FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Philip H. Jos  Email: josp@cofc.edu  Phone: 3-5724

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 380  Jurisprudence

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

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

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

☐ 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)?

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:

Crime, Law and Society

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>2 1/2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

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

This course studies the historical and theoretical development of the concept of law. It will examine problems in the field ranging from general principles on which legal rules are based to analysis of fundamental concepts and normative theories.

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

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<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>
</tbody>
</table>

1. demonstrate an understanding of the historical evolution common law and the Western legal tradition.

2. demonstrate an understanding of theories of jurisprudence, including natural law, legal positivism, utilitarianism, realism, and moralism.

3. demonstrate the ability to distinguish competing theories of statutory interpretation.

<table>
<thead>
<tr>
<th>Major Paper assignment #1</th>
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<table>
<thead>
<tr>
<th>Major Paper assignment #2</th>
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</thead>
</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.
2. Identify major political philosophies, and their origins

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

None.

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

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]  
   Date: 11/4/11

2. Signature of Academic Dean:

   [Signature]  
   Date: 11/4/11

3. Signature of Provost:

   [Signature]  
   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]  
   Date:
5. Signature of Faculty Senate Secretary:

_________________________________ Date: __________________

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Political Science 344.001: Jurisprudence

Dr. D.S. Mann
26 Coming # 101
843-953-5703
E-mail: Mann@ccfc.edu
Office hours MWF by appointment; TR 1030-1130

Course Description: The purpose of this course is to study the historical and theoretical development of the concept of law. It will examine problems in the field ranging from general principles on which legal rules are based to analysis of fundamental concepts and normative theories. Jurisprudence assists in fulfilling requirements for the Political Science major and minor (Political Thought and Law field), and the general degree requirement in social science. The course is an elective for the Crime Law and Society minor.

Texts and Materials: the following books are required:


Additional readings are so indicated in the course outline and are available on electronic reserve. The password will be provided in class.

Requirements:

1. Attendance is mandatory. Roll call will be taken on random days and accumulate toward 10% of your course grade. Students who are late to class will not be permitted to sign the roll call sheet. Students who must leave early for excuses including but not limited to marriages, divorces, births, deaths, doctors appointments, and car wrecks will not be permitted to sign the roll call sheet.
2. Assignments: No late assignment submissions will be accepted for any reason, including but not limited to marriages, divorces, births, deaths, doctors appointments, and car wrecks. Students will identify themselves using Student Numbers only (last five digits e.g. 00-000). No electronic submissions.
   a. Major assignments are indicated in the course outline (see below). There are two of these. Each will count toward 35% of your course grade. Specifics on these will follow, but generally they will be out of class papers based on readings assigned and are due at the beginning of the relevant class period in the class room.
   b. A Minor assignment is indicated in the course outline (see below). This will count toward 20% of your course grade. Specifics will follow, but generally this will be an in-class assignment based on readings.
3. There will be no scheduled in-class exams. If, however, it is found that students are coming to class ill-prepared, the instructor reserves the right to generate "pop quizzes" which will accumulate toward an additional 15% of your course grade.
4. The professor reserves the right to issue spontaneously any additional course related assignment to any student(s) or to the entire class whenever circumstances dictate.
5. Grading Policy: For all course work and for the course grade, grading is straight percentage scoring, weighted average, numerical assignment: A = 93+, A-=80-92.9, A+=87.5-89.9, B = 83-87.4, B-=80-82.9, C+=77.5-79.9, C = 73-77.4, C-=70-72.9, D+=67.5-69.9, D =63-67.4, D-=60-62.9
6. Alternate meeting site: if for any reason we are locked out of our normal classroom or building, we will rendezvous at the fountain, and meet there or elsewhere. This includes all due dates for major and minor assignments.
7. All hand-held electronic devices, cell phones, mp3 players, pagers, and alarms shall be turned to vibrate during all class periods. Those who violate this rule may be asked to leave and attendance for that date will be deducted.
8. Do not call the David Mann who lives east of the Cooper. It isn't me. Do not assume that I will reply to e-mail if you e-mail over the weekend or in the evening; expect a response the morning of the next "business" day. Otherwise, contact me during regular business hours via e-mail, voice mail, snail mail, written messages left in my department mailbox at 114 Wentworth, 2nd floor # 201, attending office hours, or by appointment.

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Fall, 2009
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General note: This class involves a lot of required reading. If you cannot keep up, consider dropping the course. Highly recommended are the following from Smith: Writing a position paper, pp. 134-6; How to read a case, pp. 272-3; How to evaluate a theory, pp. 273-5.

COURSE OUTLINE, READINGS, AND ASSIGNMENTS
Political Science 344.001: Jurisprudence

Introduction: Much of this course depends on the student's ability to link readings to lecture/discussion. It is wise to do the assigned readings in sequence before class. All readings are required.

An (*) means electronic reserve, which should be read and digested in reading assignment sequence.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
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<tbody>
<tr>
<td>I. Introduction</td>
<td>Auden: &quot;Law, say the gardeners&quot;</td>
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<tr>
<td></td>
<td>(last page of syllabus)</td>
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<tr>
<td>Scope of Law</td>
<td>*Fuller: The Case of the Speluncean Explorers</td>
</tr>
<tr>
<td>Legal Systems</td>
<td>(no reading assignment)</td>
</tr>
<tr>
<td>Legal Reasoning</td>
<td>Carter: Chapter 1</td>
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<tr>
<td></td>
<td>*Hoebel: from Law of Primitive Man</td>
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<tr>
<td></td>
<td>*Llewellyn &amp; Hoebel: from The Cheyenne Way</td>
</tr>
<tr>
<td></td>
<td>*Clark, Questions of Fact and Questions of Law</td>
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<tr>
<td></td>
<td>*Clark, Analogical Reasoning</td>
</tr>
<tr>
<td></td>
<td>*Turow, from One L</td>
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<tr>
<td>Change and Stability in Legal Reasoning</td>
<td>Carter: Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Smith, pp. 145-150 (Levi)</td>
</tr>
<tr>
<td>II. Theories of Law</td>
<td></td>
</tr>
<tr>
<td>Except where noted, readings are in Smith, beginning page numbers are listed here:</td>
<td>Aristotle, 25; 107; 748</td>
</tr>
<tr>
<td>A. Natural Law</td>
<td>*Aquinas</td>
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<tr>
<td></td>
<td>Locke (from Morris)</td>
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<td>Corwin, 24; 73</td>
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*Reminder: Electronic Reserve

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<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READINGS</th>
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</thead>
<tbody>
<tr>
<td>II. Theories of Law (continued)</td>
<td></td>
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<tr>
<td>B. Legal Positivism</td>
<td>*Hobbes</td>
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<tr>
<td></td>
<td>*Austin</td>
</tr>
<tr>
<td>C. Utilitarianism</td>
<td>Bentham, 93; 483</td>
</tr>
<tr>
<td></td>
<td>Mill (use Morris)</td>
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<tr>
<td>D. Realism</td>
<td>Holmes (use Morris)</td>
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<td></td>
<td>Cardozo: <em>Nature of Judicial Process</em></td>
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<td></td>
<td>*Llewellyn</td>
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<tr>
<td></td>
<td>Fuller (grudge informer) 275</td>
</tr>
<tr>
<td>E. Moralism</td>
<td>Hart, 222</td>
</tr>
<tr>
<td></td>
<td>Dworkin, 239</td>
</tr>
<tr>
<td>F. Law and Economics</td>
<td>*Posner</td>
</tr>
<tr>
<td>G. Justice as Fairness</td>
<td>Rawls, 761</td>
</tr>
<tr>
<td>major assignment due here (details forthcoming)</td>
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<tr>
<td></td>
<td>Marx, 396</td>
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*Reminder: Electronic Reserve*
<table>
<thead>
<tr>
<th>TOPIC</th>
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</tr>
</thead>
<tbody>
<tr>
<td>III. Common Law</td>
<td>Carter. Chapter 3</td>
</tr>
<tr>
<td>Origins</td>
<td>Smith, p. 441 (Dobbs)</td>
</tr>
<tr>
<td></td>
<td>Smith, p. 446 (Prosser)</td>
</tr>
<tr>
<td>Making New Law</td>
<td>Smith, p. 455 (Palzgraf case)</td>
</tr>
<tr>
<td>Adhering and Overruling</td>
<td>from Carter. Ch. 3</td>
</tr>
</tbody>
</table>

