FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 340 Politics of Latin America

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

NEW COURSE

☑ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number

☐ Change Title

☐ Change Credits/Contact hours

☐ Prerequisite Change

☐ Edit Description

DELETE COURSE

☐ Re-activate Course

☐ Delete Course

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

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

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

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

None

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

a) ☑ Yes  ☐ No

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

Political Science Major and minor
LACS Major and Minor
INTL Major and minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  

Lecture  3  
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.

Politics of Latin America surveys political and related economic and social dynamics in Latin American nations.

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 321

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
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<th>Student Learning Outcomes</th>
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</tr>
<tr>
<td>1. Students will demonstrate the ability to produce reasoned critiques of social science literature by being able to identify the thesis of a work and formulate their own evaluations of it and defend their positions.</td>
<td>Writing Assignments – five critical reviews of class readings.</td>
</tr>
<tr>
<td>2. Students will be able to recognize at least two approaches to the study of historical and contemporary Latin American political and economic development and compare and contrast them.</td>
<td>Writing Assignments – five critical reviews of class readings.</td>
</tr>
<tr>
<td>3. Students will be able to relate and analyze Latin America’s two century long struggle with authoritarianism and explain and assess the establishment of democratic regimes in the late 20th century throughout the region.</td>
<td>Writing Assignments – five critical reviews of class readings.</td>
</tr>
<tr>
<td>4. Students will be able to analyze and evaluate current Latin American political events and relate them to the approaches to Latin American development studied in class.</td>
<td>News project – group project presenting in class oral reports on current Latin American political or economic issues.</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.
3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers
6. Apply theories and concepts to new situations

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

None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]
   Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature]
   Date: 11/4/11

3. Signature of Provost:

   [Signature]
   Date: 11/6/11

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.
POLITICS OF LATIN AMERICA

Latin America is one of the most dynamic regions of the world. Military coups, revolutions, guerrilla wars, drug wars, migration and immigration, financial crisis, dramatic growth, and dictatorship make its politics confusing to the average North American observer. In this course we will try to cut through some of this confusion by considering a number of classic and contemporary approaches to the study of Latin American political and economic development. Both historical and contemporary political and economic development will be examined in an effort to ascertain the progress and direction of this crucial area of the world. Of particular interest to us, given recent developments in the political and economic spheres, will be the questions of democracy and the resistance to neoliberal economic policies in Latin America. This semester’s focus will be on Latin American social movements.

Learning Outcomes

1. Students will demonstrate the ability to produce reasoned critiques of social science literature by being able to identify the thesis of a work and formulate their own evaluations of it and defend their positions.
2. Students will be able to recognize at least two approaches to the study of historical and contemporary Latin American political and economic development and compare and contrast them.
3. Students will be able to relate and analyze Latin America’s two century long struggle with authoritarianism and explain and assess the establishment of democratic regimes in the late 20th century throughout the region.
4. Students will be able to analyze and evaluate current Latin American political events and relate them to the approaches to Latin American development studied in class.

CRITICAL REVIEWS
Each student will write a critical review of one reading selection in TOPICS I, III, II, IV, and V. Each essay must be a minimum of 3 pages.

LATIN AMERICA CURRENT NEWS PROJECT
Groups of 3-4 students will be responsible for making an oral report on one important current news-story taken from the Latin American press. Online Latin American newspapers are available at http://www.newspapers.com/ and http://onlinenewspapers.com/ and http://www.thepaperboy.com/ in Spanish, Portuguese, and English. News stories should have some current political or economic import. Groups will give a presentation summarizing the article and analyzing the story. Groups will always report on a Wednesday of the week and distribute copies (or the URL) of the article on the Monday before. A signup sheet will be circulated the second week of classes.

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 or University Bookstore. Articles marked with an asterisk (*) are available in a packet at SAS/E on Calhoun
**Electronics Policy**
All laptops, ipods (or equivalent), and cell phones must be turned off during class time. If you must have your cell phone on for emergency purposes it must be set to vibrate only and put away out of sight. Papers may not be submitted by email unless cleared with me first.

**Paper submissions**
Papers should be be handed to me at the appropriate time when they are due unless otherwise directed. YOU are responsible for making sure I received your paper on time.

**Exams** - There will be one in-class Latin America geography exam.

**Critical Reviews** - see page one. The assignment will be further discussed in class.

**PLAGIARISM**
Plagiarism is considered the worst academic offense. It will lead to failure in this course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.

Plagiarism is the verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

Borrowing without acknowledging the source.

Paraphrasing the thoughts of another writer without acknowledgment. Allowing any other person or organization to prepare work which one then submits as his/her own.

**OFFICE HOURS**
Formal office hours will be:
Monday Wednesday - 3:00 - 5:00 and by appointment

**THE FINAL GRADE WILL BE COMPUTED AS FOLLOWS:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Critical Review I</td>
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<tr>
<td>Critical Review II</td>
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<td>Critical Review III</td>
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<td>Critical Review IV</td>
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<tr>
<td>Critical Review V</td>
<td>13%</td>
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<tr>
<td>News Project</td>
<td>15%</td>
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<tr>
<td>Geography Exam</td>
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<tr>
<td>Participation in class discussion</td>
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<tr>
<td><strong>Total</strong></td>
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**GRADES**

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<td>A-</td>
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**Deadlines** - Will be established during the first week of class. Failure to meet deadlines without a legitimate excuse will result in a failing grade.
Street (near Pitt Street).

Peter Klaren & Thomas Bossert. Promise of Development. Westview Pr.


*David Collier. "Overview of the Bureaucratic-Authoritarian Model."

*D.C.M. Platt. "Dependency and the Historian: Further Objections"
*Cathy Schneider. "Chile: The Underside of the Miracle"
*Barbara Briggs & Charles Kemaghan. "Haiti: A Sweatshop Model of Development"
*Jan Knippers Black. "For Richer and Poorer: South America's Tenuous Social Truce"
*Jorge Neff. "Demilitarization and Democratic Transition in Latin America"
*Fidel Castro, "Neoliberalism, Global Inequality, and Irreparable Destruction of Our Natural Habitat"

*John Weeks, "The Contemporary Latin American Economies: Neoliberal Reconstruction"
*Carlos Vilas, "Economic Restructuring, Neoliberal Reforms, and the Working Class in Latin America."

*Daniel Hellinger, "Venezuela"
*Julia Buxton, "Venezuela's Contemporary Political Crisis in Historical Context"

TOPICS

I. INTRODUCTION: A DISTINCT POLITICAL TRADITION? - CONQUEST.


READ: *Harrison "The Roots of Divergence: Anglo-Protestant vs Ibero-Catholic Culture"

*Burns, "The 19th Century: Progress and Cultural Conflict."
*Burns, "The Elite Preference for Progress"

II. LATIN AMERICA AND THE WORLD CAPITALIST SYSTEM. Modernization theory vs dependency theory. Dependency theory vs. mode of production theory. Latin America as a victim of European and U.S. capitalist expansion. Dependent capitalism or underdeveloped capitalism?? Is there an alternative? - socialism and Latin America. (approx 3 weeks)

READ: Silvert, "Politics of Social and Economic Change in Latin America" (in Klaren)
Frank, "The Development of Underdevelopment" (in Klaren & Bossert).
Laclau, "Feudalism and Capitalism in Latin America" (in Klaren & Bossert).
*Platt, "Dependency and the Historian: Further Objections"

III. POLITICAL STABILITY IN LATIN AMERICA - DICTATORSHIP TO DEBT - CRISIS AND AUTHORITARIANISM? The middle class, the military, and democracy. The rise of the masses. U.S. perceptions and disappointments. Bureaucratic-Authoritarianism and the rise of Latin American "new" democracies. (approx 2.5 weeks)

READ: *Collier, "Overview of the Bureaucratic-Authoritarian Model"
*Eduardo Galeano, "The Dictatorship and its Aftermath: The Secret Wounds"
*Jorge Neff, "Demilitarization and Democratic Transition in Latin America"
*Sarlo, "Argentina Under Menem: The Aesthetics of Domination"

IV. DEBT, DEVELOPMENT AND UNDERDEVELOPMENT. The Latin American Debt Crisis. The International Banks, the World Bank, the IMF, and the selling of Latin America. Neoliberalism and privatization - a new development model or a new model of underdevelopment? (approx 3 weeks)

READ: *Fidel Castro, "Neoliberalism, Global Inequality, and Irreparable Destruction of Our Natural Habitat" (Message to the 11th United Nations Conference on Trade and Development)
*John Weeks, "The Contemporary Latin American Economies: Neoliberal Reconstruction"
*Carlos Vilas, "Economic Restructuring, Neoliberal Reforms, and the Working Class in Latin America"
*Collins & Lear, "The Privatization of Social Security"
*Schneider, "Chile: The Underside of the Miracle"
*Briggs & Kernaghan, "Haiti: A Sweatshop Model of Development"
*Black, "For Richer and Poorer"

V. SPECIAL FOCUS: Latin American Social Movements. The new "revolution" in Latin America? Grass roots, participatory democracy and the Gramscian approach to social revolution (approx 2.5 weeks)

READ: *Daniel Hellinger, "Venezuela"
Latin American Social Movements
Chapts. 3, 5, 7, 10, 15 and 20

Class format - Lectures will be combined with extensive class discussion. In addition to class materials, current events in Latin America will be discussed. The success of this course depends upon your active participation!!

Attendance
Attendance is mandatory. More than five un-excused absences will produce a grade of "F" (since only I can excuse you, check with me first)
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: POLS 322 changing to POLI 342, Politics of Africa

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  ☐ Delete Course
☐ Change Credits/Contact hours  ☐ Prerequisite Change
☐ 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: 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) ☐ 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

<table>
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<tr>
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<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>3</td>
<td></td>
<td></td>
</tr>
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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.

Politics of Africa surveys political and related economic and social dynamics in selected African nations.

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 write three papers that demonstrate their understanding of specific African nations.</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces, especially in African countries.</td>
<td>The three papers and a presentation at the end of class will provide the basis of assessment for this Learning Outcome.</td>
</tr>
<tr>
<td>3. Distinguish their own views from those of others and can defend their own perspective.</td>
<td>Students will engage in classroom discussions where they will debate and discuss the differences in African political realities, providing the basis for assessment.</td>
</tr>
<tr>
<td>4. Demonstrate mastery of the independent research</td>
<td>This will be assessed by the case study papers they</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?

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:

   [Signature]

   Date: 9/4/11

2. Signature of Academic Dean:
3. Signature of Provost:

__________________________ Date: ____________

4. Signature of Curriculum Committee Chair:

__________________________ Date: ____________

5. Signature of Faculty Senate Secretary:

__________________________ Date: ____________

Date Approved by Faculty Senate: ________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 342: Politics of Africa
Fall 2011, 4-5:15pm  Maybank 111

Instructor: Dr. Kea L. Gorden, gordenk@cofc.edu
Office Hours: Tuesday and Thursday, 11-1
Office Location: 25 Coming Street, Room 101 (Political Science Annex)

COURSE DESCRIPTION:
Routinely, conversations held in mainstream public discourse depict "Africa" as a homogenous place stuck in a cycle of poverty, violence and disease. Popular journals and films reinforce the idea that African politics is characterized by heads of state that prey upon their populations at worse, or benignly neglect them at best. The resulting myths and obfuscations of African realities not only maintain a highly problematic level of ignorance on the part of many Americans of the diversity and dynamic changes occurring on the Continent, but also reinforce the marginalization of African peoples and places in terms of foreign direct investment and global institutional involvement. In other words, our ignorance has implications for the future of African affairs: our realities are linked.

This course begins by examining common misrepresentations of Africa, and then considers the historical interactions of African peoples and Europeans—the implications of slavery, colonialism, and imperialism for African political and economic development. The later half of the class explores post-colonial efforts at economic and state development and the current challenges that face African states and civil society. Topics of analysis include colonialisms and decolonizations, global political economy and labor, international development, militarization and global security, and economies of violence and transnational justice.

LEARNING OUTCOMES:
1. Identify common misconceptions about "African politics" while understanding the complexities associated with reaching a commonly accepted definition of the term.
2. Improve student’s understanding of how comparative political methodology defines and approaches the study of African politics.
3. Enhance students' understanding of the historical context of the political and economic standings of various African states.
4. Improve students' understanding of how development, globalization, poverty and inequality are linked, and the challenges and opportunities that globalization presents to African countries.
5. Demonstrate understanding of readings, analyze texts critically, effectively write papers.
6. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
7. Distinguish their own views from those of others and can defend their own perspective.
8. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers.
9. Demonstrate mastery of the independent research process.

CLASS FORMAT
This class is intended to provoke discussion, and I expect you to actively participate by asking questions about parts of the readings that you find objectionable, interesting, or unclear. We will not regurgitate each and every point from the readings; you are responsible for making your way through the readings and coming to class prepared to ask questions and resolve any confusions. My role is to facilitate your learning experience, which as a college student, is largely based upon your own efforts. I will frequently give small lectures, and then break you into small groups for discussion.

CLASSROOM ETIQUETTE:
Attendance is mandatory.

Bring your texts to class. We will discuss readings in class, and I frequently will refer to the specific pages from the readings and expect you to have them in front of you.

Please turn off all cell phones, laptops, etc. If you have learning requirements that necessitate the use of a laptop, please see me.
If you are involved with SNAP, you need to see me the first or second week of the semester to discuss strategies for your success in this class.

You are welcome to eat and drink as long as you are not disturbing others.

Please attempt to remain in the classroom throughout the duration of our classes. Bathroom breaks should only be used for emergencies.

**ETHICS:** The strength of the College of Charleston depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. This class will fully respect and enforce the College’s policy on academic honesty and honor code. 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. Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/generalinfo/studenthandbook.html.

**REQUIRED BOOKS AND ARTICLES:** The following books are for sale at the College of Charleston Bookstore. The other assigned readings are accessible through WebCT.


**COURSE REQUIREMENTS and LEARNING OBJECTIVES:**
Grade Breakdown
Attendance/Participation = 5% of total grade
In-Class Writing Assignments = 15% of total grade
3 Case Study Paper Assignments = worth 20% of total grade each
1 Partnered Project/Presentation = worth 20% of total grade

Participation and Attendance (5%) Regular attendance and active participation in discussions are essential for your performance in this course. Your clear demonstration of having read the material and your attentiveness in class will determine the grade you receive.

In-Class Writing Exercises: (15%) Every week we will have an in-class writing exercise that will demonstrate your understanding of the readings, and specifically, your ability to sift through large amounts of details to determine the main gist of the reading. You will be allowed to bring in one quote from the readings that are due for that day, and will be expected to explain why that particular quote demonstrates the larger idea or point of the article. If we have readings due from the *Africa Since Independence* book, you are required to explain one of the quotes that are listed at the beginning of each chapter. If we have readings from *Perspectives on Africa*, the quote will be your choice. You will be evaluated on the quality of your summary as well as your ability to comment on what you found most interesting or problematic about the reading. Doing both well will earn an A. Please remember, however, that you will only have about 10 minutes to respond—plan accordingly.

3 Case Study Papers (20% X 3 = 60%) - due 9/21, 10/19 and 11/14
During the first week of the course, you will choose one country that you will research and write about all semester long. For each paper, you will cover a different aspect of your country’s political and economic history and present, and they should each be 5-7 pages long. The papers are divided up the following way:

Paper I - due Wednesday, September 21
A. Precolonial: political units, ethnic groups, migrations and trading flows
B. Colonial: major colonial power, conflict and uprisings,
colonial form of administration, major resources extracted

Paper 2 - due Monday, October 10
A. Nationalism/Independence: violent or peaceful, Pan-Africanist?, socialist? Ethnic conflicts, international interventions
B. Postcolonial Politics: form of government, elections, political stability
Postcolonial Economics: Resources, industries, major trading partners, level of international debt, Structural Adjustments/IMF involvement

Paper 3 - due Monday, November 14
A. Peace and Security: Issues dealing with conflicts, membership in African Union or other peace-keeping missions
B. Social Development: Issues of social wellbeing, such as education, health and infrastructure

The Papers provides a chance to hone one's research and writing skills. The 3 papers will allow practice in succinct writing.

Each paper must:
1) be well-written; 2) show careful reading of the textual material, 3) show critical analysis, 4) have a logical structure and clear arguments, 5) have a clear thesis statement about what the paper will argue, 6) be sustained with proper logical and textual evidence. Textual evidence (references to the reading from class sources as well as outside scholarly materials) is necessary and must be used adequately, not in excess.
Papers that show all 6 elements above will receive an A grade (excellent). Papers that have 5 of these will border between an A and a B. Papers that have 4 of these elements but not all will receive a B grade (good). Papers that show 3 of these elements will receive a C grade (average).
Papers that have 2 or less of these elements will receive a D (poor). Course books can be used but are not mandatory, though proper use of them will strengthen the paper. All papers are weighed equally.

Partnered Project/Presentation (15%) - Project
Descriptions due 11/2, Presentations take place 11/21, 11/28, 11/30 and 12/6
Having developed expertise on one particular country over the course of the semester, you will be asked to find a
partner with whom you will create a presentation. Your assignment is to create a presentation that compares an aspect of both of the countries that you have been studying for your case study. After having written a few papers on your specific country, you should be able to choose one specific thing to focus on, and you should look at something that is a recent reality. The list of topics is potentially endless. Some of the hot button topics currently are successes or failures in dealing with HIV/AIDS, debt relief, trade and aid, democratization, the crisis of refugees: displaced persons and returnees, the issue of drought, inequality and poverty, the politics of oil or some other major resource like diamonds, successful or failed development attempts, or the involvement of US corporations in your countries, etc. Another way to approach your topic would be to compare some aspects of the cultures found in your countries, looking at food, music, art, film and/or performance. Of particular relevance (and an expectation of mine) would be for you to look at the political significance of these cultural forms. You are responsible for researching these topics, and then creating a presentation for the class. The project presentations will take place the last four sessions of class, and each should last about 15 minutes. Your presentation could be in the form of a play or short film, a powerpoint presentation, a debate, or whatever other format you think most meaningfully and creatively presents your material.

***On November 2, you are to turn in a description of your project and how the presentation will go forward.

Note: When considering countries to compare, do not only look for two or more countries that are similar. Consider also what could be learned by looking at contrasting countries. For example if you are interested in democratization you might want to compare a country that has been successful (e.g. Botswana) with one that is a basket case (e.g. Zimbabwe). What has led to success in one and failure in the other?

The grading criteria will measure the following: 1.) the depth of content that is covered—not everything about your topic can be covered in the 15 minutes you have to present, but you are expected to present enough meaningful material for your audience to learn the most important aspects of your topic; 2.) equal examples of the topic for both countries covered—you will both be downgraded if one side is particularly weak (i.e. this is a shared grade); 3.) clear
organization and well-timed presentation; 4.) effective delivery, which can be accomplished through creativity and/or thoroughness. If you have accomplished each of these items with excellence, you will receive an A. If you have accomplished some of these items very well, a B, and so on down the scale. Please meet with me if you have any questions about how to accomplish these expectations.

Extra credit will be made available to you in the form of watching pertinent movies or attendance at lectures on campus, which I will announce during the course of the semester. Upon watching each movie and/or lecture, you are required to hand in a one-page response paper that is NOT a summary, but is a critical reflection on the message/themes of the movie or lecture, and how it pertains to our class. I will consider extra credit as a way to influence borderline grades, and it will be left to my discretion whether or not it will make an impact on your grade. In other words, this is a qualitative, not quantitative way to improve your grade.

PART I: Representation and Discourse:
Perceptions/Misperceptions, Afro-pessimism, Othering
WEEK 1
Wednesday, August 24 - Introduction to the course

Reading Assignment: Chapter 1-6 of Mistaking Africa (104 pages), plus one additional chapter between 7-10.

WEEK 2
Monday, August 29
Reading Assignment: Mistaking Africa, continued.

Wednesday, August 31
Reading Assignment: Introduction to Part I - Chapter 3 of Perspectives on Africa, including articles by Comaroffs, Diop and Appiah.

Monday, September 5
Reading Assignment: No readings due for Wednesday.

Wednesday, September 7 - Meet at Addlestone Library for Research Librarian assistance
Reading Assignment: Chapter 1 of Africa Since Independence, "African Independence: Poisoned Chalice or Cup of Plenty?"
Part II: Impacts of Imperialism and Colonization and Struggles for Independence

WEEK 3:
Monday, September 12
Reading Assignment: Chapter 2 of ASI, “A Profile of Africa at Independence”

Wednesday, September 14
Reading Assignment: Chapter 3 of ASI, “The Shape of Things to Come: Irredentism, Secessionism and the Pan-African Ideal”

WEEK 4:
Monday, September 19 - Film, Winds of Change: End of Colonialism in Africa
Reading Assignment: No readings, Paper 1 due on Wednesday, September 21

Wednesday, September 21 - Paper 1 due, in class
Reading Assignment: Introduction to Part II-Chapter 7 of Perspectives on Africa, including articles by Evans-Pritchard, Southall, and Vail

Part III: Postcolonial Social, Political and Economic (Re)Organization

WEEK 5:
Monday, September 26
Reading Assignment: Chapter 4 of ASI, “Modernity and Tradition, Power and Prestige: Monarchs, Chiefs and Politicians, 1956-74”

Wednesday, September 28

WEEK 6:
Monday, October 3
Reading Assignment: Chapter 5 of ASI continued

Wednesday, October 5
Reading Assignment: Chapter 8 of ASI, “Invasion of the Acronyms: SAPs, AIDS, and NGOs”

WEEK 7:
Monday, October 10
Reading Assignment:
Introduction — Chapter 10 of Perspectives on Africa, including articles by Douglas, Coquery-Vidrovitch and Hutchinson

Wednesday, October 12—No Class
Reading Assignment: No readings, Paper 2 Due on Monday, October 19

Part IV: Political Contestation, Mobilizations and Transformations

WEEK 8:
Monday, October 17   NO CLASS — Fall Break

Wednesday, October 19 — Paper 2 Due, Film: Lumumba

WEEK 9
Monday, October 24 — Film, continued
Reading Assignment: Introduction to Part XI—Chapter 38 of Perspectives on Africa, including articles by Gluckman and Richards

Wednesday, October 26
Reading Assignment: Chapters 39-40 of Perspectives on Africa, including articles by Taylor and Lubkemann, begin Chapter 9 of ASI, “Democracy Rediscovered: Popular Protest, Elite Mobilisation and the Return of Multipartyism”

WEEK 11
Monday, October 31
Reading Assignment: Chapter 9 of ASI continued

Wednesday, November 2 *** Description of Project due from each group
Reading Assignment: Introduction to Part XII—Chapter 43 of Perspectives on Africa, including articles by Ferguson, Uvin, and Smith

WEEK 12
Monday, November 7
Reading Assignment: Chapters 44-46 of Perspectives on Africa, including articles by Bayart, West and Shandy

Wednesday, November 9 Reading Assignment: No readings, Paper #3 Due Monday, November 14
WEEK 13
Monday, November 14 - Film: Black Gold, handouts for readings, to be distributed in class

Wednesday, November 16 - Film continued
Reading Assignment: No readings

Part VI: Presentations
WEEK 14 - Presentations
Monday, November 21

Wednesday, November 23  NO CLASS - Thanksgiving Break

WEEK 15 - Presentations
Monday, November 28

Wednesday, November 30 - Presentations

WEEK 16
Monday, December 6 - Presentations
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Guoli Liu Email: liug@cofc.ed Phone: 953-5883

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

Course Prefix, Number, and Title: POLI 343 Politics of East Asia

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

PolSci major/minor; Geography minor; Asia Studies; International Studies major/minor; Japanese Studies

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.

Politics of East Asia analyzes the national and international politics of China and Japan with emphasis on political, social and economic patterns and processes. Cultural tradition, policymaking and the international context will be examined.

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>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.</td>
<td>This course will systematically introduce students to political institutions, processes, and constitution of China, Japan, and the two Koreas. We will also examine their relations with other nations with a focus on East Asia-U.S. relations.</td>
</tr>
<tr>
<td>2. Distinguish their own views from those of others and can defend their own perspective.</td>
<td>Students will study the contending perspectives on East Asian political change and economic development. They will develop independent perspectives on the key issues.</td>
</tr>
<tr>
<td>3. Demonstrate understanding of readings, analyze texts critically, effectively write papers</td>
<td>Students will conduct independent research and write a major research paper. They will also present their papers to class. They also write an analysis paper.</td>
</tr>
<tr>
<td>4. Apply theories and concepts to new situations</td>
<td>Students will be able to apply theories and concepts that they learn in the course to examine key current events as well as to review the East Asian experience from new perspectives.</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 will reinforce and demonstrate the Political Science program learning outcomes discussed above.
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: 11/19/11

3. Signature of Provost:

   
   
   Date: 11/19/11

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

POLI 343 POLITICS OF EAST ASIA

Dr. Guoli Liu
Office: 114 Wentworth Street, Room 103
Office Hours: Monday and Wednesday 8:30-11:30, and by appointment
Telephone: 843-953-5883; E-mail: Liug@cofc.edu

COURSE DESCRIPTION

This course will introduce students to politics of East Asia. We shall examine East Asia's cultural and historical traditions, social structure and economic system, political institutions and governmental processes, and current challenges and opportunities. After a general introduction to East Asia, the Chinese and Japanese cases will be analyzed in detail. A major focus is on the interaction of political change and socioeconomic development in China. We also examine China in comparison with India and other Asian countries.

In addition to studying the historical legacy and institutional features of Asian political systems, we will ask questions about the nature of the state-society relations, the nature of power, and continuity and change in East Asian politics. What are the major trends of political change in the post-World War II era? What are the patterns of decision making in countries with different historical backgrounds and diverse political cultures? How do China and Japan deal with critical political issues in pursuing socioeconomic development? What is the relation between economic development and political transformation? How have changes in their societies affected the conduct of politics? What are the main sources of contentions and social conflicts? By addressing these questions, students should acquire valuable knowledge about Asian politics and improve their skills for comparative political analysis. I have selected a number of documentary films that we will be watching in class.

COURSE LEARNING OUTCOMES

This course strives to reach the following learning outcomes in consistent with the goals of the Political Science curriculum: 1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; 2. Identify and explain major political philosophies, western and nonwestern, and their origins; 3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; 4. Demonstrate understanding of readings, analyze texts critically, and effectively write papers; 5. Distinguish their own views from those of others and can defend their own perspective; 6. Apply theories and concepts to new situations; and 7. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers.
COURSE REQUIREMENT AND GRADING POLICY

Students are expected to (1) complete and study carefully all required readings; (2) participate in class discussion on key issues; (3) write one research paper, (4) present the paper in class, (5) write an analysis paper, and (6) follow current affairs and news analysis of Asia.

The grade for the class will be based on class participation including two written reports (10%), an analysis paper (10%), one mid term exam (30%), one research paper (20%) and presentation (10%), and a comprehensive final exam (30%). The lowest ten percent of your grade will be dropped from your final grade. No make-up exams will be given except in documented cases of emergency or illness.

The research paper should be 10-12 pages (double-spaced, regular margins, in 12 point font). By the first Thursday of the second month, you should submit a prospectus with a tentative bibliography for the research paper. In this prospectus each student is to describe the paper topic with central research questions, the principal sources to be utilized, and the comparative political theory literature to which your paper relates. The paper must demonstrate significant research; it is to make reference to broader theoretical and comparative works; and it is to be adequately documented following the political science guide to referencing (http://polisci.cofc.edu/pv_obj_cache/pv_obj_id_97D91B0FACF28A19155AD7243E3E86B2380100/filename/polscitation.pdf).

