FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Sociology and Anthropology

Courses Covered by Signatures (please list all by acronym and number):
ANTH 201
ANTH 205
ANTH 328

Signatures:

[Signature]
Department Chair /Program Director  3-7-16 Date

[Signature]
Dean  3/8/16 Date

[Signature]
Faculty Coordinator for General Education  3/23/16 Date

[Signature]
Chair, General Education Committee  3/23/16 Date

[Signature]
Faculty Senate Secretariat Date
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Sociology and Anthropology

Course Acronym, Number, and Title: ANTH 201, Cultural Anthropology

Category (Check only ONE)

- 1 The Role of Language in Culture
- X 2 Global and Cultural Awareness
- 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Category 2: Global and Cultural Awareness

Defining Characteristics of Courses in Category 2: The primary focus of these courses is to introduce students to foundations, theories, and models (as used by a discipline) to understand culture around the world.

ANTH 201 provides a comparative review of how people make sense of their world. The course delves into key anthropological concepts such as culture, holism, and relativity and provides an opportunity to examine aspects of social interaction that we consider "normal" by making the strange familiar and the familiar strange.

Program Learning Outcome 2: Students will use models and theories to analyze a cross-cultural issue.

Students complete multiple mini projects in which they use relevant theory to analyze issues.

See attached syllabus for readings and assignment information.
College of Charleston
ANTH-201
Cultural Anthropology
Three (3) Credits

Meeting Time and Place:
Instructor:
Office Hours:
Office Location:
Phones & Email

Course Description
ANTH 201 provides a comparative review of how people make sense of their world. The course delves into key anthropological concepts such as culture, holism, and relativity and provides an opportunity to examine aspects of social interaction that we consider "normal" by making the strange familiar and the familiar strange. ANTH 201 is an intermediate level course required for anthropology majors and it meets the requirement for general education social sciences credit and the foreign language alternative, Category 2. This course entails a considerable amount of reading, participation in class discussions, and writing.

Social Science General Education Statement
ANTH 201 is one of the approved courses that satisfies 3 of the 6 credits of social sciences courses that you are required to complete for the General Education curriculum.

Learning Outcomes for the Social Sciences in the General Education Curriculum. Students will apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.

How and When these Learning Outcomes will be Assessed. This outcome will be assessed through the Kinship Exercise.

Language Alternatives Statement
This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue.

Learning Outcome

Course Text and Materials


Additional readings available on OAKS

Course Objectives
Students will:
• Be able to think anthropologically
• Question beliefs, values, and assumptions that they previously considered "normal"
• Demonstrate an ability to design and conduct anthropological research
• Analyze the interconnections in all aspects of society
• Synthesize comparative examples of social organization, belief systems, and cultural expressions

Description and Weighting of Projects and Assignments
Homework/Discussion participation Each student is assigned to be part of a five to six member discussion group. You will have opportunities to meet in class for face-to-face discussions, but the bulk of your discussions will by through the OAKS Discussion Board. There will be nine (9)
opportunities for you to hold discussions with your group related to prompts that I will provide.

Your participation will be graded on a 10-point scale. I will eliminate the lowest score.

Due: Discussions are weekly as noted on calendar. They must be completed PRIOR to the next face-to-face class meeting
Points: Ten points each (maximum total = 80 points)

Mini-ethnography You will select a topic that you want to research through participant observation and interview. You are expected to either examine an aspect of social organization that you are unfamiliar with (e.g., a religious denomination different from yours, a college club or organization you are not affiliated with) or an aspect of social organization in which you are actively involved (e.g., your sorority/fraternity, your workplace). If you choose the first option, the objective is to make the strange familiar; in other words, seek to gain insider’s knowledge and understanding of the organization. If you choose the second option, the objective is to make the familiar strange; in other words, to stand back from what seems normal and question the beliefs, values, and activities that characterize the organization. This assignment requires that you use several tools of ethnography (interviews, observation, document analysis (optional)) and ground your work in a basic understanding of relevant literature. The product will be:
- A paper summarizing and analyzing your research
- Copies of field notes and interview transcripts
- A poster to present to the class summarizing your research

Due: April 14 (I will do status checks throughout the semester)
Points: Paper, field notes, and interview transcripts = 150 points
Poster = 50 points

Kinship exercise In this assignment you apply the concept of a “bilateral kindred” to your own kin network, become familiar with basic kinship symbols, notations, and their use, and interpret your kin network in light of the concept of “bilateral kindred”. The project requires that you make a kinship chart of your own kin network that includes at least 4 generations (don’t include more than 5). In addition to exploring generational depth, explore width by including cousins, aunts, uncles, and children of these relatives.

Due: February 18
Points: 70

Tests There will be two tests: one before the midterm and one taken during finals. The first test covers material from Parts 1 and 2, and the second test covers material from Parts 3 and 4. The tests assess your understanding of key concepts and terminology covered in the readings, class lectures and discussions, websites, and videos.

Due: Test 1 – February 25
Test 2 – April 28 (12:00 – 3:00)
Points: Each test = 100 points

<table>
<thead>
<tr>
<th>Assignment Summary</th>
<th>Due</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Discussion</td>
<td>weekly</td>
<td>80</td>
</tr>
<tr>
<td>Kinship exercise</td>
<td>February 18</td>
<td>70</td>
</tr>
<tr>
<td>Test 1</td>
<td>February 25</td>
<td>100</td>
</tr>
<tr>
<td>Mini-ethnography</td>
<td>April 14</td>
<td>150</td>
</tr>
<tr>
<td>Poster</td>
<td>April 14</td>
<td>50</td>
</tr>
<tr>
<td>Test 2</td>
<td>April 28</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>550</td>
</tr>
</tbody>
</table>

Evaluation Scale
A = 93–100
A– = 90–92
C = 73–75
C– = 70–72
B+ = 86-89          D+ = 66-69
B = 85-83          D = 63-65
B- = 82-80          D-= 60-62
C+ = 79-76          F = 59 and below

**Special Considerations and Agreements**

- The instructor reserves the right to make changes to the syllabus but not add new graded assignments.
- As a class, we will develop an agreement about appropriate behavior of students and instructor. This agreement will be revisited throughout the semester. You will make a similar agreement with members of your discussion group.
- Assignments will be submitted via OAKS by 11:59 PM on the due date. Arrangements will be made between the student and instructor for submitting projects that cannot be submitted via OAKS.

**Course Policies and Procedures**

**Attendance:** Class attendance and punctuality are expected professional behaviors. Students are responsible for all content and assignments for each class. If, for medical or serious personal reasons, you will miss more than four classes, the instructor should be informed of the reasons. A student may receive a "WA/F" for excessive absences, (i.e., more than 15% (5.25 hours/4 classes) of the scheduled classes).

**Class Participation:** Students are expected to read the texts and all assigned materials before class and be prepared to participate in class discussions. Assessment activities (papers and exams) will require responses based on the readings, class discussions and personal experiences.

**Due Dates:** Due dates for course assignments and exams are listed in the syllabus. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor(s) should be informed of the reasons. Otherwise, all late course assignments will receive a 5-point deduction each day the assignment is late (up to 50% of assignment points).

**Papers:** Papers will be word-processed using the style of the Chicago Manual of Style. This link provides a very good guide to the style requirements https://owl.english.purdue.edu/owl/resource/717/01/.

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

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

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

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

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

**ADA Accommodations:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (843-953-1431) and provide me with documentation of needed accommodation by 1st week of class.

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**Calendar (subject to change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Focus</th>
<th>Reading¹</th>
<th>Assignment &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Part One: Defining and Doing Cultural Anthropology</td>
</tr>
<tr>
<td>One</td>
<td>1/7</td>
<td>Introduction to course</td>
<td>W&amp;V: Ch. 1 (skim) &amp; 2 B&amp;L: pp. 1–3, Chs. 2 &amp; 3</td>
<td>Overview of syllabus, creation of classroom pact.</td>
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<tr>
<td>Two</td>
<td>1/12</td>
<td>Cultural anthropology and the concept of culture</td>
<td>W&amp;V: Ch. 1 (skim) &amp; 2 B&amp;L: pp. 1–3, Chs. 2 &amp; 3</td>
<td>Where does cultural anthropology fit within the four fields of anthropology? What is culture? Where do we see it? Can and should we practice cultural relativity?</td>
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<tr>
<td></td>
<td>1/14</td>
<td>Evolution: culture, language, and biology</td>
<td>W&amp;V: Ch. 3 Geertz OAKS</td>
<td>How are culture and biology linked? Did we evolve to have culture or was culture part of our evolution? What is the relationship between language, culture, and biology? Homework/Discussion: Respond to prompts on OAKS Discussion Board</td>
</tr>
<tr>
<td>Three</td>
<td>1/19</td>
<td>Being a cultural anthropologist: ethnography &amp; fieldwork</td>
<td>W&amp;V: Ch. 5 B&amp;L: pp. 37–39, Chs. 4, 5 &amp; 7</td>
<td>How do anthropologists separate the emic from the etic? What ethical issues are unique to cultural anthropology?</td>
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<td>1/21</td>
<td>Ethnography continued</td>
<td>Finnian OAKS</td>
<td>How does the KISS school qualify as an ethnographic site? What ethical issues did I need to consider in doing this research?</td>
</tr>
</tbody>
</table>

¹ You are expected to have readings completed prior to class on the date indicated. For example, skim chapter 1 and read chapter 2 of Welsch & Vivanco (W&V) and read chapters 2 and 3 of Boyd & Lassiler (B&L) before class on 1/12.
<table>
<thead>
<tr>
<th>Part Two: Self, Other, Society, and the World</th>
<th>Homework/Discussion: Post your preliminary plan for your “mini ethnography” and comment on at least one classmate’s plan.</th>
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</thead>
<tbody>
<tr>
<td><strong>Four</strong></td>
<td>1/26</td>
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<td>1/28</td>
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<td><strong>Five</strong></td>
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<td><strong>Seven</strong></td>
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<td>Eight</td>
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<td>Part Three: Making Sense of Life and Death</td>
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<td>Nine</td>
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<td>3/3</td>
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<td>Ten</td>
<td>3/8</td>
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<td>3/10</td>
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<td>Eleven</td>
<td>3/15</td>
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<td>3/17</td>
<td>Health continued</td>
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<td>Part Four: Learning and Expressing Culture</td>
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<tr>
<td>Twelve</td>
<td>3/22</td>
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<td>Thirteen</td>
<td>3/29</td>
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<td>Fourteen</td>
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<td>15</td>
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**Resources**

There are many good online articles on critical skills helpful to navigating this course and others. For example,

- Critical thinking

- Active reading


- Critical reading

- Effective writing

- On-campus help – Center for Student Learning
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Art & Architectural History

Courses Covered by Signatures (please list all by acronym and number):
Re-submit of already existing courses:
ARTH 103, 241, 242, 243
ARTH 210, 214, 350 (unapproved)
ARTH 277, 280, 283, 270, 375

Request to add new courses for FLA certification:
ARTH 215 *
ARTH 231
ARTH 278
ARTH 101
ARTH 102
ARTH 105

Strike from the list:
ARTH 255 (Latin American) we are deactivating the course

Signatures:

[Signatures]

Date: 3/1/16

Department Chair / Program Director

Date: 3/1/16

Dean

Date: 3/23/16

Faculty Coordinator for General Education

Date: 3/23/16

Chair, General Education Committee

Date

Faculty Senate Secretariat

Date
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Department of Art and Architectural History

Course Acronym, Number, and Title: ARTH-101. History of Art: Prehistoric through Medieval

Category (Check only ONE )

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The Role of Language in Culture</td>
</tr>
<tr>
<td>X</td>
<td>2 Global and Cultural Awareness</td>
</tr>
<tr>
<td></td>
<td>3 Regions of the World</td>
</tr>
</tbody>
</table>

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Students study artistic styles and the cultural contexts of artworks from a wide variety of historical periods, regions and cultures. The timeline extends from prehistoric hunter/gatherer cultures to Medieval 15\textsuperscript{th} c. Europe and is taught as a chronological survey of significant artworks within the context of the cultures that produced them. By comparing and contrasting the environment in which artworks were made, how the works were the products of the cultures that made them and how the culture that made them influenced the appearance and use of artworks the student learning outcome is to build a solid understanding of a diverse selection of world cultures.

Exams are designed to assess how well the students have learned to apply basic techniques such as formal analysis, iconographical study and visual recognition of artworks studied. Essays allow students to explain the objects and concepts they study in their own words, often choosing their own examples to express their understanding of how and why a culture creates and uses its art.

Homework assignments take students to websites of major art museums and cultural sites to study both established theories about artworks and new scholarship and/or discoveries about art from the periods also studied in the classroom.
ARTH 101 HISTORY OF ART: PREHISTORIC through MEDIEVAL
SPRING 2016 MWF 9:00 - 9:50 AM
Instructor: Sherry Wallace
Phone: 953-5198. Email wallaces@cofc.edu
Office: Simons Center for the Arts, Room 306
Office Hours: Mondays & Wednesdays 10:00 - 11:00 am, by appointment or drop in.

This is a survey of the history of Western art from the earliest times through the close of
the Middle Ages.

FOREIGN LANGUAGE ALTERNATIVE COURSE
Category 2: Global and Cultural Awareness
Defining Characteristics of Courses in Category 2: The primary focus of these courses is to introduce
students to foundations, theories, and models (as used by a discipline) to understand culture around the
world.

Program Learning Outcome: Students will use models and theories to analyze a cross-cultural issue.

FLA statement: This course has been approved to satisfy Category 2 of the Foreign Language Alternative
program. Upon the completion of this course, students will use models and theories to analyze a cross-
cultural issue (program learning outcome 2).

General Education Student Learning Outcomes. These outcomes will be assessed in the following way:
Assessment will be applied to one essay question on the final exam; the final exam is 25% of course grade.

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human
culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the
material in writing assignments.

Required text: Gardner’s Art Through the Ages, a Global History, 15th Edition,
In the lectures I assume that students are familiar with the material in the assigned
readings.

Please note: electronic devices may be used only in the front row of the classroom.

Attendance Policy: Class attendance is mandatory. Each student is allowed two
unexcused absences during the semester. After that, one point is deducted for each
class missed unless you obtain a documented excuse from the Associate Dean of
Students at 67 George St. More than 6 unexcused absences is sufficient grounds for
failure of the class. Point deductions are made at the time exam grades are calculated.
Excuses for absences will not be accepted after the final exam is given.
Students with no absences receive two bonus points on their final exam grade.

Exams & Grading: Grades are based on three exams taken in class, a series of take-
home assignments and related quizzes taken in class. A maximum of 300 points can be
earned in the course of the semester; at the end of the semester total points are divided
by three to arrive at a final grade.