**minor assignment due here (details forthcoming)**

<table>
<thead>
<tr>
<th>IV. Statutory Interpretation</th>
<th>Carter. Chapter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td>Smith, p. 150 (Stone)</td>
</tr>
<tr>
<td>Legislative Intent</td>
<td>*Frankfurter:</td>
</tr>
<tr>
<td></td>
<td>&quot;Reflections on Reading Statutes&quot;</td>
</tr>
<tr>
<td></td>
<td>*Llewellyn:</td>
</tr>
<tr>
<td></td>
<td>&quot;Canons About Statutes&quot;</td>
</tr>
<tr>
<td>Canons</td>
<td>Smith, p. 541 (Friedman)</td>
</tr>
<tr>
<td></td>
<td>Smith, p. 494 (Hoffman)</td>
</tr>
<tr>
<td>Statutory Purpose</td>
<td>from Carter. Ch. 4</td>
</tr>
<tr>
<td>Examples</td>
<td>*Riggs v. Palmer</td>
</tr>
</tbody>
</table>

*Reminder: Electronic Reserve
POLS 344.001/COURSE OUTLINE, READINGS, AND ASSIGNMENTS, continued

V. Constitutional Interpretation

Note: There may be additional readings in this unit, to be announced as placed on reserve:

*Bork: "Tradition and Morality"
Smith, p. 170 (Schauer)

*Rehnquist: "Living Constitution"
Smith, p. 182 (Ely)

*Murphy: "Theoretical Context"

VI. Reason In Law (conclusion)

*Reminder: Electronic Reserve
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 387 American Political Thought

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

NEW COURSE                       CHANGE COURSE                    DELETE COURSE

☑ New Course (attach syllabus)   ☐ Change Number                       ☐ Re-activate Course
☐ Change Title                   ☐ Change Title                       ☐ Delete Course
☐ Change Credits/Contact hours   ☐ Prerequisite Change               ☐ Edit Description
☐ Approve for Cross-listing (attach rationale and written permission from relevant department)
☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

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

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

None

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

a) ☑ Yes      ☐ No

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

Political Science major
Political Science minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture   Lab   Seminar   Ind. Study

3

B. Credit Hours

3

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

This course examines the evolution of political thought in the United States from the time of the first settlers to the present day. Students analyze the key primary documents in the founding, revolutionary and Civil War eras and consider these in light of contemporary research by political scientists.

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 347

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<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>Students will demonstrate understanding of key primary documents.</td>
<td>Exams, papers</td>
</tr>
<tr>
<td>2. Students will analyze contemporary interpretations of key documents</td>
<td>Exams, papers</td>
</tr>
<tr>
<td>3. Students will interpret contemporary social movements</td>
<td>Group presentation, final paper</td>
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<td>4.</td>
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</tbody>
</table>

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

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 non-western, and their origins
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: ___________________________ Date: 11/3/2011

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

3. Signature of Provost: ___________________________ Date: 11/12/11

4. Signature of Curriculum Committee Chair: ___________________________ Date: ______________

5. Signature of Faculty Senate Secretary: ___________________________ Date: ______________

Date Approved by Faculty Senate: ___________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
This course examines the evolution of political thinking in America. Structured historically, the course analyzes the key primary documents in the founding, revolutionary and Civil War eras and examines these in light of secondary analyses. In the last third of the semester we will link the themes that emerged from these earlier periods to twentieth century concerns about expanding the framework of rights and liberties. The primary texts we will use is *Political Thought in the United States: A Documentary History* edited by Lyman Tower Sargent and *History of American Political Thought*, edited by Bryan Paul Frost and Jeffrey Sikkenga. Other readings are available in the bookstore and as a course packet sold at SASE Ink (79 Wentworth St.).

Students in this course will demonstrate an understanding of key primary documents of American political thought. Students will analyze contemporary interpretations of those documents and will interpret contemporary social movements in light of key themes in American political thinking.

You are required to write three papers: one short paper analyzing a primary document, one mid-length paper analyzing a secondary analysis of an author we have read, and one longer research paper on a twentieth century social movement. Short papers are due any Wednesday until October 4; secondary analysis papers are due any Wednesday until November 8. There will be two in class exams, one on 10/11 and one on 11/13. The final paper is due Tuesday, December 5 (the rough draft is due on November 20). Part of your class participation grade will include e-mail submission of ten reading responses (all writing assignments are described more fully below). You are expected to attend class and to participate regularly. Grades will be calculated as follows:

- Text analysis paper (15%)
- Secondary article analysis paper (15%)
- Long paper (20%)
- Two in class exams (15% each)
- Class participation (including reading responses) (20%)

**Required Books:**

*Political Thought in the United States, A Documentary History*, edited by Lyman Tower Sargent,  
*History of American Political Thought*, Edited by Bryan-Paul Frost and Jeffrey Sikkenga,  
*Democracy In America*, by Alexis de Tocqueville,  
*American Vertigo*, by Bernard-Henri Levy

- **8/23** Introduction
- **8/28** Tocqueville, Author’s Introduction (26-38) and Part I 103 (39-58); Levy “En Route,” 3-18.
- **8/30** Tocqueville, Part I, 11-15, pp. 100-142 and Levy, Reflections, pp. 237-308,
History of American Political Thought (HAPT), Introduction, “Alexis de Tocqueville’s Democracy in America,” Harvey Mansfield and Delba Winthrop

9/4 Locke, Second Treatise, Course packet, 2-53
9/6 Ho-de-no-sau-ne, Political Thought in the United States (PTUS), 1-10

Early Colonists
9/11 PTUS 30-43, Massachusetts Body of Liberties, Course packet, 76-90
9/13 John Winthrop “A Model of Christian Charity,” Course Packet 91-100
“John Winthrop, John Cotton, and Nathaniel Niles: The Basic Principles of Puritan Political Thought,” Michael Rosano, HAPT 25-36

9/18 Trial of Anne Hutchinson, Course Packet, 101-110
Constitution Day Lecture, 7pm Stern Center Ballroom
ATTENDANCE REQUIRED
9/20 Fundamental Constitutions of Carolina and Penn’s Charter of Libertie, Course Packet, 54-75 and PTUS 43-48, Tocqueville (freedom of press)

Revolution/Constitution
9/27 PTUS, 65-97

10/2 PTUS, 97-140, Tocqueville 77-86.
10/4 “The Political Science of James Madison,” Michael Zuckert, HAPT, 149-166

10/9 PTUS 142-167
10/11 Exam 1

Slavery, Civil War
10/16 PTUS 168-196 and “John C. Calhoun and the Reexamination of American Democracy,” John Agresto, HAPT, 316-324
10/18 South Carolina, Mississippi: Causes of Secession (CP)
10/19 Political Science Department Fall Lecture
Mayor Joe Riley
7pm Wachovia Auditorium
ATTENDANCE REQUIRED

10/23 PTUS 197-210, Inaugural address of Confederate President Jefferson Davis (CP)

Paper Topics Due: No Exceptions
argument being constructed, what are its key persuasive claims? How does this passage connect to the theme of the work as a whole? How is this author referencing other arguments? This paper may be handed in on any Wednesday through October 4 on any primary source reading we have done by that point.

Secondary article analysis

Choose an article in the *History of American Political Thought* book that we have not read or not discussed in depth. Explain the overall argument of this author: why does this author think that the primary source that they are discussing is noteworthy? What is the particular claim or set of claims that this author wants to make about the primary author? How does the author defend his or her claims about the primary author? How does the author understand the link between the work of the primary author and American political thought in general? Use particular passages from the article to illustrate these points. Finally evaluate the author’s argument in light of your own understanding of either the primary author, the time period, or your perspective on American political thought. This paper may be handed in on any Wednesday between October 11 and November 8.

Long Paper

You will be required to write a long paper (15 pages) analyzing a primary document from a twentieth century movement (e.g. Civil rights, women’s rights, gay rights, individual rights, environmentalism, Native American rights). You will be asked to choose one of these movements within the first few weeks of the course. I will divide students (based on their choices) equally between these issues. This assignment has two overall components: a paper, which includes a topic, a rough draft and the final draft and a group project, which includes a presentation.

**Paper** – the papers will be an extended analysis of a writing from a twentieth century movement. Your paper should analyze that author’s argument for his or her movement, connect that argument to earlier arguments made within American political thought and then project forward to the contemporary significance of that author’s argument. There are three required components of the paper. On October 23 you will hand in your paper topic outlining the author that you plan to use. On November 20 your rough draft is due. The final draft is due December 5 by noon in the department office.

**Presentation** – in addition to the paper each student will be part of a group working on the same movement. Each group will:

- Choose a work central to the understanding of that movement that you will all read in common
- Select a short portion of that book (20 pages or so) that you will assign to the rest of the class
- Present the key ideas of the movement and your group’s chosen work
- Formulate discussion questions for that day
- Peer edit one paper from your group
There are three due dates to note for this paper. On **October 23** you must hand in a paper topic, including the work that you plan to analyze. On **November 20**, your rough draft is due. It will be returned to you by November 27 with comments from me and from your one peer editor. The final paper is due **December 5 by noon in the Political Science office**.