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

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</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>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

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

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

REQUIRED READINGS


ESSENTIAL READINGS FOR ANALYSIS AND RESEARCH PAPERS


12. Lowell Dittmer, Haruhiro Fukui, and Peter N.S. Lee eds., *Informal Politics in East Asia*. 
COURSE OUTLINE AND READING ASSIGNMENTS

1. Introduction: Themes in Asian Politics
   Charlton, Chapter 1.
   Huang, Introduction.
   Kaup, the entire book.
   (Deadline for completing the readings ...)

2. People and Politics
   Charlton, Chapters 2-4.
   Grasso, Corrin, and Kort, Chapters 1-3.
   Borthwick, Chapters 1-3.
   Collinwood, the entire book.

3. The Historical and Cultural Perspectives
   Huang, Chapter 1.
   Charlton, Chapters 5-7.
   Ebrey, Walthall, and Palais, Parts 1-5.
   Cohen, Chapters 1-9.
   Lieberthal, Chapter 1.
   Hayes, Chapters 1-2.

4. Revolution and Nationalism
Grasso, Corrin, and Kort, Chapters 4-6.
Borthwick, Chapters 4-5.
Lieberthal, Chapter 2.
Cohen, Chapters 10-12.

5. The Maoist System: Ideas and Governance
Grasso, Corrin, and Kort, Chapters 7-9.
Ebrey, Walthall, and Palais, Chapter 28.
Lieberthal, Chapters 3-4.
Saich, Chapters 1-2.

6. The Politics of Reform
Ebrey, Walthall, and Palais, Chapter 29.
Saich, Chapter 3.
Lieberthal, Chapter 5.
Dittmer and Liu, Introduction and Conclusion, Chapters 1-7.
Lam, the entire book.
Shirk, Chapters 1-4.

7. Key Features of the Political Systems
Charlton, Chapters 8-11.
Huang, Chapters 2-4.
Lieberthal, Chapters 6-7.
Saich, Chapters 4-6.
Hayes, Chapters 3-7.
Dittmer, Fukui, and Lee, the entire book.

8. Development and Democratization
Charlton, Chapters 12-13.
Huang, Chapters 8-9.
Borthwick, Chapter 8.
Dittmer and Liu, Chapters 10-12.

9. Modernization and the Asian Capitalists
Huang, Chapters 5 & 9.
Wan, the entire book.
Saich, Chapter 9.
Dittmer and Liu, Chapters 8-9.
Lieberthal, Chapters 8-10.
Hayes, Chapters 8-9.
Borthwick, Chapters 6-7, and 10.
Cohen, Chapters 13-14.

10. Participation and Power
   Huang, Chapters 6-7.
   Saich, Chapters 7-8.
   Dittmer and Liu, Chapters 13-15.

11. China and India in Globalization
   Sharma, Chapters 1-5.
   Shirk, Chapter 5.

12. Asia and the United States
   Sharma, Chapters 6-7.
   Borthwick, Chapter 9.
   Shirk, Chapters 7-9.

13. The New Asia and the West
   Mahbubani, the entire book.
   Borthwick, Chapters 11-13.

14. Asia and the World
   Charlton, Chapter 14.
   Huang, Chapter 10.
   Sharma, Chapter 8.
   Saich, Chapters 11-12.
   Hayes, Chapters 12-14.

Additional required readings will be assigned in class. The course outline could be adjusted to best serve the needs of the class.

Final Examination
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science  School name: Humanities and Social Sciences
Course Prefix, Number, and Title: POLI 344 – Politics of the Middle East

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

NEW COURSE

☑ New Course (attach syllabus)

CHANGE COURSE

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

None

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

a) ☑ Yes  ☐ No

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

Political Science major/minor, Geography minor, Jewish Studies major/minor, international studies major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
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</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.

Politics of the Middle East surveys the political, economic and social structures and forces that make up the essence of Middle East politics and shape the region's place in the world.

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

The new acronym 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.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will have a stronger and more informed perspective on the Middle East region, its politics, economies, cultures and societies.</td>
<td>Measured by student performance on regular term exams, as well as pre- and post-tests administered at the beginning and end of the course.</td>
</tr>
<tr>
<td>2. Students will better comprehend the specific nature of comparative political inquiry and know how to begin applying concepts and theories comparatively in order to deepen knowledge of an issue related to the region that is of particular interest to them.</td>
<td>Measured by performance on assignments related to completion of a research paper, including a graded proposal, draft and final versions of the paper.</td>
</tr>
<tr>
<td>3. Students will demonstrate effective, concise writing and development of critical analysis</td>
<td>Measured by student performance on in-class exams and out of class exam essays, research paper assignment</td>
</tr>
<tr>
<td>4. Students will develop research skills, including formulating research questions, hypothesis writing and testing, literature reviews</td>
<td>Measured by performance on assignments related to completion of a research paper, including a graded proposal, draft and final versions of the paper.</td>
</tr>
</tbody>
</table>

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

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

N/A

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   
   Date: 11/3/2011

2. Signature of Academic Dean:

   
   Date: 11/4/11

3. Signature of Provost:

   
   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   
   Date: 

5. Signature of Faculty Senate Secretary:

   
   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Politics of the Middle East

Course Objectives

Over the past eight months, the Middle East has been the scene of an unprecedented period of upheaval and transition – what many in the West have come to call the “Arab Spring” (but what people of the region prefer to call the “Arab citizen revolts”) has featured popular protests demanding change in countries across the region, the departure of long-standing rulers in Tunisia, Egypt, and (perhaps) Yemen, and political standoffs between regimes and populations in countries as diverse as Libya, Syria, and Bahrain. As some states seek to move on from the protests to the creation of new political processes and structures (from “revolution” to “reform”), other systems and elites doggedly resist the impulses for change, prompting some observers to suggest that the aftermath of turmoil may be far less inspiring and share more with the preceding period than might have originally been hoped. Why have these events arisen (and why did they seemingly catch so many, policymakers and regional specialists alike, by surprise)? What do these events “mean” for the region and what kinds of futures might they forecast for the peoples who have played integral roles in their emergence?

This course is designed to help you gain an understanding of the nature and content of Middle East politics with a particular eye toward seeking to comprehend recent regional events. We will strive for a synthesis of knowledge about Middle East politics rather than a detailed and descriptive survey of individual states and societies. Though historical information will be provided, emphasis will be placed on the post-World War II period. Overall, the discussion will be topical, not chronological, and will culminate with an analytical exploration of the region’s most recent dynamics.

Course Content

This course will revolve around two sets of themes. The first set relates to the enduring dynamics of Middle East politics and includes the historical and cultural setting of politics, as well as social, economic and political institutions and processes. In this context, we will be examining topics and concepts such as nationalism, imperialism, authority, modernization, class, civil society, the military, the clergy, and liberation movements as they relate to the region.

The second set of themes revolves around patterns of continuity and change present in contemporary Middle East politics, patterns that are derived from the dynamics of the area and which today give rise to conflicting prognostications of the region’s future. This portion of the course will explore topics like ongoing efforts at social and economic development and reconstruction and the effects of an emerging “youth bulge” that is straining the area’s politics. Among the specific issue areas to be examined are the Arab-Israeli conflict; the effects of globalization on the region’s economies and politics, the perception that Islam in the Middle East poses an ominous challenge to the Western world; and the Middle East’s participation in the global “spread of democracy” with an eye toward examining whether meaningful political change is now underway in the region.

Because this course also counts as an elective offering for the College’s Geography minor, there will be a significant emphasis on the role that space plays in the region’s politics. Portions of this focus will emerge throughout the course content, most notably in opening class discussions and deliberations over the contemporary Israeli-Palestinian conflict.
Learning Objectives and Skills This Course Will Seek to Improve

This course contains several learning outcomes and objectives. After having taken this course, you will have a stronger and more informed perspective on the Middle East region, its politics, economics, cultures and societies. This includes seeing elements of continuity and change in the region's politics and recognizing the fallacies of prevailing myths about the region and its political relationships. At the end of the semester, you should be more conscious of your understanding and be able to better and more substantively articulate to others the appreciation of the region you have acquired. In addition, this course will help you to comprehend the specific nature of comparative political inquiry and you will know how to begin applying concepts and theories comparatively in order to deepen your knowledge of an issue related to the region that is of particular interest to you. As part of this effort too, you will emerge with an understanding of how geography— and particularly the concepts of place and space— can meaningfully influence the politics of a region like the Middle East.

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

- Oral communication (through regular class participation and class discussions);
- Reading comprehension (through regular reading assignments that will provide the basis for many class discussions, as well as questions on the term and final exams);
- Critical thinking and analysis (through class reading, discussion of scholarly work about the region, research paper assignment);
- Effective, concise writing and development of critical analysis (through exam essays and research paper assignment);
- Applying theories and concepts to new situations (through class discussions, research paper and class exams);
- Research, including formulating research questions, hypothesis writing and testing, literature reviews (through research paper assignment);
- Comprehending the views of others and articulating, defending one's own position (through class readings, discussions and research paper assignments).

Method of Presentation

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

This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your least preferred paths through the use of a variety of teaching techniques. Because I am an important source of learning in this course, sessions will tend to be more lecture oriented than some other courses I teach with lecture material designed to complement the required readings. It is important to underscore that lectures will not be a restatement of the information in the assigned texts. Simply coming to class and digesting the material discussed will not ensure your success in the course.

While significant portions of the course will be devoted to the presentation of additional information and
context, there will be time set aside in each session for discussion and there will occasionally be group exercises conducted to emphasize points. The interactive nature of the class can increase if you come prepared and are willing to take initiative in this regard.

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

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

Class Participation

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

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

Special Circumstances

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

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

Office Hours

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

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

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deducted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. A student who does not inform me of a missed exam within 24 hours and cannot produce a legitimate, substantiated reason for absence will fail the missed exam automatically and will have no opportunities for a make-up test.

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

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

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

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

**Method of Evaluation**

Final course evaluations will be based upon class participation and involvement in class discussions, completion of a research paper in stages, three term examinations and a cumulative final exam. Examinations will be composed of three types of questions: identification of key terms, short answer and essay. The examinations will cover lectures, class discussions and required readings. A detailed study guide will be distributed prior to each exam containing terms to define and sample short answer and essay questions. Guidelines for the research paper will be distributed in a separate handout.

**Grading will be based on the following distribution of credit:**

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<tbody>
<tr>
<td>Class participation</td>
<td>10 percent</td>
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<td>First term exam</td>
<td>10 percent</td>
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<td>Second term exam</td>
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<td>Grade Level</td>
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<tr>
<td>A – Superior (100-92)</td>
<td>A minus – Excellent</td>
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<tr>
<td>B – Good (85-82)</td>
<td>B minus – Promising</td>
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<tr>
<td>C – Average (75-72)</td>
<td>C minus – Acceptable</td>
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<tr>
<td>D – Marginally Passing (65-62)</td>
<td>D minus – Barely Passing</td>
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<td>F – Failure</td>
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A numerical and literal translation of grades assigned is as follows:

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

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

**Reading and Texts**

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

Assignments will be made in the following books:


All required texts are available at the College of Charleston and University Bookstores. There are also any number of other ways to acquire these texts, including renting books, buying books on-line, or buying electronic versions. How you handle accessing this material is your choice – the only imperative is that you have access to all of these books throughout the semester. Additional course readings are indicated with a (*) in the course outline and will be made available through the course OAKS page.

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

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

Journals
-- Middle East Journal
-- Middle East Studies
-- Middle East Quarterly
-- Middle East Policy
-- Middle East Review of Int. Affairs
-- Middle East Affairs
-- Middle East Critique
-- Journal of North African Studies
-- Arab Studies Journal
-- Israeli Affairs
-- Israel Studies
-- International Journal of Middle East Studies
-- Journal of Palestine Studies
-- Middle East Report
-- Journal of South Asian and Middle Eastern Studies
-- Mediterranean Quarterly
-- Iranian Studies
-- Contemporary Arab Affairs
-- Arab Studies Quarterly
-- Journal of Middle East Media

TV/Radio
-- National News (ABC, CBS, NBC, CNN)
-- Nightline (ABC)
-- The PBS Newshour (PBS)
-- This Week (ABC)
-- Meet the Press (NBC)
-- Face the Nation (CBS)
-- 60 Minutes (CBS)
-- Frontline (PBS)
-- Washington Week in Review (PBS)
-- Morning Edition (NPR)
-- All Things Considered (NPR)
-- Weekend Edition (NPR)
-- Wide Angle (PBS)
-- The World (BBC/PRI)

Websites (with scholarly material)
-- Council on Foreign Relations
  www.cfr.org
-- Carnegie Endowment
  www.carnegieendowment.org
-- Center for Strategic and International Studies
  www.css.org
-- U.S. Institute for Peace
  www.usip.org
-- International Crisis Group
  www.crisisgroup.org

In addition, blogging has become a significant communication and political activity inside the region and outside the region among some scholarly commentators. The scholarly blogs you might peruse during the term include those maintained by the University of Michigan's Juan Cole (www.juancole.com), George Washington University's Marc Lynch (http://lynch.foreignpolicy.com), the University of Oklahoma's Joshua Landis (www.joshualandis.com/blog), and independent journalist Helena Cobban (http://justworldnews.org). These blogs all have links to many other blogs from and about the region. The Foreign Policy website also hosts "The Middle East Channel" which contains posts from journalists and scholars from throughout the region writing on topics often neglected by the mainstream media. A useful journalistic blog about the region called "Babylon and Beyond" can be found on the website of the Los Angeles Times (www.latimes.com). Take note that while the narrative content of these blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly work and primary source materials originating with others inside and outside the region.

Hints for Reading and Writing -- Survival Tips

When seeking to understand the Middle East and its place in the world, it is important to wrestle with the region's complexities and appreciate the many key events and facets of life that help define the region's political, social and economic experience. We will be reading several books throughout the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you and reading assignments will quickly
become burdensome if you choose to procrastinate and leave them to just before the exam. Thus, I have some suggestions to help you in your reading.

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

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

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

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

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete a staged research paper assignment designed to help you develop your skills in synthesizing other's ideas and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

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

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

Revising: With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of reworking your thoughts and words into a successful final version. Hopefully, you've given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it.

Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of
new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of
its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to
make my points?), content (Is my work complete and authoritative? Does it include all the necessary
information but not too much?), and readability (If I were the reader and not the author, could I follow my
points easily?). Revise your draft until you are satisfied that you have attained your goals.

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

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

Dates to Remember

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<th>Date</th>
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<tr>
<td>Monday, September 26</td>
<td>First Term Exam</td>
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<tr>
<td>Friday, September 30</td>
<td>Research Paper Proposal and Preliminary Outline Due (in class)</td>
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<tr>
<td>Monday, October 31</td>
<td>Second Term Exam</td>
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<tr>
<td>Friday, November 4</td>
<td>Rough Draft of Research Paper Due (4:30 p.m. in my office)</td>
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<tr>
<td>Monday, November 21</td>
<td>Third Term Exam</td>
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<td>Tuesday, December 6</td>
<td>Final Draft of Research Paper Due (4:30 p.m. in my office)</td>
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<tr>
<td>Wednesday, December 7</td>
<td>Final Exam (noon-3:00 p.m.)</td>
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Course Outline and Required Readings

Along with a listing of topics to be covered in the course and due dates for reading and assignments, you will notice that there are study guides for each of the topic areas which include key questions, key concepts and key terms. These are specifically designed to help you as you read and attend class sessions — if you are able to begin to answer questions, recognize and start defining concepts and terms after you read, you are adequately preparing yourself for class sessions and pointing yourself in a promising direction for exams. Material should be that much more familiar to you once you have attended class, although we will not work through questions and terms listed below in any conscious or explicit fashion. The questions below are not exactly the same as those you will encounter on exams, and you will not be expected to know all the concepts and terms listed below. However, you will notice some overlap between exam study guides and the material below — hopefully again in ways that allow you to feel more prepared to study for exams by keeping up with assignments and using these aids effectively.

(*) denotes reading on course OAKS page

I. (August 24-26) Course Introduction

Key Questions: How do common images of the Middle East typically represent the region? Where do many of these images come from? Why are many of these images distortions or oversimplifications? What do they potentially conceal about the region? Where has the region made progress and what persistent problems remain? How are the region and its member states classified politically and economically? Why were so many caught by surprise at the upheaval which struck the region in 2011? What did scholars assume about the region and its politics that events of the past nine months and beyond suggest must be rethought?

Key concepts: durable authoritarianism, pan-Arabism

Key terms: Orient, Shrin Ebadi, Edward Said, clash of civilizations

Readings:

Sorenson, pp. 1-29;

II. (August 29) Where is the Middle East?

Key questions: Where did the term “Middle East” come from? How is it distinguished from “Near East” and “Far East”? How is the region described geographically? What are its prevailing geographic features? What are some of the region’s cities, rivers and landmarks? Where are they located and what are their defining features? Who are the peoples of the region? What factors influence population growth and distributions in the region? What are the socioeconomic consequences of high population increase rates? How have nationalist policies in the region changed? How are they similar and different in terms of demographics, language, culture? Why is the Middle East considered an area of geostategic importance? What has made it so and continues to make it so? How have geographical, environmental factors shaped the Middle East’s ancient and more contemporary history? How has water in particular influenced the region? What historical political realities have shaped its present? Why have the “founding” regimes of the region been such poor performers? How is a reexamination of Islam (in the region and from the outside) potentially obscuring the region’s abilities to see forward profitably? Why might citizens of the region believe they are trapped between memory and desire?
III. (August 31 - September 2) Classical Islam

Key questions: What existed in the Middle East religiously, economically and politically before the rise of Islam? What does it mean to be Muslim? What are the origins of Islam? How did Islam respond to the prevailing conditions of the time in the Middle East? What is Islam’s initial and historical relationship with the other monotheistic and polytheistic religions of the world? What are the five pillars of Islam and why are they important? Why is Islam considered a “political” religion? How do issues of political succession influence the direction of Islam? What are the key differences between Sunni and Shi’ite Muslims? What are other important sects, branches of Islam and how do these groups relate to one another?

Key concepts: prayer, almsgiving, pilgrimage, jihad, martyrdom, occultation, shari’a, caliphate

Key terms: Mecca (Yathrib), Medina, Muhammad, hijra, ummah, caliph, imam, Hajj, Ramadan, Rightly Guided Caliphs, Ali, Kharijites, Umayyads, Karbala, Ashara, Sunnis, Shi’ites, Husayn, Mu’awiyah, shari’a, Qur’an, samah, Druze, Alawis, Sufism

Readings: Aslan, pp. xiii-xxviii; 3-74;

IV. (September 5-7) Religion, Society and Politics

Key questions: What were the three major Islamic dynasties and how did they develop? What factors precipitated the rise and decline of each dynasty? What is each known for having creating in the Middle East and left as a legacy? To what extent is that legacy visible in the region today? Why are such legacies particularly complex when thinking about Iran? What are the particular historical memories of Turks, Jews? How did the European powers influence the region in the 19th century? What are the limitations of America’s characterization of its struggle with Islam as one over values? What are the various sources of conflict between political Islam and the West? What is jihadism? Islam’s view of the struggle between Islam and the West and what are the dangers of generalizing from that view? What are the trends in perceptions between America and the Islamic world today? Why is knowledge of history so important for evaluating contemporary trends in the region?

Key terms: Umayyads, Abbasids, Ottomans, caliphate, Samuel Huntington, clash of civilizations, jihad, “soft power”, democratization, Crusades, Jerusalem, Mongols, Safavids, Ottomans, first and second fitnahs, Sasanian Empire

Readings: Smith, review pp. 116-117;
V. (September 9-16) Modernization and Political Development -- The Case of Iran

Key questions: What are the broad recent economic trends visible in the region? What are the key drivers of political change in the MENA region? What are the three enduring theories of political change? How are these illustrated in the region’s politics? What future research opportunities present themselves in these areas? What is modernization and how is this idea different from political development? What are the connections between the two concepts? What is the controversy underway today in the region over issues of development? What happened in Iran in the early 1960's? How did the Shah attempt to change the country? What were the results of his reform efforts? How were these efforts tied to changes in the political economy of oil underway at the time? How have oil and money altered the calculations of regimes in the region regarding modernization and political dynamics? What impact did changes in the politics of oil have on the dynamic of reform underway in Iran during the period of the Shah? What arguments had the Ayatollah Khomeini made about the Shah's reforms? How did the Shah react? What ultimately led to the Shah's ouster from power and the return of Khomeini to Iran? How do the concepts of modernization and development help shed light on explanations for the dynamic of the Iranian revolution and its evolution? What do Bill and Springborg argue complicates the pursuit of political development in the Middle East? To what extent are these outside factors evident in the evolution of the Islamic Republic? How has Iran become a clientalist state and how has the government become militarized? How have the factors within the Iranian political system evolved since 1979? How have matters of political economy, gender relations, culture and religion changed? What were the results of the 2009 presidential election and why are these results considered to be so important? Why might it be said that the Islamic Revolution has not yet ended? How does such an interpretation clash with many accepted conceptualizations of the revolutionary phenomenon? What roles are played by the Islamic Revolutionary Guard Corps (IRGC) play in Iranian politics today? How has their involvement in the political system changed the balance of power in the country and altered the course of political development?

Key concepts: modernization, political development, tradition, human development, populism, clientelism, nationalism, revolution, solidarity, creating authoritarianism, fragmented elites, civil society, factionalism, masquerade coup d'etat


Readings: Smith, pp. 42-49, 70-71, 80-85; review pp. 118-125, 130-141; Keshavarzian in August, pp. 229-259; Rand in Sorenson, pp. 97-124;
(*) Said Amir Arjomand, “Has Iran’s Islamic Revolution Ended?” Radical History Review 105 (Fall 2009), pp. 132-138;
VI. (September 19-23) Political Ideology and the Middle East – The Cases of Israel, Egypt and Syria

Key Questions: What are the key identity groups and categories that characterize the region? What multiple identities do people of the region possess and how do these identities align with the states they live in? Why are these identities politically important? What is an ideology? What purposes do ideologies serve? How do they differ from opinions? What roles do ideologies play in state formation? What are the key tenets of Ba'thism and how do they compare with interpretations of Arab nationalism espoused by the Egyptian regime of the 1950’s? What are the key tenets of Zionism and how are divisions within the Zionist camp reflected in contemporary debates in Israel today? How has ideological struggle shaped the evolution of state institutions and how has it influenced relations between and among states in the region? What roles have the armed forces of the region played in shaping the formation and cultivation of state structures and nation-building? Where has the delicate balance emerged between professional militaries and civil authority? How does this balance vary across countries in the region?

Key concepts: identity, ideology, nationalism, per-Arabism, socialism, Zionism, political liberalization, nation-building, state patriotism, primordialism, clientalism

Key terms: Ba’thism, Arab nationalism, Zionism, Ze’ev Jabotinsky, Michel Aflaq, Free Officer’s movement, Gamal Abdel Nasser, United Arab Republic (UAR), Hafez Asad, Theodor Herzl, Mainstream Zionism, Revisionist Zionism, Labor movement, Likud movement, civil-military relations, Israeli Defense Forces (IDF), shadow military power, paramilitary forces, militias, millet system

Readings: Smith, pp. 32-41, 66-69, 72-75;
Patel in Angrist, pp. 133-153;
Lawson in Angrist, pp. 411-434;
Sorensen in Sorensen, pp. 125-155;

Monday, September 26 – First Term Exam

VII. (September 28-October 7) Primordial Groups and the Genes of Politics – The Case of Lebanon

Key questions: What is the range of political systems present in the contemporary Middle East? How do these align with prevailing political environments in the region? How has civil society evolved in the region? What factors have influenced the evolution of civic activism and protest activities? What roles do family and kinship groups play in Middle East politics? How do these roles intersect with, diverge from, the roles played by class and ethnicity? How do people in the US express their political interests and aspirations? How does this compare with how popular interests and aspirations are expressed in the Middle East? How does the distinction between associational and non-associational politics capture this distinction? What are the advantages and disadvantages of family rule in Middle Eastern states? How do these characteristics appear in different Middle Eastern monarchies and republic states? What is the zu’ama system in Lebanon? How did it arise? What did it assume about the politics and demographics of Lebanon? What were the assumptions proved incorrect in Lebanon, what happened? How did this affect the politics in Lebanon? How did the US get caught in the mix? What does the political system in Lebanon look like today? To what extent does the zu’ama system in Lebanon have parallels in US history? How did the system nearly collapse after the 2006 war with Israel and what expectations did the Doha agreement create? Why were western interpretations of the 2009 Lebanese parliamentary elections misleading and what was concealed in reports of the results? What issues of remembrance have emerged after Lebanon’s civil war and how have these affected Lebanon’s political system? How is Lebanese civil society attempting to challenge notions of sectarianism in the “democratic” system? How are welfare services used differently in the Middle East than in other regions of the world? Under what conditions do ethnic or religious groups seek to provide services to and beyond their own communities? What factors account for
the similarities and differences in welfare allocation practiced by the Future Movement and Hezbollah?

Key concepts: associational groups, institutional groups, non-associational groups, civil society, maslahah, family, ethnicity, clan, tribe, class, semi-democracies, consociational democracy, institutionalized sectarianism, political mobilization, bricks and mortar clientalism.

Key terms: vertical vs. horizontal stratification, za'ama system, za'im, Ahmed Bay al-Asad, Lebanese National Pact, Maronite Christians, Ta'if Accord, Rafik Hariri, Emile Lahoud, Hezbollah, Fauad Siniora, Shykh Hassan Nasrullah, March 8 coalition, March 14 alliance, Future Movement, electoral game, regime game, in-group, out-group

Readings: Smith, pp. 62-65, review 66-69;
El-Ghobashy in Angrist, pp. 29-47;
Carapico in Angrist, pp. 91-109;
(*) Oran Barak, “Don’t Mention the War? The Politics of Remembrance in Postwar Lebanon,” Middle East Journal 61 (Winter 2007), pp. 49-70;
(*) Fatimah Ghorsh and Amal Khoury, “Lebanon After the Civil War: Peace or the illusion of Peace?” Middle East Journal 65 (Summer 2011), pp. 381-397.

Friday, September 30 – Research Paper Proposals and Preliminary Outlines due (in class)

VIII. (October 10-12) Patrimonialism and the Politics of Regime Change – The Cases of Iraq and Syria

Key questions: What were the key sources of Muhammad’s power as a political leader? How do these potentially illustrate the idea of charisma? What does patrimonial leadership consist of in the Middle East? What do patrimonial leaders seek to create in a leadership structure? What must a patrimonial leader do in order to assure success? To what extent is Saddam Hussein an example of a patrimonial leader in the region? How does the structure of the Iraqi state embody aspects of a patrimonial system? How does knowledge of Saddam’s leadership patterns begin to explain the failure of the world tooust him from power up until now? How have other leaders in the region displayed aspects of patrimonialism in their rule? Why is this sometimes seen in the west as evidence of a “Middle East Madman”? What kind of governing structure is emerging in Iraq after the overthrow of Saddam? How is that structure being superseded by the reconciliation work of tribal leaders? How are notions of hereditary succession being rethought in light of events in Syria? Why did Syrian elites accept Bashar al-Asad as president?

