (Read sections on France and Germany)</td>
<td>(in class video) Video The Power of Place #3: “Supranationalism and Devolution</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Muller pg. 72 (Read section on Czech Republic)</td>
<td>10 pages of reading</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
<td>Amount of time required for average reader</td>
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<tr>
<td>M 2/7</td>
<td>Russia 1</td>
<td>Muller pgs. 100 - 28</td>
<td>- Muller pgs. 86 to 90 (Read the section on EU Countries Contiguous to the European Core)</td>
<td>2.5 hours</td>
<td>0</td>
</tr>
<tr>
<td>W 2/9</td>
<td>Russia 2</td>
<td>Toda and Nozdrina on a new lifestyles for the wealthy</td>
<td>Toda and Nozdrina article on OAKS</td>
<td>1 hour</td>
<td>1.5</td>
</tr>
<tr>
<td>F 2/11</td>
<td>Russia 3</td>
<td>- (in class video) Moscow: Rich in Russia</td>
<td>Toda and Nozdrina article is 13 pages</td>
<td>0</td>
<td>2.5</td>
</tr>
<tr>
<td>M 2/14</td>
<td>North America 1</td>
<td>Muller pgs. 148 - 70</td>
<td>22 pages</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
<tr>
<td>W 2/16</td>
<td>North America 2</td>
<td>Hamnett on gentrification</td>
<td>7 pages</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>F 2/18</td>
<td>North America 3</td>
<td>- Muller pgs. 170 - 75 (Read the section on Canada)</td>
<td>- Muller pgs. 183 - 4 (Read the section on francophone)</td>
<td>- .5 hour</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- (in class video) Video The Power of Place #25: “Ethnic Fragmentation in Canada”</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
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<tr>
<td>M 2/21</td>
<td>Middle America 1</td>
<td>Muller pgs. 124 - 205</td>
<td>11 pages of reading</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>W 2/23</td>
<td>Middle America 2</td>
<td>Sanchez on Puerto Rico</td>
<td>Sanchez article on OAKS</td>
<td>1.5 hours</td>
<td>1 hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sanchez article is 16 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 2/25</td>
<td>Middle America 3</td>
<td>Muller pgs. 205 - 214 (Read section on Mexico.)</td>
<td>• in class video Video PBS Frontline Mexico “A Death in the Desert: The fatal journey of a migrant worker” • 10 pages of reading</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>M 2/28</td>
<td>South America 1</td>
<td>Muller pgs. 234 - 245</td>
<td>11 pages of reading</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>W 3/2</td>
<td>South America 2</td>
<td>Muller pgs. 267 - 79 (Read the sections on Brazil.)</td>
<td>• in class video Video The Power of Place #23: “Brazil: The Sleeping</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
<td>Amount of time required for average reader</td>
<td>Time Bank</td>
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<tr>
<td>F 3/4</td>
<td>South America 3</td>
<td>Holston on Brazil</td>
<td>Holston article on OAKS</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
</tbody>
</table>

- 10 pages of reading

**Note:** The journal is due by noon on 5 March. Send journals to Keenan@cofc.edu in MS word format. Journals arriving at 12:01 or later will lose 6 points for each 24 hour period late.

- M 3/7 - spring break: no classes
- W 3/9 - spring break: no classes
- F 3/11 - spring break: no classes

<table>
<thead>
<tr>
<th>M 3/14</th>
<th>Sub-Saharan Africa 1</th>
<th>Muller pgs. 282 – 304</th>
<th>22 pages of reading</th>
<th>2 hours</th>
<th>.5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 3/16</td>
<td>Sub-Sharan Africa 2</td>
<td>“Globalizing Africa”</td>
<td>Reading available on OAKS</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26 pages</td>
<td></td>
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<tr>
<td>F 3/18</td>
<td>Sub-Saharan Africa 3</td>
<td>Muller pgs. 326 – 333</td>
<td>* (in class video) Video PBS Frontline Nigeria: “The Road North: What the Miss World riots</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Notes</td>
<td>Amount of time required for average reader</td>
<td>Time Bank</td>
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<tr>
<td>M 3/21</td>
<td>North Africa &amp; Southwest Asia 1</td>
<td>Muller pgs. 341-60</td>
<td>20 pages of reading</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
<tr>
<td>W 3/23</td>
<td>North Africa &amp; Southwest Asia 2</td>
<td>Huntington “Clash of Civilizations”</td>
<td>29 pages</td>
<td>2.5 hours</td>
<td>0</td>
</tr>
<tr>
<td>F 3/25</td>
<td>North Africa &amp; Southwest Asia 3</td>
<td>Muller pgs. 370-3</td>
<td>• (in class video) Video PBS Frontline Iraq: The Road to Kirkuk</td>
<td>.5 hour</td>
<td>2 hours</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• 3 pages of reading</td>
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</tbody>
</table>

***Take-home midterm question #5 (last question) will be issued via email on Friday, 25 March. It must be answered by Sunday, 27 March by noon. Send answer to KeenanK@cofc.edu in MS word format. Answers arriving at 12:01 or later will lose 3 points for each 24 hour period late.***

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
<th>Amount of time required for average reader</th>
<th>Time Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 3/28</td>
<td>South Asia 1</td>
<td>Muller pgs. 401-18</td>
<td>18 pages of reading</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
<tr>
<td>W 3/30</td>
<td>South Asia 2</td>
<td>Derné on masculine space</td>
<td>Derné article on OAKS</td>
<td>1 hour</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Note</td>
<td>Amount of time required for average reader</td>
<td>Time Bank</td>
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<tr>
<td>F 4/1</td>
<td>South Asia 3</td>
<td>Muller pgs. 447-448 (Read section on “The Mountainous North”)</td>
<td>• (in class video) Video PBS Frontline India: “Bhutan—the last place: Television arrives in a Buddhist Kingdom” • 1 page of reading</td>
<td>10 minutes</td>
<td>2.4 hours</td>
</tr>
<tr>
<td>M 4/4</td>
<td>East Asia 1</td>
<td>Muller pgs. 457-460</td>
<td>33 pages of reading</td>
<td>2.5 hours</td>
<td>0</td>
</tr>
<tr>
<td>W 4/6</td>
<td>East Asia 2</td>
<td>China’s Challenge</td>
<td>Article on OAKS</td>
<td>2 hours</td>
<td>.5 hour</td>
</tr>
</tbody>
</table>

***Media Journal #2 Thesis statement and Map to the paper due by noon on 6 April. Please list also at least 3 professionally referenced articles from The Times that you will be using in your journal. The entire media journal will be due on Thursday, 14 April. Send thesis and map to KeenanK@calpoly.edu in MS word format. Documents arriving at 12:01 or later will lose 3 points for each 24 hour period late.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Note</th>
<th>Amount of time required for average reader</th>
<th>Time Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 4/8</td>
<td>East Asia 3</td>
<td></td>
<td>• (in class video) Video The Power of Place #9: “Changes on the Chang Jiang”</td>
<td>0 hours</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>M 4/11</td>
<td>Southeast Asia 1</td>
<td>Muller pgs. 530-46</td>
<td>15 pages of reading</td>
<td>1.5 hours</td>
<td>1 hour</td>
</tr>
<tr>
<td>W 4/13</td>
<td>Southeast Asia 2</td>
<td>Muller pgs. 551-52</td>
<td>• (in class video) Video PBS Frontline Cambodia “Pol Pot’s</td>
<td>10 minutes</td>
<td>2.4 hours</td>
</tr>
</tbody>
</table>
Shadow: Searching for a mysterious executioner

**4/15: Journal #2 is due by noon on Thursday, 4/15. Send journals to Keenan@科恩.edu in MS word format. Journals arriving at 12:01 or later will lose 3 points for each 24-hour period late.**

**4/15 – class canceled; Keenan at AAG**

<table>
<thead>
<tr>
<th>Date</th>
<th>Realm</th>
<th>Notes</th>
<th>Amount of time required for average reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 4/18</td>
<td>Austral Realm 1</td>
<td>Muller pp. 580 - 90</td>
<td>19 pages of reading</td>
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<tr>
<td>W 4/20</td>
<td>Austral Realm 2</td>
<td>Rossiter and Gibson on performing Melbourne</td>
<td>Rossiter and Gibson article available on OAKS</td>
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<tr>
<td>F 4/22</td>
<td>Pacific Realm</td>
<td>602 – 19</td>
<td>17 pages of reading</td>
</tr>
<tr>
<td>M 4/25</td>
<td>Review and evaluations</td>
<td></td>
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</tbody>
</table>

**W 5/2 – Final Exam from 8 a.m. to 11 a.m. (no early exams; no makeup)**
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis  Email: curtisc@cofc.edu  Phone: 953-6510

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 203 Criminal Justice

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major/minor
Criminal Justice Minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  3

B. Credit Hours  3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Criminal Justice analyzes the criminal justice system, from defining crimes through arrest to conviction and sentencing, with emphasis on the relationships between the actors and institutions in the system and the purposes served by the system.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives of the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 220

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify elements necessary to prove specific criminal activity</td>
<td>Chapter tests</td>
</tr>
<tr>
<td>2. Identify defenses to criminal charges</td>
<td>Chapter Tests</td>
</tr>
<tr>
<td>3. Demonstrate basic understanding of criminal law in South Carolina</td>
<td>Class project</td>
</tr>
<tr>
<td>4. Demonstrate knowledge of how to locate written law and reported criminal cases in Appellate Courts, Federal and State</td>
<td>Class project</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   Date: 11/3/2011

2. Signature of Academic Dean:
   
   Date: 11/4/11

3. Signature of Provost:
   
   Date: 11/10/11

4. Signature of Curriculum Committee Chair:
   
   Date:

5. Signature of Faculty Senate Secretary:

   Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
COURSE SYLLABUS

COURSE TITLE: CRIMINAL JUSTICE

INSTRUCTOR:
David Aylor, 24 Broad Street, Charleston, SC 29401
david@davidaylor.com
843-577-5530 (office)
843-276-8466 (cell)
843-577-9204 (fax)

CATALOG DESCRIPTION:
This course covers the development of criminal law in America. The basic elements of specific criminal offenses and various legal principals upon which criminal law is established are reviewed.

TEXTBOOKS AND OTHER REQUIRED MATERIALS:

GRADING POLICY:
Final grades will be awarded according to the following college wide grading scale:

91 - 100 = A
81 - 90 = B
71 - 80 = C
65 - 70 = D
Below 65 = F

The final grade in this class will be calculated as follows:

a) Chapter tests 60%
b) Class Project 30%
c) Attendance/Participation 10%

There will be no mid term or final exam.

Make-up tests are not a right. Any student missing a test assignment or exam must discuss the matter with the instructor immediately. If you know you will be missing the test, request to take it early or later. All requests to take tests at a different time must be in writing and for good cause shown.