Finally, citations from authors and articles we have read can be given parenthetically after any quotation or paraphrasing using the page number of the text. Any secondary material that you use for these papers **must** be cited in full in accordance with the rules set out in the political science guidelines (available online at http://polisci.cofc.edu/referenceguide.html). Any failure to cite outside materials used for papers in this class is considered plagiarism. Material found on the internet counts as an outside source. Plagiarism is pretending as if the words and ideas of another are in fact yours. This includes a failure to use quotations, a failure to indicate when you are paraphrasing and the failure to give credit to the author whose ideas you are using. Plagiarism is a violation of the Honor Code and will be treated as such.
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science   School name: HSS

Course Prefix, Number, and Title: POLI 390  Contemporary Liberalism

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

NEW COURSE
☑ New Course (attach syllabus)

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

DELETE COURSE
☐ Re-activate Course
☐ Delete Course

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

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

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

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

None

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

a) ☑ Yes  ☐ No

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

Political Science major
Political Science minor

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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<tr>
<td>3</td>
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</table>

B. Credit Hours 3

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

This course focuses on the work of John Rawls and his critics in order to analyze the key principles of liberalism and the arguments, internal and external to liberalism itself, concerning those principles. The course emphasizes philosophical arguments and the political applications of such arguments with a sustained analysis of particular issues (such as abortion, euthanasia, education, disability).

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 350
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

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<th>Student Learning Outcomes</th>
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<td>the course?</td>
<td>Exams, papers</td>
</tr>
<tr>
<td>1. students will demonstrate understanding of Rawls and his</td>
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<td>critics</td>
<td>Exams, papers</td>
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<tr>
<td>2. Students will explicate analyze theoretical concepts</td>
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<td>3. Students will analyze secondary scholarship on Rawls and</td>
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<tr>
<td>his critics</td>
<td>papers</td>
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<tr>
<td>4. Students will apply concepts to contemporary political</td>
<td>Group presentation, final exam essay</td>
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<td>issues</td>
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</tbody>
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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?

2. Identify and explain major political philosophies, western and non-western, and their origins
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers
5. Distinguish their own views from those of others and can defend their own perspective.
6. Apply theories and concepts to new situations

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

None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director: __________________________ Date: 11/3/201

2. Signature of Academic Dean: __________________________ Date: 11/4/1

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

4. Signature of Curriculum Committee Chair: __________________________ Date:

5. Signature of Faculty Senate Secretary: __________________________ Date:

Date Approved by Faculty Senate: __________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 390: Contemporary Liberalism  
Claire P. Curtis

Course Description:

This course analyzes 20th-century liberal political theory, focusing on the work of John Rawls. Rawls’ *A Theory of Justice* revitalized the field of political philosophy and provided a benchmark for understanding liberalism in our time. In 1993 Rawls published a series of lectures, printed together as the collection *Political Liberalism*, responding to criticisms of *Theory*. In 2001 Rawls produced a restatement of his main ideas from *Theory*. We will begin this class with a four week analysis of Rawls’ theory from this restatement of ideas. We will then turn to three theorists deeply influenced by and often critical of Rawls within the liberal boundary, broadly construed. Finally, we read two works that take up the application of some of these principles. Michael Sandel’s *The Case against Perfection*, which analyzes the principles used to argue for and against genetic engineering and Martha Nussbaum’s *Frontiers of Justice*, which draws on three pervasive problems for theories of justice and moves away from Rawls towards what she calls a “capabilities approach.” The expectation for this class is that you will gain both a comprehensive understanding of liberal theory and an understanding of what that theory would mean in practice.

Course Objectives:

This course has four aims. First this course aims to plunge you into the midst of a key debate in contemporary political philosophy over the meaning and scope of Rawls’ understanding of justice. Second, this course will give you the opportunity to analyze theoretical arguments closely. Third this course allows you to see what theorists are still saying on these topics through a paper on a secondary article of your choice. And finally this course provides the opportunity to link the theoretical to a political issue of your choosing and to present those connections and the potential impact of those connections in an oral presentation. At the end of this course you will be able to demonstrate and understanding of Rawls and his critics; explicate theoretical arguments; analyze secondary scholarship on Rawls and other thinkers; apply theoretical frameworks to new situations.

Course Expectations:

As an upper level class focusing on political theory you will be asked to read closely and analyze the arguments of the theorists made. You will be expected to keep up with the reading and participate in discussions on both the meaning and the application of the theories we read. You should read carefully with an eye to the structure of the arguments that we read and you should take note of any places where the logic of the arguments presented is not clear. I recommend that you keeping track of the reading by noting any questions that you have about the arguments prior to any class discussion. The latter third of the semester will be spent more directly on applying theory to practice; but we will consider how all of the ideas are or are not practicable. Active participation is expected and I encourage you to come to class with questions and issues
for discussion. Each of you will be able to work with other students connecting theory to practice in a presentation on an issue of your choice. More about the presentations is discussed below. This course is supported by the new learning management system OAKS. The OAKS page for this course includes discussion boards, assignment dropbox, reading links, discussion questions, syllabus and announcements. OAKS is available through My Charleston.

Course requirements:

Two midterm exams 10% each
One final 25%
Two papers 15% each
Group presentation 15%
Participation 10%

There are two papers, explained further below, each worth 15% of your grade. You will notice that there are two possible due dates for each of these papers. You may choose the dates that best fit your schedule, as long as each paper is handed in during one of the two dates. Unexcused late papers will be downgraded 1/3 of a grade a day. You must hand in all written work in order to pass the class. The exams will be primarily identification and passage explication. The final will include a take home essay asking you to link theory and practice. Presentations are described in more detail below.

Required Readings

John Rawls 
Justice as Fairness, A Restatement
Michael Sandel 
“The Procedural Republic and the Unencumbered Self” (OAKS)
Michael Walzer 
Spheres of Justice
Susan Okin 
Justice, Gender and the Family
Michael Sandel 
The Case Against Perfection
Martha Nussbaum 
Frontiers of Justice

Schedule of Readings:

August 25: 
Introduction
August 27: 
Classical Liberalism and the Social Contract Tradition
(Reading: Hobbes, Locke and Rousseau on OAKS)
August 30: 
Justice as Fairness, Preface and Part One pp. 1-18
September 1: 
Justice as Fairness, Part One, pp. 18-38
September 3: 
Justice as Fairness, Part Two, pp. 39-57
September 6: 
Justice as Fairness, Part Two, pp. 57-61
September 8: 
Justice as Fairness, Part Two, cont., pp. 61-79
September 10: 
Justice as Fairness, Part Three, pp. 80-110
September 13: Justice as Fairness, Part Three, pp. 111-134
September 15: Justice as Fairness, Part Four, pp. 135-179
September 17: Justice as Fairness, Part Five, pp. 180-202

September 20: Group Presentation -- Rawls
September 22: "Procedural Republic" (OAKS)
September 24: "Procedural Republic"

September 27: "Procedural Republic"
September 29: "Procedural Republic"
October 1: Group presentation -- Sandel

October 4: Exam
October 6: Spheres of Justice, pp. 3-64 (chs. 1, 2)
October 8: Spheres of Justice, pp. 65-128 (chs. 3, 4)

October 11: No Class, Fall Break
October 13: Spheres of Justice, pp. 129-196 (chs. 5, 6, 7)
October 15: Spheres of Justice, pp. 197-248 (chs. 8, 9, 10)

October 18: Spheres of Justice, pp. 249-321 (chs. 11, 12, 13)
October 20: Group Presentation -- Walzer
October 22: Justice, Gender and the Family, pp. 3-40 (chs. 1-2)

October 25: Justice, Gender and the Family, pp. 62-73, 89-133 (chs. 3 [in part], 5-6)
October 27: Justice, Gender and the Family, pp. 134-186 (chs. 7-8)
October 29: No Class, SUS conference

November 1: "Justice Engendered" Martha Minow (OAKS)
November 3: Group Presentation -- Okin
November 4: Geography Lecture. 3:30, Stern center ballroom

November 5: Exam

November 8: Frontiers of Justice, Introduction and Ch 1 pp. 9-69
November 10: Frontiers of Justice, Ch 1 pp. 69-95
November 12: Frontiers of Justice, Ch 2 96-154

November 15: Frontiers of Justice, Ch. 3, pp. 155-223
November 17: Frontiers of Justice, Ch 6 pp. 325-407
November 19: Frontiers of Justice, Ch 7, pp. 408-415

November 22: Group Presentation -- Nussbaum
November 24: No Class, Thanksgiving
November 26: No Class, Thanksgiving
November 29:  
*The Case Against Perfection*, Ch. 1

December 1:  
*The Case Against Perfection* Chs. 2-3

December 3:  
*The Case Against Perfection* Ch. 4

December 6:  
*The Case Against Perfection*, Ch. 5

**Final Exam:**  
Friday, December 10, 8-11 am

**Group Presentations**

The class will be divided into 5 groups (you may choose your own group members – no more than 7 people per group) or I will assign you to a group. Each group will be responsible for one 20-25 minute presentation on one of the days designated on the syllabus. Each group is to choose a contemporary political issue and examine the way in which that practical issue is resolved in accordance with the theoretical arguments we are reading.

