FACULTY CURRICULUM COMMITTEE COURSE FORM

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

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

Course Prefix, Number, and Title: POLI 400 -- Tutorial

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

NEW COURSE

☑ New Course (attach syllabus)

CHANGE COURSE

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

Junior Standing plus permission of the tutor and the Department chair

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></th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td></td>
<td></td>
<td></td>
<td>3</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?  6 hours
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Tutorials offer individual instruction in regularly scheduled meetings (usually once a week).

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<tr>
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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Student will demonstrate understanding of readings and analyze texts critically</td>
<td>Double entry journals (in example syllabus)</td>
</tr>
<tr>
<td>2. Student will develop their own views of materials and skillfully defend their own perspectives</td>
<td>Critical analysis papers (in example syllabus)</td>
</tr>
<tr>
<td>3. Student will demonstrate understanding of why people behave as they have in diverse settings</td>
<td>Double entry journals and critical analysis papers (in example syllabus)</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

None

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

None

IX. APPROVAL AND SIGNATURES

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

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

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

4. Signature of Curriculum Committee Chair:

   ____________________________  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 Tutorial:
Legacies of Colonialism in the Middle East

Course Objectives and Content

This tutorial will examine and compare the British and French colonial missions in the Middle East with an eye toward how they influenced (and still influence) elements of contemporary regional politics. This analysis of colonial legacies will include discussions of orientalism, nationalism, and the “resurrecting of empire” by the United States and consider contemporary regional reactions to Huntington’s “clash of civilizations” thesis. Examples from North Africa and particularly Morocco will be developed. It will conclude with analysis of the question posed inside and outside the region: “Why Do They Hate Us?” and the potential connections answers to these questions from various constituencies have to colonial legacies.

Learning Outcomes

This tutorial will result in you demonstrating that you can readily understand readings and analyze texts critically; develop your own views about materials and skillfully defend your own perspectives on them; and demonstrate an understanding of why people behave as they have in the diverse settings you will study in this tutorial.

Course Readings

Significant portions of the following books will be read as a part of this course:


Jeremy Salt, The Unmaking of the Middle East: A History of Western Disorder in Arab Lands (Berkeley: University of California Press, 2008)


Albert Memmi, The Colonizer and the Colonized (Boston: Beacon, 1991)


Juan Cole, Napoleon’s Egypt: Invading the Middle East (New York: Palgrave MacMillan, 2008)


Marvine Howe, Morocco: Islamic Awakenings and Other Challenges (New York: Oxford University Press, 2005)

Rashid Khalidi, Resurrecting Empire: Western Footprints and America’s Perilous Path in the Middle East (Boston: Beacon Press, 2004)

Judith Tucker and Margaret Mawiwether, eds. A Social History of Gender in the Modern Middle East (Boulder: Westview Press, 1999)

Additional readings marked with a (*) can be found on the College of Charleston's e-reserve system under the heading POLS independent study.

Method of Evaluation

Final course evaluations will be based upon preparation and quality of regularly scheduled weekly conversations about assigned material and completion of a double entry journal throughout the semester (explained more fully below). The course will then end with one or two critical analysis papers that take stock of the material you have been exposed to and put it in a particular analytical context.

A double entry journal (or learning log) is a specific form of journal designed to help you process material and prepare for our discussions. In this kind of journal, each page is divided in half. On one side of the page, you take notes on the substance of readings (including transcribing notable quotes etc.), while on the other side of the page you write your own thoughts – your inferences and understandings, emotional reactions to readings, the connections you see between different readings, your evaluations, doubts and questions. You will turn the journal in every two weeks for my comments.

Course Outline

Part I – The Colonial History of the Arab Middle East (September)

Reading: Rogan, selected chapters
Salt, chapters 1-7
Eurani, chapters 13-23.

Part II – The Dynamics of Colonialism and Its Legacies (September-October)

Reading: Hart (all)
Memmi (all)
Said (all)
Cole (all)

Part III – Playing Now in the Middle East and North Africa (October-November)

Reading: Howe, chapters 1-8
Cussins, chapters 1-7
Khalidi (all)
Tucker and Metwally, selected chapters

Part IV – “Clashing Civilizations” and “Muslim Rage”? (November)

Reading: Huntington, selected chapters

Part V – Making Sense of the Legacies (December)

FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science    School name: HSS

Course Prefix, Number, and Title: POLI 401 Reading and Independent Study in Political Science

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

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)?

Permission of the Instructor. May be repeated. No more than six hours may be applied to the major.

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

II. NUMBER OF CREDITS and CONTACT HOURS per week

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<tr>
<td>A. Contact Hours</td>
<td></td>
<td></td>
<td>1-3</td>
</tr>
</tbody>
</table>

B. Credit Hours

1-3

Is this course repeatable? [ ] yes  [ ] no  If so, how many credit hours may the student earn in this course? 6
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This is a course designed primarily for the student interested in a particular topic. The amount of reading and/or the nature of the project will determine the credit to be assigned.

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 401

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</tr>
<tr>
<td>1. Vary depending on independent study. But all independent studies will include students:</td>
<td></td>
</tr>
<tr>
<td>3. Applying theories/ideas to new situations.</td>
<td>Papers, discussion.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

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

Vary according to the independent study but all independent studies will attach to:

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:

\[\text{Signature}\] Date: 11/4/11

2. Signature of Academic Dean:

\[\text{Signature}\] Date: 11/14/11

3. Signature of Provost:

\[\text{Signature}\] Date: 11/10/11

4. Signature of Curriculum Committee Chair:

\[\text{Signature}\] Date:

5. Signature of Faculty Senate Secretary:

\[\text{Signature}\] Date:

Date Approved by Faculty Senate: ______________________________

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

Contact Name: 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 402 Field Internship

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

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

☐ 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)?

Junior or Senior standing, permission of the Department, completion of POLI 205 (Doing Political Research) with a passing grade, completion of 18 hours in POLI, and normally a minimum 2.8 GPA in POLI and 2.5 GPA overall.