CLASS PROJECT:
Details will be given out at a later point during the semester. The project will not be due until the very last day of the semester.
ATTENDANCE REQUIREMENTS:
Before attending classes, you must meet all prerequisites and officially register for all courses. Prompt and regular attendance is your responsibility. You are responsible for all material covered and all assignments made in class. Any time you are absent from a class, or other scheduled events, it is your responsibility to make satisfactory arrangements for any make-up work permitted by the instructor. An absence is defined as nonattendance for any reason, including illness, emergency or official leave. If you arrive late to class, you may not be allowed into the classroom and may be considered absent for that period. If you leave before the instructor dismisses class, you may also be considered absent. All class sessions are important. Any time you miss a class you increase your risk of making a failing grade. For example, some departments or individual instructors will count your class participation as a substantial percentage of your grade. Of course, if you are not in class, you will not get the necessary points for your class participation.

If you quit coming or participating in the course and do not officially withdraw by the withdrawal date for each semester, you will receive a grade of F or U. Your instructor cannot assign a grade of W. If you receive financial aid or veterans' aid, your aid may be revised as a result of any changes in your course schedule.

INSTRUCTOR AVAILABILITY:
Feel free to contact me via email or phone anytime with questions or concerns.

ELECTRONIC COMMUNICATION DEVICES IN CLASSROOM:
To minimize classroom disruptions and protect the integrity of test-taking situations, activated electronic communication devices such as pagers and telephones are generally not permitted in classrooms at College of Charleston. The only exception to this policy will be for on-call emergency personnel (police, fire, EMS), who will be required to notify their classroom instructor of their need for such devices at the beginning of the term and provide documentation verifying their occupation. However, on-call emergency personnel may not leave a testing situation; communicate by electronic means and return to complete an examination.

COURSE OBJECTIVES:
Upon successful completion of this course, the student should be competent to perform the following tasks:
1. Identify the elements necessary to prove specific criminal activity;
2. Identify defenses to criminal charges;
3. Exhibit a basic understanding of how the criminal law of South Carolina is established and how to locate the written law and reported criminal cases of Appellate Courts, Federal and State.

WEEKLY SCHEDULE
| WEEK 1  | Fundamentals of Criminal Law & Procedures | Chapter 1 |
| WEEK 2  | The Roles of Governmental Institutions in Developing the Criminal Law | Chapter 2 |
| WEEK 3  | Constitutional Limitations on the Prohibition of Criminal Conduct | Chapter 3 |
| WEEK 4  | Elements of Crimes & Parties to Crimes | Chapter 4 |
| WEEK 5  | Inchoate Offenses | Chapter 5 |
| WEEK 6  | Offenses Against Persons I: Homicide | Chapter 6 |
| WEEK 7  | Offenses Against Persons II: Criminal Sexual Assault and other Physical Crimes | Chapter 6 (cont.) |
| WEEK 8  | Criminal Responsibility & Defenses | Chapter 14 |
| WEEK 9  | Property Crimes | Chapter 7 |
| WEEK 10 | Offenses Against Public Morality | Chapter 8 |
| WEEK 11 | Alcohol & Drug Offenses | Chapter 9 |
| WEEK 12 | White Collar & Organized Crime | Chapter 10 |
|         | Offenses Against Public Health & the Environment | Chapter 11 |
| WEEK 13 | Offenses Against Public Order, Safety, & National Security | Chapter 12 |
| WEEK 14 | Offenses Against Justice & Public Administration | Chapter 13 |
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis, Claire  Email: CurtisC@cofc.edu  Phone: 843.953.6510

Department or Program Name: Political Science  School name: Humanities and Social Sciences
Course Prefix, Number, and Title: POLI 210—Introduction to Public Administration

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
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<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
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<td></td>
<td>☐ Change Title</td>
<td>☐ Delete Course</td>
</tr>
<tr>
<td></td>
<td>☐ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Edit Description</td>
<td></td>
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</tbody>
</table>

☑ Approve for Cross-listing (attach rationale and written permission from relevant department)

☑ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring, 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None—old course POLS 200 had POLS 101 as a prerequisite.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major/Minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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</thead>
<tbody>
<tr>
<td>3</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Introduction to Public Administration analyzes the basic principles, functions and practices of public organizations and public management. Emphasis on national government.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 200
Change in suffix from POLS to POLI. Rereumbering of existing courses into newly defined subfields in major.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students should demonstrate understanding of various activities of governmental administrators that fall under the rubric of public administration to include rule-making, rate-making, and other regulatory activities, policy making and the delivery of services and programs.</td>
<td>Several in-class examinations, participation in in-class exercises and three examinations. Students should be able to demonstrate competence in understanding the role of expertise in a democratic decision and the pressures placed on public administrators.</td>
</tr>
<tr>
<td>2. Students will understand the 20th century emergence of the modern administrative state as result of the technological, social, economic and political pressures that have emerged in as the US industrialized and developed complex, interdependent systems.</td>
<td>Several in-class examinations, participation in in-class exercises and three examinations.</td>
</tr>
<tr>
<td>3. Students will have a summary understanding of public administration as a career field in government.</td>
<td>Numbers of students applying to public administration or public policy programs upon matriculation.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The course relates to directly to three Political Science learning outcomes:

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
3. Distinguish their own views from those of others and can defend their own perspective

Support for learning outcome 1 is skill introduced through historical and contemporary analysis of the administrative sector of government.

Support for learning objective 2 will primarily be through in-class case studies that demonstrate to students why individuals behave as a result of organizational mandate and legal-rational reasoning.

Support for learning objective 3 will be accomplished by the pedagogical method utilized in the course that encourages students to think of strong opposing arguments against their position and the reasoning process that goes into them.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

2. Signature of Academic Dean:

3. Signature of Provost:

4. Signature of Curriculum Committee Chair:

5. Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate: __________________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
In many respects, public administration (PA) has been an odd subfield in political science. So odd that it is in fact not unusual to see it as a discipline in its own right (e.g., there are many departments of public administration in many universities) or as part of a business administration program. In many other cases it is offered as a subsection of political science, as it is here at the College of Charleston.

We begin this course with that bit of a conundrum. What is public administration and how should we conceptualize it?

Even though we often like to think we have gotten beyond it, public administration is still basically about bureaucracy. We will begin this course with a focus on that. What is it?; why does it persist?; Why do we have such negative views of it? Max Weber, one of the founders of modern sociology described bureaucracy, once put in place, as an “iron cage” from which no one can escape and said “the future belongs to bureaucracy” — this, around 1900. To be perfectly clear, I am, in many ways, a bureaucrat. But in some ways not since colleges and universities have their roots in pre-bureaucratic, feudal, times.

On a pragmatic level, unlike most other fields in political science, PA is closely tied to the professional career tracks of millions of Americans (though some other fields, such as foreign service are as well — they are far smaller and far more focused on political science). By far, the largest employer in the United States is the government (this includes federal civilian employees, and state and local employees — including public school teachers). We would not consider many of these as ‘professionals’ per se since the number also includes garbage collectors, water meter readers, and those that we have come to love and respect who put tickets on our cars when the parking meter expires. But many are professionals with bachelor’s, master’s or even doctoral degrees. These would include thousands of federal employees working for hundreds of agencies, departments or bureaus, even more state employees working in management positions and local employees working as department heads, city and town administrators, department heads, staffers and analysts, to name only a few. Moreover, in the past few years, a new area of study has emerged in nonprofit management that has attached itself to many public administration programs. Here, you can understand PA to be the public equivalent of Business Administration.

All these administrators work in the public (which is to say, political) sector. Yet at the same time, many work as managers. Does this mean we should train public administrators as managers much as those in business administration are trained? Does it mean we should set up separate departments where public administrators are trained some in politics and some in management?
There is no clear answer to this question—hence the first paragraph of this syllabus.

There are at least three or four major ways to approach the study of public administration, and this course is designed to make you aware of those approaches. In short, the focus of this course will be less concerned with who public administrators are (in fact, they turn out to be chemists, physicists, financial specialists, those specifically trained in public administration and have either a master’s or doctoral degree in PA, those trained in emergency management and so on) than with what they do; the role they have come to play in our society. For the most part, though, our focus will be on those in general management or analysis.

If you read the US Constitution, you will find no mention of public administrators—yet it would be naïve to assume the Founders did not assume there would be administrators in our society. In the early days, their role was limited, just as the role of government was as well. The largest employer was the US Postal System. As our society has industrialized, grown more complex and we live closer and closer together, the need for administration has correspondingly grown. (In 1850, it is not likely too many would have cared if you raised chickens in your back yard—nowadays, things are different.) Many say the twentieth century witnessed the growth of what we now call the *Administrative State* with the progressive addition of regulatory activities such as those undertaken by the EPA and social programs such as providing food stamps for the poor by the US Department of Agriculture. Now, we are facing the creation of yet more bureaucracy to implement national health care reform. No matter how that program is set up, it will require that the government employ more administrators for its operations. At critical periods in our history, we have felt the need either to provide more regulatory control or more social support. This course will help you better understand that.

Another approach is more theoretical. Why have we constructed our administration in the particular ways we have? In many eastern European nations (and South American as well), it is taken for granted that administrators will expect bribes in return for services. What values have guided it and what values should guide it? Why do we seem to so dislike bureaucracy, but still persist in organizing more or less bureaucratically? The answer to that question may surprise you—it is because we still adhere to democratic values, even though bureaucracies are authoritarian forms of organization. We believe in equality, and in its best form, bureaucracy makes no distinction between rich or poor, people of color or white, Jews or Protestants.

Finally, another approach is more political. The reality is that no one seriously denies that administrators both influence and make public policy—American government text books now routinely include a separate chapter on the “Bureaucracy” even though, technically, it is most part of the Executive Branch and thus answers to the President (though a few parts, such as the Library of Congress) answer to Congress. As an example, it may now well happen that the EPA will begin to regulate nicotine as an addictive substance even though there is no specific legislation that allows them to do so. Our courts have already ruled they have the power to do so under legislation that does not mention nicotine.
Administrators make and influence policy—but we do not elect them in most cases. Rather, they are chosen on the basis of their credentials—their management expertise or other skills. How can and should we hold them accountable? What role should they play in a republican democracy?

This course will be devoted to exploring these aspects of public administration. The learning goal is that you will leave this course have a greater understanding and appreciation for the role that administrators have in our society—understand the historical evolution of our nation with respect to the role they play, and know possible career options in the field.