Grade scale:
A = 93-100 Superior  B = 83-86 Good
A- = 90-92  B- = 80-82
B+ = 87-89  C+ = 77-79
C = 73-76  Acceptable
C- = 70-72
D+ = 67-69

D = 63-66  Barely acceptable, passing
D- = 60-62
F = -0-59  Fail

Exams include essay questions, multiple choice and short answer questions. Exam content is based primarily on material discussed in class. No makeup tests are given without a documented excuse from the Associate Dean of Students at 67 George St. Unexcused absence from a test will result in a grade of zero for that test. Extra credit assignments are not given to substitute for a test or to raise a final grade unless a special announcement is made. Any suspected violation of the Honor Code will be reported to the Honor Board.
The primary focus of this course is to introduce students to art and architecture from the Renaissance to Modern times. The course is taught as a chronological survey of the most significant techniques, forms, and expressive content of painting, sculpture, and architecture within the context of the cultural environment in which they were produced. As such, students learn to analyze these artifacts through the lens of art history, implementing basic techniques such as formal analysis, iconography, and visual narrative strategies. These techniques are applied within a historical context.

Exams and assignments are designed to assess the students’ comprehension of the history of art alongside the understanding of how art historical methods enrich our knowledge of societies. The first half of the exam tests their visual retention of works and relevant stylistic movements. It also requires their knowledge of geography, events, and historical figures. The essay portion of the exam is designed to verify a student’s ability to analyze works using art historical methods within a historical context.

Writing assignments are designed to allow students to analyze the prominent cross-cultural presence of ancient Roman culture in contemporary society. From films about gladiators to their experience of the current political sphere, these short essays help to transform their perception of the Classical world from an alien concept to one that continues to inform and influence their everyday lives.
History of Art: Renaissance to Modern

**Instructor:** Gayle L. Goudy, PhD  
Phone: 843-953-9258 (no voicemail)  
Email: goudygl@cofc.edu  
I typically respond to emails Monday to Friday between 9:30 a.m. and 4:30 p.m.

**Office Hours:** MW from 1:00 to 1:50 p.m. and by appointment  
I hold my office hours in 306A Simons between two of my classes. If this time conflicts with your schedule, please email me to make an appointment.

**DESCRIPTION**

This course surveys the extensive transformations in the visual arts from the Renaissance to today in Europe and North America. Some of these developments include changes in patronage and its effect on art, gendered conceptions of who creates different types of art, cultural valuations of different media and genres, and the relationship between national and political identity and art. This course will examine examples in various media including architecture, painting, sculpture, graphic design, industrial design, and digital technology. We will consider prominent styles, theoretical issues, technological innovations, personalities, and cultural factors within the broader field of the visual arts.

**WHAT SHOULD I CALL YOU?**

If you’d like to be formal, I prefer to be called Dr. Goudy or Prof. Goudy because I worked hard to earn my Ph.D. My name rhymes with howdy, so you could say, “Howdy, Dr. Goudy.” In my role as a wife, you could call me Mrs. Merkel (though I did not legally change my name). I prefer that you call me Gayle rather than Miss Goudy, Ms. Goudy, or Mrs. Goudy—these names are just inaccurate.

**REQUIRED COURSE RESOURCES**


OAKS. All students registered in the class have access to OAKS, a web teaching service by the College of Charleston. Assignments, notices, bulletins, and other course communications posted on the OAKS is required reading, unless noted. Online quizzes are required for this course. If you do not know how to access OAKS, speak with Dr. Goudy.

Email. I use the email function on OAKS for class emailing. If you do not regularly check your @g.cofc.edu email address, please forward it to your preferred email address ([http://webmail.cofc.edu/](http://webmail.cofc.edu/)). Some servers filters mass email messages to the trash and you may need to add it to a “safe” list. Go to your preferred email’s help page to find out how.
COURSE OUTCOMES

At the conclusion of this course, a student who has successfully met the requirements will

<table>
<thead>
<tr>
<th>Be familiar with basic terminology of art and architecture</th>
<th>By reading terminology in the texts, hearing it in the videos, and using it in classroom discussions</th>
<th>Students will be evaluated on their ability to use basic terminology in their essay questions in the two examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn basic knowledge of the canonical works of Western art and architecture and their historical significance</td>
<td>By reading the textbook and viewing online videos, which showcase canonical works of Western art and their historical significance</td>
<td>Online quizzes cover this material</td>
</tr>
<tr>
<td>Be able to recognize stylistic periods</td>
<td>By participating in discussions that focus and recognizing these characteristics</td>
<td>The two examinations will focus on identifying the stylistic period of “unknown works” of art.</td>
</tr>
<tr>
<td>Be able to recognize the works by major artists</td>
<td>By reading the textbook, viewing the online videos, and participating in classroom discussions. In our discussions, we will learn how to recognize the individual characteristics of major artists.</td>
<td>The two examinations will ask the students to attribute works to a major artist and discuss the reasoning for that attribution.</td>
</tr>
<tr>
<td>Be able to understand a work of art by analyzing its formal elements and placing it within its historical context</td>
<td>By participating in classroom activities that teach how to conduct a formal analysis.</td>
<td>Students will use the tool of formal analysis in order to identify unknown works and make attributions.</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes are assessed in the final exam essay question where the student analyzes a work of art (primary source material).
FOREIGN LANGUAGE ALTERNATIVE PROGRAM

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Program Learning Outcome: Students will use models and theories to analyze a cross-cultural issue.

COURSE REQUIREMENTS

This course is an introduction to Art History intended for undergraduate students.

1. Attendance during all lectures, gallery visits, and discussions

2. Read assigned readings, watch online videos, and take online quizzes.

   The readings give a general overview of the period and the videos add an in-depth look into specific canonical works of art, techniques, or social-political context of the work. The online quizzes may be completed open-book and you may take it as many times as you would like to achieve the highest score—there is no penalty for taking the quizzes early and often. The goal of the quizzes is to help you keep up with the reading and provide more exposure to the material.

   All quizzes must be completed by 11:59 p.m. on the due date (see schedule). If a student has an excused absence on the day that the online quiz is due, he or she will have one week to make-up the quiz after returning to class without a penalty to his or her grade. If you find yourself in this situation, please email me because I must extend the deadline for your manually.

3. Take two online examinations (midterm and final)

   The first exam will cover the Early Renaissance to Baroque art, design, and architecture. The second exam will cover art, design, and architecture since the 18th Century.

   My exams focus on the identification of unknown works (images not covered in our lecture or textbook but created by major artists that we have covered). Imagine that you work as an intern in an acquisitions department of a museum, which has received an in-kind donation. Your task is to identify which region the work likely came from, what genre it fits into or other basic questions to determine which room of the museum it belong. You will be asked to discuss your rational by explaining how the characteristics of this work fit those of a particular period style, compare it to known works from the lectures, videos, or textbook, and place the work within a cultural context.
Except in extreme cases of illness or family emergency, students are expected to take the exams at the scheduled time. An unexcused absence from an exam will result in a failing grade for that exam. **No make-up exam will be given without a documented excused absence—NO EXCEPTIONS.**

4. Participate in writing assignments and discussions (in-class or online, depending on the project), gallery tours, in-class projects, etc.

The distribution of weight of these grade components is as follows:

- **Online Chapter Quizzes**
  - 40%
  - Quizzes can be taken an unlimited number of times before the due date. I will drop the lowest score when calculating your overall quiz grade.

- **Exams**
  - 50%
  - Renaissance & Baroque Art: 20%
  - Modern & Contemporary Art: 30%

- **Discussion / Participation / In-class quizzes**
  - 10%
  - Sometimes the discussion will be verbal and your mere presence will grant you full points, such as participating in the Halsey or Addlestone visits. Other times, points will be from in-class projects, written response to posed questions, online discussions or in-class pop quizzes.

**EXTRA CREDIT OPPORTUNITIES**

You could improve your final grade by one entire letter grade with extra credit points! Attend or participate in a visual art-related event at the College of Charleston or in the greater Charleston community (or other cities) and write a response. It is important that the event provide **college-level** information—if you are unsure about whether an event will be worthy of extra credit, ask Dr. Goudy. I will post extra credit opportunities on OAKS.

Each event and response is worth one percentage point (1%) of extra credit added on to your **final percentage score** for the class. You may do up to 10 activities during the term to improve your final score by one full letter grade. For instance, if your final grade was a 78% and you do all 10 activities, you will earn a B+ on your transcript.

This opportunity is very generous, but it comes with a catch—you must do these activities throughout the term; it is not possible to do them all at the end of the term for a last-minute improvement. **Each assignment is due within two weeks after the event and I will not accept any extra credit after classes end (must be uploaded to the OAKS Dropbox at 11:59 p.m. on the last day of class).** Therefore, for events attended during the last two weeks of class, you will
have fewer days to turn in a response. This also means that you cannot wait to see how you do on the final and then email me asking for extra credit. I will say no.

The written response of the event should meet the following criteria:

- Approximately 400 words (one to two pages)
- Summarize the event and provide a personal reaction to the experience.
  - This summary and reaction should contain details and insights that could not be gained from viewing the collection online or visiting the site without a guided tour.
  - Use paragraphs, edit, and make sure your writing is worth reading. If your response is not college-level quality, I will not count it as extra credit and you will not have the opportunity to re-write the response.
- Save your document using this convention: lastname_event_dateofevent.docx
  For instance: I attended a lecture on castles on October 20, 2015: Goudy_Castles_20151020
- **Within two weeks of the event**, upload your document to the OAKS Dropbox; it is under the “Grades” menu. The last day to submit extra credit is the last day classes are held on Thursday, April 21 at 11:59 p.m. Since this is on OAKS, the deadline is firm and the site will automatically stop accepting uploads at midnight.

  *Do not ask me for an extension on the extra credit deadline. I will say no. Finals week is the time of year that I have grading piling up so I will say no to extra work, particularly since extra credit is due two weeks after the event. If it is not uploaded by the deadline, it will not be counted. Make sure you get it in on time.*

**ATTENDANCE POLICY**

**Attendance at all lectures and discussions is required of all students.** In a course that deals with visual material, attendance is crucial because it is important to see the images with the lecture/discussion. This is a “flipped” class so the “lectures” are in an online format, which allows us to use class time for discussion and hands-on activities, visits to the gallery or special collection, guest speakers, etc. These are the kind of events that reliance on another’s notes is a dismal substitute.

Whether excused or unexcused, missing 10% or more of the scheduled classes is excessive. If you anticipate that you will have excessive absences (military service, ongoing illness, participation in university sponsored activities, etc.), please receive approval before January 13 (the last day to change your schedule). **March 28 is the last day to withdraw with a “W” on your transcript.**

**If you have more than 2 unexcused absences (i.e. 3 or more), you will automatically be withdrawn from the course and receive a WA on your transcript. No exceptions!**

Excused absences include absences due to illness that requires a doctor’s visit* (or illness of an immediate family member for whom the student must care), death of an immediate family member, a religious observance (where the nature of the observance prevents the student from
being present during class), admission interviews for professional or graduate school, or other reasons approved in advance of the absence at the professor's discretion. **Students seeking an excused absence must provide documentation to the absence memo office** ([http://studentaffairs.cofc.edu/about/services/absence.php](http://studentaffairs.cofc.edu/about/services/absence.php)) to substantiate the excuse. Students with excused absences need to turn in documentation for excused absences within 1 week of returning to class and are responsible for completing all course requirements.

NOTE: If you are sick, but not sick enough to visit a doctor, one or two unexcused absences will not affect your grade, but three will cause you to be automatically withdrawn from the class—be judicious. There is no gray zone. You may choose to save these to leave a day early for Thanksgiving break or to take a day to focus on writing a research paper at the end of the term, etc.

**ACADEMIC INTEGRITY**

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**DISABILITY SERVICES**

Any student with a documented disability should contact the Center for Disability Services ([http://disabilityservices.cofc.edu/](http://disabilityservices.cofc.edu/)) at 843-953-1431, Lightsey Center (Suite 104) to arrange for appropriate accommodations. If you have already met with this office and have approved accommodations, please provide me with your Professor Notification Letter (PNL). I would like to speak with you about your specific needs as soon as possible—we can meet either after class or, if you would like privacy, during my office hours.

**ARCHITECTURE & ART HISTORY CLUB**

Our mission is to expose students of architecture, art history, and historic preservation to historic Charleston with the intention of providing rare experiential opportunities for students with historical, cultural, and social community in the context to the study of visual arts and architecture. See our past events on our blog ([http://blogs.cofc.edu/aah/](http://blogs.cofc.edu/aah/)) or friend us on Facebook.

**FINAL EXAM**

The final exam is online, so you have some flexibility. The exam opens at 1:00 pm on Wednesday, April 20 (after our regular class ends) and closes on **Monday, April 25 at 3:00 pm** (the end of our college scheduled final exam time slot).
Department: Department of Art and Architectural History

Course Acronym, Number, and Title: ARTH 105 Introduction to Architecture

Category (Check only ONE )

_____ 1 The Role of Language in Culture

__X__ 2 Global and Cultural Awareness

_____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

The primary focus of this course is to introduce students to Western architecture from the ancient world to today. The course is taught as a thematic survey of the most significant architecture styles contextualizing them within historical movements. An emphasis of how architectural forms and styles develop demonstrates the syncretic nature of architecture and promotes a cross-cultural awareness. Students learn to interpret architecture through the lens of art history, implementing basic techniques such as formal analysis, iconography, and visual narrative strategies.

Language and terminology is fundamental in understanding the development of architectural forms and how they express the cultural background of the creators. Many examples come from the extensive terminology (see handout) used in the course including “arena” from harena (the sand that soaked up the blood in gladiatorial battle), “volute” from voluta (the spiral scroll used by the intellectuals), a Christian “altar” from the pagan tradition of animal sacrifices, “auditorium” as the place where listeners sit. Another parallel between architecture and language is the symbolic representation of ideas, which we call architecture parlant (forms that tell you what they are visually). Another theme throughout the course is associationism, where particular forms or styles are chosen because of their association with particular ideas.

Assessment is through two examinations, a writing assignment, and a field project. Exams are designed to assess the students’ comprehension of architectural history, terminology, and formal development and require knowledge of geography, events, and historical figures. The essay portion of the exam is designed to verify a student’s ability to analyze works using art historical methods within a historical context and draw connections between cultures. The writing assignment is designed to allow students to analyze the presence of ancient architecture in Charleston through an analysis of a neoclassical using correct terminology. The field project asks the student to find examples historical architecture vocabulary in Charleston in order to emphasize its relevancy today.
Introduction to Architecture

Instructor: Gayle L. Goudy, PhD  
Phone: 843-953-9258 (no voicemail)  
Email: goudygl@cofc.edu  
I typically respond to emails Monday to Friday between 9:30 a.m. and 4:30 p.m.