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

a) ☐ Yes  X ☐ No

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

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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

B. Credit Hours 3
Field internships are designed to provide the advanced student with the opportunity to pursue research topics in the context of an experiential learning situation.

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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</tr>
<tr>
<td><strong>1.</strong> Conduct qualitative research, including ethnography and interviews, in an organizational setting.</td>
<td>Organizational Profile and Ethnography Assignment</td>
</tr>
<tr>
<td><strong>2.</strong> Demonstrate an understanding of the history, organizational mission, and political environment of the internship organization.</td>
<td>Organizational Profile and Ethnography Assignment</td>
</tr>
<tr>
<td><strong>3.</strong> Reflect on their own talents and interests in light of their internship experience.</td>
<td>Journal Entries; Student Interest Survey, Reflection Paper.</td>
</tr>
<tr>
<td><strong>4.</strong> Critically assess an aspect of the contemporary U.S. labor market.</td>
<td>Issue Paper</td>
</tr>
</tbody>
</table>

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

3. Demonstrate Knowledge of the reasons why people behavior in diverse political roles and spaces (REINFORCES)

7. Knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate (REINFORCES)
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

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

None

IX. APPROVAL AND SIGNATURES

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

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

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

4. Signature of Curriculum Committee Chair:
   [Signature] Date: ____________

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

Date Approved by Faculty Senate: __________________________
Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLS 402 FIELD INTERNSHIP  
Spring 2011  

Professor: Philip H. Jos  
Internship Coordinator: Erin Blevins  
Mon 5:30-6:45 Maybank 111  
114 Wentworth Rm 203/ 953-5724 (ph); 953-8140 (fax); josp@cofc.edu  
Office Hours: Tues. 1-2 pm; Wed. 10:30-11:30; Fri. 10:30-11:30 by appointment.

COURSE DESCRIPTION

This course is designed to enhance your internship by giving you the opportunity to reflect on that experience in light of your classmates experience, a modest set of readings, and your academic and career plans. The 140 hours of internship work is the central focus of the course—readings, discussions, and assignments are all designed to explore ideas, issues, challenges, and self-knowledge that can emerge from the workplace.

REQUIRED READINGS


COURSE ASSIGNMENTS AND GRADES

Internship Placement ........................................40%
Journal (3) and Convocation (1) Entries..............10%
Organizational Profile and Ethnography..............25%
Issue Paper ......................................................10%
Reflection Paper..............................................10%
Attendance and Participation...........................5%

Note: Those who have enrolled in the internship course for a second time will complete 5-6 minute presentations on the additional readings noted in the course outline.

Internship Placement

This grade is based on successful completion of 140 hours of work and on the feedback provided by your supervisor.

Journal (3) and Convocation (1) Entries

Throughout the semester you should keep a personal journal that includes your reflections on your internship experience (tasks you are assigned, your thoughts and feelings about those tasks, your impression of how the organization’s work gets done, how authority is exercised, the motivations of those who work there, patterns of cooperation or conflict, observations about how the experience compares to your expectations, connections between the material we read and discuss in class or materials and discussions from other classes, and pretty much anything else). On three occasions, noted in the outline below, you will submit a journal entry of 1-2 pages or so. For each journal entry you will find a series of questions to guide your reflections on the last page of this syllabus. In addition, you will submit a 1-2 page paper that summarizes the primary themes of the convocation presentation by Dr. Marcus Eriksen and Anna Cummins and comments on their work in light of class themes and discussions.
Organizational Profile and Ethnography

From your very first journal entry you will be building an understanding of the organization your work for. This will culminate in a 6-8 page paper and presentation to the class that will explore the organization’s history, goals and relationships to other organizations and sources of accountability. Equally important, you will be able to construct an account of the organization “from the inside out” through direct observation and collecting the stories, ideas, and perspectives of those you work for and with.

Issue Paper

A 4-6 page paper on a specific issue or controversy that has arisen out of your internship experience and your profile of the organization you work for. A wide variety of topics are possible. All papers must include a clear and focused statement of the issue or controversy, the relevance of the issue or controversy to your workplace, an annotated bibliography with at least four academic sources, and an analysis of the controversy that incorporates the literature you have read and assesses its implications for the organization you are working for.

Reflection Paper

A 4-6 page paper that reflects on your internship experience and its implications for your academic studies and for the kind of work you may want to pursue. Your paper should respond to the perspective and primary themes of Thomas Moore’s *A Life at Work*.

Attendance and Participation

Active and informed participation is essential to the overall success of the class. Any absence rate greater than fifteen percent (excused and unexcused) is excessive and will lower your grade for participation.

EXPECTATIONS AND GROUND RULES

Late Work. Late work will be penalized 5 points per day.
Academic Honesty. If you are found to have plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes plagiarism, ask before you act.
Special Circumstances. If you are in the SNAPS program, or if you have travel obligations related to an athletic team or other campus organization let me know right away.

Courtesy and Tolerance. Respect for the views of others, and a commitment to reasoned discussion, is essential to any class and even more so in a class that will sometimes ask you to share some of your personal aspirations, plans and values. This kind of talk carries with it special obligations to be supportive and respectful of your classmates. And, don’t forget to turn those cell phones off!
Grading Scale. 92 and above =A, 90-91=A minus, 88-89=B plus, 83-87=B, 80-82=B minus, 78-79=C plus, 73-77=C, 70-72=C minus, 68-69=D plus, 63-67=D, 60-62=D minus, 59 and below=F. Deadlines and expectations are subject to change but adequate notice of such changes will be given.

COURSE OUTLINE AND READING ASSIGNMENTS

1/10 Introduction

1/17 NO CLASS M.L. King Day

1/24 On Work
  Reading: Marcia Hall. 2007 *Navigating Newbie-ism*, entire.
  Guest: Erin Blevins
I. The World of Direct Experience

The most immediate way we experience work is through the daily tasks we carry out, interactions with co-workers, and the ways in which our activities are supervised.

1/31 (paper) Journal Entry #1.doc.
1/31 Tasks
Read: None.

