FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science   School name: HSS

Course Prefix, Number, and Title: POLI 294 Sustainability

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 and minor

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 will examine the interrelated environmental, economic and social problems facing humans at local, regional and global scales around the theme of sustainability.

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.

Sustainability is an interdisciplinary and multiscale approach to societal and political issues. Like many issues of this nature, critical elements of political science—e.g. power and institutions, play a pivotal role in understanding the problems and ultimately in designing and implementing solutions. Sustainability contributes to the curriculum by exposing students to the broader contours of political problems/solutions to generating a sustainable future. It also offers the rare platform for empirical, normative and applied approaches to learning about political issues in one 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></td>
</tr>
<tr>
<td>1. Demonstrate knowledge of theoretical literature on sustainability</td>
<td>Book analyses, blog</td>
</tr>
<tr>
<td>2. Analyze complex problems</td>
<td>projects</td>
</tr>
<tr>
<td>3. Apply theories about sustainability to practical problems</td>
<td>Projects, analytical exercises</td>
</tr>
<tr>
<td>4. Develop skills in communication</td>
<td>Projects, presentation, video</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?

2. Identify and explain major political philosophies, western and nonwestern, and their origins

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:

[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.
Sustainability

POLI 294
College of Charleston
Fall 2011
Day/Time: TH 10:50-12:05
Location: MYBK 111
Course Website: fisherb.people.cofc.edu/sustainability
Instructor: P. Brian Fisher
Course Background

This course will examine the interrelated environmental, economic and social problems facing humans at local, regional and global scales around the theme of sustainability. Specifically, we will explore sustainability both as a 'constructed' concept as well as a practice by examining the role of values, ethics, politics, ideology, science, media/marketing, design, engineering, and personal decision-making. That is, how can we govern the process from the "idea of sustainability" to generating good policy on sustainability and sustainable development? In addressing this question, the class will use an applied experience from their own sustainability projects and analyses to examine ways to generate values of sustainability, create policy to encourage sustainability, and ultimately govern it.

Course Format
The Course will be divided into four parts:
1. Environmental Orientation: The initial part of the course will briefly examine human orientation to the environment, and how this sets up environmental degradation as a problem for policy and governance.
2. Environmental Problems: This section will examine the underlying drivers of environmental problems by looking at societal values, the myths of "progress" that fuel the modernization project, the goal of economic growth, and the production-consumption cycle.
3. Sustainability: The second half of the course will focus on sustainability as a platform for addressing these problems, and their underlying drivers. It will focus on the economy—how to change our economic foci to incorporate environmental protection, eco-design, personal sustainability and global sustainability as sustainable development.
4. **Experiential Sustainability**: The final part of the course will be composed of three analytical exercises on personal sustainability, participating in one of five sustainability projects on campus (conducted in groups), and a video documenting an experiment in changing an aspect of one's lifestyle to live more sustainably.

**Course Goals and Learning Outcomes**

In light of the course format, the goals and learning outcomes of this course are to:

1. To explore the theoretical literature on sustainability, from philosophy of environment to eco-design and governance.
2. To utilize this literature to critically analyze ways to address complex problems, which are largely defined as unsustainable.
3. To develop divergent and creative thinking that builds a synthesis of knowledge to promote pragmatic solutions to the problems they identify.
4. To experiment with practical ways to attain sustainable practices in every day life, and to identify the obstacles to achieving consistent sustainability—individually and societally.
5. To engage in five projects on campus in an attempt to understand sustainability on a small but personal and pragmatic scale.
6. To learn to synthesize this knowledge in ways that have a pragmatic and visual outcome; here, through the design and production of their sustainability video.
7. To identify the ways to incorporate student's practical lessons into society (local, national and global) to create a more sustainable way of life—if possible.
8. To hone professional development skills through public speaking, public service, and engaging the public on environmental issues.

**CofC Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Course Materials

Required Books


Course Assignments

All students are responsible for visiting the "course schedule" section of the course website on a regular basis. The attached reading list provides a general guide to the course readings; however, the actual assignment list and regular updates will be posted on the course website.

The class webpage will retain all required information for use throughout the course, including required readings (including links to those readings), assignment prompts, course policies, and web links for facilitating in class discussion.
Assessment

Grading

The following weight will be given to coursework in the determination of final grades:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog/Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Enviro Video</td>
<td>15%</td>
</tr>
<tr>
<td>Book Analyses</td>
<td>30%</td>
</tr>
<tr>
<td>Group Field Projects</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale: A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-78; C- 70-72; D 65-69; F >65

** Class participation will be determined by attendance and the quality of the contribution.

Late Policy: The deadlines outlined in the syllabus are soft targets. However, the longer you take to turn the paper in past that deadline, the higher the expectations for the paper. It is a lesson in strategy and self-discipline. Utilize this policy to your advantage, but realize that waiting—for example, a week to turn in a paper is raising expectations considerably, while turning in a day late would be modest incremental adjustment that might be worthwhile if you are going to turn in an otherwise poor paper.

Expectations

1. attend class
2. respect the honor code
3. respect each other
4. respect the environment
5. respect my patience with excuses and the trivial
6. focus on learning and the process more than grades
7. engage your imagination and creativity more than memorization
8. engage the spirit of each exercise in addition to its analytic value
9. open your mind, think, evaluate and take some form of action
10. experience.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kevin Keenan        Email: KeenanK@cofc.edu        Phone: 843-953-5679

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

Course Prefix, Number, and Title: POLI 310 Urban Applications of Geographic Information Systems

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)?

Not applicable.

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:

Look to the joint form from Political Science.

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
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<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>3</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 introduces students to foundational and advanced concepts and theories used to study cities and their myriad problems using Geographic Information Systems (GIS). Students will learn about the data and methodology for using GIS to solve urban problems in economic, social, planning, and political settings.

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. This new course advances the Political Science major because it provides students with an applied skill that is essential for employment in the public sector. The course introduces this skill via a critical interrogation of common urban concepts, theories, and problem solving strategies that enhance the liberal arts education.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<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>Systems will be able to <strong>define</strong> several foundational concepts useful for solving real world urban problems.</td>
<td>This learning outcome is assessed in lab assignments that the students have to turn in. The lab assignments require the students to analyze an urban problem using both concepts and GIS.</td>
</tr>
<tr>
<td>Students will be able to <strong>use</strong> the ArcGIS 9.x software to explore these concepts and study contemporary issues in cities.</td>
<td>The lab assignments assess the students' ability to use the software.</td>
</tr>
<tr>
<td>Students will also be able to <strong>explain</strong> the limitations of GIS software.</td>
<td>As part of the course, students are required to find and present on articles that deal with critical GIS. Examples of the genres for these types are: participatory action GIS, feminist GIS, and critiques of science.</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?

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 and choose their own methodological approaches in papers.

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

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 is a new course, so it currently is not listed with other departments or majors.

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:
Date: ____________________________

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
applied skill is achieved by actually working with that skill directly. Again, this means that most of the class time will be used to work with the data and software. If you do not read the textbook, you will not be successful in this class and your learning will be quite limited. Further, geographic information system work is typically conducted via team work, and that process will be mirrored in this class. That means that you are expected to share insights with your classmates regarding how to complete GIS tasks in the labs, and you are encouraged to ask each other if you have questions as you work independently.

Course Texts

There is one required textbook for this course; it is available for purchase at the campus bookstore. The main readings for the course will come from this book, as will the labs and data. It is essential that you purchase this book.

The cost of a new copy of this book is $136.20 and a used copy is $102.15. The bookstore has both new and used copies.


Assignments & Evaluation

Class participation – The class participation grade will be determined by your attendance at each class, your engagement during the 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 break—as well as early departures, will adversely affect the grade. Chatting online using the class computers or other electronic device, 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 thoughts, questions, and concerns during the course. 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.

Lab Exercises – The bulk of your learning in this class will come from lab exercises found at the end of each chapter. You are required to do all labs. The labs will count towards 55% of your grade. You will be evaluated on organization, grammar, spelling, and presentation in addition to correct 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 6 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.

**Quizzes** – Unannounced quizzes will be given throughout the semester. The quizzes will be fairly simple, and they will be designed primarily to see how the reading is going in the class. One quiz will be given each week, sometimes more. The quizzes will count towards 30% of your grade.

**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 Range</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>B-</td>
<td>80 – 82.4</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>C-</td>
<td>70 – 72.4</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>D-</td>
<td>60 – 62.4</td>
</tr>
<tr>
<td>F</td>
<td>0.0 – 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, while people are participating, or while you should be working on the lab is rude and distracting. It also hinders your learning. Please do not do it.

- **Appropriate use of computers is expected**. These computers have been purchased and made available to you for the purpose of studying geographic information systems and advancing your education. This means that you are not permitted to use these computers for non-academic purposes. It is your responsibility at all times to justify how your use of the computer is advancing your intellectual capabilities.

- **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://spinner.cofc.edu/~cds](http://spinner.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.

### Schedule

**Class 1 (Tuesday 5/10):**

Class 2 (Thursday 5/12): Chapter 1: The Spatial Display of Urban Environments
Class 3 (Tuesday 5/17): Chapter 2: The Dynamics of Cities
Class 4 (Thursday 5/19): Chapter 3: Defining the Metropolis
Class 5 (Tuesday 5/24): Chapter 4: The Internal Structure of Cities
Class 6 (Thursday 5/26): Chapter 5: Systems of Cities
Class 7 (Tuesday 5/31): Chapter 6: Neighborhoods
Class 8 (Thursday 6/2): Chapter 7: Migration and Residential Mobility
Class 9 (Tuesday 6/7): Chapter 8: Race, Ethnicity, Gender, and Poverty
Class 10 (Thursday 6/9): Chapter 9: Industrial Location and Cities
Class 11 (Tuesday 6/14): Chapter 10: Urban Core and Edge City Contrasts
Class 12 (Thursday 6/16): Chapter 11: Environmental Problems
Class 13 (Tuesday 6/21 ~ Final exam period): Chapter 12: Urban and Regional Planning
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name:  
Email:  
Phone: 3-6510

Department or Program Name: POLI  
School name: HHS  
Course Prefix, Number, and Title: POLI 311  
Policy making in state legislature

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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<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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  x 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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3 hrs.

Is this course repeatable? □ yes  x no  If so, how many credit hours may the student earn in this course? 3
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 is designed to introduce students to the methods and processes by which American state legislatures achieve public policy objectives. Attention will be paid to the structure and organization of our 50 state legislatures, decision-making among competing public policy objectives, the development of institutional and individual legislative agendas, responsiveness to electoral and interest groups and the process of moving legislation from proposals to law. The Legislatures of California and South Carolina will serve as primary case studies of two very different examples of legislative structure, organization and operations.

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 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 classes.

Political and budgetary constraints on the federal government have shifted a more significant policy making agenda to state lawmakers. This course assesses the importance and variety of these institutions and how they respond to distinctive political demands and cultures.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<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 theoretical and practical roles of state legislatures as policymaking institutions.</td>
<td>Student will select a specific public policy problem to be investigated, analyze and describe the influences and processes that move this issue from problem to legislative solution.</td>
</tr>
<tr>
<td>2. Understand the factors and influences that drive policymaking at the state level, the processes and procedures by which public policy decisions are made and objectives achieved.</td>
<td>Demonstrated ability to understand, explain and illustrate the specific rules, processes and procedures by which legislative objectives are recognized, articulated, negotiated to a specific result.</td>
</tr>
<tr>
<td>3. Understand the effects of structured and unstructured public opinion on legislative policymaking.</td>
<td>Be able to identify, explain and demonstrate the characteristics of structured vs. unstructured opinion and apply these differentiations to legislative policymaking.</td>
</tr>
</tbody>
</table>
4. Understand the relationship between legislatures and bureaucracies.

Be able to identify, articulate and describe the interaction between legislative policymaking and bureaucratic organization and goals.

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 understanding of readings, analyze texts critically, effectively write papers
2. Distinguish their views from those of others and can defend their own perspective.
3. Apply theories and concepts to new situations.
4. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
5. Demonstrate mastery of the independent research process.

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:
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.
The College of Charleston

Fall 2011

POLS 399.02 - Policymaking in State Legislatures

Tuesdays- Thursdays  12:15 -1:30 P.M.

Maybank 316

Instructor: Marguerite Archie-Hudson, Ph.D.

Office Hours: Tu/Th  2:00 – 4:00 P.M. and Wed. 10 A.M.-12 Noon

Office location: 114 Wentworth Street, Room 101

Telephone: 843.953.8138

E-mail: archiehudsonm@cofc.edu

Course description and objectives

This course is designed to introduce students to the methods and processes by which American state legislatures achieve public policy objectives. Attention will be paid to the structure and organization of our 50 state legislatures, decision-making among competing public policy objectives, the development of institutional and individual legislative agendas, responsiveness to the electoral and interest groups environment and the process of moving legislation from proposals to law. The Legislatures of California and South Carolina will serve as primary case studies of two very different examples of legislative structure, organization and operations.

At the end of the semester students should be able to understand the theoretical and practical roles of state legislatures as policymaking institutions, factors and influences that drive policymaking at the state level, the processes and procedures by which public policy decisions are made and objectives achieved, the effects of structured and unstructured public opinion on legislative policymaking and the relationships between legislatures and bureaucracies.

Course requirements

A. Regular class attendance is expected of all students. Attendance will be recorded via a daily sign-in sheet.

B. Expectations for class participation include reading the assigned materials prior to class, contributing to class discussions and turning in assignments on time.

C. Students are encouraged to utilize office hours and/or schedule appointments to discuss assignments, readings and other relevant concerns. Students may also communicate by e-mail or by telephone.
D. Students who are receiving services through the Center for Disability Services, are scheduled to travel with an athletic team, will participate in a student government-related or other official school-related activity during the semester must present a letter of verification signed by the appropriate college official.