You will be expected to

1) Outline the issue
2) Set up the theory you have chosen
3) Apply the theory to the problem
4) Present opposing viewpoints for your solution

In outlining the issue you have chosen you should consider: what the issue is, why it is a problem and what do people think about the issue. In explaining the theory that you will use be sure to outline the key features of one portion of an argument that you think seems particularly fruitful for thinking through the issue you have chosen. In applying that theory to the issue in question you should walk through how the theory in question understands and solves the issue. In considering opposing viewpoints you should offer some thoughts on how the issue might be considered differently (from either a liberal or a non-liberal perspective) and explain how those viewpoints would be justified.

Presentations will be graded on both the clarity of the oral presentation (including any handouts or visual aids you might want to include) and the quality of your theoretical application and problem solving. All members of the group will receive the same grade unless it is made clear to me that someone was either derelict or particularly helpful with the presentation.

I would recommend that each group make an appointment with the speaking lab prior to the presentation. Evidence that you have prepared in advance and met with people at the speaking lab will improve your presentation. The speaking lab is located in the Center for Student Learning, first floor of the library. The speaking lab requires that appointments be made in advance for group presentation advising.
Papers

There are two papers assigned for the course, each with a particular focus. One paper will be an explication and analysis of an argument found in Rawls. The second will be an evaluation of a secondary reading concerning one of the theorists we have read.

Paper One – explication

This will be a standard POLS 250 type of explication paper based on paper topics that I hand out. The paper will be a 5-7 page explication and analysis of some portion of Rawls’ argument. The expectation here is at you demonstrate close reading skills and the ability to analyze a portion of a theoretical argument. This paper can only be handed in for the first two paper due dates (9/10 or 9/17).

Paper Two – secondary source analysis

For this paper you will choose a secondary piece about Rawls, Walzer, Sandel or Okin from a political science journal. You must hand in a copy of the citation you are using at least one week before the paper is due. The aim in this paper is to show an understanding of the larger theoretical framework, illustrating that you can mediate between the secondary analysis and your own reading of the primary text. The paper will be a 6-8 page analysis and evaluation of the author’s argument on your chosen theorist. What is the author arguing? How does the author read the theorist you are discussing? You may want to read through a number of sources before finding one that is interesting to you. This paper can only be handed in during one of the second two paper due dates (10/25, 11/12).

Paper Guidelines

1) All papers must be typed, double-spaced and stapled
2) All papers must be handed in hard copy, no papers sent via e-mail will be accepted
3) All citations must be in accordance with the departmental referencing guide:  
   http://polisci.cofc.edu/referenceguide.html
4) Extensions must be approved 24 hours before the paper is due
5) Students must retain a copy of the paper, either on disk or in hard copy
6) Plagiarism will be prosecuted by the honor board and **students who plagiarize will fail this class**
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science  School Name: HSS

Course Prefix, Number, and Title: POLI 391 Utopia/Dystopia

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

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<th>NEW COURSE</th>
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<tr>
<td>☑ New Course (attach syllabus)</td>
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<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
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<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
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<td></td>
<td>□ Prerequisite Change</td>
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❑ Approve for Cross-listing (attach rationale and written permission from relevant department)

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

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

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

None

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

a) ☑ Yes  ❑ No

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

Political Science major
Political Science minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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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.

The study of utopia, or the ideal, yet non-existent, place is a staple of Western political thought. Utopias criticize one's own world while simultaneously setting out a framework for a better future. Dystopias sharpen this criticism by presenting a vision of the worst place. This class analyzes these criticisms and evaluates proposals about, among other things, ideal government, family life and education.

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 351

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

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<tr>
<td>1. Students will identify key utopian and dystopian texts and themes</td>
<td>Exams, response papers</td>
</tr>
<tr>
<td>2. Students will evaluate utopian and dystopian criticism and prescriptions</td>
<td>Class discussion, response papers, papers</td>
</tr>
<tr>
<td>3. Students will design a utopian community</td>
<td>Group project</td>
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<tr>
<td>4. Students will analyze utopian and dystopian texts</td>
<td>Exams, papers</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?

2. Identify and explain major political philosophies, western and nonwestern, and their origins
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers
5. Distinguish their own views from those of others and can defend their own perspective.
6. Apply theories and concepts to new situations

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

None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director: 

   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 study of utopia, or the ideal (yet non-existent) place, is a staple of Western political thought. Utopias provide a way to both criticize one’s own world while simultaneously setting out a framework for a better future. Dystopias, which emerged most forcefully in the twentieth century, sharpened the criticism present in every utopia by presenting a vision of the worst place. This class will use utopias and dystopias to think through first, how authors have criticized their own cultures; second, what ideal forms of government, family life, education, gender norms, architecture, etc. authors have presented and finally how you yourself think about what it means to imagine an ideal world. Can utopias be understood as practical or practicable? What role have actual utopian communities played in the United States? How can thinking about utopia help us to awaken our imagination for bringing about a better world?

Course Objectives

This is a course about the idea of utopia – what it means, how it has been used, why it matters. More generally students will focus on how the idea of utopia has been translated into practice: what does it mean to bring an idea – a dream – into practice (even if practice means a novel)? Students will identify key themes in utopian and dystopian texts, evaluate utopian criticism and presentation, analyze utopian and dystopian texts, and design utopias. You will identify how novelists, scholars of utopia, and intentional communities set out principles for living together and structures for bringing those principles to practice. You will evaluate both those principles and the structures through applying one person’s principles to another setting (e.g. how do More’s ideas connect to Gilman’s?). Finally you will draw on these principles to design your own utopian community.

Required Books:

*Oryx and Crake*, Margaret Atwood
*Utopia*, Thomas More
*Looking Backward*, Edward Bellamy
*Herland*, Charlotte Perkins Gilman,
*Parable of the Sower*, Octavia Butler
*The Dispossessed*, Ursula Le Guin
*Utopianism*, Lyman Tower Sargeant
*Utopia, Method, Vision, (UMV)* Tom Moylan (Ed)
*Utopia Reader*, Ed. Lyman Tower Sargent,
Course Requirements (all described below)

Class Participation 10%
Exams (2) 10% each
Short paper 10%
Long paper 20%
Passage explanations 20%
Group utopia project 20%

Course scale:
A (93-100)  A- (90-92)  B+ (87-89)  B (84-86)  B- (80-83)  C+ (77-79)
C (74-76)  C- (70-73)  D+ (67-69)  D (64-66)  D- (60-63)  F (0-59)

Schedule of Readings:

1/10  Introduction
1/12  Ursula Le Guin “The Ones who Walked away from Omelas” (OAKS)
1/14  Sargeant, *Utopianism*, Intro and Ch. 1

1/17  No Class, Martin Luther King Day
1/19  Ruth Levitas “The Imaginary Reconstitution of Society: Utopia as Method” in *UMV*
1/21  Atwood, “Writing Utopia” (OAKS) and *Oryx and Crake*, chs. 1-2

1/24  *Oryx and Crake*, chs. 3-5
1/26  *Oryx and Crake*, chs. 6-7
1/28  Group project work

1/31  *Oryx and Crake*, chs 8-12
Group Project rules due

2/2   *Oryx and Crake*, chs 13-15
2/4   Lyman Tower Sargeant “Choosing Utopia” (301-317, *UMV*)
Plato, *Republic*, Bks II, III and V
Short paper due date

2/7   Thomas More, *Utopia*, letter More to Giles and Book 1
2/9   Thomas More, *Utopia*, Book 2
2/11  Thomas More, *Utopia*, Book 2, continued
     Short paper due date

2/14  Edward Bellamy, *Looking Backward*, preface and chs. 1-12
2/15  POLS Convocation: “Plastic Pollution, Oceanic Health and Environmental Activism,” 7pm, Physician’s Auditorium – attendance required
2/16  Edward Bellamy, *Looking Backward*, chs 13-21
2/18  Edward Bellamy, *Looking Backward*, chs 22-postscript
Short paper due date
Group Project progress report 1

2/21 Gilman, Herland, chs. 1-5
2/23 Gilman, Herland, chs 6-9
2/25 Gilman, Herland, chs 10-12