Journal Entry #1 Tasks
What are you doing at your host organization? What specific tasks are you engaged in? Do you find these tasks difficult? Easy? Challenging? Boring? Do you feel that the tasks you are supposed to accomplish are made clear? Are you switching tasks and forth across many tasks, or mostly just one? Do you have a sense of why the tasks are important to the organization and what it is trying to accomplish? How do you feel when you are carrying out these tasks? If you attention to the work itself wanders, what does it wander to?

2/7 (paper) Journal Entry #2.doc.
2/7 Co-Workers
Read: None.

Journal Entry #2 Coworkers
Do you work with others or are you working by yourself a lot? To the extent that you work with others, how is that going? Smoothly or not so smoothly? Are you part of large or small work group? Do you find your co-workers friendly? Hardworking? What sort of impressions do you have about your co-workers? What kind of impression do you think they have of you? Are there ways in which you want to project a different impression?

2/14 (paper) Journal Entry #3.doc.
2/14 Supervision
Read: None.
Assigned: Organizational Profile and Ethnography

Journal Entry #3 Supervisors
How closely is your work monitored? Do you take direction from one person or more than one? Are the directions clear? Do you find yourself wanting more direction and guidance, or less? What do you think you would enjoy about your supervisor’s job? What aspects would you find difficult or distasteful?

2/15 Political Science Convocation: Dr. Marcus Eriksen and Anna Cummins

Convocation Entry: Description will be sent via email on 2/16

II. The Organizational Landscape

Organizations are complex entities that include and combine many tasks and seek multiple and sometimes conflicting goals. They have unique histories, their objectives can be more or less controversial and the external political environment exerts a powerful influence on organizational resources and culture.

2/21 (paper) Convocation Entry.doc.
2/21 Exploring Your Organization
Guest: Annette Watson
Read: Excerpts from Studs Terkel, Working and J. Bowe et. al. Gig: Americans Talk About Their Jobs
provided by instructor)

2/28 Goals, and the Political Environment
III. The Labor Market

Uncertainty, risk, and inequality. These three realities of the contemporary labor market in no way preclude rewarding work and success but they have to be acknowledged and understood.

3/28 Uncertainty and Risk
Read: Freeman, America Works, Intro & Ch. 1 (“The U.S. Market Driven Labor System” 1-19) & Ch. 2 (“When Markets Drive Outcomes” 20-40); Ch. 7 (“Management in the Driver’s Seat,” 109-127).

4/4 Inequality

IV. Your Interests and Expectations

Work can be many things, a struggle for survival, the pursuit of financial security and comfort, an expression of one’s values, and a search for meaning and spiritual growth.

4/10 NO CLASS, but:

*Read Moore, A Life at Work, Preface and ch. 1-3.
*Reflection Paper assigned.

4/11 (Tues) Complete Strong Interest Survey by 4/12 (Wed)
4/18 (Mon) Due: Student Evaluation of Host Organization

4/18 Interests and Career Planning (Strong Interest Survey)
Read: Moore A Life at Work, Preface and ch. 4-6.
Guest: Meredith Gerber

4/25 Beyond “Plans:” Work, Leisure, Meaning
Read: Moore, A Life at Work, Preface and ch. 7-12.

5/4 (Wed, 11am) Reflection Paper Assignment Due
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 405 Capstone Seminar

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

Required course for the major.
POLI 205, prerequisite
Taken in last 9 hours of POLI courses

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 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.

The Capstone Seminar provides political science majors with a culminating and integrative experience at the end of their major coursework. The seminar, required of all majors, provides students with the opportunity to do research and develop a critical analysis utilizing the key concepts and methodologies across the subfields of the discipline. A variety of topics will be offered each year.

Prerequisite: Permission of the chairperson required for enrollment. Students must have successfully completed POLI 205 before enrollment. Students will normally have completed at least 27 semester hours at the time of enrollment.

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 405

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<th>Student Learning Outcomes</th>
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<td>Research assignments. Research paper/project.</td>
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<tr>
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<td>Papers, presentation, reading responses, class discussion</td>
</tr>
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</tr>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

4. Demonstrate understanding of readings, analyze texts critically, effectively write papers
6. Apply theories and concepts to new situations
7. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers
8. Demonstrate mastery of the independent research process.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

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

None

IX. APPROVAL AND SIGNATURES

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

2. Signature of Academic Dean: 
   
   Date: 11/14/11

3. Signature of Provost: 
   
   Date: 11/18/11

4. Signature of Curriculum Committee Chair: 
   
   Date: 

5. Signature of Faculty Senate Secretary: 
   
   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 405
Politics and Literature Capstone
Claire P. Curtis
Office: 114 Wentworth, #206
Office Hours MW 11-1
Phone: 953-6510
e-mail: curtisc@cofc.edu

What is the relationship between politics and literature? Why would people interested in politics read fiction? Why should people interested in politics read fiction? How can fiction inform our political decisions? Should it inform our political decisions? This course will explore a number of reasons why literature and politics are connected: as offering a window into how we should live, or a window into how we have lived; as a medium through which debates over contentious issues are played out; as a way to understand our own or another culture more deeply; as a way to shape people’s perspectives. This list is surely not exhaustive and part of what we will do this semester is to expand how and why we might connect literature and politics.