Key concepts: patrimonialism, charisma, “Middle East Madman”, hereditary succession, personalism, suha


Readings: Smith, pp. 86-101;
Lawson in Angrist, pp. 261-282;
IX. (October 14-21) The Rise of the Rentier State – The Cases of Kuwait, the UAE and Qatar

Key questions: How have the political economies of the region been structured to support the continued rule of leaders and the socioeconomic privileges of their primary constituencies? What tensions have emerged with the coming of globalization? What kind of natural resource bases exist in the Middle East and how are they distributed throughout the region? How has oil impacted the evolution of political economies in the region? What kinds of economic activities characterize different portions of the region? What is a rentier state? How have they arisen in the region? What has the rentier state created in terms of economic structures in places like Kuwait? What are considered to be the implications for democratic politics in rentier states? To what extent have the experiences of Kuwait, the UAE and Qatar exhibited these expectations for democracy to emerge in rentier states? How are these states changing and to what extent do these changes confirm or raise more questions about the nature of rentier states? What are the emerging relationships between political participation and economic diversification evident in rentier systems? How have the Gulf states sought to address imbalances in their societies that have emerged since 2000? How has the price of oil influenced these strategies? What unintended consequences have emerged from these actions? How did the global financial crisis of 2008 reveal some of these unintended consequences? How did these dynamics alter thinking about the Dubai model of economic diversification? To what extent has the Dubai model begun the challenge rentier dynamics in the GCC? What might be unique about the Kuwaiti case when considering its recent evolution? What were the goals of the Orange Movement? What were its predecessors? How did it pursue its goals? What factors most influenced its success? What were the consequences of its accomplishments? What were the unintended consequences of its work and how might the surprising results that emerged from the 2009 Kuwaiti parliamentary elections reflect some of those consequences?

Key concepts: state, rentier state, strong vs. weak states, extreme rentierism, poor rentierism, autocracy, transparency, allocation states, production states

Key terms: labor remittances, expatriate workers, Gulf Cooperation Council (GCC), Dubai model, vertical vs. horizontal integration, Suez Canal, pipeline politics, sovereign wealth funds, HADAS, Nabila 5, Global Competitiveness Index, foreign direct investment

Readings:
- Smith, review pp. 118-119, 124-125, 134-135;
- Moore in Anglist, pp. 69-90;
- Herb in Anglist, pp. 335-356;
- Mehran Kamrava, “Royal Fractionalization and Political Liberalization in Qatar” Middle East Journal 63 (Spring 2009), pp. 401-420;
Fall Break – Monday, October 17

X. (October 24-28) Economic Reform and the Middle East – The Case of Saudi Arabia

Key questions:
- What are the residual economic legacies of colonialism still present in the region?
- What economic sectors remain crucial to Middle Eastern states?
- What kinds of demographic and labor challenges face the region today?
- How is wealth distributed in the region?
- What kinds of economic changes have been underway in the Middle East since the early 1980’s?
- What has precipitated these changes?
- How have experiences of economic restructuring varied across the region?
- What features have been more common?”
- How have these changes affected the nature of states and leadership in the Middle East?
- Why has the large working-age population that exists today in the Middle East not been able to create better economic and social outcomes for the region?
- Why are youth in the Middle East falling behind their peers in East Asia and elsewhere?
- What is the relationship between education and employment in the region generally?
- How have educational systems in the region failed youth and why?
- Why are labor market outcomes for many young people unsatisfactory?
- How have these trends affected social aspects in the region like marriage and family formation?
- What are the factors that distinguish the Middle East’s three life courses?
- How do the factors that have “stalled the transition to adulthood” affect youth on each of these life courses?
- How have these factors especially affected women?
- How does the case of Saudi Arabia illustrate many of these dynamics?
- What has been different about the nature of economic reform in Saudi Arabia?
- What are the critical challenges facing the Saudi economy in the future?
- How are environmental factors connected to these concerns?
- What are the potential political ramifications of these challenges?
- How does the Saudi experience compare with reform efforts underway in the Maghreb?
- How does economic reform impact prevailing gender relations in the region?
- How does the region move toward a new life course?
- What sectors of society have been most instrumental in shaping the region’s gender relations?
- How does Islam send mixed messages on gender issues?
- Where have women played significant roles in Middle Eastern societies?
- How do gender relations vary across states?
- Why is gender change difficult to foster or influence from the outside?

Key concepts: privatization, globalization, state capitalism, austerity, liberalization, urbanization, segmentation, state socialism, oligarchies, demographic transition, social exclusion, statism, social contract, human capital, authority, patriarchy, honor, ethnicity, feminism, equality

Key terms: import substitution industrialization (ISI), Washington Consensus, infitah, structural adjustment, International Monetary Fund (IMF), World Bank, 'Abd al-'Aziz, Friedrichs, Aramco, SAMA, Faisal, World Trade Organization (WTO), brain drain, allocation states, production states, food security, business-state models, youth bulge, birth cohort, traditional life course, welfare life course, post-welfare life course, demographic gift, university lottery, brain drain, formal vs. informal economy, structural adjustment, vocational training, unemployment, push vs. pull factors, tracking, Human Development index, social insurance, honor crimes, veiling, family law codes, family planning

Readings:
- Smith, pp. 102-105; review pp. 66-69, 120-121, 126-127;
- Singerman in Angrist, pp. 155-173;
- Young in Sorensen, pp. 219-248;
- Okruhlik in Angrist, pp. 387-410;
- Pletzer and White in Sorensen, pp. 163-183;
- Agency in Sorensen, pp. 185-212;
XI. (November 2-9) The Geography of the Israeli-Palestinian Conflict

Key questions: When did the Arab-Israeli conflict originate? How did it originate? What have been the critical issues the conflict has been fought over? What are the central myths that surround the conflict and what are the facts that puncture these myths? What is the nature of the Israeli state? What have been the stages of conflict between the Arabs and Israelis? How has the outside world played a part in fostering conflict among these parties? Why do many today regard the Israeli-Palestinian issue as the crux of what must be resolved? What key issues divide Israel and the Palestinians? How are these similar to, different from the issues that divide Israel from other states in the Arab world? To what extent are these divisions reflected in the political divisions within the Israeli state and the Palestinian Authority? Where do matters currently stand between the Israelis and Palestinians? How have geographical aspects of the conflict shifted by virtue of war and the policies of occupation? How are space and security intertwined in today's conflict and the search for peace? How are aspects of space and security captured in the tree planting patterns of Israelis and Palestinians? Why does tree planting have political significance to both communities? How have the economic policies of the Israelis affected the recent evolution of the conflict? What impact do the Israeli-Palestinian conflict have on politics around the region? Why has peace between the parties proven elusive? What is the situation of Palestinians living in Israel? How does their status and condition impact the conflict today?

Key concepts: national identity, land for peace, enclavisation, separation, two-state solution, naturalization, bifurcation, lawfare

Key terms: Hussein-McMahon correspondence, Balfour declaration, Sykes-Picot agreement, UN partition plan of 1947, Six Day War, UN Resolution 242, October War, Camp David Peace Accords, Oslo Accords, Palestinian Authority (PA), Fatah, Hamas, intifada, Sephardic vs. Ashkenazi Jews, Roadmap for Peace, United Nations' Resolution on the Uprising (UNRWA), Marvin Barghouti, Annapolis Conference, Ehud Olmert, Beirut Summit Declaration, Kadima, reoccupational, Article 78 of the Ottoman Land Code, legibility, legal visualization

Readings:

Smith, pp. 51-61, review pp. 36-41;
Brown in Angrist, pp. 367-386;
Dowty in Angrist, pp. 285-310;
Hemmer in Sorensen, pp. 281-302;
(5) Menachem Klein, "Old and New Walls in Jerusalem," Political Geography 24 (January 2005), pp. 53-76;
(7) Jutas Braverman, "The Tree is the Enemy Soldier" In Planted Flags: Trees, Land and Law in Israeli/Palestine (New York: Cambridge University Press, 2009), pp. 163-199;

Friday, November 4 – Rough Drafts of Research Papers due (by 4:30 in my office)
XII. (November 11-18) The Threats Posed by Extremism … Real and Imagined – The Case of Egypt

Key questions: What are the problems with the ways scholars have tried to generalize about Islam? What faulty assumptions do studies often start with that generate misleading answers? How are Islamic movements distinguished? Why did politically active Muslims increasingly join Islamist movements as opposed to nationalist movements after 1975? To what extent do contemporary Islamist movements trace their histories back as far as the 18th century? Why is political Islam today primarily organized through social movements rather than political parties? What are some of the most pressing problems facing contemporary political Islam? What are the relationships between political Islam and democracy? Political Islam and terrorism? Why are the “globalist” terror groups that the West most fears actually the least common form of group in existence? What have been the most serious flaws in literature on Islam since 9/11? What can be done to fix these mistakes? What facts about Islam must be kept in mind? How do Islamic moderates and radicals differ? How have these differences played out in the Islamic Awakening? What factors influenced the rise and subsequent splitting of the Muslim Brotherhood? How might one regard political Islam as an democratizing force looking for change in the Middle East? How have Islamists performed in power? What are the limitations in reaching judgments under such circumstances? Are Islam and democracy compatible? How will the state continue to influence political Islam? What are the key decisions, choices political Islam must make in the future? What are the roots of Osama bin Laden and Al-Qaeda? How are the Afghan wars central to the movement’s development? What type of political order do Islamists seek to create in Egypt? Why? How have they pursued these goals? What has been the response of the state? What has been the American response to these dynamics? What are the limits to the Obama administration’s overtures? How was the political succession process underway in Egypt being managed before Mubarak’s ouster? What was the role of the military in this process? What kind of challenge was the Muslim Brotherhood able to mount to this process? How have these circumstances changed since the popular uprising that ousted Mubarak? What is the Islamist role in the dynamics that have followed?

Key concepts: Islamic renaissance, jihadi, revolution, fundamentalism, modernism, terrorism, globalization, Salafiyyah, western materialism, civil society, dependency, cheney, foreign policy subsystems, Islamic constitutionalism, orientalism, Islamic Awakening, enemy

Key terms: hijra, umma, jihadiyyah, Rashid Ghanam, hajj, Wassefyya, shari’a, ulama, ijthid, Hassan al-Khoja, Ayman al-Khodeh, Abu al-A‘la al-Mawdudi, Al-Qaeda, Taliban, Sayyid Qutb, Ibn Taymiyya, Muhammad ibn Aqil Waliqah, Waliqah, Muhammad ibn Saud, Muhammad Ali, Hassan al-Banna, Muslim Brotherhood, Jamal al-Din al-Augli, Mohammad Abdurahman, Hamas, Shakh Yassin, Islamic Conference, Islamic Salvation Front (FIS), Islamic Movement of Uzbekistan (IMU), Islam Karimov, Clash of Civilizations, Samuel Huntington, Recep Erdogan, Justice and Development Party (AKP), Mohammad Khatami, traditionalist groups, fundamentalist groups, Islamist groups, vanguard parties, Kifaya, grooming, Gamal Mubarak, National Democratic Party (NDP), Mohammad el-Baredi, Tahir Square, Amr Moussa


Monday, November 21 – Third Term Exam

November 23-25 – Thanksgiving Break
Key questions: What factors have accounted for the durability of authoritarianism in the Middle East? Why have incumbent regimes been so much more powerful than their secular and Islamic opponents? What are the primary explanations offered for the supposed “democracy gap” in the Middle East? Which are said to be more or less persuasive and why? What relationship does Islam potentially have with democracy? What are the prevailing attitudes in the region toward democratic systems of government? To what extent are these in line with, at odds with, those in other regions of the world? What specific challenges, choices confront secular and Islamist movements as they seek to promote political reform in various state settings? Why are actors outside the region not likely to have much of an impact when seeking to influence the evolution of political reform in the Middle East? How have United States policies potentially influenced the “democracy gap” in the region? Why might political reform in the Middle East depend first on shifting governments restoring a sense of credibility to politics? Why has this credibility been lost and what might it entail for governments to reestablish it? How has “managed reform” contributed to credibility issues? How do economic changes and globalization processes impact the efforts of ruling establishments to shape political change? Why is the future of secular parties uncertain? What concerns have arisen about the participation of Islamists inside and outside the region? What makes the Islamist’s decision to participate in such a complex calculation? What is the “new activism” in the region and why did it not hold out much hope for ushering in political reform prior to 2011? How do Marxists, neo-Weberians and neo-institutionalists each explain the evolution of state cultures and structures? How does each approach differ? Why are the sources and allocations of state revenues thought to be particularly important when accounting for the evolution of the Egyptian state since the time of Nasser? How has the Egyptian state moved from being a rentier structure to a more predatory structure? How have efforts to liberalize the Egyptian economy contributed to these changes? When considering Mubarak’s fall from power in 2011, how would Soliman explain the changes in Egypt? What are the limits to what has changed in Egypt? What transitional challenges does Soliman’s analysis suggest Egypt faces in the near and long-term? How have democratic processes evolved in Algeria since the 1990’s? What factors have contributed to the emergence of a pseudo-democratic system and what cautionary tale might this hold for the region? How had the politics of Yemen evolved over the past 30 years and to what extent did meaningful political opposition emerge in the system during that time? Why is it considered teetering on the brink of becoming a fallen state today? And to what extent is this analysis warranted? What factors influenced the opening of the Jordanian system in the late 1980’s and its subsequent closing? How do the experiences of Yemen, Algeria and Jordan compare with Libya, Turkey and Bahrain? How has Morocco proceeded with its efforts at reform and how do these compare with other cases in the region? How has the Moroccan king sought to support his legitimacy while still retaining his authoritarian powers? Overall, what are the likely impacts of the “Arab Spring” and how do we go about understanding and explaining their outcomes?

Key concepts: authoritarianism, semi-authoritarianism, democracy, party machines, civil society, democracy, defensive democracy, consociationalism, institutionalization, institutionalization, stubborn authoritarianism, political pluralism, pseudo-democracy, managed reform, failed state, rentier state, predatory state, regime legitimation

Key terms: ruling establishments, secular parties, Islamist movements, Arab exceptionalism, new activism, “the King’s dilemma”, generational transitions, “Yemen model”, hardliners vs. softliners, participating Islamists, riots, boycotts, coercive apparatus, constitutional monarchies, proportional representation, closed party lists, single member districts, gerrymandering, Muslim Brotherhood, non-governmental (state) organizations, parliamentarianism, democracy, authoritarianism, Human Development Index, fourth wave of democratization, reform vs. repair, pseudo-democratic regimes, Supreme Council of the Armed Forces (SCAF), “Arab Spring”, National Democratic Party, special cadre, law 48 of 1979, law 52 of 1975, bourgeoisie faction.

Readings: Soliman (all); Zoubir in Angrist, pp. 177-202.
Ryan in Angrist, pp. 311-333;
Patton in Angrist, pp. 435-459;
Smith, pp. 76-79, 98-101;
(*) Frederic Velay, "Algeria's Pseudo-Democratic Politics: Lessons for Democratization in the Middle East" *Democratization* 13 (June 2006), pp. 442-455;

*Friday, December 2 -- No class*

*Final Research Paper Due -- Tuesday, December 6 (4:30 p.m. in my office)*

*Final Exam -- Wednesday, December 7, noon-3:00 p.m.*

Please don't throw away this syllabus — RECYCLE IT INSTEAD
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Guoli Liu Email: liug@cofc.edu Phone: 953-5883

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

Course Prefix, Number, and Title: POLI 345 Politics of China

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

NEW COURSE

☑ New Course (attach syllabus)

CHANGE COURSE

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

DELETE COURSE

☐ □ Re-activate Course
☐ □ Delete Course

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

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

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

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

None

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

a) ☑ Yes ☐ No

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

Political Science major/minor

International Studies major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture 3 Lab Seminar Ind. Study

B. Credit Hours

3

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

This course examines contemporary Chinese politics in a comparative perspective. China is a rapidly modernizing country with growing global significance. We will address theoretical and methodological questions in China studies. Key topics include political culture, leadership transition, economic reform, environment and population, and state-society relations.

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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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.</td>
<td>This course will systematically introduce students to Chinese political institutions, processes, and constitution. We will also examine China’s relations with other nations.</td>
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<tr>
<td>2. Distinguish their own views from those of others and can defend their own perspective.</td>
<td>Students will study the contending perspectives on China’s political development and economic reform. They will develop independent perspectives on the key issues.</td>
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<tr>
<td>3. Demonstrate understanding of readings, analyze texts critically, effectively write papers</td>
<td>Students will conduct independent research and write a major research paper. They will also present their papers to class. They also write an analysis paper.</td>
</tr>
<tr>
<td>4. Apply theories and concepts to new situations</td>
<td>Students will be able to apply theories and concepts that they learn in the course to examine key current events as well as to review China’s development from new perspectives.</td>
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</tbody>
</table>

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

This course will reinforce and demonstrate the Political Science program learning outcomes discussed above.
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:

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.
COURSE OBJECTIVES

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

COURSE LEARNING OUTCOMES

This course strives to reach the following learning outcomes in consistent with the goals of the Political Science curriculum. 1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; 2. Identify and explain major political philosophies, western and nonwestern, and their origins; 3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; 4. Demonstrate understanding of readings, analyze texts critically, and effectively write papers; 5. Distinguish their own views from those of others and can defend their own perspective; 6. Apply theories and concepts to new situations; and 7. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers.
COURSE REQUIREMENT AND GRADING POLICY

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

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

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

Grading Scale:

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>Below 60</td>
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Any student with a diagnosed learning or psychological disability which impedes your carrying out required course work, or which requires accommodations such as extended time on examinations, should advise me during the first two weeks of the course so we can review possible arrangements for reasonable accommodations.

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

REQUIRED TEXTS


RECOMMENDED TEXTS


* Additional readings will be assigned in class.

**COURSE OUTLINE AND READING ASSIGNMENTS**

1. China in Comparative Perspectives
   Joseph, Chapter 1.
   Dittmer and Liu, Introduction and Chapter 1.
   Gries and Rosen, Introduction.
   Blecher, Prefaces and Introduction.
   Naisbitt, Prologue and Introduction.
   Dreyer, Preface and Chapter 1.
   Fewsmith, Introduction.
   Bergsten, Freeman, Lardy, and Mitchell, Introduction.
   Peerenboom, Chapters 1-2.
   Perry and Goldman, Chapter 1.
   Li, Foreword and Chapter 1.
   Saich, Introduction.
   Meredith, the entire book.
   (Deadline for completing the readings, August 26)

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

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

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

5. Challenges of Political Reform
Joseph, Chapter 4.
Blecher, Chapter 3.
Dittmer and Liu, Chapters 2-4.
Gries and Rosen, Chapters 1-2.
Dreyer, Chapter 6.
Fairbank and Goldman, Chapter 21.
Fewsmith, Chapters 1-5.
Bergsten, Freeman, Lardy, and Mitchell, Chapters 2-5.
Dittmer, the entire book.
Grasso, Corrin, and Kort, Chapters 10-11.
Peerenboom, Chapters 3-5.
Perry and Goldman, Chapters 2-3.
Li, Chapters 2-6.
Saich, Chapters 3-6.
Goldman and MacFarquhar, Chapters 1, 3-7.
Deng Xiaoping, “Emancipate the Mind, Seek Truth from Facts and Unite as One in Looking to the Future.”
(September 23)

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

Midterm Exam

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

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

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

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

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

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

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

14. The Future of Chinese Politics
   Blecher, Chapter 9.
   Dreyer, Chapter 15.
   Dittmer and Liu, Conclusion.
   Fewsmith, Conclusion.
   Bergsten, Freeman, Lardy, and Mitchell, Conclusion.
   Peerenboom, Chapter 9.
   Saich, Chapter 12.
   Goldman and MacFarquhar, Chapter 15.
   (December 2)

Final Examination
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: POLS 323 changing to POLI 347, International Development: Theories and Practices

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: 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) ☐ Yes  ☑ No

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

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<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 major theories of development and underdevelopment. The class addresses the domestic and international political, social and economic factors that promote or retard development in Africa, Latin America, Asia and the Middle East.

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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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 understanding of readings, analyze texts critically, effectively write papers Increase the quality of student's reading, writing, debate and critical thinking skills.</td>
<td>Students will write analytical essays and give class presentations to demonstrate their understanding of the course materials and to enhance their critical thinking skills. These essays will provide the basis of assessment.</td>
</tr>
<tr>
<td>2. Improve student’s understanding of how different theories define and approach the issue of development.</td>
<td>The papers and presentations will provide the basis for their assessment.</td>
</tr>
<tr>
<td>3. Distinguish their own views from those of others and can defend their own perspective.</td>
<td>Contributions to class discussions will provide the basis of assessment.</td>
</tr>
<tr>
<td>4. Demonstrate knowledge of the reasons why people</td>
<td>Papers and presentations will provide the basis of</td>
</tr>
</tbody>
</table>
behave in diverse political roles and spaces. 

| assessment. |

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:

   ![Signature]

   Date: 11/4/11

2. Signature of Academic Dean:
3. Signature of Provost: 

Date: 11/4/11

4. Signature of Curriculum Committee Chair: 

Date: 11/10/11

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 347 - International Development: Theories and Practices - Fall 2010

Instructor: Dr. Kea Gorden
e-mail: gordenk@cofc.edu
Class Meeting Times: M, W, F: 12:00-12:50 pm, Maybank 316

Office Hours: Mon. 2:15-3 pm and Wed. 2:15-4 and by appointment at Room 101, 26 Coming Street (Political Science Annex)

COURSE DESCRIPTION:
Underdeveloped countries were expected to become more economically and socially “modernized” from the aid offered by Western nations and multilateral development organizations but many of these countries have not progressed from “Third World” standing. Various explanations have arisen over the past several decades to explain the inability of Third World nations to substantially alter the conditions of poverty in which the majority of their populations live. This course seeks to critically examine the theories and practices of international development that have historically characterized efforts to address problems of poverty and global inequality. In addition, we will engage with current debates endeavoring to recast the discourse of development and expose the factors that contribute to the maintenance and exacerbation of global poverty and inequality. This course introduces students to problems of inequality in wealth and welfare from a global, comparative, and historical perspective. The causes and consequences of inequalities among countries, as well as gender, class, ethnic and regional stratification are examined.

LEARNING OUTCOMES:
1. Identify what is meant by development while understanding the complexities associated with reaching a commonly accepted definition of the term
2. Improve student’s understanding of how different theories define and approach the issue of development
3. Enhance student’s understanding of the historical context of the development industry and the key actors within it
4. Improve student’s understanding of how development and globalization are linked, and the challenges and opportunities that globalization presents to developing countries
5. Demonstrate understanding of readings, analyze texts critically, effectively write papers Increase the quality of student’s reading, writing, debate and critical thinking skills.
6. Identify and explain major political philosophies, western and nonwestern, and their origins
7. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
8. Distinguish their own views from those of others and can defend their own perspective.
CLASS FORMAT
This class is intended to provoke discussion, and I expect you to actively participate by asking questions about parts of the readings that you find objectionable, interesting, or unclear. We will not regurgitate each and every point from the readings: you are responsible for making your way through the readings and coming to class prepared to ask questions and resolve any confusions. My role is to facilitate your learning experience, which as a college student, is largely based upon your own efforts. I will frequently give small lectures, and then break you into small groups for discussion. Each Friday class starting September 10 will be structured around a student-led discussion, based on the Response Papers that will be due for students assigned for that particular Friday.

CLASSROOM ETIQUETTE:
Attendance is mandatory.

Bring your texts to class on paper. We will discuss readings in class, and I frequently will refer to the specific pages from the readings and expect you to have them in front of you.

Please turn off all cell phones, laptops, etc. If you have learning requirements that necessitate the use of a laptop, please see me.

If you are involved with SNAP, you need to see me the first or second week of the semester.

You are welcome to eat and drink as long as you are not disturbing others.

Please attempt to remain in the classroom throughout the duration of our 50-minute classes. Bathroom breaks should only be used for emergencies.

COURSE REQUIREMENTS:
Regular attendance and active participation in discussions are essential for your performance in this course. You should read the weekly reading assignments before each class. There will be one response paper, one take-home midterm exam, one research assignment and a take-home final paper. The dates of exams and assignments are indicated on the course schedule.

1. *Class Participation* (15%) The course depends on active and ongoing participation by all class participants. This will occur in two ways:

   a). *Weekly Participation*: Class participants are expected to read and discuss the readings on a weekly basis. That means coming prepared to engage the class, with questions and/or comments with respect to the reading. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or defend any reading. Before approaching each reading think about what the key questions are for the week and about how the questions
from this week relate to what you know from previous weeks. Then skim over the
reading to get a sense of the themes it covers, and, before reading further, jot
down what questions you hope the reading will be able to answer for you. Next,
read the introduction and conclusion. This is normally enough to get a sense of
the big picture. Ask yourself: Are the claims in the text surprising? Do you
believe them? Can you think of examples of places that do not seem consistent
with the logic of the argument? Is the reading answering the questions you hoped
it would answer? If not, is it answering more or less interesting questions than you
had thought of? Next ask yourself: What types of evidence or arguments would
you need to see in order to be convinced of the results? Now read through the
whole text, checking as you go through how the arguments used support the
claims of the author. It is rare to find a piece of writing that you agree with
entirely. So, as you come across issues that you are not convinced by, write them
down and bring them along to class for discussion. Also note when you are
pleasantly (or unpleasantly) surprised, when the author produced a convincing
argument which you had not thought of.

b). Response Paper (15%): Each week 3-4 people will take responsibility for
preparing a response papers to one or more of the readings. This includes writing
a 3-5 page response to the reading that a) lays out the main argument(s), b)
indicates what you found provocative and/or mundane, and c) poses 3-4 questions
for class discussion. These handouts will be distributed via email to the rest of the
class by Thursday at 5 PM (using the Discussion page on WebCT). Everyone will
prepare one response paper over the course of the semester. Everyone who
prepares a response for the week should be prepared to provide a brief (2-3
minute) outline of their reaction to the readings as a contribution to discussion.

2. Policy Memo/Research Assignment (20%): You will choose one country to
follow over the course of the semester and will write one policy memo on this
country of 5-7 pages that relates to one of the “Pressing Issues in Development”
(you will choose one of the issues—Environment, Gender/Women in
Development or Infectious Disease-HIV/AIDS). The paper will ask you to
explore one of these issues in the context of a country of your choice (this will
require some additional research). I will give you a hand-out that explains how to
write a policy memo later in the semester. This is due November 15.

3. 2 Take-home Exams (20% each): The exam will be distributed in class and will
be due in class on September 20 and November 1. The exams will be composed
of a number of questions which will ask you to compare and contrast the
arguments of several of the authors we have read for class on particular
questions/themes. (5-7 double spaced-pages)

4. Take-home Final Exam (25%): The exam will be distributed on the last day of
class, December 6th, and will be due on the day of our scheduled final, December
10 by 3pm via email.
GRADE BREAKDOWN:

*Class Participation and Response Paper Assignment* (3-5 double-spaced pages): 15 percent

*2 Take-home Exams* (5-7 double-spaced pages): 20 percent, due September 20 and November 1

*Policy Memo/Research Assignment* (5-7 double-spaced pages): 20 percent

*Take-home Final Exam* (6-8 double-spaced pages): 25 percent

*Two film reviews* (1-2 double-spaced pages): 5% possible extra credit for both

ETHICS: The strength of the College of Charleston depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. This class will fully respect and enforce the College's policy on academic honesty and honor code. 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. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/generalinfo/studenthandbook.html](http://www.cofc.edu/studentaffairs/generalinfo/studenthandbook.html).