Short paper due date

2/28 Kenneth Roemer “More Aliens Transforming Utopia: in UMV, pp.131-158

Paper 1 due

3/2 Sargeant, Utopianism, chs. 2-3
3/4 Brazil discussion
Lucy Sarginson “The Curious Relationship between Politics and Utopia” (25-46, UMV)

Spring Break

3/14 Intentional Communities, Naomi Jacobs “Utopia and the Beloved Community” (223-244, UMV)
3/16 Intentional Communities, Sargeant, Utopianism, chs 3-5
3/18 Hoda Zaki “New Spaces for Utopian Politics” (267-299, UMV)

Group Project Progress Report 2

3/21 Antonia’s Line discussion
3/23 Isaiah Berlin “The Decline of Utopian Thinking in the West” (on OAKS)
Sargeant, Utopianism, chs 6-7
3/25 Le Guin, The Dispossessed, pp. 1-90

3/28 Le Guin, The Dispossessed pp. 91-191
3/30 Le Guin, The Dispossessed, pp. 192-270
4/1 Le Guin, The Dispossessed, pp. 270-387

4/4 The Day before the Revolution” on e-reserve
4/6 Rafaela Baccolini “Finding Utopia in Dystopia” in UMV pp. 159-189
4/8 Exam

4/11 Butler, Parable of the Sower, chs. 1-9

Long paper first draft due

4/13 Butler, Parable of the Sower, chs. 10-13
4/15 Butler, Parable of the Sower, chs 14-18

4/18 Butler, Parable of the Sower, chs 19-25
4/20 Utopia Presentations
4/22 Utopia Presentations
4/25 Utopia Presentations
Final paper due at final exam schedule day: May 4, 11am

Class Participation

While counting for only 10% of your final grade, this is a class that wholly depends on your prepared participation. I will not be lecturing on the material that we read. Instead we will be building discussions around key themes and motifs that you recognize in the novels and essays that we read. This is a class that requires your attention – utopian and dystopian works are didactic, these authors are trying to persuade you that they are right. That persuasion may or may not work (although you will never know if you do not read). How you react to the utopian and dystopian novels, films and scholarship will help you determine what it might mean to live in a radically better (or radically worse) world.

Passage explications

Each week you will hand in one passage explication. One class day every week, you will choose a passage from that day’s reading and hand in a one page explication. This requires quoting and citing the passage, explaining the passage and then analyzing the significance of the passage for the section or argument of the work. This is something that you should do for every class day, but I will collect only one a week. We will discuss the passages people have chosen in class.

Papers

There are two papers for this class. The first is a short analysis of one of the first 4 works that we read together (there are a variety of due dates for this paper, depending on which work you choose to analyze). This first paper should focus on identifying a key principle and explaining that principle in light of a particular practice in one of the works we read in the first 5 weeks.

The second is a longer paper on a work of your own choosing. This last paper will be handed in twice. First due date is April 11 and the second due date is the date of the final exam, May 4. The paper is a 12-15 page analysis of one feature of a utopian or dystopian work that we have not read in class (this can include novels, films, theoretical analyses or actual communities). This is not a book report about the entirety of the work, instead it should be a close analysis of one feature of the world you are analyzing. You should draw on secondary works to think about how others have analyzed this work (Utopian Studies is a good source). Your paper will outline the key ideas in the work and focus on one particular area of utopian or dystopian thinking. For example, if the work is a utopia you might focus on the outlines for education or governmental structure or family life. If your work is a dystopia you might analyze the author’s method of dread creation or what possible options the author provides for avoiding this dystopia. You should have an active voice in this paper analyzing and evaluating the ideas presented. Think about these works as intentionally trying to engage the reader (or audience or non-participant) in an evaluation of the world in which we live.
Paper Guidelines

1) All papers must be typed, double-spaced and stapled
2) All papers must be handed in hard copy; no papers sent via e-mail will be accepted
3) All citations must be in accordance with the departmental referencing guide:
   http://www.polisci.cofc.edu/PDF/POLSCitationGuide5-16-6.pdf
4) Extensions must be approved 24 hours before the paper is due
5) Students must retain a copy of the paper, either on disk or in hard copy
6) Plagiarism will be prosecuted by the honor board and students who plagiarize will fail this class

Papers that do not meet these guidelines will not be accepted

Group utopia project

You will be divided into 6 groups that will each create a utopia. You will be asked to set out your group’s mission, guidelines for living together (this can be in the form of a constitution or something less formal), key principles and the conditions under which the people live. You should be clear to work out the details of some of the key areas, education, government, housing, employment, transportation, recreation, interpersonal relations. You may decide to focus your attention as a group in one particular area, or you may want to split the work among you into the different areas. Feel free to draw from the works that we read for inspiration (noting where you are inspired and how). Your final utopia will need to be presented orally at the end of the semester. See the group project handout for more details.
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 355 changing to POLI 395, Global Political Theory

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

NEW COURSE

☐ 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

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

B. Credit Hours | 3

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

This course explores the multiple perspectives of political thought outside of the Western Canon. We will explore perspectives from around the globe, including African and Buddhist political philosophy to post-colonial feminisms, to consider political theorizations of freedom, equality, justice, security and political organization.

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>
</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 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>
</tbody>
</table>
3. Signature of Provost: 
________________________________________ Date: 11/14/11

4. Signature of Curriculum Committee Chair: 
________________________________________ Date: ______________

5. Signature of Faculty Senate Secretary: 
________________________________________ Date: ______________

Date Approved by Faculty Senate: _______________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 395 - Global Political Theory
Dr. Kea Gorden
Fall 2011
MW 2-3:15pm Maybank 316
gordenk@cofc.edu

Office Hours:
Tuesdays and Thursdays, 11-1pm. Please send me an email beforehand if you are planning to come by office hours so I can apportion my time amongst students accordingly.

Office Location:
Department of Political Science Annex, Room 101. Corner of Wentworth and Coming Streets.

Course Description:
This course offers an exploration of the multiple perspectives of political thought existing in the world outside the Western Canon. Our goal is to critically examining the political implications of the plurality of knowledge construction evident in multiple cultural settings.

We will begin the semester with an exploration of the following kinds of questions:
- What kinds of presumptions or naturalizations are elemental to Western Canonical political theory?
- Are the categories we use to order the world omnipresent, ahistorical and neutral?
- Is there such a thing as universal reason?
- How do we think about knowledge?
- What challenges to political subjectivity and knowledge construction emerge from post-colonial theory, critical race theory and feminist theory?
- And finally, what are the political stakes involved with this line of questioning?

From here, we will delve into the rich offerings of political theorizations that come from spaces around the globe that are beyond the “West”. In response to the omissions and exclusions characteristic of Western political theory, we will explore perspectives that range from African and Buddhist political philosophy to transnational feminist theory, to consider political theorizations of freedom, equality, justice, security and political organization. In this section of the course, we will ask questions such as:
- How do political philosophers who position themselves outside of the Western Canon conceive of political freedom?
- How can we expand our validation of knowledge, truth, and being?
- What types of political systems and expectations of political subjectivity might be available within the lived or imagined worlds beyond Western conceptualizations?

These contributions serve important purposes of democratizing the idea of political theory and expanding our concepts of political subjectivity and agency. In sum, the
course will encourage students to examine how a knowledge of global perspectives allows political analysts a richer and more complex understanding of politics.

Course Objectives
This course focuses on the explication, analysis and comparison of theoretical, political texts. Students will acquire skills in *explication*: the explanation of what a text is saying; *analysis*: the interpretation of what a text means, both in its own context and for us; and *comparison*: the ways in which arguments about equality or freedom (for example) relate to one another. In class discussion, papers and exams students will learn to examine, interpret and relate texts and arguments.

Learning Outcomes
1. Identify and explain major political philosophies, western and nonwestern, and their origins
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
3. Demonstrate understanding of readings, analyze texts critically, effectively write papers
4. Distinguish their own views from those of others and can defend their own perspective.
5. Apply theories and concepts to new situations

Course Requirements
**Please note that because our class only meets twice per week, the readings are long and concentrated. YOU MUST READ THE MATERIAL IN ORDER TO SUCCEED IN THIS CLASS!! If you cannot devote yourself to a reading-intensive course, you should drop the class immediately.**

Class participation: 10%
Partnered presentation: 10%
4 Papers: 20% each

1. CLASS PARTICIPATION + WRITING EXERCISES (and Extra Credit) :10%
All students are expected to do *all* the assigned readings, be prepared to summarize the main issues and arguments in class discussions, and participate in discussion on a regular basis. This course is designed to encourage critical thinking on controversial issues, and I will frequently put you into small discussion groups. If you have not done the readings, you will sit in class like a bump on a log, and I WILL NOTICE. Such students bring down the caliber of the class, so PLEASE DO THE READINGS BEFORE CLASS.
Additionally, students will be frequently called upon to share their queries and opinions. If you are clueless, that will be noted. Every Monday we will have a 10-minute writing exercise. You will be able to bring in the quote on a piece of paper, and respond to it with your individual ideas, but it will not be open note/open book. You will be responsible for
brining in the quote from one reading that you found particularly interesting, compelling or problematic. You will explain how it demonstrates a major idea/theme of the reading AND why you found the quote compelling or problematic. I will return these to you the following Monday. You will not have an opportunity to hand these in late if you miss class on Monday. We will not do the writing exercises on days when we have a paper due.