Office Hours: Mondays & Wednesdays from 1:00 to 1:50 p.m. and by appointment  
I hold my office hours in 306A Simons between two of my classes. If this time conflicts with your schedule, please email me to make an appointment.

DESCRIPTION

This course is an introduction to the canonical buildings and engineering marvels with an emphasis in the Western world. It surveys the extensive transformations in architecture from the ancient world to the 21st century. We will analyze architecture in terms of function, structure, form, and cultural and historical context. Prominent styles, theoretical issues, technological innovations, personalities, and cultural factors within the broader field of the visual arts will be considered. Our guiding questions are: Why does this building (or site, garden, neighborhood, etc.) look and function like this? How does this it affect society?

WHAT SHOULD I CALL YOU?

If you’d like to be formal, I prefer to be called Dr. Goudy or Prof. Goudy because I worked hard to earn my Ph.D. My name rhymes with howdy, so you could say, “Howdy, Dr. Goudy.” In my role as a wife, you could call me Mrs. Merkel (though I did not legally change my name). I prefer that you call me Gayle rather than Miss Goudy, Ms. Goudy, or Mrs. Goudy—these names are just inaccurate.

REQUIRED COURSE RESOURCES


OAKS. Registered students have access to OAKS, a web teaching service. Assignments, notices, bulletins, and other course communications posted on the OAKS is required reading, unless noted. If you cannot access OAKS, speak with Dr. Goudy.

Email. I use the email function on OAKS for mass emailing. If you do not regularly check your @g.cofc.edu email address, I suggest that you forward it to your preferred email address (http://webmail.cofc.edu/). If you find that your email filter trashes mass emails from OAKS, you need to add it to a “safe” list. Go to your preferred email’s
help page to find out how.

Computer with high-speed Internet access to upload assignments to OAKS and watch videos. Plan to use the library if you do not have a reliable computer at home or in your pocket.

COURSE OUTCOMES

At the conclusion of this course, a student who has successfully met the requirements will

- Employ basic terminology of architecture
- Identify canonical works in western architecture, their historical significance, and works by major architects
- Classify a structure by analyzing its formal elements and placing it within its stylistic period and historical context
- Write a formal analysis on a building

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

1. Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes are assessed in an essay where students are asked to look at a Neoclassical building in Charleston (primary source) and compare it to ancient Greek and Roman temples. They will critically analyze and discuss their façade, plan, and ornamentation noting changes, elaborations, blending of styles and interpret how these expressions represent the values of the architect, civic planners, and society of the time they were constructed.

FOREIGN LANGUAGE ALTERNATIVE PROGRAM

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Program Learning Outcome: Students will use models and theories to analyze a cross-cultural issue.
COURSE REQUIREMENTS

This course is an introduction to Art History intended for undergraduate students.

1. Attendance and participation during all scheduled classes
2. Preparation of assigned readings
3. Complete all assignments and quizzes

The distribution of weight of these grade components is as follows:

I. Assignments
   Terminology & Stylistic Periods Quiz 15%
   Drawing of assigned building 5%
   “Looking for Ancient Sources” Stylistic Analysis 15%
   Classical Traditions Quiz 20%
   Scavenger Hunt Field Project 20%
   Late Modern / Brutalism Essay or Final Exam 20%

II. Discussions, class participation, pop quizzes, online quizzes, surveys, and anything else 5%

Except in extreme cases of illness or family emergency, students are expected to take the quizzes and turn in the essays and projects at the scheduled time. An unexcused absence from a quiz will result in a failing grade for that quiz/exam. No make-up quizzes will be given without a documented excused absence—NO EXCEPTIONS.

EXTRA CREDIT OPPORTUNITIES

You could improve your final grade by one entire letter grade with extra credit points! Attend or participate in a visual art-related event at the College of Charleston or in the greater Charleston community (or other cities) and write a response. It is important that the event provide college-level information—if you are unsure about whether an event will be worthy of extra credit, ask Dr. Goudy. I will post extra credit opportunities on OAKS.

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FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: ______________________ ENGLISH ______________________

Courses Covered by Signatures (please list all by acronym and number):

ENGL 305 Not approved
ENGL 309 → Category 1
ENGL 312
ENGL 322 Not in the packet, Not approved
ENGL 233 Approved for Category 1 contingent upon adding FLA syllabus statement.
ENGL 234 Approved for Category 1 contingent upon adding (program learning outcome #5) in syllabus
ENGL 352
ENGL 353 Approved for Category 2 - Africa
ENGL 358 Approved for Category 2 contingent upon adding (program learning outcome #5) in syllabus

Signatures:

Scott Peoples 03/04/2016

Department Chair / Program Director Date

Dean 3-4-16

Date

Faculty Coordinator for General Education 3/23/16

Chair, General Education Committee Date

Faculty Senate Secretariat Date
SUBMIT electronically to GENED@cofc.edu with subject line FLA.

The General Education Committee will meet on March 15 to consider these proposals to meet the March 24 agenda deadline for the April Senate meeting. The approved list of FLA courses will appear in the 2016-2017 Undergraduate Catalog.

FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: ENGLISH

Course Acronym, Number, and Title: ENGL 233 Survey of Twentieth-Century Non-Western Masterpieces

Category (Check only ONE )

___ 1 The Role of Language in Culture
___X__ 2 Global and Cultural Awareness

___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course uses selected examples of non-Western literature to provide students with skills of "inter-cultural literacy," allowing them to read texts from a variety of different cultures both in their own context and in relation to our own. Because many twentieth-century non-Western writers have been deeply involved with national (and international) politics, the course examines the close relationship between literature and politics in the writers’ work, specifically through reference to Frederic Jameson's idea that Third World writers generally tend to produce "national allegories" and Aijaz Ahmad's critique of that idea.

Specifically, by the end of the course, students should have acquired or enhanced

- knowledge of key historical facts, cultural practices, literary traditions and figures from South Asia, Africa, and the Caribbean;
- awareness of the internal diversity among the peoples and traditions of those regions;
- ability to read, research, and write about "non-Western literature" in appropriate and informed ways;
- critical sensitivity to representations of the "non-Western World" in contemporary discourse;
- habits of attention and responsiveness to events in and voices coming out of the "non-Western World"
ENGLISH 233 - Survey of Non-Western Twentieth Century Literature
Syllabus

Section 001    Days/Period MW 12-12:50 p.m.    Building/Room MYBK 208
Instructor: Simon Lewis    Office Hours: TR 8:15-10:00 a.m., and by appointment
Office: 96 Wentworth Street, Room 318    Tel.: 953-1920 (answer-phone available)
E-mail: lewiss@cofc.edu    Office mailbox: c/o English Department    Tel.: 953-5664

Course Goals and Objectives
This course sets out to examine selected examples of non-Western literature, and to
provide you with some skills of "inter-cultural literacy," allowing you to read texts from a
variety of different cultures both in their own context and in relation to our own. It also
sets out to explore the complexities of our own positions as readers and consumers of
non-Western literature in a largely Eurocentric academic situation; do not expect a kind
of unquestioning, Disney-esque sampling of artificial authenticity. Because many
twentieth-century non-Western writers have been deeply involved with national (and
international) politics, we will be examining the close relationship between literature and
politics in their work, specifically through reference to Frederic Jameson's idea that Third
World writers generally tend to produce "national allegories" and Aijaz Ahmad's critique
of that idea.

Specifically, by the end of the course, students should have acquired or enhanced
knowledge of key historical facts, cultural practices, literary traditions and figures
from South Asia, Africa, and the Caribbean;
awareness of the internal diversity among the peoples and traditions of those
regions;
ability to read, research, and write about "non-Western literature" in appropriate
and informed ways;
critical sensitivity to representations of the "non-Western World" in
contemporary discourse;
habits of attention and responsiveness to events in and voices coming out of the
"non-Western World"

Foreign Language Alternative Program Certification
This course has been approved to satisfy Category 2 of the Foreign Language Alternative
program. Upon the completion of this course, students will use models and theories to
analyze a cross-cultural issue.

Requirements
Each student is expected to produce three short papers (3-4 pages) on works from each of
the three main geographical areas, as well as an oral presentation on a self-selected work
approved by the instructor. The oral presentation will then be revised and turned into a 7-
8 page term-paper, making use of no fewer than eight scholarly references, and following
MLA guidelines on structure, organization, and notation. There will also be an in-class
mid-term exam and a substantial final exam involving both short response and essay-style
answers. You will also receive a class participation grade that will reflect your efficiency in homework and classwork generally. If you are taking this course to fulfill the requirements of one of the area studies interdisciplinary minors (African, Asian, or Latin American and Caribbean Studies), you must let me know from the outset, and you are required to write your term-paper on a topic appropriate to the minor/concentration.

Texts
The following texts are available at the College Bookstore on Calhoun Street and at University Books on King Street:
Danticat, Edwidge. *The Dew Breaker*.

In addition each student will have to select and read at least one more whole work by an approved author for the oral presentation and term paper.

Various supplementary materials will be available from me, and the course should allow us time to look at relevant artwork, watch some videos, and listen to music.

Recommended additional background reading
Cross-referenced extracts in the textbook; any newspaper or news magazine with a good international section; anything by Edward Said, Gayatri Chakravorty Spivak, or Homi Bhabha; *The Post-Colonial Studies Reader* (Routledge); *Colonial Discourse and Post-Colonial Theory* (Columbia); _Beginning Postcolonialism_ (Manchester)

GRADING
(approximate and subject to change)

1. Short papers, term-paper outline, exercises, quizzes: c. 25 per cent
2. Mid-term exam c. 15 per cent
3. Oral presentation and term paper: c. 25 per cent
4. Final exam: c. 25 per cent
4. Class participation: c. 10 per cent

A+ 97-100; A- 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 68-69; D 65-67; F 64 and below.

**Class Schedule**

**Introduction**

**AUGUST**

20 In-class--Introduction: The West and the Rest (Walcott, Young, et al. on OAKS)
  H/w—Read Davis 2-29; Kumar 1-36

22 In-class—Kumar: literature and difference; Race and empire
  H/w—Read Davis 97-117; 142-149, (Achebe; Chinweizu, Mthali)
Africa
25 In-class—Imperialism, epistemology, and ideology
   H/w—Read Davis 149-157; 893-97 (Ngugi; Okot)

27 In-class—African nationalism (Davidson video) and anti-colonial literature
   H/w—Read Davis 1017-1055 (Achebe)

29 In-class—The language(s) of African literature
   H/w—Read Davis 1056-1112

SEPTEMBER
1 In-class—Achebe: shifting the perspective
   H/w—Read Davis 884-87; 907-10 (Senghor; Chinweizu)

3 In-class—African literature, cultural reclamation, and négritude
   H/w—Read Davis 1141-68 (Soyinka)

5 In-class—Soyinka (1): Tradition and modernity
   H/w—Read Davis 1168-92

8 In-class—Soyinka (2): Chauvinism and conservatism
   H/w—Read Davis 1127-1140; 1205-1217 (Rifaat; Head)

10 In-class—Gender and postcoloniality
   H/w—Read Davis 135-41; 760-64; 887-92 (Césaire x 2; Fanon); complete
   African Response Paper

Caribbean/Latin America
12 In-class—African Response Paper Due; Négritude, pan-Africanism, and the
   Caribbean
   H/w—Read Davis 1113-25 and other poems by Walcott on OAKS

15 In-class—Walcott and English literary/cultural tradition
   H/w—Read Davis 686-91; 1125-26 (Neruda, Walcott)

17 In-class—Walcott, Neruda and New World literary/cultural tradition
   H/w—Read Davis 933-66 (Fuentes)

19 In-class—Fuentes and Latin American social divisions
   H/w—Read poems and extract from Brathwaite on OAKS

22 In-class—Nation-language and creole identity
   H/w—Read stories by Lamming and Senior on OAKS
24  In-class--Caribbean orality
    H/w—Read Davis 1398-1409 (Danticat); Danticat 3-34

26  In-class--*Pote Mak Sonje* (video)
    H/w—Read Danticat to p.86

29  In-class—Danticat and Haiti (1)
    H/w—Read Danticat to 182

**OCTOBER**
1    In-class—Danticat and Haiti (2)
    H/w—Read Danticat to end, and Kumar “World Bank Literature” on JStor

3    In-class—*Life and Debt* (video)
    H/w—work on Caribbean/Latin American response paper

6    In-class—Danticat (3)
    H/w—Read Davis 860-72; 875-76 (Du Bois; McKay); complete Caribbean/Latin American response paper

8    Caribbean/Latin American Response Paper Due; Africa in the Americas
    H/w—Read 1284-99 (Gandhi; King; Paz); Kumar 129-34; 208-14

**South Asia**
10   In-class—Gandhi as world figure; discuss term-paper topics and procedure
    H/w—Prepare for mid-term exam

13   In-class—Mid-term exam
    H/w—Read Davis 320-31; 1300-02 (Hossain; Rao)

15   In-class—Issues of gender, religion and language in South Asia
    H/w—Read Davis 781-97 (Narayan), and Kumar 59-81

17   In-class—English and India; class, caste, and culture
    H/w—Read Davis 1255-77; 1307-12 (Rushdie x2)

20   In-class—Rushdie, Islam and imaginary homelands
    H/w—Read Davis 765-70; 967-89 (Oe; Takenishi);

22   In-class—Japanese literary responses to Hiroshima
    H/w—Read Kumar 39-59; Roy on OAKS

24   In-class—contemporary nationalism and nuclear proliferation
    H/w—H/w—Read Davis 1193-1204 (Desai) and Kumar 82-102

27   Desai and bourgeois literature
H/w—Read Kumar 104-29, and Davis 1313-16 (Naipaul)

29  In-class—Naipaul and "universal culture"
H/w—Read Kumar 129-62 and Kureishi "My Son the Fanatic" on OAKS

31  In-class—Kumar’s Hanif Kureishi life
H/w—Read Kumar 163-85 and Lahiri “Interpreter of Maladies” on OAKS

FALL BREAK
NOVEMBER
5    In-class—NRIs and “translation” and Kumar’s digital
H/w—Read Kumar 186-207

7    In-class—Kumar’s digital city
H/w—Read Kumar 208-58 and Davis 1316-26

10   In-class—The Indian diaspora and cosmopolitan culture
H/w—complete South Asian response paper; prepare oral presentation

12   In-class—South Asian Response Paper Due; Oral Presentations (1)

14   In-class—Oral Presentations (2)

17   In-class—Oral Presentations (3)

19   In-class—Oral Presentations (4)
H/w—transform oral presentation into formal term paper

21   In-class—Indian film
H/w—work on term-paper

24   In-class—India on film—Orientalism, Bollywood, etc. Discuss term-papers
H/w—work on term-paper

THANKSGIVING BREAK

DECEMBER
1    Course review and exam preview.