Two texts will be required for the course:

They are:


Course schedule—subject to some modification:

1. AUG 24 Introductory Class
2. AUG 26 No assigned reading: Bureaucratic Power
3. AUG 30 No assigned reading: Bureaucratic Power and Discretion
4. SEP 1 In-class Case: The Zone of Indifference/Power and Authority
5. SEP 3 Greene, Preface and Chapter 1
6. SEP 6 Greene, Preface and Chapter 1
7. SEP 8 Ostrom, Chapter 1: Paradigms
8. SEP 10 Greene, Chapter 2: Evolution of thought: American PA
9. SEP 13 Greene, Chapter 2: Evolution of thought: American PA
10. SEP 15 Greene, Chapter 2: Evolution of thought: American PA
11. SEP 17 Greene, Chapter 3: The real bureaucracy
12. SEP 20 Greene, Chapter 3: The real bureaucracy
13. SEP 22 In class exam #1
14. SEP 24 Ostrom, Chapter 3: Ostrom’s Challenge Extended: Public Choice
15. SEP 27 In-class case: The limits of Public Choice; Take-home case (graded)
16. SEP 29 Review and Ostrom, Chapter 3
17. OCT 1 Ostrom, Chapter 3: Take-home case due by 12PM
18. OCT 4 Greene, Chapter 4: Organizing to Do
19. OCT 6 Greene, Chapter 4: Organizing to Do
20. OCT 8 Greene, Chapter 4: Organizing to Do. In-class case.
OCT 12 Fall Break
21. OCT 13 Ostrom, Chapter 4: An alternative way to organize
22. OCT 15 Ostrom, Chapter 4: An alternative way to organize
23. OCT 18 Ostrom, Chapter 5: Democratic Administration?
24. OCT 20 Ostrom, Chapter 5: Democratic Administration?
25. OCT 22 Ostrom, Chapter 6: Finishing Ostrom
26. OCT 25 Ostrom, Chapter 6: Finishing Ostrom
27. OCT 27 Ostrom, Chapter 7: Finishing Ostrom: In-class case
28. OCT 29 In class exam #2
29. NOV 1 Greene, Chapter 5: Public Personnel Administration: Evolution
30. NOV 3 Greene, Chapter 5: Modern Public Personnel Administration
31. NOV 5 Greene, Chapter 6: Rational choice or incrementalism, Budgeting
32. NOV 8 Greene, Chapter 6: Rational choice or incrementalism, Budgeting
33. NOV 10 In-class case. Figure out costs and benefits. Take-home case (graded)
34. NOV 12 Greene Chapter 7: Administrative Law and Public Policy
35. NOV 15 Greene Chapter 7: The policy process: Take-home case due by 12PM
36. NOV 17 Greene Chapter 7: Policy making redux, review
37. NOV 20 Greene, Chapter 8: Another Alternative? Reward for performing
38. NOV 22 Greene, Chapter 8: Another Alternative? Reward for performing
39. NOV 25 Thanksgiving Break
40. NOV 27 Thanksgiving Break
41. DEC 1 Greene, Chapter 10: Ethics in the Public Sector
42. DEC 3 Greene, Chapter 10: Ethics in the Public Sector
43. DEC 6 In-class case: Ethics

The above should be taken as rough guide to reading assignments. I will expect to have at least one, perhaps more, guest speakers come to the class, but have no firm commitments yet—so assignments will be reorganized as these are scheduled. The guest speakers will be practicing administrators who will talk to you about the EEY they see their job and careers in the field. Note there are case studies in this class—both in the form of in-class exercises and take-home (graded) assignments. They offer you the chance to see the complexity that most decision makers face when they deal with real problems.

In addition to take-home, graded, case studies, you will have three exams—two will be given in class. The final exam will either be a take-home case or during the regularly assigned final exam period. I expect you to attend class and will give random quizzes as a means of ensuring you stay up with the reading. The quizzes are designed to be relatively easy to pass if you do the reading—and difficult if you do not. Attendance will be taken on those days quizzes are not given. You may have three unexcused absences—more than three and you will be penalized on your final grade by one point for each additional class missed. You may miss up to two quizzes—in short, you two lowest quiz scores will be dropped. After that, each missed quiz will count as a “0” in calculating your grade.
Quizzes will count for 10% of your grade
Each take-home case study will account for 15% of your grade
Each exam will count for 20% of your grade.
I reserve the right to allocate 10% of your grade to reflect class participation—which in all cases will be positive and not negative.

Grades are earning on the following scale:

93-100 = A
90-92 = A–
87-89 = B+
83-88 = B
80-82 = B–
77-79 = C+
73-78 = C
70-72 = C–
60-69 = D
59 = F

If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please feel free to come and discuss this with me during my office hours.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Jo Ann Ewalt  Email: ewaltjg@cofc.edu  Phone: 3-6697

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 211 Introduction to Public Policy

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

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☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☑ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  

<table>
<thead>
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<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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</tbody>
</table>

B. Credit Hours  

3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog, include prerequisites, co-requisites, and other restrictions.

This course examines the cultural, economic, and institutional contexts that shape U.S. public policy. The course examines the processes by which policy problems are addressed and alternate solutions are adopted. Implications for solving public problems and resolving more and political disagreements in a manner consistent with democratic ideas are considered.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Understand the public policy process in the U.S.</td>
<td>Assessed by periodic announced and unannounced quizzes, midterm and final exams, and one major team policy analysis project</td>
</tr>
<tr>
<td>2. Apply various public policy models to real world policy issues</td>
<td>Assessed by ‘Policy in the real world’ exercise done at the beginning of each class, periodic announced and unannounced quizzes, midterm and final exams, and one major team policy analysis project</td>
</tr>
<tr>
<td>3. Analyze the merits of public policy debates</td>
<td>Assessed by ‘Policy in the real world’ exercise; final exam, major team policy project</td>
</tr>
<tr>
<td>4. Analyze the merits of alternative policy solutions to public problems</td>
<td>Assessed by the major team policy analysis project in which students must take one policy area; define the policy problem; evaluate alternative policy solutions; describe their preferred solution.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What
program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course addresses the following Political Science Program-level learning outcomes:

1. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces (Introduced)
2. Distinguish their own views from those of others and defend their own perspectives (Introduced)
3. Apply theories and concepts to new situations (Introduced)

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None. Although this is a new course in terms of curricular procedures, it is a course we have taught for many years.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None. Although this is a new course in terms of curricular procedures, it is a course we have taught for many years.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]  
   Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature]  
   Date: 11/4/11
3. Signature of Provost:

   [Signature]

   Date: 11/18/16

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: ____________

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: ____________

   Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Dr. Jo Ann Ewalt
Office: 14 Coming Street (MPA Office)
Phone: 953-6697
Email: ewaltjg@cofc.edu

Office Hours: By appointment and
Tuesday 10 - noon
Wednesday 2 – 4 p.m.
Friday 9 – 10:50 a.m.

Contacting Me

I’m in the office just about every day and will make special arrangements to meet with you if you need me and can’t make office hours. I make every effort to respond to email and phone calls on the day I receive them.

Description of Course

From the Catalog: Introduction to Public Policy examines the cultural, economic and institutional context that shapes public policy in the United States. The course assesses how, why and when government responds to some policy problems and not others and the process by which alternative solutions are formulated, adopted and implemented. Implications for solving public problems, and for resolving moral and political disagreements in a manner consistent with democratic ideals, are considered.

Required Texts


Other required readings are posted on OAKS

One More Requirement

You are required to read newspapers regularly (you can access The New York Times, Washington Post, Washington Times, Wall Street Journal, and many other newspapers online at no cost and can access newspapers in the library). You should watch somebody’s TV news – the major
networks, or CNN, or Public Television. Another good idea: **listen to public affairs programming on National Public Radio.**

Unless you are paying attention to current policy issues, debates, problems, and solutions you will not be able to apply what you are learning in this class to real world issues. One of the primary goals of this class is to think critically about public policy and apply concepts learned in the class to issues that really matter to us personally as citizens.

**More about This Course**

We will spend considerable time discussing theoretical aspects of public policy, including defining what it is and how policy is made or fails to be enacted and what factors impact the types of policies that emerge from the process. We will also work toward applying theory as we look at examples from past and current political and policy events. As we read T.R. Reid’s book on comparative health care policy we will see if it is possible to systematically apply theory to practice. In addition, you will choose a specific policy area that interests you for your group research paper and presentation.

**Here are my expectations for you:**

1. Come to class prepared (do the readings...read newspapers, news magazines...listen to political and policy commentary from multiple points of view).
2. Come to class (more on attendance policy later).
3. Participate in class discussion with your INFORMED ideas, opinions, and analysis BASED ON EVIDENCE from the readings in this class and other knowledgeable sources. (This means don’t talk for the sake of talking. If your remarks are based on your opinions but your opinions aren’t based on any fact-gathering on your part, I’ll know, your colleagues will know, and you’ll waste our time).
4. Expect that your remarks will be treated with respect and that your colleagues will listen carefully to what you say even if they don’t agree with you (especially if they don’t agree).
5. Act toward others exactly as you expect them to act toward you (see #4).
6. Be curious about what you’re reading in newspapers, in your texts, or hearing on TV, radio, or the Internet. Think critically and see if you can identify and apply concepts you’re learning to what is actually happening in the world of public policy.

**Here are my expectations for myself:**

1. Come to class prepared.
2. Make sure I understand when and why students are having trouble with ideas or concepts. Stop and do my best to get everybody up to speed.
3. Design interesting discussion questions and class exercises.
4. Remember that students learn in different ways so use a variety of methods (lecture, discussion, small group discussion, simulations, etc.).
5. Be clear about my expectations for homework, papers, exams, etc.
6. Provide feedback as quickly as I can (i.e. return assignments, tests, papers, etc. as fast as possible).
7. Be fair and open about grading policies.
8. Be accessible out of class.

Learning Objectives

This course is designed to give students an overview of the roles of federal, state, and other entities in the formulation, implementation, and evaluation of public policy. At the completion of the course, students will be able to:

1. Understand the public policy process in the U.S.;
2. Identify the players in the public policy process;
3. Apply various public policy models to real world policy issues;
4. Discuss the main characteristics of major policy areas in the U.S.;
5. Analyze the merits of public policy debates; and
6. Analyze the merits of alternative policy solutions to public problems.

In addition to the above course-specific objectives, the following more generalized learning objectives embedded in the study of Political Science are included in this course. Students will be able to:

7. Participate in fruitful intellectual dialogue and work effectively with others on issues of personal and public importance by:
   • Becoming familiar with and effectively applying the content and methods of the political science discipline;
   • Examining the ways in which the political science discipline analyzes and assesses issues of personal and public concern;
   • Exercise interpersonal, small group, and research skills.

8. Examine and understand the values that underlie their judgments about moral and civic responsibility. Specifically, students will:
   • Recognize the importance of examining their own value systems;
   • Explore culturally and historically diverse alternative approaches to understanding both human happiness and public and private morality;
   • Examine significant issues and controversies that arise in any effort to understand and justify judgments about human happiness and public and private morality.

9. Critically analyze both information and reasoned arguments, by:
   • Examining their own thoughts, beliefs, and assumptions and those of others;
   • Understanding why human problems require careful reflection, continual research, and provisional resolution;
   • Enhancing their critical reading, listening, thinking, and writing skills in the direction of sustained reasoning.
Assessment Methods (Detailed information about these requirements can be found on OAKS)

The learning objectives will be assessed through an Op-Ed assignment, two policy analysis memorandum assignments, a mid-term and a final exam, homework/quizzes, and a group policy paper and presentation.

- Op-Ed Piece (Policy Editorial) ........... 15%
- Policy Analysis Memos (2) ............... 15%
- Quizzes/HW .................................. 10%
- Midterm Exam ............................... 15%
- Team Policy Project ....................... 20%
  - Paper (70%)
  - Presentation (30%)
- Final Exam ................................... 25%

OAKS

Students should check OAKS on a regular basis for announcements, assignments, and so on. Also, please note that some assignments will be turned in by using the Dropbox in OAKS.