2. PARTNERED PRESENTATION: 10%
Each student will make an oral presentation, which will take place on Mondays and Wednesdays and with a partner. When you present, you are also required to hand in a 4 page written response, typed, and carefully edited.

Most of all, these presentations should demonstrate your “engagement” with the reading. The objective is to help students critically engage the ideas, theories and facts presented in readings and lectures. Learning how to pose the right analytic question in a creative way is just as important as asserting your knowledge and grasp of the readings. I will reward those who are committed to the goals of the course and those who critically engage the readings in a creative, engaging way. IF YOU ARE NOT CLEAR ON HOW TO GIVE YOUR EXCITING PRESENTATION, PLEASE COME TO MY OFFICE HOURS WELL BEFORE YOUR DUE DATE. The main part of presentation should be no longer than 5-10 minutes and the questions/discussion should last between 5-10 minutes. The presentation could consist of the following:

1. Summarize a theory or concept that is described in the readings concisely, and then apply the generalization to a different context and debate if and why it applies.
2. Take a quote from the text that you think is most important, one that captures the key argument in the readings, or one that puzzles you, and then analyze what the author is trying to explain, or fails to do, or how your own standpoint agrees or disagrees with the quote. Critique the bias you see.
3. Search for an anomaly, a contradiction or paradox in the assigned text. Authors says that something is true in such and such context, but s/he appears to overlook this rule or generalization in another passage/quote. Can both be true?
4. Compare and contrast the view of two assigned authors discussing the same social change, institution or cultural process. Search for the source of the difference. What explains why they agree and why they differ? What’s the underlying assumption/method/theory/value?
5. The presentation should conclude with at least one question for class discussion from the readings she or he is presenting on.
6. You can use Youtube clips, items from the news/current events, movie clips, music that has a theme pertinent to the readings, etc.

Presentations must include three basic components: a Concise Summary, a Critical Analysis and Questions for discussion. The Summary should point out the basic points made by the author, and use some textual evidence. The Critical Analysis should involve engagement with the text: do you agree/disagree with the views, do you find contemporary relevance for the arguments, do
you see links to other authors or traditions, do you see counter-arguments to the views in the text, etc. The Questions for discussion regarding that day’s reading should be about what you in particular found to be interesting or problematic or especially relevant from the text. These questions will serve to start class discussions. Presentations that show quality in the Summary, Analysis and Questions, will get an A grade. Those that show quality in two of these but not in the third, will get a B grade. Those that show only one good element, will get a C grade. Those that show ill-preparedness on all levels will be a D grade.

4 ANALYTICAL PAPERS: 20% each (due 9/19, 10/19, 11/9 and the day of our scheduled final exam)
There will be 4 analytical papers due throughout the semester. I will give you the prompt one week before the paper is due. If you miss the class where that essay topic is handed out it is your responsibility to get the essay question from me. These papers will test your understanding of the reading material and expect you to critically examine the main ideas of the arguments in relationship to one another. Unexcused late papers will be downgraded one third of a grade a day. All essays are due in hard-copy form in class. I will not accept papers via email, except for the last paper which you will turn in via the OAKS drop box on the day of our scheduled exam.

Papers Expectations (Papers that do not meet these guidelines will not be accepted)
The Papers provides a chance to hone one’s writing skills. The 4 short papers will allow practice in succinct writing. Each paper must:
1) be well-written; 2) show careful reading of the text, 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) is necessary and must be used adequately, not in excess. Papers that show all 5 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).

Papers must be properly cited. All citations should be made in accordance with the guidelines set out in the Political Science Department’s referencing guide (available online at http://www.polisci.cofe.edu/PDF/POLSCitationGuide5-16-6.pdf), or you may follow MLA, Chicago or APA styles. Any failure to cite materials used for papers in this class is considered plagiarism. Plagiarism is pretending as if the words and ideas of another are in fact yours. This includes a failure to use quotations, a failure to indicate when you are paraphrasing and the failure to give credit to the author whose ideas you are using. Plagiarism is a violation of the Honor Code and will be treated as such.
A numerical and literal translation of grades assigned is as follows:
A – Superior (100-92) A minus – Excellent (91-89) B+ -- Very Good (88-86)
B – Good (85-82) B minus – Promising (81-79) C+ -- Fair (78-76)
C – Average (75-72) C minus – Acceptable (71-69) D+ -- Barely Acceptable (68-66)
D – Merely Passing (65-62) D minus – Barely Passing (61-59) F -- Failure (58-0)

Course Materials
Please make sure to frequently visit OAKS for this course because most of the material for the course will be posted there. I request that you print these articles and bring them to class because we will frequently have discussions in class based upon particular sections of the text, and to participate in these discussions, you must have the materials with you. Not having the readings with you for class will reflect poorly upon your Participation grade. In addition, you are required to purchase the following books:


Part I - Introduction: Situating Our Locations of Knowledge Production
What is comparative or global political theory? What is critical theory? How does our study intersect and diverge from the materials studied in other political theory courses? How does Shaw deconstruct traditional paradigms of political thought?
Week 1:
Wednesday, August 24 – Introduction to the course
Reading Assignment:
“What is an Author?” by Michel Foucault

Week 2:
Monday, August 29
Reading Assignment:
“At the Edge: The Future of Political Theory” by Wendy Brown

Wednesday, August 31
Reading Assignment:

Week 3:
Monday, September 5
Reading Assignment:
Haraway, Donna. 1991. “Situated Knowledge: The Science Question in Feminism and
the Privilege of Partial Perspective” in Simion, Cyborgs, and Women: The Reinvention of

Wednesday, September 7
Reading Assignment:
Watson, Annette and Orville Huntington. 2008. “They’re here—I can feel them: the
epistemic spaces of Indigenous and Western Knowledges” in Social and Cultural
Geography, Vol. 9, no. 3 257-281

Week 4:
Monday, September 12 - Guest speaker, Dr. Annette Watson
Reading Assignment:
Dalmiya, Vrinda and Linda Alcoff, “Are ‘Old Wives’ Tales’ Justified?” in Feminist
Epistemologies. New York, Routledge, 1993 [34 pages].

Wednesday, September 14
Reading Assignment: No Readings, Paper 1 Due on Monday, September 19

Part II – Impacts of Colonization/ Latin American Political Philosophy
Week 5:
Monday, September 19 – Paper 1 due

Wednesday, September 21 - Film: The Mission
Reading Assignment: Short Account of the Destruction of the Indies, by La Casas, pages
1-70

Week 6:
Monday, September 26 - Film: The Mission
Reading Assignment: Motorcycle Diaries by Che Guevara

Wednesday, September 28
Reading Assignment: Motorcycle Diaries, continued

Week 7
Monday, October 3
Reading Assignment: "A Concise History of Liberation Theology" by Leonardo and
Clodovis Boff and “Liberation Theology—Interview with Gustavo Gutierrez”

Wednesday, October 5
Reading Assignment: “Speech to the G15 Summit” by Hugo Chavez, BBC Profile of
Venezuela and Profile of Hugo Chavez from NYT Times
Week 8:
Monday, October 10:
Reading Assignment: Excerpt from *Decolonizing the Mind*, by Ngugi wa’Thiongo (due on Monday after Fall Break)

Wednesday, October 12 - No class

Week 9:
Monday, October 17 – No class, Paper 2 due on Wednesday, October 19

**Part III – The Politics of Decolonization/ African Conceptualizations of Power**

Wednesday, October 19 – Paper 2 due

Reading Assignment:
1. *I Write What I Want*, Steve Biko pages TBA

Week 10:
Monday, October 24

Reading Assignment: *Ubuntu: Globalization, accommodation, and contestation in South Africa* by Mvuselelo Ngcoya

Wednesday, October 26

Reading Assignment: *There was this Goat*, Antjie Krog, Nosivi Mpolweni, Kopano Ratele

Week 11:
Monday, October 31

Reading Assignment: *There was this Goat*, continued

Wednesday, November 2

Reading Assignment:

Week 12:
Monday, November 7 – Paper 3 due on Wednesday, November 9

No readings

**Part IV: Political Systems Infused with Sacred Knowledges - A) Political Ideologies of Radical and Reformist Islamic Scholarship**

Wednesday, November 9

Reading Assignment

Week 13:
Monday, Monday, November 14
Reading Assignment:


Wednesday, November 16
Reading Assignment:
Interview with Osama bin Laden,
http://www.pbs.org/wgbh/pages/frontline/shows/binladen/who/interview.html

**Part V: B) Buddhist Reflections on the West**

Week 14: Film: *The Buddha*
Monday, November 21
Reading Assignment: *Buddhist History of the West*. Introduction, Chapter 1-3

Wednesday, November 23 - NO CLASS
Reading Assignment: *Buddhist History of the West*, Chapter 7 and Afterword (197-216).