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Required Books:
Antigone, Sophocles
The Known World, Edward P. Jones
Alas, Babylon, Pat Frank
Kindred, Octavia Butler
Democracy’s Literature, Patrick J. Deneen and Joseph Romance. Eds
Literature and the Political Imagination, John Horton and Andrea Baumeister, Eds.
Not for Sale, Martha Nussbaum

Course Requirements:
Weekly passage explications (10)  20%
Reflective essay                  10%
Research assignments (4)         20%
Semester project                25%
                     (this includes proposal, annotated bibliography, literature review, rough draft, final draft)
Presentation of research                  10%
Class Participation               15%

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)
8/24: Introduction

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Valerie Hartouni, "Antigone's Dilemma" on OAKS

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9/7: Antigone, ll. 1239-1470

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9/14: Alas, Babylon, Foreword-90 (through Ch 4)

Initial proposal for final paper due

9/19: Alas, Babylon, 91-177 (Chs 5-7)

DL, "Tom Sawyer, Potential President," Catherine Zuckert, 61-78

9/21: Alas, Babylon, 178-264 (Chs 8-10)

Proposal for final paper due

9/26: Alas, Babylon 265-320 (Chs 11-13)

9/28: Research Assignment 2 due

10/3: The Known World, 1-177

10/5: The Known World, 178-243

Reflective essay due

10/10: The Known World, 244-340

10/12: The Known World, 341-388

Annotated bibliography due

Research assignment 3 due by this date

10/17: Fall Break, No Class

10/19: Kindred, Prologue-The Fall (pp. 9-107)

10/24: Kindred, The Fight (pp. 108-188)

DL, "Vexed genealogy: Octavia Butler and Political memories of Slavery," Lawrie Balfour, 171-190

10/26: Kindred, The Storm- Epilogue (pp. 189-264)

10/31: Kindred, discussion continued

Literature Review due

11/1 Edward P. Jones lecture 5pm

11/2: Research Assignment 4 due

11/7: Nussbaum, Not for Profit, Chs. I-IV

11/9: Nussbaum, Not for Profit, Chs V-VI

11/14: Rough drafts due

11/16: Student research presentations
11/21: Student research presentations
11/23: Thanksgiving Break, No Class
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Final Papers Due Wednesday, December 14, 10am

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This essay asks you to look back on the courses that you have taken as a political science major and to consider the courses that you took, the lessons you have learned and the perception that you now have of political science as a discipline. I will hand out a more detailed topic sheet next week.

Research Assignments

There are four of these throughout the semester. Each one takes up a different part of the research process: gathering information, choosing methods of inquiry, posing questions and responding to others’ arguments:

- The first research assignment is on Antigone. This play has an enormous amount of scholarship devoted to it. Choose one theme (emerging from class discussion) and then produce a three part exercise:
  - Identify 25 potential sources for a hypothetical paper on your theme
  - Give an annotated bibliography of 15 of these sources (meaning you should give 1-3 sentences on what the article is saying and how it is useful to you)
  - Write a 3-5 page literature review on 6-8 of these sources. This is where the conversation comes in – where are the disagreements? What are the key issues? How do the different authors understand the play and how are they using the play? What different approaches do they take to their analysis?
- The second research assignment is on Atlas, Babylon. Here you will break into groups and look at different aspects of the novel: The author, the time period in which it was written, the nuclear threat, the impact of the novel. Each group will produce two documents: first a 3-4 page summary of your research findings. Second, each student (based on those findings) will set out a one page research proposal discussing how they would answer a stated question they have about the novel. The point here is to think about what method you would use to find your answer: interviews, surveys, textual analysis, etc. This paper will pose a question, set out the research program and explain why that method is the best to use to answer the question you are asking.
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**Research paper**

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  - Conduct interviews in order to discern the potential impact of a work of literature on a group of people
  - Analyze trends in the banning of books in the US or abroad
  - Explore how literature should be used more effectively by policy makers or thought leaders.
FACULTY CURRICULUM COMMITTEE COURSE FORM

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

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

Course Prefix, Number, and Title: POLI 499 - Bachelor’s Essay

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

NEW COURSE

☑ New Course (attach syllabus)

CHANGE COURSE

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

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

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

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

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

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

None

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

a) ☑ Yes  ☐ No

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

Political Science major

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? 6 hours
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 Bachelor’s Essay is a year-long research and writing project done during the senior year under the close supervision of a tutor from the department. The student must take the initiative in seeking a tutor to help in both the design and the supervision of the project. A project proposal must be submitted in writing and approved by the department prior to registration for the course.

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

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

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<td>1. Students will demonstrate knowledge of methods used by scholars of politics and select a method appropriate to their project</td>
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<td>2. Students will demonstrate mastery of the independent research process, including all its phases</td>
<td>Research Design and drafts, final version of independent essay.</td>
</tr>
<tr>
<td>3. Students will be able to enter into scholarly dialogue with professionals in their area of work and find their own voice in that conversation, as well as substantiate their ideas.</td>
<td>Research Design and drafts, final version of independent essay, oral presentation of findings to department and students.</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?

Course supports the following departmental learning objectives: distinguish their own views from those of others and can defend their own perspectives; apply theories and concepts to new situations; demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers; demonstrate mastery of the independent research process. Skills are demonstrated in this course.
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None

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

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature]

Date: 11/3/11

2. Signature of Academic Dean:

[Signature]

Date: 11/4/11

3. Signature of Provost:

[Signature]

Date: 11/10/11

4. Signature of Curriculum Committee Chair:

[Signature]

Date:

5. Signature of Faculty Senate Secretary:

[Signature]

Date:

Date Approved by Faculty Senate: _________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Political Science: Bachelor's Essay

Purpose and Goals

The Bachelor's Essay is a two-semester independent research project designed and written by you in conjunction with a primary faculty advisor and a second reader. It is an opportunity for you to intensively research and write on a topic of particular interest to you and contribute to the existing scholarship in the area of inquiry you choose. Final products should seek to achieve publishable quality. Students who complete the Bachelor's Essay in Political Science typically seek departmental honors* and/or meet the graduation requirements of the Honor's College.

General Guidelines ... and A Few Specific Deadlines

Completion of a successful Bachelor's Essay requires a significant and consistent time commitment on your part throughout the two semester work period; you should not enter into a Bachelor's Essay endeavor thinking otherwise. Indeed, you are most likely to succeed if you commit yourself from the start to working on your Bachelor's Essay every day and seek to have visible progress every week. What follows below is a suggested outline of a two-semester schedule that attempts to break the project down into digestible bits in order to provide a structure for completing work in a timely fashion. It is only a suggested outline - you may decide to work at a different rhythm. However, you should plan to stay on an explicit schedule as you work and take stock regularly of what you have accomplished and not accomplished. Don't let failures get in your way - address them directly in the context of what you are doing and plan to overcome any obstacles that emerge. Whatever schedule you create (in conjunction with your primary advisor) should result in a completed project if you follow the steps and stages conscientiously.