Academic Honesty

Students are expected to uphold the College’s Honor Code and Student Code of Conduct for appropriate academic conduct. Forms of academic dishonesty that violate those standards include — but are not limited to — plagiarism, lying, attempted cheating, cheating and any dishonest practices in connection with assignments or examinations. Any instances of suspected academic dishonesty will be reported to the Dean of Students and handled according to the College’s disciplinary procedures. For more information on the Honor System, see: http://studentaffairs.cofc.edu/honor-system/index.php

Students with Special Needs

Students who need an academic accommodation due to a disability or other special need should contact me within the first two weeks of the semester to discuss appropriate arrangements to be made. Students who request such accommodations must make the appropriate notifications and arrangements with the Center for Disability Services (located in Suite 104 of the Lightsey Center) before accommodations will be made.

Course Requirements

Instruction in the course will take place through lectures, discussions, and readings. The course requirements are described below. The op-ed piece and the policy memos are due at the beginning of the class on the date indicated. No written assignment will be accepted if it is late unless you have made prior arrangements with me.
Grading

The final grade will be assigned based on the following scale:

A  93% or higher  B-  80 to 82%  D+  67 to 69%
A-  90 to 92%    C+  77 to 79%  D  63 to 66%
B+  87 to 89%    C  73 to 76%  D-  60 to 62%
B  83 to 86%    C-  70 to 72%  F  59% or lower

Attendance Policy

I will take roll at the beginning of each class. I do this in part to learn your name, and in part to determine if there are any students for whom regular attendance is a problem. If a student misses more than two classes, I will expect that he or she will come see me to discuss the matter. If you miss more than three classes and have not discussed the reasons for your absences with me, your overall grade will go down by 3 points for each subsequent absence. I reserve the right to be flexible about this policy depending upon the individual circumstances involved.

Exams

The midterm exam will consist of essay and short answer questions and will cover all of the lecture and reading material assigned through October 5. The final exam will consist of essay and short answer questions and will cover all the material presented in the course, but will concentrate most heavily on the material presented after the midterm. The final exam will also contain a question based on each of the Team Policy Project presentations.

Op-Ed Piece

Op-ed stands for “opposite the editorial page.” You will choose a public policy topic about which you are interested and wish to state your INFORMED opinion. An Op-Ed piece is an opinion article suitable for printing in a newspaper (or on a website) that presents your point of view regarding your chosen policy topic. In other words, you should state and defend your position on the issue and your position must be based on facts and information from credible sources that support your view. You should include references for these facts and information, but these references should appear on a separate page which does not count against the page limit. You will also include a cover page containing your name, and a proposed title for the op-ed piece (i.e. what would be a good headline for your piece if the newspaper actually printed it?). Newspapers print Op-Ed pieces all the time. These are invited columns discussing some topic of currency – look at some for ideas and for format in the Washington Post, New York Times, Charleston paper, etc. Your op-ed piece must be at least three and no longer than five double-spaced pages. Please use conventional formatting: 11 or 12 point font, one inch margins, no extra spaces between paragraphs.

Policy Analysis Memos

In this assignment you will imagine you are working (at the Federal, state, regional or local level – doesn’t matter which) for a policy maker who asks you to prepare a background memorandum on some public policy topic of interest. You choose the topic. Your job is to help the decision maker
(Imagine that is the President, the Governor, a state legislator, a mayor, a city council member, the head of a major nonprofit organization...) who needs you to tease apart the issue and present policy options. This is an actual memorandum so please format it accordingly. More information about the assignment can be found on OAKS. You should include references for all facts and information presented in the memo, but these references may appear on a separate page and do not count against the page limit. The policy analysis memos must be at least three and no longer than five double-spaced pages. Please use conventional formatting: 11 or 12 point font, one inch margins, no extra spaces between paragraphs.

**Team Policy Project**

There are many policy issues currently on the nation's public agenda that are relevant to this course. Unfortunately, the limited time available in a one-semester course precludes addressing very many of these issues in class in any detail. In order to allow students to pursue an additional public policy issue and to give students experience in team-driven public policy analysis, each student will participate in a team project analyzing a contemporary public policy issue. This project will ultimately result in a jointly written policy analysis paper and a well-crafted 15-minute class presentation, followed by class discussion and Q & A, which the team will lead. More information on the project will be provided in class and posted on OAKS. The class will be divided into a series of teams of between 3 and 5 people. We will try to arrange it so that you can work on a policy area of interest to you, but some students may have to work in areas that are new or initially unknown to them. If this happens, be aware that students often do their best work in an area where they don't have any preconceived notions.

Each team must clear its specific research topic with me prior to beginning work on the project. Potential policy areas for study include:

- Economic and budget policy
- Health care policy
- Tax policy
- Poverty and Welfare policy
- Social Security
- Education policy
- Environmental or energy policy
- Foreign policy or homeland security
- Other areas that students care deeply about but are not listed here.

**Team Project papers are due on the day the group makes its presentation to the class.**

**Class Reading and Assignment Schedule**

Note: This schedule is subject to change and may be revised based on the needs of the class. All changes will be discussed in class and posted on OAKS. Readings listed for a particular date are to be read prior to the class.

- **KF** = Kraft & Furlong, Public Policy: Politics, Analysis, and Alternatives.
- **DS** = Deborah Stone, Policy Paradox: The Art of Political Decision Making.
- **TRR** = T.R. Reid, The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care

Additional readings (journal articles) are listed in the schedule and uploaded on OAKS.
Week 1  
*Basic Definitions and Concepts*

Wed. 8/24  Introduction to the course

Fri. 8/26  KF – Preface and Chapter 1. DS – Preface and Introduction

Week 2  
*Contextual and Environmental Factors*

Mon. 8/29  KF – Chapter 1 continued. DS – Chapter 1

Fall full semester Drop/Add Deadline; Last day for 100% refund for full semester courses.

Wed. 8/31  DS – Chapter 2 and 3


Note: Groups will meet for 10 minutes at the end of class today to discuss the policy area(s) you are interested in studying for the final project.

Week 3  
*Policy and Government Institutions*

Mon. 9/5  KF – Chapter 2

Wed. 9/7  DS – Chapters 4 and 5

Fri. 9/9  Continued.

NOTE: Policy Memo 1 is due today.

Groups will come to class on Monday 9/12 with a written proposal for the policy area they would like to study for the final project.

Week 4  
*Models of Public Policy making*

Mon. 9/12  KF – Chapter 3

Note: Assignment: Each group will submit a written proposal for its policy topic.


Fri. 9/16  Continued

Week 5  Models, continued


NOTE: Assignment for 9/21. Using a current public policy example, come to class prepared to use one or more theories of policy making to help explain how a specific policy choice was selected. How do the assumptions associated with these theories help to explain the outcomes?

Fri. 9/23  Group library time

NOTE: The Op-Ed piece is due Monday, 9/26.

Week 6  Policy Analysis – An Introduction

Mon. 9/26  KF – Chapter 4

Note: Turn in Op-Ed piece.


Week 7  Policy Process, Problems, Alternatives

Mon. 10/3  KF – Chapter 5


Wed. 10/5  Catch-up, Review

Fri. 10/7  Midterm Exam

Week 8  Process, Problems, Analysis, continued
Mon. 10/10    KF – Chapter 6.


Fri. 10/14    DS – 6

Week 9    Thinking about Policy Problems

Mon. 10/17    Fall Break – no class

Wed. 10/19    DS – Chapters 6 and 7

Fri. 10/21    continued

Last day for students to withdraw from full semester courses with a grade of "W".

Week 10    Thinking about Policy Problems, continued

Mon. 10/24    DS – Chapters 8 and 9

Wed. 10/26    DS – Chapter 10
Note: Policy Memo 2 due today

Fri. 10/28    continued

Week 11    Policy Solutions

Mon. 10/31    DS – Chapter 11. TRR – Prologue, Chapters 1 and 2

Wed. 11/2    DS – Chapters 12 and 13. TRR – Chapter 3

Fri. 11/4    TRR – Chapter 4

Week 12    Policy Solutions, continued

Mon. 11/7    DS – 14 and 15

Wed. 11/9    TRR – Chapters 5 and 6

Fri. 11/11    TRR – Chapter 7

Week 13    Policy Solutions, continued

Mon. 11/14    TRR – Chapters 8 and 9
Wed. 11/16    TRR – Chapters 10 and 11

Fri. 11/18    continued

**Week 14**    *Policy Solutions, continued*

Mon. 11/21    TRR – Chapters 12 and 13

Wed. 11/23 and Fri. 11/25 – Thanksgiving Break

**Note:** Final Papers are due on the day the group presents its work to the class.

**Week 15**    *Group Presentations*

Mon. 11/28    Groups 1 and 2

Wed. 11/30    Groups 3 and 4

Fri. 12/2     Groups 5 and 6

**Week 16**    *Group Presentations*

Mon. 12/5     Group 7, Review, Wrap-up

**Final Exam:** Currently scheduled by the Registrar’s office for Friday, December 9, 8 – 11 a.m.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis   Email: curtise@cofc.edu   Phone: 3-6510

Department or Program Name: Political Science   School name: HSS

Course Prefix, Number, and Title: POLI 119   Special Topics in Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

- [ ] New Course (attach syllabus)

CHANGE COURSE

- [ ] Change Number
- [ ] Change Title
- [ ] Change Credits/Contact hours
- [ ] Prerequisite Change
- [ ] Edit Description

DELETE COURSE

- [ ] Re-activate Course
- [ ] Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) [ ] Yes   [ ] No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? [ ] yes [ ] no   If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course examines special topics and issues in politics not covered in other political science courses. This course may be repeated as the topic changes.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 119

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. This is an introductory level special topics course that would count as an elective in Political Science (not connected to any specific content area). Learning outcomes will change depending on the topic of the course.</td>
<td>Exams, papers, (depends on course).</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the content area specified.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This introductory course could attach to any of these learning outcomes, depending on topic:

(all would be at the introductory level):

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Identify and explain major political philosophies, western and nonwestern, and their origins
3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers
5. Distinguish their own views from those of others and can defend their own perspective.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/4/11

2. Signature of Academic Dean:

   [Signature]

   Date: 11/4/11

3. Signature of Provost:

   [Signature]

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date:

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date:

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLS 119: Special Topics: Introduction to the American Legal System—3 credit course*

Description: The purpose of this course is to survey the legal system, through text, readings, discussion, and experiential learning. Topics include foundations of American law, the state and federal court system, civil and criminal courts, the legal profession, judicial decisions and their impact, and the impact of the public on the system.

Electronic reserve includes several chapters from:

Additional readings on electronic reserve are not yet noted below.

Requirements:

- Daily attendance—10% toward the course grade.
- Two short (750 word) papers worth 25% each toward the course grade.
- One final exam, in class, open book and notes, 30% toward the course grade.
- Experiential component—10% toward the course grade.