Week 15:
Monday, November 28

Wednesday, November 30

Week 16:
Monday, December 6
Paper 4 due via OAKS drop-box, by 5pm on scheduled day of final exam
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

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

Course Prefix, Number, and Title: POLI 397: Environmental 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  ☐ Re-activate Course
☐ Change Title  ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

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

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

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

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

N/A

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

a) ☒ Yes  ☐ No

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

Political Science; Geography

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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

B. Credit Hours 3

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

Environmental Geography examines human interactions with the environment and environmental change. Whereas environmental politics focuses on the role of politics in environmental management, environmental geography investigates the role that knowledge, culture, economic systems, gender and identity, and the everyday politics of communities and households play in shaping human-environment interactions.

### 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. Knowledge: Describe key issues in environmental geography</td>
<td>Commentaries submitted/assessed qualitatively 1-2 times per week; essay/short answer exams (midterm and final). Students are expected to pass the course</td>
</tr>
<tr>
<td>2. Comprehend: Explain environmental politics in the context of broader social and political geographies</td>
<td>Commentaries, exams, and class project. The project is broken into three components: proposal, analysis of issue, and outreach/communication.</td>
</tr>
<tr>
<td>3. Application: Illustrate the multi-scale nature of resource use and the political struggles for control of resources</td>
<td>Commentaries, exams, and class project.</td>
</tr>
<tr>
<td>4. Analysis: Analyze the multi-scale environmental problems using geographical methods and theories, often called “political ecology” approaches</td>
<td>Final exam and class project.</td>
</tr>
<tr>
<td>5. Synthesis: Develop skills in critical reading, research, and oral presentation to construct, communicate and present complicated ideas to a lay public audience</td>
<td>Class project, through all three components.</td>
</tr>
<tr>
<td>6. Evaluate: Compare and justify different research methodologies from the social and natural sciences, and choose methods that would be most effective in creating interdisciplinary knowledge of social-environmental phenomena</td>
<td>Commentaries, exams, and class project.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course? This course aligns with these program-level outcomes: 1) Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations; 2) Identify and explain major political philosophies, western and nonwestern, and their origins; 3) Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; 4) Demonstrate understanding of readings, analyze texts critically, effectively write papers [however, this
course demonstrates communication to audiences other than academic; 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.

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

This course does not overlap any existing course.

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

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature] Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature] Date: 11/4/11

3. Signature of Provost:

   [Signature] Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   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.
Environmental Geography
POLI 397
2:30–3:15 pm, MW
Maybank 307

Instructor: Dr. Annette Watson
953-5864 (office)
WatsonAM@cofc.edu
Office: Political Science Dept., 114 Wentworth St. Rm 104
Office hours: Tuesdays 10-12 and 2-3, or by appointment

Class Syllabus

Course Description

How do humans and ecologies interact to shape global and local environments? How are global political and economic processes connected to local political and environmental struggles?

This class critically examines the relationship between humans and their environments, focusing on the politically volatile nature of human resource use. How resource distribution occurs (evenly or unevenly), who controls the distribution, and how the distribution impacts economic, social, and ecological systems are often the source of political conflict and environmental problems. Our aim is to understand the complexity of such multi-scale, multi-cultural dynamics.

We will review how resource patterns and political conflicts are a product of the geographies of particular places and people. We will study how these political problems interrelate across different spatial and temporal scales, from the individual resource user to international regulatory bodies, and from colonial times to the present day. The societies in question can be based on subsistence, non-capitalist barter systems, well-developed capitalism, or mixed economic systems; and the phenomena of interest can comprise a range of things, such as environmental governance, gender relations, soil erosion, Traditional Ecological Knowledge or water rights.

We will question conventional, simplistic explanations of environmental problems, such as overpopulation and poverty. The goals of this class are thus to challenge students’ thinking about environmental problems, develop new frameworks for critical analysis, and discuss practical and conceptual alternatives. Differing ways of explaining environmental problems are important because they form the basis for political solutions.

The class time will be discussion-driven, punctuated with lectures, group discussions, active learning exercises, student presentations, and video. Students will be evaluated based on their ability to critically approach questions, problems, and solutions to environmental conflicts through written assignments, oral participation and presentations, and projects.

Student Learning Outcomes

- Knowledge: Describe key issues in environmental geography; [assessment: commentaries, exams]
- Comprehend: Explain environmental politics in the context of broader social and political geographies; [assessment: commentaries, exams, project]
- Application: Illustrate the multi-scale nature of resource use and the political struggles for control of resources; [assessment: commentaries, exams, project]
- Analysis: Analyze the multi-scale environmental problems using geographical methods and theories, often called “political ecology” approaches; [assessment: final exam, project]
- Synthesis: Develop skills in critical reading, research, and oral presentation to construct, communicate and present complicated ideas to a lay public audience; [assessment: project]
- Evaluate: Compare and justify different research methodologies from the social and natural sciences, and choose methods that would be most effective in creating interdisciplinary knowledge of social-environmental phenomena; [assessment: commentaries, exams, project]

Course Relevance:
Of interest to students pursuing careers in political science, law, geography/planning, NGOs, environmental politics and/or management, journalism, education, and environmental activism.
Readings
You will be expected to read on average about 75 pages per week; sometimes more, sometimes less. Readings are preparatory, that is they must be read by the date they are listed in the syllabus. Exams and Commentaries are directly tied to the readings, so stay on schedule with the readings.
Textbooks are available at the College of Charleston Bookstore on Calhoun

Required texts:


All other required readings will be available on ERs (password: "geography")

Assignments and Grading
Short breakdown:
- Exams: 35% (one 15%, two 10%)
- Commentaries: 15%
- Participation: 10%
- IRB Ethics Quiz: 5%
- Project Proposal: 10%
- Project: 20%
- Presentation of project: 5%

Participation
This class will be highly interactive, which means that your participation in class will be central to the success of the course (and also to how much you learn). I will expect you to ask questions of me, of the readings, and I will expect you to engage with each others’ ideas. Although I understand that sometimes it can be difficult to speak out in class, everyone is expected to participate in class discussion. If you really fear public speaking, participation also includes emailing me questions before class about terms or points of clarifications you’d like us to cover during class discussion, or even posting on the Geography at CofC facebook page. To succeed in this class you will need to critically evaluate ideas, question them, dispute them, or make them your own. Speak out!

Attendance is mandatory; you may request that your absence be excused only if you are required to participate in college-sponsored activities. If so, you must fill out the appropriate forms at 67 George St., or call Constance Nelson (953-3390). Notices I receive from the Absent Memo Office do not constitute excused absences, and you will be penalized for all unexcused absences.

Exams (35%)
The exams will be both in-class and take-home, and will be short answer and essay exams. Worth a total of 35 points.

IRB Ethics Quiz Completion (5%)
Students are made familiar with the ethics of working with local peoples and doing human subjects research. This is relatively painless. Really. Take a very short course, the Required Training for Research Involving Human Participants; go to this web address: http://www.orga.cofc.edu/pub/compliance_IRB_RESEARCHER_TRAINING.shtml

At the bottom of that page you will see the option to go directly to the training site:
Follow this link
http://www.citiprogram.org/
to access CITI registration and training modules.

This is actually an online test. When I did it, it took me 1 hour; it will take you a little longer than that because you are less familiar with the material. Create a username and password, then you will take the “Basic/Refresher” course for social science. Identify yourself as a student, and that you are doing Exempt research. There will be text to read, and when you are asked to take the quiz, open it in a new page, so you can refer back to the text as you answer the questions. (Yes, this is open book.)
When you pass the test, print out the results page, and hand it in to me.

If you have questions while you take this test (if during the day), feel free to call my office.
The IRB office is also available to help:
Eileen Callahan
Research Compliance Coordinator
Office of Research & Grants Administration
College of Charleston
843-953-7421
callahan@cofc.edu

Students that go on to develop projects that require them to talk with people as primary data sources, either informally or doing an unrecorded or recorded interview, they will go through a short process of approval by the College’s Institutional Review Board (IRB).