REQUIRED BOOKS AND ARTICLES: The following books are for sale at the College of Charleston Bookstore and University Books of Charleston at 360 King Street, and are also available through the Library Reserves (for 2 hours time slots). The other assigned readings are accessible through WebCT.


ASSIGNMENT SCHEDULE

WEEK I: What is International Development?
August 25: Introduction

WEEK II: Understanding Global Poverty and Inequality
August 30: Isbister, “A World of Poverty”, Chapter 1 and 2 (27 pages)

Chapter 1 (20 pages)


WEEK III: Theories of Underdevelopment
September 6: Isbister, “Explanations of Underdevelopment,” Chapter 3 (32 pages)

September 8: W.W. Rostow, “The Five Stages of Growth” (7 pages) - WebCT
Ley, “Samuel Huntington and the End of Classical Modernization Theory”
(15 pages) - WEBCF

September 10: Dos Santos, “The Structure of Dependency” (9 pages) – WebCT
pages) – WebCT

WEEK IV: Colonial and Post-Colonial Development Efforts
September 12: McMichael, “Instituting the Development Project” Chapter 2 (pp. 25-41)

September 13: McMichael, “Instituting the Development Project” Chapter 2 (pp. 41-54)

September 17: Escobar, “The Making and Unmaking of the Third World Through
Development” (8 pages) - WebCT

Take-home Exam #1 Due on September 20

WEEK V: Bretton Woods: International Development as Foreign and Economic Policy
Relations”, Chapter 3 (29 pages)

September 22: McMichael, “Globalizing National Economy”, Chapter 4 (29 pages)

September 24: NO CLASS

WEEK VI: The Debt Crisis and Demise of the State-driven Development
September 27: Film - Life and Debt


October 1: Isbister, pp. 177-184

WEEK VII: The Rise of the Washington Consensus and Neoliberal Globalization

October 6: McMichael, “Instituting the Globalization Project,” Chapter 6 (pp. 149-169)

October 8: McMichael, “Instituting the Globalization Project,” Chapter 6 (pp. 169-190)
Film: Our Friends at the Bank

WEEK VIII. Anti-globalization and Resistance to Washington Consensus
October 11: NO CLASS – Fall Break


Film: Battle for Seattle

WEEK IX: Post-Washington Consensus Debates


Take-home Exam #2 due on November 1

WEEK X: Pressing Issues in Development: Environment

Film: Learning from Ladakh


**WEEK XI: Pressing Issues in Development: Gender and Women in Development (WID)**

November 1: Garret Hardin, “Lifeboat Ethics” (12 pages) - WebCT


*State of the World Atlas*, pp. 86-95


**WEEK XII: Pressing Issues in Development: Infection Diseases and HIV/AIDS Epidemic**


**Policy Memo due November 15**

**WEEK XIII: New Directions in Development Policy**


November 19 – NO CLASS
Please read the following: Glyn Williams, “Evaluating Participatory Development: Tyranny, Power and (Re)Politicisation,”, vol. 25, no. 3, 557-578 - WebCT

WEEK XIV: NOVEMBER 22-26 NO CLASS – THANKSGIVING BREAK

WEEK XV: Alternative Visions of Development


WEEK XVI:
December 6: Evaluations and receive Take-home Final Exam. Final Exam is due via email by 3pm on December 10.
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 348 Politics of Protest and 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.)

- [X] New Course (attach syllabus)
- [ ] 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:

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
LACS]

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture Lab Seminar Ind. Study

3

B. Credit Hours

3

Is this course repeatable? [ ] yes [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 undertakes a comparative study of protest and revolution in industrialized and non-industrialized countries. The political, economic, and social conditions that give rise to protest and revolution will be examined. Reform movements, revolts and revolutions, both historical and contemporary, will be compared from a cross-system perspective.

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 329

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. Students will demonstrate the ability to produce reasoned critiques of social science literature by being able to identify the thesis of a work and formulate their own evaluations of it and defend their positions.</td>
<td>Writing Assignments – four critical reviews of class readings.</td>
</tr>
<tr>
<td>2. Students will be able to identify, explain, and compare the rise of liberal, socialist and nationalist revolutionary movements.</td>
<td>Writing assignments. Two critiques of case study literature on the English, French, Russian, Mexican and Cuban Revolutions</td>
</tr>
<tr>
<td>3. Students will be able to analyze, critique and evaluate the effectiveness of liberal, socialist and nationalist theories of revolution.</td>
<td>Writing assignments. Two critiques of literature on liberal, socialist and nationalist theories of revolution.</td>
</tr>
<tr>
<td>4. Students will be able to analyze and evaluate current revolutionary and social movements and compare and contrast them with historical movements and revolutionary theory.</td>
<td>News project – group project presenting in class oral reports on contemporary revolutions, revolutionary movements or social movements</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
3. Demonstrate understanding of readings, analyze texts critically, effectively write papers
4. Distinguish their own views from those of others and can defend their own perspective.

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

None

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

None

IX. APPROVAL AND SIGNATURES

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

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

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

4. Signature of Curriculum Committee Chair:
   
   Date:

5. Signature of Faculty Senate Secretary:
   
   Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
The most salient feature of the last century was the world-wide rise of revolutionary activity. Africa, Asia, and Latin America have all experienced or are experiencing such upheavals. It is incumbent upon us as political observers to begin understanding current and historical revolutionary movements.

This course is an in depth survey of revolutionary theory, revolutionary movements, and revolutions. We will examine liberal-capitalist, socialist, and anti-imperialist nationalist revolutions and revolutionary movements with special attention to their theory, tactics, and outcomes. Chief among the objects of inquiry will be the concept of revolution itself and the legitimacy of revolutionary means to change political, social, and economic situations.

Learning Outcomes

1. Students will demonstrate the ability to produce reasoned critiques of social science literature by being able to identify the thesis of a work and formulate their own evaluations of it and defend their positions.
2. Students will be able to identify, explain, and compare the rise of liberal, socialist and nationalist revolutionary movements.
3. Students will be able to analyze, critique and evaluate the effectiveness of liberal, socialist and nationalist theories of revolution.
4. Students will be able to analyze and evaluate current revolutionary and social movements and compare and contrast them with historical movements and revolutionary theory.

CORE READINGS - The following books are available in the College Book Store. Selections marked with an asterisk (*) are available in a packet at SAS/E on Wentworth St.

Lenin - The State and Revolution
Eric Wolf - Peasant Wars of the Twentieth Century
Barrington Moore - Social Origins of Dictatorship and Democracy
Stahler-Sholk, et.al. - Latin American Social Movements in the 21st Century
*Jean-Paul Sartre - Preface to The Wretched of the Earth
*William Friedland - “From Revolutionary Theory”
*Ernesto (Che) Guevara - “Guerrilla Warfare: A Method”
  “ Ideology of the Cuban Revolution”
  “Cuban Exceptionalism?”
  “Notes on Man and Socialism in Cuba”
*Theda Skocpol, “Explaining Social Revolutions: Alternatives to Existing Theories,” from Theda Skocpol, States and Social Revolutions
*Julia Buxton, “Venezuela’s Contemporary Political Crisis in Historical Perspective”
*Julian Brookes, “Hugo Chavez and His Bolivarian Revolution”
*Joel Wendland, “Hugo Chavez and the Bolivarian Revolution in Venezuela”

**TOPICS AND READING ASSIGNMENTS**

I. **Variants of Revolutionary Theory - Liberal, Socialist, Nationalist - the New Man** (approx 5 weeks)
   A. Theories of Revolution.
      READ:  *Skocpol, pp.3-40 (photocopy)*
   B. Classical Revolutionary Theory - Marx.
      READ:  *Friedland, Chapt.1*
   C. Classical Revolutionary Theory - Lenin, Trotsky, Mao.
      READ:  Lenin, *State and Revolution*  
              *Friedland, Chapt.2*
   D. Third World Revolution: The Problem of the Peasantry.
      READ:  *Friedland, Chapt.3*  
              *Fanon, “Concerning Violence”*
   E. The New Man
      READ:  *Guevara, “Notes on Man and Socialism in Cuba”*

II. **Liberal - Bourgeois Revolutions: Capitalism as Revolution** (approx 3 weeks)
   A. The English Revolution.
      READ:  Moore, Chapt.1
   B. The French Revolution.
      READ:  Moore, Chapt.2

III. **Modern Revolutions: Communist, Socialist, or Nationalist?**  
     (Approx 3 weeks)
   A. The Russian Revolution.
      READ:  Wolf, Chapt.2
   B. The Mexican Revolution.
      READ:  Wolf, Chapt.1
   C. The Cuban Revolution.
      READ:  Wolf, Chapt.6
   D. Venezuela - Bolivarian Revolution
      READ:  *Julia Buxton, “Venezuela’s Contemporary Political Crisis in Historical Perspective”*  
              *Julian Brookes, “Hugo Chavez and His Bolivarian Revolution”*  
              *Joel Wendland, “Hugo Chavez and the Bolivarian Revolution in Venezuela”*
IV. **Social Movements and Protest - Latin America** (approx 3 weeks)  
Stahler-Sholk, et.al. - **Latin American Social Movements in the 21st Century**  
Selections: TBA

**COURSE REQUIREMENTS AND POLICY**  
This course is designed as a seminar. Reading, writing, and discussion are our chief tools of inquiry and therefore there will be no examinations. There will be very little lecturing and a great deal of class discussion. This will require you to read assignments in a timely fashion and be prepared to share your views and observations with your classmates.

**Essay Assignment**  
Each student will write Four (4) critical essays of at least 5 pages TYPED each. All essays will review the literature in each of the topics.

**Revolution and Protest in the News Today Project**  
Groups of 3-4 students will be responsible for making and oral report on one important current news-story that highlights a contemporary revolution, revolutionary movement, social protest or social movement. The story may come from the US press or foreign press. Online newspapers are available at [http://www.newspapers.com/](http://www.newspapers.com/) and [http://onlinenewspapers.com/](http://onlinenewspapers.com/) Groups will give a presentation summarizing the article and analyzing the story. Groups will always report on a Wednesday of the week and distribute copies (or the URL) of the article on the Monday before. A signup sheet will be circulated the second week of classes.

**Class Attendance**  
Attendance is mandatory. More than five un-excused absences will produce a grade of “F” (since only I can excuse you, check with me first)

**Electronics Policy**  
All laptops, ipods (or equivalent), and cell phones must be turned off during class time. If you must have your cell phone on for emergency purposes it must be set to vibrate only. Papers may not be submitted by email unless cleared with me first.

**Paper submissions**  
I will not accept papers placed in my office mailbox nor under my door nor by email. Papers must be handed to me at the appropriate time when they are due.

**Class Discussion**  
In addition to oral reports, you are required to come to class prepared to discuss the reading assignments. At the last class of the week you will be informed of the required readings for the following week. These must be read before coming to class. Participation in class discussion will constitute 15% of your final grade.
**Deadlines**

Deadlines for the reports will be set in class. You will have at least one week's notice before an essay is due. Failure to meet a deadline will result in a failing grade on that portion of the course. However, a legitimate excuse for failing to meet a deadline may be considered.

**OFFICE HOURS**

Formal office are:

Monday  Wednesday - 4:00 - 6:00 and by appointment

**EVALUATION**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral News presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>17.5%</td>
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<tr>
<td>Essay 2</td>
<td>17.5%</td>
</tr>
<tr>
<td>Essay 3</td>
<td>17.5%</td>
</tr>
<tr>
<td>Essay 4</td>
<td>17.5%</td>
</tr>
<tr>
<td>Participation/Preparation</td>
<td>15%</td>
</tr>
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</table>

**GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
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<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>D-</td>
<td>0.67</td>
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<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**PLAGIARISM**

Plagiarism is considered the worst academic offense. I will lead to failure in this course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.

Plagiarism is the verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

Borrowing without acknowledging the source.

Paraphrasing the thoughts of another writer without acknowledgment. Allowing any other person or organization to prepare work which one then submits as his/her own.
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 350  Corporative Gender 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
- [x] New Course (attach syllabus)

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

DELETE COURSE
- [ ] Re-activate Course
- [ ] Delete Course

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

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

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

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

NONE

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

a) [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:

See overall new POLI degree required form

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>
</table>

B. Credit Hours

Is this course repeatable? [x] 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.

What counts as female? What counts as male? Where did our ideas about femininity and masculinity come from? Do we all answer these questions in the same way? How do we make connections among women, and across place and time?

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate Knowledge of various ideas of gender cross-nationally</td>
<td>Exams; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>2. Illustrate connections between and think about differences across the experiences of women in diverse countries and location</td>
<td>Exams; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

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

1. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
2. Demonstrate understanding of readings, analyze texts critically, effectively write papers

3. 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:
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
What counts as female? What counts as male? Where did our ideas about femininity and masculinity come from? Do we all answer these questions in the same way? How do we make connections among women, and across place and time? Answering such questions requires us to look at how societies are organized, and at the ways in which we, individually and collectively, accept, participate in and challenge gendered definitions of our lives. To do this, we will take an approach that can best be summarized by the phrase: Thinking backwards and thinking outwards. This means that issues are looked at historically, and are also situated in a global context. The aim of this is three-fold: To encourage us to develop critical questions about aspects of our daily realities that we take for granted; to enable us to make connections between and think about differences across the experiences of women in diverse countries and locations; and to allow us to explore how society works, in order to think about and evaluate strategies for making social change. We will situate this discussion against the backdrop of some key issues facing us in the world today: Women’s Political Participation, militarization; ethnic cleansing; poverty alleviation and structural adjustment; women and the global assembly line; tourism and the sex trade; trafficking; human rights; anti-globalization movements; popular culture; migration and refugee issues.

Learning Outcomes
At the end of this course students will: 1. Demonstrate knowledge of various ideas of gender cross-nationally; 2. Illustrate connections between and think about differences across the experience of women in diverse countries and locations.

Required Text: Available at the College Bookstore


All other reading materials and handouts are available on OAKS. Reading material on OAKS will be designated by an *. You can access OAKS from MyCharleston.

Course Requirements
1. Class Participation counts for 15% of your final grade.
   The course will employ both lecture and discussion. However, for the most part it will be conducted like a seminar. Each student is required to turn in two discussion questions, based on your readings, to me via OAKS by 10 PM the day before class - discussion questions will not be accepted anytime after 10 PM. Please also note that failing to show up to class despite the fact that you have turned in
questions to me via OAKS will not count as having turned in discussion questions. Failure to turn in and show up to class will significantly lower your participation grade (which is 15% of your final grade). Active student participation in class discussion is imperative. Students, therefore, are required to come to class having read the assigned readings critically. (Note that you cannot participate if you are not present!) The readings require careful attention as they raise many complex questions for us to consider. Much of the material is also difficult in another way, as it asks critical questions about things that we often take for granted, or see as given, in our society. Accordingly, there will often be contentious issues raised in the classroom. Mutual respect and open-ness are minimum guarantees for any discussion.

Handout No.1 (Discussion Questions)

II. Critical Reflections of 8 Chapters from “Global Woman...” will count for 15% of your final grade.
Each student will turn into me a 2-3 page critical reflection of 8 selected chapters. Two chapters will be due on or before Friday January 28th, two chapters on or before Friday February 11th, two chapters on or before Friday February 18th by 4PM via OAKS, and the last two chapters on Tuesday March 1st in class. All papers must be uploaded to the respective Critical Reflections folder in the dropbox section of OAKS, except for the last two critical reflections which will be turned in hard copy format on Tuesday March 1st. Further details on what is expected for each reflection can be found on OAKS under the heading Handout No.2.

III. Mid-Term Exam counts for 20% of your final grade.
The mid-term exam will consist of approximately seven (7) to ten (10) terms for which students will be required to write brief descriptions. Additionally, students will be required to choose one (1) essay question from among a list of three (3) questions to answer. The entire exam will draw on all class discussions, presentations, and readings done prior to Feb. 24th. The scheduled date for the mid-term is Feb. 24th.

IV. Course Paper and presentation counts for 30% of your final grade—15% each.
The course paper assignment is to analyze the life and times of an individual or group fighting for gender equality. You are to do a biographical sketch of this individual or group. A hand out will be distributed describing what is to be addressed in this paper. The paper should be ten (10) to twelve (12) pages in length typed, double spaced. Students are expected to present a synopsis of their paper during the last two weeks of class. The course paper is due Monday April 25th. (Note: under no circumstances will late papers be accepted!) Handout No.3 (paper expectations) and Handout No.4 (oral presentation expectations)

V. Final Exam (take-home counts for 20% of your grade.)
The final is a take home exam which will consist of Two essays. Exams are due Thursday April 28th by 3 PM. Final must be submitted to the Final folder found in the dropbox in OAKS.

** 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: Please ensure that all Cell phones and other electronic devices 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: Extra Credit; This semester there are a number of events on campus. Extra credit will be offered for attending a maximum of 2 (two) events. For each event you are required to (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 what your overall impressions, position, and or strengths and weaknesses of the ideas presented.
February 1:  Gendered Political Participation: Female Elites

Have Read:  Global Gender Issues, Chapter 3
            *“A 21st Century Model of diplomacy.”

Have Done:  Sent discussion questions via OAKS by 10 pm the evening before

February 3:  Gendered Relationship to the State

Have Read:  Global Gender Issues, Chapter 4
            Introduction to Women’s Studies, pp 217-239

Have Done:  Sent discussion questions via OAKS by 10 pm the evening before

February 8:  The Politics of Reproduction

Have Read:  Introduction to Women’s Studies, pp 57-68 & 99-118

Have Done:  Sent discussion questions via OAKS by 10 pm the evening before

February 10:  The Politics of Reproduction

Have Done:  Read ahead for Tuesday

February 15:  The Politics of Reproduction Cont’d

Have Read:  *Elisabeth Bumiller, May You be the Mother of a Hundred Sons, Chap.5.
            *Gil & Mitra-Kahn, “From Preference to Prejudice: Daughter Devaluation…”

Have Done:  Sent discussion questions via OAKS by 10 pm the evening before

(Critical Reflection of two chapters from Global Woman Due this Friday February 11 by 4 PM)

February 17:  The Politics of Reproduction Cont’d

Have Read:  *Betsy Hartman “Vertical Reform or Lateral Solidarity? The Politics of Privilege in the International Women’s Health Movement.”
            *Ellen Goodman “Foreign policy at a dollar per person.”

Have Done:  Sent discussion questions via OAKS by 10 pm the evening before

(Critical Reflection of two chapters from Global Woman Due this Friday February 18 by 4 PM)

February 22:  Open Session — Group Project Research

February 24:  Mid-Term in class Exam
March 1
Discussion of the all 8 Chapters of Global Woman
Have Done: (Critical Reflection of last two chapters from Global Woman Due Today in class)

March 3:
Gendering Globalization
Have Read:
Global Gender Issues, Chapter 5

Have Done: Sent discussion questions via OAKS by 10 pm the evening before

March 8 & 10
Spring Break

March 15:
Gendering Consumption and its relationship to the Global Expansion of Capitalism: Consumer Beauty Culture: commodifying the body
Have Read:
Introduction to Women’s Studies, pp 329-368

Have Done: Sent discussion questions via OAKS by 10 pm the evening before

March 17
Gendering Globalization: Travel and Tourism
Have Read:
Introduction to Women’s Studies pp 388-410

Have Done: Sent discussion questions via OAKS by 10 pm the evening before

March 22
Gendering Globalization: Sex Tourism

Film: Cowboys in Paradise

Have Read:
* Jacqueline Sanchez Taylor: “Female sex tourism: a contradiction in terms.”
* Paulla A Ebron “Travel Stories.”

Have Done: Sent discussion questions via OAKS by 10 pm the evening before

March 24
Gendering Globalization: Women, Work, and Immigration
Have Read:
Introduction to Women’s Studies, pp 444-462

Have Done: Sent discussion questions via OAKS by 10 pm the evening before

March 29
Gendering Globalization: The Gender Politics of Economic Globalization
Have Read:
Introduction to Women’s Studies, pp 463-478

Have Done: Sent discussion questions via OAKS by 10 pm the evening before

March 31
Where Do We Go From Here? Ungendering World Politics and Feminist Futures!
Have Read:
Global Gender Issues, Chapter 6
Introduction to Women’s Studies, pp 496-498

Have Done: Sent discussion questions via OAKS by 10 pm the evening before

April 5
Dr. Deb McGee: “How to do a successful presentation and the Do’s and Don’t of Powerpoint.”
April 7  
April 12  
April 14  
April 19  
April 21  

Student Presentations
Student Presentations
Student Presentations
Student Presentation
Student Presentation
Last Day of Class/ Wrap up
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 351 Politics of Contemporary Brazil

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:

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>
</table>

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.

This course introduces the student to the politics of Latin America's largest, most populous and most important country. A brief introduction that covers the period of Portuguese colonization as well as early independence and national eras will be followed by an intensive focus on the period from the presidency of Getulio Vargas to the present. Special attention will be given to the era of military government in the 1960s to the "abertura," which opened the door to democratization in the 1990s and the period of President Henrique Cardoso.

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 333

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will formulate a research thesis or question on one topic in Brazilian political development and produce an in-depth analysis of that topic.</td>
<td>Term research project requiring thesis statement, bibliography, paper draft and completed paper including peer review.</td>
</tr>
<tr>
<td>2. Students will be able to summarize and analyze the major social, economic and political developments in Brazil from the colonial period through the First Republic.</td>
<td>Writing assignment - Short paper #1</td>
</tr>
<tr>
<td>3. Students will be able to explain and appraise the construction of Brazilian national identity during the Estado Novo.</td>
<td>Writing assignment - Short paper #2</td>
</tr>
<tr>
<td>4. Students will be able to describe, analyze and evaluate the unique participatory institutions of contemporary Brazil.</td>
<td>Writing assignment - Short paper #4</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.

6. Apply theories and concepts to new situations

8. Demonstrate mastery of the independent research process.

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

None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature] Date: 11/3/2011

2. Signature of Academic Dean:

[Signature] Date: 11/4/11

3. Signature of Provost:

[Signature] Date: 11/6/11

4. Signature of Curriculum Committee Chair:

Date: ______________________

5. Signature of Faculty Senate Secretary:

Date: ______________________

Date Approved by Faculty Senate: ______________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
THE POLITICS OF CONTEMPORARY BRAZIL

This course introduces the student to the politics of Latin America's largest, most populous and most important country. A brief introduction that covers the period of Portuguese colonization as well as early independence and national eras will be followed by an intensive focus on the period from the presidency of Getulio Vargas to the present. Special attention will be given to the era of military government in the 1960s, to the "abertura" which opened the door to democratization in the 1990s, the conversion to neoliberalism under of President Henrique Cardoso, and the recent period under socialist President Luis Ignacio Lula da Silva "Lula".

Learning Outcomes

1. Students will formulate a research thesis or question on one topic in Brazilian political development and produce an in-depth analysis of that topic.
2. Students will be able to summarize and analyze the major social, economic and political developments in Brazil from the colonial period through the First Republic.
3. Students will be able to explain and appraise the construction of Brazilian national identity during the Estado Novo.
4. Students will be able to describe, analyze and evaluate the unique participatory institutions of contemporary Brazil.

Required Texts: books are available at the College bookstore/University Books


Fausto, Boris. 1999 A Concise History of Brazil. Cambridge U.


Films - Recommended

| Amazon Journal | Gosses de Rio |
| Brazilian Connection | The Mission |
| Como Era Gostoso O Meu Frances | Quilombo |
| Emerging Powers (Brazil) | Solo: The Law of the Favela |
| Four Days in September | O Velho: Historia de Luis Carlos |
| Flying Dutchman: Brazil in 16th & 17th Century | Prestes |
Assignments:

Short Papers - Four short papers will be required during the semester. These papers are to be summaries and critical analyses of the course readings - Paper #1 for Topic I; Paper #2 for Topics II and III; Paper #3 for Topics IV and V; and Paper #4 for Topic VI. These papers should be typed, double-spaced, and at least three pages in length. Deadlines for these papers will be announced in class.

Research Paper - a short, focused 10 page research paper on one topic relevant to Brazilian political development – list attached (additional topics by permission of the instructor).

Research Paper Outline. The nature of this outline will be further discussed in class. The outline should articulate your tentative research thesis or problem and outline the major points the paper will discuss. It is to include a preliminary bibliography—i.e., works you have consulted in preparation of the topic.

Research Paper (draft). The draft of your research paper should be a complete, if rough, version of your final paper. The bibliography should be refined—i.e., a list of works cited in your draft. This draft is to be distributed to two of your classmates as well to the instructor for commentary.

Research Paper (completed paper). The final draft of your paper should be complete and have taken into account the criticism and corrections of the first two. The paper should be done in the form prescribed by the Political Science department in its "Guide to Referencing" [link to PDF]

Oral and General Class Participation. Students are expected to attend each class session, take appropriate notes, and be prepared to give meaningful responses to questions based upon the course material and previous discussions. More than two un-excused absences will produce a grade of "F" (since only I can excuse you, check with me first)

Topics

I. Introduction to Course and Background on Brazil: The Corporative State
   Readings: Fausto, 1-197

II. Getulio Vargas and the Rise of the Modern Brazilian State and Politics
    Readings: Fausto, 198-236
    Levine, Chapters 1-6

III. The Democratic Experiment: From Vargas to Goulart
    Readings: Fausto, 237-279
IV. 1964 Coup and the Military Period
Reading: Fausto, 280-332
Kingstone & Power, Selections

V. Transition to Democracy and Reform and Failure
Readings: Kingstone & Power, Selections

VI. Cardoso: Champion of Neoliberalism, Champion of Neo-Democracy //Lula – a New Day for the Brazilian (and Latin American) Worker?
Readings: Kingstone & Power, Selections
Baiocchi- Selected readings

Grades will be calculated as follows

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Short Papers</td>
<td>10% each</td>
</tr>
<tr>
<td>Research Paper - completed</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper Draft</td>
<td>15%</td>
</tr>
<tr>
<td>Oral and General Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Class format** - Lectures will be combined with extensive class discussion. The success of this course depends upon your active participation!!

**Attendance** - Attendance is mandatory. More than four un-excused absences will produce a grade of “F” (since only I can excuse you, check with me first)

**Exams** - There will be no exams in this course.

**College Network** - one of the best ways to contact me is by e-mail friedmand@cofc.edu -- I read my e-mail twice a day and once about 1:00 am every day during the semester. You may also access my own homepage http://friedmand.people.cofc.edu and the LACS homepage http://lacs.cofc.edu/ where you will find my class schedule, course syllabi, and many helpful links for this class.

**Electronics Policy**
All laptops, ipods (or equivalent), and cell phones must be turned off during class time. If you must have your cell phone on for emergency purposes it must be set to vibrate only. Papers may not be submitted by email unless cleared with me first.

**Paper submissions**
I will not accept papers placed in my office mailbox nor under my door nor by email. Papers must be handed to me at the appropriate time when they are due.

**Office Hours** - Please feel free to see me at any time. Formal office hours will be:

XXXX    XXXXXX

**PLAGIARISM**

Plagiarism is considered the worst academic offense. I will lead to failure in this course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.

Plagiarism is the verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/ endnotes.

- Borrowing without acknowledging the source.
- Paraphrasing the thoughts of another writer without acknowledgment.