1. Exams: There will be two short papers in-term and one final exam. All are required. Students are expected to appear and complete the assignments as scheduled. There will be no make-up exams without an advance written request and written permission from the instructor prior to the due dates. Included in, but not limited to, the following exigencies not likely to be granted a changed date are: marriages, divorces, births, deaths, doctors’ appointments, and car wrecks.

2. Short papers are to be "typed". Final exam materials will be provided by the instructor. On all written work, identify yourselves only by the last five digits of your C of C student number (ex.: 00-000).

3. Attendance: Roll call will be taken daily and attendance will accumulate toward 10% of the course grade. In the past, absences have led to serious and harmful effects. Students who are late to class (defined as later than the instructor’s arrival) will not be permitted to sign the roll call sheet. Students who must leave early for excuses including but not limited to marriages, divorces, births, deaths, doctors’ appointments, and car wrecks will not be permitted to sign the roll call sheet.

4. Grading policy: There is no class curve. Grades are based on numeric exam scores and attendance, computed by weighted average for the term: all scores are based on the numeric possibility of 100 points:

A = 93+
A-=90-92.9
A+ =87.5-89.9
B =83-87.4
B-=80-82.9
C+ =77.5-79.9
C =73-77.4
C-=70-72.9
D+ =67.5-69.9
D =63-67.4
D-=60-62.9
5. Alternate meeting site. If for any reason we are locked out of our normal classroom or building, we will rendezvous (to be announced) and meet there or elsewhere. This includes all due dates.

6. The instructor urges all students to consider a well-rounded undergraduate education, including at least one of the following: four years of health food diets, three years of petro-chemistry, two years of dulcimer lessons, one year of some exotic foreign language such as Arabic, Russian, or Chinese, six months of wind surfing lessons, or one hour of work on a rowing machine.

7. All hand-held electronic devices, cell phones, pagers, i-Pod and such devices and alarms shall be turned off during all class periods. Those who violate this rule may be asked to leave and attendance for that date will be deducted.

8. Do not phone the David Mann in the phone book. He is a different person. Contact your instructor as above. The instructor does not have e-mail at his residence; therefore, if you e-mail over the weekend or in the evening, do not expect a response until the morning of the next "business" day.

Course Outline and Assignments/issues in the legal system:

June 3: Introduction—symbols of American justice; American legal culture; death penalty (Friedrichs, Ch. 9)

June 4: Foundations of law Carp Ch. 1; law, justice, and morality (Friedrichs, Ch. 3); inquisitional vs. accusatorial systems

June 5: Federal Court system Carp Ch. 2; Tour?

June 6: State Judicial systems Carp Ch. 3; Tour?

June 9: Jurisdiction Carp Ch. 4; judicial self-restraint

June 10: State judges Carp Ch. 5; judicial selection systems

June 11: Federal judges Carp Ch. 6 & 7; trial and appellate judges: do they follow precedent or base decisions on their own value systems?

First paper assignment due June 16th

June 12: Lawyers Carp, Ch. 8, pp 176-190; Friedrichs, Ch. 7; legal education

June 13: Interest groups and litigants, Carp, Ch. 8, pp. 190-199; importance of NAACP in Civil Rights Movement

June 16: Criminal Law I: prior to trial, Carp Ch 9; exclusionary rule; role of police in society

June 17: Criminal Law II: trial and appeals Carp Ch. 10; the right to an attorney on appeal

June 18: Civil Courts Carp Ch. 11; if there is an injury, is there a remedy?

June 19: Judicial Decision Making I: trial courts Carp Ch. 12; juries; jury nullification
June 20: Judicial Decision Making II: appeals courts  Carp Ch. 13; constitutional interpretation

Second paper assignment due June 25"

June 23: Impact of court decisions  Carp Ch. 14; law and social change

June 24: Legal Reasoning  handouts—how legal reasoning works from real cases

June 25: No-win scenarios dialogue—readings might include Dudley and Stephens, Japanese internment cases, school desegregation

June 26-27; 30-July 1: Experiential learning component

July 2: Roundtable: the difference between law according to books and how law typically works

July 3: Final Exam

Experiential learning component:

Students will be assigned to “tail” key persons working in Police, Courts, Juvenile Justice, Probation and Parole, civil law firms, public defender, solicitor, anyone else we can think of and bribe to take part. Students will complete this task, taking serious notes and encouraged to think about the difference between theory and practice, so that we could have an intelligent roundtable, maybe breaking up the class into two roundtables, perhaps with law school folks participating as well, to generate more meaningful discussion.

[First paper assignment possible topic: Judicial selection has been a hot topic in South Carolina, especially recently. Which method of state judicial selection do you think fits best with concepts of American legal culture, justice, and morality?]

[Second paper assignment possible topic: Assume you are a lawyer, representing a client who may be going to trial. Would you recommend a jury trial or bench trial for your client? Be sure to discuss the pros and cons of each, with special consideration to judicial role.]

[Possible final exam topic: Write an essay with the following title: The Law In Action.]

*Often the question is asked of a new course, “Are there additional resources needed but not accounted for (aka budget) but required for this course?” The answer is no.*
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: John Creed  Email: creedj@cofc.edu  Phone: 3-8137

Department or Program Name: Political Science  School name: Humanities and Social Sciences

Course Prefix, Number, and Title: POLI 240 – Introduction to Comparative Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
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<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
<td></td>
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<td></td>
<td>□ Prerequisite Change</td>
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<td></td>
<td>□ Edit Description</td>
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☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☑ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
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</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? □ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

This course surveys theories and methodologies in comparative politics and applies these to specific country cases. It includes an examination of many comparative concepts and uses these to identify similarities and differences among various countries in the world.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym, course title and catalog description is part of a Department-wide curriculum reorganization that reflects newly developed criteria to distinguish between 200 and 300-level courses. Slight changes to the catalog description reflect more directly what students encounter in the course.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will have a stronger and more informed perspective on approaches to studying politics comparatively</td>
<td>Measured by student performance on exams and/or paper assignments</td>
</tr>
<tr>
<td>2. Students will be familiar with the primary theories and concepts that form the building blocks of the subfield, especially as they apply to different states in the world.</td>
<td>Measured by student performance on exams and/or paper assignments</td>
</tr>
<tr>
<td>3. Students will develop their descriptive capacities and their ability to apply concepts to new country cases</td>
<td>Measured by student performance on homework and/or analytical paper assignments</td>
</tr>
<tr>
<td>4. Students will learn research methods and hypothesis writing, testing</td>
<td>Measured by student performance on homework and/or analytical assignments, exams</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Course supports the following departmental learning objectives: demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; apply theories and concepts to new situations; demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where. Skills are introduced in this course.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

This course has no direct impacts on other programs and courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

No new costs associated with this course.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature]

   Date: 11/4/11

3. Signature of Provost:

   [Signature]

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Introduction to Comparative Politics

Course Objectives

In the discipline of Political Science, the subfield of comparative politics is unique in that it is defined both by its substance (the study of foreign countries or a plurality of actors) and its method (comparison). However, analysts of the discipline have noted that, for the most part, courses that serve as introductions to comparative politics focus on the descriptive study of multiple specific countries and do little or no explicit comparing. Such courses seem to assume that because we all compare instinctively throughout our daily lives, there is little reason to presume that we need to be taught that skill again. And yet if one is to practice comparative politics in its truest and most valuable form, an emphasis on developing one’s comparative analytical skills is critical. We may all compare instinctively as humans, but that does not necessarily mean that our instincts are strong or that our comparative abilities are very refined.

This course is specifically designed to focus on helping you develop and strengthen your capacities to systematically compare with an eye toward applying those skills toward political analysis (comparing between countries or between other international actors in order to identify and explain differences and similarities between them with respect to the particular phenomena being analyzed). With the ability to compare mastered, you will be in a position to build and test theories about how the world works, using countries and other international actors as your cases. You will also be exposed to the work of scholars engaged in the same forms of inquiry and investigating any number of questions. While this course will allow you to explore many substantive issues and dynamics which prevail within and between countries today, you will also be learning and refining skills which you can apply not only in the further investigation of comparative politics but in the study of other areas of political science, as well as many aspects of your life.

Course Content

The approach adopted here will seek to introduce you to comparative politics thematically with central theories and concepts of the subfield at the heart of the course content. The semester will begin with an exploration of the scope of comparative politics and an examination of different approaches to comparative inquiry. This will be followed by discussion of the setting in which comparative inquiry occurs and will seek to put much of this initial substance into context using the United States as a case example. From there, the course will examine economic and cultural elements of comparative politics, comparative political structures, and the roles played by elites and masses in political decision-making. The course will then conclude with discussions of comparative policy-making, including regime transitions and governmental performance. Throughout these course components, specific references will be made continually to developments in the following ten countries: Britain, France, Germany, the Russian Federation, China, Mexico, Brazil, India, Nigeria and Iran. In addition, you will each be researching and becoming familiar with the elements of three additional systems from a particular region which will also be factored into the course content over the term.

By the end of the semester, you should have a solid appreciation for the core theories and concepts of comparative politics and how they apply to a number of different systems in the world. This theoretical and conceptual toolkit should also be strong enough for you to apply it to other comparative courses should you go on to take, for example, the Politics of Africa or the Politics of Southeast Asia. You will also know how comparative inquiry is conducted and have had sufficient practice in many of its elements to be able to think about pursuing your own future comparative research down the road, as well as feel more comfortable with the foundational elements of scholarly inquiry more broadly.
Learning Outcomes and Skills this Course Will Seek to Improve

This course contains several learning outcomes and objectives. After having taken this course, you will have a stronger and more informed perspective on approaches to studying politics comparatively and you will be familiar with the primary theories and concepts that form the building blocks of the subfield, especially as they apply to different states in the world. At the end of the semester, you should be conscious of your understanding and be able to better and more substantively articulate to others the appreciation you have acquired. In addition, this course will push you to comprehend the specific nature of comparative political inquiry and you will know how to begin applying concepts and theories comparatively in order to deepen your knowledge of different political systems and answer pressing political questions. Part of your insights here will be derived from your exposure to scholarly literature and studies of comparative politics.

This course will attempt to challenge and improve a number of your skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

** oral communication (through regular class participation and class discussions);

** reading comprehension (through regular reading assignments that will provide the basis for many class discussions, as well as homework assignments and analytical papers);

** descriptive and applicative abilities (through homework assignments, cohort analysis, analytical paper assignments);

** critical thinking and analysis (through class reading, discussion of scholarly comparative research, analytical paper assignments);

** effective, concise writing and development of critical analysis (through homework assignments and analytical papers);

** applying theories and concepts to new situations (through class discussions, homework assignments, cohort analysis and analytical papers);

** research methods and hypothesis writing, testing (through cohort analysis, homework assignments, discussion of selected class readings);

** comprehending the views of others and articulating, defending one's own position (through class readings, discussions; homework assignments).

Method of Presentation

One underacknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process, retain and apply knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. Individual class sessions will be largely discussion oriented, with lecture material designed to complement the required readings. It is important to underscore that lectures will not be a rehashing of the information in the assigned texts. Simply coming to class and digesting the material discussed will not insure your success in the course.
There will be time set aside in each session for discussion and there will occasionally be group exercises conducted to emphasize points. The interactive nature of the class can increase if you come prepared and are willing to take some initiative in this regard.