You will attend a Bachelor's Essay workshop around the last week of October where your ideas for your topic and approach will be critiqued by fellow Bachelor's Essay students and POLS faculty outside your project supervisor (see more on this below). You will hand in a first chapter of your Bachelor's Essay on Thursday, December 1. This is an exceptionally important deadline - failure to meet it means you are no longer completing a Bachelor's Essay. You will have a first

---

* students are eligible for departmental honors by completing twelve hours of independent class work (six hours of bachelor's essay credit plus six hours of internship, independent study or tutorial credit) and maintaining at least a 3.5 GPA in the major. Selections for departmental honors are made by the POLS faculty each spring.
full draft of your essay (two copies) due midway through your second semester of work—
the third Thursday in March (March 15) and a final draft of your entire essay due on
the third Monday in April. Three clean corrected final copies of your essay are due by
Friday, May 6. In all cases, manuscripts are delivered to the POLS office. You will be
expected to present your Bachelor’s Essay findings to a gathering of faculty and other
POLS students at the William V. Moore Student Research conference on Friday, April
6.

It is also critical for you to foster effective collaboration with your primary
advisor and (when the time comes) your second reader. You should plan to schedule
regular meetings at a predictable time throughout the two semesters with your primary
advisor—even if you do not always meet or meet for a substantial amount of time, the
appointments are there for either of you to use and to assure that there are regular
intervals and opportunities for you to take stock of progress. Also, lay out expectations
for your advisor early on in the process—be clear about the roles an advisor will and will
not play for you in the process of your work. If you are uncomfortable with the
expectations, seek to find someone else to direct your project while there is plenty of
time; the choice of an advisor is a crucial part of making the project successful. Make
sure it is someone you can work constructively and effectively with, both in terms of
substance and style.

Reading

Students completing the Bachelor’s Essay should purchase the following:

Charles Lipson, How to Write a BA Thesis: A Practical Guide from Your First Ideas to

Other potentially useful readings that address specific issues arising out of the
project are listed in Lipson’s book.

Miscellaneous Issues and Tips

Keep the bibliographies of your project up to date as a working document—
include all sources you are using in your writing (or believe you may use). Going back at
the end of your project to reconstruct citations is time consuming and there is always
something you cannot find again without seemingly unending searching (trust me, I have
legions of experience on this one). Avoid the hassles and frustrations at the end by
keeping this current throughout your work.

Abide by (or learn and then abide by) the daily rhythms of your body and mind
when working and organize your Bachelor’s Essay tasks (and other classwork)
accordingly. When you are sharp mentally and energized physically during parts of the
day (and these tend to be routinized if you are on some kind of schedule or pattern), be
sure to be doing work that calls for those resources and maximizes them. Primary researching, intensive reading, analyzing and writing are the kinds of work you want to be doing when you are alert and vigorous. Updating bibliographies, skimming possible resources or sorting notecards may not be the best use of those periods of time. Save more mindless tasks for when you are less energized. Do work when it is appropriate for the level of energy and concentration that it requires.

Write regularly -- preferably at a designated part of the day when you are regularly at high energy levels. Give yourself time to write but do not give yourself unlimited time to write (2 to 3 hours blocks usually work). Don't be afraid to stare at blank paper now and then -- there will be times when writing comes easily and times when it does not so don't expect it to always flow.

*Don't Leave Your Bachelor's Essay work as the last item on your daily agenda or you will ensure that it will be the last item on that agenda, able to only garner attention at your most inattentive and low-energy moments.*

*That is a recipe for ruin.*
Bachelor's Essay Guide

The following is a suggested step-by-step process for completing your Bachelor's Essay, including readings from Lipson and other resources you might consult at various points in your work. It is only meant to be a guide – you may choose to work according to a different set of stages or at a different pace. However, as advised above, it is useful to have an explicit schedule of what stages and steps you must complete in your project and when these should be finished – a tangible reference will allow you to take stock of the progress you are making on your work and calibrate whether or not you are moving sufficiently toward a successful completion by the time you must finish a first draft and final draft of your project.

**Phase I – Selecting a Topic and Preparing Your Status Report**
(completed by the third week of September)

For some students, this is one of the most daunting parts of the entire endeavor – deciding generally what you are going to write about. It is also arguably the most important stage in your project – pick the “wrong” topic and you are in for trouble all the rest of the way. Thus, this is a stage that merits some real time and effort, but also not so much attention that you never get started on anything. You want to decide relatively quickly what area of inquiry you want to explore so you can then begin subsequent stages of refining your topic and ultimately posing your specific research question(s).

**Reading:**
Lipson, chapters 1-2;
pay attention to Lipson’s chapters 13-17 throughout the project

**Deadlines:**
by Monday, September 19 – submit all Bachelor's Essay paperwork to the main office, including registration form and a copy of the signed departmental agreement (see attached)

*Where Do You Find A Topic?*

One ready source of possible research topic areas is the courses you have already taken in POLS and that you have found most enjoyable -- within those are all kinds of issues and ideas that did not allow to be developed. A very fruitful step I often took in searching for paper ideas in graduate school was to look through my course notes and readings for a subject or point that was briefly mentioned but that clearly had a lot of potential for more exploration. Think too about papers for classes you have already written – not with the idea of working on them further but rather mining them for what other unexplored ideas they might contain. Look too at newspapers and current events publications, not so much with an eye toward researching what’s happening now but reading for larger puzzles that
might be contained within the confines of contemporary issues. For example, as the US Senate fights over ending war in Iraq, an interesting larger puzzle might be thinking about how Congress does end wars that have become unpopular or unsustainable in the public domain – there could be any number of different directions for a Bachelor's Essay in that puzzle alone.

**Action:** Keep notes on your topic ideas — write them down so you do not lose track of possibilities. As you collect ideas, you might begin to notice patterns (certain topic areas that keep emerging in different forms). You'll find some topics will seem more interesting than others as time goes on and that is an important impression to take note of. Writing your ideas down also gets you writing and you need to be writing in order to sustain a project like this — the sooner you get in the habit, the better and easier the writing will be.

