FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kendra Stewart  Email: stewartk@cofc.edu  Phone: 953-6691

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 213 State and Local 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  DELETE COURSE

--------- (Skip sections below that do not apply) ---------

☐ 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)?

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/ Political Science Minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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

B. Credit Hours  3

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

This course examines the political institutions and processes of state and local government within the American federal system. The objective of the course is to acquaint students with the issues and complexities of state and local governments in the United States.

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 course has previously been taught only as state government but we have added local government to the course as well to give the students a better understanding of the political system. Additionally, it is much easier to teach this way because all text books and other resources for a class on state government also focus on local government.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Understand the significance and the role of state and local governments in the US federalist system</td>
<td>Midterm and Final Exam</td>
</tr>
<tr>
<td>2. Be able to apply the comparative method of analysis to state and local government research</td>
<td>Exams and course assignments</td>
</tr>
<tr>
<td>3. Develop a deeper understanding of the institutions, politics, processes and services of state and local governments</td>
<td>Final research project and exams</td>
</tr>
<tr>
<td>4. Enhance oral and written communication skills</td>
<td>Final research project and presentations</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 meets the following political science department program-level outcomes:

- Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations. (Demonstrated)
- Demonstrate understanding of readings, analyze texts critically, effectively write papers (Reinforced)
- Apply theories and concepts to new situations (Reinforced)
Demonstrate mastery of the independent research process. (Reinforced)

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

None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   ____________________________ Date: 11/3/2011

2. Signature of Academic Dean:

   ____________________________ Date: 11/4/11

3. Signature of Provost:

   ____________________________ Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   ____________________________ Date:

5. Signature of Faculty Senate Secretary:

   ____________________________ Date:

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 213
State and Local Politics

Dr. Kendra Stewart
284 King Street
(843) 953-6691
Stewartk@cofc.edu

Course Objective

The purpose of this course is to examine the evolution and development that have taken place in the states since the founding of our government. We will focus on the basic institutions as well as a broad spectrum of public policy issues that affect governing in the states. The objective of this course is to acquaint students with the issues and complexities of state and local governments in the United States.

Student Learning Outcomes
Upon completion of this course students will:

- Understand the significance and the role of state and local governments in the US federalist system
- Be able to apply the comparative method of analysis to state and local government research
- Develop a deeper understanding of the institutions, politics, processes and services of state and local governments
- Enhance oral and written communication skills

Required Texts


Assignments and Grading

Students are expected to read all assignments prior to class and participate in discussions. There will be 6 assignments, (of which you will be required to complete 5) and a final project. More information on these assignments will be posted on the Blackboard page for this course (http://www.courses.eku.edu). Assignments that are not turned in on time will be marked down 2 points for every day they are late. There will also be a final exam. Make-up exams are not given unless prior permission is granted or a documented emergency arises.

The course grade will break down as follows:
Assignments (5 at 20 points each)  100
Midterm Exam  100
Final Exam  100
Final Project  100

A= 368-400; A-=360-367; B+=352-359; B=328-351; B-=320-327; C+=312-319;
C=288-311; C-=280-287; D+=272-279; D=240-271; F=239 and below.

This course will use the OAKS program to supplement class discourse. You will be able to participate in discussions, check announcements, post websites, and check your grades through this site.

**Academic Honesty**

Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on an assignment, and to give and "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated and students will receive an F on any assignment or exam the instructor determines is in violation of the academic honesty policy. Academic dishonesty includes the following offenses:

1) Claiming as your own work a paper written by another student.
2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

**College of Charleston 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
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Tom Chorlton       Email: zebraove@aol.com       Phone: 3-5724

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

Course Prefix, Number, and Title: POLI 214 - Lesbian, Gay, Bisexual, and Transgender [LGBT] Politics

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

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
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</tr>
</thead>
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<tr>
<td>☑ New Course (attach syllabus)</td>
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☐ 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: 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: Women and Gender Studies major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
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</tr>
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<tr>
<td>A. Contact Hours</td>
<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.

An examination of the movement for gay, lesbian and bisexual rights in the United States. Course material will include the emergence and evolution of gay and lesbian rights over the past half century, their roles as interest groups and an analysis of their impact on and place in American politics. The course will also include a discussion of the emerging and related struggle for transgender rights.

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 are part of a department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300-level courses. The new course number for this particular course better reflects the skill-building and learning outcomes for the course.

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 have stronger reading comprehension skills</td>
<td>Reading quizzes, term exams, autobiography assignment</td>
</tr>
<tr>
<td>2. Students will understand and be able to accurately describe processes of political change as they relate to LGBT politics in America</td>
<td>Term exams, autobiography assignment, research paper</td>
</tr>
<tr>
<td>3. Students will be able to conduct research, reach their own conclusions and write an effective research paper of 6-8 pages.</td>
<td>Research paper assignment</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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: 11/14/11

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.
COLLEGE OF CHARLESTON
POL 399-03
SPRING 2011

LESBIAN, GAY, BISEXUAL & TRANSGENDER POLITICS #21617

Monday, Wednesday & Friday: 1:00-1:50 pm.....Maybank Room 111

Office Hour: Friday...2:15-3:15 pm at Starbucks across from Maybank.....or by appointment

"WE HOLD THESE TRUTHS TO BE SELF-EVIDENT: THAT ALL MEN ARE CREATED EQUAL."

Over the past 234 years, the promise of America has been the ongoing struggle to bring Jefferson's words to life for ALL our citizens. African-Americans certainly were not included in 1776 when the Declaration of Independence was adopted, nor were women or even poor white males.

There is no indication that the Founding Fathers even considered the rights of their gay contemporaries when they carved those immortal words into the history of Humankind. And yet, the very man who presided over that fateful moment and first signed that sacred document—President John Hancock—was very likely one of the gay Founding Fathers (along with Major General Baron von Steuben) as several of his contemporaries alluded to and his lifestyle repeatedly suggested.

But, as the Women's Suffrage Movement of the 19th Century and the African-American Civil Rights Movement of the 20th Century so clearly demonstrated, peaceful revolution is possible in the United States if brave men and women have the guts and determination to make it happen. Now, in the 21st Century, the cutting-edge civil rights struggle pertains to gay, lesbian, bisexual and transgender American citizens who are still discriminated against by their own government.

When this course was initially created here at the College of Charleston five years ago, it was one of the first of its kind in the South. Today, the struggle for Gay Rights has finally taken center stage in our national political debate as clearly demonstrated by the recent victory in repealing the Pentagon's "Don't Ask, Don't Tell" policy.

The struggle, however, is far from over. The bill to prohibit discrimination in employment was first introduced in 1973. A clear majority of Americans now support that legislation, but even the Democratic-dominated Congress was unable to assure its passage over the past two years. The repeal of the anti-gay Defense of Marriage Act (DOMA) will be even tougher despite the substantial constitutional issue it raises.

Above all, this course is a case study of how such dramatic political change has taken place over the past half century and how those lessons are being applied to meet the challenges ahead.

Learning Outcomes and Objectives: At the conclusion of this course, students will better understand and be able to concretely describe processes of political change as they relate to LGBT politics in America; they will be able to conduct research, reach their own conclusions and write an effective research paper; and they will have stronger reading comprehension abilities.
REQUIRED COURSE MATERIALS

CREATING CHANGE by John D’Emilio
MAKING GAY HISTORY by Eric Marcus
THE CONFESSION by James McGreevey

COURSE ORIENTATION

This course will consist of six major components in addition to class lectures:
- Daily Quizzes
- Three Tests
- Two Documentaries on LGBT History
- Class Discussion on MAKING GAY HISTORY
- Three Reports on the book THE CONFESSION
- A Research Report updating one of the major topics concerning LGBT Rights

STUDENT RESPONSIBILITY

Regular class attendance and careful preparation for each class are required. STUDENTS MUST READ THE ASSIGNED CHAPTERS PRIOR TO EACH CLASS. As an “incentive,” most classes will begin with a 5 minute Quiz based exclusively on that day’s reading assignment.

Since teachers are “academic coaches,” students are expected to show up for class just as athletes are expected to show up for practice. Students must perform the assignments outlined in this syllabus and submit the required reports ON TIME. Ten points will be deducted from assignments that are late. After one week, the assignment will not be accepted and the grade for that assignment will be zero.

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

Small STUDY GROUPS are strongly encouraged. No “extra credit” work will be offered. Students should concentrate on doing their best on the assignments outlined in this syllabus.

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

Laptop computers are only permitted for taking notes. Any other use (such as watching the basketball playoffs during March Madness) will result in that student’s computer being banned for the remainder of the semester.

SPECIAL CIRCUMSTANCES

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

OFFICE HOURS AND CONTACT INFORMATION

The regular Office Hour for this class will be Fridays between 2:15-3:15 pm at the Starbuck Coffee Shop across from Maybank Hall. Students may also request a meeting at another time or place by using my PERSONAL email (zebracove@aol.com) or my cell phone (843-822-3254).

My personal email will be checked daily during the semester. Do NOT use my Edisto account.

Questions, comments or concerns pertaining to this course may also be placed via my cell phone (843-822-3254) between the hours of 10 am to Midnight, seven days a week. Calls placed before 10 am will result in a grade of "X" and the student should leave the state immediately.

ACADEMIC HONESTY

Personal integrity is extremely important in college as it is throughout life.