If specific techniques work best for you or if you know of additional methods that you've seen work well in other classes, feel free to suggest them and if they can be incorporated into the class, we'll try to do it.

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning disability, if you have a physical impairment of any kind, or if you are an athlete or club member who will travel, I need to know at the start of the semester in order that we can make certain that your needs can be met. It may be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems writing, taking exams, or taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

Office Hours

I have two sets of office hours scheduled that are for you to use. Do not be afraid to come by my office at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course. If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot—don't hesitate to come by and talk.

Course Ground Rules

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only—it does not buy you an "excused" absence. I make no distinctions between "excused" and "unexcused" absences). Students missing more than four class sessions will lose one full letter grade from the participation portion of their total average for each additional absence.

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e., a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deducted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested.

Conscience Cash — in order to introduce some element of flexibility in the scheduling of work during the semester, each of you will begin with a "dollar" which can be exclusively used in any one of the following ways:

1. You may spend your dollar to allow you to turn in one of your analytical papers one day late without incurring late work penalties (after one day, penalties begin kicking in; this does not apply to the final exam);
2. You may spend your dollar to allow you to turn in any two homework assignments one day late without incurring late work penalties (after the first day, penalties begin to accrue);
3. You may spend your dollar to re-write one of your first three analytical papers for a higher grade (paper #4 and the final exam are not eligible for this arrangement);
4. You may cash in any portion of your unused dollar at the end of the semester in exchange for a grade enhancement in your class participation.

Recognize that this is the only flexibility you will be given to accommodate late work without penalty – you should use your “dollar” judiciously so you do not encounter an unexpected situation later in the term and pay with your grade.

Electronic Submissions: NO work may be submitted to me electronically for credit under any circumstances. You must have legible printed copies of work for me to collect and read when assignments are due.

Academic Dishonesty: When you enrolled in the College of Charleston, you were bound by an Honor Code. I expect you to abide by that code. If you are found to have cheated on an exam or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

Courtesy and Tolerance: As this course progresses, you will doubtlessly find that your ideas about comparative politics do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of comparative politics. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about comparative politics. In keeping with courtesy, I will insist that all cell phones and other personal electronic devices must be turned off before class and remain OFF throughout the class session.

Time Spent Outside of Class: I have high expectations for you in this course and have crafted it with that thought in mind. I envisage that to successfully complete the work in this course, you will need to consistently spend two to three hours working outside of class for every hour you spend inside the classroom, and there may be occasional periods where more time is required. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note, as well, that time alone does not automatically ensure success — the kind of time you devote to studying and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these kinds of issues with me, feel free.

Method of Evaluation

Final course evaluations will be based upon class participation and involvement in class discussions, completion of a set of homework assignments, and completion of a series of written assignments that will become increasingly more sophisticated and will culminate in a take-home final exam. You will also be applying a number of concepts of comparative analysis to a regional group of countries that you will develop some expertise in over the course of the semester and there will be an extra credit option to participate in the College’s Model UN where you represent a country in the simulation to be held Friday, November 4 and Saturday, November 5. More details on this opportunity are described below along with the different categories of work you will be completing for your course grade.

Grading will be based on the following distribution of credit:

I. Class Participation (10%) Class participation is a vital component of this course and your active involvement in class sessions is required. Participation in class discussions and group exercises is expected and will be considered in final course evaluations. Participation is not simply about being present or sharing your opinion with others, although you will be expected to offer your ideas regularly in class discussions and obviously you cannot do that if you are not attending class. Quality participation involves demonstrating that you have read and engaged with the text under consideration, that you have thoughtful questions to ask about it, and that you have considered how a text relates to lecture material as well as contemporary issues in comparative politics. A stellar contribution is one that develops
your opinion into an argument rooted in evidence from the course texts or other verifiable sources. Quality participation also involves listening carefully and critically to the views expressed by classmates and helping one another build insights and understanding.

You will be given regular feedback on your class participation and you will also have opportunities to assess your own participation efforts in written comments to me.

Considering how we all learn, it can be challenging for some of us to engage in large discussions because we are easily intimidated by others or shy about speaking in public. These are obstacles to learning that become important to overcome. If you are someone who feels intimidated or can experience shyness, please talk to me about strategies you can use to become more comfortable speaking in class.

Due to the structure of the course, you should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (excused and unexcused) is excessive and will lower your grade for participation. If you do miss a class, you are still responsible for all materials covered.

2. Homework (20%): Rather than give exams, one major way your comprehension and ability to begin using the substance of the course will be assessed is through completing regular homework assignments. Twelve times during the semester, you will be given comparative assignments based on the elements of the course topic(s) we are discussing—you will be graded on each of them and the top ten grades assigned during the semester will be bundled into this component of your final grade. Thus, you have some leeway to miss or drop your lowest homework assignment grades. Due dates for each homework assignment are listed in the course outline; guidelines for each assignment will be distributed in class.

3. Cohort Analysis (10%): Early in the term, you will select a cohort of three countries from a particular region that you will research and become familiar with over the course of the semester. This regional cohort will be incorporated into selected homework and analytical assignments and at various times during the term, you will be called upon in class to discuss your cohort in the context of the class themes and issues under discussion. You will receive a grade at the conclusion of the course for the facility you display in building and incorporating knowledge of your cohort.

4. Analytical Written Assignments (45%): Four times during the term, you will be writing analytical assignments of 5-7 pages in length on different cumulative elements of class. These will increase in sophistication over the term as well: you will begin with an assignment that seeks to demonstrate and refine your descriptive/application abilities and subsequent essays will work on explanation/analysis and assessment/synthesis/evaluation. Specific guidelines for each assignment will be distributed in class; due dates for each analytical assignment are listed in the course outline below.

5. Final Exam (15%): The final exam for the course will essentially be a comprehensive analysis that you will complete as a take-home assignment; it will draw upon the skills and capacities you have worked on through homework assignments and analytical papers during the term and incorporate elements of your cohort analysis as well, while providing you with a final opportunity to demonstrate your understanding of and capacities to use the material you have studied all semester long. The due date for the assignment is listed in the course outline; specific guidelines for the final will be handed out in the last full week of class.

6. Extra Credit Opportunity – Participation in the Model UN (up to one grade level – as many as ten points – on final grade): This fall, the College of Charleston will organize a Model UN simulation which you are invited to participate in as part of three person teams representing a country. In order to be eligible for extra credit, you must participate in all aspects of the simulation, including training on the procedures of the Model and the entire weekend exercise itself, spanning from Friday, November 4 through Saturday, November 5. The amount of extra credit you will earn will be based upon the level of preparation and activity you demonstrate during the exercise itself, including the research completed on the resolutions under debate, the willingness to propose amendments to the debated resolutions, your engagement in debates throughout the model, and a completed assessment of the exercise after the simulation. The maximum number of points you can earn on your final grade is ten. Merely participating does not
assure you of all ten points – the number of extra credit points you earn will be based upon the quality of your participation and work. Additional details on the exercise will be distributed in class – once you make a commitment, you will be held to this obligation, since others will be depending upon you as well.

A numerical and literal translation of grades assigned is as follows:

A – Superior (100-92)  A minus – Excellent (91-89)  B+ – Very Good (88-86)
B – Good (85-82)  B minus – Promising (81-79)  C+ – Fair (78-76)
C – Average (75-72)  C minus – Acceptable (71-69)  D+ – Barely Acceptable (68-66)
D – Marginally Passing (65-62)  D minus – Barely Passing (61-59)  F – Failure (58-0)

Opportunities for "extra credit" beyond the Model UN are not available.

If it appears the class is insufficiently prepared, I reserve the right to give unannounced quizzes and the grades will be factored into your participation totals. However, quizzes waste a lot of everyone’s time; it will be a measure of our collective success if we can avoid them.

Reading and Texts

Specific reading assignments are listed in the course outline. Students are responsible for completing the assigned reading prior to the class period date for which it is assigned.

Assignments will be made in the following books:


All required texts are available at the College of Charleston and University Bookstores. Additional course readings are indicated with an (*) in the course outline and will be made available through the course OAKS page.

It is also important for you to keep up with current events and developments in comparative politics as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. I suggest reading The New York Times as often as possible. Discount subscriptions to The New York Times are available through the New York Times website. This arrangement allows you to purchase the paper on weekdays for a significant savings over the newsstand price. I highly recommend taking advantage of this opportunity if you do not already have regular access to one of the newspapers listed below. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in comparative politics and are strongly recommended:

**Newspapers**

- The New York Times
- The Christian Science Monitor
- The Washington Post
- The Economist

**Journals**

- Comparative Politics
- Comparative Political Studies
- Studies in Comparative International Development
- World Politics

**TV/Radio**

- National News (ABC, CBS, NBC, CNN)
- Nightline (ABC)
- The PBS NewsHour (PBS)
- This Week (ABC)
- Meet the Press (NBC)
- Face the Nation (CBS)
- 60 Minutes (CBS)
- Frontline (PBS)
- Washington Week in Review (PBS)
- Fareed Zakaria GPS (CNN)
- Morning Edition (NPR)
- All Things Considered (NPR)
In addition, blogging has become a significant communication vehicle and political activity among some scholarly commentators of the comparative and world politics. There are a number of scholars who maintain blogs about global issues – examples by scholars like Stephen Walt (Harvard) and Dan Drezner (Tufts) can be found at www.foreignpolicy.com. Take note that while the narrative content of scholarly blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly research and primary source materials originating with others. We may seek to assemble a list of some of the most interesting and useful blogs over the course of the semester.

Hints for Reading and Writing – Survival Tips

When seeking to understand comparative politics, it is important to wrestle with its complexities and appreciate the many key events and elements that help define it as a subfield of Political Science. We will be reading many works through the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before an assignment is due. Thus, I have some suggestions to help you in your reading.

First, do the assigned reading before you come to class on the day we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.

Second, after you read a chapter or an article for the first time, consider going back and taking some notes as well. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of a
chapter or article are, identify and try to define new terms used in the chapter or article, and think about why the material is important and how it relates to other topics we have already discussed in the course.

Third, once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you have indeed identified the major points and that you feel you understand the material sufficiently. If the readings were very confusing when you read them before class or you did not feel you got much out of them, you might even reread the material after the discussion to see if you understand it any better. There is an unstated (and faulty) assumption among many students that we should only read pieces once in order to gain a full appreciation of them; however, it often takes two or three readings to attain the full measure of what an author has to offer. We often see more if we give ourselves the opportunity of a second time around.

***If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete a number of different writing assignments designed to help you develop your skills in description, explanation and evaluation as you synthesize other's ideas and construct your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

**Invention:** When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually begin writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is useful to commit them to paper.