**Grading**

Grades will be based on a midterm examination, a policy research paper with three components (legislative history; implementation analysis; summary, conclusions and recommendations), a final examination and class participation as follows:

- **a.** Policy Research—legislative history 15%
- **b.** Policy Research—implementation analysis 15%
- **c.** Policy Research—summary and conclusions 15%
- **d.** Midterm Examination 20%
- **e.** Final Examination 25%
- **f.** Class participation 10%

**Textbook**


**Additional Required Readings**

California State Assembly - *Legislative Procedure Manual* (revised January 2011) - available at 114 Wentworth Street, Room 101)


**Additional Recommended Readings:**

"Legisbrief" – Newsletter of the National Conference of State Legislatures [www.ncsl.org](http://www.ncsl.org)

State Legislatures—Official publication of the National Conference of State Legislatures [www.ncsl.org](http://www.ncsl.org)


The Thicket at State Legislatures. A bipartisan blog by and for legislative junkies. [www.ncis.typepad.com/the_thicket](http://www.ncis.typepad.com/the_thicket)

**Rough and Tumble** – Daily summaries of all the key articles relating to California politics. [http://www.rtumble.com/](http://www.rtumble.com/)

**Fall 2011 Class Schedule**
August 2011
Tu 23 Introductions and Class Overview
Th 25 Introductions and Class Overview
Tu 30 Evolution of State Legislatures
Squire and Moncrief, Chapter One

September
Th 1 Evolution of State Legislatures
Tu 6 The Modern American Legislature
Squire and Moncrief, Chapter One
Th 8 The Modern American Legislature
“Changes in the sizes of Legislatures, 1960-2006” (ncsl.org)
Tu 13 The Modern American Legislature
Th 15 State Legislative Campaigns and Elections
Squire and Moncrief, Chapter Two
Tu 20 State Legislative Campaigns and Elections
State Vote: “2011 State and Legislative Partisan Composition”
Th 22 State Legislative Campaigns and Elections

Assignment Due: Legislative History
Tu 27 The Modern State Legislator
Squire and Moncrief, Chapter Three
“Legislator Demographics“ (ncsl.org)
Th 29 The Modern State Legislator
“Legislators’ occupations in all states 1976-2007” (ncsl.org)

October
Tu 4 Legislative Organization
Squire and Moncrief, Chapter Four
2011 State Legislative Sessions Calendar –ncsl.org.
Midterm Examination

Tu 11
Legislative Organization

South Carolina Legislative Manual- 2011

Th 13
Legislative Organization

Manual of Legislative Procedure- CA State Assembly - 2011

Tu 18
Fall Break Holiday – No Class

Th 20
Legislative Organization


Tu 25
The Legislative Process

Peveril and Moncrief, Chapter Five

CA and SC Legislative Manuals

Th 27
The Legislative Process

November

Tu 1
The Legislative Process

Assignment Due: Implementation Analysis

Th 3
The Legislative Process

Tu 8
The Legislative Process

Th 10
The Legislative Process

Tu 15
Legislative Politics

Th 17
Legislative Ethics

Tu 22
Class Presentation- Group One

Th 24
Thanksgiving Holiday- No Class

Tu 29
Class Presentation – Group Two

December 2011

Th 1
Class Presentation – Group Three

Assignment Due- Policy Paper: Conclusions and Recommendations

Tu 6
Reading Day- No classes
Required Research Assignments (revised 8/25/2011)

The completion of this three phase research assignment will constitute 45% of your final grade. Each section builds on the previous one. Failure to complete and submit any portion of this assignment may result in zero credit for the entire policy research requirement. The purpose of this assignment is to:

- Increase your understanding of how major policy functions of our national and state governments are determined, enacted into law, prioritized, funded and implemented in programs and policies.
- Provide an opportunity to examine the intergovernmental relationships between Congress and state legislatures in responding to major social issues.
- Examine the effects of national policy decisions on the legislative agendas, policy priorities and budget decisions of states legislatures.

Both our national and state governments have undergone major changes in the past two decades. For state governments, term limits referenda and elections have changed the demographics of who serves in state legislatures and for what terms of office. Changes in state demographics and economies, the impact of population changes, pressures on physical and social infrastructures, increasing federal mandates and the constitutional requirements for balanced state budgets have placed extraordinary burdens on state legislators, many of whom are new to the statehouses.

Our national government has also undergone major changes in the last decade, beginning with the unprecedented attack on September 11, 2001, an event that began the era of terrorism. In November 2008 Americans elected its first bi-racial President, the Democrats took control of both houses of the U.S. Congress and for the first time in American history a woman was elected Speaker of the U.S. House of Representatives, third in line of succession to the presidency. In early 2010 the Congress passed the largest piece of social legislation since the mid-1960s: The Patient Protection and Affordable Health Care Act creating major new mandates on state legislatures and major court challenges regarding its constitutionality.

On Election Day 2010 the control of the U.S. Congress and a majority of state legislatures changed from Democrat to Republican and the term “Tea Party” came to define the American electorate’s anger and
frustration with their government. These issues have been exacerbated by the sluggish national
economy, two unpopular wars and the rapidly increasing national debt. Fundamental areas of conflict in
the recent contentious budget battles in the U.S. Congress include how to reduce the national debt,
manage entitlements, raise revenues and move the country on a path to fiscal stability.

As the 2012 election cycle begins, state legislatures must wrestle with two competing interests: how to
manage their political agendas (which include maintaining political control in light of reapportionment)
and their policy obligations (many of which are driven by state constitutional directives or federal law)
within shrinking state resources. The bitter partisan debates in Washington about what policies should
drive entitlement programs will have a major influence on the decisions in state legislatures as these
programs operate in federal-state partnerships.

Your assignment this semester is to select one of the current topics of debate and disagreement listed
below and write a three part policy research paper that will accomplish the following goals:

1. Provide an understanding of the current federal law (or laws) that govern the policy issue;

2. Identify and explain the specific programs, policies and eligibility criteria that are mandated
by the federal law, including the current intergovernmental structure/federal state partnership
required for implementation;

3. Explain how these current federal requirements identified in (2) are structured and carried
out in (A) South Carolina and (B) California including the current state law(s) regarding specific
programs and services, eligibility requirements, responsible state agency, official memoranda
and/or agreements with the federal government regarding the administration of the program.

4. Review and explain the specific reform proposals for managing the costs, delivery and
effectiveness of these programs;

5. Identify how each of these reform proposals would affect the current delivery structures in
South Carolina and California; and

5. Draw a conclusion about which, if any, of these reform recommendations should be adopted
by each of these state legislatures in the current session. State the reasons for your conclusions
and explain the specific state law(s) and regulations that would have to be created, amended or
deleted from current statutes.

You will select your research assignment from one of the following:

1. Should Congress enact specific Medicaid reforms in order to (a) reduce costs, (b) improve
services and (c) reduce fraud? If so, what specific proposed recommendations, if any, should the
referenced state legislatures adopt as legislative priorities in the next legislative session? Which
ones should they oppose?
2. Should Congress enact specific reforms to the Children’s Health Insurance Program (S-CHIP) in order to (a) control costs and (b) increase services? If so, what specific proposed recommendations should state legislatures adopt as legislative priorities in the next legislative session? Which ones should they oppose?

3. Should Congress seek the repeal of the Patient Protection and Affordable Care Act (PL 111-148) on the grounds that it will (a) increase the mandated health care functions of states and (b) increase the cost of health care delivery? If so, what specific proposed recommendations should state legislatures adopt to support in the next legislative session? Which ones should they oppose?

Your policy research will be written in 3 components as follows:

A. Legislative history – Provide a description and explanation of the current federal law, including the specific intent of the law and the specific policy problem the law was designed to solve, any amendments made by Congress since the enactment of the original law and the intent of the amendment.
   Maximum length: 5 pages

B. Implementation analysis – An evaluation of the specific programs and/or services mandated under the current law, the eligibility requirements to receive those services, the federal department or agency responsible for the implementation of the programs or services, the annual cost to the federal budget for providing those programs or services and the percentage of the overall federal budget that these expenditures represent.
   Maximum length: 10 pages

C. Summary, Conclusions and Recommendations – This section of your paper must include a summary of the recommendations for reforms made by each of the following commissions and/or committees regarding your topic:
   a. The U.S. House of Representatives Committee on the Budget’s “Path to Prosperity”.
   b. The Budget Control Act of 2011 passed by the Congress on August 1, 2011.
   c. The National Commission on Fiscal Responsibility and Reform established by President Barack Obama on February 18, 2010; and
   d. The U.S. Congress Joint Select Committee on Deficit Reduction established by Congress with the mandate to legislate $1.5 trillion in new debt reduction before Thanksgiving 2011.

Your final paper will also summarize each of the above components (legislative history and implementation) and answer the following questions:

1. Based on the legislative intent and the current implementation structure (state-federal partnership) does the policy need revision or is it functioning effectively in its current form, including with regard to costs, effectiveness and efficiency?
2. Based on the proposed reform options which, if any, would be most helpful to the state legislatures of S.C. and California in carrying out their required functions in the policy area? Give two reasons for your response.

3. If your preferred reform proposal is adopted by the federal government, what specific changes would have to be made in the state laws of S.C. and CA regarding the function?

Please note:

- Several members of this class will be researching each topic and those members will make a combined group presentation to the class at the end of the semester to present their findings and conclusions.
- Your individual research paper should present your conclusions regarding the most effective reforms Congress should enact based on your research and the effect of these reforms on your state’s legislative priorities.
- Your group’s presentation should be the overall consensus on the most effective reforms Congress should enact and the group’s strategy for how that reform could be placed on the legislature’s policy agenda of each state.
- In preparation for the group presentation you are expected to participate in at least one meeting with other members of your research group. Discuss the pros and cons of each option, offer your recommendations and seek a group consensus on the most effective reform proposal to achieve the objectives stated. This is an exercise in listening, friendly debate, information sharing and consensus building around a significant problem.

Suggested resources:

U.S. House of Representatives Committee on the Budget: Fiscal year 2012 Budget; The Path to Prosperity—Restoring America’s Promise; Setting the Record Straight.


Social Security Act Amendments of 1965 (H.R. 6675)


The Children’s Health Insurance Reauthorization Act of 2009 (PL 111-3)

The Patient Protection and Affordable Care Act (PL 111-148)
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 Science

Course Prefix, Number, and Title: POLI 331: Geography of Native Lands/Indian Law

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  ☐ Re-activate Course
☐ Change Title  ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

☐ 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)?

N/A

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

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 the government-to-government relationships between Native American tribes and the United States. Case studies of legal, political, and cultural conflicts over land and resources will highlight the Indigenous Knowledges of ecological systems and the distinctive political ideas that inform Native American life and politics.

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.

This course contributes to diversifying the department’s offerings in American politics. Additionally, there are no courses like this offered in the state of South Carolina, although Indian case law is one of the largest bodies of case law engaged with in the federal judicial system. The course also exposes students to non-Western political and legal theory.

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>
</tbody>
</table>

1. Recognize key cases that comprise the canon of Indian law; outline indigenous methods of governance and tribal law; describe Indigenous Knowledges of ecosystems.

   Commentaries; participation; mid-term; final exam. Commentaries are 1-2 times a week, assessed qualitatively; two exams are essay-based; students are expected to pass the course.

2. Apply knowledge of Indian case law to contemporary conflicts.

   Commentaries; participation; class project. The class project is broken into components: proposal, media project, annotated bibliography, essay.

3. Analyze issues in legal/environmental geography.

   Commentaries; participation, mid-term; final; class project.

4. Describe and defend solutions to legal and environmental problems.

   Commentaries; final exam.

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 aligns with these program-level outcomes: 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) Distinguish their own views from those of others and can defend their own perspective; and 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.

This course does not overlap any existing course.

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: 11/3/2011

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.
GEOROGY OF NATIVE LANDS/ INDIAN LAW

POLI 331
Tuesdays/Thursdays 1:40-2:55 pm
Maybank 307

Instructor: Dr. Annette Watson
953-5864 (office)
WatsonAM@cofc.edu [this is the best way to reach me]

Office: Political Science Department, 114 Wentworth St., Room 207
Office hours: Wednesdays 10-12 and 2-3, or by appointment

COURSE DESCRIPTION:
This course examines the government-to-government relationships between Native American tribes and the United States' federal and state governments. In studying this topic, we will draw on the fields of law, environmental geography, political science, Native Studies, ecological anthropology, and ethnohistory. We will explore the ways in which law-making produces cultures as much as our cultures produce law. We will hear about these relationships from the perspective of tribal peoples where the record permits, in both written and oral form. As the first peoples of North America, tribes developed distinctive economies and environmental philosophies; politically, they are not minorities, but nations in themselves. Although we will address a wide variety of political and economic issues faced by tribes and state/federal governments, we will primarily discuss natural resources and conflicts over environmental issues. Our focus will therefore be on historical and contemporary case studies of legal, political, and cultural conflicts over land and resource management, which will highlight indigenous knowledges of ecological systems and the distinctive political ideas that inform both historical and contemporary Native American life and politics.

Of interest to students pursuing careers in: law, politics, policy administration, environmental and natural resource management, geography, planning, GIS/mapping, teaching, journalism

LEARNING OUTCOMES:
Students will increase their skills in...
- Critical thinking, reasoning; oral communication; written communication; legal/policy and geographic analysis; cross-cultural communication; environmental problem solving

Knowledge Gained
- Recognize key cases that comprise the canon of Indian case law
- Outline Indigenous methods of governance and tribal law
- Describe Indigenous knowledges of ecosystems
  - Assessment: commentaries; participation; mid-term; final

Comprehension Gained
- Identify the cultural and political differences and similarities between US tribal peoples
- Give examples of how law is made within a cultural context—and also how it makes culture
  - Assessment: commentaries; mid-term; final; class projects; participation

Application
- Apply knowledge of cases in Indian Law to contemporary issues
  - Assessment: commentaries; class project

Analysis
- Outline the tensions between federal and state policy with regard to tribes
- Analyze issues in indigenous law and legal/environmental geography
  - Assessment: mid-term; final; participation; class project
Synthesis
Summarize the contemporary creative political solutions to legal and ecological problems
Assessment: participation; final

Evaluate
Describe and defend solutions to legal and ecological problems
Assessment: commentaries; final

READINGS:

Use only this edition.


Other readings will be available in PDF form on OAKS, available through MyCharleston.

ASSIGNMENTS AND GRADING

In-class essay on your current knowledge of Native peoples [3%]
Commentaries/discussion Qs (20 out of 21 @1.5% each) [30%]
Exam [in-class essay and short answer] [25%]
Report on a tribe and its legal/political battle(s) [25%]
  Annotated bibliography
  Media journal of that tribe/region and the issue
  In-class progress reports
  3-page summary analysis
Final exam, take-home essays [10%]
Participation [7%]

CLASS POLICIES:

This class will often run like a seminar and be highly interactive, which means that your participation in class will be central to the success of the course (and also to how much you learn). This class is about active learning—you cannot passively sit in the back of the room and do well in this course. I will expect you to ask questions of me, of the readings, and I will expect you to engage with each others’ ideas in discussion. Although I understand that sometimes it can be difficult to speak out in class, everyone is expected to participate. If you really fear public speaking, participation also includes emailing me questions before class about terms or points of clarifications you’d like us to cover during class discussion, or even posting additional thoughts on the class’ OAKS discussion board or on the Geography at CofC facebook page. To succeed in this class you will need to critically evaluate ideas, question them, dispute them, or make them your own. Speak out!