When you enrol in The College of Charleston, you signed an Honor Code. You are expected to live up to that code.

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

DAILY QUIZZES... 20%

Most classes will begin with a 5 minute Daily Quiz which will focus exclusively on that day’s reading assignment. It will be given at the start of the class and will consist of 10 objective questions worth 10 points each. At the end of the semester, the 2 lowest quiz grades will be eliminated and the remaining quiz grades will be averaged. That average will represent 20% of the student’s final grade.

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

TESTS... 40%

There will be a total of 3 Tests throughout the semester. Each Test will be comprehensive (i.e., it will cover EVERYTHING read, reviewed or discussed during that period of the course) and will consist of 25 objective questions (2 points each) and 5 essay questions (10 points each) plus a 5 point bonus question. Each Test will be 50 minutes in length, followed by a review of the Test.
Each Test will cover only the material contained in that phase of the course. At the end of the semester the average of the three tests will represent 40% of the student’s final grade for this course. If a student is absent from class on Test day, that Test must be made up by appointment at the earliest opportunity and a 10 point penalty will be applied to that Test’s grade.

McGREEVEY AUTOBIOGRAPHY...20%

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

The student must then prepare a FULL one-page SUMMARY for each of the six chapters plus a FULL one-page ANALYSIS (what do YOU think?) for each chapter.

The assignment is broken into three parts:

• Chapters 1 & 2 are due on Friday, February 4
• Chapters 3 & 4 are due on Friday, March 18
• Chapters 5 & 6 are due on Monday, April 18

Each of the three reports should include a Title Page. Ten points will be subtracted from the Report grade if it is late. If late, the student will have one week to complete the assignment. At the end of the semester, the three Reports will be averaged and that average will represent 20% of the student’s final grade for this course.

RESEARCH PAPER*...20%

Each student will prepare a 6-8 page, double-spaced Paper on one of the following assigned topics:

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

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

Newspapers and magazines will be excellent sources for this Paper, including gay & lesbian publications such as THE ADVOCATE and THE GAY & LESBIAN REVIEW WORLDWIDE (both of which are available through our college library) as well as THE WASHINGTON BLADE (DC’s LGBT weekly newspaper). THE NEW YORK TIMES and THE WASHINGTON POST will also be valuable sources of information.
This Research Paper is due on Friday, March 4. Students will also be required to participate in a class presentation concerning the topic at a later class.

Ten points will be subtracted if the Paper is late. The grade for this Paper will represent 20% of the final grade for this course.

GRADES

Grades in this class are based on a straight scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
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<td>D</td>
<td>63-67</td>
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<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

COURSE SCHEDULE & ASSIGNMENTS

Week 1

Monday, January 10
- Sample Quiz
- Introduction to the Course
- Overview of Assignments

Wednesday, January 12
- Class Discussion
- The recent repeal of “Don’t Ask, Don’t Tell”

Friday, January 14
- Daily Quiz
- CREATING CHANGE: Chapter 1
- LGBT Rights during the Carter & Reagan Presidencies

Week 2

Monday, January 17
- Martin Luther King Day
- No Class
- Students are urged to participate in various projects

Wednesday, January 19
- Daily Quiz
- CREATING CHANGE: Chapter 2
- Gay Rights and America’s 41st President
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Friday, January 21 | • Class Discussion  
                     • MAKING GAY HISTORY (pp. 1-20)  
                     • Part One: The 1940s |
| Week 3             |                                                                            |
| Monday, January 24 | • Daily Quiz  
                     • CREATING CHANGE: Chapter 3  
                     • A Friend in the White House: The Clinton Presidency |
| Wednesday, January 26 | • Class Discussion  
                              • MAKING GAY HISTORY (pp. 21-50)  
                              • Part Two: 1950-61 |
| Friday, January 28 | • Documentary  
                              • BEFORE STONEWALL, Part 1 |
| Week 4             |                                                                            |
| Monday, January 31 | • Daily Quiz  
                              • PRESIDENT GEORGE W. BUSH & LGBT RIGHTS |
| Wednesday, February 2 | • Class Discussion  
                              • MAKING GAY HISTORY (pp. 51-70)  
                              • Part Two: 1950-1961 |
| Friday, February 4 | • Assignment Due  
                              • THE CONFESSION, Part 1 (pp. 3-101)  
                              • Documentary: BEFORE STONEWALL, Part 2 |
| Week 5             |                                                                            |
| Monday, February 7 | • Daily Quiz  
                              • CREATING CHANGE; Chapter 10  
                              • American Immigration Law & the Political Process |
| Wednesday, February 9 | • Class Discussion  
                              • MAKING GAY HISTORY (pp. 73-95)  
                              • Part Three: 1961-1968 |
| Friday, February 11 | • Test 1  
                              • Review Test |
| Week 6             |                                                                            |
| Monday, February 14 | • Daily Quiz  
                              • CREATING CHANGE: Chapter 5  
                              • Fighting for Inclusion in the Democratic Party |
Wednesday, February 16
- Video
- MILK, Part 1

Friday, February 18
- Video
- MILK, Part 2

Week 7

Monday, February 21
- Daily Quiz
- CREATING CHANGE: Chapter 6
- Gay Republicans Step into the Political Fray

Wednesday, February 23
- GUEST SPEAKER

Friday, February 25
- Class Discussion
- MAKING GAY HISTORY (PP. 96-118)
- Part Three: 1961-1968

Week 8

Monday, February 28
- Daily Quiz
- CREATING CHANGE: Chapter 9
- Government Employment & Security Clearances

Wednesday, March 2
- Class Discussion
- MAKING GAY HISTORY (pp. 121-183)
- Part Four: 1968-1973

Friday, March 4
- Assignment Due
- RESEARCH PAPER ON ASSIGNED TOPIC

Week 9

Monday, March 7
- Spring Break

Wednesday, March 9
- Spring Break

Friday, March 11
- Spring Break

Week 10

Monday, March 14
- Daily Quiz
- CREATING CHANGE: Chapter 4
- LGBT Civil Rights & the US Supreme Court

Wednesday, March 16
- Update on LGBT Rights & The Courts
Friday, March 18
• Assignment Due
• THE CONFESSION, Part 2 (pp. 106-228)

Week 11
Monday, March 21
• Daily Quiz
• CREATING CHANGE: Chapter 8
• The Federal Gay Rights Bill (ENDA)

Wednesday, March 23
• Update on the Federal Gay Rights Bill (ENDA)

Friday, March 25
• Test 2
• Review Test

Week 12
Monday, March 28
• Daily Quiz
• CREATING CHANGE: Chapter 11
• Gays in the Military Debate

Wednesday, March 30
• Update on Gays in the Military Debate

Friday, April 1
• President Obama’s LGBT Report Card

Week 13
Monday, April 4
• Daily Quiz
• CREATING CHANGE: Chapter 14
• Marriage, Civil Unions & Domestic Partnerships

Wednesday, April 6
• Update on Gay Marriage

Friday, April 8
• Video
• AFTER STONEWALL, Part 1

Week 14
Monday, April 11
• Daily Quiz
• CREATING CHANGE: Chapter 22
• The Transgender Community

Wednesday, April 13
• Guest Speaker
• The Transgender Perspective

Friday, April 15
• Video
• AFTER STONEWALL, Part 2
Week 15

Monday, April 18  • Assignment Due
                    • THE CONFESSION, Part 3 (pp. 231-353)
Wednesday, April 20 • Guest Speaker
Friday, April 22  • Semester Review

Week 16

Monday, April 25  • Test 3
                    • Review Test
Tuesday, April 26  • Reading Day
Wednesday, April 27 • Final Exams Begin
Web Resources for D.C. Internships

idealist.org
- Information on hundreds of internships in the D.C. area and throughout the world.

http://internshipsusa.com
- The Internship Series Online, (username: work, password: credit ). Internship listings of interest include: Community/Social Agencies, International Affairs, Women's Rights, Congressional, Human Rights, and in Law and Policy.

http://www.hillzoo.com
- A bi-partisan website that provides information about internships “on the hill.”

www.dcinternships.org
- The Fund for American Studies (TFAS) was founded to help instill in young people an appreciation for the American Form of government and the free enterprise system. TFAS sponsors Institutes that teach college students about the principles and values which the United States was founded.

www.supremecourtus.gov
- A Judicial internship at the U.S. Supreme Court, interns gain first hand experience of the judicial process of the American Government.

http://www.thewhitehouseproject.org/ (women only)
- Provides a good set of political training and internship programs targeted at women. The White House Project aims to advance women’s leadership positions in politics/government.

www.washingtonsemester.com
- American University’s internship program offers a very large database with thousands of internships in D.C.

http://www.gwu.edu/~siw/
- Internships in politics, government and media, networking events put you in contact with people at the center of politics and government, and academic credit for classroom study combine to bring to life a truly unique college experience.

http://www.wiidc.org/
- Create your future by interning in Washington, DC. Gain real-world job skills while making an impact in your field. Network with professionals who have years of experience and expertise.
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science     School name: HSS

Course Prefix, Number, and Title: POLI 245 Cuban Revolution

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></td>
<td></td>
</tr>
<tr>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
<td></td>
</tr>
<tr>
<td>□ Change Title</td>
<td>□ Delete Course</td>
<td></td>
</tr>
<tr>
<td>□ Change Credits/Contact hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Prerequisite Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Edit Description</td>
<td></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:

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
- Political Science Minor
- LACS
- INTL

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>
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</tbody>
</table>

B. Credit Hours

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 an in-depth and experiential examination of the Cuban Revolution. Students will live in Cuba for one to three months studying the history, progress and current condition of the revolutionary process in Cuba. Offered as a travel course only.