Make sure that you are really interested in the topics you keep under active consideration in this stage. Remember, whatever you choose to work on you are going to be living with for several months, so it better not be something with a short life span in your mind. Pursue topics you are interested in knowing more about but do not know much about now — the excitement of continual discovery can keep a topic fresh over time.

Give yourself time to complete this phase of your work — start early. Do not censor yourself or seek to have ideas come out perfectly at the start. These are organic processes that take effort and can't be rushed — expect that your enthusiasm might ebb and flow for different possible ideas and give yourself time for those processes to happen.

**Action:** Meet with your advisor when you have at least three possible directions your Bachelor's Essay could go in. Talk about what is most interesting, what seems most manageable, what your advisor can be more or less helpful with – at the end of that conversation, you might emerge with three more possible directions to consider. Note that you are something for a topic here — a focused area of research — this will narrow further as you eventually settle on your research question.

**Action:** Once you have a topic or are deciding between no more than two different topic directions, begin building a reading list of popular articles, scholarly journal research, books, reports and other literature relevant to your topic area. You want to begin to become familiar with what others have written and discovered in the topic area(s) you are considering work in yourself.

**How Do I Build A Reading List?**

Obvious places to start are library catalogs, databases and indexes of scholarly work. Consult top academic journals in your topic field. Also, do not neglect footnotes and bibliographies of sources you find useful — read what others have read as they
have done their work. Book reviews and literature review essays (if they exist) can also be helpful — rather than read a whole book or set of books right away, skim their contents and read essays, reviews that summarize what peers have had to say about the strengths and weaknesses of books and the contributions they make to understanding. This will help you potentially determine how useful a source may be without having necessarily devoted hours and hours to reading it all at the start.

When you start to read, **read selectively** — read works that appear most relevant or interesting first. Remember too, read at different speeds — read more important items slowly and more carefully; devote less time to works that appear less relevant or that you are unsure about (for more on tips for reading, ask!). Remember that you are reading to eventually write — concentrate on big themes, main ideas, cause and effect dynamics — don’t get bogged down in detail. Be attentive to the methodologies that authors employ in scholarly work — there may be useful elements here for your work.

**Action:** When you begin to read items on your list, take notes — not copious and time consuming notes but enough to summarize the main ideas and recall thoughts you have about how a piece might fit into your topic area.

**Action:** At one of your upcoming meetings with your primary advisor, bring an annotated bibliography of your reading list and plan a discussion around it.

(for more on annotated bibliographies, ask for the handout with examples)

**Reading:** Lipson, chapter 3

**Phase II — Refining Your Topic, Writing Your Research Question**
*(completed no later than end of October)*

Once you have read widely and broadly in your topic area, it becomes necessary to sharpen your research focus and identify the particular puzzle you are going to seek to solve.

**Reading:** Lipson, chapter 4

**Deadlines:**
- **Monday, October 3** - preliminary status report due to your faculty advisor
- **Friday, October 14** — full status report due to your faculty advisor
Two preliminary points are key to make here:

First, refining your topic and identifying your research question is **not** an easy or automatic process. To do this well takes concerted time and deliberation – **but it is some of the most important time you will spend in the entire project.** A clear, focused and manageable research question is the guide you will use throughout your work to keep you grounded – it will be a critical criterion for delineating what is relevant and irrelevant to your project.

Second, this is likely to be a process that you will reexamine and perhaps repeat as your project progresses – questions often must be refined as obstacles, limits or opportunities arise. Thus, to some extent, the refining process can be ongoing – but again, careful and deliberate work at the start often limits or eliminates the need for revisiting as time goes on.

You want your research question to be

- **Researcable** – a question that lends itself to hypothesizing answers that can then be confirmed through the collection and evaluation of data;
- **Manageable** – a question that you can reasonably expect to arrive at an answer to in the time you have to research and write;
- **Interesting** – a question that is suggested by the topic reading you have been doing and that scholars are debating or have not seemed to have definitively answered (or where you might wish to question or challenge a “definitive” set of findings);
- **Important** – a question that touches on theoretical and/or substantive controversies in your field of inquiry (you don’t want something minor or trivial to serve as the focus of your research). Whatever you focus on should be able to speak in some way(s) to the larger issues in your topic area;
- **Captivating** – a question that peaks your own curiosity and that you can imagine working on over the two semesters;
- **Independent** – a question that has not been studied or has not been studied as you are proposing to study it.

**Action:** When you have identified a question or questions to advance, write them up in question form and include with them a narrative that outlines how these questions satisfy the above criteria. This can be the basis for discussion and refinement between you and your primary advisor.

**Action:** You have a first draft of a status report due to me by Monday, October 3 that includes possible research questions (in the form of questions), first cuts at bibliographic and妈妈，questions about how you will focus your project.
**Action:** Complete status report by Friday, October 14. The status report should include: your name and the title of your project, your research question and a few sentences explaining the significance of the question you pose, a brief summary of major questions and debates on the topic arising from a review of research literature, a draft thesis statement (hypothesis or hypotheses), an explanation of how your research will contribute to existing scholarship in the field and how it advances our understanding of the topic, a brief description of methodologies that you might use (e.g. identifying data, case studies, interviews and oral histories, and other methods) and a description of the current status of the project along with any problems you have encountered or that concern you.

**Phase III – The Bachelor's Essay Workshop – Monday, October 24 or Wednesday, October 26 (tentatively scheduled)**

The Bachelor's Essay workshops are designed to assist you in refining your research question, developing your research design and anticipating potential obstacles and challenges. All Bachelor's essay students and faculty advisors will participate in one of two workshops. You will work with select faculty and students in refining your ideas and the ideas of others, using the status reports you have completed and passed in to your faculty advisor.

**Phase IV – Writing a Research Design (completed no later than the third week of November)**

Once you have your research question, you should be able to begin constructing other elements of what becomes a research design. A research design (as you hopefully remember from your POLS 251 days) is a stand-alone paper which serves as your guide for conducting your research (and in the Bachelor's Essay project it also serves as your formal proposal). It is your roadmap for fully conceiving your project, placing your work in the context of what has been done by others, outlining the conduct of your research, your gathering and analyzing of data - in a revised form, it should serve as significant early pieces of your Bachelor's Essay narrative.