**Drafting:** Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No paper ever emerges from one's head to paper in perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

**Revising:** With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful final version. Hopefully, you've given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), content (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

**Proofreading:** Once you have finished making substantive changes in your draft, **always** proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.
Course Outline and Required Readings

Below is a list of when all the topics will be covered in the course and what reading is due to be read as part of each topic consideration (reading is due to be completed for the day it is listed). You will also note that there are learning objectives outlined for each topic area - you should use these to anticipate what you will encounter for each topic area before you begin reading and return to them at the end of each discussion to evaluate for yourself whether and to what extent you are learning what you are intended to take away from each section and part of the course. Lists of key theories and concepts are also included.

(#) denotes reading in Kesselman's Readings in Comparative Politics
(*) denotes reading on course OAKS page

I. (August 24) Course Introduction


Note: You may read this anytime in the next week of class - preferably with reading assigned for August 29

Part One: Themes and Approaches in Comparative Politics (August 29-September 21)

Learning Objectives: At the end of this part of the course, you should better understand what comparative politics entails, how it is conducted (effectively and ineffectively) and why it is distinguished from other subfields of political science. Much of this discussion will be illustrated in the context of democratization and you will be expected to draw upon (and augment) your existing background in United States politics as you begin to think actively about America as a sovereign state in a comparative context and to more fully appreciate the concept of comparative democracy as it relates to states, nations and societies.

II. (August 29) The Comparative Study of Politics

Learning Objectives: At the end of this section of the course, you should have a clearer appreciation for the evolution of comparative politics as a field and your own sense of answers to the following questions: What is comparative politics? What are the advantages to studying politics comparatively? What differentiates comparative politics from international relations? What questions and subjects have dominated scholarly considerations of comparative politics in recent decades?


III. (August 31- September 12) How to Compare ... and Why?

Learning Objectives: At the end of this section of the course, you should understand the basic steps involved in scientific research methods and how they apply to comparative research. This includes appreciating the specific components of comparative research design and how they are combined to produce more or less compelling comparative scholarship. More particularly, you should know what research questions, hypotheses and variables (independent, intervening and dependent) are and how to construct your own questions using hypotheses and operationalized variables, as well as how to evaluate the questions and statements of others.
You should appreciate the role of theory in comparative inquiry at different levels of analysis and begin to be able to apply these insights to processes of democratization as they are studied comparatively. You should also be able to distinguish most similar and most different systems designs from one another and discuss the circumstances under which each design may be best used, as well as acquire a sense of what kinds of mistakes can undermine the quality and validity of comparative scholarship.

**Key Theories and Concepts:** autonomy, polyarchy, inclusiveness, competitive oligarchies, inclusive hegemonies, closed hegemonies, authority, legitimacy, power

**Reading:** Barrington, pp. 1-23.

**A. Of Grocers and Chiefs ... The Elegance of Comparison (August 31)**

**Reading:**
(#) Francis Fukuyama, "The End of History?" pp. 10-17;

**Homework Assignment #1 due in class (August 31)**

**B. Strategies and Methods of Comparison (September 5-7)**

**Reading:**

**Homework Assignment #2 due in class (September 7)**

**C. Theory and Comparative Politics (September 12)**

**Reading:**
(*) Timothy Lim, "Thinking Theoretically in Comparative Politics" in *Doing Comparative Politics* 2nd edition (Boulder, CO: Lynne Rienner Publishers, 2010), pp. 67-101;
(#) Amartya Sen, "Democracy as a Universal Value," pp. 184-194;
(#) Philippe Schmitter and Terry Karl, "What Democracy Is ... and Is Not," pp. 201-211;

**Homework Assignment #3 due in class (September 12)**

**IV. (September 14-19) The Setting of Comparative Politics: Societies, Nations and States**

**Learning Objectives:** At the end of this section of the course, you should be able to understand the relationships that exist between societies, nations and states and identify these characteristics in the context of the state cases under consideration. Likewise, you will be able to discuss the current tensions surrounding notions of state sovereignty and begin to appreciate the extent to which global trends are weakening and strengthening sovereignty in practice. You will explore the roots of ethnic harmony and tensions and weigh these in light of the sources of identity and allegiance present in the global arena today.
Key Theories and Concepts: nations, states, sovereignty, legitimacy, recognition, nationalism, identity, citizenship, ethnicity

Reading: Barrington, pp. 24-61;
(##) Walker Connor, "A Nation is a Nation, Is a State, Is an Ethnic Group, Is a ...," pp. 300-305;
(##) Jerry Muller, "Us and Them," pp. 52-58;
(##) James Habiyarimana et al., "Is Ethnic Conflict Inevitable?" pp. 59-71;

V. (September 21) “American Exceptionalism?” The United States in Comparative Perspective

Learning Objectives: At the end of this section of the course, you should have drawn upon your experiences from American government courses to begin assessing the nature of the American national state and how it compares to others in terms of concepts like societies, nations and states, as well as elements of identity and ideology, governing structures and institutions, and policy predispositions.

Key Theories and Concepts: exceptionalism, federalism, individualism, egalitarianism, equality of opportunity, equality of result, localism, Protestant ethic, isolation, path dependency, pragmatism

Reading: (*) John Kingdon, America the Unusual (New York: St. Martin’s Press, 1999), pp. 7-56.

Monday, September 26 – Paper Assignment #1 due by 4:30 at my office

Part Two: Economic, Cultural and Identity Structures (September 26-October 12)

Learning Objectives: At the end of this part of the course, you should more fully appreciate the roles played by economic, cultural and identity factors in shaping the politics of states in the developed and developing worlds. You should also be able to begin using concepts associated with these factors to delineate similarities and differences across systems and discuss the roles these concepts play in influencing the comparisons and contrasts you start to note.

VI. (September 26-28) Economic Class, Development and Globalization

Learning Objectives: At the end of this section of the course, you should be able to identify different models of capitalism and discuss how various states have approached capitalism with different political and economic results. You should also be able to identify and employ divergent theories of economic development to begin describing and explaining the social and cultural changes that influence and accompany economic development. You should be able to discuss aspects of globalization and assess its impacts on the nature of the state generally as well as its specific effects upon different categories of states and peoples, particularly in the context of the state cases under study.

Key Theories and Concepts: dependency theory, modernization theory, import substitution industrialization, strong/weak state theories, resource curse, class, globalization, subsistence economies, denationalization, state retreat, Washington Consensus

Reading: Barrington, pp. 62-100;
(##) Susan Strange, “The Retreat of the State,” pp. 81-88;
(##) Saskia Sassen, “The State and Globalization,” pp. 89-94;
(##) David Coates, “Models of Capitalism in the New World Order,” pp. 129-137;
(##) Peter Hall and David Soskice, “An Introduction to Varieties of Capitalism,” pp. 138-149;
(#) Robert Ross and Anita Chan, “From North-South to South-South,” pp. 164-170;  
(#) Jeffrey Sachs, “Common Wealth” pp. 429-439;  

Homework Assignment #4 due (Friday, September 30)

VII. (October 3-5) Ideas as Structures: Political Culture and Ideology

Learning Objectives: At the end of this section of the course, you should be able to define political culture and identify prevailing elements of it as part of comparing the country cases under study. You should also be able to discuss how socialization, major events and long-term processes can influence political culture and identify the way elements of political culture can emerge among different political ideological perspectives and shape the structure of nations and states.

Key Theories and Concepts: civic culture theory, post-materialist theory, horizontal vs. vertical social relations, socialization

Reading:  
Barrington, pp. 101-143  
(#) Pippa Norris and Ronald Inglehart, “Cultural Obstacles to Equal Representation,” pp. 258-268;  
(#) Seyla Benhabib, “The Claims of Culture,” pp. 269-276;  
(#) Howard Winant, “Race in the 21st Century,” pp. 276-287;  

Homework Assignment #5 due (Friday, October 7)

VIII. (October 10-12) Identity Structures and Identity Divisions

Learning Objectives: At the end of this section of the course, you should be able to describe different types of politically relevant collective identities and discuss places where these different identities are particularly prominent and important to ongoing political dynamics; explain why various forms of identity are effective sources of political mobilization and illustrate these explanations with examples; describe strategies a government may take in response to identity diversity; discuss factors that can lead a government to be more or less accommodating to prevailing forms of identity diversity; illustrate all of these insights using the case of Nigeria specifically; explain the varying extent of violence against women found within different stable democracies.

Key Theories and Concepts: cleavage structure theory, feminist theories, assimilation, fundamentalisms, primordialism

Reading:  
Barrington, pp. 144-188;  

Homework Assignment #6 due (Friday, October 14)

Monday, October 17 – Fall Break (no class)

Part Three: Political Structures in Comparative Context (October 19-26)

Learning Objectives: At the end of this part of the course, you should appreciate the differences in various political systems, including the structural diversity and functional variation found in systems throughout the
developed and developing world. You will also encounter and should be able to apply theories of bureaucracy and military in governing to different systems, particularly in the developing world.

IX. (October 19) Political Systems and their Rules

Learning Objectives: At the end of this section of the course, you should be able to define and distinguish political institutions and different types of regimes (democracy, authoritarianism, totalitarianism) as well as federal vs. unitary systems and explain the roles played by constitutions. You should also be able to identify factors contributing to the consolidation of democracy and the rise of new authoritarianism. These insights should be applicable to the different cases under discussion as well as specific states of the Middle East.

Key Theories and Concepts: systems theory, competitive authoritarianism, totalitarianism, devolution, new institutionalism

Reading: Barrington, pp. 189-230;

Homework Assignment #7 due (Friday, October 21)

X. (October 24) Legislatures and Executives

Learning Objectives: At the end of this section of the course, you should be able to identify and distinguish the main roles of legislative and executive structures in government. You should also be able to appreciate the primary features, strengths and weaknesses of parliamentary vs. presidential systems of government (and their variants) and apply these insights to the different cases under study as well as Peru and other states of Latin America.

Key Theories and Concepts: party government theory, creeping authoritarianism

Reading: Barrington, pp. 231-278;
(#) Juan Linz, “The Perils of Presidentialism,” pp. 318-328;

Monday, October 24 – Paper Assignment #2 due by 4:30 at my office

XI. (October 26) Unelected Components of Government

Learning Objectives: At the end of this section of the course, you should be able to describe and distinguish in the structure and functions of judiciaries, bureaucracies and militaries and how each can shape the evolution of state structures as well as policy. You should also be able to describe theories associated with the judiciary, bureaucracy, military and how these apply to cases under study, including specific states in Africa.

Key Theories and Concepts: bureaucratic autonomy theory, inverse judicial power theory, new professionalism theory, judicial review, praetorianism

Reading: Barrington, pp. 279-320;
Homework Assignment #8 due (Friday, October 28)

Part Four: Elites, Masses and Political Decision-Making (October 31- November 16)

Learning Objectives: At the end of this part of the course, you should appreciate the roles played by individuals and groups in the evolution of political dynamics in different countries and understand the opportunities and limits of analysis at individual and group levels. You should also readily be able to contrast analysis at individual and group levels with analysis at levels of structure and consciously explain how and why you might choose to favor one or more levels of analysis over others as you carry out comparative scholarship.