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

Old POLS 335

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will be able to identify, describe, analyze and evaluate the major events of the Cuban Revolution.</td>
<td>Student presentation; class discussion; daily journal; final exam</td>
</tr>
<tr>
<td>2. Students will be able to discuss and interpret the major texts and proclamations of the early period of the Cuban Revolution.</td>
<td>Student presentation; class discussion; daily journal; final exam</td>
</tr>
<tr>
<td>3. Students will be able to relate and reflect upon the personal impact of visiting major Cuba revolutionary sites.</td>
<td>Daily journal</td>
</tr>
</tbody>
</table>

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

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

None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   ![Signature]

   Date: 11/3/2011

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.
The Cuban Revolution

The Cuban Revolution was a seminal event in the history of the modern world. Fidel Castro’s movement changed Cuba and became a determinant factor in the relations between Latin America and the United States during the second half of the twentieth century. The Cuban Revolution continues to be a controversial topic, eulogized by its admirers and vilified by its critics.

The aims of this course are twofold. First, to introduce students to the ongoing debate on the merits of the Revolution and second, to study the Cuban Revolution and its legacy from the Cuban point of view. In order to achieve these goals, the course content is divided into two parts. The first will explore the social, political and economic forces that gave rise to the Cuban revolution. The second part will analyze the Revolution’s social achievements and the economic and political challenges it faces.

Learning Outcomes

1. Students will be able to identify, describe, analyze and evaluate the major events of the Cuban Revolution.
2. Students will be able to discuss and interpret the major texts and proclamations of the early period of the Cuban Revolution.
3. Students will be able to relate and reflect upon the personal impact of visiting major Cuba revolutionary sites.

JOURNAL - Each student will keep a daily journal which includes critical observations and analysis of field trips, lectures and in and out of class discussions of the assigned literature.

STUDENT PRESENTATION - Each student will make a 10 minute in-class presentation about one aspect of the Cuban Revolution or revolutionary development that he/she finds particularly significant. Presentations will start the second week of the term.

FINAL EXAM - A take home exam (24 hours) will be given at the conclusion of the semester. This must be handed in before we leave Cuba.

CORE READINGS - The following books and articles must be read before the class for which they are assigned! All books should be available at the College Bookstore/University Bookstore. Articles marked with an asterisk (*) will be provided digitally in .PDF format.

Max Azcuy, Cuba Today and Tomorrow. U. of Fla. Press.
* “The Cuba Revolution and World Change” – Donald Bray & Marjorie Woodford Bray
* History of Cuba
* Four Hundred Year Struggle - the Platt Amendment
* “History will Absolve Me” - Fidel Castro
* Manifesto of 26th of July Movement
* First Agrarian Reform Law
* First Declaration of Havana
* Proclamation of the Socialist Character of the Cuban Revolution
* Bay of Pigs
* Second Declaration of Havana
* Blockade
* 10 Million Ton Sugar Harvest
* People’s Power
* The Mariel Crisis
* Rectification
* The Battle of Cuito Cuanavale
* The Economic Crisis and the “Special Period”
* Helms-Burton Act is Declared Immoral
* “Can Castro Survive” by Donald E. Schulz
* “Democracy, CUBAAN-STYLE” – Karen Wald
* “The Future of Democracy in Cuba” - Joel Edelstein
* “What Should Progressives Think & Do? The Cuba Conundrum” - Saul Landau

1. **Introduction: Sugar, Slavery, and Cuban Identity**
   Max Azicri, Cuba Today and Tomorrow

2. **The “neo-colony” or “pseudo-republic” (1898-1959)**
   Max Azicri, Cuba Today and Tomorrow

3. **Revolution: 1953-61**
   Max Azicri, Cuba Today and Tomorrow
   * Donald Bray & Marjorie Woodford Bray, *The Cuba Revolution and World Change*
   * Fidel Castro, History will Absolve Me
   * Manifesto of 26th of July Movement
   * First Agrarian Reform Law
   * First Declaration of Havana
   * Proclamation of the Socialist Character of the Cuban Revolution
   * Bay of Pigs

4. **Building a Revolutionary Society: Politics and Economics**
   Max Azicri, Cuba Today and Tomorrow
   * Second Declaration of Havana
   * Blockade
   * 10 Million Ton Sugar Harvest
   * People’s Power
   * The Mariel Crisis
   * Rectification
   * The Battle of Cuito Cuanavale

6. **The “Special Period”**
   Max Azicri, Cuba Today and Tomorrow
   * The Economic Crisis and the “Special Period”
   * Helms-Burton Act is Declared Immoral
   * Donald E. Schulz, Can Castro Survive
7. Cuba Today
   Max Azicri, Cuba Today and Tomorrow
   * Donald E. Schulz, Can Castro Survive
   * Karen Wald, Democracy, CUBAAN-STYLE
   * Joel Edelstein, The Future of Democracy in Cuba
   * Saul Landau, What Should Progressives Think & Do? The Cuba Conundrum

In-Cuba lectures and visits to important localities associated with the revolution:

Lecture – at MINREX – Terrorism and the Blockade
Lecture – Identity in Cuba
Lecture – at Federation of Cuban Women – Emancipation of Women in Cuba
Visit – Plaza of the Revolution – Jose Marti Memorial
Visit – Museum of the Revolution
Visit – Ministry of Education
Visit – Ministry of Higher Education
Visit – Martin Luther King Jr. Memorial Center
Visit - National Assembly of the Peoples Power
Visit - Community Project (Alamar)
Visit – Committees for the Defense of the Revolution
Lecture – The works of Jose Marti - Jose Marti Center
Excursion – Visit- Bay of Pigs and Bay of Pigs Museum
Excursion – Visit – Che Guevara Memorial
Excursion – Visit – Battle of Santa Clara sites
Meeting/Discussion – Research group on Cuba – Instituto de Filosofia
Meeting/Discussion – Pedagogical Association
Visit – Casa la Americas – Latin American Cultural institution

GRADES
Journal - 40%
Presentation - 20%
Final Exam - 30%
Participation - 10%
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 260 International Relations Theory

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 (attach syllabus)
- Change Number
- Change Title
- Change Credits/Contact hours
- Prerequisite Change
- Edit Description
- 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: 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:

See overall new POLI degree req form

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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</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 the perennial and pressing questions of international relations. The class includes analysis of key international relations issues from a variety of theoretical perspectives.

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 200 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<td>1. Demonstrate knowledge of political systems</td>
<td>Exam; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>2. Apply theories and concepts to new situations</td>
<td>Research paper process; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

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

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:

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.
Overview of the course

From the wars in which the US is currently engaged in Iraq and Afghanistan to the shoes on our feet to the way we think about people who live in other parts of the world, international politics impacts and structures our lives. To make sense of the dizzying complexity of international politics takes some time and some hard work. We will be examining international relations on three levels: empirically observable “facts”; theories that explain specific phenomena; and overall paradigms. We will learn to more critically analyze information that affects our lives by examining theories against paradigms, facts in the light of theories, and so on.

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

This is why it is so exciting to study international relations today. It is not simply that change is all around us. We can influence that change. In fact, we do influence the world, whether we think we are doing so or not. We (and others!) are better off being in charge of the impact we have, or at least aware of it. The increasing importance of these issues gives those who understand this a significant practical edge, as well—learning a language, understanding power dynamics, and thinking more critically about the world will not only be a personal achievement, but be of great use in your future careers.

Goals of This Course

There are three goals of this course. The first is to train us to understand and to eventually participate in the major debates of the day. Reading and understanding the daily news is essential, both for our societies, and for ourselves. By the end of the semester, you will be able to analyze patterns in what you read, comment intelligently on the origins of these issues, and begin to critically think about both the pragmatic and moral solutions to current problems.

The second is to provide a basis for further scholarly exploration in international relations, and in the larger
study of political science. We will look at different social scientific approaches to pursuing knowledge, and we will critique them, looking at how we can assess the quality of what we think we know. We will look at the different recurring themes in political science, and spend some time thinking about what we remove from consideration by channeling our thought into these patterns.

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

Learning Outcomes

| 1. Demonstrate knowledge of political systems | Exam; C- necessary to demonstrate successful learning |
| 2. Apply theories and concepts to new situations | Research paper process; C- necessary to demonstrate successful learning |

Required Readings. I encourage you to find these used online, or share the purchase of them.


   NB: This is the edition with the PURPLE cover. The 2003 edition, with a blue cover, has most but not all of the assigned readings. Students who choose to buy a used copy of the old, "blue" edition will need to xerox five or six of the readings from someone with the new, "purple" edition.


   NB: Students need the THIRD EDITION of the Mansbach/Rhodes text (the one with a 2005/6 publication date, depending on printing edition). About 75% of the material in the third edition is new and does not appear in the second edition, so the second edition is unlikely to be very useful. The new 2008 edition is very expensive, so I don't see much point in buying that one.