Term-Paper Due.

Final Exam: day, December th, noon-3:00 p.m.

See the College Student Handbook for rules governing plagiarism. Attendance is mandatory; for an absence to be excused, you will need to provide me with appropriate
forms of documentation; unexcused absences will cumulatively affect your class participation grade; all work must be completed before you can receive a passing grade; failure to attend the final exam will result in your receiving an X on the course. Please come to see me in good time if you have been experiencing any difficulties, and ahead of time if you anticipate any problem with attendance, completion of work, or the like. Please turn off and put away cell-phones for the duration of class.

The territories that were at one time or another part of the British Empire. The British Overseas Territories are underlined.

Source: Composed by the Red Hat of Pat Ferrick from maps found in:


http://en.wikipedia.org/wiki/File:The_British_Empire.png
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: ENGLISH

Course Acronym, Number, and Title: ENGL 234 Survey of Third World Masterpieces

Category (Check only ONE )

___ 1 The Role of Language in Culture

___X___ 2 Global and Cultural Awareness

___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course uses selected examples of Third World literature to provide students with some skills of "inter-cultural literacy," allowing them to read texts from a variety of different cultures both in their own context and in relation to our own. Because many twentieth-century non-Western writers have been deeply involved with national (and international) politics, the course examines the close relationship between literature and politics in the writers' work, specifically through reference to Frederic Jameson's idea that Third World writers generally tend to produce "national allegories" and Aijaz Ahmad's critique of that idea.

Specifically, by the end of the course, students should have acquired or enhanced knowledge of key historical facts, cultural practices, literary traditions and figures from South Asia, Africa, and the Caribbean;
awareness of the internal diversity among the peoples and traditions of those regions;
ability to read, research, and write about "Third World literature" in appropriate and informed ways;
critical sensitivity to representations of the "Third World" in contemporary discourse;
habits of attention and responsiveness to events in and voices from the "Third World."
ENGLISH 234 - SURVEY OF THIRD WORLD MASTERPIECES
SYLLABUS

Section 001  Days/Period MWF 11:00-11:50 a.m.  Building/Room MYBK 300
Instructor: Simon Lewis  Office Hours: TR 8:30-10:00, and by appointment
Office: Jewish Studies, 96 Wentworth, room 318 Tel.: 953-1920 (answer phone available)
Office mailbox: c/o English Department, 26 Glebe Street  Tel.: 953-5664
E-mail: Lewisst@cofc.edu

Course Goals and Objectives
This course sets out to examine selected examples of Third World literature, and to provide you with some skills of "inter-cultural literacy," allowing you to read texts from a variety of different cultures both in their own context and in relation to our own. It also sets out to explore the complexities of our own positions as readers and consumers of non-Western literature in a largely Eurocentric academic situation; do not expect a kind of unquestioning, Disney-esque sampling of artificial authenticity. Because many twentieth-century non-Western writers have been deeply involved with national (and international) politics, we will be examining the close relationship between literature and politics in their work, specifically through reference to Frederic Jameson's idea that Third World writers generally tend to produce "national allegories" and Aijaz Ahmad's critique of that idea.

Specifically, by the end of the course, students should have acquired or enhanced
knowledge of key historical facts, cultural practices, literary traditions and figures from South Asia, Africa, and the Caribbean;
awareness of the internal diversity among the peoples and traditions of those regions;
ability to read, research, and write about "Third World literature" in appropriate and informed ways;
critical sensitivity to representations of the "Third World" in contemporary discourse;
habits of attention and responsiveness to events in and voices from the "Third World."

General Education Student Learning Outcomes

As a course that fulfills the general education humanities requirement, ENGL 234 has the following learning outcomes:

Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed using the final term-paper.

Foreign Language Alternative Program Certification
This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue.

Requirements
Each student is expected to produce three short papers (750-1000 words each), and a final term-paper (1750-2250 words), making use of no fewer than eight references, and following MLA guidelines on structure, organization, and notation. There will also be an in-class mid-term exam and a substantial final exam involving both short response and essay-style answers. You will also receive a class participation grade. Approximately one month before the end of term, you are also required to turn in a proposal describing the term-paper with a selected bibliography. If you are taking this course to fulfill a requirement in one of the area studies interdisciplinary minors (African, Asian, or Latin American and
Caribbean Studies) you must let me know from the outset, and are required to write your term-paper on a topic appropriate to the minor.
**Texts**
The following texts are available at the College Bookstore and at University Books on King Street:
Chaudhuri, ed. *The Vintage Book of Modern Indian Literature*
Smorkaloff, ed. *If I Could Write This in Fire: An Anthology of Literature from the Caribbean*

Additional required reading will be made available electronically via OAKS. Various supplementary materials will be available from me, and the course should allow us time to look at artwork, watch some videos, and listen to some music.

**Recommended additional background reading**
In the texts:
Section and author introductions; any newspaper or news magazine with a good international section; any good introductory texts on postcolonial literature and criticism (e.g., Ashcroft et al.'s *Post-Colonial Studies Reader* (Routledge); Chrisman and Williams's *Colonial Discourse and Post-Colonial Theory* (Columbia); Leela Gandhi's *Postcolonial Theory*; McLeod's *Beginning Postcolonialism* (Manchester)).

**GRADING**

1. Short papers, term-paper outline, exercises, quizzes: c. 25 per cent
2. Mid-term exam: c. 15 per cent
3. Final exam: c. 25 per cent
4. Term-paper c. 25 per cent
5. Class participation: c. 10 per cent

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 68-69; D 65-67; F 64 and below.

**Class Schedule**

**January**
12  Introductions—What/where/when is the Third World?
   H/w: Read Kumar, Prashad, Silver on OAKS

14  Prashad/Kumar – Historicizing the Third World, and World Bank Literature; Race and empire
   H/w: Read Chaudhuri xvii-xxxiv; historical background material on India

16  Indian literature in local and global contexts
   H/w: Read pieces by Macaulay and Vishwanathan on OAKS, and by Dutt in Chaudhuri (3-7)

21  Tradition and modernity; Hindu secularism and literature as imperialist missionary practice
   H/w: Read selections from Tagore and Chatterjee in Chaudhuri (26-44; 547-62)

23  Tagore, the Bengal Renaissance, and Indian Civil Service
   H/w: Read selections from Banerjee in Chaudhuri (66-87)

26  Banerjee—*Pather Panchali*
   H/w: Read selection from Premchand in Chaudhuri (133-44)
28 Premchand—Hindi and Urdu; language and culture  
 H/w: Read selections from Manto in Chaudhuri (187-204) and Granta extracts on OAKS

30 Manto—Partition and its effects  
 H/w: Read piece by Devi in Chaudhuri (122-30), and extract from Spivak on OAKS

February
2 Devi—caste issues and subaltern voices  
 H/w: Read piece by Narayan in Chaudhuri (375-96) and extract from Kumar on OAKS

4 Narayan—small town India  
 H/w: Read piece by Rao in Chaudhuri (397-413) and foreword to Kanthapura on OAKS

6 Rao—Indian cosmopolitanism  
 H/w: Read extracts by Rushdie in Chaudhuri (484-507)

9 Rushdie—narrating the nation, and the NRI  
 H/w: Read section by Seth (508-37)

11 Seth—spirit of reinvention  
 H/w: Read pieces by Mishra and Ramanujan in Chaudhuri (355-72; 419-37)

13 Mishra and Ramanujan—Indianness  
 H/w: Write assignment 1

16 Indian cinema (video)  
 H/w: Prepare for mid-term exam

18 Mid-term exam  
 H/w: read “Introduction” by Larson (xi-xix); Complete Assignment 1

20 Introduction to modern African literature; Assignment 1 due  
 H/w: Read pieces by Tutuola and Diop (Larson 3-12; 27-39)

23 Recasting traditional narratives (West Africa)  
 H/w: Read piece by Laye (Larson 13-26)

25 Wonders of the African World; monuments, libraries, griots  
 H/w: Read piece by Sembene (Larson 40-54)

27 Sembene—colonial damage (West Africa)  
 H/w: Read pieces by Aidoo and Achebe (Larson 138-68)

Spring Break

March
9 Aidoo and Achebe—post-independence fractures (West Africa)  
 H/w: Read pieces by Okri and Saro-Wiwa
11 Okri and Saro-Wiwa—postcolonial damage  
H/w: Read pieces by Ogot and Ngugi (Larson 68-83; 125-37)

13 Ogot and Ngugi—recasting traditional narratives (East Africa)  
H/w: Read piece by Mphahlele (Larson 91-124)

16 Mphahlele—early apartheid  
H/w: Read pieces by Head and Mattera (Larson 169-76; 222-27)

18 Head and Mattera—middle apartheid  
H/w: Read piece by Magona (Larson 270-87)

20 Magona—late apartheid  
H/w: Read piece by Langa (Larson 293-311)

23 Langa—post-apartheid  
H/w: Read pieces by Vera and Tadjo (Larson 228-37)

25 Vera and Tadjo—African (post-)modernism  
H/w: Complete Assignment 2

27 African film and darkest Hollywood; Assignment 2 due  
H/w: Read Smorkaloff 1-28 (Introduction, plus Carnegie)

30 Introduction to Caribbean history and culture  
H/w: Read to end of “Wages Paid” (Smorkaloff 28-72)

April
1 Carnegie—slavery  
H/w: Read Schwartz-Bart (Smorkaloff 107-130);

3 Schwartz-Bart—rural peasantry and African retentions  
H/w: Read Clarke in Smorkaloff (157-96)

6 Clarke—colonial education and ideology  
H/w: Read Phillips in Smorkaloff (225-62); Complete Term-paper Proposal

8 Phillips—alienation/liberation/independence  
H/w: Read pieces by Cliff in Smorkaloff (285-90; 355-70)

10 Discuss term-paper proposals

13 Cliff—writing in fire; intersectional oppression  
H/w: Read James in Smorkaloff (296-324)

15 James—Caribbean historiography [Submit rough drafts of term-papers—voluntary]  
H/w: Read pieces by Walcott and Brathwaite on OAKS

17 Walcott/Brathwaite—creole and nation language
20  *The Agronomist* (video)  
H/w: Complete assignment 3

22  *The Agronomist* (video) Assignment 3 due  
H/w: Read stories by Danticat and Bell

24  Haiti

27  Class wrap-up; Term-papers due Friday May 1st April 30th

**FINAL EXAM Wednesday April 29th, Noon-3 p.m.**

See the College's *Student Handbook* for rules governing plagiarism, appropriate conduct, etc. Attendance is mandatory; for an absence to be excused you will need to provide me with appropriate forms of documentation; unexcused absences will cumulatively affect your class participation grade; failure to attend the final exam will result in your receiving an X on the course. Please come to see me ahead of time if you anticipate any problem with attendance, completion of work, and the like.

Please do me and your classmates a courtesy by not using cellphones during class.

**Bandung Conference (Asian-African Conference), 1955**

In April, 1955, representatives from twenty-nine governments of Asian and African nations gathered in Bandung, Indonesia to discuss peace and the role of the Third World in the Cold War, economic development, and decolonization.

The core principles of the Bandung Conference were political self-determination, mutual respect for sovereignty, non-aggression, non-interference in internal affairs, and equality. These issues were of central importance to all participants in the conference, most of which had recently emerged from colonial rule. The governments of Burma, India, Indonesia, Pakistan and Sri Lanka co-sponsored the Bandung Conference, and they brought together an additional twenty-four nations from Asia, Africa and the Middle East. Because the decolonization process was still ongoing, the delegates at the conference took it upon themselves to speak for other colonized peoples (especially in Africa) that had not yet established independent governments. The delegates built upon the Five Principles of Peaceful Coexistence, worked out in negotiations between India and China in 1954, as they sought to build solidarity among recently independent nations.

At the close of the Bandung Conference attendees signed a communiqué that included a range of concrete objectives. These goals included the promotion of economic and cultural cooperation, protection of human rights and the principle of self-determination, a call for an end to racial discrimination wherever it occurred, and a reiteration of the importance of peaceful coexistence. The leaders hoped to focus on the potential for collaboration among the nations of the third world, promoting efforts to reduce their reliance on Europe and North America.

The Bandung Conference and its final resolution laid the foundation for the nonaligned movement during the Cold War. Leaders of developing countries banded together to avoid being forced to take sides in the Cold War contest. The initial motivation for the movement was the promotion of peace. In the 1970s it grew increasingly radical in its condemnation of the policies of the Cold War super powers. Although the nonaligned movement continued until the end of the Cold War, the solidarity produced by the “spirit of
Bandung" had weakened by end of the 1960s, by which time most of the original participants in the conference were no longer in power in their respective countries.

The United States Government initially viewed the Bandung Conference, and the nonaligned movement that emerged from it, with caution. Observers in the United States expressed concern that the meeting was a sign of a leftward shift in the ideological leanings of the newly independent nations of Africa and Asia. Moreover, the conference revealed two contradictions in U.S. foreign policy with regard to decolonization in the Third World. First, the United States Government found itself caught between its desire to support decolonization and self-determination in Southeast Asia and Africa and its reliance on the colonial powers of Western Europe as allies against the communist Eastern Bloc. Cooperation with Britain, France and the Netherlands was vital to U.S. policy in Europe, but supporting decolonization would be tantamount to opposing those allies. Second, the conference coincided with a fundamental shift in U.S. race relations. The 1954 Brown v. the Board of Education decision had declared school segregation unconstitutional, but the process of ending the Jim Crow laws in the American South was long and difficult. Many countries around the world, particularly newly independent nations, followed the U.S. Civil Rights Movement with interest and questioned the extent to which U.S. rhetoric of equality and self-determination matched the status of civil rights in the United States. U.S. leaders worried that the anti-colonialism of Bandung and the discussion of global racial politics taking place there could turn anti-American or anti-Western.

In the end, however, the Bandung Conference did not lead to a general denunciation of the West as U.S. observers had feared. Instead, the participants displayed a wide range of ideologies and loyalties. U.S. allies in Asia were able to represent their shared interests with the United States in the conference meetings, and Chinese Premier Zhou Enlai took a moderate line in his speeches to the delegates. Nevertheless, Bandung gave a voice to emerging nations and demonstrated that they could be a force in future world politics, inside or outside the Cold War framework.

(Source: US Department of State—http://www.state.gov/r/pa/ho/time/ww/97935.htm.)