**Reading:** Lipuma, chapters 5-7; review chapters 13-17.

**Deadline:** Thursday, December 1 – Submission of the Research Design (hard copy) to the main office

*This is an exceptionally important deadline – failure to meet it means you are no longer completing a Bachelor's Essay.*

Specifically, your research design should include the following components:
The research question: Here you will insert your clearly stated research question or questions (in the form of questions) that will guide your specific investigation. What is it that you intend to study? What question does your research seek an answer to? Remember to be as precise as you can be in creating this question and keep it manageable.

Hypotheses: With your research question in tow, you will then derive your hypotheses for the project. What testable statements are logically suggested from your research question? What hypotheses do you seek to test as a part of your research? What are the critical concepts/variables involved and how do you believe they interact to produce the outcomes you seek an explanation to? What are the meaningful relationships you seek to establish and how do the variables you identify interact in creating/influencing these relationships? How will you know if you confirm or fail to confirm your hypotheses? Remember, there can be more than one hypothesis proposed, but any/all should flow naturally from the research question you are asking:

(for a review of hypothesis writing, ask for the handout with examples)

A guiding theory: Every research project is implicitly or explicitly guided by theory — a cluster of related propositions that provide an explanation and/or prediction of phenomena. The set of hypotheses you generate may suggest a theory. Or a theory may already exist that you have discovered as part of your preliminary reading of the literature and now you are seeking to employ it as you generate and test your hypotheses. In any event, the project should also have an explicit theoretical component which should be located/derived at this stage:

An appropriate methodology: Given the question you are going to seek to answer and the hypotheses you are deriving from that question, as well as the concepts that will be key to your work, how do you propose to go about organizing your research? How will you measure your key concepts? What kind of indicators are necessary to establish? What kind of data are you going to need? Where will it come from? How will you use this data? Are there specific qualitative or quantitative techniques needed to analyze and make sense of the data you are going to collect?

A statement of the problem: Remember, you want to be able to explain why this research is important to do. What are the issues that lead you to ask the research questions you pose? Be sure as part of this process that you address the “So What?” question — why should anyone care about this question you are asking? What is interesting about this topic? How will your work add to our understanding of the issue? How will your work build on what has already been done before?

A literature review: The literature review is the portion of your design where you organize the existing scholarly work into a coherent narrative in order to place your research in the context of what has already been done. It should be as comprehensive as possible and should set up your own work. In other words, given what we know from past research, what should you expect to find and why? This literature review will
remain preliminary at this stage but if you have been reading effectively up to now, you should be able to develop a framework for capturing the essence of what others have written and find where your work might fit in that larger context — you can and will add more material as you continue your research.

(for more guidance on literature reviews, ask for the handout with examples)

**Action:** Write a research design that includes all the components listed above. To do justice to this assignment, your design should probably be 10-15 pages or more in length. Hand this design in to the main office by Thursday, December 1 for comments from your primary advisor and make revisions as suggested. **Failure to meet this deadline will mean you are no longer writing a Bachelor’s Essay.**

**Putting the Design Together:**

The following might be one way to put the component parts of your design together in a coherent paper. You can alter the organization of the paper to fit the specific needs/logic of your project and your thinking about it.

I. Introduction that familiarizes the reader with the broad subject area and focus of your work.

II. Discussion of your research question — what it is and why it is important (incorporating statement of the problem/issue here).

III. How your question fits into the larger existing literature — incorporating literature review here.

IV. Specific approach to your project — how you intend to go about your work — discussion and explanation of guiding theories, hypotheses, methodology.

V. Conclusion — where you’ll be, what you’ll hopefully better understand as a result of your research.

**Note:** At this juncture, you are ready to begin the serious enterprise of researching and writing your Bachelor’s Essay (indeed, you have already started both processes with the work you have completed up to now).

By this time too, you should really feel ownership of your project; the idea that an advisor may be significantly influencing the direction or approach to work should now
have passed. It should feel like yours in form and content.

This work and the effort you have put forth in the first semester will serve as the basis for awarding you a grade for the first three hours of your Bachelor’s Essay credit.

Phase V – Conducting Your Primary Research ... and Continuing to Write (conducted through the Holiday Break and January)

With your research design together and revised, it is now time to immerse yourself in your primary research, appreciating that you have already engaged in significant and useful research to arrive at this point, much of which will appear in some form in your final essay. Your research design should be the roadmap you are following to collect your data and begin preliminary analysis.

Reading: Lipson. review chapters 5-7, 13-17.

Remember too, as you research you will continue reading the works of others and incorporate these pieces into the literature review you have constructed as part of your research design.

At various junctures of your work, it is also advantageous to do some additional writing – as you notice possible findings emerging or observe interesting points, you should write about them as you go along so you do not lose track of your ideas and insights. You may not wind up using all of what you write – indeed, you may look back on some of this and decide what you thought you were seeing was actually something else – but you will be surprised what you do incorporate and how much of it gets integrated into the first complete draft.

As you write, pay particular attention to what Lipson says in chapter seven – every thesis should have a thesis. You should be thinking about what your thesis is going to be – how you are going to express the answer to the research question you have posed.

Phase VI – Completing Your Draft Bachelor’s Essay (due the third Thursday in March)

If you have been faithful to the process up to now, you will have done a significant amount of writing and will have the components of your Bachelor’s essay in various states of preparation. Now, with most all of your primary
research completed and your analysis well underway, it is time to put a full draft of your work together.

**Reading:** Lipson, chapters 8-10 (and as you write, take a look at 11-12)

**Deadlines:** Thursday, March 15 – full rough draft (two hard copies) submitted to the main office

The steps outlined in Lipson’s chapter eight are critical – planning and prewriting effectively can speed the completion of a full first draft. As you work through the stages of writing, do not worry about gaps you notice – there is plenty of time throughout this period to fill them.