There will be other readings put on e-reserve at the library, password IR. I strongly recommend you print them all out as soon as they are available and keep them in a binder.

An additional requirement for the course is to read a major daily newspaper -- the New York Times, Washington Post, or Wall Street Journal, for example. The foreign correspondents for these papers provide coverage that offers a wealth of insights into the issues we will be discussing in class, as well as illustrations of the concepts we are developing and new questions to be answered and mysteries to be resolved. The New York Times is free online (although you have to pay for back issues), one of the greatest bargains in the world. Though it is very expensive, The Economist, a weekly news magazine published in Britain, provides extraordinarily well-written and well-researched accounts of international affairs. If you have a serious, ongoing interest in international politics, you may wish to begin to read regularly some of the more serious journals that provide current analysis of critical international issues. The two best known journals of this sort
are Foreign Affairs and Foreign Policy.

Grading

Grading will be as follows:

1 book review = 10% first paper
1 annotated bibliography = 5% second paper
1 final paper = 15% third paper
5 geography quizzes, each 2% = 10%
Reading quizzes, averaged = 20% (drop the lowest two)
either on the assigned reading or that week's news (so keep up on reading!)
2 exams, each 15% = 30%
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.

Quizzes

There will be random quizzes which will be graded on a scale of five points. The quizzes will either be beginning-of-class reading quizzes, news quizzes covering the biggest news stories of the week, or end-of-class comprehension quizzes, and of course it won't be announced ahead of time which is occurring on a given day. Your overall average will determine your grade in this category. Be prepared! We will generally not have new readings on Fridays, but be prepared for a quiz those days as well.

Note that your quiz score for the day will not count if you attend class only to take the quiz, nor will you be allowed to make up a beginning-of-class quiz if you are late.

Book Review

A short (1000 word) review article will comprise 10% of your grade, giving a critical reading of a scholarly book not covered in class. The book must be published in the last four years. 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. You might have to use interlibrary loan, if there is nothing specifically on your topic that meets the parameters of the assignment. Interlibrary loan is very good, but can take some time.

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!)

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, two sources from the class syllabus may be used. At least four of your sources must be from the last four years.

Final Paper

The final paper will ideally use the sources you've been exploring in the other two papers (in some cases, people may choose to walk away from research projects that they realize are not as interesting as they could be to select another, more interesting one; I do not encourage this – instead, think carefully at the beginning about what you would like to research at the end. You are to engage all three levels of analysis (facts, theories, and paradigms) and at least two different paradigms to analyze a problem in current international relations. This paper will have a limit of 2000 words - which is not a gift, it is a curse. This is very short for as much information as you have to include – make sure you take this seriously.

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 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 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
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, except in the rare case of prolonged, documented health issues or other similar emergencies. 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:

Tues Aug 24: Introduction.

Thurs Aug 26: Studying International Relations -- The Problem of Knowing.

Rosenau and Durfee, "Thinking Theoretically" in IR
Carr, "Interpreting History" in IR
Licklider "How Do We Know What We Know?" in IR

I. Basic concepts
Tues Aug 31: The State.

Tilly, "States, Violence, and the Emergence of the State System" in IR
"Continuity and Change in Global Politics" in GPCW

Thurs Sept 2: Varieties of States.

Krasner, "Strong and Weak States" in IR

Tues Sept 7: Nations ** QUIZ: Asia

Connor, "The Nation" in IR
Connor, "The Development of Nations" in IR

Thurs Sept 9: Nationalism

Anderson, Imagined Communities excerpts on e-reserves
Gellner, Nations and Nationalism excerpts on e-reserves
Smith, National Identity excerpts on e-reserves

II. Different Sites of Analysis: System, State, Individual

Jervis, "The Security Dilemma" in IR
Gullick, "The Balance of Power" in IR
Gilpin, "Hegemonic Conflict and Cooperation" in IR
Keohane, "Conflict and Cooperation in the Absence of Hegemony" in IR
Levy, "Democratic Peace" in IR

Thurs Sept 16: State-Level Explanations

Levy, "Domestic Factors" in IR
Allison, "Organizational Behavior" in IR
Allison, "Governmental Politics" in IR

Tues Sept 21: Individual-Level Explanations

Stevens, "Human Biology" in IR
Lebow, "Cognition and Stress" in IR

III. Overarching paradigms

Thurs Sept 23: Realism, Liberalism, Constructivism

Waltz, "One World, Many Theories" on e-reserves
Snyder, "One World, Rival Theories" on e-reserves

Tues Sept 28: Realism **Book Reviews Due**

Thucydides, "The Melian Dialogue" in IR
Hobbes: "Relations Among Sovereigns"
Morgenthau: "Six Principles of Political Realism" on e-reserves

Thurs Sept 30: More Realism

Waltz, "Anarchy" in IR
Russell, "A Realist Theory of International Politics" in IR

Tues Oct 5: Liberalism ** QUIZ: Western Europe**

Locke Second Treatise of Government excerpts on e-reserves
Wilson, "Fourteen Points" on e-reserves
Bull, "International Systems and Societies" in IR
Bull, "Anarchical Society" in IR
Nye "Power" in IR
Owen "How Liberalism Produces Democratic Peace" on e-reserves

Thurs Oct 7: ** FIRST MIDTERM **

Tues Oct 12: Fall Break!!

Thurs Oct 14: More Liberalism

Keohane and Nye, "Complex Interdependence" in IR
Rawls "The Law of Peoples" on e-reserves

IV. IR Theory Beyond the Realist-Liberal Dichotomy

Tues Oct 19: Neorealism and Neoliberalism

Lamy "Neo-Realism and Neo-Liberalism" on e-reserves

Thurs Oct 21: Marxism

Krasner, "Marxist and Liberal Explanations" in IR
Marx and Engels “The Communist Manifesto” excerpts on e-reserves
Wallerstein “World Systems Theory” excerpt on e-reserves

Tues Oct 26: Constructivism **Annotated Bibliography due!!
Wendt “Anarchy is What States Make of It” on e-reserves
Migdal “States in Society”

Thurs Oct 28: Poststructuralism ** QUIZ: The Americas
Mitchell “The Limits of the State” on e-reserves

Tues Nov 2: "Us" and "Them" -- Constructing Identity
Ch. 13 "The Clash of Cultures and Identities" in GPCW

Thurs Nov 4: Feminism
Tickner “Troubled Encounters: Feminism Meets IR” on e-reserves
Peterson “Feminist Theories Within, Invisible to, and Beyond IR” on e-reserves
Ch. 14 "Gender and Global Politics" in GPCW

V. New Issues, New Considerations
Tues Nov 9: Globalization
Ch. 15 “Globalization, Localization, and Politics” in GPCW
Slaughter “The Real New World Order” on e-reserves

Thurs Nov 11: A Global Economy.
Ch. 10 "Managing a Global Economy" in GPCW
Ch. 11 "Poverty and Development" in GPCW

Tues Nov 16: Economic Interdependence.
Friedman “The First Law of Petropolitics” on e-reserves

Thurs Nov 18: Rethinking the Meaning of Security ** QUIZ: Eastern Europe
Ch. 9 "The Problem of Soft Security: Crime, Migration, and Disease" in GPCW

Tues Nov 23: Human Rights ** Final paper due
Ch. 8 “Thy Brother’s Keeper” in GPCW

Thurs Nov 25: Thanksgiving Break!

Tues Nov 30: International Organizations and NGOs
Ch. 7 “Ties that Bind: The Rise of Transnational Institutions” in GPCW
“NGOs and TNCs” on ERes
“The NGO-TNC-State Nexus” on ERes

Thurs Dec 2: The US – a Special Role in International Relations? ** QUIZ: Africa and the Middle East
Rice, Condoleezza “The Promise of Democratic Peace” on e-reserves
Licklider, “Military Occupation and State-Building” in IR
"Democracy: A Global Institution?" in GPCW
"Dictating Democracy" in GPCW

Tues Dec 7 Reading Day

**FINAL EXAM TUES DEC 14 12-3**
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Hollis France  Email: franceh@cofc.edu  Phone: x36324

Department or Program Name: Political Science  School name: HSS
Course Prefix, Number, and Title: POLI 265  International Political Economy

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:

See overall new POLI degree required form

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture  Lab  Seminar  Ind. Study

B. Credit Hours

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.*

The study of International Political Economy (IPE) introduces students to the integral relationship between politics and economics; how politics influences economics and vice versa. As such this course seeks to explore the rules governing global exchange and the winners and losers produced by global economic exchange.

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 200 and 300 level classes. This class is particularly appropriate at the 200 level as it seeks to basically introduce students to the key ideas, concepts and terminology of IPE.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. To demonstrate a generalized understanding of the dynamic relationship between politics and economics globally.</td>
<td>Exams; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>2. To recognize the direct and indirect connections between IPE processes and their daily lives—what it means to live in a globalized world.</td>
<td>Exams; C- necessary to demonstrate successful learning</td>
</tr>
</tbody>
</table>

| 3.                                                                                      |                                                                                                           |
| 4.                                                                                      |                                                                                                           |
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

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

2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces

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

NONE

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

NONE

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/4/11

2. Signature of Academic Dean:

   [Signature]

   Date: 11/4/11

3. Signature of Provost:

   [Signature]

   Date: 11/10/11
4. Signature of Curriculum Committee Chair:

_________________________________ 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 Political Economy (IPE)

Course Description
The study of International Political Economy (IPE) introduces students to the integral relationship between politics and economics, how politics influences economics and vice versa. While it is commonly agreed upon among IPE scholars that both political and economic forces shape the global economy, as political scientist, we are foremost focused on the political foundation upon which the global economy is constructed. As such this course seeks to explore the rules governing global exchange - where do they emerge from? Why are some societal groups winners and others losers when it comes to the rules? How are ideas and interests translated in the political process? What role do rules play in the creation of global institutions: IMF, WB, WTO? Overall this course is concerned with the overarching question "How does politics shape the resource allocation decisions of governments which have implications not just for national, but also global economic exchange?"