WTO Ministerial Conference of 1999 protest activity

Protest activity surrounding the WTO Ministerial Conference of 1999, which was to be the launch of a new millennial round of trade negotiations, occurred on November 30, 1999 (nicknamed "N30" on similar lines to J18 and similar mobilizations), when the World Trade Organization (WTO) convened at the Washington State Convention and Trade Center in Seattle, Washington, United States. The negotiations were quickly overshadowed by massive and controversial street protests outside the hotels and the Seattle Convention Center, in what became the second phase of the anti-globalization movement in the United States. The scale of the demonstrations—even the lowest estimates put the crowd at over 40,000—dwarfed any previous demonstration in the United States against a world meeting of any of the organizations generally associated with economic globalization (such as the WTO, the International Monetary Fund (IMF), or the World Bank). The events are sometimes referred to as the Battle of Seattle.

(Source: Wikipedia, the free encyclopedia.)
Department: ENGLISH

Course Acronym, Number, and Title: ENGL 358 Colonial and Postcolonial British Literature

Category (Check only ONE )

_____ 1 The Role of Language in Culture

__X__ 2 Global and Cultural Awareness

_____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course introduces students to a host of writers from the late nineteenth century to the present from former British colonies in South Asia, Africa, and the Caribbean. It confronts key questions about the nature of literature and writing in general, especially with regard to overtly political processes such as imperialism and nationalism, and social and psychological issues of race, class, and gender. The course provides students with some skills of “inter-cultural literacy,” allowing them to read texts from a variety of different cultures both in their own context and in relation to our own. The course also sets out to explore the complexities of our own positions as readers and consumers of non-Western literature in a Eurocentric academic situation; in particular it should prompt us to critique the ideological implications of ideas of Englishness embodied in language and literature, especially the manner in which difference is created.

Specifically, by the end of the course, students should have acquired the following:

- enhanced knowledge of key historical facts, cultural practices, literary traditions and figures from South Asia, Africa, and the Caribbean;
- enhanced awareness of the internal diversity among the peoples and traditions of those regions;
- enhanced knowledge of key facts in the history of British imperialism, colonialism, and decolonization in South Asia, Africa, and the Caribbean;
- enhanced awareness of the role played by literature in English in shaping culture and identity in those regions;
- enhanced ability to read, research, and write about the literature of those regions in appropriate and informed ways;
- greater critical sensitivity to representations of those regions in English-language literature and other media from the late nineteenth century on;
- sharpened habits of attention and responsiveness to events in and voices coming out of South Asia, Africa, the Caribbean, and those regions’ various diasporic populations.
ENGLISH 358 – Colonial and Postcolonial British Literature
Syllabus

Section 001 Days/Period MWFnoon-12:50 p.m. Building/Room MYBK 210
Instructor: Simon Lewis Office Hours: TR 8:15-10:00 a.m., and by appointment
Office: 96 Wentworth Street, Room 318 Tel.: 953-1920 (answer-phone available)
E-mail: lewiss@cofc.edu Office mailbox: c/o English Department Tel.: 953-5664

Course Description, Goals and Objectives
One of the hottest topics in the study of contemporary literature, postcolonial theory and
criticism deals with the relationship between former imperial powers (such as Great
Britain) and their former colonies. This course thus introduces students to a host of
writers from the late nineteenth century to the present from former British colonies in
South Asia, Africa, and the Caribbean. In the process, we will be confronting key
questions about the nature of literature and writing in general, especially with regard to
overtly political processes such as imperialism and nationalism, and social and
psychological issues of race, class, and gender. The course sets out to provide you with
some skills of “inter-cultural literacy,” allowing you to read texts from a variety of
different cultures both in their own context and in relation to our own. The course also
sets out to explore the complexities of our own positions as readers and consumers of
non-Western literature in a Eurocentric academic situation; in particular it should prompt
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- enhanced awareness of the internal diversity among the peoples and traditions of
  those regions;
- enhanced knowledge of key facts in the history of British imperialism,
  colonialism, and decolonization in South Asia, Africa, and the Caribbean;
- enhanced awareness of the role played by literature in English in shaping culture
  and identity in those regions;
- enhanced ability to read, research, and write about the literature of those regions
  in appropriate and informed ways;
- greater critical sensitivity to representations of those regions in English-language
  literature and other media from the late nineteenth century on;
- sharpened habits of attention and responsiveness to events in and voices coming
  out of South Asia, Africa, the Caribbean, and those regions’ various diasporic
  populations.

Foreign Language Alternative Program Certification
This course has been approved to satisfy Category 2 of the Foreign Language Alternative
program. Upon the completion of this course, students will use models and theories to
analyze a cross-cultural issue.
Requirements
Each student is expected to produce three short papers (about 1,000 words each), and a final ten-page term-paper making use of references to no fewer than eight sources and following MLA guidelines on structure, organization, and notation. There will also be an in-class mid-term exam and a substantial final exam involving both short response and essay-style answers. You will also receive a class participation grade which will reflect your efficiency and engagement in homework and classwork generally. A month before the end of term you are required to produce an outline of the term-paper with a selected bibliography. If you are taking this course to fulfill the requirements of one of the area studies interdisciplinary minors (African, Asian, or Latin American and Caribbean Studies), you must let me know from the outset, and you are required to write your term-paper on a topic appropriate to the minor.

Texts
The following texts are available at the College Bookstore on Calhoun Street and at University Books on King Street:
Dangarembga, Tsitsi. *Nervous Conditions*.
Kincaid, Jamaica. *Annie John*.
McLeod, John. *Beginning Postcolonialism*
Rushdie, Salman. *Haroun and the Sea of Stories*.
Wicomb, Zoë. *Playing in the Light*.
Various additional materials will be available on OAKS and on occasional handouts. We should also have time to look at relevant artwork, watch some videos, and listen to music.

Recommended additional background reading:
Additional work by any of the authors studied or referred to in class; any newspaper or news magazine with a good international section; any good introductory texts on postcolonial literature and criticism (e.g., Ashcroft et al.’s *The Post-Colonial Studies Reader* (Routledge); Chrisman and Williams’s *Colonial Discourse and Post-Colonial Theory* (Columbia); Leela Gandhi’s *Postcolonial Theory* (Columbia); and anything by Homi Bhabha, Edward Said, Gayatri Chakravorty Spivak or Robert J.C. Young.)

GRADING
(approximate and subject to change)

1. Short papers, term-paper outline, exercises, quizzes: c. 25 per cent
2. Mid-term exam: c. 15 per cent
3. Term paper: c. 25 per cent
4. Final exam: c. 25 per cent
5. Class participation: c. 10 per cent

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 68-69; D 65-67; F 64 and below.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td></td>
<td><strong>Class Schedule</strong></td>
<td><strong>Introduction</strong></td>
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<td><strong>August</strong></td>
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<tr>
<td>26</td>
<td>In-class—general introduction: colonialism and after</td>
<td>H/w—Read Ross’s “Introduction,” and McLeod 1-16, 239-58</td>
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<td>28</td>
<td>In-class—making colonialism possible: literature and education</td>
<td>(Arnold, Macaulay, Newboll)</td>
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<td><strong>India</strong></td>
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<tr>
<td>31</td>
<td>In-class—Kipling 1—Orientalism</td>
<td>H/w—Read <em>Kim</em> chapters 3-6, and Kling’s “Historical Context”</td>
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<td><strong>September</strong></td>
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<td>2</td>
<td>In-class—Kipling 2—great games, jewels in crowns, etc.</td>
<td>H/w—Read <em>Kim</em> chapters 7-10, and Baucom’s “The Survey of India”</td>
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<td>4</td>
<td>In-class—Kipling 3—mapping, spying, epistemology, and deconstruction</td>
<td>H/w—Read <em>Kim</em> chapters 11-13, and Roy’s “<em>Kim</em>, the Myth of Nation, National Identity.”</td>
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<td>7</td>
<td>In-class—Kipling 4—writing India into existence</td>
<td>H/w—Read <em>Kim</em> chapters 14-15, and Sullivan’s “What Happens at the End of <em>Kim</em>?”</td>
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<td>9</td>
<td>In-class—So what does happen at the end of <em>Kim</em>?</td>
<td>H/w—Read pieces by Jameson and Ahmad on JStor, McLeod 67-76, and piece by Sidhwa in Ross (241-52).</td>
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<td>11</td>
<td>In-class—national allegory and third world literature? Partition</td>
<td>H/w—Read pieces by Anand (79-88) and Narayan in Ross (209-224); pieces by Ezekiel, Das, Desai, and Bhatt on OAKS</td>
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<tr>
<td>14</td>
<td>In-class—the languages of Indian literature; local writing and global</td>
<td>H/w—Read <em>Haroun and the Sea of Stories</em> to p.75, and extract from <em>The Satanic Verses</em> in Ross (353-59)</td>
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<td>offending Islam</td>
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<td>16</td>
<td>In-class—Rushdie 1—biting the hands that feed him: mocking colonialism</td>
<td>H/w—Read <em>Haroun and the Sea of Stories</em> to p.142, and McLeod 210-16</td>
</tr>
<tr>
<td>18</td>
<td>In-class—Rushdie 2—updating the boy’s book and playing with pop culture</td>
<td>H/w—Read <em>Haroun and the Sea of Stories</em> to end</td>
</tr>
</tbody>
</table>
21  In-class—Rushdie 3—is freedom of speech the freedom to offend?  
H/w—Read articles by Irole and Achebe on OAKS; McLeod 25-28, 75-92, and  
Achebe’s “The Sacrificial Egg” in Ross

Africa
23  In-class—Achebe and African literature (video)  
H/w—Read piece by Ngugi (133-52) in Ross, extracts from Soyinka’s The  
Lion and the Jewel and Okot’s Song of Lawino on OAKS, and McLeod 92-100  
and 122-30

25  In-class—the languages of African literature  
H/w—Read pieces by Schreiner (61-72), and Paton (109-117) and Head (13-22) in  
Ross; complete short paper 1

28  In-class—colonialism, race, class, and resistance in South Africa; Short paper 1  
due  
H/w—Read extracts from Adichie and Vera on OAKS, and McLeod 114-17 and  
172-190

30  In-class—African literature and gender; nervous and other conditions  
H/w—Read Nervous Conditions to p.57, and McLeod 19-24

October
2   In-class—Dangarembga 1—rewriting the female bildungsroman  
H/w—read Nervous Conditions to p.121, and McLeod 139-45

5   In-class—Dangarembga 2—colonizing the mind  
H/w—read Nervous Conditions to p.178

7   In-class—Dangarembga 3—where do you break out to?  
H/w—read Nervous Conditions to end

9   In-class—Dangarembga 4—history, diet, bodies politic  
H/w—read piece by Emecheta (319-325) in Ross, and pieces by Adichie and  
Bulawayo on OAKS

12  In-class—emigration/immigration  
H/w—work on short paper 2; review for mid-term exam; read Playing in the  
Light to p.21 and materials on OAKS t.b.a

14  In-class—Long Night’s Journey into Day  
H/w—complete short paper 2

16  In-class—Mid-term exam; Short paper 2 due.  
H/w—read Playing in the Light to p.81, and McLeod 51-55
Fall Break Holiday

21 In-class—Wicomb 1—hybrity and ambivalence
H/w—read Playing in the Light to p. 158

23 In-class—Wicomb 2—bricolage, text, textuality, textiles
H/w—read Playing in the Light to end, plus Barnard/Coetzee/Steyn tba

26 In-class—Wicomb 3—white writing/writing white
H/w—read stories by Rhys on OAKS

28 In-class—The Story of English (video)
H/w—Read Wide Sargasso Sea to p. 38 (including introductory material [ix-7] and background material [115-156]), McLeod 145-48

30 In-class—Rhys 1—reading contrapuntally
H/w—Read Wide Sargasso Sea to p. 104, and essays by Thorpe (173 ff.) and Harris (188 ff.)

November

2 In-class—Rhys 2—Caribbean writer?
H/w—Read Wide Sargasso Sea to end, and essays by Spivak, Perry, and Raiskin (WSS 240-58)

4 In-class—Rhys 3—Christophe
H/w—Read pieces by Lamming and Walcott on OAKS, McLeod 2015-16

6 In-class—Creole
H/w—Read pieces by Naipaul (253-60) and Lovelace (327-39) in Ross

9 In-class—houses, homes, and homelands
H/w—Read pieces by Bennett, "Mighty Sparrow," Brathwaite, Agard, Bloom, Breeze, Johnson, Dabydeen, D’Aguiar on OAKS

11 In-class—the language of Caribbean literature
H/w—Read Annie John to p. 53 (end of chapter 3)

13 In-class—Kincaid 1
H/w—Read Annie John to p. 107 (end of chapter 6)

16 In-class—Kincaid 2
H/w—Read Annie John to end

18 In-class—Kincaid 3
H/w—complete term-paper outline
In-class—*Life and Debt* (video); outlines for term-papers due (mandatory)
H/w—complete short paper 3

In-class—Short Paper 3 Due; discuss term-papers; sharing research resources

Thanksgiving Break
In-class—Orientalism and exoticism in film
H/w—work on term-paper

December
2, 4 Indian film (*Earth; Fire; Water*)
H/w—complete term paper

Class wrap-up

**Final Exam:** Wednesday, December 16th, noon-3 p.m. NB—this is the very last day of exams. Do NOT book flights home, etc. before this date!

See the College Student Handbook for rules governing plagiarism. Attendance is mandatory; for an absence to be excused, you will need to provide me with appropriate forms of documentation; unexcused absences will cumulatively affect your class participation grade; all work must be completed before you can receive a passing grade; failure to attend the final exam will result in your receiving an X on the course. Please come to see me in good time if you have been experiencing any difficulties and ahead of time if you anticipate any problem with attendance, completion of work, or the like. Please turn off and put away all cell-phones, etc. for the duration of class.