Attendance is mandatory: you may request that your absence be excused only if you are required to participate in college-sponsored activities. If so, you must fill out the appropriate forms at 67 George St., or call Constance Nelson (953-3390). Notices I receive from the Absent Memo Office do not constitute excused absences unless they are for college sponsored activities, and if you want to receive an excused absence for illness, you must provide to me directly your evidence for that illness. You will be penalized for all unexcused absences, and are responsible for the work due that day.
This class is reading-oriented; you are expected to read approximately 75-90 pages per week—this amount is far less than the usual law course. Your grade distribution indicates that these readings and your responses (commentaries/questions) to them are important to achieving success in this course; commentaries need to be posted on the OAKS discussion board the evenings before class (Mondays and Wednesdays), and I mean by 11:59 p.m., so that others will have a chance to look at your comments/questions before class the next day. There is a separate instruction sheet posted on OAKS giving you pointers on how to write good commentaries and discussion questions.

General guidelines for grades:
A = achievement is outstanding relative to the level necessary to meet course requirement
B = achievement is significantly above the level necessary to meet course requirements.
C = achievement meets the course requirements in every respect.
D = achievement is worthy of credit even though it fails to meet fully the course requirements.
S/P = achievement is satisfactory which is equivalent to a C- or better.
F = achievement is inadequate and no credit will be given for the course.
I (Incomplete) = assigned due to extraordinary circumstances, e.g., hospitalization, which prevent the completion of work on time. Requires an agreement between student and instructor.

This course will use +/- grades, allocated as follows:
A = 92% or above
A- = 91-90%
A+ = 90-89%
B+ = 88-88%
B = 87-82%
B- = 81-80%
C+ = 79-78%
C = 77-72%
C- = 71-70%
D+ = 69-68%
D = 67-62%
D- = 61-60%
F = below 59%

It is assumed that all students will act with academic integrity and will not engage in behavior such as plagiarism, academic dishonesty, misrepresentation, or cheating. Please refer to the college’s policy on academic honesty. Plagiarism and other forms of academic dishonesty will result in an XF in the class. The entire purpose of this class is to acquire useful skills; to cheat is to lose the opportunity to improve these skills. Please refer to the campus honor code for questions about academic dishonesty. Plagiarism refers to the presentation of someone else’s ideas, work, or words as your own, without attribution. If you use someone else’s exact words, then you must use quotation marks in addition to a citation; simply naming the source is not enough. If you completely paraphrase someone else’s ideas in your own words, then you still have to cite the source, but you do not have to use quotations. When in doubt, cite the source. If you have questions about whether you have provided adequate citation, consult the citation guide on the political science home page.

SUPPORT SERVICES:

Please take advantage of the College’s Center for Student Learning; they have walk-in labs for writing and speaking—two skills you will need to improve (and be graded on!) during this semester. The Center for Student Learning is located in the Addlestone Library (953-5635).

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
CLASS SCHEDULE:
Readings must be completed by the class time they are listed to be discussed. Additionally, you must complete a commentary on the readings due and post them to the OAKS discussion board the evening before (by 11:59 p.m.) they are to be discussed. You must do this 20 times, out of a possible 21 times (you can get a possible 1.5% for every commentary, worth up to 30% of your grade).

Look through others' commentaries before coming to class.

Aug 23: Introductions and in-class essay (worth 5% of your grade)

Aug 25th: Colonial and Environmental Histories in North America
Read:
1) “Timeline of American Indian Peoples: All Nations and Regions,” from Wilkins and Stark, pgs xix-xxvi.
2) Chapter 1 of Wilkins and Stark, pgs 1-32.

Aug 30th: Colonial and Environmental Histories in North America
Read:

Sept 1st: Colonial and Environmental Histories in North America
Read:
1) Hackel, Steven. 2007. “Shifting Patterns of Land Use in Monterey, California, Before 1850,” in Li, editor, To Harvest To Hunt: pgs 57-64.

Sept 6th: Native Colonial Pastas and Colonial Presents
Read:

Sept 8th: Native Colonial Pastas and Colonial Presents
Be prepared to talk about what tribal issue/geographical area you would like to study.
Read:

Sept 13th: The Canon of Indian Law and “Plenary Power”
Read:
1) Wilkins and Stark, Chapter 5, “A History of Federal Indian Policy”
2) Chapter 1 of Indian Law Stories: Robertson on “The Judicial Conquest of Native America: The Story of Johnson v. McIntosh.”
Sept 15th: The Canon of Indian Law and “Plenary Power”
Read:

Sept 20th: The Canon of Indian Law and “Plenary Power”
Read:

Sept 22nd: “Plenary Power”
Discussion of the canon continues.
Be prepared to discuss some of your media sources and topics you’ve been collecting for your project.
Preliminary bibliography (in list form) DUE

Sept 27th: Government-to-Government Relationships at the Federal and State Scale
Read:
1) Chapters 4 and 6 from Wilkins and Stark: “Actors in Indian Politics” and “Tribal Political Economy”

Sept 29th: Government-to-Government Relationships at the Federal and State Scale
Read:
1) Selections from “States and Tribes: Building New Traditions”

Oct 4th: Governance and Indigenous Knowledges of Ecosystems in Conflict
Read:
1) Chapter 3 of Wilkins and Stark: “Indigenous Governments: Past, Present, and Future”

Oct 6th: Governance and Indigenous Knowledges of Ecosystems in Conflict
Read:
1) Chapter 3 from Indian Law Stories: Royster on “Water, Legal Rights, and Actual Consequences: The Story of Winters v. United States”
Oct 11th: Governance and Indigenous Knowledges of Ecosystems in Conflict
Read:
1) Chapter 7 of Indian Law Stories, Singer on “Erasing Indian Country: The Story of Tee-Hit-Ton Indians v. United States”

Oct 13th: Governance and Indigenous Knowledges of Ecosystems in Conflict
Discussion continues, and review for exam.
Be prepared to give a project update to the class.

Media Journal DUE

Oct 18: NO Class, Fall Break

Oct 20th: Exam: Short answer and essay, in-class

Oct 25th: Indigenous Peoples Working Within Western Governance Systems
Read:
1) Chapters 7 and 8 of Wilkins and Stark, “Indian Political Participation: Patriotism, Suffrage, and Partisanship” and “Indian Interest Group Activity and Activism”

Oct 27th: Indigenous Geographies
Read:
3) To Harvest, To Hunt: Mathewson on “California Indian Basketweavers and the Landscape”

Nov 1st: Indigenous Geographies
Read:

Nov 3rd: Indigenous Geographies
Discussion continues; begin readings due next week; be prepared to give a project update

Annotated Bibliography DUE

Nov 8th: Indigenous Geographies
Read:
1) Chapter 4 from Keith Basso’s book, Wisdom Sits in Places: Landscape and Language Among the Western Apache, pgs 105-149.
Nov 10th: Indigenous Geographies
Read:

Nov 15th: The Institution of Co-Management for Natural Resources
Read:
3) co-mgmt article TBA

Nov 17th: The Politics of Thanksgiving
Read:
1) Selections TBA

Nov 22nd-24th: NO Class, Thanksgiving [and work on the final reports for your project!]

Nov 29th: The Present and Possible Futures of American Indian Politics
Read:
1) Chapter 10 of Wilkins and Stark, “American Indian Politics”

December 1st: The Present and Possible Futures of American Indian Politics
Discussion continues... and ends.
Report DUE to be submitted on OAKS by 11:59 p.m. tonight.

Final Exam questions will be handed out TODAY; must be submitted to your OAKS Dropbox by Thursday, December 8, 3pm [at the close of your scheduled final exam].

Have a great winter break!
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kevin Keenan    Email: KeenanK@cofc.edu    Phone: 843-953-5679

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

Course Prefix, Number, and Title: POLI 333 Suburbia: People, Place, and 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)?

Not applicable.

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:

Look to the joint form from Political Science.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture  Lab  Seminar  Ind. Study

3  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 examines in detail the most common residential setting in the United States: the suburb. The course reviews twentieth-century accounts of suburban life, taking into account differences by gender, race, and ethnicity, as well as issues of governance, contemporary culture and questions of environmental sustainability.

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.

NEW COURSE

This course links the understanding of American politics and identity to the most prevalent form of residence in the U.S.: the suburb. The course brings together the American Politics tradition in Political Science and a geographical perspective, thus strengthening the interdisciplinarity of the Department. The course also critically analyzes suburbia in the U.S., asking students to think deeply about the problems and prospects of a suburban way of life. In so doing, the course contributes to a liberal arts education.

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><strong>Outline</strong> the historical development of suburbia in the United States and <strong>explain</strong> the role of government policy and American culture in this process;</td>
<td>This objective is assessed by paper #1.</td>
</tr>
<tr>
<td><strong>Connect</strong> the historical development of suburbs to contemporary conditions, illustrating both recurring patterns as well as points of divergence;</td>
<td>This objective is assessed by paper #2.</td>
</tr>
<tr>
<td><strong>Articulate</strong> an informed argument about what the future of suburbia may look like.</td>
<td>This objective is assessed by paper #3.</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 the reasons why people behave in diverse political roles and spaces (introduced skill)
- Demonstrate understanding of readings, analyze texts critically, effectively write papers (reinforced skill)
- Distinguish their own views from those of others and can defend their own perspective (reinforced skill)
- Apply theories and concepts to new situations (reinforce skill)

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 is a new course, so it currently is not listed with other departments or majors.

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: 11/3/2011

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.
Suburbia: People, Place, and Politics
POLI 333

Fall 2011
Tuesdays and Thursdays, 1:40 to 2:55 p.m.
Maybank Hall, Room 207

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

Email: KeenanK@cofc.edu
Office hours: M: 10 AM to 12 PM;
T: 3:00 to 5:00 PM & By appointment

Course Description

The purpose of this course is to examine in some detail the most common residential setting in the United States: the suburb. As many scholars argue, to subsume suburbs under some presumed more interesting, important, and central “city” is problematic if suburbs represent the most prevalent form of American residence. Recognizing and building upon understandings of American cities, this course examines the history, contemporary life and politics of American metropolitan areas, focusing on suburbs but not losing sight of the broader metropolitan—and urban—context. Students in this course will review histories of US suburbs in order to understand not simply their origins but also the debates about the forces driving suburbanization in America. We will examine twentieth-century accounts of suburban life, taking into account differences by gender, race, and ethnicity. Finally, we will examine the politics of suburbs: from governance to contemporary culture and questions of environmental sustainability.

Objectives

Students successfully completing Suburbanization: People, Place, and Politics will be able to do three things: (1) outline the historical development of suburbia in the United States and explain the role of government policy and American culture in this process; (2) connect the historical development of suburbs to contemporary conditions, illustrating both recurring patterns as well as points of divergence; and (3) articulate an informed argument about what the future of suburbia may look like.
Course Philosophy

The most important outcome of this course is the learning that students achieve. The course is designed as an introduction to the theories of suburbanization for upper-level undergraduate students. The course is scaled to learning at two levels, and writing and discussion are the primary method by which students will communicate their learning within these levels. At its basic-level, the course introduces students to foundational and factual knowledge about suburbs (e.g., historical development). At a more advanced level, it asks students to think conceptually about the role suburbs have played in the American imagination, both as a utopian ideal and a problematic reality. The course challenges students to recognize how the suburbs have been shaped by the choices people make about where they live and work, but that suburbia itself has also shaped those choices. The course requires that students comprehend how the foundational knowledge and theoretical frameworks interrelate to form a useful body of knowledge.

Course Texts

There are three required books for this course, and additional required readings are available on the course OAKS site, sorted by class session.

The following required books are available in the campus bookstore:


Course Overview

25, 30 August – What is suburbia?
1 September – Suburbia as Cultural Expression
6 September – The Role of Public Policy
8 September – The role of Technology and Industry
13 September – Family
15 September – Gender
20 September – Class
****NOTE: Short paper #1 is due at the start of the next class (22 September).

22 September – Race and the Construction of Suburbia
27 September – Diverse Suburbia
29 September; 4, 6 October – Cultural Richness or Bland Wasteland (?)
11 October – Field Trip, GROUP 1 (Students in Group 2 do not have class today)
13 October – Field Trip, GROUP 2 (Students in Group 1 do not have class today)

****NOTE: Short paper #2 is due at the start of the next class (20 October).

18 October – NO CLA$$; Fall Break
20 October – Job centers and retail/commercial use
25 October – Contemporary Politics of Suburbia
27 October; 1, 3 November – Government
8, 10, 15, 17, and 22 November – Environment and Sustainability
24 November – NO CLA$$; Thanksgiving Break
29 November – Field Trip, GROUP 1 (Students in Group 2 do not have class today)
1 December – Field Trip, GROUP 2 (Students in Group 1 do not have class today)

****NOTE: Short paper #3 is due on Tuesday, 29 November in my mailbox, located in the POLS Main Office at 114 Wentworth Street, Room 202.

Assignments & Evaluation

Short Paper #1 – What do you understand to be the historical purpose of the American suburb? What roles have private and public policy played in the historical development of the suburbs? This question asks you to synthesize the opening readings and distill an argument about the purpose of suburbs. In this argument, it is expected that you will consider how the policies of private industry and government, morality, culture, and the human desire for meaning have shaped the suburb. Your answer should not be less than two pages or more than five pages. Short paper #1 counts towards 20% of your grade. You will be evaluated on organization, grammar, spelling, and presentation (e.g., appropriate margins, spacing, and fonts) in addition to appropriately and coherently addressing the assignment. See Rubric #1: “Evaluating short paper #1” for the specific guidelines that I will use to evaluate your work.
NOTE: Short paper #1 is due on Thursday, 22 September at the start of class. There are no exceptions. If you fail to turn in your short paper #1 on Thursday, 22 September at the start of class, you will lose 6 points (out of 100) for each day late.

Short Paper #2 – Is suburbia diverse? If it is, explain whether or not this diversity is problematic and how it came about. If it’s not, explain why you think that’s the case. This question is asking you to build on your previous review of the history of suburbia, explaining whether or not you see contemporary suburbia as diverse and connected to past trends. You must argue whether you see fundamental connections between diversity as a suburban characteristic (or the lack thereof) and the history of suburbs—that is, how has history shaped the present, or hasn’t it? If you don’t see any connections, why do you think that’s the case? It is expected that you will also argue a position regarding whether or not diversity in suburbia is ‘good’ or ‘bad.’ Your answer should not be less than two pages or more than five pages. Short paper #2 counts towards 20% of your grade. See Rubric #2: “Evaluating short paper #2” for the specific guidelines that I will use to evaluate your work.