XII. (October 31- November 2) Political Participation in Comparative Perspective

Learning Objectives: At the end of this section of the course, you should be able to readily distinguish elites from masses and articulate the different ways elites and masses have been connected to one another and for what ostensible political purposes. You should also be able to distinguish interest groups from social movements and point to examples of different forms of political organization and participation using the cases under discussion. This should lead you to begin summarizing the key evolutionary factors in contemporary participation trends and assess these in specific country contexts, including identifying evidence of the transnationality of social movements and the weakening of social capital in different settings.

Key Theories and Concepts: disturbance theory, socioeconomic status theory, subgovernment theory, civil society, clientalism, collective action problem, corporatism, elitism, iron triangles, nepotism, pluralism, social capital, (un)conventional participation

Reading: Barrington, pp. 321-361;
(#) Sidney Tarrow, “A Movement Society?” pp. 379-391;

Homework Assignment #9 due (Friday, November 4)

XIII. (November 7-9) Political Parties and Electoral Systems

Learning Objectives: At the end of this section of the course, you should be able to distinguish political parties from interest groups and social movements and to differentiate among various types of party systems in use around the world. Similarly, you should be able to describe and identify the characteristics of different electoral systems (including their advantages and disadvantages) as they are used in different societies and explain the various relationships between electoral systems and party systems (ex. Duverger’s Law). Finally, you should begin to understand how and why the manipulation of party and electoral systems can bring about different political outcomes and identify examples of this in the cases under study.

Key Theories and Concepts: cleavage structure theory, party organization theory, realignment theory, Duverger’s Law, critical elections, preferential voting

Reading: Barrington, pp. 362-403;

Wednesday, November 9 – Paper Assignment #3 due by 4:30 at my office

Homework Assignment #10 due (Friday, November 11)
XIV. (November 14-16) Leadership and Individual Political Choices

Learning Objectives: At the end of this section of the course, you should be able to identify and discuss different leadership styles, skills, and traits and explain how decisions are made using various theories of decision-making. You should then be able to apply these insights to the ongoing debate over the origins and development of failed states and the role leadership may play in these dynamics and in the ongoing debates over the roots of terrorism in the global arena.

Key Theories and Concepts: rational choice theory, impossibility theorem, bounded rationality, corruption, cognitive dissonance, groupthink, incrementalism, satisficing, transference, failed states, new medievalism, terrorism

Reading: Barrington, pp. 404-442;
(#) Robert Rotberg, “Failed States in a World of Terror,” pp. 105-112;
(#) John Rapley, “The New Middle Ages,” pp. 113-119;
(*) Robert Pape, “The Strategic Logic of Suicide Terrorism” American Political Science Review 97 (3) August 2003, pp. 343-361;

Homework Assignment #11 due (Friday, November 18)

Part Five: Using Structures and Choices to Comprehend Political Outcomes (November 21-
December 5)

Learning Objectives: At the end of this part of the course, you should understand processes of change and continuity in governance as it applies to the life of governments and their performance and be able to appropriately apply both structural and choice variables to comparatively explain and assess political outcomes surrounding the work and longevity of governing institutions in different settings.

XV. (November 21-28) Regime Transitions

Learning Objectives: At the end of this section of the course, you should be able to define and apply key concepts associated with different forms of regime transition. You should know particularly the major prevailing explanations for democratization and be able to judge their applicability when applying them to examples of regime transition in the countries under study. This includes discussing the failures of democratization as well as the consolidation of democracy and why democratization can destabilize countries. You will also learn about revolutionary transformations and should be able to distinguish these from other forms of change, as well as discuss its prevalence and prospects in the contemporary world arena. All of these elements can lead you to look anew at the political changes underway in the Arab world.

Key Theories and Concepts: democratization, liberalization, revolution, consolidation, resequilibration, particularism, accountability, transition paradigm, structural vs. choice transitions, internal vs. external transitions

Reading: Barrington, pp. 443-483;
(#) Samuel Huntington, “The Third Wave,” pp. 18-28;
(#) Valerie Bunce, “Rethinking Democratization,” pp. 222-231;
Wednesday, November 23 – Thanksgiving Holiday (no class)

Homework Assignment #12 due in class (November 28)

XVI. (November 30-December 5) Comparative Public Policy and Government Performance

Learning Objectives: At the end of this section of the course, you should be able to describe the primary indicators of successful government performance and apply these to major policy debates underway internationally and within the countries under study, including identifying examples of first, second and third order policy change. You should specifically be able to articulate how and why citizens in Argentina and elsewhere assess government performance and how this relates to elements of generalized trust and the strength of democratic processes.

Key Theories and Concepts: federalism, decentralization, accountability, corruption, subnational government, intermestic policy, generalized trust, first/second/third order policy changes

Reading: Barrington, pp. 484-535;
(#) Michael McFaul, “Are New Democracies War-Prone?” pp. 338-344;
(#) Henry Hale, “Divided We Stand,” pp. 345-356;

Tuesday, December 6 – Paper Assignment #4 due by 4:30 at my office

Monday, December 12 – Final Exam due at my office by 4:30 p.m.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis     Email: Curtisc@cofc.edu     Phone: 953-6510

Department or Program Name: Political Science   School name: HSS

Course Prefix, Number, and Title: POLI 295 Law and Society

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes   ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major and minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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B. Credit Hours

3

Is this course repeatable? ☐ yes ☑ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This is a course designed to introduce students to the legal method of deciding disputes through the study of particular areas of legal doctrine. Students will demonstrate the use of analytical principles by confronting intractable issues facing society and comparing their own analyses with that of the judicial system.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 221
The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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<tr>
<td>1. master the language of basic contract law (or other area of legal doctrine)</td>
<td>a mid-semester exam, in which the students are required to (a) recite what they have learned about the legal terminology through definitions and examples and (b) engage in problem solving by expressing in writing the method used, step-by-step to a conclusion</td>
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<tr>
<td>2. demonstrate their ability to engage in the legal method of problem solving</td>
<td>a mid-semester exam, in which the students are required to (a) recite what they have learned about the legal terminology through definitions and examples and (b) engage in problem solving by expressing in writing the method used, step-by-step to a conclusion</td>
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<tr>
<td>3. develop effective oral and written communication skills</td>
<td>a vigorous Socratic teaching style, in which all students are regularly required to speak in class, defending particular positions they have taken against the unrelenting assaults of their teacher and fellow students</td>
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</table>
4. demonstrate critical thinking skills, focusing on the ability to develop and articulate particular perspectives and assess competing perspectives

an essay on a particularly controversial social issue, in which the students are required to (a) succinctly and clearly state the issue, including the competing perspectives that make the issue controversial and (b) arrive at and defend a position on the issue

final exam

5. organize several key concepts into a larger theory that provides insight into aspects of society

Essay and exams

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.

4. Demonstrate understanding of readings, analyze texts critically, effectively write papers

5. Distinguish their own views from those of others and can defend their own perspective.

6. Apply theories and concepts to new situations

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None
IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   ________________________________ Date: 11/3/2011

2. Signature of Academic Dean:

   ________________________________ Date: 11/4/11

3. Signature of Provost:

   ________________________________ Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   ________________________________ Date: 

5. Signature of Faculty Senate Secretary:

   ________________________________ Date: 

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
The overall purpose of the course is to develop in students effective oral and written communication skills and to engage in critical thinking (focusing particularly on the ability to develop and articulate a particular perspective and assess competing perspectives). Through a combination of lectures and a rigorous Socratic teaching method, I will mightily endeavor, in the words of Fred Friendly, legendary Dean of the Columbia University School of Journalism, to make the students so uncomfortable they can only escape by thinking.

The course will be divided into two parts. The first part will consist of a series of lectures designed to teach legal analysis and the legal method of deciding disputes. Classical principles of contract law will serve as the tools for gaining that understanding. Ancillary legal subjects may also be covered. Students will be required to solve typical disputes according to the applicable principles of law. For the relief of tedium and as a precursor to the second part of the course, anecdotal discussion of various social issues will intersperse the lectures on the law, i.e., I will tell stories.

Testing will require definitions and examples of legal terms and discussions of principles of law applicable to the facts of particular disputes. The questions will be given to the students in advance. The answers will also be supplied in advance. However, without a firm understanding of the subject matter, the answers cannot possibly be memorized. With such an understanding, very little memorizing is required. In addition to written class work and oral presentations, there will be at least one graded test and a final examination. The dates will be announced well in advance.

The following scale will be used for assigning letter grades:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>68 - 69</td>
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<td>D-</td>
<td>60 - 62</td>
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<td>F:</td>
<td>Below 63</td>
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The second part of the course will consist of a series of discussions, in a seminar format, of the intractable issues facing society. Students will confront those issues using the analytical principles learned in the first part of the course. At least, that is the goal. Issues addressed will include, e.g., abortion, affirmative action, political correctness, the environment, foreign affairs, welfare, animal rights, business ethics, drugs, capital punishment, women's rights, gay rights, the Middle East, and the wars in Iraq and Afghanistan. The students, by consensus with me, will choose the specific issues. Each student will be required to write a paper on one of the issues.

Written class work may also be required.

Generally speaking, the written test will count 1/3 of the final grade, class participation and the paper together will count 1/3, and the final will count 1/3.

Outside reading will be assigned, but no text will be required.

It is very important that I be able to contact every student enrolled at all times. At the first class, they will be asked for their e-mail address and telephone number. They will be asked to read their e-mail and check for telephone messages every day and respond to anything I send them. Should a student's e-mail address or phone number change during the semester, that student should let me know immediately.

UNFAILING CLASS ATTENDANCE AND TIMELY ATTENDANCE WILL BE AN ABSOLUTE REQUIREMENT. STUDENTS WILL BE TOLD, IN NO UNCERTAIN TERMS: "DO NOT MISS A SINGLE CLASS FOR ANY REASON."

Course Outline

The lectures, during the first half of the semester, will include introduction to law and to the course, and principles of contract law, including offer, acceptance, and consideration, the characteristics of an offer, revocation of an offer, tangible versus intangible consideration, termination of contracts and damages. The remaining class meetings will consist of discussions of the intractable social issues facing society.

Learning Outcomes Expected

Students, successfully completing the course, should:

- master the language of basic contract law
- demonstrate their ability to engage in the legal method of problem solving
- develop effective oral and written communication skills
• demonstrate critical thinking skills, focusing on the ability to develop and articulate particular perspectives and assess competing perspectives

• organize several key concepts into a larger theory that provides insight into aspects of society (Claire, I stole this language from Prof. Keenan, but I really do try to teach this.)

Methods to Assess Whether Students Have Met the Outcomes Expected

• a vigorous Socratic teaching style, in which all students are regularly required to speak in class, defending particular positions they have taken against the unrelenting assaults of their teacher and fellow students

• a mid-semester exam, in which the students are required to (a) recite what they have learned about the legal terminology through definitions and examples and (b) engage in problem solving by expressing in writing the method used, step-by-step to a conclusion

• an essay on a particularly controversial social issue, in which the students are required to (a) succinctly and clearly state the issue, including the competing perspectives that make the issue controversial and (b) arrive at and defend a position on the issue

• a final exam retesting the above two points

• perfect class attendance is absolutely required