Definitions of postcolonial literature, theory, and criticism are highly vexatious, but here’s Homi Bhabha in a rare moment of relative clarity:

The term postcolonial is increasingly used to describe that form of social criticism that bears witness to those unequal and uneven processes of representation by which the historical experience of the once-colonized Third World comes to be framed in the West. . . . As a mode of analysis it disavows any nationalist or nativist pedagogy that sets up the relations of Third World and First World in a binary structure of opposition, recognizing that the social boundaries between First and Third Worlds are far more complex. It is from the experience of a productive hybridization of cultural influence and national determination that the postcolonial attempts to elaborate the historical and literary project (*Critical Fictions* ed. Philomena Mariani. Seattle: Bay Press, 1991. 63-4).
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION SIGNATURE SHEET
(One per department or program)

Department/Program Name: ___HISTORY______________________________

Courses Covered by Signatures (please list all by acronym and number):

<table>
<thead>
<tr>
<th>HIST 103*</th>
<th>HIST 104</th>
<th>HIST 234*</th>
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<tbody>
<tr>
<td>HIST 230</td>
<td>HIST 262</td>
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<td>HIST 263</td>
<td>HIST 273*</td>
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<td>HIST 261</td>
<td>HIST 337</td>
<td>HIST 349</td>
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</tbody>
</table>

Signatures:

*Approved contingent upon submission of syllabus containing FLA statement

Phyllis A. Apt
Department Chair / Program Director
3 March 2016

Dean
3-3-16

Faculty Coordinator for General Education
3/23/16

Chair, General Education Committee
3/23/16

Faculty Senate Secretariat
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 103: World History to 1500

Category (Check only ONE )

_____ 1 The Role of Language in Culture

_ X_ 2 Global and Cultural Awareness

_____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course is a broad overview of world history from the Neolithic era to about the year 1500. Readings for the course are designed to complement each other and provide comparative cases of social, cultural, and political development around the world. Eurasia, Africa, and the Americas all usually receive attention in this course. A typical assignment would be to require an essay that discusses Columbus' reaction to encountering a hitherto unknown culture in the Caribbean.
History 103 World History to 1500
Professor Heather Crosby
Office: Maybank Room 315
Office Hours: MW 10:30-11:30 or by appointment
Email: crosbyhe@cofc.edu
Office: 953-3045  Cell: 843-442-7506 (do not call after 9pm)

Class Texts and Materials:
B. Primary Source Analysis materials posted on OAKS
C. Handouts and other class readings posted in OAKS

Course Objectives:
History 103 is designed to help students gain a better understanding of world civilization from antiquity to early middle ages. We will examine many topics which directly shaped western and world history, including economic, social, culture, the development of written language, impact of military conflicts, philosophical thoughts, impact of religion upon western society, territorial discoveries, and numerous attempts of societies at extending their cultural and political hegemony—all accomplished before the onset of western dominance. This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Grading:
You will have a midterm exam, which will cover chapters up to the midterm date, in addition to a final exam covering material from all the chapters taught during the semester. Test questions will come from information covered in your assigned text, lectures, handouts, and any additional readings I will assign in OAKS. You will also have 3 primary sources analysis through the semester, as well as a research paper further explained in the syllabus. Attendance will be a factor, along with class discussions and primary source reading analysis, quizzes or homework assignments, in your participation grade. There will also be opportunities for extra credit. The breakdown of grades is:

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<td>Comprehensive Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Primary Source Analysis</td>
<td>15% (3 at 5% each)</td>
</tr>
<tr>
<td>Participation/Quiz/Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL FOR CLASS</td>
<td>100%</td>
</tr>
</tbody>
</table>

Final Grading Scale:
A: 93-100%  A-: 90-92%
B+: 87-89%  B: 83-86%  B-: 80-82%
C+: 77-79%  C: 73-76%  C-: 70-72%
D+: 67-69%  D: 63-66%  D-: 60-62%
F: 59% and below
Attendance/Participation:
Attendance is mandatory. Students are expected to attend all classes. A percentage of your grade is based on participation, which means being in class, actively participating through answering questions, participating in discussions, quizzes, and group activities. Attendance will be taken either through roll call or the circulation of a sign in sheet.
Excessive absences can result in being dropped from the roll. Three absences will be allowed. If you are caught sleeping in class that will count as an absence.

In the event that a student misses a class with a legitimate reason, that student may bring documentation to the Absence Memo Office located at 67 George Street. Absences must be documented and it would be in the best interest to use the Absence Memo Office (http://studentaffairs.cofc.edu/about/services/absence.php). A representative from the office will notify your professor. Any assignments, lectures, etc. are to be arranged with the professor. It is important to note that the professor is the only person who can authorize whether it is an excused absence. If you happen to not be in class, you may miss out on a grade, along with vital lecture information.

Students who anticipate missing classes due to approved athletic events or religious holidays are responsible for letting me know immediately so that necessary arrangements for scheduling can be made.

Courtesy and respect for the instructor and fellow students are required at all times. Arriving late and leaving early can constitute an absence. If you must leave early or arrive late, please notify the instructor before class or by email.

Course Methods/Expectations:
In addition to learning and understanding certain themes and events presented, this course will also help you to develop skills, such as critical thinking, and the tools to write and communicate in a concise manner. By the end of the semester you will be able to think and read critically how the past connects with the present, write analytically about these past practices and how they connect to our own time period. You will also be able to express verbally any relevant ideas that you have gleaned from the subject material at hand.

General Education Student Learning Outcomes to Be Assessed through a Primary Source Analysis.
1. Students demonstrate knowledge of history and awareness of the historical experience.
2. Students situate primary historical records in their context and use sources to construct historical arguments.

Most of the materials in class will be presented in a lecture/discussion format. Students will be expected to have all reading materials and assignments completed prior to class in order to better comprehend the material being presented and to engage actively and effectively in class discussions. Students are highly encouraged to ask questions and express opinions. The standards for the course are high, but the criteria used to access student performance are fair and consistent.
**Primary Source Analysis:** you will have three primary sources to read, answer questions and write a response. The articles, all dealing with different subject matter and topics indigenous to the theme of the course will be uploaded into OAKS. It will be your responsibility to read and write a response by the due date. The responses will be 2-3 pages typed, and you may only use your textbook and lecture notes to help you analysis the material (you must cite materials).

Midterm exams will be cumulative to the time of the midterm, and the final exam will be cumulative of all materials and subject matter presented throughout the semester. They could be comprised of the following:

- Multiple Choice, term identification, fill-in-the-blank and true/false
- Essay (two- three given, must answer one- two) may be in class or take-home
- Map (from book)
- Final exam may contain fill in the blanks, true/false, definitions, a map and an essay.

**Other Policies:**

**SNAP:** If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP, please come and discuss with me during my office hours.

- No late papers will be accepted without proper documentation. An absence memo isn’t enough. If you are ill you need to provide a doctor’s excuse, etc.
- Emailed papers will not be accepted.
- No make-up exams will be administered for unexcused absences- no exceptions- you must have doctors excuse or other legitimate tangible reason for missing a test. Please use the Absence Memo Office to help with this. See link above.
- Students may use computers for note taking, but will revoke privilege if caught on social sites.
- To minimize classroom disruptions and protect the integrity of test-taking situations, activated electronic communication devices such as pagers and cell phones are generally not permitted in classrooms. The only exception to this will be for on-call emergency personnel (police, fire, EMS), who will be required to notify me of this.
- Student learning is a top priority. Students are expected to come to class prepared and attentive. To ensure a productive learning environment, students must show courtesy and respect to their instructors and fellow students. Instructors will not tolerate uncivil or disruptive behavior. The instructor may dismiss a disruptive student from the class for the remainder of the class period.

- **Students must adhere to the honor policy set forth by the College of Charleston.** The academic honor code forbids lying, cheating and plagiarism. “Plagiarism” is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course. Students can find the complete Honor Code and all related information in the *Student Handbook* at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html. The site for the Honor System is http://studentaffairs.cofc.edu/honor-system/index.php.
Research Paper
This required paper is formal in format, written in an academic style (MLA or Chicago-if using Chicago please use foot notes) by an informed but objective third person. Topics for the paper will be chosen by the student with it being centered on themes relevant to the class. If you have questions or need help in finding sources, please see instructor.
Requirements:

- Minimum of 5 text pages double-spaced, 12-point Times Roman font, typed pages (no courier new font!!) This does not include the title, end notes or the works cited page. Please make sure that your pages are numbered.
- **Minimum of 4-college level sources (excluding textbooks and encyclopedias, as well as any Internet cites such as Wikipedia or any other cites or books ending in ‘edia!). Only TWO of the four sources may come from the Internet.** The library has a vast collection of journals on the shelf and computer accessed. If you need ideas on where to look, please see the librarian or myself for help. Also if you want to use sources that the library does not have, please make sure that you allow for enough time for interlibrary loan to receive the books.
- All sources must be cited using the proper MLA or Chicago format, which copies may be found in the library. Normally, most paragraphs in the body of your paper will have at least one citation. Papers with few citations will be penalized. Papers without any citations will receive an automatic F.
- Avoid as much direct quoting as you can. Try to convey your own thoughts in your own words, but paper must be written in the 3rd person voice (DO NOT USE I, You, Me, We, etc.). Also, please try to keep your paper in Past Tense since the topic of the paper has already occurred.
- Should have a clear, concise thesis and be free of spelling, grammatical, and typographical errors. (USE SPELLCHECK!) Do not use contractions (don’t, won’t) or slang words.
- Paper must be grounded in research and directly address all relevant aspects of the topic (in other words, NO BS).
- Do not plagiarize- this includes copying, paraphrasing, changing a few words here and there, letting someone else write it, or purchasing or downloading, cutting and pasting, without using quotation marks or block quoting. **WHEN IN DOUBT, CITE THE REFERENCE!!! If you do not cite anything, then you will receive an F.**

There are quite a few websites out there that can help you with your research. Also, utilize your librarian or the instructor if you have questions about citations. Below are some of the reputable Internet sites to help:

- Yahoo Reference
- History Channel Online
- History On Line
- SC Historical Society
- State Archives
- National Archives
- Center for the Study of Southern Culture
- Military.com
- National Geo Online

- Western Culture
- PBS Online
- Fordham University archives
- Modern History Sourcebook
- World History Compass
- InfoTrac/ JSTOR
- American History Online
- A&E
- Royalty Online
Extra Credit
There will be chances throughout the semester to earn extra credit. You can earn up to 5 points on your final participation grade if you go and do something “historic” in Charleston: the Charleston museum, Fort Sumter, The Hunley, the Yorktown, a guided walking tour, a guided ghost tour, and may more. It must be done in this area and you must show proof in order to achieve the 5 points.

This syllabus may change from time to time depending on how far along we get with class notes. If any other changes occur, I will let you know well in advance.

IT IS IMPARITIVE THAT YOU CHECK EMAILS AND OAKS FOR ANY CHANGES OR UPDATES MADE TO THIS CLASS. IT WILL BE YOUR RESPONSIBILITY TO AQUIRE ANY LECTURE NOTES THAT YOU MAY HAVE MISSED WHILE BEING OUT. I WILL NOT PROVIDE THEM FOR YOU.
Course Schedule and Assignments

Weekly/Bi-weekly Topics:
Pre-history/Origins of Human Civilization
Early settlements in Mesopotamia
Egypt
Visions of Empire in the Early World- Israel, Assyria, Babylon, Persia, Zhou
Cultural Ties in Asia, Sub Saharan Africa and North America
Greece—from Classical to Hellenistic Age and its spread through the world
Rome—Kingdom to Republic to Empire
Han Dynasty China
Origins of Christianity and rise of the Barbarians
Buddhism and Tang China
The Birth of Islam and an Empire
Early Modern World—changes in Afro-Eurasia and the Americas
The Century from Hell—The Mongols, Great Famine, The Black Death and other disasters

Important Dates:
9/11  Paper Topics Due
9/16  1st Primary Source Analysis Due
10/7  2nd Primary Source Analysis Due
10/16 Midterm
10/19, 23, 26  No Class
10/30 Research Papers Due in Class
11/18  3rd Primary Source Analysis Due
11/25-27 Thanksgiving Break
12/7  Last Day of Classes
12/11  Final Exam 8-11am

• I will assign specific pages from the book if it is apparent that students aren’t keeping up with the chapter readings before the lecture.

• Primary Source documents are uploaded in OAKS by corresponding number and due at the beginning of class.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 104: World History since 1500

Category (Check only ONE)

1 The Role of Language in Culture
X 2 Global and Cultural Awareness

3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This is a traditional "world civ" class, designed to explore broad themes in world history in the period from 1500 to the present. Students in this class are typically assigned a broadly comparative textbook that examines major trends in cultural, social, and political history around the world; there are broad comparisons of developments in Europe, Asia, Africa, and the Americas. A typical assignment for this class would be an essay that requires students to compare the effects of industrialization on Great Britain and Japan.
History 104 World History since 1500  
Professor Heather Crosby  
Office: Maybank Room 315  
Office Hours: MW 10:30-11:30 or by appointment  
Email: crosbyhe@cofc.edu  
Office: 953-3045   Cell: 843-442-7506 (do not call after 9pm)

Class Texts and Materials:  
B. Primary Source Analysis materials posted on OAKS  
C. Handouts and other class readings posted in OAKS

Course Objectives:  
History 104 will adopt a traditional approach to the study of world history from approximately 1500 A.D. to the present. The course will focus on the development of a system of interrelationships based on Western expansion and on the economic, social, political and cultural aspects of each era. In History 104 we will be looking at how one of the cultivations discussed in 103-Western European civilization—will come to dominate many of the other civilizations both militarily, but also economically, technologically and ideologically. This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Grading:  
You will have a midterm exam, which will cover chapters up to the midterm date, in addition to a final exam covering material from all the chapters taught during the semester. Test questions will come from information covered in your assigned text, lectures, handouts, and any additional readings I will assign in OAKS. You will also have 3 primary sources analysis through the semester, as well as a research paper further explained in the syllabus. Attendance will be a factor, along with class discussions and primary source reading analysis, quizzes or homework assignments, in your participation grade. There will also be opportunities for extra credit. The breakdown of grades is:

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Final Grading Scale:  
A: 93-100%   A-: 90-92%  
B+: 87-89%   B: 83-86%   B-: 80-82%  
C+: 77-79%   C: 73-76%   C-: 70-72%  
D+: 67-69%   D: 63-66%   D-: 60-62%  
F: 59% and below
Attendance/Participation:
Attendance is mandatory. Students are expected to attend all classes. A percentage of your grade is based on participation, which means being in class, actively participating through answering questions, participating in discussions, quizzes, and group activities. Attendance will be taken either through roll call or the circulation of a sign in sheet. While there isn’t a mandatory policy, if I happen to use a certain day as a participation grade and you aren’t in attendance, you not only miss important info but a grade. Excessive absences can result in being dropped from the roll. If you are caught sleeping in class that will count as an absence.

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Course Methods/Expectations:
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General Education Student Learning Outcomes to Be Assessed in a Primary Source Analysis.
1. Students demonstrate knowledge of history and awareness of the historical experience.
2. Students situate primary historical records in their context and use sources to construct historical arguments.

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- Final exam may contain fill in the blanks, true/false, definitions, a map and an essay.