Allowing any other person or organization to prepare work which one then submits as his/her own.
RESEARCH PAPER

Each student will write a short 10 page research paper on a topic chose in consultation with the instructor (a list of potential topics is below). The research paper must employ at least 2 book sources, 3 professional journal sources, and 2 internet obtained sources (excluding Wikipedia).

RESEARCH PAPER SCHEDULE

Research Paper Outline (first draft). Xxxxxx xx
Research Paper (second draft). Xxxxxx xx
Research Paper Critique Xxxxxx xx
Research Paper (final draft). Xxxxxx xx

Topics

Race and politics in Brazil (historical and contemporary)
Religion and politics
Military and politics (particularly the Estado Novo and Military government of 1964-1990)
Politics of land policy and land reform
Environmental politics in Brazil
Industrial policy (import substitution)
nationalism in Brazil (historical and contemporary)
Regionalism in Brazil (federalism)
Federalism (regionalism) vs. centralism
Personalismo in Brazil – Getulio Vargas
populism
positivism
politics of indigenous peoples in Brazil
Brazilian foreign policy
mercosur – trade
Land Reform
the founding of Brasilia
Racial democracy – race and class
Religion – rise of Protestantism and Afro-Brazilian religion
Brazil as a potential world power
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Mark Long   Email: longm@cofc.edu   Phone: 3-1883

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

Course Prefix, Number, and Title: POLI 352 – Geographies and Politics of the European Union

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

NEW COURSE
✓ New Course (attach syllabus)

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

DELETE COURSE
☐ Re-activate Course
☐ Delete Course

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

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

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

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

None

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

a) ✓ Yes   ☐ No

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

Political Science major/minor, Geography minor: British Studies; European Studies; French Studies; German Studies; International Studies;

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?
A comprehensive introduction to the European Union, structured around the changing geographies of the European space and a chronology of developments in Europe from the Second World War. The course will chart the emergence of the initial European Communities and follow changes as these communities evolve into today’s European Union.

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.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of EU political systems, including their institutions, processes, and laws</td>
<td>Term exams and research paper assignment</td>
</tr>
<tr>
<td>2. Understand the logic of EU enlargement and its impacts on the geographies and politics of the EU</td>
<td>Staged research paper assignment</td>
</tr>
<tr>
<td>3. Apply theories and concepts to new situations</td>
<td>Term exams</td>
</tr>
<tr>
<td>4. Enhance reading comprehension</td>
<td>Reading Tests</td>
</tr>
</tbody>
</table>

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

Course supports the following departmental learning objectives: demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; apply theories and concepts to new situations; identify and explain major political philosophies, western and non western, and their origins, demonstrate knowledge of the reasons why people behave in diverse political roles and spaces. Skills are reinforced in this course.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

N/A

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   [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.
Department of Political Science
College of Charleston
Spring

POLI 352 Geographies and politics of the European Union

Instructor: Mark Long

Lectures: T/TR 8.00-9.15 (Mybk. 207)

Office Hours: Tues. 9.30-10.30 am Wed. 1-3 pm, Room 102, 26 Coming St.
Other times by appointment – E-mail: longm@cofe.edu; Tel.: 953-1883.

Required reading:
6. ERES articles

Recommended reading:
2. Reading a quality daily newspaper (every day), US or international, will greatly enhance this and other classes. It’s a great idea to get into the habit of being informed as early as possible in your third level education (and it’s never too late to start!). Moreover, many such newspapers are available free online.
3. Further, for the purposes of this class, the following website is especially useful: http://www.europa.eu.int/

Course Description: Taking a regional geographic perspective, this course is a comprehensive introduction to the European Union. We begin by considering the idea itself of Europe, before investigating the changing geographies of the European space through a chronology of developments in Europe from the Second World War onwards. In this sense, the course will chart the emergence of the initial European Communities and follow changes as these Communities evolve into today’s European Union. Significantly, our account of the emergence of the Union will be process based, and so strategies to construct a European space anchored by politics, economics, and law (among others) will be examined and investigated. Close attention will be paid to the Union’s successive remappings, and to the institutions and workings of the Union. So too to tensions at the heart of today’s Union, both to increase understanding and as a platform for informed speculation with respect to future developments in this novel experiment in international relations.
The objectives of the course are as follows: to understand Europe’s historical geography; to acquaint students with the European Union and analyze it through political and economic lenses; to study the geographies of the Union, and of its current and future member states; and to increase understanding of the nature of the international state system.

Learning Outcomes: Through your reading, participation, examination and research on the idea, origins, history, functioning, and tensions associated with the EU and its member states, you should expect that this course will allow you to:

- Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
- Identify and explain major political philosophies, western and nonwestern, and their origins
- Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
- Apply theories and concepts to new situations

Exams and Grading: Grades will be determined out of a total of 300 points. The grading scale is as follows: A: 93-100%, A-: 90-92, B+: 88-89, B: 83-87, B-: 80-82, C+: 78-79, C: 73-77, C-: 70-72, D+: 68-69, D: 63-67, D-: 60-62. 59 percent or less will constitute a failing grade. There are 4 components to your grade. Please be advised that poor performance in any of these components will most likely cost you at least half a letter grade.

1. There will be 2 exams in this course. Exams will not be cumulative and each exam will count for 100 points. A make-up exam will be offered on the assigned day during finals week and will be cumulative. **Taking the make-up will be contingent on an “official” excuse with requisite paperwork.**

2. Students are required to submit a research paper, which will run 12-15 pages, including notes, graphics, and bibliography.

*This is a particularly exciting time to study the European space. January 1, 2007, saw 2 new states accede to the EU, which, added to the 10 states that joined in 2004, has made for far reaching change in Europe over recent years. Your semester paper will address the logic of enlargement and its impact on the geography and politics of the European Union.*

*The paper requires you to study the rationale behind both a longstanding member state’s accession and the decision to join the EU on the part of one of the new members, 2004-2007 (Turkey too, although it is less than clear when exactly Turkey will join). To do this you will choose from one of the 15 states that have been members from the 1950s-1990s and one of the 12 2004-2007 entrants, plus Turkey. You will need to consider multiple facets of the push to join on the part of these states in your research: geographic, political, historical, economic, etc.; and to synthesize your understanding of the accession of your case-study states to make arguments about the process of enlargement of the EU. I encourage you to begin deciding which states interest you ASAP.*

*Acceptance of your final paper is contingent on your meeting the following deadlines. Note also the attendant points for each of these steps.

* A decision regarding which states you will study is to be submitted by Friday, February 27. Once you choose you will be required to stick, an incentive, I trust, to get you thinking about this soon. Your choice of states must be accompanied by an annotated bibliography (see below) of no less than 6 journal sources. You will be required throughout the semester to follow the Political Science Department “Guide to
An annotated bibliography is a list of citations to scholarly books and articles. Each entry comprises a citation and a brief descriptive and evaluative paragraph (usually about 150 words), the annotation. In each of your annotations you will specifically explain how the article contributes to your understanding the reasons the state in question joined the EU. (It may be helpful to think about including in each of your annotated bibliographic entries a sentence that reads: “This article is important for understanding why state X joined the EU because...”) Here, you are selectively presenting 6 key sources at this point in the research process. In that sense, you are highlighting only the most useful literature you have consulted in deciding which states to study, and to do this you will need to have processed many more than 6 scholarly articles on your research topic over this early part of the semester.

Your 6 sources must be accompanied by a photocopy of the first page of the journal articles you have been consulting in your research.

- A draft of your paper, including an updated bibliography, must be submitted by Friday, April 3. I will return this draft to you with comments for final revisions. (25 points)
- All papers will be due by Monday, April 27. (35 points)

*Please note that part of the logic behind the deadlines listed here is to encourage you to write a semester paper, i.e. a paper that is the result of a semester-long process of thinking about, researching, and writing about a subject. In this regard, I encourage you to begin this process as soon as possible. Annotated bibliographies, drafts and papers cobbled together at the last minute will most likely earn you very low points.

*Note: For students who have not written this type of assignment in the past, or those of you that might like to polish your writing skills, style manuals can be found at the College of Charleston library. Here, you will find examples of how to prepare a bibliography, for example. We will also discuss parts of this process in class. Be advised that I expect competency in English and fully ten percent of the points for all written work will be awarded on this basis.

* All work in POLS334 must be signed by you and along with your signature must go the words: “honor code upheld” (If in doubt, see http://www.cofc.edu/~agrestrn/honor.html). Failure to this sign will see your scores reduced by 5 points and your work will not be graded until you have duly signed it.

* All work in POLS334 may be turned in at class, or placed in my mailbox at 114, Wentworth St. before 4pm on the appointed days. Proposals, drafts or final papers submitted past their due-by dates will see final scores for the paper reduced by 5 points per day late. Please do not incur late penalties in POLS334.
* Digital submission: you are encouraged to submit your work in digital format, with the following provisions. The paper must be submitted as an attachment in word format (i.e., .doc file format), and it must be in my course inbox by the appointed time on due dates. It is the student’s responsibility to ensure that all work is on time and legible; so if you have any concerns about digital copy, please ensure that you get hardcopy of your work in my mailbox in the department, on time. (Note too that the annotated bibliography must be turned in as hard copy.)

3. There will be 8 reading tests over the duration of the course. These tests will be administered with no prior notification on random days throughout the semester. They are designed to do precisely what the name suggests - test your comprehension of the assigned class readings that you are required and expected to have read for the class in question. These tests will require you to answer a series of true/false questions, or to define a series of terms, or to give an account of some geographic process or processes, or some combination of the above. There will be 16 minutes of class time at the beginning of class to answer these tests. Each reading test is worth 3 points. There will be no make-up reading tests, and no excuses will be accepted concerning illness or forced absences for these quizzes. However, to compensate students who may have genuine reasons for absence on these days, I will automatically discount your 3 lowest scores in these quizzes, so that over the entire semester they will be worth a total of 15 points (3x5). The purpose of the quizzes is to encourage you both to read the material for class and to attend regularly.

4. Participation (10 points): Students are encouraged to participate in class. Feel free to interrupt lectures with pertinent questions, observations and comments, and to express agreement or disagreement with me or with your fellow students. Decorum consonant with a scholarly setting is, however, expected at all times. Note also that participation hinges on at least two things: being in class and keeping abreast of the readings.

Students are required to take all exams, turn in a research paper (as specified here), take the reading tests, and participate in class.

SNAP students, please be advised that I expect you to contact me early in the semester, and certainly well in advance of our first exam, so that we can arrange a schedule that accommodates your needs.

Attendance: Students are required and expected to attend all lectures. Roll will be taken passively but you may be required to sign attendance on given days. There may also be pop-quizzes, which would constitute an extra credit by the end of the semester. Significantly, students with poor attendance records will not receive favorable consideration in assignment of final grades if they fall into a marginal category between grades on the basis of their overall performance.

Finally, you are expected to do your own work in this class. This will be especially important in your research projects. Failure to meet this expectation will result in a score of zero for as many people as may be involved in plagiarism, including the person(s) who drafted the original work. Likewise, use of non-required texts, journal articles, and the Internet for research purposes is encouraged in this class, but you will need to be scrupulous about citing your sources. Unethical
behavior will be reported to the Dean of Students. If in doubt, see the College policy, available at http://www.cofc.edu/~agrestm/honor.html. Further, and significantly, I reserve the right to assign a failing grade for this course for any instance of plagiarism.

The instructor reserves the right to change the syllabus. In that case, you will be notified in class and/or via e-mail. (You are expected to check your CofC e-mail regularly. Please see http://www.cofc.edu/~register/STUDENTEMAILPOLICY.pdf.)

**Key dates to remember**

<table>
<thead>
<tr>
<th>Research</th>
<th>Exams</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library skills session</td>
<td>2/5</td>
<td>1</td>
</tr>
<tr>
<td>Annotated bibliography due</td>
<td>2/27</td>
<td>2</td>
</tr>
<tr>
<td>Draft due</td>
<td>4/3</td>
<td>Make up (see syllabus)</td>
</tr>
<tr>
<td>Final paper due</td>
<td>4/27</td>
<td>5/2</td>
</tr>
</tbody>
</table>

**PS:** By all means bring mobile phones, boom boxes, and vacuum cleaners to class if you’d like to, but please ensure that they are TURNED OFF at all times.
Beyond the syllabus proper, and for your convenience, here is the schedule from the Center for Student Learning for study skills seminars for this semester. Please use this resource as necessary.

**Study Skills Seminars**

**Spring**

Day/Time: Wednesdays @ 6 pm; Thursdays @ 4 pm; Location: ECTR 113
1/21, 22: Time Flies!
1/28, 29: Re-Think Research!
2/4, 5: Read and Remember!
2/11, 12: Noteworthy Notes!
2/18, 19: Take your Best Test!
2/25, 26: It's Wise to Get Advised!
3/11, 12: Tried and True: Study Strategies from College of Charleston Student Mentors
3/18, 19: Contents Under Pressure! Managing stress in College
3/25, 26: Memory Matters!
4/1, 2: Career Center: Not Just for Seniors!
4/8, 9: Plan for Exams!

‘*Study Skills Express*’

Day/Time: Fridays @ 12 noon-12:30 pm; Location: Study Skills Lab
1/30: Study Skills Express: Time Flies!
2/13: Study Skills Express: Read and Remember.
2/20: Study Skills Express: Noteworthy Notes!
2/27: Study Skills Express: Take your Best Test!

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**POLS 334 - Spring SCHEDULE**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction</td>
<td>*denotes ERES [password: Europe09]</td>
</tr>
<tr>
<td>Ideas of Europe</td>
<td>Pagden*</td>
</tr>
<tr>
<td>Ideas of Europe (contd.)</td>
<td>Pocock*</td>
</tr>
<tr>
<td></td>
<td>Rifkin 4, 5</td>
</tr>
<tr>
<td></td>
<td>Rifkin 6, 7</td>
</tr>
<tr>
<td>Ever closer union</td>
<td>Dinan 1, 2</td>
</tr>
<tr>
<td></td>
<td>Dinan 3</td>
</tr>
<tr>
<td>Ever closer union (contd.)</td>
<td>Dinan 4, 5</td>
</tr>
<tr>
<td>Research skills Attendance required</td>
<td>We will meet in Room 122, Addlestone Library</td>
</tr>
<tr>
<td>Ever closer union (contd.)</td>
<td>Dinan 6, 7</td>
</tr>
<tr>
<td></td>
<td>Dinan 8</td>
</tr>
</tbody>
</table>

POLS 334 Geographies and politics of the European Union
Week 6  
Tues. Feb. 17  Ever closer union (contd.)  Dinan 9, 10  Dinan 11
Thurs. Feb. 19

Week 7  
Tues. Feb. 24  Ever closer union (contd.)  Dinan 12, 13
Thurs. Feb. 26  Seeing Europeans  Asad*
Fri. Feb. 27  Annotated bibliography due  Teichler*

Week 8  
Tues. Mar. 3 and Thurs. Mar. 5  No class. spring break

Week 9  
Tues. Mar. 10  Exam #1
Wed. Mar. 11  Political Science Convocation Dr. Cynthia Enloe
  @ 7pm Physicians Auditorium Attendance required
Thurs. Mar. 12  Making Europeans  McNeill 1*
  Rifkin 13

Week 10  
Tues. Mar. 17  Governing Europe  Rifkin 10
Thurs. Mar. 19  McNeill 3*

Week 11  
Tues. Mar. 24  Governing Europe (contd.)  Zielonka 1, 2, 3
Thurs. Mar. 26  Zielonka 4

Week 12  
Tues. Mar. 31  Governing Europe (contd.)  Zielonka 5, 6, Conclusion
Thurs. Apr. 2  Ireland and the EU  Laffan Introduction, 1
Fri. Apr. 3  Draft paper due

Week 13  
Tues. Apr. 7  Ireland and the EU (contd.)  Laffan 2, 3, 4
Thurs. Apr. 9  Laffan 5, 6

Week 14  
Tues. Apr. 14  Ireland and the EU (contd.)  Laffan 7, 8, 9
Thurs. Apr. 16  Laffan 10, 11

Week 15  
Tues. Apr. 21  The EU's place in the world  Rifkin 14
Thurs. Apr. 23  Exam #2  Kagan*

Week 16  
Mon. Apr. 27  Final paper due  Make-up exam. 8-11 Mybk.207
Sat. May 02  (NB: see syllabus)
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Mark Long  Email: longm@cofc.edu  Phone: 3-1883

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

Course Prefix, Number, and Title: POLI 353 – Geographies and Politics of Food

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

NEW COURSE

☑ New Course (attach syllabus)

CHANGE COURSE

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

None

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

a) ☐ Yes  ☑ No

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

Political Science major, minor: Geography minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

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

Our relationship with food has changed radically over recent centuries and this continues today. This course focuses on the technologization of the production and harvesting of food, to explore the paradox of food anxiety driven by, for example, obesity, food security, and safety and to chart global food sourcing and its inequities.

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.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify and explain major political philosophies, western and non-western, and their origins</td>
<td>Assigned readings and reading tests</td>
</tr>
<tr>
<td>2. Apply theories and concepts related to food to new situations, including personal and societal aspects of food</td>
<td>Semester projects</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which approaches are appropriate for particular tasks</td>
<td>Semester projects</td>
</tr>
<tr>
<td>4. Enhance reading comprehension</td>
<td>Reading Tests</td>
</tr>
</tbody>
</table>

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

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

N/A

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   [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.
Department of Political Science  
College of Charleston  

POLI 353 Geographies and politics of food  

Instructor: Mark Long  

Lectures: TR 10.50-12.05pm (Mybk. 115)  

Office Hours: 10-12 M; 1-3 TH, Room 102, 26 Coming St.  
Other times by appointment.  
Tel. 953-1883.  
E-mail: longm@cofc.edu.  

Required Texts:  
6. ERES  

Suggested Reading: Reading a quality daily newspaper (every day), US or international, will greatly enhance this and other classes. It’s a great idea to get into the habit of being informed as early as possible in your third level education (and it’s never too late to start). Further, many such newspapers are available free online; and, moreover, one of the class projects will require you to read a newspaper over the month of October. So, this is a good semester to get into the habit of reading a newspaper.  

Course Description: Over recent centuries our relationships to food have changed in striking ways. There are modern geographies and politics of food that are telling metaphors for past change and are revealing of our culture and perhaps its future. Over the semester we will use the fast food industry in the United States to understand the economic geographies of this country from the nineteenth to the twenty-first centuries; we will consider the social history of cod as a warning regarding our impact on the environment; we will consider the ongoing third agricultural revolution as it manifests itself in genetically modified foods; and we will think through geographies and politics of food at different scales, from our bodies to the globe.  

The class is largely project-based and so students will explore our class discussions outside the classroom through a series of projects designed to have them apply what we are learning in a variety of settings and at different scales. The class has 2 fundamental  

POLS336 Geographies and politics of food
objectives: 1. to get you to think about geographies and politics of one of our most mundane – and hence taken-for-granted – activities: consuming food; 2. to use a variety of research tools to hone your understanding of these geographies and politics.

**Learning outcomes:** Through your reading, participation, and research on the magnitude change in our relationships to the production, distribution and consumption of food, you should expect that this course will allow you to:
- Identify and explain major political philosophies, western and nonwestern, and their origins
- Apply theories and concepts to new situations
- Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers

**Grading:** Grades will be determined out of a total of 600 points. Approximate scores for letter grades are as follows: A: 551+, B+: 501-550, B: 451-500, C+: 401-450, C: 351-400, D: 301-350. 300 or less will constitute a failing grade. There are 6 components to your grade. Please be advised that poor performance in any of these components will most likely cost you at least half a letter grade.

Rather than exams, this class will be project-based. Project handouts will be made available over the semester as appropriate. Some of the projects are to be done alone; others will require you to team up with classmates. Here is the calendar for project work and submission. Each project will be worth 100 points.

- Project 1 Food diary, begins September 5, ends September 23; due September 27
- Project 2 Newspaper survey, begins October 1, ends October 21; due October 25
- Project 3 Interviews, due November 8
- Project 4 Supermarket/food store survey, due November 19
- Project 5 Twentieth century recipes, due December 2.

A final component of your grade is based on participation (100 points). Students are encouraged to participate in class. Feel free to interrupt lectures with pertinent questions, observations and comments, and to express agreement or disagreement with me or with your fellow students. *Decorum consonant with a scholarly setting is, however, expected at all times.* (In the event that you do not have time to pose a question in class, please feel free to send me an e-mail to the address listed here.)

Participation hinges on at least 2 things: 1. being in class; 2. having read the material and being ready to discuss it. Thus, there will be 10 reading quizzes worth (40 points) over the duration of the course. The purpose of the quizzes is to encourage you both to read the material for class and to attend regularly. These tests will be administered with no prior notification on random days throughout the semester. Each quiz will be worth 5 points. They are designed to do precisely what the name suggests - test your comprehension of the assigned class readings that you are required and expected to have read for the class in question. These tests will require you to answer a series of true/false questions, or to define a series of terms, or to give an account of some aspect of

POL336 Geographies and politics of food
the geography and politics of food, or some combination of the above. There will be 10 minutes of class time at the beginning of class to answer these tests. *There will be no make-up reading tests,* and no excuses will be accepted concerning illness or forced absences for these quizzes. However, to compensate students who may have genuine reasons for absence on these days, I will automatically discount your 2 lowest scores in these quizzes, so that over the entire semester they will be worth a total of 40 points (8x5). Your score here will be added to points for the quality of your *contribution to class discussions* over the semester (40 points), and to the twenty points available for *in-class project presentations.*

**Students are required to complete all five projects and participate in class.**

**SNAP** students, please be advised that I expect you to contact me early in the semester, and certainly well in advance of our first project, so that we can arrange a schedule that accommodates your needs.

**Attendance:** Students are required and expected to attend all lectures. Roll will be taken passively but you may be required to sign attendance on given days. There may also be pop-quizzes, which would constitute an extra credit by the end of the semester. **Significantly,** students with poor attendance records will not receive favorable consideration in assignment of final grades if they fall into a marginal category between grades on the basis of their overall performance.

**Finally,** you are expected to do your own work in this class. This will be especially important in your projects. Failure to meet this expectation will result in a score of zero in the project in question for as many people as may be involved in plagiarism, *including* the person(s) who drafted the original project(s) or other work. Likewise, use of non-required texts, journal articles, and the Internet for research purposes is encouraged in this class, but you will need to be scrupulous about citing your sources. Unethical behavior will be reported to the Dean of Students. If in doubt, see the student handbook, available at [http://www.cofc.edu/student-life/handbook/](http://www.cofc.edu/student-life/handbook/). Further, and significantly, I reserve the right to assign a failing grade for this course for any instance of plagiarism.

The instructor reserves the right to change the syllabus.

**PS:** By all means bring mobile phones, boom boxes, and vacuum cleaners to class if you'd like to, but please ensure that they are TURNED OFF at all times (especially your phones).
POLS336 Geographies and politics of food
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Text Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Tues. Aug. 24</td>
<td>Course Introduction</td>
<td>Roark*</td>
</tr>
<tr>
<td></td>
<td>Thurs. Aug. 26</td>
<td>Fast food nation</td>
<td>Hoy*</td>
</tr>
<tr>
<td>Week 2</td>
<td>Tues. Aug. 31</td>
<td>Fast food nation</td>
<td>Schlosser Intro; 1-3</td>
</tr>
<tr>
<td></td>
<td>Thurs. Sep. 2</td>
<td>Fast food nation</td>
<td>Schlosser 4,5</td>
</tr>
<tr>
<td>Week 3</td>
<td>Tues. Sep. 7</td>
<td>Fast food nation</td>
<td>Schlosser 6-8</td>
</tr>
<tr>
<td></td>
<td>Thurs. Sep. 9</td>
<td>Fast food nation</td>
<td>Schlosser 9</td>
</tr>
<tr>
<td>Week 4</td>
<td>Tues. Sep. 14</td>
<td>Fast food nation</td>
<td>Schlosser 10-epilogue</td>
</tr>
<tr>
<td></td>
<td>Thurs. Sep. 16</td>
<td>The end of cod?</td>
<td>Kurlansky Prologue</td>
</tr>
<tr>
<td>Week 5</td>
<td>Tues. Sep. 21</td>
<td>The end of cod?</td>
<td>Kurlansky Part 1</td>
</tr>
<tr>
<td></td>
<td>Thurs. Sep. 23</td>
<td>The end of cod?</td>
<td>Kurlansky Part 2</td>
</tr>
<tr>
<td>Week 6</td>
<td>Tues. Sep. 28</td>
<td>The end of cod?</td>
<td>Kurlansky Part 3</td>
</tr>
<tr>
<td></td>
<td>Thurs. Sep. 30</td>
<td>Scales of consumption</td>
<td>Bell+Valentine 1</td>
</tr>
<tr>
<td>Week 7</td>
<td>Tues. Oct. 5</td>
<td>Scales of consumption</td>
<td>Bell+Valentine 2</td>
</tr>
<tr>
<td></td>
<td>Thurs. Oct. 7</td>
<td>Scales of consumption</td>
<td>Bell+Valentine 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Tues. Oct. 12</td>
<td>Scales of consumption</td>
<td>Bell+Valentine 4</td>
</tr>
<tr>
<td></td>
<td>Thurs. Oct. 14</td>
<td>Scales of consumption</td>
<td>Bell+Valentine 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kovacik*</td>
</tr>
<tr>
<td>Week 9</td>
<td>Tues. Oct. 19</td>
<td>No class, fall break</td>
<td>Bell+Valentine 6</td>
</tr>
<tr>
<td></td>
<td>Thurs. Oct. 21</td>
<td>Scales of consumption</td>
<td>Moran*</td>
</tr>
<tr>
<td>Week 10</td>
<td>Tues. Oct. 26</td>
<td>Scales of consumption</td>
<td>Bell+Valentine 7</td>
</tr>
<tr>
<td></td>
<td>Thurs. Oct. 28</td>
<td>Scales of consumption</td>
<td>Grant*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bell+Valentine 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kodras*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frenkel*</td>
</tr>
<tr>
<td>Week 11</td>
<td>Tues. Nov. 2</td>
<td>The future</td>
<td>Lambrecht 1-3</td>
</tr>
<tr>
<td></td>
<td>Thurs. Nov. 4</td>
<td>The future</td>
<td>Lambrecht 5-7</td>
</tr>
</tbody>
</table>

POLS336 Geographies and politics of food
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Tues. Nov. 9</th>
<th>The future</th>
<th>Lambrecht 8-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thurs. Nov. 11</td>
<td>The future</td>
<td>Lambrecht 12-14</td>
</tr>
<tr>
<td>Week 13</td>
<td>Tues. Nov. 16</td>
<td>The future</td>
<td>Lambrecht 15-18</td>
</tr>
<tr>
<td></td>
<td>Thurs. Nov. 18</td>
<td>The future</td>
<td>Lambrecht 19-21</td>
</tr>
<tr>
<td>Week 14</td>
<td>Tues. Nov. 23, Thurs. Nov. 25</td>
<td>No class SEDAAG meeting/fall break</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Tues. Nov. 30</td>
<td>Project presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs. Dec. 2</td>
<td>Project presentations</td>
<td></td>
</tr>
</tbody>
</table>
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 359 Special Topics in Comparative Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Not: 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
INTL
LACS

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  Lecture  Lab  Seminar  Ind. Study
3

B. Credit Hours 3
Is this course repeatable? ☒ yes ☐ no  If so, how many credit hours may the student earn in this course?