NOTE: Short paper #2 is due on Thursday, 20 October at the start of class. There are no exceptions. If you fail to turn in your short paper #2 on Thursday, 20 October at the start of class, you will lose 6 points (out of 100) for each day late.

Short Paper #3 – Is there a future for the American suburb? What does it look like, if yes and why? If you think that there is no future for the suburb—in effect an argument that everyone will live and work in the city—what reasons do you offer for that conclusion? This question is asking you to articulate an informed vision for the future of suburbia based in the literature we have read and your own interpretations and synthesis of that literature. Your answer should not be less than two pages or more than five pages. Short paper #3 counts towards 20% of your grade. See Rubric #3: “Evaluating short paper #3” for the specific guidelines that I will use to evaluate your work.

NOTE: Short paper #3 is due on Tuesday, 29 November at the start of class. There are no exceptions. If you fail to turn in your short paper #3 on Tuesday, 29 November at the start of class, you will lose 6 points (out of 100) for each day late.

Concept / Media presentations and discussion – To connect course material with the world beyond the classroom, another component of the course is finding and discussing news or other real-world items that illustrate concepts, ideas, or issues from the assigned reading. Each class session, one student will be asked to define a concept from the reading, find a media source that illustrates that concept, and explain the concept to the class and how the media piece illustrates it. You are required to submit a short, one paragraph definition of the concept and one paragraph explanation for how the media source illustrates the concept. This should be submitted to me via email (send to
KeenanK@cofc.edu) by noon the day before your presentation. You are also required to
generate two to three discussion questions based both on your media source and concept,
but also on the other content assigned for that day. Include these discussion questions on
page 2 of your emailed document. We will address your questions in class.

The concept/media presentations count towards **20% of your grade**. See Rubric #4:
“Evaluating Concept and Media Presentations” for the specific guidelines that I will use
to evaluate your work.

**SPECIAL NOTE:** Failure to conduct your presentation on the date scheduled will result
in a zero for that presentation. No make-ups will be issued.

**In-class participation** – The in-class participation grade will be determined by your
attendance at each class, your engagement during the class discussions, and your
responses to questions and other students’ comments. Sleeping or putting one’s head
down during the course will adversely affect the grade. Lateness—both at the beginning
of the course and after the break—as well as early departures, will adversely affect
the grade. The participation grade will also be determined by your willingness to speak up
and share thoughts, questions, and concerns during the course. In class participation
counts as **20% of your grade**. See Rubric #5: “Evaluating Students’ In-class
participation” for the specific guidelines that I will use to evaluate your participation.

**Your final grade for the course will be calculated using the following undergraduate
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>97.5 - 100%</td>
</tr>
<tr>
<td>A</td>
<td>92.5 - 97.4</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.4</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.5 - 87.4</td>
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<td>80 - 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>70 - 77.4</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0 - 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](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://spinner.cofc.edu/~cds](http://spinner.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

All selections are presented in the order in which you should read them.

Readings from Nicolaides and Wiese, The Suburb Reader indicated by “N&W.”

Part 1: History and Meanings of Suburbia (Place)

25 August (Thursday) – What is suburbia?

☐ Teaford Preface, pgs. ix-xvi
☐ Teaford Chapter 1 “Creating Suburbia” pgs. 1 – 41.

30 August (Tuesday) – What is suburbia? (Continued)

☐ Mumford “Suburbia and Beyond” available on OAKS

1 September (Thursday) – Suburbia as Cultural Expression

☐ N&W ~ Document 1-1 Ralph Waldo Emerson Expresses A Romantic Vision of Nature, 1836 pg. 15
☐ N&W ~ Document 1-2 A Suburban Perspective on New York City, 1854 pg. 16
☐ N&W ~ Document 1-3 British Horticulturalist J.C. Loudon Lays the Foundation for a Suburban Ideal pg. 16
6 September (Tuesday) – History of Suburbia: The Role of Public Policy


☐ N&W ~ Document 8-6 White House Panel of Experts Depicts the Ideal Home, 1932


8 September (Thursday) – History of Suburbia: The role of Technology and Industry

☐ N&W ~ Essay 3-1 “The First Suburbs: Residential Communities on the Boston Periphery, 1815-1860” pg. 85


☐ N&W ~ Document 7-5 “The Los Angeles Chamber of Commerce Sells Suburbia to Industrialists, 1927” pg. 203

13 September (Tuesday) – Family

☐ N&W ~ Essay 3-2 “Moralism and the Model Home” pg. 92


☐ N&W ~ Document 2-4 “A Doctor Explains the Virtues of Suburbia for children, 1910” pg. 51

☐ N&W ~ Document 10-2 Whyte describes the “Organization Man” in Suburbia, pg. 295

15 September (Thursday) – Gender

☐ N&W ~ Document 2-1 Beecher Outlines the Proper Role for Women pg. 47

☐ N&W ~ Essay 2-2 Marsh “Suburban Men and Masculine Domesticity, 1870 to 1910” pg. 63

☐ N&W ~ Document 1-5 Friedan “The Feminine Mystique” pg. 300

☐ N&W ~ Document 10-6 “The Trapped Suburban Mother” pg. 303
20 September (Tuesday) – Class


☐ N&W ~ Document 6-4 Suburban Life Profiles Kenilworth, an Exclusive Suburb of Chicago, 1907 pg. 172

☐ N&W ~ Document 6-5 Sears, Roebuck and Co. Advertises Suburban Home Ownership, 1926 pg. 175

NOTE: Short paper #1 is due at the start of the next class (22 September).

Part 2: Diversity and Exclusion in the Suburbs (People)

22 September (Thursday) – Race and the Construction of Suburbia

☐ Essay 11-1 Lipsitz “The Possessive Investment in Whiteness” pg. 341

☐ Document 11-7 Atlanta Housing Council Proposes “Negro Expansion Areas,” 1947 pg. 333

☐ Document 11-8 Whites React to Fears of Black Encroachment in West Atlanta, 1950s pg. 336


☐ N&W ~ Essay 7-2 Wiese “Places of Their Own: African American Suburbanization in the Twentieth Century” pg. 216

27 September (Tuesday) — Diverse Suburbia

☐ Teaford, Chapter 2 “Diverse Suburbia”

☐ N&W ~ Document 7-6 Mary Helen Ponce Recollects Life in a Mexican-American Suburb, 1993 pg. 203

☐ N&W ~ Essay 14-1 Fong “The first Suburban Chinatown: The Remaking of Monterey Park, California” pg. 427
29 September (Thursday) – Cultural Richness or Bland Wasteland (?)


☐ N&W ~ Document 14-5 Caldwell Links Teen Alienation to the Environment of New Surbria, 1999 pg. 419


☐ N&W ~ Document 14-3 A Report Documents Ethnic Diversity in Atlanta’s Suburbs, 1999 pg. 415

4 October (Tuesday) – Cultural Richness or Bland Wasteland (?) Continued

☐ Waldie Holy Land – Pages 1 to 90.

6 October (Thursday)

☐ Waldie Holy Land – Pages 91 to 185.

11 October (Tuesday) – Field Trip, GROUP 1 (Students in Group 2 do not have class today)

13 October (Thursday) – Field Trip, GROUP 2 (Students in Group 1 do not have class today)

NOTE: Short paper #2 is due at the start of the next class (20 October).

18 October (Tuesday) – NO CLASS; Fall Break

Part 3: Contemporary Issues and the Future (Politics)

20 October (Thursday) – Job centers and retail/commercial use

☐ N&W ~ Essay 12-1 Muller “The Outer City” pgs. 362 – 67
25 October (Tuesday) – Contemporary Politics of Suburbia

- N&W ~ Essay 12-1 "The Outer City: The Geographical Consequences of the Urbanization of the Suburbs." pg. 352
- N&W ~ Document 12-5 Jonathan Kozol Describes Inequality in Urban and Suburban Schools, 1991 pg. 358
- N&W ~ Essay 13-3 “Suburban Strategies: The Volatile Center in Postwar American Politics”

27 October (Thursday) – Government Part 1

- Teaford Chapter 4 “Governing Suburbia” pgs. 123 to 159

1 November (Tuesday) – Government Part 2

- Teaford Chapter 5 “Housing Suburbia” pg. 159 to 186

3 November (Thursday) – Government Part 3

- Teaford Chapter 6 “Planning Suburbia” pgs. 187 to 216

8 November (Tuesday) – Environment and Sustainability

- N&W ~ Document 16-3 Hayden “What is Sprawl?” pg. 477
- N&W ~ Document 16-4 Inner-Suburb Mayor Proposes “Sprawl Warning” pg. 477

10 November (Thursday)

- N&W ~ 16-10 Urban Scholar Robert Bruegman Critiques the “Antisprawl” Movement, 2000
15 November (Tuesday)

17 November (Thursday) – Video and discussion “Phoenix the Urban Desert”

22 November (Tuesday) – Suburbs and the Future
☐ Hayden Chapter 11 “The Importance of Older Suburbs.” Available on OAKS.

24 November (Thursday) – NO CLASS; Thanksgiving Break

29 November (Tuesday) – Field Trip, GROUP 1 (Students in Group 2 do not have class today)

1 December (Thursday) – Field Trip, GROUP 2 (Students in Group 1 do not have class today)

NOTE: Short paper #3 is due on Tuesday, 29 November in my mailbox, located in the POLS Main Office at 114 Wentworth Street, Room 202.
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: School of Humanities & Social Sciences

Course Prefix, Number, and Title: POLI 335: Religion in American 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)?

Completion of POLI 101 or permission of the instructor

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

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 examines and analyzes the interaction between politics and religion in the United States, considering both the historical and contemporary context of this relationship. Throughout the course, debates on contemporary issues related to the interaction between religion and politics will be emphasized.

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.

This course helps to fulfill the goals of the Political Science major by encouraging students to gain analytical and communication skills in a topic that has been (and remains) an important part of American politics and society. As a result, it contributes as an elective in the American Politics and Processes subfield within the major. By combining concepts related to both religious studies and political science, this course also helps to achieve the department’s interdisciplinary goals. Not only does this course offer students a way to examine the topic of religion and American politics in greater depth, it also provides students an opportunity to read critically, analyze effectively and develop an appreciation for diverse views.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
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<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<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. Explain the role of religion in American politics and processes in both a historical and contemporary context</td>
<td>Midterm and final exams</td>
</tr>
<tr>
<td>2. Apply broad theories and concepts of religion and American politics to contemporary events, such as recent elections</td>
<td>Midterm and final exams, research paper</td>
</tr>
<tr>
<td>3. Appraise opposing viewpoints and defend one’s own position in argument and counter-argument</td>
<td>Oral presentations, qualitative assessment during class participation</td>
</tr>
<tr>
<td>4. Demonstrate critical thinking, writing and research skills related to the interaction of religion and politics in the United States</td>
<td>Research design and paper</td>
</tr>
<tr>
<td>5. Demonstrate an analytical, social scientific disposition toward American politics</td>
<td>Research design, research paper, midterm and final 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?

This course aligns with the following Program Learning Outcomes:

4. Demonstrate understanding of readings, analyze texts critically, effectively write papers – this course’s 4th outcome aligns with this one; by demonstrating critical thinking, writing and research skills in religion & American politics, students’ skills in this area will be demonstrated in this course
5. Distinguish their own views from those of others and can defend their own perspective – this course’s 3rd outcome aligns with this one; by appraising opposing viewpoints and defending their positions in argument and counter-argument, students’ skills in this area will be reinforced in this course
6. Apply theories and concepts to new situations – this course’s 1st and 2nd outcomes outcome aligns with this one; by explaining the role of religion in American processes and applying these theories to contemporary events, students’ skills in this area will be reinforced 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.

There is no overlap between this course and existing courses in either the political science department or other departments.

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: 11/3/2011

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.
POLI 335 Religion in American Politics

This course is designed to encourage discussion, critical thinking and analytical writing about the interaction between politics and religion in the United States, considering both the historical and contemporary context of this relationship. Topics will include: the historical legacy of religion in American political culture; interpretation of the U.S. Constitution regarding religious establishment and free exercise; the effect of religious cleavages on public opinion, voting behavior and the electoral system; the mobilizing effect of religion in social movements; the impact of religion on political elites; and the implications of the relationship between religion and politics for American democracy. Throughout the course, debates on contemporary issues closely related to the interaction between religion and politics will be emphasized.

Student Learning Outcomes

After completion of this course, students will be able to:

1) Explain the role of religion in American politics and processes in both a historical and contemporary context
2) Apply broad theories and concepts of religion and American politics to contemporary events, such as recent elections
3) Appraise opposing viewpoints and defend one's own position in argument and counter-argument
4) Demonstrate critical thinking, writing and research skills related to the interaction of religion and politics in the United States
5) Demonstrate an analytical, social scientific disposition toward American politics

Course Materials

The following are the required textbooks for this course:


NOTE: For some class sessions, additional required readings have been selected from beyond these textbooks. These readings (denoted below by **) are available for download on the course’s OAKS web site.

Student Evaluations and Course Expectations

Your grade for this course will be based on your performance in three areas:

Exams 50% (total)
(one midterm exam and one final exam, each worth 25%)
Research Project 40% (total)
Research Design 10%
Oral Presentation 5%
Paper 25%
Attendance and Responsible Participation 10%

Total 100%

The first part of your evaluation will be based on two exams, which will cover material presented in lectures and/or the assigned readings and will be comprised of short-answer identification and essay questions. Exams will begin at the start of the class session and must be taken during the scheduled time on these dates. If you have an unbelievably good reason to miss the exam, you must get permission from me to miss it at least one class session prior to the test date and schedule a time for a make-up exam to be taken within one week of the regularly scheduled exam. Make-up exams will consist of essay questions only. If you miss an exam without prior permission, you will generally receive a score of zero for that exam.