**Other Policies:**

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- Students may use computers for note taking, but will revoke privilege if caught on social sites.
- To minimize classroom disruptions and protect the integrity of test-taking situations, activated electronic communication devices such as pagers and cell phones are generally not permitted in classrooms. The only exception to this will be for on-call emergency personnel (police, fire, EMS), who will be required to notify me of this.
- Student learning is a top priority. Students are expected to come to class prepared and attentive. To ensure a productive learning environment, students must show courtesy and respect to their instructors and fellow students. Instructors will not tolerate uncivil or disruptive behavior. The instructor may dismiss a disruptive student from the class for the remainder of the class period.

- **Students must adhere to the honor policy set forth by the College of Charleston.** The academic honor code forbids lying, cheating and plagiarism. “Plagiarism” is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course. Students can find the complete Honor Code and all related information in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html). The site for the Honor System is [http://studentaffairs.cofc.edu/honor-system/index.php](http://studentaffairs.cofc.edu/honor-system/index.php).
Research Paper
This required paper is formal in format, written in an academic style (MLA or Chicago-if using Chicago please use foot notes) by an informed but objective third person. Topics for the paper are chosen by the student, with it being centered on themes relevant to the class. If you have questions or need help in finding sources, please see instructor.

Requirements:
- Minimum of 5 text pages double-spaced, 12-point Times Roman font, typed pages (no courier new font!!) This does not include the title, endnotes or the works cited page. Please make sure that your pages are numbered.
- Minimum of 4-college level sources (excluding textbooks and encyclopedias, as well as any Internet cites such as Wikipedia or any other cites or books ending in ‘edia!). Only TWO of the four sources may come from the Internet. The library has a vast collection of journals on the shelf and computer accessed. If you need ideas on where to look, please see the librarian or myself for help. Also if you want to use sources that the library does not have, please make sure that you allow for enough time for interlibrary loan to receive the books.
- All sources must be cited using the proper MLA or Chicago format, which copies may be found in the library. Normally, most paragraphs in the body of your paper will have at least one citation. Papers with few citations will be penalized. Papers without any citations will receive an automatic F.
- Avoid as much direct quoting as you can. Try to convey your own thoughts in your own words, but paper must be written in the 3rd person voice (DO NOT USE I, You, Me, We, etc.). Also, please try to keep your paper in Past Tense since the topic of the paper has already occurred.
- Should have a clear, concise thesis and be free of spelling, grammatical, and typographical errors. (USE SPELLCHECK!) Do not use contractions (don’t, won’t) or slang words.
- Paper must be grounded in research and directly address all relevant aspects of the topic (in other words, NO BS).
- Do not plagiarize- this includes copying, paraphrasing, changing a few words here and there, letting someone else write it, or purchasing or downloading, cutting and pasting, without using quotation marks or block quoting. WHEN IN DOUBT, CITE THE REFERENCE!!! If you do not cite anything, then you will receive an F.

There are quite a few websites out there that can help you with your research. Also, utilize your librarian or the instructor if you have questions about citations. Below are some of the reputable Internet sites to help:

Yahoo Reference
History Channel Online
History On Line
SC Historical Society
State Archives
National Archives
Center for the Study of Southern Culture
Military.com
National Geo Online

Western Culture
PBS Online
Fordham University archives
Modern History Sourcebook
World History Compass
InfoTrac/ JSTOR
American History Online
A&E
Royalty Online
Extra Credit
There will be chances throughout the semester to earn extra credit. You can earn up to 5 points on your final participation grade if you go and do something “historic” in Charleston: the Charleston museum, Fort Sumter, The Hunley, the Yorktown, a guided walking tour, a guided ghost tour, and may more. It must be done in this area and you must show proof in order to achieve the 5 points.

This syllabus may change from time to time depending on how far along we get with class notes. If any other changes occur, I will let you know well in advance.

IT IS IMPARITIVE THAT YOU CHECK EMAILS AND OAKS FOR ANY CHANGES OR UPDATES MADE TO THIS CLASS. IT WILL BE YOUR RESPONSIBILITY TO AQUIRE ANY LECTURE NOTES THAT YOU MAY HAVE MISSED WHILE BEING OUT. I WILL NOT PROVIDE THEM FOR YOU.
Course Topics and Assignments-HIS 104 M/W/F

Introduction/Overview
Chapter 11- Crisis and Recovery in Afro-Eurasia: The Century From Hell
Chapter 12- Contact, Commerce and Colonization: Reformation and Religious Warfare
Chapter 12- The Atlantic World
Chapter 13- Worlds Entangled: Expanding the colonies
Chapter 13- The Slave Trade and Africa
Chapter 13- From Ming to Qing and Tokugawa Japan
Chapter 14- Cultures of Splendor and Power: The Enlightenment
Chapter 14- The Scientific Revolution
Chapter 14- Culture in the Islamic World
Chapter 15- Reordering the World: American Revolution
Chapter 15- The French and Napoleonic Revolutions
Chapter 15- The First Industrial Revolution
Chapter 16- Alternative Visions of the 19th Century: Rebellion in China
Chapter 17- Nations and Empires: Rise of Nationalism
Chapter 17- Second Industrial Revolution
Chapter 17/18- New Imperialism- unrest in Asia and Africa
Chapter 18- Colonization and Revolutions
Chapter 18- Age of Progress
Chapter 19- Causes of World War One
Chapter 19- The Great War and the Aftereffects-dissolution of empires
Chapter 19- The Depression and the Rise of Totalitarianism
Chapter 19- Totalitarianistic Germany, Italy, Russia and Japan
Chapter 20- World War Two-Causes
Chapter 20- World War Two- The European and Pacific Front
Chapter 20- The aftermath of the world war
Chapter 20- Korea, Vietnam, and Today’s World

IMPORTANT DUE DATES
1/27 Paper Topics Due
2/8 Primary Source Analysis #1
2/26 MIDTERM
3/18 Research Paper Due In My Office
3/30 Primary Source Analysis #2
4/20 Primary Source Analysis #3
4/29 FINAL EXAM 8-11am

NO CLASS
1/18 Martin Luther King Observance
3/6-13 Spring Break
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 230: Ancient Egypt & Mesopotamia

Category (Check only ONE )

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course is a historical survey of the major civilizations of ancient Western Asia and North Africa during the period c. 7000 BCE to the conquests of Alexander the Great. The class explores the historical development of the different civilizations and their cultural and political interrelationships. A typical assignment for this class is an analytical essay that compares the laws and legal systems of two cultures covered by the course.
ANCIENT EGYPT AND MESOPOTAMIA:
A SURVEY OF THE ANCIENT THE NEAR EAST

Dr. Peter A. Piccione
History 230.01
Office: Maybank 314
Fall 2014
Office Hours: T, Th 2:00-4:30 pm (and by appointment)
Telephone: 843-953-4861 Fax: 843-953-6349
E-mail: piccionep@cofc.edu

Course Web Page: URL http://www.cofc.edu/~piccione/hist230/
Username: ++++ Password: ++++ (necessary for accessing Web readings and images)

Course Description: This course is an historical survey of the major civilizations of ancient Western Asia and North Africa, including: Egypt, Sumer, Akkad, Babylonia, Assyria, the Hittites, Syria, and Canaan, from the origins of agriculture, c. 7000 BC, to the conquest of Alexander the Great, c. 330 B.C. The class explores the historical development of the different civilizations and their cultural and political interrelationships, as revealed specifically in their archaeology and texts. An added special focus will concentrate on legal structures and law codes across cultures.

This course has been approved to satisfy Category 3 of the Foreign Language Alternative program. Upon completion of this course, students will contextualize and analyze artifacts, practices, and perspectives from cultures in a specific world region (program learning outcome 3).

Course Requirements

Research Paper: Due: Nov. 18. Students are required to complete a separate term paper (8-9 pages) on the subject of law, law codes, and comparative legal structures in the Near East. The specific requirements are located below under "Paper Requirements." Completion of the essay is required to pass this course.

Map Exercises and Video Responses: Students will complete two map exercises on Western Asia and Egypt. In addition, they will be asked to watch two short videos on ANE historiography and culture and prepare specific written responses to them. These video responses are formal reports written to the same standards and formality of historical writing as the final paper. They are not informal musings, and they will be worthy of 10% of the grade total. The dates are indicated in the "Lectures and Assignments Schedule" on the course web pages.

Examinations: This course includes 2 interim exams, about 7 weeks apart, and containing objective questions and essays drawn from the lectures, readings, and videos.

Student Learning Outcomes: General Education Student Learning Outcomes are to be assessed in the research paper (30% of the course grade), and they include:

1. Students will learn how to analyze how ideas are represented, interpreted, and valued in various expressions of human culture.
2. Students will learn how to examine relevant primary source materials and the evidence of material culture as understood by the discipline and interpret the material in writing assignments.

Reading-Assignment Schedule: See the "Syllabus or "Reading Assignments"-page on the course Web pages for the schedule of lectures, assigned readings, quizzes, exams, and other important dates. The class will adhere to this course schedule. Even if we do not complete a particular unit in class on the date specified, we may move on to the next unit, and students will be responsible for the full material through the readings. The instructor still reserves the right to alter the schedule of lectures, discussions, and reading assignments at any time.

Attendance and Participation: Discussion figures prominently in the class-program, and class participation and attendance will constitute a percentage of the course grade. Attendance and participation improve the functioning of the class as well as students’ grades. According to College policy, attendance will be taken daily; any and all unexcused absences will result in automatic grade reductions (see below for policies on athletes and consequences on missing 30% or more of classes).
Absences are excused by presenting written documentation to the College Absence Memo Office. Undocumented and self-documentated ("self-reported") excuses are not acceptable. Running errands is not a valid excuse. Students are responsible for all the material in the readings, videos, lectures, etc., whether they are present or not in class. Students should never telephone the instructor on the same day to say they will be absent, nor should they ever(!) call the History Department office to report their absence.

If the instructor does not call the daily roll, an attendance sign-in sheet will be circulated. Students are also marked as absent for the following reasons: they do not sign the attendance sheet; they sign the sheet then leave class; they leave class for an inordinate period of time without valid excuse. Any student who leaves class without permission and does not return after taking a quiz or exam will be recounted as absent, and the quiz/exam will receive an automatic failing grade ($0 = F$).

**VERY IMPORTANT:** Any students who have missed 30% of class meetings or more, i.e., nine (9) or more individual classes, regardless of whether they have excused absences or not, will be subject to automatic withdrawal from the course by the professor with a grade of "WA". Why? Because the professor's lectures contain more materials than are found in the textbook and course readers, and discussion and question-and-answer constitute important parts of the curriculum. If students have missed 30% of lectures, they are not getting all the materials, and they are not participating in classroom discussions in any significant manner. Therefore, if it is because of a medical reason that any student has missed nine (9) or more classes, he/she should discuss the matter with the professor and consider seeking a medical withdrawal from the course in the Registrar's Office.

**Make-Up Exams:** This course does not regularly provide make-up exams. However, if students present a valid medical excuse documented in writing and processed through the Office of Associate Dean of Students, they will be permitted to complete a comparable written assignment to make up the lost work. This assignment will not be easy nor convenient, and it will be graded with considered attention. Except by special arrangement with the instructor, students have only one (1) week to complete and submit any makeup assignment for a quiz before the grade reverts to zero (unless there is continuing documented illness). It is the responsibility of the student to assume the initiative in pursuing any make-up assignment within that time deadline.

**Athletes and Special Needs:** Participation in athletic events or practices is NOT(!) a valid excuse to miss quizzes, paper and report due dates, or interim exams; make-up work will not be granted to accommodate athletic schedules. When athletes check their schedules of away-games against the course assignment schedule, they must also check the travel schedule for each game. Athletes are responsible for the academic consequences of missing any due dates. Any athletes who expect to miss quizzes, or exams should see the professor at the start of term, and must seriously reconsider taking this class.

Any student who has been formally certified by the College through the SNAP Program as having special needs entailing accommodations to complete the requirements for this course should consult with the instructor during office hours as soon as possible and submit their SNAP-notification letter. They are also responsible for notifying at least one week in advance before each accommodation is needed.

**Course Textbooks and Readings**


Web Sources and Library Reserve Readings: A variety of monographic extracts and journal articles are also required reading for this course. Some of these readings are located in Addlestone Library (Reserve, Reference, or Periodicals). Most are available for downloading and printing from the course Web pages. The location of each reading is noted in the “Reading Assignments”-schedule below which will be updated regularly in the course’s Web Pages. Please consult the Web pages on a regular basis.

Grading Policy

Final course-grades will be constituted according to the following formula: map exercises 10%, video assignments 10%, interim exams 30%, research paper 30%, class participation 20%. Grades in this course are issued according to the following numerical scale: A = 93-100; A- = 91-92; B+ = 88-90; B = 83-87; B- = 81-82; C+ = 78-80; C = 73-77; C- = 71-72; D+ = 68-70; D = 63-57; D- = 60-62; F = 0-59.

Paper Requirements

Term Paper. Due date: November 18. Topic: Law codes and legal structures across the ancient Near East. Write a paper comparing and contrasting the character and/or execution of the law in ancient Western Asia, Asia Minor, and Egypt. Here you compare and contrast the laws and legal systems of countries of your choice, the forms they took, how they were formulated and implemented, etc. Choose your own approach to the topic. For example, you might consider what ancient law codes reveal about the attitudes and perspectives of their particular societies, the extent to which they might suggest a common "Mesopotamian" consciousness vs. Egyptian, etc.; the connections between Hebrew Mosaic law and Mesopotamian laws; what laws and legal instruments reveal about social relationships, gender issues, class structures, etc., within their societies or the relationship of the individual to the state, or, perhaps, the extent to which certain Mesopotamian laws actually did or did not represent true functioning "law codes." Be specific in your arguments, and support your conclusions with quotations from original texts and the records of court cases or legal edicts, as well as a fair number of outside secondary sources and interpretive studies. Paper length: 8-9 pages. Completion of the essay is required to pass this course.

Late Policy. Late papers will be penalized 5 points for each day late up to three days, after which they will be graded no higher than a 59% (F). All papers must be submitted in person to the instructor; failing that, they may be submitted to the History Department (Maybank 202/204), where the departmental administrators will certify and date-stamp their arrival. The instructor is not responsible for any papers simply dropped off at his office or pushed under his door. Regrettably, such papers cannot be deemed to have been submitted on time.

Submission of Early Drafts. Students are encouraged to submit a preliminary draft of their paper to the instructor for comment. The instructor will review it to ensure clarity, direction, and adherence to format. The draft will not be graded. Students should submit a draft not later than two (2) weeks before the paper's deadline.

Form and Format. All papers should be submitted in paper format. Papers submitted electronically via e-mail or on disk are normally unacceptable, since formatting changes occur when transferring files between computers. See course Web page, “Paper Requirements”-link, for detailed information, advice, and suggestions on form, format, and grading criteria for the theme essay and term paper.