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

These courses examine selected topics in comparative politics not covered in other courses.

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

Old POLS 339. We are maintaining a separation between comparative politics and international relations in our special topics courses under Global Politics and Spaces in order to offer a greater range of special topics courses.

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>Student learning outcomes will change depending on the particular course. Courses that count for special topics under the comparative politics designation would connect to our department learning outcome 1: 1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.</td>
<td>For an example of a course under this designation see the new course for for Southeast Asian Politics, most recently taught under this special topics (POLI 346)</td>
</tr>
</tbody>
</table>

2.

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?

It would depend on the course but such a course would connect to:
1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.

And then might also connect to:

3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers

5. Distinguish their own views from those of others and can defend their own perspective.
6. Apply theories and concepts to new situations

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

None

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

None

IX. APPROVAL AND SIGNATURES

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

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

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

4. Signature of Curriculum Committee Chair:
   
   Date:

5. Signature of Faculty Senate Secretary:
   
   Date:

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Guoli Liu  Email: liug@cofc.ed Phone: 953-5883

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

Course Prefix, Number, and Title: POLI 363 International Law and Organization

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: Spring 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?

a) ☐ Yes  ☑ No

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

Political Science major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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

B. Credit Hours

3

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

This course will examine basic concepts and principles of international law and analyze the nature, political processes, and impact of international organization in world politics. It will explore different approaches to the study of international organization and evaluate the performance of international organizations in carrying out tasks and attaining goals.

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.</td>
<td>This course will systematically introduce students to the fundamental principles of international law and study the key international organizations.</td>
</tr>
<tr>
<td>2. Distinguish their own views from those of others and can defend their own perspective.</td>
<td>Students will study the contending perspectives on key international legal and political issues and examine various international organizations. They will develop independent perspectives on the key issues.</td>
</tr>
<tr>
<td>3. Demonstrate understanding of readings, analyze texts critically, effectively write papers</td>
<td>Students will conduct independent research and write a major research paper. They will also present their papers to class.</td>
</tr>
<tr>
<td>4. Apply theories and concepts to new situations</td>
<td>Students will be able to apply theories and concepts that they learn in the course to examine key current events as well as to review historical cases from new perspectives.</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 will reinforce and demonstrate the Political Science program learning outcomes discussed above.
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:

   [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.
College of Charleston

POLI 363 INTERNATIONAL LAW AND ORGANIZATION

Dr. Guoli Liu
Office: 114 Wentworth Street, Room 103
Office Hours: MW 9:00-11:00 am, Tuesday 3:00-4:00 pm; and by appointment
Telephone: 843-953-5883; E-mail: Liug@cofc.edu

COURSE OBJECTIVES

This course will examine basic concepts and principles of international law and analyze the nature, political processes, and impact of international organizations in world politics. We shall focus on understanding the fundamental principles of international law and organization, including the nature of state sovereignty, treaties, war, trade, and organization of the international system. Since this is a political science course, we will focus considerable attention to the political questions surrounding international law. Law will be seen as a social construction, based on the development and codification of shared norms and principles, and limited by the enforceability of international law. The course will explore different approaches to the study of international organization, and evaluate the performance of international organizations in carrying out tasks and attaining goals. Specific activities of the United Nations and their influence in shaping policy outcomes will be considered in a number of issue areas: peacekeeping and security; economic growth and sustainable development; and human rights. The course will also assess future trends and prospects for international organization as an element of world politics.

COURSE LEARNING OUTCOMES

This course strives to reach the following learning outcomes in consistent with the goals of the Political Science curriculum. 1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; 2. Identify and explain major political philosophies, western and nonwestern, and their origins; 3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; 4. Demonstrate understanding of readings, analyze texts critically, and effectively write papers; 5. Distinguish their own views from those of others and can defend their own perspective; 6. Apply theories and concepts to new situations; and 7. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers.

COURSE REQUIREMENT AND GRADING POLICY

Students are expected to (1) complete and study carefully all required reading; (2)
participate in class discussion and legal problem resolution; (3) conduct independent research and write a research paper on a key issue in international law and organizations; (4) present your paper to class, (5) follow current affairs of international organizations and international law, and (6) actively participate in the United Nations simulation which will be discussed in details in class.

The grade for the class will be based on class participation including two participation reports (20%), one mid term exam (20%), one research paper on international law and international relations (20%) and presentation (10%), the United Nations simulation (20%), and a comprehensive final exam (20%). The lowest 10 percent of the grade will be dropped from your final grade. No make-up exams will be given except in documented cases of emergency or illness. The course will be conducted mostly in a seminar style. Pre-class preparation is a key to our success. The UN simulation will provide a practical hands-on experience. The class will be divided up into delegations each one of which will represent a country at a simulated meeting of the United Nations. This experience will be assessed based upon your participation and a short assessment of it in a 5-6 page paper. This portion of the course will be worth 20% of your final grade.

The research paper should be 12-15 pages (double-spaced, regular margins, in 12 point font). By the first Tuesday of the second month, you should submit a one-page prospectus for the research paper. In this prospectus each student is to describe the topic of the prospect paper, the principal sources to be utilized, and the key literature to which your paper relates. The paper must demonstrate significant research; it is to make reference to original international legal documents and international relations theories; and it is to be adequately documented following the political science guide to referencing (http://polisci.cofc.edu/referenceguide.html).

In the participation reports, please summarize your contribution to the class including attendance, reading, problem solution, presentation, questions and comments, and any other relevant activities. As the lectures and class discussions are an essential part of the course, attendance is mandatory. A class sign-up sheet will be distributed at the beginning of each class. You are allowed a maximum of two unexcused absences during the semester; additional absences, unless you can clearly prove personal emergencies or illnesses, will result in grade penalties.

**Grading Scale:**

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-87</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-77</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
</tbody>
</table>

**REQUIRED READINGS**


**COURSE OUTLINE AND READING ASSIGNMENTS**

1. Introduction
   Slomanson, pp. vii-xxiii.
   Joyner, Preface.
   Hathaway and Koh, Preface.

2. International Law and International Relations
   Slomanson, Chapter 1.
   Joyner, Chapters 1-2.
   Hathaway and Koh, I.

3. States in International Law
   Slomanson, Chapter 2.
   Joyner, Chapter 3.
   Karns and Mingst, Chapter 7.
   Hathaway and Koh, II and III.

4. Understanding Global Governance and the UN
   Joyner, Chapter 5.
   Karns and Mingst, Chapters 1-5.
   Slomanson, Chapter 3.

5. Nonstate Actors, Individuals and Corporations
   Slomanson, Chapter 4.
   Joyner, Chapter 4.
   Karns and Mingst, Chapter 6.

6. Jurisdictional Principles and Dispute Resolution
   Slomanson, Chapters 5 and 9.
   Joyner, Chapters 6-7.
Hathaway and Koh, IV E.

7. What Is "Sovereignty"?
   Slomanson, Chapter 6.

**Midterm Exam**

8. Treaties, Custom, and Diplomatic Relations
   Slomanson, Chapters 7-8.

9. International Peace and Security
   Slomanson, Chapter 10.
   Joyner, Chapter 8.
   Karns and Mingst, Chapter 8.
   Hathaway and Koh, IV F.

10. Human Rights and International Law
    Slomanson, Chapter 11.
    Karns and Mingst, Chapter 10.
    Hathaway and Koh, IV A and D.

11. International Environment and Sustainable Development
    Slomanson, Chapter 12.
    Joyner, Chapters 9-10.
    Karns and Mingst, Chapter 11.
    Hathaway and Koh, IV B.

12. International Trade and International Economic Relations
    Slomanson, Chapter 13.
    Joyner, Chapter 11.
    Karns and Mingst, Chapter 9.
    Hathaway and Koh, IV C.

13. A New World Order
    Slaughter, entire book.

14. Review and Conclusion
    Joyner, Chapter 12.
    Karns and Mingst, Chapter 12.

**Final Exam**
Note: Additional reading will be assigned in class. The course outline including schedule is subject to change at the discretion of the professor.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: John Creed   Email: creedj@cofc.edu   Phone: 3-8137
Department or Program Name: Political Science   School name: Humanities and Social Sciences
Course Prefix, Number, and Title: POLI 364 - International Environmental Politics

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

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

International Environmental Politics examines the transnational nature of environmental issues and the responses to them in light of the political, economic and social priorities of states and other actors in the global arena. The course includes substantive discussion of key environmental concerns and specific analysis of how international institutions and selected communities throughout the world have grappled with the politics of environmental stress and degradation.

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What will students know and be able to do when they complete the course?</strong></td>
<td><strong>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?</strong></td>
</tr>
<tr>
<td>1. Students will have a stronger and more informed perspective on the evolution of international environmental politics, the actors and issues involved and the ways institutions and actors have sought to address global challenges.</td>
<td>Measured by student performance on terms and final exams</td>
</tr>
<tr>
<td>2. Students will develop a more sophisticated conception of different kinds of international environmental problems and develop a facility for using competing international relations theories to explain the emergence and evolution of these issues</td>
<td>Measured by student performance on terms and final exams</td>
</tr>
<tr>
<td>3. Students will develop abilities to comprehend the views of others and articulate, defend one's own position</td>
<td>Measured by performance in simulation exercise and reflection papers written after the exercise.</td>
</tr>
<tr>
<td>4. Students will develop effective, concise writing abilities and refine critical analysis skills</td>
<td>Measured by performance on quote analyses assignments, class exams, critical essay paper assignments.</td>
</tr>
</tbody>
</table>

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

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

N/A

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   [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.
International Environmental Politics

Course Objectives

This course is designed to acquaint you with the international nature of environmental politics by:

a.) examining specific environmental issues and identifying connections among the many human political, economic and social activities that influence these environmental concerns internationally;

b.) evaluating responses to these environmental issues across cultures and at several policymaking levels, with an emphasis on elements of global environmental governance; and

c.) investigating alternative theoretical frameworks for analyzing, understanding, and responding to environmental issues.

Throughout this course too, we will be encouraged to think critically and write analytically about environmental politics.

Course Content

This course will contain significant helpings of material about the substance of environmental issues, the international politics that surround these concerns, and different conceptual approaches to environmentalism.

First, in order to have an understanding of environmental politics, you must possess some grounding in environmental concerns themselves -- what the various problems are perceived to be, how worrisome these problems are thought to be, and what factors are arguably judged to be contributing to these situations. Although there is some starting presumption in the course that you have broad familiarity with high-profile environmental issues through fulfilling your role as an informed citizen or through other courses you may have taken, portions of the course will be devoted to exploring specific substantive issues associated with contemporary environmental politics as they have emerged around the world. A particular emphasis will be placed on the global responses to climate change, ozone depletion and biodiversity conservation over the past quarter century.

Second, throughout this course, we will be exploring the political ramifications of these particular environmental issues and the alternative international responses environmental concerns have provoked. We will do this in part by reading of how specific international institutions and selected communities throughout the world have grappled with the politics of environmental stress and degradation. We will also spend significant time examining several of the key conventions and protocols that now seek to govern international behavior on these issues and critically assess new approaches to issues that involve alternative forms of governance at different levels in the international system. We will specifically look at elements of community conservation when engaging material at this level.

Finally, we will be examining theoretical and conceptual approaches to studying the international environmental arena with an eye toward discussing their merits alongside the more "practical" aspects of international environmental politics. This exploration will take us to view environmental concerns through realist, liberal, Marxist and cognitive theoretical traditions, as well as focus explicitly on the implications environmentalism may have on some specific "traditional" occupations of international politics like security, development and trade.
Learning Outcomes and Skills This Course Will Seek to Improve

This course contains several learning objectives and outcomes. After taking this course, you will have a stronger and more informed perspective on the evolution of international environmental politics, the actors and issues involved and the ways institutions and actors have sought to address global challenges. You will also have a more sophisticated conception of different kinds of international environmental problems and you will develop facility for using competing international relations theories to explain the emergence and evolution of these issues. All told, substantively you will develop a clear appreciation for role environmental politics plays in shaping and challenging many elements of conventional international relations. In addition, by the end of the semester, you should be more conscious of your understanding of international environmental politics and be able to both express it clearly to others as well as place your views in the context of ongoing scholarly debates. This course will push you to comprehend the specific nature of international relations theories and you will know how to begin applying concepts and theories to international issues of all kinds, having used environmental issues as the context to learn from. You will also develop critical reading and analytical abilities through the specific writing assignments in this course.

This course the will seek to challenge and improve upon a variety of skills which are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

** oral communication (through regular class participation);
** reading comprehension (through regular reading assignments which will provide the basis for many class discussions, as well as quote analysis assignments and questions on the term exams);
** effective, concise writing and development of critical analysis (through quote analysis assignments and critical essay paper assignments);
** applying theories and concepts to new situations (through class discussions, quote analyses, class exams, critical essay paper assignments);
** comprehending the views of others and articulating, defending one’s own position (through class discussions, critical essay paper assignments).
** cooperative decision-making and group communication (through group exercises in class discussions).

Method of Presentation

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

This class is designed to try to hit everyone’s primary channels of learning as often as possible through a variety of teaching pedagogies. As such, class meetings will be roughly divided between lecture and class discussion, with lecture material designed to complement the required readings. Class will not be a rehashing of the information in the texts. On occasion, students will be leading discussion portions of class sessions based on work they have done outside of class. These discussions will sometimes take place in small groups.

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

Class Participation

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

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

Special Circumstances

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

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

Office Hours

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

Method of Evaluation

You will be earning points throughout the semester. Final course evaluations will be based on the following point distribution:

1. Class participation and the POLS Convocation (40 points): Your constructive input is a vital component of this course. It is expected that you will attend class regularly and that you will be prepared to discuss the required readings on the day they are assigned. At the end of the semester, you will be given a point total based on the contribution you have made to the class proceedings.

Note: If it appears the class is not sufficiently prepared, I reserve the right to give unannounced quizzes and the grades will be factored into your participation totals. However, in this context, quizzes waste a lot of everyone's time; it will be a measure of our collective success if we manage to avoid them.

In addition, during the semester, everyone in class will be expected to attend the POLS Convocation on Tuesday, February 15 from 7:00-8:30 p.m. in Physician's Auditorium. This event will be part of a semester long exploration of "Consumption and Survival: the Politics of Everyday Living" that will involve participants from a host of POLS courses. The concept of consumption is central to international environmental politics and the presentation on February 15 will specifically address the accumulation of plastics in the Pacific Ocean with Marcus Eriksen and Anna Cummins, two scholars who have long studied this phenomenon and been activists in seeking change. At various junctures in the semester, we will be discussing matters of consumption in the dynamics of international environmental politics and we will draw on material and themes from the convocation and subsequent
exercises in our deliberations. If you have a specific conflict surrounding the convocation on February 15, you should let me know immediately.

2. Quote Analyses (80 points): Ten times during the semester you will have the opportunity to turn in a quote analysis. The due dates are listed in the course outline of the syllabus. You are expected to complete at least eight of the ten quote analysis assignments (four prior to midterm) and the top eight point totals will make up your quote analysis grade. A quote analysis is a two paragraph assignment in which you choose a quotation of no more than three sentences from the required reading of the section and discuss it (the choice of quotation is entirely up to you, but pick a quote related to politics and the themes of the course. Copy the quote and specify the reading and page number where it can be found). In the first paragraph of the analysis, explain the broad argument that the quote refers or is related to in your own words. In the second paragraph, present a reasoned argument of your own supporting, extending or criticizing the thesis captured by the quotation. Try wherever possible to put your argument in the larger context of the issues, readings and other materials we have discussed in class. These quote analyses will be picked up at the start of class. They cannot be handed in late and receive credit. Bring two copies of your analyses to class if you like – one to hand in and one to refer to during our discussion. An example of a quote analysis will be distributed during the second week of class.

3. Term Exams (300 points; 100 points each). Three times during the semester, you will be given substantive in-class exams. The exams will be composed of some mixture of identifications, short answer and essay questions. They will cover lectures, class discussions and required readings through a specified period of the course and the dates for the exams are in the course outline below. A detailed study guide will be handed out prior to each exam containing all the information you need to prepare yourself adequately for the test.

4. Critical Essay paper Assignments: (300 points; 25 points for first paper, 50 points for the second, 75 points for the third, 150 points for the fourth). You will complete four critical essay written assignments during the semester. Due dates for the assignments are listed in the course outline below. The precise guidelines for each of these assignments will be handed out separately. The final critical essay assignment will constitute your final exam (take home) and will have a cumulative aspect to it.

There are a total of 720 points available in the course. Grades will be assigned according to your point totals.

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

<table>
<thead>
<tr>
<th>A – Superior (720-650)</th>
<th>A minus – Excellent (659-635)</th>
<th>B+ -- Very Good (634-620)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B – Good (619-599)</td>
<td>B minus – Outstanding (598-570)</td>
<td>C+ – Fair (569-550)</td>
</tr>
<tr>
<td>C – Average (549-520)</td>
<td>C minus – Acceptable (519-500)</td>
<td>D+ – Barely Acceptable (499-480)</td>
</tr>
<tr>
<td>D – Merely Passing (479-450)</td>
<td>D minus – Barely Passing (449-430)</td>
<td>F – Failure (429-0)</td>
</tr>
</tbody>
</table>

Opportunities for "extra credit" are not available.

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

Course Groundrules

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. Students missing more than five class sessions will lose the point equivalent of one full letter grade from the participation portion of their total average for each additional absence.

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total grade automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deducted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested in class. Any student who does not inform me of a missed exam within 24 hours time and cannot produce a legitimate, substantiated reason for absence will fail the missed exam (receive zero points) automatically and will have no opportunities for a make-up test.
Electronic Submissions: NO work may be submitted to me electronically for credit under any circumstances. You must have legible printed copies of work for me to collect and read when assignments are due.

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

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

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

Reading and Texts

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

Assignments will be made in the following books:

Kate O’Neill, The Environment and International Relations. (New York: Cambridge University Press, 2009)


Kathryn Harrison and Lisa McIntosh Sundstrom, eds., Global Commons, Domestic Decisions: The Comparative Politics of Climate Change (Cambridge, MA: MIT Press, 2010).


Additional required readings are marked with an asterisk (*) in the course outline. These readings are available through the College library’s E-reserve system. You will be given a password to enter the page for this course during the first week of class.

It is also important for you to keep up with international environmental politics and current events as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. I suggest reading The New York Times as often as possible. A discount subscription form allowing you to purchase the paper on weekdays for a significant savings over the newsstand price is available through this class: I urge you to make use of this offer if you do not have regular access to one of the newspapers listed below. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in environmental politics.

Newspapers

The New York Times
The Christian Science Monitor

TV/Radio

Nightly News (ABC, NBC, CBS, FOX, CNN)

Nightline (ABC)
The Washington Post
The Wall Street Journal

Periodicals and Journals
- Environmental Politics
- Environmental Ethics
- International Environmental Agreements
- Global Environmental Politics
- Natural Resources Journal
- Conservation Biology
- The Journal of Environment and Development
- Development and Change
- Environmental Conservation
- Environmental Management
- Society and Natural Resources
- Environment
- World Development
- Environmental Science and Policy
- Ecological Economics
- RECIHEL (Review of European Community and International Environmental Law)
- Global Environmental Change
- Global Governance
- Natural Resources Forum

Hints for Reading and Writing — Survival Tips

When seeking to understand different conceptual frameworks used in environmental politics, it is important to wrestle with the many assumptions and abstract ideas they are based upon. We will be reading several books and articles through the semester that will help us in this endeavor. At times, the reading may prove difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before the exam. Thus, I have some suggestions to help you in your reading.

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

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

Once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you indeed identified the major points and that you feel you understand the material sufficiently. If the readings were very confusing when you tackled them before class or you did not feel you got much out of them, reread the material after the discussion to see if you understand it any better. There is an unstated (and faulty) assumption among many of us that we should read passages only once in order to gain a complete appreciation of them. However, it often takes two, three or sometimes more readings to attain a full measure of what an author has to offer. We often see more if we give ourselves a second time around.
***If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, we will complete four critical essay paper assignments designed to help you develop your skills in synthesizing other's ideas and constructing your own. You will also complete a number of shorter written assignments. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following stages:

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

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

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

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

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

**Dates to Remember**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>First Critical Essay</td>
<td>Monday, February 7 (4:30 p.m. at my office)</td>
</tr>
<tr>
<td>PG&amp;L's Conversation</td>
<td>Tuesday, February 15 (7:00 p.m. at Physician's Aud.)</td>
</tr>
<tr>
<td>First Term Exam</td>
<td>Friday, February 18</td>
</tr>
<tr>
<td>Completion of first four quote analyses</td>
<td>Wednesday, March 2</td>
</tr>
<tr>
<td>Second Critical Essay</td>
<td>Friday, March 18 (4:30 p.m. at my office)</td>
</tr>
<tr>
<td>Second Term Exam</td>
<td>Monday, March 28</td>
</tr>
<tr>
<td>Third Critical Essay</td>
<td>Monday, April 11 (4:30 p.m. at my office)</td>
</tr>
<tr>
<td>Third Term Exam</td>
<td>Wednesday, April 20</td>
</tr>
<tr>
<td>Fourth Critical Essay</td>
<td>Monday, May 2 (4:30 at my office)</td>
</tr>
</tbody>
</table>

Note: Dates for Quote Analysis assignments are listed in the course outline.
Course Outline and Required Readings

GPB = Green Planet Blues
PCF = Parks, Conca and Finger
(*) Reading found on library’s E-Reserve system (password protected)

I. Course Introduction (January 10-12)

No reading

II. Why Study the International Environment? (January 14-19)

Reading: O’Neill, pp. 1-7;
Speth, pp. 1-13;
Ken Conca and Geoffrey Dabelko, “Introduction: Four Decades of Global Environmental Politics” (GPB);
(*) Kenneth Keller, “Unpackaging the Environment,” World Policy 13 (Fall 1996), pp. 11-23;
(*) Michael Marnates, “Individualization: Plant a Tree, Buy a Bike, Save the World?” Global Environmental Politics 1 (August 2001), pp. 31-52.

Martin Luther King Day – Monday, January 17 (no class)
Consider Engaging in Service

III. The Background of International Environmental Politics -- Stockholm and Beyond (January 21-26)

A. The Emergence of Global Concern (January 21)

Reading: O’Neill, pp. 24-29;
Daniella Meadows et al., "The Limits to Growth" (GPB).

B. The Standard Model ... And Its Critics (January 24)

Jacob Park, Matthias Finger and Ken Conca, “The Death of Rio Environmenalam” (PCF);
Joao Augusto De Araujo Castro, "Environment and Development: The Case of the Developing Countries" (GPB);

C. The Difficulties of Global Cooperation – A Brief History of Global Climate Change (January 26)

(*) Daniel Bodansky, “The History of the Global Climate Change Regime”. in Luterbacher and Sprinz, eds. International Relations and Climate
First Quote Analysis covering Sections A, B & C due at the start of class — January 26

**IV. Problems Facing the Global Environment (January 28-February 7)**

Reading:
- O’Neill, pp. 29-47;
- Speth, pp. 17-45; 67-86;

A. Global Commons Problems (January 28)

Reading:
- Garrett Hardin, "The Tragedy of the Commons" (GPB);
- Susan J. Buck, "No Tragedy of the Commons" (GPB);
- (*) William Ophuls, "The Scarcity Society" Harpers (April 1974);

B. Transboundary Problems (January 31)

Reading:

C. Local-Cumulative Problems (February 2-4)

Reading:
- (*) Gabriela Kutting, “Globalization, Poverty and the Environment in West Africa: Too Poor to Pollute?” Global Environmental Politics 3 (November 2003), pp. 42-60;
- (*) Inara de Soysa, “Eco-violence: Shrinking Pie, or Honey Pot?” Global Environmental Politics 2 (November 2002), pp. 1-34;

Second Quote Analysis covering Sections A, B & C due at the start of class — February 4

**V. Theories of International Relations and Conceptions of Global Environmental Governance (February 7-16)**

Reading:
- O’Neill, pp. 7-23;
A. Realism and Neo-realism (February 7-9)


First Critical Essay due – Monday, February 7 (4:30 p.m. at my office)

B. Neo-liberalism (February 11)

Reading: (*) Ian H. Rowlands, “Classical Theories of International Relations” in Luthebacher and Sprinz, *International Relations and Climate Change* (Cambridge, MA: MIT Press, 2001), pp. 54-60;

C. Historical Materialism and Dependency Theory (February 14)


Third Quote Analysis covering Sections A, B & C due at the start of class — February 14

*POLS convocation at 7:00 p.m. in Physician’s Auditorium – Tuesday, February 15
You are required to attend this event

D. Cognitive Approaches (February 16)


First Term Exam – Friday, February 18

VI. The Environment and the Structure of the International System (February 21-March 14)

A. States and the Issue of Sovereignty (February 21)

B. Shadow Ecologies (February 23)

Reading: O'Neill, pp. 53-61:

Fourth Quote Analysis covering Sections A & B due at the start of class — February 23

C. International Governmental Organizations (February 25-28)

Reading: Maria Ivanova, “Moving Forward by Looking Back: Learning from UNEP’s History” (GPB);
(*) Steinar Andresen and Ellen Ie, “The Effectiveness and Legitimacy of International Environmental Institutions” International Environmental Agreements 5 (September 2005), pp. 211-226;

D. Global Environmental Movement (March 2)

Reading: O’Neill, pp. 57-61;
Smitu Kothari, “Globalization, Global Alliances and the Narmada Movement” (GPB);

Fifth Quote Analysis covering Sections C & D due at the start of class — March 2
You must have completed four Quote analyses by this time in order to be eligible for full point credit for the assignment

E. Non-Governmental Organizations and Grassroots Movements (March 4)

Reading: (*) Aykut Cohen, “Community-Based Ecological Resistance: The Bergama Movement in Turkey,” Environmental Politics 13 (Summer 2004), pp. 433-466;

Spring Break — 3-11

F. Expert Groups, the Private Sector and the Missing Broader Public (March 14)

Reading: O’Neill, pp. 61-70;
Peter Newell, “The Marketization of Global Environmental Governance: Manifestations and Implications” (PCF);
Chico Mendes (with Tony Gross), “Fight for the Forest” (GPB);
Etirajan Anbarasan, “Kenya’s Green Militant: An Interview with Wangari Maathai” (GPB);
(*) Paul Steinberg, “Understanding Policy Change in Developing Countries: The Spheres of Influence Framework,” Global Environmental Politics 3 (February 2003), pp. 11-32.

Sixth Quote Analysis Covering Sections E & F due at the start of class — March 14
VII. Negotiating Cooperation – The Comparative Politics of Climate Change (March 16-25)

A. Domestic Politics and Global Climate Policy (March 16)

Reading: O’Neill, pp. 71-87;
Harrison and Sundstrom, Chapters 1-2;

B. Climate Change and Issues of Equity (March 18)

Reading: O’Neill, pp. 87-89;
Harrison and Sundstrom, Chapters 3-4.