Project Proposal (5%)  

See separate instructions on creating a professional-quality proposal for the project you wish to do. Grade includes mandatory meeting with professor to discuss the proposal.

Project (35%, including 5% for presentation of your project)

This project will build/develop your:
- Verbal, written, and visual communication skills
- Data-gathering skills (primary sources) and reviews of secondary literature
- Skills in different analytical techniques used by geographers and political ecologists.
- Knowledge about at least one environmental issue in depth

You MUST choose one project, and read the further instructions for each, as they have different components.

A. Service Learning project: you will choose from a list of approved community-based volunteer projects, such as Keep Charleston Beautiful and the Sea Grant Consortium. You will be required to complete your volunteer assignment, write a weekly journal of your experiences and thoughts arising from the assignment, and write a paper based on specific questions I ask of you on environmental education (which will also require additional research). [READ instructions #A for more details]

B. Research a case study in political ecology. Write an adult cartoon book, similar to Marx for Beginners or Foucault for Beginners; maybe call yours Political Ecology for Beginners. [READ #B]

C. Create a 5-10 minute film depicting a case study in political ecology. [READ #C]

D. Interview a politician: ask him/her about the major issues facing the community they serve (not explicitly “environmental” issues), and then write a policy report addressing each of their concerns using the analytical tools of political ecology. [READ #D]

E. Research a case study in political ecology. Write a series (3-5) of op-ed news pieces using the analytical tools of political ecology. Automatic “A” on the project if you can get at least one in print somewhere (within the semester) with a readership of more than 15,000 people. [READ #E]

F. Scholar-Activist Group Project: students in groups of 3-4 people will develop a project researching a case study in political ecology. Your project output can be many things, such as some of the above projects (though expected to be more in-depth), and is also expected to be more ‘activist’ in its intervention. [READ #F]

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

A = 92% or above    C = 77-72%
A- = 91-90%         C- = 71-70%
B+ = 89-88%         D+ = 69-68%
B  = 87-82%         D  = 67-62%
B- = 81-80%         D- = 61-60%
C+ = 79-78%         F = below 59%

Other Class Policies:

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

Support Services:

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

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Class Outline

Readings must be completed by the class time they are listed to be discussed.

**Week 1: Situating Geography and Political Ecology**

**Monday, January 10**

Introductions and explanation of syllabus

**Wednesday, January 12**

Foucault said that “space is fundamental to the exercise of power” (1980, 149)
Intro to geographical thinking—Space, place, scale, Nature-society relationships/human-environment studies

I will introduce the project ideas for you to choose from: **write a project proposal DUE no later than Jan 26th** by 11:59 pm (see instructions on how to write a proposal; worth 5% of your course grade; be sure to schedule individual meeting with me once you submit your proposal via email to watsonam@cofc.edu).

*Readings we will discuss:*


Dictionary Entries #1 (on “Geography” from the *Dictionary of Feminist Geography*)

Dictionary Entries #2 (on “space” and “scale” from the *Dictionary of Human Geography* and the *Dictionary of Feminist Geography*)
Week 2
M January 17

NO CLASS — Martin Luther King, Jr. Birthday

W January 19: Land Tenure, Land Use, and Local Methods
Land: Use and tenure, economy and resources; the human relationship to the land
Philosophies of land and resource use (none of us are objective about “best” use)
Methodologies of understanding the “local” — intro to assignment due next week, on the IRB; bring printout of your IRB ethics quiz results next week.

Readings:
Dictionary Entries #3 (on “land tenure”)

Dictionary Entries #4 (on “resources”)

http://home.btconnect.com/tipglen/landethic.html


Week 3: Economic Geography and Environmental Justice

M January 24
Economy: neoclassical measures, Marxian econ [the global]
Uneven Development
Power: discourse, ideas, policy [definitions of “development”—Escobar calls it “imagined”]

Readings:
Dictionary Entries #5 (on “development,” “capital,” and “capitalism” from the Dictionary of Human Geography and the Feminist Glossary of Human Geography)

Selections from Marx for Beginners


W January 26

Assignments DUE: selection of main projects and handing in a project proposal (5% of your entire grade) and IRB ethics quiz assignment (5%); Be sure to schedule a meeting with me within the next week via email (watsonam@cofc.edu).

Extra Credit Opportunity: Geography Lecture by Deb Martin, on “Geography and Law”
January 27th, Thursday, 3:30 at the Stern Center Ballroom

Week 4: “Local” Communities, Knowledges, and Economies
Monday January 31st


Wednesday February 2nd
Continued discussion, lecture, and class exercises on the “local” and on “environmental justice”

Week 5: Defining “Nature” and other Geographies of Power

M February 7
Power: discourse, ideas, policy; Ideas of “Nature”


Selections from Foucault for Beginners.

W February 9
Discussion continued; In-class discussion of project progress
Week 6: Conceptualizing Political Ecology

**M February 14**
"Overpopulation," the "Tragedy of the Commons," and other "apolitical" ecologies

*Readings:*
Robbins, Ch 1 and Ch 3 of *Political Ecology: A Critical Introduction*


*Optional:* Robbins, Chapter 2

**Extra Credit Opportunity this Week: the Political Science Convocation Speakers**
Anna Cummins and Marcus Eriksen, on environmental activism and the plastic "gyres" in the ocean
Physician's Auditorium at 7pm on Tuesday, February 15
[also coffee/bagel opportunity to meet with them!]

**W February 16**

Scholar-Activism
[selected readings]
Conversation with Anna Cummins and Marcus Eriksen

Week 7: Human and Non-Human Drivers of Environmental Change

**M February 21**
Chapter 4 in Robbins, *Political Ecology*
Social theory/social constructivism as a method and the "Chain of Explanation" in political ecology
Discussion on your case studies in Political Ecology (your projects)

**W February 23**
Robbins, Chapters 5 and 6

Week 8: Environmental Myths and Environmental Science

**M Feb 28th**

Ch. 7 and 8 of Robbins, *Political Ecology*


**W Mar 2nd**


**Week 9**
MW March

**NO CLASS**
Spring Break

**Week 10**
M March 14

[in-class Exam #1]

**W March 16:** Political Institutions, Political Subjects, and Social Movements, Part 1

Ch. 9 and 10, Robbins Political Ecology

**Week 11:** Political Institutions, Political Subjects, and Social Movements, Part 1 continued
M March 21


**W March 23**


**Week 12:** Political Institutions, Political Subjects, and Social Movements, Part 2
M March 28
Robbins, Lawn People, Ch. 1-3

**W March 30**
Robbins, Lawn People, Ch 4

**Week 13:** Political Institutions, Political Subjects, and Social Movements, Part 2 continued
M April 4
Robbins, Lawn People, Ch 5-7

W April 6
Robbins, Lawn People, Ch 8

[Exam #2 given out: take home/open book, due Friday April 15 by 11:59pm via email: watsonam@cofc.edu]
Week 14
M April 11

[individual meetings on project]

W April 13

No Class

Week 15
M April 18

Presentations on project: 10% of your project grade; attendance MANDATORY even if you’re not presenting this day, or you will lose ½ of your presentation grade

W April 20

Presentations on project: 10% of your project grade; attendance MANDATORY even if you’re not presenting this day, or you will lose ½ of your presentation grade

Week 16
M April 26

Presentations on project: 10% of your project grade; attendance MANDATORY even if you’re not presenting this day, or you will lose ½ of your presentation grade

Short final review: bring in questions, or email them to me beforehand

Final Exam:
Monday, May 2nd 12-3pm

Have a Great Summer!
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science    School name: HSS

Course Prefix, Number, and Title: POLI 399 Special Topics in the Politics of Ideas

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

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

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

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

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

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

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

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 the politics of ideas not currently covered in other politics of ideas 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.

With our new subfield organization we need a special topics course that captures what is happening in politics of ideas. This is not simply a reworking of political thought and public law. Some public law courses have moved to the American Politics and Processes subfield and other courses that had been under other subfields are moving into Politics of Ideas (e.g. Environmental Geography moving from policy to Pol of ideas). And so this special topics designation allows the department a special topics course that reflects the subfield – which looks at the underlying assumptions, theories and ideas informing politics.

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>As a special topics course the particular learning outcomes of the course will change. But we would expect courses in this subfield to connect to department outcomes concerning knowledge of political theory and applying theories to new situations.</td>
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</tbody>
</table>

2. Demonstrate knowledge of theories addressed.

3. Apply theoretical frameworks to new situations

4. [Additional student learning outcomes]

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

2. Identify and explain major political philosophies, western and nonwestern, and their origins
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers
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: 11/16/11

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.