The research project will be conducted on an approved topic related to religion and American politics and will be comprised of three components: a research design, an oral presentation and a research paper. The research design (approximately three pages, doublespaced) should describe the topic of the paper as well as the proposed method of researching this particular topic; the oral presentation (approximately five minutes) will provide an opportunity to present your topic and primary findings of the research paper to the class. Finally, the research project will culminate in a 10-12 page (double-spaced) written paper. Guidelines for these components will be distributed in class and posted on the course’s OAKS web site.
LATE ASSIGNMENT POLICY: The research design and paper are due at the beginning of class (2:00 p.m.) on the dates due as specified below. All assignments will be docked 10 percent for each 24-hour period that they are late, unless you have received prior permission from me to extend the deadline due to a legitimate academic or medical reason. Any assignment that is more than ten days late will therefore receive a score of zero for that assignment. While technical "glitches" (such as computer, Internet or printing problems) do occur, students should account for these possibilities in planning their assignments. It is your responsibility to turn them in on time either via hard copy in class or posted to the "Dropbox" in the course's OAKS web site.

Finally, your grade will be based on class attendance and responsible participation. Class sessions will be comprised of lecture and class discussion. Students are expected to attend each class session and engage responsibly in the course material. Student knowledge of the readings may be assessed through "pop quizzes" at the start of some class sessions. These pop quizzes will be included in students' grades for participation in the class. Students who do not attend a class session will not receive attendance / participation points or the opportunity to take the "pop quizzes" missed, if applicable, unless they can provide documentation that their absence was due to a legitimate academic, religious or medical reason, as determined by the instructor. Please note that in-class lecture notes or Powerpoint slides will not be available to students who miss class unless their absence has been documented and approved by the instructor. However, all course handouts and announcements will be posted on the course’s OAKS web site. Please note the definition of "responsible" participation for class discussions below.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% or higher</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86%</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 79%</td>
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<tr>
<td>C</td>
<td>73 to 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>59% or lower</td>
</tr>
</tbody>
</table>

OTHER CLASS POLICIES

Academic Honesty:

Students at the College of Charleston are expected to uphold the College's Honor Code and Student Code of Conduct for appropriate academic conduct. Forms of academic dishonesty that are violations of those standards include - but are not limited to - plagiarism, lying, attempted cheating, cheating and any dishonest practices in connection with assignments or exams. All work is expected to be your own, and students are expected to complete all assignments without consulting other students (of course, the instructor is available to answer any questions that you may have). 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

Responsible Participation in Class Discussions:

Although some of the class periods will be occupied by lecture, class discussion will play a vital role in our learning environment. Therefore, each student should think critically about the required readings before each class and be prepared to make thoughtful contributions to class discussion. Responsible participation in class discussion is gauged by how engaged you are in the class session and the quality (not necessarily the quantity) of your participation in class. In addition, students should refrain from statements or actions that disrupt the flow of class (such as arriving late, leaving class early, using cell phones / text messaging in class, using computers or the Internet in class, etc.). Points for class participation will be docked from the final grade as necessary for those whose language and behavior are considered to be disruptive.

Sensitive Issues:

This course will explore some topics and questions that may be sensitive and/or controversial, and we should keep in mind that our discussions should reflect a constructive dialogue. All students are encouraged to openly discuss their views, as long as other viewpoints are treated with respect and an open mind. While disagreement is fine - and even expected, given the nature of the topic - all students should remain respectful of all ideas and beliefs. Students who make comments that are blatantly out of decorum, inflammatory or disrespectful to either the instructor or a fellow student will be reprimanded as appropriate.
Students with Special Needs or Circumstances:
This course strives to be inclusive of all students. Those who need an academic accommodation based on the impact of 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.

Similarly, any student who anticipates needing an excused absence from class (i.e., due to participation in collegiate athletics or for legitimate academic or religious reasons) should let me as soon as possible. Students who do not attend a class session due to a non-medical reason will not receive attendance/participation points unless their absences have been pre-approved by the instructor.

**SCHEDULE OF TOPICS, REQUIRED READINGS AND ASSIGNMENTS**

NOTE: This schedule is subject to change.

**Religion and American Political Culture**

M, Jan. 10 **NO READINGS**


M, Jan. 17 **MARTIN LUTHER KING, JR. HOLIDAY NO CLASS**

W, Jan. 19 Fowler et al., Ch. 1


M, Jan. 24 **Fowler et al., Ch. 7**


W, Jan. 26 **Obama, Barack Hussein. 2009. Presidential Inaugural Address.**

**PROJECT TOPIC IS DUE**

**Religion and American Political Behavior**

M, Jan. 31 Fowler et al., Ch. 2 & 3

W, Feb. 2 **Fowler et al., pp. 77-88 & pp. 95-100 (in Ch. 4)**


W, Feb. 9 **Fowler et al., pp. 100-104 (in Ch. 4)**


M, Feb. 14 Fowler et al., pp. 104-109 (in Ch. 4) and Ch. 10

**RESEARCH DESIGN DUE**

W, Feb. 16 Fowler et al., Ch. 11
Religion and American Political Elites
M, Feb. 21 Fowler et al., pp. 169-178 (in Ch. 6)
W, Feb. 23 Fowler et al., pp. 178-199 (in Ch. 6)

M, Feb. 28 NO READINGS MIDTERM EXAM

Religion and the U.S. Constitution
W, Mar. 2 Fowler et al., Ch. 8

M, Mar. 7 SPRING BREAK - NO CLASS
W, Mar. 9 SPRING BREAK - NO CLASS

M, Mar. 14 Fowler et al., pp. 245-255 (in Ch. 9)
** Lemon v. Kurtzman (1971)
W, Mar. 16 Fowler et al., pp. 255-268 (in Ch. 9)
** Employment Division, Department of Human Resources of Oregon v. Alfred L. Smith (1990)

Religion and Social Movements: The Civil Rights Movement
M, Mar. 21 Fowler et al., Ch. 5
W, Mar. 23 Harris, Ch. 1-3

M, Mar. 28 Harris, Ch. 4-6
W, Mar. 30 Harris, Ch. 7-9

Religion and Social Movements: The Religious Right (and Left?)
M, Apr. 4 Wilcox and Robinson, Ch. 1 & 2
W, Apr. 6 Wilcox and Robinson, Ch. 3

M, Apr. 11 Wilcox and Robinson, Ch. 4 & 5

M, Apr. 18 ORAL PRESENTATIONS [NO READINGS]
RESEARCH PAPERS DUE
W, Apr. 20 ORAL PRESENTATIONS [NO READINGS]

Theories of Religion and American Politics
M, Apr. 25 Fowler et al., Ch. 12
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Delfeld, Helen  Email: delfeldh@cofc.edu  Phone: 908.227.5182

Department or Program Name: Poli Sci  School name: HSS

Course Prefix, Number, and Title: POLI 346  Southeast Asian 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

☐ 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: F/12

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

N/A

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  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 is an introduction to the politics of Southeast Asia, both the region and the separate countries of the region. Comparable in size and population to the Asian giants of China and India, the region has fascinating engagements with postcolonialism, neoliberalism, and other critically important contemporary issues.

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.

This course fills a geographic gap in the coverage of political systems throughout the world, as there is no other course on Southeast Asia in the Political Science Department, or in fact in the University as a whole. It serves as a vehicle for midlevel reinforcement of political theorizing and empirical research.

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. Demonstrate knowledge of political systems in Southeast Asia</td>
<td>Exam; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>2. Apply theories and concepts to new country cases in Southeast Asia</td>
<td>Research paper process; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</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?

These learning outcomes are a mid-level reinforcement of content and skills introduced at the 1xx and 2xx level
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.

N/A

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.

N/A

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:

   __________________________ 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.
This course will explore the fascinating and rapidly changing political milieu of Southeast Asia. Much of the attention the international community gives Asia is directed toward the giants of northern Asia (Japan and China) and South Asia (India), but Southeast Asia has fascinating and unique dynamics all its own. It is the crossroads of the world, including the world’s most populous Muslim state, and the only predominantly Christian state in Asia. Burma is largely unaffected by the opening of economies to the world market that characterizes both Cambodia and Vietnam - and it is also one of the gravest violators of human rights in the world. In some ways, Southeast Asia is a fascinating microcosm of larger world politics, but in others the dynamics are peculiar to the region itself. Understanding this vital region is key to a sophisticated understanding of world politics itself.

A secondary goal of this course is to explore what it means to do comparative politics, using techniques unique to comparative analysis: ethnography, content analysis, discourse analysis, comparative case studies, and so on. These are often not the same as techniques used within the largest political subfield, American politics. Often, we ask what it means to know something; what it means to know something in a culture other than one’s own, and what it means to know even your own culture.

Each week we will focus on a different country, with a few exceptions at the beginning and end of the semester. The first day of the week will focus on the specific country case in question; the second day of the week will focus on a more theoretical theme. This theme will have some special relevance to the country in question; it may affect other countries in the region, or it may affect them differently. This way we get to explore critical political issues while also paying close attention to the specific context of Southeast Asia. These issues will include religion and its role in politics; neoliberalism and trade; the state and other forms of governance; indigenous issues.
Required Readings

All readings should be found on ERes. If you find out I’ve misrepresented the truth on this point, I owe you a coffee.

Grading (out of a total of 1000 points)

Individual grades

1. Two exams (150 pts each)
2. Research paper (total of 400)
   This assignment would work nicely with the group work. All the research required for a paper is exactly the same research that might end up helping out a background piece on a country.
   a. Book review (100)
      A short (1000 word) review article will give a critical reading of a scholarly book not covered in class. Part of this assignment is the research you have to do to find a suitable book, so do your research on topics this week to line up your book.
      A book/article review is a standard academic format: a section describing the content of the book, since your reader will not necessarily have read the work(s); placement in its scholarly context (who would agree or argue? why?); and a section critiquing the approach, content, and overall quality of the work(s), which incorporates your own analysis — which is not opinion. Analysis is derived rather from carefully considered opinion, supported by convincing evidence.
   b. Annotated bibliography (100)
      Since you will use a minimum of six scholarly sources to write your final paper, you will be given a leg up on the process by producing an annotated bibliography of those sources. Each annotation will consist of the complete bibliographic reference of each source and one paragraph, minimum of 100 words, on both the content and the theoretical approach of the source. At most, three sources from the class syllabus may be used. At least four of the sources must be from the last four years.
   c. Final paper (200)
      The final paper will explore a topic that touches on SE Asian politics, perhaps obviously... However the important part of any research paper is exploring and presenting a genuine argument, which means you need to know the debate into which you are inserting your analysis.

3. Weekly quizzes (fun part is it will be EITHER Tuesday or Thursday! Fun!) (100 pts)

4. Peer Assessment by Group on Group Participation (100 pts)
   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.

Group Grades (sorry, I know “Group Work” sucks. But this won’t so much, I promise, because it’s got a point.)

5. Group presentation on your country (125 pts); this is to be done the day your country appears on the syllabus. Give us an intro to the country, going beyond the reading, giving us a deeper look into what makes this country interesting or special.

6. Model UN participation/presentation (125 pts). You will be representing your country at the Model UN, and assessed on your ability to move your country’s interests forward in that venue.

Learning Outcomes

<table>
<thead>
<tr>
<th>1. Demonstrate knowledge of political systems</th>
<th>Exam; C-necessary to demonstrate successful learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply theories and concepts to new situations</td>
<td>Research paper process; C-necessary to demonstrate successful learning</td>
</tr>
</tbody>
</table>

Conscience Cash

Since we all have multiple responsibilities, some of which conflict with the calendar of our class, I have instituted a Conscience Cash system to enable some flexibility in the scheduling of class due dates. Each person will begin with a “dollar” which can be used in the following ways:

1. You may trade the dollar to allow you to turn in a paper one day late.
2. You may trade the dollar for a chance to rewrite the final paper.
3. You may trade the dollar to take a test at another time.
4. You may trade the dollar to drop a quiz grade (most appropriate, likely, when you miss a quiz due to being late, or absent) – this is in addition to the two that everyone is allowed to drop. Obviously, you would choose this option at the end of the semester if you didn’t need it for another purpose, to improve your overall class grade.
There is no other accommodation available for missed work. You should use your dollar only when absolutely necessary, so you don't encounter an unexpected emergency, and pay with your grade.

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.

Jan 11  Say Hello!                           Nada!

Jan 13  Locating Southeast Asia pp xi-19  

Questions: What is SE Asia? Is it a coherent idea?

Jan 17  Not a regular class day – but consider a day of service; I have great ideas if you need some!  Martin Luther King Day

Jan 18  History and Colonization I

Reading National Geographic 1-46
Haraway “The Persistence of Vision”

Jan 20  Small and Unusual States

“Brunei Darussalam”

Jan 25  Peninsular SE Asia:  Book Review Due

Thailand

“Thailand in 2009”

Jan 27  Theme: neoliberalism and the politics of tourism

“Neoliberalising Nature? Elephant-back Tourism in Thailand and Botswana”

Feb 1   Malaysia; Singapore

“The Rise of Najib and 1Malaysia”

“Singapore in 2009”
Feb 3  Theme: Peasant politics
Scott *The Moral Economy of the Peasant*
"The Limits of Malay Educational and Language Hegemony"

Feb 8  Vietnam
"VietNam- A Tale of Four Players"
Trin T. Minh-ha

Feb 10  Theme: the US and China in SE Asia
"The US and China in SE Asia"

Feb 15  Burma/Myanmar
"Myanmar in 2009"

Feb 17  Theme: human rights
"Ethnic Politics in Myanmar"

Feb 22  Cambodia and East Timor/Timor L'este
Chandler "Cambodia Deals with its Past"
"Cambodia in 2009"
"Timor L'este in 2009"
Olivera "Making Waves: Somaly Mam"
http://www.afesip.org/

Feb 24  Theme: humanitarian intervention and its aftermath
"The UN and East Timor"
"Cambodia and the Perils of Humanitarian Intervention"

Mar 1  Laos
"Lao People's Democratic Republic in 2009"

Mar 3  Theme: deforestation and environment
"Laos: Crisis and Resource Contestation"
"The Sweet Serpent of Southeast Asia"

Mar 8  **Spring Break**

Mar 10  **Spring Break**

Mar 15  (ISA)

Mar 17  (ISA) Guest lecture

Mar 22  **Island SE Asia:**

  **Indonesia**

  "Indonesia in 2009"

Mar 24  **Theme: Islam and Southeast Asia**

  Houben, "Southeast Asia and Islam"

Mar 29  (ASA) Model UN training

Mar 31  (ASA) Model UN Prep (with group)

Apr  5  **Philippines**

  "The Philippines in 2009"

Apr  7  **Theme: Terrorism? State Terrorism?**

  "Ashes from the Phoenix"

Apr 12  Model UN Presentations

Apr 14  Model UN Presentations

Apr 15  Model UN

Apr 16  Model UN

Apr 19  **Uplands/Zomia**

  Scott *The Art of Not Being Governed* 1-39

Apr 21  **Theme: the state?**

  Fox et al "Policies, Political-Economy, and Swidden in Southeast Asia"

Apr 26  Reading Day

May  2  Final 12-3 pm
Umegaki et al Human Insecurity in East Asia 72-98
Umegaki et al Human Insecurity in East Asia 121-142
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Delfeld, Helen  Email: delfeldh@cofe.edu  Phone: 908.227.5182

Department or Program Name: Poli Sci  School name: HSS

Course Prefix, Number, and Title: POLI 360  International Human Rights Law

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>
</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>
</tr>
</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: F/12

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

N/A

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>
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<tr>
<td>3</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 is designed to familiarize students with the theoretical and analytical tools needed to explore human rights law and international legal culture, focusing on intergovernmental processes and institutions rather than national-level ones.