Second Critical Essay due – Friday, March 18 (4:30 p.m. at my office)

C. Designing the Climate Change Agreement (March 21)

Reading: O’Neill, pp. 89-103;
Harrison and Sundstrom, Chapters 5-6

D. Courting the Recalcitrant (March 23)

Reading: Harrison and Sundstrom, Chapters 7-8;

Seventh Quote Analysis Covering Sections A, B C & D due at the start of class – March 23

E. Evaluating the Effectiveness of Negotiated Agreements (March 25)

Reading: O’Neill, pp. 104-134;
Harrison and Sundstrom, Chapter 9;
Norichika Kanies, “Governance with Multilateral Environmental Agreements: A Healthy or Ill-Equipped Fragmentation? (GPB);

Second Term Exam – Monday, March 28

VIII. The Political Economy of the Environment (March 30–April 5)

Reading: O’Neill, pp. 155-166;
Spiel, pp. 45-66.

A. The Debate Over Free Trade (March 30–April 1)

Reading: Hugo Camerson, “The Evolution of Trade and the Environment Debate at the WTO” (GPB);
Herman F. Durl, "The Perils of Free Trade" Scientific American (November 1993), pp. 50-57;
Gabriela Kutting, “A Global Political Economy of Textiles: From the Global to the Local and Back Again” (PCF);
Henri Asekrud, “Between Market and Justice: The Socio-Ecological Challenge” (PCF);
(§) Alasdair Young, "Picking the Wrong Fight: Why Attacks on the World Trade Organization Pose the Real Threat to National
Eighth Quote Analysis Covering Sections A & B due at the start of class – April 1

B. The Concept of Sustainable Development (April 4-6)

Reading:

- J. Timmons Roberts, Bradley C. Parks, Michael J. Tierney and Robert L. Hicks, “Has Foreign Aid Been Greened?” (GPB)
- World Commission on Environment and Development, “Towards Sustainable Development” (GPB); Larry Lohmann, “Whose Common Future?” (GPB);
- Shachar-Chandra M. Lee, “Sustainable Development: A Critical Review” (GPB);
- Ismail Serageldin and Andrew Steer, “Expanding the Capital Stock” (GPB);
- Ulrich Brandt and Christoph Gorg, “Sustainability and Globalization: A Theoretical Perspective” (PCF);
- Mathias Finger, “Which Governance for Sustainable Development? An Organizational and Institutional Perspective” (PCF);
- Matthew Paterson, “Sustainable Consumption? Legitimation, Regulation and Environmental Governance” (PCF)

Ninth Quote Analysis Covering Sections A & B due at the start of class – April 6

IX. Community Conservation and Local Empowerment (April 8-13)

A. Community Conservation in Theory (April 8)

Reading:

- Nancy Lee Peluso, “Coercing Conservation” (GPB);
- (*) Peter Wilhuisen et. al., “Reinventing a Square Wheel: Critique of a Resurgent ‘Protection Paradigm’ in International Biodiversity Conservation” Society and Natural Resources 15 (1): 17-40;

B. The Role of Women in Community Conservation (April 11)

Reading:

- Darrell Whitman, “Stakeholders and the Politics of Environmental Policymaking” (PCF)

Third Critical Essay due – Monday, April 11 (4:30 p.m. at my office)

C. Community Conservation in Practice (April 13)

Reading:

- (*) Clark Gibson and Stuart Marks, “Transforming Rural Hunters into Conservationists: An Assessment of Community-Based Wildlife


(*) Caitlin Lepper and Jessica Schroen, “Community-Based Natural Resource Management, Poverty Alleviation and Livelihood Diversification: A case Study from Northern Botswana” *Development Southern Africa* 27 (5), pp. 725-739;


**Tenth Quote Analysis covering Sections A, B & C due at the start of class – April 13**

**X. Non-State Actors and Global Governance (April 13-16)**

**Reading:**
- O’Neill, pp. 187-190;

**Third Term Exam – Wednesday, April 20**

**XII. Reconsidering Utopia (April 22-25)**

**Reading:**
- O’Neill, pp 197-211;
- Spath, pp. 69-137;
- Ken Conca, “Rethinking Authority, Territory and Knowledge: Transnational Socio-Ecological Controversies and Global Environmental Governance” (PCF);

**Fourth Critical Essay due – Monday, May 2 (4:30 p.m. at my office)**

Please don’t throw away this syllabus — RECYCLE IT INSTEAD
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Mark Long  Email: longm@cofc.edu  Phone: 3-1883

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

Course Prefix, Number, and Title: POLI 367 – Geography of International Conflict

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

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

None

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

a) ☑ Yes  ☐ No

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

Political Science major/minor; Geography minor; British Studies

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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

The Geography of International Conflict analyzes contemporary international conflicts within the context of theories and concepts in political geography. Conflicts explored in this course include those in the former Yugoslavia, Northern Ireland and South Africa. Furthermore, the U.S. role as potential peacemaker in these regions is investigated.

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.</td>
<td>Course exams and research paper</td>
</tr>
<tr>
<td>2. Identify and explain major political philosophies, western and nonwestern, and their origins.</td>
<td>Course exams and research paper</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces, particularly in conflict and conflict resolution settings</td>
<td>Course exams and research paper</td>
</tr>
<tr>
<td>4. Demonstrate understanding of readings, analyze texts critically, effectively write papers</td>
<td>Reading tests, course exams, research paper assignment</td>
</tr>
</tbody>
</table>

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

Course supports the following departmental learning objectives: demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; identify and explain major political philosophies, western and nonwestern, and their origins; demonstrate understanding of readings, analyze texts critically, effectively write papers; apply theories and concepts to new situations; demonstrate knowledge of the reasons why people
behave in diverse political roles and spaces: Demonstrate mastery of the independent research process. Skills are reinforced in this course.

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

N/A

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

None

IX. APPROVAL AND SIGNATURES

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

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

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

4. Signature of Curriculum Committee Chair:  
   
   Date:

5. Signature of Faculty Senate Secretary:  
   
   Date:

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Department of Political Science
College of Charleston

POLI 367 The geography of international conflict

Instructor: Mark Long

Class: MWF 2-2.50pm (Mybk. 316)

Office Hours: 3.00-5.00pm MW, Room 102, 26 Coming St.
Other times by appointment:
Tel. 953-1883.
E-mail: longm@cofc.edu.

Required Texts:
5. Addlestone Library (e-reserve readings)

Suggested Reading: Reading a quality daily newspaper (every day), US or international, will greatly enhance this and other classes. It's a great idea to get into the habit of being informed as early as possible in your third level education (and it's never too late to start). Moreover, many such newspapers are available free online. Please note, in this regard, that TV news is NO substitute for a newspaper such as the New York Times. Please see me if you would like to talk about which newspapers might fit this class best.

Course Description: Conflict and war have been constants over human history and can be charted across the entirety of Earth's surface at different scales today. This course presents students with theorizations of war and conflict, and applies this framework to conflicts at different scales worldwide. A geography of international conflict emerges. This geography highlights connections between places - understood here to range from supranational organizations to states to localities - that underpin wars and may play a role in generating conflicts in different cultural realms and regions. Understanding the geography of international conflict is the first objective of this course.

A second objective of the course is to familiarize students with geographic - and particularly political geographic - tools, which are especially useful for understanding the dynamics of war and conflict. Here political geography's traditional focus on the state and on political identities anchored by the nation and ethnicity will be especially useful; and we will consider closely the role of the state in conflict in the past, present, and
future. Geography’s sensitivity to the relationship between the environment and human society will be important here too as we discuss the centrality of resource scarcity to present and possible future geographies of conflict.

A third objective is to situate the US in particular in this geography of international conflict. War has been a constant for the US over your time at College and we will pay close attention in particular to Iraq and to the geographic underpinnings of war there and possible future consequences of that conflict.

Furthermore, students will gain an understanding of the dynamics of a series of conflicts at different scales and in different regions across the globe; so too of the nature of the international state system and the role of key actors therein.

A final objective is the research skills associated with a paper to be researched and written over the semester.

**Learning Outcomes:** Through your reading, participation, examination and research on the origins, conduct and impact of conflict at different scales in multiple locations worldwide, you should expect that this course will allow you to:

- Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
- Identify and explain major political philosophies, western and nonwestern, and their origins.
- Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
- Demonstrate understanding of readings, analyze texts critically, effectively write papers.
- Apply theories and concepts to new situations.
- Demonstrate mastery of the independent research process.

You should expect your skills to improve in the following ways from this course:

- You will **critically read** class texts and readings and will be expected to analyze and evaluate them through group discussion in class.
- You will take notes from your readings and in-class with a view to **marshalling theorizations** of conflict and **understanding case studies** from around the world for exam purposes.
- **Literature review:** initially as you arrive at a research question, you will gather, assess, and integrate existing research literature relevant to your chosen topic and you will present this as your research proposal. Over the semester, you will compile an accurate and comprehensive bibliography using the standard format of the political science referencing guide (see below). Component pieces of the research process, further, will require you to compile and submit annotated bibliographies on your research topic.
- **Analytical writing:** in your research you will apply (parts of) the analytical and theoretical framework we use in class and you encounter in readings to understand a specific conflict/facet of the geography of conflict. This will enhance your understanding of that framework and increase your understanding of the conflict/facet of the geography of conflict that you choose to study.
Research: you will receive instruction in the library catalogue and databases; you will identify a topic for research; review literature: critically reading, analyzing and evaluating texts and articles; develop a research question and expectations regarding the conflict’s genesis and outcome; gather appropriate case material to test your expectations/hypotheses; and draw appropriate conclusions.

Exams and Grading: Grades will be determined out of a total of 500 points. The grading scale is as follows: A+: 93-100%, A+: 90-92, B+: 88-89, B: 83-87, B: 80-82, C+: 78-79, C: 73-77, C: 70-72, D+: 68-69, D: 63-67, D: 60-62. 59 percent or less will constitute a failing grade. There are 4 components to your grade. Please be advised that poor performance in any of these components will most likely cost you at least half a letter grade.

1. There will be 2 exams in this course (200 points).
   I. Exams will be administered in class (you will have to bring a blue book) and each exam will count for 100 points. The exams will not be cumulative.
   II. A make-up exam will be offered on the assigned exam day during finals week and will be cumulative. NB: Taking the make-up will be contingent on an “official” excuse with requisite paperwork.

2. Students are required to submit a semester paper (200 points). This is a major part of the course (accounting for 40% of your grade) and it will run to 18-20 pages, including notes, graphics, and bibliography, on a theme growing from the geography of world conflict. Note in this regard, that your research needs to be framed by the theorizations of conflict that we explore over the semester. Your paper should not be a historical chronology, but rather an exploration, for example, of why a conflict occurred; who the actors were and why these actors in particular; how the conflict played itself out and was resolved, and, significantly, why it followed the paths/patterns your research unearthed. The theme may suggest itself in your reading or in class lectures, or it may be a subject in which you have a longstanding interest. (Oftentimes students are interested in a particular conflict and choose to explore this over their time in POLS 367.) The choice of subject, then, is open, but you will be required to discuss your plans with me (see below).
   I. To help you situate yourself regarding conflict, this syllabus includes a list of conflicts over the last several decades. We will expand on that list over the semester. Use the list judiciously: a conflict there may spark your interest, but you will have to read widely to understand what happened on the ground in any given conflict.
   II. There is also a web based resource that will be useful over the semester: http://www.cafe.edu/~gilson/Geography_of_International_Conflict.html
   III. Acceptance of your final paper is contingent on your meeting the following deadlines. (Note also the attendant points for each of these steps, and beware of the folly of leaving your work on the paper slide until late in the semester.)

* A one-paragraph proposal of your research question is to be submitted by Tuesday, October 2. (30 points – Note that this is 6% of the course, which is especially significant given the College’s new grading scale.) In this
synopsis you are required to express your research question in the form of a question: why did... what was the role/impact/cause of...; how/where/when/who etc. Here too you can include a summary of the questions you plan to study and what your conclusions might be. Significantly, your proposal must be accompanied by a preliminary annotated bibliography of no less than 4 scholarly articles. (Scholarly sources for the purposes of this project mean either books or refereed journal articles. If especially pertinent, you may use newspaper/magazine articles or Internet sources, but these will be in addition to at least 15 scholarly sources in your final paper.) An annotated bibliography is a list of citations to scholarly books and articles. Each entry comprises a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. In each of your annotations you will specifically explain how the article contributes to formulating and/or answering your research question. (It may be helpful to think about including in each of your annotated bibliographic entries a sentence that reads: “This article is important for formulating/answering my research question because...”) Here, you are selectively presenting 4 key sources at this point in the research process. In that sense, you are highlighting only the most useful literature you have consulted in defining your research question, and to do this you will need to have processed many more than 4 scholarly articles on your research topic over this early part of the semester.

*Your 4 sources must be accompanied by a photocopy of the first page of the journal articles you have been consulting in your research.
*This first stage is one of the most significant in the research process, and given the importance of getting this first step right, the schedule provides ample time to test several topics, provided you gear up ASAP. In your own best interest – given the experience of past semesters – students will not be allowed to change topic after they have submitted research proposals. So, give this the attention it deserves from the get-go.
*I recommend that you schedule and complete a research consultation with a reference librarian (see the library’s webpage for instructions: http://www.cofc.edu/~library/services/research_consultation.html).
*You will be required to meet with me to discuss your research project over the week of September 17, MTW 3-5pm. A sign-up sheet will be circulated in class to schedule meetings.
*Finally, here and over the entirety of the semester, you will be required to follow the Political Science departmental guide to referencing, which is available at http://polisci.cofc.edu/PDF/POLSCitationGuide5-16-6.pdf. Each in-text citation and reference that is incorrectly or incompletely listed in your work will result in a one point reduction in proposal, annotated bibliography, draft or final copy of your paper. These really can add up, so please be scrupulous here.
*A second annotated bibliography will be submitted Tuesday, October 23. Here you will include at least 3 more scholarly articles and/or books,
highlighting, again, specifically how they contribute to answering the research question you have set for yourself this semester. Again, include a photocopy of the first page of your chosen articles. You must turn in your proposal again here too. (50 points)

* A draft of your paper, including an updated bibliography, must be submitted by Thursday, November 1. I will return this draft to you with comments for final revisions. (50 points)

* Final papers will be due by Thursday, November 29. You must turn in all of the component pieces of your research (proposal, annotated bibliography and draft) with your final paper. (70 points)

* Your proposal, annotated bibliography, draft and paper may be turned in at class on or before the appointed days, or placed in my mailbox at 114, Wentworth St. before 4pm on their due dates. Proposals, drafts, annotated bibliographies, or final papers submitted past their due-by dates will see their scores reduced by 10 points per day late. Please do not incur late penalties in POLS 367.

IV. Please note that part of the logic behind the deadlines listed here is to encourage you to write a semester paper, i.e. a paper that is the result of a semester-long process of thinking about, researching, and writing about a subject. In this regard, I encourage you to begin this process as soon as possible. Proposals, drafts and papers cobbled together at the last minute will most likely earn you very low points.

V. Note: for students who have not written this type of assignment in the past, or those of you that might like to polish your writing skills, style manuals can be found at the College of Charleston library here on campus. We will also discuss parts of this process in class. Be advised that I expect competency in English, and fully 20 percent of the points for all written work will be awarded on this basis. This translates into a scale where 80% of the points available for written work in this class is for content and 20% for style.

VI. To help you as you prepare to turn in the different component parts of your paper, worksheets are included in this syllabus. I expect you to fill these up and turn them in, signed, with your work over the semester. Failure to do so will mean that your points are reduced and that you will have to resubmit your work.

3. There will be 10 reading tests over the duration of the course (70 points). These tests will be administered with no prior notification on random days throughout the semester. Each quiz will be worth 10 points. They are designed to do precisely what the name suggests - test your comprehension of the assigned class readings that you are required and expected to have read for the class in question. These tests will require you to answer a series of true/false questions, or to define a series of terms, or to summarize key parts of a reading, or some combination of the above. There will be 10 minutes of class time at the beginning of class to answer these tests. There will be no make-up reading tests, and no excuses will be accepted concerning illness or forced absences for these quizzes. However, to compensate students who may have genuine reasons for absence on these days, I
will automatically discount your 3 lowest scores in these quizzes, so that over the entire semester they will be worth a total of 70 points (7x10). The purpose of the quizzes is to encourage you both to read the material for class and to attend regularly.

4. **Participation (30 points):** Students are encouraged to participate in class. Feel free to interrupt lectures with pertinent questions, observations and comments, and to express agreement or disagreement with me or with your fellow students. *Decorum consonant with a scholarly setting is, however, expected at all times.*

   *In the event that you do not have time to pose a question in class, please feel free to send me an e-mail to the address listed here.*

   *Note also that participation hinges on at least two things: being in class and keeping abreast of the readings.*

**Students are required to take all exams, turn in a term paper (as specified here), take the reading tests, and participate in class.**

SNAP students, student athletes, or anyone with special circumstances, please be advised that I expect you to contact me early in the semester, and certainly well in advance of our first exam, so that we can arrange a schedule that accommodates your needs.

**Attendance:** Students are required and expected to attend all lectures. Roll will be taken passively but you may be required to sign attendance on given days. There may also be pop-quizzes, which would constitute an extra credit by the end of the semester. **Significantly,** students with poor attendance records will not receive favorable consideration in assignment of final grades if they fall into a marginal category between grades on the basis of their overall performance.

Finally, you are expected to do your own work in this class. This will be especially important in your exams and research papers. Failure to meet this expectation will result in a score of zero for as many people as may be involved in plagiarism, **including the person(s) who drafted the original work.** Likewise, use of non-required texts, journal articles, and the Internet for research purposes is encouraged in this class, but you will need to be scrupulous about citing your sources. Unethical behavior will be reported to the Dean of Students. **If in doubt, see** [http://www.cofc.edu/~agrestm/honor.html](http://www.cofc.edu/~agrestm/honor.html). **Note that the work sheets associated with the different stages of writing your research paper all require you to sign “honor code upheld”.** Exams too should be thus signed.

Further, and significantly, I reserve the right to assign a failing grade for this course for any instance of plagiarism. This failing grade, further, will show in your transcript as XF as per CofC policy, underlining your failing the course for academic dishonesty.

The instructor reserves the right to change the syllabus. In that case, you will be notified in class and/or via e-mail. (You are expected to check your CofC e-mail regularly. Please see [http://www.cofc.edu/~register/STUDENTEMAILPOLICY.pdf](http://www.cofc.edu/~register/STUDENTEMAILPOLICY.pdf).

**Key dates to remember**

**POLS 367** The geography of international conflict
<table>
<thead>
<tr>
<th>Research</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library skills session</td>
<td>9/7</td>
</tr>
<tr>
<td>Individual research consultations</td>
<td>9/17-19</td>
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<td>Proposal due</td>
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<td>10/23</td>
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<tr>
<td>Draft due</td>
<td>11/1</td>
</tr>
<tr>
<td>Final paper due</td>
<td>11/29</td>
</tr>
<tr>
<td></td>
<td>Make up (see syllabus)</td>
</tr>
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</table>
PS: By all means bring mobile phones, boom boxes, and vacuum cleaners to class if you'd like to, but please ensure that they are TURNED OFF at all times.

Beyond the syllabus proper, and for your convenience, here is the schedule from the Center for Student Learning for study skills seminars for this semester. Please use this resource as necessary.

Study Skills Seminars
Location: Maybank 100
Times: Tuesdays 4 pm
Wednesdays 6 pm

<table>
<thead>
<tr>
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<th>Title</th>
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<tr>
<td>Tues. 8/28</td>
<td>Time Flies!</td>
<td>4 pm</td>
</tr>
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<td>Wed. 8/29</td>
<td>Time Flies!</td>
<td>6 pm</td>
</tr>
<tr>
<td>Tues. 9/4</td>
<td>Read and Research!</td>
<td>4 pm</td>
</tr>
<tr>
<td>Wed. 9/5</td>
<td>Read and Research!</td>
<td>6 pm</td>
</tr>
<tr>
<td>Tues. 9/11</td>
<td>Read and Remember!</td>
<td>4 pm</td>
</tr>
<tr>
<td>Wed. 9/12</td>
<td>Read and Remember!</td>
<td>6 pm</td>
</tr>
<tr>
<td>Tues. 9/18</td>
<td>Find your Focus!</td>
<td>4 pm</td>
</tr>
<tr>
<td>Wed. 9/19</td>
<td>Find your Focus!</td>
<td>6 pm</td>
</tr>
<tr>
<td>Tues. 9/25</td>
<td>More, More, More Notes!</td>
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<tr>
<td>Wed. 9/26</td>
<td>More, More, More Notes!</td>
<td>6 pm</td>
</tr>
<tr>
<td>Tues. 10/2</td>
<td>Take your Best Test!</td>
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<td>Wed. 10/3</td>
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<tr>
<td>Tues. 10/9</td>
<td>It's Time to Get Advised!</td>
<td>4 pm</td>
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<tr>
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<td>It's Time to Get Advised!</td>
<td>6 pm</td>
</tr>
<tr>
<td>Tues. 10/30</td>
<td>Memory Matters!</td>
<td>4 pm</td>
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</table>

POLS 367 The geography of international conflict
### POLS 367 - Fall - CLASS SCHEDULE

**SUBJECT**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Wed. Aug. 22</th>
<th>Course introduction</th>
<th>Hedges*</th>
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<tr>
<td></td>
<td>Fri. Aug. 22</td>
<td><em>A deadly fascination</em></td>
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<td>Week 2</td>
<td>Mon. Aug. 27</td>
<td><em>Wars between states</em></td>
<td>Nye A*</td>
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<td>Wed. Aug. 29</td>
<td></td>
<td>Nye B*</td>
</tr>
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<td></td>
<td>Fri. Sep. 31</td>
<td></td>
<td>Van Creveld* , Tilly*</td>
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<td>Week 3</td>
<td>Mon. Sep. 03</td>
<td><em>The new wars</em></td>
<td>Kaldor*</td>
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<td>Wed. Sep. 05</td>
<td><em>War in Africa</em></td>
<td>Mosely Lesch*</td>
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<td></td>
<td>Fri. Sep. 07</td>
<td>Research skills <em>Attendance required</em></td>
<td>We will meet in Room 227, Addlestone Library</td>
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<td>Week 4</td>
<td>Mon. Sep. 10</td>
<td>New civil wars in the Sudan</td>
<td>Johnson 1, 2</td>
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<td>Johnson 4</td>
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<td>Fri. Sep. 21</td>
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<td>Johnson 9</td>
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<td>Civil war in Darfur</td>
<td>Johnson 10, 11</td>
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<td>Flint</td>
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<td>Mon. Oct. 01</td>
<td>Peace in the Sudan?</td>
<td>Power* , Totten*</td>
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<td>Research proposal due</td>
<td>Kurth*</td>
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<td>Wed. Oct. 03</td>
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<td><em>Political Science fall convocation:</em></td>
<td>Mr. Ronald Motley, <em>Attendance required,</em> Stern Center Ballroom, 4pm</td>
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<td>Fri. Oct. 05</td>
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<td>US roles in geographies of international conflict</td>
<td>Bush A*, B*</td>
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<td>Geopolitical visions</td>
<td>Barnett*</td>
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<td>Bialasiewicz*</td>
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<td>Fall Break</td>
<td>Sidaway*</td>
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<td>Seeing the Gulf</td>
<td>Klare*</td>
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<td>Mon. Oct. 22</td>
<td>Wages of war</td>
<td>Evan*, Adams*,</td>
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<td>Chatterton*</td>
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<td>Bacevich B*</td>
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<td>Embracing the mantle</td>
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<td>Nye C*</td>
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<td>C. Flint*</td>
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<td>O Loughlin*</td>
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<td>Costs of empire</td>
<td>Agnew*</td>
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<td>Wed. Nov. 07</td>
<td>The political geography of Iraq?</td>
<td>C. Johnson*</td>
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<td>Toal*, Stein*,</td>
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<td>Yingling*</td>
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<td>O’ Leary et al 1</td>
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<td>Mon. Nov. 26</td>
<td>Costs of war</td>
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<td>Fri. Dec. 30</td>
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<td>Wed. Dec. 05</td>
<td>Make-up exam</td>
<td>12-3 Mybk.316</td>
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<td>(NB: See syllabus)</td>
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POLS 367 The geography of international conflict
Proposal worksheet

Please check the appropriate boxes and sign below. This worksheet must be attached to
the front of your proposal.

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<thead>
<tr>
<th>My proposal is</th>
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</thead>
<tbody>
<tr>
<td>My own work</td>
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<td></td>
</tr>
<tr>
<td>Proofread</td>
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<td>Double spaced</td>
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<td>Stapled</td>
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<table>
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<td></td>
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<td>A thesis</td>
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<tr>
<td>An argument to support my thesis</td>
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<tr>
<td>Scholarly citations/quotes to support my argument</td>
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<tr>
<td>An annotated entry for each of my sources</td>
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<td>I have followed the polisci referencing guide throughout</td>
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</tr>
<tr>
<td>I have the requisite number of sources (4 scholarly articles)</td>
<td>Yes</td>
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Please sign and date: "Honor code upheld"

POLS 367 The geography of international conflict
**Annotated bibliography worksheet**

Please check the appropriate boxes and sign below. This worksheet must be attached to the front of your annotated bibliography.

My annotated bibliography is

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My annotated bibliography includes

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In my annotated bibliography

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Please sign and date: "Honor code upheld"

POLS 367 The geography of international conflict
**Draft paper worksheet**

Please check the appropriate boxes and sign below. This worksheet must be attached to the front of your draft.

**My draft is**

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**My draft includes**

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**In my draft**

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<tr>
<td>I have numbered the pages</td>
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**Please sign and date: “Honor code upheld”**

POLS 367 The geography of international conflict
Final paper worksheet

Please check the appropriate boxes and sign below. This worksheet must be attached to the front of your paper.

My final paper is

<table>
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<tr>
<td>Proofread</td>
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<td>Spellchecked</td>
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<td>The requisite 18-20 pages long</td>
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My final paper includes

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<td>Section headings</td>
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<td>Not less than 15 scholarly sources</td>
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<td>A research question in the form of a question</td>
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In my final paper

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<td>I have numbered the pages</td>
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Please sign and date: "Honor code upheld"

POL 367 The geography of international conflict
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Mark Long    Email: longm@cofc.edu    Phone: 3-1883

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

Course Prefix, Number, and Title: POLI 368 – Political Geography

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

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

None

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

a) ☐ Yes    ☐ No

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

Political Science major/minor; Geography minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture: 3  Lab: 0  Seminar: 0  Ind. Study: 0

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.

Political Geography is about control over space. The key vehicle for controlling space over recent centuries has been the state. This course focuses on the modern state. It focuses on state strategies to control space as varied as defining borders, putting railroads in place and, particularly, creating national identities.

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.</td>
<td>Term exams</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces</td>
<td>Term exams and project on movies or novel</td>
</tr>
<tr>
<td>3. Apply theories and concepts to new situations</td>
<td>Term exams and project on movies or novel</td>
</tr>
<tr>
<td>4. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers</td>
<td>Annotated bibliography project</td>
</tr>
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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?

Course supports the following departmental learning objectives: demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; apply theories and concepts to new situations; identify and explain major political philosophies, western and nonwestern, and their origins; demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; demonstrate understanding of readings, analyze texts critically, effectively write papers; distinguish their own views from those of others and can defend their own perspective; demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where. Skills are reinforced in this course.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

N/A

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

Date: 11/3/2011

2. Signature of Academic Dean:

Date: 11/4/2011

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.
Department of Political Science
College of Charleston

Instructor: Mark Long

Lectures: MWF 10.00-10.50am (Mybk.307)

Office Hours: Mon. 11-1, Tues. 10-11 Room 101, 26 Coming St.
Other times by appointment.
Tel. 953-1883.
E-mail: longm@cofc.edu.