Course Learning Outcomes
This course is designed with two primary learning outcomes in mind for students: To demonstrate a generalized understanding of the dynamic relationship between politics and economic globally; to recognize the direct and indirect connections between IPE processes and their daily lives- what it means to live in a globalized world.

Required Texts: Available at the College Bookstore


(Additionally, extra material, such as assignment information and reading materials, will be available on OAKS)

Course Requirements
1. Class Participation counts for 30% of your final grade. 10% counts towards in class written responses to reading assignments, 5% counts towards the policy debate discussion questions due the day of the policy debates in class; and the other 15% counts towards your preparation and participation in the group policy debates (further details on how to prepare and expectations for policy debates posted on OAKS).

2. There will be a Mid-Term exam which will count for 20% of your final grade. There will be approximately four to six questions of which you will be responsible for answering two.

3. Each student will engage in a Research Project which accounts for 30% of your final grade. The main purpose of the research project is for each student to examine the relationship between production and consumption in the global economy. Students will present each of their findings twice during seminar sessions, this will culminate in a final presentation during the last two weeks of class where a synopsis of your entire research project will take place. Further detailed information on what is expected at each step of
this research project can be found on OAKS. (15% -- Written part of research; 10% -- final presentation; 5% -- second seminar presentation in class)

4. There will be a final take home exam which will count for 20% of your final grade. This is due by Friday December 9th via OAKS by 5pm.

** Note: Class begins on time. Students entering class 5 mins after class has began will not be allowed to participate in writing responses to the assigned reading material. There will be no opportunities to make up missed in class writing responses.

** Note: Failure to show up to class on the assigned day for your mid-term exam, without a valid excuse (which is entirely at the discretion of the instructor), will automatically result in an F. Also failure to notify the instructor within 24 hours of your absence from the exam will also result in an F.

** Note: Please ensure that all Laptops, Cell phones, hand-held electronic devices, pagers, and alarms are turned off before entering the classroom. Failure to adhere to this rule will result in you being reported to the Honor’s Board and the possibility of suspension from the College.

** Note: If you have a disability of any kind - learning, physical, psychological - which requires accommodation, please let me know early so that your learning needs can be appropriately met.

** Note: You are expected to keep abreast of "current events and issues": reading the New York Times, USA Today and the Post and Courier (all available in your dorms) should help. I also recommend listening to All Things Considered (4–6.30 pm), Marketplace (6.30–7 pm) and The World (8–9 pm) on National Public Radio (WJWJ-FM 89.9) These programs are also available online at NPR.com

** Note: There will be a series of extra-credit opportunities on campus this semester. Should you be inclined to attend the following are the criteria: (1) summarize briefly what happened or what you did, what you heard or saw or experienced; (2) relate the ideas discussed or portrayed at the event to a class discussion and/or articles read in class; (3) finally you are expected to react to the event by relating your overall impressions, position, and or strengths and weaknesses of the ideas presented. No less than 2 pages no more than 3 pages typed double spaced (with 1 inch margins) will be accepted. For each extra credit assignment you can receive a maximum of 3 points (providing of course you meet all of the requirements). Hence you stand the chance of receiving 6 extra points which will be added on to your final grade at the end of the semester. You may submit extra credit assignment throughout the semester at any time. However, all extra credit submissions must be made by the last day of class. (Events, times and locations will be announced later) If there are events that you think fit this requirement please pass them by me for my approval.


Course Outline (the instructor reserves the right to make changes to this outline)

August

Wednesday - 24th

Introduction

Friday - 26th

Assignment: Oatley, "Preface & Chapter 1"
Rivoli, “Preface & Prologue”

Monday
- 29th
Assignment: Rivoli, “Part 1 King Cotton” Chaps 1 & 2
(Check for discussion questions on OAKS)

Wednesday
- 31st
Assignment: Rivoli, “Part 1 King Cotton” Chaps 3 & 4
(Check for discussion questions on OAKS)

September

Friday
- 2nd
Open Session – Brainstorming for Commodity Chain project

The Political Economy of the World Trade System

Monday
- 5th
Assignment: Oatley Chapters 2

Wednesday
- 7th
Assignment: Oatley Chapter 3

Friday
- 9th
Assignment: Policy Debate 1

Question: “Should the United States pursue free-trade agreements?
Oatley pp: 41-42

Monday
- 12th
Assignment: Rivoli, “Part II Made in China” pp Chaps 5 & 6
(Check for discussion questions on OAKS)

Wednesday
- 14th
Assignment: Rivoli, “Part II Made in China” pp Chaps 7 & 8
(Check for discussion questions on OAKS)

Friday
Monday
-- 19th
Assignment:- Oatley Chapter 4

Wednesday
-- 21st
Assignment:- Oatley Chapter 5

Friday
-- 23rd
Assignment:- Policy Debate 2

**Question:** "Should the U.S. government employ industrial policy to encourage the development of green technology?"

Oatley pp: 98-99

Monday
-- 26th
Assignment:- Rivoli, "Part II: Trouble at the Border" Chaps 9 & 10
(Check for discussion questions on OAKS)

Wednesday
-- 28th
Assignment:- Rivoli, "Part II: Trouble at the Border" Chaps 11 & 12
(Check for discussion questions on OAKS)

Friday
-- 30th
Assignment:- Seminar (Commodity Chain) Historical Pres

---

**October**

Monday
-- 3rd
Assignment:- Oatley, Chapter 6

Wednesday
-- 5th
Assignment:- Oatley, Chapter 7

Friday
-- 7th
Assignment:- Policy Debate 3
Question: "Should the "Washington Consensus" be replaced by the "Beijing Consensus" as a development model?"

Oatley pp: 150-151

Monday
- 10th
Seminar (commodity chain) Historical Pres

Wednesday
- 12th
Seminar (commodity chain) Historical Pres.

Friday
- 14th

Mid-Term

No Class -- Fall Break

The Politics of MNC's in the Global Economy

Oatley Chapter 8

The Politics of MNC's in the Global Economy

Oatley Chapter 9

Monday
- 17th
Assignment:

Assignment:

Friday
- 21st

Assignment:

Question: "How should governments respond to the threat of a "race to the bottom" dynamic that weakens public interest regulations?"

Oatley pp: 199-200

Wednesday
- 26th
Seminar- (commodity chain) Political Pres

Friday
- 28th
Seminar (Commodity Chain) Political Pres

Monday
- 31st
Seminar (Commodity Chain) Political Pres

November

Wednesday
- 2
Seminar (Commodity Chain) Political Pres

Friday
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kea Gorden Email: gordenk@cofc.edu Phone: 843-953-7858

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

Course Prefix, Number, and Title: **POLI 366 changing to POLI 266**, International Diplomacy Studies

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 (attach syllabus)
- [x] Change Number
- [ ] Change Title
- [ ] Change Credits/Contact hours
- [ ] Prerequisite Change
- [ ] Edit Description

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

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

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

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

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

a) [x] Yes [ ] No

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

- Political Science Major/Minor
- INTL LATS

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
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<th>Seminar</th>
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</tr>
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<tr>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

B. Credit Hours

[ ] 3

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

This course investigates the structure, operation, and prospects of international and/or regional organizations such as the United Nations, Organization of African Unity, Organization of American States, Arab League, etc. The class includes participation in international or regional organization models. A minimum GPA of 2.5 is required for participation.

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 Department of Political Science is changing the Prefixes to their Courses to align with larger curricular changes.

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. Demonstrate knowledge of African political systems including their institutions, processes, laws and constitutions and the relations between and among nations.</td>
<td>Students will present to the class their independent research about a specific African country in class each week, which forms the basis of assessment for this Outcome.</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces, especially in diplomatic relations.</td>
<td>The Model is a simulation of real political scenarios and their performance at the Model will provide the basis for their assessment.</td>
</tr>
<tr>
<td>3. Distinguish their own views from those of others and</td>
<td>Students will have to defend the position of the</td>
</tr>
</tbody>
</table>
can defend their own perspective. countries they represent at the Model, and their performance at the simulation will provide the basis of assessment.

4. Demonstrate mastery of the independent research process. In-class presentation of independent research each week will provide the basis of assessment. Students are expected to improve over the course of the class.

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 student learning outcomes articulated for the Department of Political Science by improving students understanding of diverse political situations, reinforcing their ability to articulate and defend their perspectives, and support independent research.

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 will not be any new impact on existing programs or courses.