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.

International Human Rights Law has been taught for three years with full enrollment every year. This is a course that emphasizes a radically changing set of norms, and thus a different aspect of politics than more settled terrain. It serves as a midlevel reinforcement of political theorizing and empirical research.

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. Demonstrate knowledge of human rights law and theory</td>
<td>Exam; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>2. Apply theories and concepts to new legal situations</td>
<td>Research paper process; C- necessary to demonstrate successful learning</td>
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<td>4.</td>
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</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?

These learning outcomes are a mid-level reinforcement of content and skills introduced at the 1xx and 2xx level.
include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

N/A

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.

N/A

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.
Overview of the course

This course is an introduction to both human rights law and theory. We will treat each of these themes in turn, first establishing what exactly is covered by human rights law, the participation of different countries, and methods of enforcement and resistance. Second, we will examine the theoretical implications of human rights law, including explorations of inherent contradictions in the law.

Texts

In recognition that no one textbook does a perfect job, as well that textbooks are very expensive, I will put all the readings for the course on OAKS since I’ve selected just a chapter or two from a number of different sources.

Class readings are either given a full bibliographic reference in the syllabus, or are derived from the following texts:
2) International Human Rights in Context by Steiner and Alston; Oxford: Oxford University Press, 2008. Readings from this book will be indicated by “IHRC”.
4) Human Rights in International Relations, by David P. Forsythe. Cambridge, New York: Cambridge University Press, 2006. 2nd Edition. Readings from this book will be indicated with the initials “HRIR”.
Grading

Grading will be as follows:

- 1 book review = not graded, but cannot turn in next segment of final paper without a “pass”
- 1 annotated bibliography = not graded, but cannot turn in next segment without a “pass”
- 1 final paper = 20%
- 10 reading responses, averaged = 20%
- 2 exams, each 15% = 30%
- Model UN reporting = 20%
- Participation = 10%

I do not make study guides, although I strongly encourage you to do so. Study groups certainly help, as well, and study groups may certainly construct study guides together. Material in the reading but not covered in class frequently appears on exams, as does material covered in class but not in the readings.

Learning Outcomes

<table>
<thead>
<tr>
<th>1. Demonstrate knowledge of political systems</th>
<th>Exam: C- necessary to demonstrate successful learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply theories and concepts to new situations</td>
<td>Research paper process; C- necessary to demonstrate successful learning</td>
</tr>
</tbody>
</table>

Reading Responses

10 of the 14 weeks of the semester, you must submit a reading response through Dropbox on OAKS. These are due the MONDAY before our Tuesday class meetings.

Book Review

A short (1000 word) review article will give a critical reading of a scholarly book not covered in class. Part of this assignment is the research you have to do to find a suitable book, so do your research on topics this week to line up your book.

A book/article review is a standard academic format: a section describing the content of the book, since your reader will not necessarily have read the work(s); placement in its scholarly context (who would agree or argue? why?); and a section critiquing the approach, content, and overall quality of the work(s), which incorporates your own analysis – which is not opinion. Analysis is derived rather from carefully considered opinion, supported by convincing evidence.

There will be no rewriting these papers, but I will read clearly labelled complete rough drafts if you turn it in one full week before the paper is due. I will then read rough drafts by the next class period for your pickup. I do not accept emailed papers, except in the direst emergency (which would be very dire indeed). Papers are due when I begin class (not when you show up for class, which may be two very different times!) Unexcused late papers will be docked 10% a day.

Annotated Bibliography
Since you will use a minimum of six scholarly sources to write your final paper, you will be given a leg up on the process by producing an annotated bibliography of those sources. Each annotation will consist of the complete bibliographic reference of each source and one paragraph, minimum of 100 words, on both the content and the theoretical approach of the source. At most, three sources from the class syllabus may be used. At least four of the sources must be from the last four years.

Final Paper

The final paper will be a report on a very specific human rights topic of your choosing (3000 word limit), including a discussion of which human rights have been violated, the possible avenues of recourse available, and the theory you’ve learned in class. You must choose an issue that touches Charleston.

Participation

I assign very targeted reading -- this means there is not that much of it, but it is critical to read the assignments in order to participate in class. You are expected to show up to class having done the reading and prepared to talk about it.

I take your participation grade very seriously. This is a discussion-based class, and there is no way to earn an A without participating. But different people are prepared to participate in different ways, and I do not discriminate. If you come to office hours to discuss class issues, that is participation. If you contribute meaningfully in class, that is participation. If you work hard in your group projects, that is participation.

Attendance is mandatory, of course, and will be an important part of your grade. I will make all important announcements as soon as class starts, and I will not repeat these for latecomers: be aware that you need to get this information from your colleagues. We will typically start the daily reading quiz immediately after announcements, and we cannot make those up later, for obvious reasons.

Cheating and Plagiarism

As a student at the College of Charleston, you are bound by an Honor Code. Plagiarism in any form will not be tolerated. The point of the class is to improve your critical thinking and writing skills, which is defeated by stealing others’ work. You must cite quotations. When you paraphrase another’s work, you must cite that as well. I should know the source of every single thing in your papers that is not either common knowledge or your own originally generated analysis. If you have any questions, refer to the College policy on plagiarism. If any questions remain, talk to me. If doing the right thing is not incentive enough, be afraid of getting caught. It is easy to catch plagiarism, and I take it very seriously.

Conscience Cash

Since we all have multiple responsibilities, some of which conflict with the calendar of our class, I have instituted a Conscience Cash system to enable some flexibility in the scheduling of class due dates. Each person will begin with a “dollar” which can be used in the following ways:

1. You may trade the dollar to allow you to turn in a paper one day late.
2. You may trade the dollar for a chance to rewrite the final paper.
3. You may trade the dollar to take a test at another time.
4. You may trade the dollar to allow you to drop a reading response grade (most appropriate, likely, when you miss an unexpected reading response. Obviously, you would choose this option at the end of the semester if you didn’t need it for another purpose, to improve your overall class grade.

There is no other accommodation available for missed work. You should use your dollar only when absolutely necessary, so you don’t encounter an unexpected emergency, and pay with your grade.

Accommodations

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.

Readings are to be done BEFORE the class day indicated.

Schedule of Class Meetings:

1. Human Rights Law
   Week 1 Starting Tuesday, August 23: Introduction.
   Background lecture: A (really) short history of international human rights law.

   Week 2 Starting Tuesday, August 30: Overview
   1) Buergenthal: “The Evolving International Human Rights System”
   2) Universal Declaration of Human Rights (UDHR) Download from UN website, and take a look around while you are there!

   Week 3 Starting Tuesday, September 6: Civil and Political Rights, Components of Int’l Law
   1) read International Covenant on Civil and Political Rights (ICCPR) Download from UN website. Make a rough outline of how you would break down the parts of the ICCPR (you will turn this in)
   2) IHRC pp.26-57, 166-193.

   Week 4 Starting Tuesday, September 13: Economic, Social, and Cultural Rights
   1) skim over International Covenant on Economic, Social and Cultural Rights (ICESCR) Download from UN website. Note at least two significant differences from ICCPR (you will turn this in)
   2) HRWC Ch. 3, p. 146-207.

Book Review Due!!!

Week 5 Starting Tuesday, September 20: Important Treaties; How They Work
   1) Convention on the Rights of the Child (CRC) Download from UN website
   2) CRC Reservations and Objections

Week 6 Starting Tuesday, September 27: Global Mechanisms
   1) “Standard Setting in Human Rights: Critique and Prognosis”.

Section 2: Accountability and Enforcement
Week 7 Tuesday, October 4: Regional Human Rights Systems
   1) IHRC, Ch. 10
The class will divide into thirds. Each will read one of the following, be prepared to report:
   2) IHR, Ch. 11  
   3) “What’s Wrong with the European Convention on Human Rights?”  
   4) “The African Peer Review Mechanism and Human Rights:…”

Week 8 Starting Tuesday, October 11: Sidebar: Business and Human Rights  
   “Flowers, Diamonds, and Gold”.

Thursday, October 13 Midterm!

Tuesday, October 18 Fall break

Week 9 Thursday October 20: Humanitarian Intervention  
   UHR Ch. 14, p 242-260

Week 10 Starting Tuesday, October 25: Transitional Justice  
   1) HRIR Ch. 4, p 89-120.  
   2) “The Irreconcilable Goals of Transitional Justice”.

Annotated Bibliography Due!!!

Week 11 Starting Tuesday, November 1: Model UN  
   Readings to be determined
We will be using this time to prepare for the Model United Nations. We will not be representing states,  
but NGOs. The NGO you select must have official consultative status at the UN, and your goal is to use  
your influence to advance a particular human rights agenda.

November 4 – 5: Model United Nations, (4th: 3:30-8; 5th: 9-3)

III. Challenges to Human Rights
Week 12 Starting Tuesday, November 8:  
   Mutua, Makau “Savages, Victims, and Saviors”

Week 13 Starting Tuesday, November 15: Feminist Challenges to Standard Conceptions of Human  
   Rights Law  
   1) Uma Narayan “Death by Culture” in Dislocating Cultures: Identities, Traditions, and Third  
      World Feminism 1997  
   2) Charlotte Bunch “Women’s Rights as Human Rights: Toward a Re-Vision of Human Rights”  
      Human Rights Quarterly 12 (1990)  
   3) http://www.anglofile.com/2009/08/10/dead-girls/

Week 14 Starting Tuesday, November 22: Non-Western Challenges to Western Political Norms  
   1) Eva Brems “Enemies or Allies? Feminism and Cultural Relativism as Dissident Voices in  
   2) Balakrishnan Rajagopal “International Law and the Development Encounter: Violence and  
      Resistance at the Margins”. ASIL PROC. 16 (2000).

Final Paper Due!!!

Thursday November 24 Thanksgiving Break!!!
Week 15 Starting November 29: Special Topic: Indigenous Rights, or other TBD

Reading Day November 6

Final Exam Tues Dec 13 12 – 3pm.
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

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

Course Prefix, Number, and Title: POL1365 – International Relations of the Middle East

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  CHANGE COURSE  DELETE COURSE

☑ New Course (attach syllabus)
☐ Change Number  ☐ Re-activate Course
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

☐ 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>
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<td>3</td>
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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 course is designed to provide an understanding of the places the Middle East has occupied in international relations over time and it seeks to pose competing explanations for why the region has occupied those spaces and roles in world politics.

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.

This course is designed to explore the Middle East region’s place in world affairs and similarly investigate the nature of the region’s relationships with other regions and major powers in international relations. As such, it is a complement to POLI 344 – the Politics of the Middle East – a course offered by the major that looks at the inner workings of the region. The course supports the Department’s offerings in international relations.

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 will gain a stronger and more informed perspective on where the region called the “Middle East” has fit into the dynamics of contemporary international relations.</td>
<td>Measured by student performance on term exams as well as pre- and post-test surveys administered in the course.</td>
</tr>
<tr>
<td>2. Students will emerge with a stronger foundation in international relations theory and appreciate how different theories posit explanations for the events and interactions states in this region have had with the rest of the world.</td>
<td>Measured by student performance on term exams</td>
</tr>
<tr>
<td>3. Students will learn how to apply theories of international relations and/or foreign policy to an issue related to the region’s international relations of particular interest to them.</td>
<td>Measured by performance on assignments related to completion of a research paper, including a graded proposal, draft and final versions of the paper.</td>
</tr>
<tr>
<td>4. Students will develop effective, concise writing and critical analysis skills</td>
<td>Measured by performance on terms exams, critical reading essays</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: apply theories and concepts to new situations; demonstrate understanding of readings, analyze texts critically, effectively write papers; demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where. Skills are reinforced 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.

N/A

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.
International Relations of the Middle East

Course Objectives

This course is designed to help you gain an understanding of the places the Middle East has occupied in international relations over time and seek to pose competing explanations for why the region has occupied those spaces and roles in world politics over time. A specific focus of this course will be to examine why the region has seemingly been so ruled in conflict over the past six decades and how realist, liberal and constructivist traditions in international relations scholarship account for these outcomes, as well as how these approaches explain the less illuminated examples of cooperation that have prevailed between actors in the region and between regional and global powers. Our analysis will utilize a number of important variables that affect regional decisions and outcomes, including the structure of the international system and the policies of “Great Powers” in the Middle East: the existence of regional subsystems and alliance structures; the fluctuating power of transnational identities and ideologies (Arab nationalism, Zionism, Islam and Muslim identities, sub-nationalist and sectarian identities); and the state as an entity and how the strength and weakness of the state affects regional international politics. Overall, we will strive for a synthesis of knowledge about the international relations of the Middle East rather than a detailed and descriptive survey of individual states and their foreign policies. Though historical information will be provided to set the context, emphasis will be placed on the post-World War II period.

Note: This course serves as a complement to POLS 324 - Policies of the Middle East, which is a course that deals comparatively with the policies of the region itself. IR of the Middle East examines the region in the context of the international system; it does not cover material explicitly discussed in 324 and 324 is not a prerequisite for this course, although having knowledge of the region comparatively can help when thinking about the place of the Middle East in the larger international arena.

Course Content

This course will proceed chronologically and thematically in essentially three parts. It will begin by examining the tenuous nature of defining where the Middle East actually is and the tensions that arise between Middle Eastern area studies and international relations before moving to a consideration of competing frameworks for understanding and explaining the essential nature of Middle East international relations, including the insights offered by realist, liberal and constructivist theoretical traditions as applied to aspects of the region’s international politics. It will then use these competing frameworks to first examine the evolution of the region’s place in the international system, with a particular focus on the role of oil and its powers in shaping many of the prevailing patterns found in the region’s early 20th century international relations, including the formation of the modern Middle East state system and the emergence of conflicts that have come to define the region in some scholarly eyes, including the Arab-Israeli dispute. The advent of the Cold War and the rivalry between the United States and Soviet Union altered the Middle East in significant ways and gave rise to what some scholars referred to as the emergence of a regional subsystem with policies that at times mirrored those present in the larger international arena. We will examine dynamics like the Arab Cold War, the rise of oil politics and its impacts on the region’s relationship with the rest of the world, and the seminal changes in regional politics that reverberated into the international system, most notably the causing of the Iranian revolution in 1979.