Required Reading:
3. 
4. ERES readings.

Suggested Reading: Reading a quality daily newspaper (every day), US or international, will greatly enhance this and other classes. It’s a great idea to get into the habit of being informed as early as possible in your third level education (and it’s never too late to start!). Moreover, many such newspapers are available free online.

Please note, in this regard, that TV news is NO substitute for a newspaper such as the New York Times. Please see me if you would like to talk about which newspapers might fit this class best.

Course Description: Political geography is about control over space. The key vehicle for controlling space over recent centuries has been the state, and states continue to look for new ways to control space on into the twenty-first century, with laws on smoking in public spaces likely to increasingly be the norm in the developed world for example. Over the semester, we will look at the emergence and consolidation of the modern state system in Europe. We will see how states take control over their territory, through, in the US for example, key decisions of the Supreme Court and the putting in place of a transcontinental railroad.

POLS 368 Political Geography
States have exercised huge measures of control by socializing populations into new political identities in the form of nations since the nineteenth century. The French state very deliberately made Frenchmen through schools and military service; so too other states. Political identities are also central to political geography and will be a second component of the course.

The objective of the course is to allow students to discover and understand taken-for-granted institutions central to our lives: states and nations. It will also provide insight into the geographies and histories of particular states and nations, for example Spain, France, Israel, Sudan and the US.

**Learning Outcomes:** Through your reading, participation, examination and research on the origins, exercise, impact and consequences of power, particularly on the part of the state, you should expect that this course will allow you to:

- Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
- Identify and explain major political philosophies, western and nonwestern, and their origins
- Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
- Demonstrate understanding of readings, analyze texts critically, effectively write papers
- Apply theories and concepts to new situations

**Exams and Grading:** Grades will be determined out of a total of 500 points. The grading scale will be as follows: A: 93-100%, A-: 90-92, B+: 88-89, B: 85-87, B-: 80-82, C+: 78-79, C: 73-77, C-: 70-72, D+: 68-69, D: 63-67, D-: 60-62. 55 percent or less will constitute a failing grade. There are 5 components to your grade. Please be advised that poor performance in any of these components will most likely cost you at least half a letter grade.

1. There will be 2 exams in this course.
   I. Exams will be administered in class (you will have to bring a blue book) and each exam will count for 100 points. Exams will not be cumulative.
   II. A make-up exam will be offered on the assigned exam day during finals week and will be cumulative. *Taking the make-up will be contingent on an “official” excuse with requisite paperwork.*

2. Students are also required to complete 2 projects over the course of the semester, and each project affords you the freedom of choice. Each project is worth 100 points.
   All work in POLS368 can be turned in class or placed in my mailbox at 114, Wentworth St. before 8pm on the appointed days. All work submitted past its due-by dates will see its scores reduced by 10 points per day late. *Please do not incur late penalties in POLS368.*

Project number 1 requires that you build on your reading of the overview of Political Geography offered by Toal and Shelley 2004 and produce an annotated bibliography of political geographic research. You will choose one of the currents of political geography they highlight and that we will not focus on over the semester and explore it through the key readings suggested by these authors. Your purpose here will be to trace a facet of recent political geographic research through a reading list which you yourself will design of at least 15 scholarly books and articles. You will be required to submit a one to two page review of each of your texts, which will
move beyond a summarization of the author’s key arguments to relate it to your other self-selected readings and the class materials.

Strong reviews discuss the contents of the book/article/chapter in question. They will summarize the author(s)/authors’ main contentions and conclusions. Importantly, they will also evaluate the usefulness of the article, and this will include identifying connections to other literature and any limitations the articles may have; so too any questions you may have from your reading.

Project number 2 requires you to view 3 films and submit an eight to ten page paper relating the subject matter of the movies to the class and reading materials of POLS368. The 3 films in question are Zhang Yimou’s Hero (2002), Neil Jordan’s Michael Collins (1996) and James McTeigue’s V for Vendetta (2006). Be advised from the outset that you are not asked here to summarize these films but rather to showcase your understanding of the stuff of political geography in your viewing and analysis of them.

**OR**

Read George Orwell’s 1984 and relate his dystopic vision to the materials we read and discuss over the semester, again in a 8-10 page paper. Again here, I am not interested in a summary of 1984 but rather a political geographic reading of the novel.

We will discuss these projects in class, but it is a good idea to begin thinking about what you would like to study early in the semester.

Moreover, to ensure that students do not dig themselves the hole of letting this slide until the eleventh hour, you will be required to decide which field of political geography you will follow for project#1 and to choose film or text in project#2 and by Tuesday, February 16. Further, once you choose you will be required to stick, an incentive, I trust, to get you thinking about this soon. In the case of project#2 you can simply signal your choice; for project#1, however, 2 reviews will be due at that point. These reviews will be evaluated and returned to you. 20 points accrue here.

Be advised that I expect competency in English and fully ten percent of the points for all written work will be awarded on this basis.

3. We will have in-class presentations of the project of your choice at the end of the semester (20 points). We will do these presentations in reverse alphabetical order and your purpose will be to concisely explain to your peers the results of your exploration of political geography over the semester.

4. There will be 10 reading tests over the duration of the course. These tests will be administered with no prior notification on random days throughout the semester. They are designed to do precisely what the name suggests - test your comprehension of the assigned class readings that you are required and expected to have read for the class in question.

These tests will require you to answer a series of true/false questions, or to define a series of terms, or to give an account of some geographic process or processes, or some combination of the above. There will be 10 minutes of class time at the beginning of class to answer these tests. Each reading test is worth 5 points. **There will be no make-up reading tests**, and no excuses will be accepted concerning illness or forced absences for these quizzes. However, to compensate students who may have genuine reasons for absence on these days, we will automatically discount your 2 lowest scores in these quizzes, so that over the entire semester
they will be worth a total of 40 points (8 × 5). The purpose of the quizzes is to encourage you both to read the material for class and to attend regularly.

5. Finally, 20 points are available for in-class participation. Students are encouraged to participate in class. Feel free to interrupt lectures with pertinent questions, observations and comments, and to express agreement or disagreement with me or with your fellow students. Decorum consonant with a scholarly setting is, however, expected at all times. Note also that participation hinges on at least two things: being in class and keeping abreast of the readings.

*In the event that you do not have time to pose a question in class, please feel free to send me an e-mail to the address listed here. Please note, however, that such e-mail correspondence is not a substitute for engaging in scholarly exchange in class.

*Note also that participation hinges on at least two things: being in class and keeping abreast of the readings.

Students are required to take all exams, complete 2 projects (as specified here), present their work, take the reading quizzes, and participate in class.

SNAP students, please be advised that I expect you to contact me early in the semester, and certainly well in advance of our first exam, so that we can arrange a schedule that accommodates your needs.

Attendance: Students are required and expected to attend all lectures. Roll will be taken passively but you may be required to sign attendance on given days. There may also be pop-quizzes, which would constitute an extra credit by the end of the semester. Significantly, students with poor attendance records will not receive favorable consideration in assignment of final grades if they fall into a marginal category between grades on the basis of their overall performance.

Finally, you are expected to do your own work in this class. This will be especially important in your essays. Failure to meet this expectation will result in a score of zero in the essay in question for as many people as may be involved in plagiarism, including the person(s) who drafted the original essay(s). Likewise, use of non-required texts, journal articles, and the Internet for research purposes is encouraged in this class, but you will need to be scrupulous about citing your sources. Unethical behavior will be reported to the Dean of Students. If in doubt, see the student handbook, available at http://www.cofc.edu/~mrestovichon.html.

Further, and significantly, I reserve the right to assign a failing grade for this course for any instance of plagiarism. This failing grade, further, will show in your transcript as XF as per CofC policy, underlining your failure the course for academic dishonesty.

The instructor reserves the right to change the syllabus. In that case, you will be notified in class and/or via e-mail. (You are expected to check your CofC e-mail regularly. Please see http://www.cofc.edu/~register/STUDENTEMAIL_POLICY.pdf.)

Key dates to remember

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<th>Exams</th>
<th>Projects</th>
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POLS 368 Political Geography
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<tr>
<th></th>
<th>3/17</th>
<th>Decision</th>
<th>2/16 (2 annotations due)</th>
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<tr>
<td>2</td>
<td>4/26</td>
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<td>3/30</td>
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<tr>
<td>Make up (see above)</td>
<td>4/28</td>
<td>2</td>
<td>4/22</td>
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<tr>
<td>Project presentations</td>
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<td>4/16-4/23</td>
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PS: By all means bring mobile phones, boom boxes, and vacuum cleaners to class if you’d like to, but please ensure that they are TURNED OFF at all times.

Beyond the syllabus proper, and for your convenience, here is the study skills seminar schedule from the Center for Student Learning. You should be selective here: if you have had problems taking notes in the past, for example, then consider attending that session.

**SPRING STUDY SKILLS SEMINARS**

Weds @ 6 pm in ECTR 116
Thurs @ 4 pm in ECTR 116

1/20, 21: Time Flies!
1/27, 28: Re-Think Research! (w/ Addlestone Library)
2/3, 4: Read and Remember!
2/10, 11: Noteworthy Notes!
2/17, 18: Take your Best Test!
2/24, 25: The Advising Advantage! (w/ Academic Advising and Planning)
3/3, 4: Tried and True! Study Tips from Student Mentors

POLS 368 Political Geography
<table>
<thead>
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<th>Week 1</th>
<th>Mon. Jan. 11</th>
<th>Course Introduction</th>
<th>Jones*</th>
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<tr>
<td>Wed. Jan. 13</td>
<td>The sub-disciplines</td>
<td>Toal and Shelly*</td>
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<tr>
<td>Fri. Jan. 15</td>
<td>The breadth of political geography</td>
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<tr>
<td>Week 2</td>
<td>Mon. Jan. 18</td>
<td>No class: MLK holiday</td>
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<tr>
<td>Wed. Jan. 20</td>
<td>Political geography and the state</td>
<td>Cox*</td>
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<td>Fri. Jan. 22</td>
<td>The rise of the state</td>
<td>VanCreveld* pp.59-75</td>
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<td>Week 3</td>
<td>Mon. Jan. 25</td>
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<td>Wed. Jan. 27</td>
<td>States and control</td>
<td>VanCreveld* pp.75-103</td>
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<td>Fri. Jan. 29</td>
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<td>VanCreveld* pp.104-125</td>
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<td>Week 4</td>
<td>Mon. Feb. 1</td>
<td>Research skills Attendance required</td>
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<td>Wed. Feb. 3</td>
<td>We will meet in Room 122, Addlestone Library</td>
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<td>Fri. Feb. 5</td>
<td>(Subject to change)</td>
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<td>Week 5</td>
<td>Mon. Feb. 8</td>
<td>Constructing the state: war</td>
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<tr>
<td>Wed. Feb. 10</td>
<td>Constructing the state: education</td>
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<td>Fri. Feb. 12</td>
<td>Measuring the state</td>
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<td>Week 6</td>
<td>Mon. Feb. 15</td>
<td>Legal geographies, USA</td>
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<td>Tues. Feb. 16</td>
<td>Project decisions/annotations due</td>
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<td>Wed. Feb. 17</td>
<td>Legal geographies, Israel</td>
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<tr>
<td>@ 7pm Physicians Auditorium: Dr. Mark Umbreit</td>
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<tr>
<td>Thurs. Feb. 18</td>
<td>Political Science spring convocation</td>
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<td>Date</td>
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<td>Fri. Feb. 17</td>
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<td>Convocation release – no class</td>
<td>MacDonald A*</td>
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<td>Mon. Feb. 22</td>
<td>Projecting control</td>
<td>Weizmann*</td>
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<td>Fri. Feb. 26</td>
<td>Digital spaces</td>
<td>Israel/Palestine: Mnemosyne</td>
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<td>Week 8</td>
<td>Mon. Mar. 1</td>
<td>Taboo spaces</td>
<td>MacDonald B*</td>
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<td>Wed. Mar. 3</td>
<td>Taboo spaces</td>
<td>Klinkenberg*</td>
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<td>Fri. Mar. 5</td>
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<td>Dobson*</td>
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<td>Week 9</td>
<td>Mar. 8–13</td>
<td>No class - spring break</td>
<td>Curry*</td>
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<td>Week 10</td>
<td>Mon. Mar. 15</td>
<td>Exam #1</td>
<td>Graham*</td>
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<td>Wed. Mar. 17</td>
<td>Multiple state spaces</td>
<td>Gray*</td>
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<tr>
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<td>Fri. Mar. 19</td>
<td>Multiple state spaces</td>
<td>Paglen 1-5</td>
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<td>Week 11</td>
<td>Mon. Mar. 22</td>
<td>Defining the nation</td>
<td>Paglen 5-9</td>
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<td>Wed. Mar. 24</td>
<td>Building nations</td>
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<td>Mon. Mar. 29</td>
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<td>Gellner*; Billig 1</td>
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<td>Hroch*</td>
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<tr>
<td></td>
<td>Fri. Apr. 2</td>
<td>Ricks' release – no class</td>
<td>Johnson*</td>
</tr>
<tr>
<td>Week 13</td>
<td>Mon. Apr. 5</td>
<td>Seeing nation and nationalism</td>
<td>Billig 2</td>
</tr>
<tr>
<td></td>
<td>Wed. Apr. 7</td>
<td>Whose nation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fri. Apr. 9</td>
<td>Whose nation?</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Mon. Apr. 12</td>
<td>Pervasive nationalism</td>
<td>Smith*</td>
</tr>
<tr>
<td></td>
<td>Wed. Apr. 14</td>
<td>In class presentations 1</td>
<td>Billig 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mosley-Lesch*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Raento*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Valentine*</td>
</tr>
<tr>
<td>Week 15</td>
<td>Mon. Apr. 19</td>
<td>In class presentations 2</td>
<td>Billig 4, 5</td>
</tr>
</tbody>
</table>

POLS 368 Political Geography
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Apr. 21</td>
<td>In class presentations 3</td>
</tr>
<tr>
<td>Thurs. Apr. 22</td>
<td><em>Project #2 due</em></td>
</tr>
<tr>
<td>Fri. Apr. 23</td>
<td>In class presentations 4</td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
</tr>
<tr>
<td>Mon. Apr. 26</td>
<td>Exam #2</td>
</tr>
<tr>
<td>Wed. Apr. 28</td>
<td>Make-up exam</td>
</tr>
<tr>
<td></td>
<td><em>(NB: see syllabus)</em></td>
</tr>
</tbody>
</table>

Notes:
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 369  Politics of Globalization

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

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

NONE

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

a) ☐ 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:

See overall new POLI degree required form

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

B. Credit Hours

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.

Is globalization, as advocated by the western industrialized countries, the key to progress and prosperity for the world or does it intensify global inequalities between the haves and have nots? This question, and many more, will be explored through such topics as: Liberalization of world markets, power of the nation-state,

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate a generalized understanding of the capitalist ideas, values, norms and practices governing and guiding the process of globalization</td>
<td>Exams; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>2. Recognize and explain how and why the successes and problems accompanying globalization affect them directly and indirectly in their daily lives.</td>
<td>Exams; C- necessary to demonstrate successful learning</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
2. Demonstrate understanding of readings, analyze texts critically, effectively write papers
3. 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:
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.
Dr. Hollis France  
Spring 2007 : TR 1.40 -2.55  
Office Rm. No. 302 Political Science Department Corner of Wentworth and Coming  
Office Hours: Tuesday 3.45-4.45 and Wednesday 1.30-2.30 also by appointment  
Tele- 953-6324  

Politics of Globalization- POLS 369-001

Course Description
We live in an increasingly interdependent world. The cars we drive, the clothes we wear, the jobs we have, and the stock and mutual fund investment decisions we make affect the wages paid to women in Indonesia and Mexico, the destruction of the rainforest in Brazil, and the stability of financial networks in Asia and Latin America. The point of departure for such an examination will be the complex and multifaceted process referred to as globalization. Is globalization, as advocated by the western industrialized countries, the key to progress and prosperity for the world or does it intensify global inequalities between the haves and have nots? This question, and many more, will be explored through such topics as:- Liberalization of world markets, the power of the nation-state, the international division of labor, the feminization of the global production workforce, environmental degradation, human rights, anti-systemic protest movements, and production and consumption practices.

Learning Outcomes:
At the end of this course students will be able to: Demonstrate a generalized understanding of the capitalist ideas, values, norms and practices governing and guiding the process of globalization; Recognize and explain how and why the successes and problems accompanying globalization affect them directly and indirectly in their daily lives.

Required Reading Material
Students are required to purchase from the College Bookstore the following books:

1) Richard Robbins, Global Problems and the Culture of Capitalism, 3rd edition Allyn and Bacon, 2005.
(The above two Books come as a packet)


All additional information, in the form of readings and assignment handouts, will be available on ER es located on the library’s web page. The password for accessing this material is globalsp07.

Accompanying Robbins’ book is an On-Line Reader. The web site address is

http://faculty.plattsburgh.edu/richard.robbins/legacy/global_problems_reader_frames.htm

At this web-site you can find additional readings and tools for research.

Course Requirements
1. Class Participation counts for 35% of your final grade: 15% counts towards general class participation which takes into account attendance and homework assignments; 5 % counts towards taking side participation and class video discussions; the other 15 % is granted based on your preparation for in class Taking Sides debates. Further information on preparing for Taking Sides debates can be found on the ER es.

2. A Mid-Term in class essay exam consisting of two essays will account for 30% of your final grade. Each essay is worth 50 points. This will be given on Thursday March 1st. The questions will be posted on ER es by Thursday Feb. 22.

3. Each student will take part in a Group Project which accounts for 35% of your final grade. The project consist of both an individual written part (20%) and a group oral group presentation (15%). For further details see Handout Group Project on ER es.
**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 **cell phones, hand-held electronic devices, pagers, and alarms** are turned off before entering the class room. 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 international events and issues by following the news (via national and international newspapers available on the web, and also by reading relevant internet sites).

**Note:** Extra Credit; This semester there are a number of events promoting Global Awareness on campus. Extra credit will be offered for attending a maximum of 3 (three) events. For each event you are required to (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 what 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 9 extra points which will be added on to your final grade at the end of the semester. You may submit extra credit assignment through-out the semester at anytime. However, all extra credit submissions must be made by the last day of class Thursday April 19th. (Events, times and locations will be announced later)


Course Outline: (the instructor reserves the right to make changes to the syllabus)

**January**

Tues. 9 –

Thurs. 11

**Introduction to Course**

Review of syllabus and course requirements

Bring to class Taking Sides Handout and the Group Project Handout. Be prepared to indicate which Taking Sides you would like to do, and which country you have selected for your group project. Both handout can be found on Eres. Also read over the requirements of the course, along with those of the handouts and come prepared with specific questions for clarification.

**Tues. 16**

**Assignment:**

*Explaining Globalization: What is it?*

Video Presentation

- Readings from the Politics of Globalization Reader (PG):
  1. Mark Kesselman: Chapter 1: Globalization as Contested Terrain
  2. Karl Marx and Frederick Engels: The Manifesto of the Communist Party (Excerpts)
  3. Amartya Sen: How to Judge Globalism
  4. Niall Ferguson: Sinking Globalization

Check ERes for Homework Questions (designated Homework 1) All questions must be typed and handed at the end of class.

**Thurs. 18**

**Assignment:**

*Debating Globalization!*

Readings from the Politics of Globalization Reader (PG)

1. Thomas Friedman: The lexus and the olive tree
2. Thomas Friedman: It's a flat world after all
3. Joseph E. Stiglitz: Globalism's Discontents

Check ERs for Homework Questions (designated Homework 2) All questions must be typed and handed at the end of class

Tues. 23  Taking Sides: "Is globalization likely to create a better world?"
YES: Thomas Friedman: "from "States of Discord," Foreign Policy. (Group 1A)
NO: Robert Kaplan: from "States of Discord." Foreign Policy. (Group 1B)
(Email Question Due Monday Jan. 22 by 12 noon).
(Can be found on Eres) Refer to Taking sides handout for instructions on preparing for Taking Sides.

What Drives Globalization: The Culture of Capitalism
Thurs. 25  Constructing the Global Consumer and its Consequences
Assignment:
1. Robbins Chapter 1
2. Robbins Reader pp 3-21
Check ERs for Homework Questions (designated Homework 3) All questions must be typed and handed at the end of class

Tues. 30  Video Presentation: Affluenza!

February
Thurs. 1  Constructing the Consumer cont/d
Assignment:
All Available on ERs
1. Consuming Kids
2. Waste a lot, Want a lot: Our All Consuming Quest for Style
3. Emulation and Global Consumerism
4. Affluenza Diagnosis (Take the Quiz and share the results with the class)
Check ERs for Homework Questions (designated Homework 4) All questions must be typed and handed at the end of class
Tues. 6  
Role of Labor and Women in the Global Economy 
Assignment: 
1. Robbins Chapter 2 
2. Robbins Reader pp 32-58 
3. Just Buy It! (Available on ERes) 
4. Our Fruit Their Labor and Global Reality (Available on ERes)  
*Check ERes for Homework Questions (designated Homework 5) All questions must be typed and handed at the end of class*

Thurs. 8  
Video Presentation: The Global Assembly Line

Tues. 13  
Taking Sides: Should We Sweat About Sweatshops?  
*Assignment:*  
YES: Richard Appelbaum, “The Campus Anti-Sweatshops.” (Group 2 A) 
NO: Nicholas D. Kristoff, “Two Cheers for Sweatshops.” (Group 2 B)  
*(Email Question Due Monday Feb. 12 by 12 noon)*  
*(Can be found on Eres) Refer to Taking sides handout for instructions on preparing for Taking Sides.*

Tues. 15  
Assignment: 
1. Robbins Chapter 3 
2. Robbins Reader pp 33-46  
*Check ERes for Homework Questions (designated Homework 6) All questions must be typed and handed at the end of class*

Tues. 20  
Taking Sides: Do International Financial Institutions and Multinational Corporations Exploit The Developing World?  
*Assignment:*  
YES: Joseph Stiglitz “Globalism’s Discontents.” (Group 3 A) 
NO: Jagdish Bhagwati “Do Multinational Corporations Hurt Poor Countries?” (Group 3 B)  
*(Email question: Due by 12 noon Monday February 19)*  
*(Can be found on Eres) Refer to Taking sides handout for instructions on preparing for Taking Sides.*

Thurs. 22  
Role and Future of the Nation State in the era of Globalization  
Assignment: 
1. Robbins Chapter 4 
2. Susan Strange: The retreat of the State 
3. Saskia Sassen: The State and Globalization 
4. Linda Weiss: Guiding Globalization in East Asia  
*(Readings 2, 3, & 4 Can be found in the Politics of Globalization Reader)*  
*(PG)*  
*Check ERes for Homework Questions (designated Homework 7) All questions must be typed and handed at the end of class*

Tues. 27  
Taking Sides: Will State Sovereignty Survive Globalization?  
YES: Stephen D. Krasner, from “Sovereignty” Foreign Policy (Group 4 A) 
NO: Kimberly Weir, from “The Waning State of Sovereignty” (group 4 B)  
*(Email question due Monday Feb. 26 by 12 noon)*  
*(Can be found on Eres) Refer to Taking sides handout for instructions on preparing for Taking Sides.*
March

Thurs. 1  Mid-Term Exam
5-9  Spring Break
Tues. 13  In Class Group Project Work
Thurs. 15  Global Hunger, Poverty and Economic Development
Assignment:
1. Robbins Chapter 6
2. Robbins Reader pp 71-79.
3. Global Poverty Quiz (take it and share results with the class) Available on ERes

Check ERes for Homework Questions (designated Homework 8) All questions must be typed and
dered at the end of class

Tues. 20  Local Culture and Globalization- ‘Diversity or Homogenization’?
Assignment:
1. Robbins Reader pp 107-124
2. Jan Nederveen Pieterse: globalization and Culture: Global Melange (Reading
from
PG Reader)

Check ERes for Homework Questions (designated Homework 9) All questions must be
typed and
dered at the end of class

Thurs. 22  Taking Sides: Is the World a Victim of American Cultural Imperialism?
    YES: George Monbiot, from “Thanks to Corporations Instead of Democracy we get Baywatch
    (Group 5 A)
    NO: Philippe Legrain, from “In Defense of Globalization (Group 5 B)
    (Email Question Due Wednesday March 21 by 12 noon.)
(Can be found on Eres) Refer to Taking sides handout for instructions on preparing for
Taking Sides.

Tues. 27  Antisystemic Protest: Resisting Globalization from Below
Assignment:
1. Margaret Keck and Kathryn Sikkink: Activists Beyond Borders (PG Reader)
2. Naomi Klein: No Logo (PG Reader)
3. Notes From Nowhere: The Ecology of the Movements (PG Reader)
4. Robbins Reader pp 137-149

Check ERes for Homework Questions (designated Homework 10) All questions must be typed and
ndered at the end of class

Thurs. 29  What is to be done: Nix it or Fix it?
Assignment:
1. John Cavanagh and Jerry Mander: Alternatives to Economic Globalization (PG
Reader)
2. Walden Bello: Deglobalization (PG Reader)
3. Mike Moore: A World Without Walls (PG Reader)

Check ERes for Homework Questions (designated Homework 11) All questions must be typed and
ndered at the end of class
April

Tues. 3  Taking Sides: Is Capitalism the Best Model for the Global Economy?
Assignment: YES: Johan Norberg, "Three Cheers for Global Capitalism," (Group 6 A)
NO: Walden Bello, "Justice, Equity and Peace Are the Thrust of Our Movement," (Group 6 B)

(Email question: Due 12 noon Monday April 2)
(Can be found on Eres) Refer to Taking Sides handout for instructions on preparing for Taking Sides.

Thurs. 5  Constructing the Citizen Activist – WHAT CAN I DO?
Assignment: 1. Robbins Chapter 13
2. Robbins Reader 158-176
Check ERes for Homework Questions (designated Homework 12) All questions must be typed and handed at the end of class

Tues. 10  Group presentations

Thurs. 12  Group Presentations

Tues. 17  Group Presentations

Thurs. 19  Group Presentations: last Day of Class
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 379 Special Topics in international relations

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

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number

☐ Change Title

☐ Change Credits/Contact hours

☐ Prerequisite Change

☐ Edit Description

DELETE COURSE

☐ Re-activate Course

☐ Delete Course

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

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

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

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

none

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

a) ☒ Yes ☐ No

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

Political Science major/minor
INTL
LACS

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.

These courses examine selected topics in international politics not covered in other courses.

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

Old POLS 379. We are maintaining the division between comparative politics and international relations in our Global Politics and Spaces offerings in order to enhance the special topics opportunities under this subfield.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Student learning outcomes will vary for this class. As a special topics that falls under Global Politics and Spaces and more particularly under the category international relations the expectation is that the learning outcome connects to the idea of IR under a thematic approach to international politics. For example, the syllabus under consideration as a catalogue course, IR of the Middle East (POLI 365) was most recently taught under the special topics in international relations.

2.
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?

Linkage to program learning outcomes will vary but we would expect special topics in international relations courses to fit with learning outcome #1:

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
And then particular courses would also potentially fit with:

3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers

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

6. Apply theories and concepts to new situations

7. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers

8. Demonstrate mastery of the independent research process.

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

None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   Date: 11/4/11

2. Signature of Academic Dean:

   Date: 11/4/11

3. Signature of Provost:

   Date: 11/18/11

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.