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

There are no new costs or savings associated with this course.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
2. Signature of Academic Dean: 

[Signature] Date: 11/14/11

3. Signature of Provost: 

[Signature] Date: 11/18/11

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 266 – INTERNATIONAL DIPLOMACY STUDIES: MODEL AFRICAN UNION
Express I, Spring 2011

Dr. Gordon
26 Coming Street, Room 101
Department of Political Science Annex
843-953-7858
gordenk@cofc.edu

Class Meeting Times: Mondays and Wednesdays, 5-7:30
Class Location: Department of Political Science Conference Room

Course Description:
The Model African Union (MAU) is a simulation of the real AU. Universities from North America send student delegations to represent the countries of the African continent. Weeks of preparation culminate in a meeting of the General Assembly where students spend one weekend in Washington, D.C. debating the issues that importantly affect African countries.

This class will prepare the student for this experience. Since each student must be trained to become an expert on particular agenda topics, there is much independent research involved in this class. Students will come prepared to brief the entire delegation each week.


Learning Outcomes
1. Demonstrate knowledge of African political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces, especially in diplomatic relations.
3. Distinguish their own views from those of others and can defend their own perspective.
4. Demonstrate mastery of the independent research process.

Course Materials:
Students will be given a handbook produced by the organizers of the Model African Union. This handbook is full of websites about the African Union, the rules of procedure for the Model, and the embassies and country websites. Students are expected to do independent research about their assigned countries.

Model African Union 2011: Class Agenda

Monday, January 10
Introduction to the AU and Model AU - general discussion and history; assigning of committees and agenda topics; orientation to research for the model; begin research on agenda topics
- Country Parameters: Key political and economic dimensions
- Country Assignments
- Context Assignments

Wednesday, January 12
- Rules/Procedural Briefing
- Botswana/South African and the AU: Country, Region, Continent, World
- Context Reports: Botswana, Precolonial/Colonial
  Namibia, Precolonial/Colonial

Monday, January 17 – NO CLASS

Wednesday, January 19
- Rules/Procedural Briefing
- Delegate/Committee Reports
- Context Reports: Botswana, Nationalism/Independence
  Namibia, Nationalism/Independence

Monday, January 24
- Rules/Procedural Briefing
- Delegate/Committee Reports
- Context Reports: Botswana, Post-colonial (Political)
  Namibia, Post-colonial (Political)

Wednesday, January 26
- Rules/Procedural Briefing
- Delegate/Committee Reports
- Context Reports: Botswana, Post-colonial (Economic)
  Namibia, Post-colonial (Economic)

Monday, January 31
- Rules/Procedural Briefing
- Committee Briefings: Crisis/Peace and Security

Wednesday, February 2
- Simulated Meeting
- Committee Briefings: Social/Economic/Union Government

Monday, February 7
- Simulated Meeting
- Resolution First Draft: Peace and Security/Social

Wednesday, February 9
- Resolution First Draft: Economic/Union Government
  Crisis Briefing

Monday, February 14
- Resolution Second Drafts (All)
  (Delegations Meet Separately)

Wednesday, February 16
- Simulated Meeting (Final)
- Resolution Third Drafts (All)
  (Delegations Meet Separately)

Monday, February 21
- Resolutions (Final Drafts)
- Crisis (Final Briefing)
Wednesday, February 23
Travel to Washington: Depart Department of Political Science at 5:30 am
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science     School name: HSS

Course Prefix, Number, and Title: POLI 292: Topics in Gender, theory and 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
☐ 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
Political Science Minor
Womens and Gender Studies Major
Womens and Gender Studies minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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</tr>
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</table>

B. Credit Hours

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 class focuses on the intersections of issues of gender, political theory and the law. Topics might include sexual harassment, poverty, and discrimination. Course can be repeated if the topic changes.

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

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 course will count for the Politics of Ideas subfield. This course was moved from the 300 level and made into a topics in course. The move from the 300 to the 200 level was to recognize that the topics usually include new bodies of knowledge to which the students will be introduced, and multiple lenses through which to look at those issues. The shift from the particular course on sexual harassment to the topics in allows the department to a vehicle for more faculty to offer the course under different topics.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</tr>
<tr>
<td>1. Demonstrate knowledge of the issue around which class is organized (e.g. sexual harassment)</td>
<td>Response papers, exams, class discussion</td>
</tr>
<tr>
<td>2. Analyze legal cases</td>
<td>Exams, papers</td>
</tr>
<tr>
<td>3. Apply theoretical frameworks to new issues.</td>
<td>Papers</td>
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<tr>
<td>4.</td>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
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.

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.

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: 11/11/11

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 292
Topics in Gender, Theory and Law
Sexual Harassment

This course uses sexual harassment as a lens through which to view the interaction between theory and practice. How do we think about gender, sexuality, work, agency, respect? How do these ideas inform laws and policies in workplaces and schools? We will explore how it is that sexual harassment came to be seen as wrong, what kinds of arguments have been put forward about the nature and extent of its wrongness, and to what sorts of relations sexual harassment applies.

We will look at sexual harassment theoretically, legally, politically and empirically. You will read court cases, philosophical arguments, legal theories, empirical studies and political analyses all centering around sexual harassment. At the end of the course students will be able to demonstrate knowledge of the issue of sexual harassment. Students will analyze cases and situations from multiple perspectives. Students will apply theoretical frameworks to sexual harassment cases.

Students will be expected to write two short response papers and one long paper analyzing a recent sexual harassment case. Papers are described in more detail at the end of the syllabus. There are also two exams and I expect active participation.

The court cases that we read can all be accessed through the Westlaw database, available either from the library database page or from the course lib-guide. Use the case number provided to find the reading. Other readings are either from the books noted below or are on e-reserve. The e-reserve password for this class is quidproquo.

**Required Books:**  
Catherine MacKinnon (Ed.)  
Catherine MacKinnon  
Carrie Baker  
James Gruber and Phoebe Morgan (Eds)  

**Directions in Sexual Harassment Law**  
The Sexual Harassment of Working Women  
The Women’s Movement Against Sexual Harassment  
In the Company of Men: Male Dominance and Sexual Harassment

**Course requirements**

2 exams 15% each  
2 short papers (2-3 pages) 10% each  
1 long paper (18-20 pages) 30%  
(includes proposal and rough draft) 5% each  
Class participation 10%

August 26: Intro  
August 28: Directions, Introduction, pp. 1-43
Early Cases
August 31: 
Title VII of the Civil Rights Act. (EEOC webpage).

September 2: 
Carrie N. Baker, The Women's Movement Against Sexual Harassment (WMASH), Intro, Chs 1-2

Theoretical Background
September 4: 
Charles Taylor, “The Concept of a Person”

September 7: 
Hannah Arendt, selections from “Labor” in The Human Condition

September 9: 
Michael Walzer, selections from “Office” and “Work” in Spheres of Justice

September 11: 
“Equality,” selections from Living with Contradictions, ed. Alison Jaggar. On electronic reserve

Law and Policy against Sexual Harassment
September 14: 
Williams v. Saxbe (413 F. Supp. 654). Henson v. City of Dundee (682 F. 2d 897)
September 16: 
WMASH, Ch. 3
September 18: 
WMASH, Chs. 4-5

September 21: 
WMASH, Chs. 6-7
September 23: 
WMASH, Ch. 8
September 25: 

September 28: 
Exam

Constructing a Theory
September 30: 
Catherine MacKinnon, Sexual Harassment of Working Women
Introduction and Women’s Work (Chs 1-2 in SHWW)

October 2: 
Andrea Dworkin, “What Feminist Jurisprudence Means to me” and Calabresi, “Perspectives on Sexual Harassment Law,” Directions

October 5: 
Catherine MacKinnon, The Sexual Harassment of Working Women (SHWW), Chs.3-4

October 7: 
SHWW, Ch. 5
October 9: 
Harris v. Forklift (510 U.S. 17)

October 12: 
No Class, Fall Break
October 14:  SHWW, Chs. 6, 7, appendix A and B  
Afterword to Directions  
Paper Proposals Due

October 16:  Exam

October 19:  In the Company of Men (ITCOM) Beth Quinn, “Toward a  
Criminology of Sexual Harassment” (Ch. 2)
October 21:  ITCOM, Dave Baigent, “Fitting In: The Conflation of Firefighting,  
Male Domination, and Harassment” (Ch. 3)
October 23:  ITCOM, Kristen Yount, “Sexualization of Work Roles Among  
Men Miners: Structural and Gender-Based Origins of  
‘Harazzment’” (Ch. 4)

October 26:  ITCOM, Melissa Sheridan Ember-Herbert, “A Missing Link:  
Institutional Homophobia and Sexual Harassment in the U.S.  
Military” (Ch. 10)
October 28:  ITCOM, Carrie N. Baker, “Blue-Collar Feminism: The Link  
Between Male Domination and Sexual Harassment” (Ch. 11) and  
Carla Correro, “The Architecture of Sexual Harassment” (Ch. 12)

October 30:  No Class, SUS conference

November 2:  Judith Resnick, “From the Senate Judiciary Committee to the  
Country Courthouse: The Relevance of Gender, Race, and  
Ethnicity to Adjudication” and Anita F. Hill, “Marriage and  
Patronage in the Empowerment and Disempowerment of African  
American Women” on e-reserve

November 4:  Adrienne Davis, “Slavery and the Roots of Sexual Harassment”  
and Tanya Kateri Hernandez, “The Racism of Sexual Harassment,”  
in Directions

November 6:  ITCOM, NiCole T. Buchanan “The Nexus of Race and Gender  
Discrimination: Racialized Harassment of African American  
Women” (Ch 13)

November 9:  Oncale v. Sundowner (523 U.S. 75)
November 11:  William N. Eskridge, “Theories of Harassment ‘Because of Sex’”  
and Katherine M. Franke, “What’s Wrong with Sexual  
Harassment?” in Directions.