The second portion of the course examines in detail the dynamics of contemporary Middle Eastern international relations that emerge with the end of the Cold War and the events of what the late Fred Halliday referred to as the “Greater West Asian Crisis”. Here, the focus of attention is on the region’s gradual and growing ties with the Balkans, the Caucasus, Central Asia, the Horn of Africa and China. The early portion of this period is shaped by four events that will be a focus here: Iraq’s invasion of Kuwait, the Oslo Accord of 1993, al-Qaeda’s attack of the U.S. in 2001 and the Anglo-
US occupation of Iraq in 2003. It marks a period of time where arguably regional alliances and conflicts prevail over the rivalry of great powers and the region tries to assert its autonomy over global trends.

This consideration then gives way to the third segment of the course which analyzes current and future configurations of the region in the international system, including discussions of Iran as a regional power, the role of the Arab-Israel conflict and the collapse of Israel's "Periphery Doctrine," the effects of changing energy markets and growing concerns over climate change on the region's place in the world, and the prospects for identity politics to continue shaping portions of the region's international relations. This discussion will conclude with a return to the competing frameworks that were established at the start of the course in order to reevaluate their utility in shedding light on the international relations of the region and consider the implications of what has been discussed for the future of American interests and foreign policy in the region.

Learning Objectives and Skills This Course Will Seek to Improve

This course contains several learning objectives. After having taken this course, you will have a stronger and more informed perspective on where the region called the "Middle East" has fit into the dynamics of contemporary international relations and why the term "Middle East" is problematic when considering these dynamics. You will emerge with a stronger foundation in international relations theory and appreciate how different theories posit explanations for the events and interactions states in this region have had with the rest of the world, and most particularly why the region has been so conflict-ridden in contemporary periods of time. You will also explicitly learn how to apply theories of international relations and foreign policy to an issue related to the region's international relations of particular interest to you. By the end of the term, you will better understand the interconnected nature of events in the region and the interest of actors elsewhere in the world and you will be able to better analyze and explain the nature of future challenges posed by the region in international relations.

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, critical reading essays, as well as questions on the term and final exams);

** Critical thinking and analysis (through class reading, discussion of scholarly work about the region, critical reading essays);

** Effective, concise writing and development of critical analysis (through critical reading essays, exam essays and research paper assignment);

** Applying theories and concepts to new situations (through class discussions, critical reading essays, research paper and class exams);

** Research and hypothesis writing, testing (through research paper assignment);

** Comprehending the views of others and articulating, defending one's own position (through class readings, discussions, critical reading essays and research paper assignment).

Method of Presentation

One well-recognized 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 these 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 best absorb, process, retain and apply knowledge. 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. Because I am an important source of learning in this course, sessions will tend to be more lecture oriented than some other courses I teach, 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.

While significant portions of the course will be devoted to the presentation of additional information and context, 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.

Please note: In constructing this class I do not assume that any of you have previous knowledge of the Middle East region, even though some of you may have had other courses in Middle East history or politics. I do presume, however, that we all have some general familiarity with broad concepts in international relations, as well as some analytical and critical skills. If you sense you need some supplementary help in order to enhance your understanding and performance in this course, do not hesitate to come by and we can talk about your needs and how to meet them.

Class Participation

Class participation is a vital component of this course, and your active involvement in class sessions is therefore strongly encouraged. Participation in class discussions and group exercises is expected and will be considered in final course evaluations. Participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of your personal views. You should always be prepared during each class session to discuss 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, 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.

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 learning disability, if you have a physical impairment of any kind, or if you are an athlete or a student 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 receive 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 Groundrules

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence means no 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 five 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 due 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 deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. A student who does not inform me of a missed exam within 24 hours and cannot produce a legitimate, substantiated reason for absence will fail the missed exam automatically and will have no opportunities for a make-up test.

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 undoubtedly find that your ideas about Middle East international relations do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of Middle East international relations. 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 Middle East international relations. 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 four critical reading essays, writing a research paper in stages, sitting for two term examinations and a cumulative final exam. Examinations will be composed of three types of questions: identification of key terms, short answer and essay.
The examinations will cover lectures, class discussions and required readings. A detailed study guide will be distributed prior to each exam containing terms to define and sample short answer and essay questions. Guidelines for the research paper will be distributed in a separate handout.

Grading will be based on the following distribution of credit:

- Class participation: 10 percent
- Critical Reading essays: 10 percent
- First term exam: 10 percent
- Second term exam: 15 percent
- Research paper assignment: 30 percent
- Final exam: 25 percent

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

- A – Superior (90-100)
- A minus – Excellent (84-89)
- B+ – Very Good (88-86)
- B – Good (85-84)
- B minus – Promising (81-80)
- C – Fair (78-77)
- C minus – Acceptable (71-70)
- D+ – Barely Acceptable (68-66)
- D – Merely Passing (65-67)
- D minus – Barely Passing (61-59)
- F – Failure (58-0)

Opportunities for "extra credit" 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 manage to avoid them.

Note: A failing grade will be given to any student who misses an exam and does not notify me within 24 hours (messages may be left in the Political Science office). A legitimate, substantiated reason for absence (medical excuse from a doctor) must be produced.

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 College Library's password protected e-reserve system (password distributed in class).

It is also important for you to keep up with current events and developments in the Middle East and international relations 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 Middle East politics and international relations more broadly; they are strongly recommended:

**Newspapers**

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

**International Relations Journals**

- International Security
- International Organization
- Journal of Conflict Resolution
- Journal of Peace Research
- Cooperation and Conflict
- International Theory
- Security Studies
- Review of International Studies
- International Interactions
- Journal of International Affairs
- International Affairs (London)
- International Social Science Journal
- European Journal of International Relations
- World Politics
- International Studies Quarterly
- International Studies Review
- International Studies Perspectives

**Webapps (with scholarly material)**

- Council on Foreign Relations
  
  - Carnegie Endowment
  
  - US Institute for Peace
  
  - International Crisis Group

In addition, blogging has become a significant communication and political activity inside the region and outside the region among some scholarly commentators. The scholarly blogs, you might peruse during the term include those maintained by the University of Michigan's Juan Cole (www.juancole.com), George Washington University's Marc Lynch (http://lynch.foreignpolicy.com), the University of Oklahoma's Joshua Landis (www.joshualandis.com/blog), and independent journalist Reuveniano Cobban (http://www.reuveniano.cobban.com). The Foreign Policy website (www.foreignpolicy.com) also hosts important blogs entitled "The Middle East Channel" and the "Arab Channel" that contain useful updates on topics often ignored by the mainstream media. Take note here while the narrative content of these blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly work and primary source materials cogitating with others inside and outside the region.

**Hints for Reading and Writing -- Survival Tips**

When seeking to understand the Middle East and its place in the world, it is important to wrestle with the region's complexities and appreciate the many key events inside and outside the region that have helped shape the Middle East's international relations. You will be reading several books 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 the exam. Thus, I have some suggestions to help you in your reading.

First, complete 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.

After you read a chapter 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 your 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 are, identify and try to define new terms used in the chapter, and think about why the material is important and how it relates to other topics we have already discussed in class.

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, 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 can happily 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 four critical reading essays and a staged research paper assignment designed to help you develop your skills in synthesizing others' ideas and constructing 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 text you have, parts of a thesis is what 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 to do with your paper to say, what kind of opening you will use, what kind of end message you want your readers to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after outlining 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 any form at all until 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 recasting your thoughts and words into a successful final version. Hopefully, you've given yourself time to allow your paper to sit (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 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.

### Dates to Remember

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Monday, February 7</td>
<td>Research Paper Proposal and Preliminary Outline Due (in class)</td>
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<tr>
<td>Monday, February 14</td>
<td>Critical Reading Essay #1 due (in class)</td>
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<tr>
<td>Wednesday, February 16</td>
<td>Critical Reading Essay #2 due (in class)</td>
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<tr>
<td>Monday, March 20</td>
<td>Second Term Exam</td>
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<tr>
<td>Monday, April 4</td>
<td>Critical Reading Essay #3 due (in class)</td>
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<tr>
<td>Monday, April 11</td>
<td>Rough Draft of Research Paper Due (4:30 p.m. in my office)</td>
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<tr>
<td>Wednesday, April 20</td>
<td>Critical Reading Essay #4 due (in class)</td>
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<tr>
<td>Tuesday, April 26</td>
<td>Final Draft of Research Paper Due (4:30 p.m. in my office)</td>
</tr>
<tr>
<td>Friday, April 29</td>
<td>Final Exam (noon-3:00 p.m.)</td>
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### Course Outline and Required Readings

(*) denotes reading on College's e-reserve system

#### I. Course Introduction

**Readings:** Fawcett, p. 1-17.

#### II. Where is the Middle East – Geographically and Academically? (January 14-19)

Key questions: Where is the Middle East? Why is that question not so easy to answer? Where did the term “Middle East” come from and why are its defining characteristics so ambiguous? Why was 9/11 so important to studying the IR of the Middle East? What controversies were given additional voice by the attacks? What have been the central tensions between area studies and international relations when it comes to the Middle East? Why have those tensions emerged and what effects have they had on scholarship and scholars? Why has interdisciplinary research on the Middle East been so rare? What is constructivism and why might its approach to IR hold some leverage for increasing the amount of cross fertilization between Middle Eastern Studies and IR?

Key concepts: orientalism, constructivism, othering, globalization

Key terms: area studies, international relations, interdisciplinarity. Middle East Studies Association (MESA), Middle East Studies Association (MESA), “Greater Middle East”, Arab world, clash of civilizations, Edward Said

**Readings:**


(*) Bilgin, Pinar. 2004. “Is the 'Orientalist' Past the Future of Middle East

III. Frameworks for Understanding the International Relations of the Middle East (January 21-28)

Key questions: So again, where is the Middle East? Why do conceptions of the region differ and why does this matter? How does IR typically represent the Middle East region as compared to other regions of the world? Where do many of these images come from? Why are many of these images distortions or oversimplifications? What do they potentially conceal about the region? What approaches have scholars taken to try to explain events in the Middle East? What do different approaches to IR of the Middle East reveal and conceal? What does it mean to view a region like the Persian Gulf as a regional security complex? What factors have driven outside powers in their behavior toward the Persian Gulf? How might it be useful to view the entire region as a “system”? What have been the prevailing patterns of cooperation and conflict in the region throughout the 20th century?

Key concepts: realism, neo-realism, liberalism, liberal institutionalism, constructivism (idealism), structuralism, regionalism, balance of power, hegemony, bandwagoning, democratic peace theory, dependency theory, the state, alliances, self-determination, unilateralism, bilateralism, transnational forces, security regions, regional balancing, offshore balancing, unipolarity, multipolarity, fundamentalism, unitary state, political culture, globalization

Key terms: Millenium Challenge program, international institutions, Persian Gulf, Gulf Cooperation Council (GCC), Iranian revolution, foreign policy analysis (FPA), clash of civilizations, core states, peripheral states, Shi‘a, Sunni, Kurd, tribal, global war on terrorism, terrorist organizations, foreign direct investment, Baghdad Pact (CENTO)

Readings: Smith, pp. 7-13; Cause, pp. 1-15; Freedman, pp. 111-118; (*) Snyder, Jack. 2004 “One World, Rival Theories” Foreign Policy 145

IV. Applying Those Frameworks to Think About War in the Middle East (January 31-February 4)

Key questions: What has distinguished 20th century war in the Middle East from regional wars in other historical periods? What have been the reasons for war in the region throughout the 20th century? What conflicts have been the most significant and why? How do international relations theorists and Middle East area studies scholars explain outbreaks of war in the Middle East? What insights do they employ and what insights to their studies, theories reveal? What do the differences among the explanations say about their approaches? What do the differences among the explanations say about the role of great power penetration and struggle in the region? What do the results say about regional dynamics and the balance of power? What insights to achieving stability in the Middle East?
Key concepts: wars, arms races, balance of power, state-to-nation balance, offensive realism, defensive realism, civil war, Middle East exceptionalism, authoritarianism, legitimacy

Key terms: Young Turks, regional wars, Algerian war of independence, Six-day war, October war, Iran-Iraq war, Suez war, gulf wars, Coffin-Heffler model, Northern Tier, pan-Arabism, pan-Islam, Zionism, Kurds, ethnic fragmentation, Greater Syria, Greater Israel, right of return, Bella Levantina, Pax Asiatica, ASEAN, rentier states

Readings:


First Term Exam - Monday, February 9

V. Legacies of the Past (February 9-11)

Key questions: What factors fueled western hostility toward Muslims from the Crusades onward? What led to this hostility and the transition to more peaceful relations? What led to more suspicion of the Ottomans? Why were some prominent Europeans not persuaded to adopt a new policy? How did the rise of "Orientalism" alter this relationship between the west and the "Middle East"? How did the gradual decline of the Ottoman Empire influence European perceptions of Islam? How did European commercial ventures to India and beyond influence relations with the Ottoman Empire and what would become an emerging "Middle East"? What explanations have been posed for the "rise of the west" and why do many of these explanations fail to account for events? How do different schools of thought in international relations account for the rise of the west during this time? What distinguishes "internalist" and "externalist" accounts and how might each contribute to a coherent explanation? How did the "rise of the west" alter the west's conception of Islam again? How did accounts of travelers to the region affect these conceptions? What myths about European penetration of the Muslim world are challenged by Ansari's account? Why was the continued expansion of the Ottoman Empire so critical to its survival? How did the European trade presence complete the economy of the Ottoman Empire? How did it alter the administration of the Ottoman Empire? How did the Ottomans sow some of the seeds of their own demise? How did the Ottoman Empire's decline compare with what was happening in Safavid Persia and Mogul India? How did these dynamics contribute to what became known as the "Great Game"? How did the "Great Game" affect the international relations of the "Middle East"? Why did the British change their perspective on Sharif Hussein? Why did this betrayal become a pivotal moment in modern Middle Eastern history? What had the British wanted from Hussein and what did they promise in return? What territories did the British want excluded from any agreement and why did they become so critical? How did the French subdue Syria? How do British and French mandate governing structures differ? How were these differences displayed in Britain's rule of Egypt and French rule in Syria? What were the initial indications of the Arab revolution in response to the mandates?