Moreover, do not strive for perfection as you write your essay through for the first time – ideas rarely emerge from our heads in clear and eloquent forms. That is what the editing and revision processes are for (and what makes Lipson’s chapter eleven worthwhile examining as you continue to write). All the same, pay heed to the suggestions about writing offered in Lipson’s chapters nine and ten, especially writing in the active as opposed to the passive voice and being very judicious with direct quotations. For some Bachelor’s Essays in particular, the imperative to present information visually is also a key part of the drafting process – be it in charts, graphs, illustration or other depictions. Lipson’s chapter twelve contains many useful ideas.

Remember that overall, your Bachelor’s Essay draft should have the following clearly identifiable components:

- An introduction that sets out the thesis of your essay and begins to put that thesis in a relevant and comprehensible context;
- A background section that sets out what the question driving your study is, how others have studied elements related to your question and why it is important to answer the question you are posing (portions derived from your research design, including your literature review);
- A methods section that sets out your hypotheses as well as the theoretical and methodological approaches you are going to use to test your hypotheses (again, derived from your research design);
- A data section that presents to the reader the data you have collected;

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* For me, there are only two instances when you should consider including direct quotations in your narrative: The first is when you cannot paraphrase an author’s idea without losing or diminishing its meaning. This is a very rare, there are not many ideas offered by others that you cannot effectively communicate in your own words. The other reason to direct quote is when you need the actual language used to make or illustrate your point. For example, in the debate about whether or not the US would bestow diplomatic recognition to the Palestine Liberation Organization, the exact words of PLO Chairman Yasser Arafat were the key factor – if Arafat said the “magic” words, diplomatic recognition would be extended and anything less would be most unsatisfactory. In a case like this, you need the precise words in order to illustrate what is being done or not done – to paraphrase would not be adequately illustrative.
• An analysis and findings section that evaluates the data in light of the question you have posed and the hypotheses you have constructed and presents your primary research findings;
• An implications section that discusses the larger revelations of your analysis and perhaps examines these in light of what others have found and published;
• A conclusion that draws the study to a close by restating the thesis, advances other possible research directions and brings the work to a coherent close.
• Correct and complete in-text citations of all works used, consistent with the POLS Department's guidelines for referencing (examples available on the POLS website or in the POLS Department handbook);
• A bibliography that contains complete and correct references to all materials you have cited in the writing of your Bachelor's Essay, following the POLS Department's referencing guidelines (available on the POLS website or in the POLS Department handbook).

These components may not all be as distinct as outlined here ... and they may not emerge in the order they are listed above -- but a reader should be able to identify and if necessary isolate these different elements.

Once you have a rough first draft, the processes of editing intensify. Good writers are always editing and rewriting as they work but once the components of a work are together, the processes of editing get more serious. Here, Lipson's chapter eleven is central, particularly the goals in rewriting listed on page 179:

• Reinforcing your argument and adding evidence at any weak points;
• Anticipating objections to your approach;
• Including examples, analogies, and compelling details to illustrate your points;
• Cutting excess words;
• Ensuring continuity between paragraphs and sections;
• Adding variety to your sentences, so they do not all have the same form and length;
• Maintaining a consistent tone (or voice) in your writing.

**Action:** Before you hand in a "first" draft of your Bachelor's Essay to your primary advisor and second reader, you should not only have a narrative that contains all the component parts required but you should have taken it through one full editing and revision process on your own.

**Action:** Before you hand in a "first" draft of your Bachelor's Essay, you should have proofread the entire text for spelling and grammatical errors.

Two copies of your drafts are handed in to the POLS Department Office
(the department will distribute the copies to your readers)
Phase VII – The Last Month – Getting to the End and Preparing Your Presentation

Once you have handed in your Bachelor's Essay draft immediately after spring break, you will soon receive detailed feedback from both of your readers. This will include an assessment of the work as well as suggestions for additions, modifications, and other revisions.

**DO NOT STOP WORKING** during the interval between handing in your draft and receiving feedback. If you know your work well (and you should), you know areas that need strengthening, gaps that need filling. This is work you can continue to do while you wait for comments. Indeed, some of the feedback you receive may be in the very areas you have continued to work on, in which case exchanging new versions or discussing possible differences between where you are headed and the ideas of your readers can take place quickly.

**Review List for Chapters 8-11; consult 12 for presentation**

**Deadlines:**
- Friday, April 6 – Presentation of your research to peers and faculty at the William V. Moore Student Research Conference
- Monday, April 16 – Final draft version of your Bachelor’s Essay is due (two copies) to the main office

As you continue editing and revising, you should also devote time to preparing the oral presentation you will make on your Bachelor’s Essay to POLS faculty and interested POLS students (including some who will be writing Bachelor’s Essays in the coming year). The presentations are given as part of the William V. Moore Student Research Conference.

Your presentation (including time for questions from the audience) will only be ten to fifteen minutes maximum so you cannot walk the audience through your entire Bachelor’s Essay. Choices must be made.

(for guidance on presentations, ask for the accompanying handout)

**Action:** Prepare your Bachelor's Essay presentation. Consider using the resources available at the College's Speaking Lab.

**Action:** Complete subsequent versions of your Bachelor’s Essay as requested by your readers.
The final draft version of your Bachelor’s Essay is due on the third Monday in April.

Phase VIII – In the End (completed by May 4)

Once your final version of your Bachelor’s Essay is graded, your primary advisor may have additional stylistic changes to pass along for you to make – substantive changes are no longer relevant. You should make these last minor alterations before producing the final copies of your essay which will be kept at various places on campus.

Deadline: Friday, May 4 -- the final clean, corrected manuscript (three copies) of your Bachelor’s Essay is due in the main office.

Action: Hand in two hard copies of your completed Bachelor’s Essay to the POLS Department and single electronic copies to Erin Blevins and your Bachelor’s Essay supervisor.

The final clean, corrected, manuscript is due on Friday, May 4; this is the version (along with the effort that you have put forward) that will be evaluated for your second semester grade.

Congratulations – You Have Finished Your Bachelor’s Essay