November 13:  In the Company of Men, Margaret Stockdale, “The Sexual-  
Harassment of Men: Articulating the Approach-Rejection Theory  
of Sexual Harassment” and Michael Kimmel and Tyson Smith,  
“The ‘Reasonable Woman’ and Unreasonable Men: Gendered  
Discourses in Sexual Harassment Litigation” (Ch 6, 7)
November 16: Doe v. City of Belleville (119 F.3d 563)
           Rene v. MGM Grand Hotel (305 F.3d 1061)
November 18: Janet Halley, “Sexuality Harassment” and Marc Spindelman,
           “Discriminating Pleasures” in Directions

           SH in Schools
November 20: Davis v. Monroe County Board of Education (526 U.S. 629)
           Rough Drafts Due

November 23: Deborah Rhode, "Sex in Schools: Who's Minding the Adults?"
           Ann Sclaes, "Nooky Nation" in Directions
November 25: No Class, Thanksgiving
November 27: No Class, Thanksgiving

           Rethinking SH
November 30: Kathryn Abrams, “Subordination and Agency in Sexual
           Harassment Law” in Directions
           Peer editing due

December 2: Robin West, "Unwelcome Sex: Toward a Harm-Based Analysis"
           in Directions.

December 7: Ocheltree v. Scollon (335 F. 3d 325)

December 9: Final Paper Due by 4pm in my office
Short Papers

There are two short papers due. Instead of set due dates you will hand the first in by September 16 (meaning any class date up to and including 9/16) and the second by October 28 (meaning any class time between 9/16 and 10/28). For each short paper you will focus on the reading for the day on which you turn in the paper. These papers should be 2-3 pages, double-spaced. Response papers can be done in one of the following ways:

1) Passage explication. Frame your response around a key passage in the reading. Explain the passage. Relate that explanation to the theme of the reading as a whole or explain the ways in which that passage reflects a key argument. Or use the passage to highlight something you find confusing or problematic about the reading.

2) Relate the reading to an earlier reading or class discussion. Explain how this reading responds to or furthers that earlier discussion. Use specific examples from the reading you are discussing and from the earlier reading or discussion.

3) Relate the reading to something you have read or seen outside of class. Explain how the reading illustrates this incident or issue in a wider setting – readings in the newspaper or other media, an experience on campus or off, a conversation with a family member or friend. Again, be specific about how the reading relates and explain how the argument in the reading might be used to analyze the event.

Long Paper

Choose a recent (last five years) case that illustrates the issues that arise from sexual harassment in a particular setting or under a particular scenario. For example, sexual harassment in the military, in police or fire departments, in high schools, religious institutions, restaurants, other countries or in a particular circumstance: women sexually harassing men, children sexually harassing one another, sexual harassment of minorities, etc.

The papers should aim to do three things:

1) Explain the setting of your sexual harassment case, taking into consideration any issues particular to that setting.

2) Explain the case itself – what happened, how was it decided, what principles were used in the decision

3) Analyzing the meaning of the case – why does it matter? What does it illustrate about sexual harassment? Was it correctly decided? Why or why not? How might one of the legal theorists we have read interpret this decision?
The paper proposals for these projects (this includes both the case that you will use and the area of concern), are due on **October 14 in class.** A rough draft of the paper is due **November 20 in class.** You will be doing peer reviews of these papers so bring two copies of the paper in on **November 20.** The review of your peer’s paper is due **November 30.** The final paper is due **December 9 by 4pm** in my office.

Citations from authors and articles we have read can be given parenthetically after any quotation or paraphrasing using the page number of the text. **Papers must** be cited in full in accordance with the rules set out in the political science guidelines (available online at [http://www.polisci.eo.uc.edu/PDF/POLSCitationGuide5-16-6.pdf](http://www.polisci.eo.uc.edu/PDF/POLSCitationGuide5-16-6.pdf)). Any failure to cite outside materials used for papers in this class is considered plagiarism. Plagiarism is pretending as if the words and ideas of another are in fact yours. This includes a failure to use quotations, a failure to indicate when you are paraphrasing, the failure to give credit to the author whose ideas you are using and the purchasing or copying of papers or portions of papers, from the Internet. Plagiarism is a violation of the Honor Code and will be treated as such. Any student who plagiarizes in this class will be turned in to the Honor Board and will fail the class.

**Guidelines for Class Discussion**

This is a class where lots of people have lots to say and the material we will read and discuss involves scenarios and language that may make some people uncomfortable. So I think it is important to set out a few rules:

1) There will be disagreement

2) Given that there will be disagreement we must agree to listen when someone is speaking: **No Sidebar Conversations**

3) Everyone will get a chance to speak their mind; but everyone will not get a chance to **always** speak their mind **all the time**

4) Given that there will be disagreements, try to express your opinions in a way that reflects the ideas at hand and not the personalities of your colleagues.

5) There is no reason for any racist, sexist, homophobic or otherwise bigoted commentary

6) Please talk to me if you are uncomfortable about the material we are discussing or the nature of our discussions.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Philip Jos  Email: josp@cofc.edu  Phone: 3-5704

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 293  Ethics 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 2013

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?

☐ Yes  ☒ No

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

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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.

Examines the relationship between ethics and politics by exploring ethical issues that arise in public life, including corruption, lies and deception, and organizational dissent. The political, philosophical, and psychological dimensions of these choices are assessed.

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<td>1. Demonstrate an understanding of various theoretical perspectives on ethical responsibilities in public life.</td>
<td>Exams (2)</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of common ethical problems that arise in contemporary politics.</td>
<td>Exams</td>
</tr>
<tr>
<td>Film papers (2)</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate an understanding of the components of sound ethical judgment.</td>
<td>Exams (2)</td>
</tr>
<tr>
<td>Application paper and presentation (1)</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate an understanding of the social, psychological, and organizational pressures that can undermine sound ethical judgment.</td>
<td>Exams (2)</td>
</tr>
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<td>Application paper and presentation (1)</td>
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</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?

Program Learning Outcome 1-Identify and explain major political philosophies. (reinforces understanding of normative concepts introduced in 100 level course)
Program Learning Outcome 3-Demonstrate knowledge of behavior in political roles. (Introduces social-psychological literature applied to ethical decision-making)
Program Learning Outcome 5-APplies theories and concepts to new situations (Via contemporary examples and case studies)
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.


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.


IX. APPROVAL AND SIGNATURES

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

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

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

4. Signature of Curriculum Committee Chair:
   
   Date:

5. Signature of Faculty Senate Secretary:
   
   Date:

Date Approved by Faculty Senate: ____________________________

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

The common perception of politics is that if you are going to succeed you can’t afford to worry about acting ethically. Politics is often regarded as a dirty, inevitably corrupt undertaking, which leaves all of us non-politicians free to be cynical (“they’re all crooks anyway”) and to feel good about ourselves (they are the one’s behaving badly because they are irresponsible).

But this just won’t do. The fact is that we can identify scandalous, illegal, and unethical behavior precisely because there are some shared standards for public service, standards that most citizens (and judges) insist on. Even in the rough and tumble world of politics some act responsibly while others do not. Some who behave badly are oblivious to common ethical standards because they are selfish, greedy, and intoxicated by power; others are people who are no more or less sinister than anybody else but make bad choices under pressure. Many times acting in an ethically responsible manner means choosing one principle over another, and perhaps doing harm to avoid a greater harm.

Just as importantly, “politics” is not just what elected officials do. Most of us during the course of our lives will occupy many public roles that entail ethical responsibilities as students, members of community service groups, and in our professional lives as teachers, attorneys, engineers, accountants, etc.

In all of these settings it is important to ask questions like: On what foundation do our judgments about right and wrong rest? What does it take to make responsible decisions even when those around you disapprove? How can we reach judgments when values and principles conflict? What does it mean to demonstrate moral integrity? How do we balance our obligations to the institutions with our ethical principles? What kinds of psychological, social, and organizational pressures can undermine sound judgment?

LEARNING OUTCOMES

Students will demonstrate:

- An understanding of various theoretical perspectives on ethical responsibilities in public life.
- An understanding of common ethical problems that arise in politics.
- An understanding of the components of sound ethical judgment.
- Understanding the social, psychological, and organizational pressures that can undermine sound ethical judgment.

READING MATERIALS

All of the following are available in the College Bookstore.

CONDUCT OF THE COURSE AND METHOD OF EVALUATION

Percent of Grade

Exam #1 ................................................................. 25%
Film Paper 1 ......................................................... 10%
Film Paper 2 ......................................................... 10%
Application Paper and Presentation ..................... 20%
Final Exam ............................................................. 25%
Attendance/Participation ...................................... 5%
Bonus ................................................................. 5%

Examinations. Each exam will include essay questions, discussion questions and more narrowly focused questions. Each exam will be based on lectures, class discussions, and required reading. Not all readings will be extensively discussed in class. Because you are nonetheless responsible for this material you should keep up with the reading and raise questions about points you do not understand. Take home essay assignments and papers must be typed (double-spaced, margins 1 inch or less, font 12 pt or 11 pt).