Key concepts: Orientalism, mandates, liberal age, French protectorates, imperialism, oriental despotism, dualism

Key terms: Sharif Hussein, Husseinites, Sykes-Picot agreement, Sir Henry McMahon, Husain-McMahon correspondence, Mensur, Tawfiq al-Musawi, King, up, Ottoman Empire, Crusades, Enlightenment, Lady Mary Wortley Montagu, Sariids, Qa'ib dynasty, Great Game, the Last m. Question, Mohammad Ali, Napoleon

Readings:

(*) Salt, ceriery. 2005. "Exile the Sharif" in the Unmaking of the Middle East: A
VI. Creation of the Modern Middle East (February 14-16)

Key questions: How did the Versailles Peace conference constitute the Arab world’s “entry” into international relations? Why did the Europeans assume the region had not yet experienced with statehood and therefore with “international relations” as it was known? Why were these assumptions false? How did such conceptions nonetheless inform European plans for partitioning the region? What impacts did these actions have on European relations with the Arabs and other peoples of the region? What did the colonial experience create in terms of new regional structures and leave in terms of ideologically regimented? How did these structures and ideas align with notions of identity in the region? What were the tensions between identity and territory bring in terms of regional events and how did the outside world begin to react to these developments? How has Europe’s relationship with the Middle East evolved since the period of imperial retreat?

Key concepts: nationalism, identity, international, partition-building, regional state systems, states, sovereignty, supra-states, partition, neo-realism, constructivism, soft power

Key terms: Versailles peace conference, Woodrow Wilson’s, King-Crane commission, mandate system, Balfour Declaration, Arabism, New Security Agenda, Barcelona Declaration, Euro-Mediterranean Partnership (EMP), Gulf Cooperation Council

Readings:
- Smith, pp. 15-31.
- Rogen in Davern, pp. 21-43.
- Bingel in Davern, pp. 44-169.
- Holli in Davern, pp. 254-344.

Research Paper Proposals and Exemplary Outlines due (in class)
        Monday, February 14

Critical Reading Essay #1 due – Wednesday, February 16 (in class)

VI. The Cold War Arena – Regional and Beyond (February 18-21)

Key questions: How did the Cold War play out in the Middle East region? What were the initial US/USSR flashpoints in the region and why did they crop up? How did the region’s relationships with the competing superpowers evolve over time? What factors did contribute to explaining these ebbs and flows in relationships? To what extent were the states of the region manipulated by one or both superpowers and to what extent did the states of the region manipulate the superpowers? What contrasting outcomes emerged from the Cold War in the Middle East region? How did the Cold War leave in the region and what legacies did the region leave the Cold War? Why do some regions have a Cold War legacy and others do not? What were the Cold War’s legacies and why did they last? What was the Arab Cold War fought over? How did regions and subregions shift over time and what factors primarily affected these changes? What were the lasting impacts of the Cold War on the Middle East?

Key concepts: Arab Cold War, containment, deterrence, correlation of forces, Arab socialism, Arc of Crisis
Key terms: Truman Doctrine, Aswan Dam, Eisenhower Doctrine, Nixon Doctrine, Carter Doctrine, Non-aligned Movement, revolutionary democracy


VII. Internationalizing the Arab-Israeli Conflict (February 23-26)

Key Questions: Why has the Middle East proven to be a "hotbed" for many contemporary theories of international relations? What has been especially challenging about the region's dynamics and the theories of conflict and peace developed in international studies? How have the Arab-Israeli wars and the conflicts between Israel and the Palestinians more specifically proved difficult to fully explain in the context of existing theories of international relations? How has the conflict itself been "internationalized"? What role have the superpowers played in stoking and cooling the conflict over Israel? Have other external states like the Europeans historically approached the conflict? What impact have regional and extra-regional alliances and alignments toward this conflict? What was particularly important internationally about the Six Day War? How did this war change the nature of the Arab-Israeli conflict? Why do they suggest that opposition to Israel has been the one policy stance that unites all the Arab states in the region? What brought about the American "special relationship" with Israel? How did the emergence of that relationship change the nature of the conflict? How did the superpowers approach attempts at resolving the Arab-Israeli conflict during the Cold War?

Key concepts: Intensity conflict, asymmetric warfare, balance of power, preventive war, learning

Key terms: Six War, Six-Day War, Yom Kippur War, Arab Oil Embargo, Arab summits, intifada, Zionism, UN Security Council Resolution 242, War of Attrition, Oslo Agreement, Palestine Liberation Organization (PLO), Rabin Declaration, step-by-step diplomacy, Camp David Accords, Madrid conference


Critical Thinking: Ex. 2: 23 February 2 (In class)
VIII. The Oil Revolution and the Politics of the Persian Gulf (March 2-4)

Key questions: What impact have oil and oil politics had on the region and the rest of the world? What are the critical limits to any explanation of oil and Middle Eastern international relations? How did the presence of oil help consolidate the existing Middle Eastern regional order? What role did oil play in regional alliances and international relations? How did oil help shape and influence the role of the region internationally after the oil revolution? What effects of cooperation and conflict in the region have been influenced by oil? What roles of cooperation and conflict between the region and other parts of the world have not been influenced by oil? How have each been in play especially in the Persian Gulf region? How did a regional oil system develop? How did this alter the region’s international relations?

Key concepts: rentier states, oil revolution, regionalism, regionalization, quotas, boycotts

Key terms: OPEC, Arab League, Gulf Cooperation Council (GCC), Kurds, Algiers Agreement, Dhufar rebellion

Readings:
- Smith, pp. 12-83, 130-137
- Lapid, pp. 87-123
- Kedourie, pp. 168-205
- Gaunt, pp. 10-44
- Fisher, pp. 89-110
- Kreyssig, pp. 199-203
- Gaunt, pp. 124-141
- Visser, pp. 142-157

IX. The Iranian Revolution, Islamism and Regional Wars (March 14-16)

Key questions: What factors were critical in ushering in the Iranian revolution in 1979? What was the revolution's outlook on international relations? What were the immediate economic effects of the revolution? What were the reactions of the major political actors in the Middle East to the revolution? What factors account for these reactions? What were the reactions of the revolution by the superpowers and other major world actors? How did the American hostage crisis come about? What were the international ramifications it contained? How did the Iran-Iraq war come about? What impact did the war have on the region and internationally? How were external powers drawn into the conflict? What was said about the Iranian revolution the most important contemporary event in the Persian Gulf region? How has it compelled scholars and activists to rethink the capacity of political Islam to be an organizing force within the region? How has Islam historically been treated in international relations? How have the geopolitics of Islam changed since the days of the Cold War?

Key concepts: dual containment, globalization

Key terms: twin pillars, the second oil shock, A. C. S., nuclear war, ship re-flagging, Vincennes

Readings:
- Smith, pp. 81-150
- Freedman, pp. 151-215
- Gaunt, pp. 124-157
- Quandt, pp. 168-205
- Sick, pp. 240-302
- Sick, pp. 303-360
- Sick, pp. 361-400
- Sick, pp. 401-420
Second Term Exam — Monday, March 21

Part II – The Contemporary Scene – March 23-April 4

X. The Greater West Asian Crisis (March 22-23).

Key questions: What is the Greater West Asian crisis? Where is “Greater” West Asia? How did the collapse of the Cold War international system contribute to the emergence of the Greater West Asian crisis? What changes did the end of the Cold War specifically bring to the Middle East? How did the end of the Cold War alter the region’s relations with the US, Russia, Europe and other strategic parts of the world? What new regional dynamics emerged in the wake of the Cold War? How are events like the Gulf War of 1990-91 indicative of the new dynamics accompanying the Greater West Asian crisis? What factors led the Iraqis to invade Kuwait and why did the international community respond as it did? How did the region respond to Saddam’s invasion and how did this response begin to alter existing regional relationships and structures? Why did America not respond to the Iraqi invasion as many anticipated? What were the prevailing dynamics emerged in the region after the Iraqis had been ousted from Kuwait? How were they shaped by international pressures? How did the US become a real Middle Eastern power during this period? How was the nature of war and the nature threats in the region changing?

Key concepts: state autocratic, transnational networks, violence, end of history, intermestic politics, religio-politics, democracy deficit

Key terms: the Iraq, intifada, UNSC Res. 667, UNSC Res. 672, Khobar Towers, Mohammad Khattami, ruling bargains, Hisb al-Wotan, Hizbollah


Key questions: How did the Iraqi invasion of Kuwait affect the Arab-Israeli peace process? How did the international community respond to the Arab-Israeli conflict in the wake of the Gulf War? How did the peace process itself change and what was different about the international role? What happened publicly and behind the scenes and why were these dynamics ultimately so different? What was the essence of the Oslo process? How did the US respond to the emergence of the OSCE process? How did the Oslo process demonstrate the limits of American diplomacy on this issue? What did it ultimately produce? What were the key obstacles to implementing the Oslo Accords? What were the Clinton administration attempt to accomplish at Camp David? Why did they make this attempt and why did it fail? Why is conventional wisdom about the failure of Camp David flawed?

Key concepts: Pax Americana

Key Terms: Oslo process, Declaration of Principles, Oslo II, Wye Accord, Camp David II, al-Aqsa intifada, Taba

Readings: Smith, pp. 56-69; Freedman, pp. 254-277; 359-360; Shapiro in, p. 254-257; Smith, review pp. 123-124, 125-127;

* * *

Fletcher, John, 1996, “the Oslo Process and the Limits of a Pax Americana” in Struggle for Sovereignty: Palestine and Israel 1993-2006 Stanford:
XII. 9/11 and the Iraq War (April 1-4)

Key questions: What ironies surround the 9/11 attacks, particularly from an American perspective? What were the regional origins of the 9/11 attacks? How were the origins of the 9/11 attacks rooted in the US-Saudi relationship and Iraq? How did the US respond to the 9/11 attacks and how did the region respond to the American reactions? How did the American invasions of Afghanistan and Iraq shift regional alliances and how did it alter regional relations with the rest of the world? How has the Iraq war challenged conventional wisdom regarding the causes of war?

Key concepts: near and far enemies, bargaining theory, fatal

Key terms: Talibans.

Readings:
- Smith, pp. 93-105;
- Glasse, pp. 126-249;
- Freeland, pp. 378-448;
- Rubins, in Fawcett, pp. 256-367;
- Smith, review pp. 126-127;

Critical Reading Essay #3 due – Monday, April 4 (in class)

Rough Draft of Research Papers due (by 4:30 in my office)
- Monday, April 4

Part III – Tomorrow’s Middle East International Relations – April 6-25

XIII. Current Configurations of the Middle East – Iran as a Regional Power (April 6-8)

Key questions: What factors have contributed to the rise of Iran as a regional power? What has materially changed about Iran’s foreign policy? To what extent is Iran’s rise connected to shifts in the balance of power within the Islamic world? To what extent has Iran altered its regional stature in the post-Iraq war era? How has the rise of Iran affected alliances within the Middle East region? How has its rise affected the Israeli-Palestinian question? How is it affecting international relations more broadly?

Key concepts: nuclear proliferation

Key terms: Sunnis, Shiites, Shi’a chaser

Readings:
- Smith, review pp. 53-54;
- Freeland, pp. 63-94;
- (**) Lawson, Prof. 2001. “Syria’s Relations with Iran: Managing the Dilemmas of the Cold War” Middle East Journal 61 (1): 29-47;
- (**) Teherani, Mahmudian. 2008. “Revolutionary Power and Socialization: Expanding the Persistence of Revolutionary Zeal in Iran’s Foreign
XIV. Current Configurations of the Middle East – A New Arab Cold War? (April 11-13)

Key questions: Why do some analysts suggest the possibility of a new Arab Cold War arising? How might its dynamics differ with the previous Arab Cold War? How has the American-sponsored “war on terror” altered alliances and relationships in the Middle East?

Key concepts: regime security

Key terms: New Arab Cold War, Shi'a Crescent


XV. Current Configurations of the Middle East – The Palestinians and Israel (April 15)

Key questions: What happened to the Israeli-Palestinian peace process in the wake of Camp David’s failure? Why did this occur? What has changed about the international relations of the Israeli-Palestinian conflict since 2001? Why are many scholars more skeptical of the prospects for Israeli-Palestinian peace? What are the potential international implications of or attached to that skepticism?

Key concepts: peripheral doctrine

Key terms: shelf agreements


XVI. Current Configurations of the Middle East – al Qaeda and Islamic Jihadists (April 18-20)

Key questions: How did the US change its attitude toward the Middle East as a region in the wake of 9/11? How did the region and the rest of the world react to these events? What has happened to al-Qaeda since the initial American invasion of Afghanistan? How have recruitment patterns changed among groups like al-Qaeda? What are the key challenges facing the international community in the Af-Pak theater now and in the near future? Why is there such disagreement over how to deal with this threat? How is this disagreement impacting the international relations of the Middle East?

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Key concepts: humiliation, Greater Middle East, transnational networks

Key terms: elections

Readings:

Critical Reading: Essays by 6:30 - Australia, April 20 (in class)

XVII. Energy, Globalization and American Interests (April 22)

Key questions: How has the Middle East been affected by globalization? What has changed about its regional political economies in the face of strengthening presence of globalization? What has not changed? Why do some analysts suggest the region could become the epicenter for the reversal of globalization? How might the region be affected by climate change and other environmental stresses? What are the potential international ramifications of such changes?

Key concepts: globalization, regime change, climate change, sustainable development, ecological footprints

Key terms: Arab Human Development Report

Readings:
(*) Henry in Lawrence, pp. 191-196;

XVIII. Where Does American Policy Go From Here? (April 25)

Key questions: How has American policy toward the Middle East evolved since the end of the Bush (2001-2009) administration? How do scholars believe it should be handled? What are the key issues facing the US as it looks to its future relationship with the region? What missed opportunities and lessons does US relations with the region have to learn from?

Key concepts: offshore balancing, security architecture

Key terms: Jewish lobby, neo-conservatives

Readings:
Freedman, pp. 1-17; 504-511;
(*)(*) Enisian in Watcett, pp. 34-350;
(*) Guay, Avlin and Fuka Gokay. 2010. "The ‘Greater Middle East’ as a
"Modern" Geopolitical Imagination in American Foreign Policy"

Geopolitics 15 (1): 22-38;


Final Research Paper Due
Tuesday, April 26 (4:50 p.m. in my office)

Final Exam: Friday, April 29 (noon-3:00 p.m.).

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