Film Papers. Each paper will identify, explore, and analyze key themes and questions raised by a contemporary film. These are not movie reviews, nor are they summaries; instead you must analyze the questions and issues raised by the film in light of class readings and materials. Papers must conform to the Departmental referencing guide and will be graded on content, clarity of argument, your use of concepts and ideas introduced in class and in required readings, organization, grammar, and style. Approximate length: 5-6 pages (typed, double spaced).

Application Paper and Presentation This paper and presentation assignment requires applying concepts developed in class and in course readings to the recent history of American policy and practice with respect to torture and the treatment of detainees. That history is told by Jane Mayer in her book, The Dark Side. The book provides a rich portrait of various decision makers and makes use of a wide range of interviews and documents. We will use this book not so much as a foundation for debating policies dealing with the treatment of detainees, but as a window into how different individuals responded to the ethical and personal challenges they confronted. Later in the semester I will develop a half dozen or so topics from which you can choose. Some of these topics will focus on particular decision-makers, some on issues confronted by a number of decision-makers, but all will require you to make use of relevant course readings in your analysis. Papers (approximately 8-10 pages in length) must conform to the Departmental referencing guide (attached) and will be graded on content, clarity of argument, organization, grammar, and style. The course outline specifies dates on which you will be expected to present a short summary of your analysis to the class.
Attendance/Participation. The success of the course depends in large part on the students completing the assigned reading and coming to class prepared to discuss the issues that they raise. Adequate performance on exams and paper assignments depends on a knowledge of the required reading and materials presented in class. Occasional quizzes may be used as one way of fostering such preparation and performance on such quizzes may be used as one means for determining this part of your grade.

Exam Bonus. The value of your highest exam grade will be increased by five percentage points at the end of the semester.


Deadlines and expectations are subject to change but adequate notice of such changes will be given. If you are in the SNAPS program or have other special needs please let me know during the first week of class.

Make ups and Honor Code
No make-up exams will be given unless the student presents a written, bonafide excuse. In addition, the student must notify me of the difficulty before the end of the exam day (if you cannot reach me leave a phone message or email), and agree to take a make-up no later than 3 days after the scheduled exam.

The following rules will be strictly enforced during exams:

(1) All books, notebooks, and other personal effects must be kept under the desk and out of sight.
(2) No paper other than the exam sheet and a bluebook (provided) can be used during the exam.
(3) No one will be permitted to take an exam if they arrive more than 30 minutes late.
(4) No one will be permitted to leave the room during the exam.
(5) Any student caught cheating will receive an "F" on the exam and will be immediately reported to the College's Judicial Board.

Also, students who observe others in class cheating are encouraged to bring any such cases before the College's Judicial Board. If, however, a student wishes to report an incident of cheating directly to me, our discussion will be kept in confidence.

COURSE OUTLINE AND READING ASSIGNMENTS

8/25 Required Reading: None.

I. ETHICS, ETHICAL THEORY AND ETHICAL JUDGMENT

8/27 Introduction: Ethics and Meta Ethics

Reading: Weston, A Practical Companion, ch. 1 (11)
        Bok Lying ch. 1 and 2 (28).

9/1 Appeals to Authority

Reading: Weston, A Practical Companion, ch. 2 (15).

9/3 Rules and Rule Based Theories

Weston, A Practical Companion, ch. 3 and 4 (36).
Bok, Lying, ch. 3 (15)

9/8 Assessing Consequences

Reading: Bok, Lying, chapter 4 (24).

9/10 Character Ethics: Reason, Habit, and Virtue

Weston A Practical Companion, ch. 5 (16).

9/15 Spiritual Groundings for Ethical Judgments

Reading: M. Sandel, The Case Against Perfection, ch 1 and 2 (44).

9/17 Spiritual Groundings for Ethical Judgments

Reading: M. Sandel, The Case Against Perfection, ch 3, 4, 5 (56).

9/22 Ethical Responsibility


9/24 EXAMINATION #1 (includes Take Home Essay)

9/28 (Monday) Take home essays due by 4 pm.

II. THREATS TO SOUND JUDGMENT: CONFORMITY, SELF-DECEPTION, AND THE TEMPTATIONS OF POWER

9/29 Conformity 1

Reading: Cass Sunnstein, Why Societies Need Dissent, Introduction, ch. 1, 2, 3 (62).

9/30 (Wed 7 pm) Film

10/1 Conformity 2

Reading: Cass Sunnstein, Why Societies Need Dissent, Introduction, ch. 4, 5, Epilogue (70).

10/6 Film Paper #1 Due (Discussion)

10/8 Self deception 1

Reading: Bok. Lying, ch. 6 (pp. 73-89).
Tavris and Aronson “Knaves, Fools, Villians, and Hypocrites,” pp. 1-10 in Carol Tavris and Elliot Aronson Mistakes Were Made (But Not By Me) Harcourt Inc. 2007. (ER)
10/13 NO CLASS: FALL BREAK

10/14 (Wed) 7 pm Film

10/15 Self deception 2


10/20 Temptations of Power 1


10/22 Temptations of Power 2

Reading: TBA.

10/27 Film Paper #2 Due (Discussion)

III. ETHICAL JUDGMENT IN PUBLIC LIFE: LIES, BULLSHIT, DIRTY HANDS, WHISTLEBLOWING

10/29 Lies “For the Public Good”

Reading: Bok, Lying, Ch. 7, 8, 12. (pp. 90-122; 165-181)

11/3 Bullshit

Reading: Harry Frankfurt On Bullshit, entire.

11/5 The Problem of Dirty Hands


11/10 Exit, Voice, and Loyalty Decisions 1


11/12 Exit, Voice, and Loyalty Decisions 2

Reading: None (finish The Dark Side if you haven’t already)

11/17 The Dark Side/Application Paper Discussion

Reading: None. (finish The Dark Side if you haven’t already)
11/19 No Class (working on Dark Side papers)

11/24 Application Paper and Presentations

11/26 NO CLASS: THANKSGIVING

12/1 Application Paper and Presentations

12/3 Application Paper and Presentations

12/10 (Thurs) 8-11 am FINAL EXAMINATION
Three Course Themes:

(1) moral character and the capacity for making good ethical decisions

- Rachels (all theories discussed require judgment but “virtue ethics” emphasizes it most)
- Weston (he focuses on the actual practice of ethical decision making, providing insight into what kinds of skills and habits can assist sound decision making and some common patterns that can limit or ability to make sound ethical decisions).
- Class Materials (among other things we summarized specific elements of character)

(2) how sound ethical judgment can be undermined/compromised

- Sunstein (discusses many different, distinctive forms of “conformity”)
- Tavris and Aronson/Martin (discuss many different patterns of self justification and self deception)
- Dobel (identifies specific “temptations of power”)
- Class Materials (we worked on applying these ideas to a variety of examples and settings)

(3) common moral problems in public life

- Bok (lies for the public good)
- Thompson (dirty hands)
- Sunstein and CQ (whistleblowing)
- Class Materials (we worked on applying these ideas, and discussed whistleblowing as part of a larger set of exit-voice-loyalty options).

Three Paper Topics

(1) Analyze the behavior and decision making of Alberto Gonzalez. What ethical choices does he face? What is his response to these choices? What is it about his background, his personality, and the environment in which he operates (his power position related to peers and superiors, organizational pressures and influences) that explains the choices he made or avoided making? Could he have made better decisions and choices? What should he have considered that he failed to consider and what might have been a better course of action? To what extent do you believe he made good decisions.

(2) Analyze the behavior and decision making of Alberto Mora. What ethical choices does he face? What is his response to these choices? What is it about his background, his personality, and the environment in which he operates (his power position related to peers and superiors, organizational pressures and influences) that explains the choices he made or avoided making? Could he have made better decisions and choices? What should he have considered that he failed to consider and what might have been a better course of action? To what extent do you believe he made good decisions.

(3) Analyze the behavior and decision making of Jack Goldsmith. What ethical choices does he face? What is his response to these choices? What is it about his background, his personality, and the environment in which he operates (his power position related to peers and superiors, organizational pressures and influences) that explains the choices he made or avoided making? Could he have made better decisions and choices? What should he have considered that he failed to consider and what might have been a better course of action? To what extent do you believe he made good decisions.
One Fantastic Assignment

The Application Paper and Presentation assignment (approximately 8-10 6-8 pages in length) will be graded on the basis of:

- your use of concepts and ideas from the readings and class materials
- quality of analysis
- clarity of argument
- organization, grammar, and style
- compliance with the Departmental referencing guide
- presentation of your ideas in class
- attendance and discussion of presentations of others

The Schedule is as follows:

11/19 (Thurs) No Class (working on Dark Side papers)

11/24 (Tues) In Class: Working on Dark Side Papers

8:10-8:30 Gonzalez Group

8:30-8:50 Mora Group

8:50-9:15 Goldsmith Group

11/26 NO CLASS: THANKSGIVING

12/1 8-8:25 Class Evaluations

8:25-9:10 Gonzalez Presentation and Papers

12/3 Application Paper and Presentations

8-8:35 Mora Goldsmith Presentation and Papers

8:40-9:15 Goldsmith Presentation and Papers