IMPORTANT!! Papers should contain 1-inch margins on all sides, top and bottom. They should be typed or printed double space in a 12-point type. The term paper must include: (1) cover page; (2) type-written page numbers; (3) citations (footnotes or endnotes); (4) separate Bibliography page. The cover page and the bibliography do not count toward the required number of pages. Pagination begins on the first page of text.
In the preparation and execution of all papers for the class, students are required to follow the format presented by Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed.* (Chicago: University of Chicago Press, 1996), especially in regard to the style of footnotes and bibliography. Look over Chapters 8-11 on how to cite references. Use footnotes only, not endnotes, and always include the specific page numbers. Read Chapter 11 (pp. 185-213) to compare their forms and styles. Do not use parenthetical references (that means no references in parentheses at the ends of sentences).

The Turabian style is a standard for writing in the Humanities and Social Sciences. If you are not familiar with this format, open the manual and learn it. Don’t try to "wing" it or fudge the format. **Any papers that do not conform to Turabian will be graded accordingly.** Four copies of Turabian are located in the College Library, two in the Reference Section, two on Permanent Reserve. Copies are also available for purchase in the College Bookstore on the general trade shelves.

**WHATEVER YOU DO, DO NOT EMPLOY THE MLA STYLE OF PARENTHETICAL REFERENCES IN YOUR HISTORY PAPERS!!**

**Execution.** As a rule of thumb, **do not quote class-lecture notes in your paper.** If you wish to quote material mentioned in class, **you must find it in published sources** among the course readings and quote from there. The first place to look is in the bibliography at the end of the appropriate chapter in the course textbook. If you cannot find the source among the readings, see the instructor for advice. Please feel free to consult the instructor at any time for advice and suggestions on preparing the paper.

Form and spelling are factors in grading both papers. If you are uncertain of your spelling, use a dictionary or a spell-check program. **You must proofread your paper before submitting it, and make any final corrections cleanly in ink, if necessary!! Why the emphasis on form?** A research paper is a means of communication. The purpose of any paper is to convey an argument as logically as possible according to standards of form that facilitate its communicative function. Form is not merely format and correct spelling; it also includes the logical arrangement of an argument and the rational ordering of historical and textual data to support a particular historical interpretation. Poor form can impede the communication of a valid point of view. When a paper cannot communicate due to a lapse of form, it has failed in its purpose.

**Using the World Wide Web for Research**

Students should confine the bulk of their research to printed publications. They may use the World Wide Web selectively to help research the paper topic. However, there is a great deal of trash on the Web that does not conform to modern academic standards. The World Wide Web contains four types of materials pertaining to ancient Egypt and the Near East:

1. primary sources, i.e. editions of original ancient inscriptions translated and presented by reputable scholars, often used as classroom resources on the Web;

2. original archaeological reports and field data by archaeologists and bona fide researchers;

3. synthetical studies, essays, and old books prepared by Egyptologists and Assyriologists (often as Web versions of reputable printed publications and books);

4. materials, idiosyncratic essays, and polemical tracts of uneven and inconsistent quality, prepared by non-professionals, dilettantes, radical Afro-centrists, and self-proclaimed prophets of the New Age revelation.

Sadly, this latter Assyro-Egypto-crypto-trash [no. 4] constitutes the bulk of Egyptological and Assyriological materials on the Web.
As of now, there are very few peer-reviewed professional–specifically Near Eastern–journals published on the Web. Publicly available primary sources on the Web are often out of copyright, obsolete translations superseded by modern translations in print. For the purposes of this course, students are permitted to quote from these, but only with the prior approval of the instructor and only if the texts are not available in print! Because Near Eastern secondary sources on the Web are rarely peer-reviewed, students may quote from [nos. 2 & 3] but only after consulting with the course instructor on each source! Web pages for [nos. 1 - 3] are usually identifiable by the domain-markers ".edu" or ".ac" in their Web addresses, and sometimes also by ".org" (denoting educational or charitable organizations).

Also, some professional peer-reviewed academic journals are also published on the Web. They are usually, but not always, Web-versions of paper journals, and, and they are collected together into archives for easy searching and consultation. The College of Charleston Library subscribes to these archives and databases and many more (e.g., JStor, etc.), and they are located in the College's library catalogue under the headings, "databases" and "e-journals" (http://www.cofc.edu/~library/databases.html). Students do not need the instructor's approval to consult and quote from these journals.

Students may freely consult these Web pages in their research to identify issues and research directions or printed sources of data. However, under no circumstances may students quote from the unprofessional Assyro-Egypto-crypto-bilge [no. 4] (usually identifiable by the domain-marker ".com" or ".net" in their Web addresses). If in doubt about the appropriateness of any research source--either on the Web or in print--please feel free to consult the instructor. He will be happy to examine or discuss individual Web sites with you. Students may never quote from any encyclopedias, whether from the Web or in paper format.

Policy on Plagiarism, Cheating, and Disruptive Behavior

The Honor Code of the College of Charleston strictly prohibits plagiarism, cheating, and attempted cheating. Students found by the instructor to commit these offenses will automatically fail the course with an "F", or else they will be reported to the College Honor Board and receive an "XF"-grade. Additional penalties may include suspension or expulsion from the college at the discretion of the Honor Board. For definitions of these offenses and explanations of sanctions, see the College of Charleston Student Handbook, 2014-2015, pp. 11-12 (http://studentaffairs.cofc.edu/honor-system/studenthandbook/documents-pdfs/2014-2015-student-handbook.pdf).

Electronic Devices in Class. Students may not operate ANY type of personal electronic device in class, especially: iPhones, Blackberrys, Androids and Android-like devices of any kind, iPads, iPods, MP3 players, cell phones, smart telephones, cameras of any kind, and any similar devices. Students may not use voice or video recorders of any kind, or may they record any lectures without the prior authorization of the instructor.

Computers in Class. Students are not normally permitted to employ laptop, hand-held computers, iPads, tablet devices, Kindles, Chromebooks, digital notebooks, netbooks, nor any other electronic computing device in class without prior permission of the instructor. Any student authorized, but who abuses this privilege by engaging in activity unrelated to the class (checking e-mail, messaging, surfing the Web, recording, gaming, etc.), will forfeit permission to use the device in class for the rest of the term and will receive a 3-point reduction in the final course grade.

Several independent studies, including one from by Stanford University, have shown that typically, students who use laptop computers and type notes during class usually have less comprehension of the lectures' contents and implications than students writing notes by hand. Similarly a recent study by McMaster University shows that students multi-tasking with a laptop in class— including those students sitting near
them using pen and paper(!)--**BOTH** achieve average lower grades than other students. Freaky but true.

**Cell Phones in Class and Exams.** Students may not make or receive cellular telephone calls, podcasts, text messages of any kind, nor accept any electronic pages during the class period. Please turn off all cell phones, pagers, iPods, iPads, and all other devices at the start of class.

<table>
<thead>
<tr>
<th>Each time a cell phone or pager goes off or is activated in class during lectures and discussions, it will result in a 3-point reduction in the <strong>FINAL(!) course-grade</strong> for the student. Any student found to be <strong>texting</strong> or <strong>receiving a text</strong>, will receive a <strong>5-point reduction in the final grade</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Any cell phone, pager or electronic device going off or activated during an exam, in addition to the 3-point course-grade reduction, will also result in a <strong>15-point grade reduction for that exam.</strong> Any student even handling a cell phone or electronic device, texting or receiving a text, during an exam will be considered cheating and will receive an automatic failing grade for the entire course, as well as be remanded to the College Honor Board for institutional sanctioning.</strong></td>
</tr>
</tbody>
</table>

**Copyrights, Class Access, etc.** All lectures are the copyright of the instructor. He is their owner, and he reserves all rights to their content. Students do not purchase the lectures, but similar to computer software, they license access to them and their content for study purposes. Students may take and keep written notes from them, as detailed as they wish, and make all necessary use of them for their studies and to meet the academic requirements of this and other courses. Only registered students (or students in the process of registering) and those formally auditing are permitted to sit in this class. Any unregistered persons and guests must have the prior permission of the instructor to sit in on any class.

*For: Paper Requirements, Policies on Web Sources, Plagiarism and Comportment, and Lecture & Assignments-schedule, see full course pages on the World Wide Web: (http://www.cofc.edu/~piccione/hist230/).*
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 250: Special Topics in Comparative/Transnational History

Category (Check only ONE )

_____ 1 The Role of Language in Culture  
_X__ 2 Global and Cultural Awareness  
_____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

One of the distribution area requirements of the History B.A. is at least one course in comparative/transnational history, one of a number of courses designed to make students aware of differences between cultures and challenges faced in interaction between cultures. HIST 250, our special topics in comparative/transnational history, allows us flexibility in specific course subject while satisfying the requirements for cross-cultural awareness. I have included two syllabi from recent iterations of the course. The first, Tourism Cultures and Identity, is a comparative study of tourism and leisure that explores the role of the tourism industry in creating cultural identity. It particularly addresses such questions as the role of tourism in the formation of regional, national, and transnational identities and how tourism provides a venue for addressing global inequities. A typical assignment is analysis of an advertisement that deals with international travel or leisure. The second sample, Gothic History: Tales of Death and the Undead in the Post-Enlightenment World, is a transnational exploration of why the “age of reason” became fascinated by wandering spirits, vampires, and zombies. It is an important exploration of cultural awareness and how common themes can vary among different cultures. A typical assignment is a review of a work assigned for the course, such as Roseanne Montillo’s The Lady and Her Monsters.
Purpose and Goals:

In what ways might an historical study of tourism, leisure and travel shed light on formations of culture and identity? How might policies to promote community development, cultural tolerance, more inclusive national heritage, corporate social responsibility, sustainability benefit from a comprehensive understanding of historic perspectives on hospitality, travel industries, free and forced migrations, and tourism policies of the past? Tourism is more than leisure and economy, it is society. Right across the world, local images have been manipulated and marketed to draw visitors, boost economies, and shape national/regional identity. This course is an in-depth interdisciplinary examination of tourism in relation to historical narratives and its impact on the identities of both host countries and visitors in a comparative context. The course addresses a range of questions to include the role of tourism in the formation of regional, national, and transnational identities, how tourism provides a venue for addressing global inequities, and the impact it has on local communities. This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

General Education Student Learning Outcomes
This course meets the following General Education requirements for Humanities:

Student Learning Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Student Learning Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. These outcomes will be assessed in Textual/Production Analysis Paper

Format and Procedures:
The course is a combination of lectures, discussion sessions and class activities. As a lecture/discussion, much of the assigned materials and activities are geared towards facilitating your participation at several levels. You will also have a series of class activities, exams and
essays that require you to demonstrate good grasp of the topics and effective use of evidence when arguing your points. Finally, to achieve effective learning, class materials will be supplemented with films, video clips and audio clips whenever they are available.

This course requires extensive reading and in order to make learning easy yet effective, we all have to play our part. My responsibility is to not just prepare materials for class but to facilitate productive exchange of ideas, while encouraging positive work ethics. As such, respecting each other’s opinions in class discussions is a strict class policy.

Remember, I am here to help you learn, whenever you need clarifications or assistance, let me know. You are again encouraged to make full use of office hours.

Course Policies:

Work Ethics
Let’s get the best out of every class! My responsibility is to not just prepare materials for class but to also facilitate productive exchange of ideas while encouraging positive work ethics. Positive work ethics involves your attendance and completion of assignments on time, and respecting each other’s opinions. If any assignment is not clear, feel free to come see me for clarifications and any further guidance.

Attendance and Preparation:
Positive work ethics involves your attendance and completion of assignments on time. If you are not able to attend a class, please let me know. Several consecutive absences without valid documentation can negatively affect your grade. See class participation rubric for details.

Disabilities:
This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431) or me so that such accommodation may be arranged.

Laptops/Cell-phones and Other Devices
While personal devices allow incredible ease in our everyday life, they can often times hinder learning as distractions in class. Consequently, the use of cell phones is strictly prohibited. Laptops and tablets can be used solely for note taking, and as such, WiFi must be disabled during class.

Academic Honor Code:
The academic honor code forbids lying, cheating, and plagiarism. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Assignments:
All assignments to be submitted for grading must be typed (12 font, Times New Roman, double spaced) and printed, unless otherwise indicated. Emailed assignments is discouraged. Late assignments will not be accepted without supporting documentation, such as a Professor Notification Letter (PNL).

Buddy Groups:
You are encouraged to work together in groups. Each student is assigned to a team to complete group activities. Members of the buddy group also have a responsibility to each other for keeping abreast with the course.

Required Texts:

Course Requirements:
1. Class Participation and Attendance - 20 %
   You are required to make insightful comments, or raise thoughtful questions on the course materials. In addition to attendance, participation is also weighed on in-class activities and site-visits. See class participation rubric on OAKS.

2. Discussion Posts - 15%
   You will write a critically analytic response to the assigned readings (2 paragraphs in length), bearing in mind the central theme(s) and looming questions concerning the topic for the respective week. Do not summarize what you have read. Be thoughtful and pointed (detailed rubric provided). Discussion posts on the readings are due every Monday evening by 5PM, which allows time for others to read them for the following class. Posts should be made to respective discussion tabs on OAKS.

3. Discussion Lead - 15 %
   Students will share responsibility for leading discussions of course materials, with each student assigned leadership for a week's readings. Your discussion should go beyond a summary of the reading to demonstrate how you have assessed the issues and made sense
of the readings. You should also come prepared to address your peer's responses, both online and in-class feedback (detailed rubric provided).

4. A mid-semester exam - 15%
   Takes the format of multiple choice and document identification. **Due Feb 15th**

5. **Textual/Production Analysis Paper** - 15%
   This assignment is intended to expose students to a wide range of different historical artifacts. You will analyze an advertisement from a mass circulation historical newspaper or magazine that deals with international travel, leisure, or hospitality. Research the company/state/agency involved, learning about cultural tensions, social identities, and commodification processes that might be visible in invisible in the advertisement. The purpose of this paper is to give you a chance to apply textual analysis process. Paper should be 2 -3 pages. **Due March 27th.**

6. **Debate Project** - 20%
   Towards the end of the semester, students will engage in a debate match (assigned to a debate team of opposing views). Having examined a number of issues and cases studies concerning tourism, culture and identity, each pair of debaters will be assigned a moot which requires thorough research and critical thinking to will develop respective arguments, whether for or against the notion. The objective is to link historical lessons, grounded in evidence from secondary and primary sources to weigh in on current tourism policy issues. **Debates will take place in Weeks 14- 15** and must be accompanied by a written format of arguments to be presented. Peer and instructor reviewed. Please see rubric for details.

**Grade Scale**

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<thead>
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<th>Percentage</th>
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<tr>
<td>0 - 59</td>
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</tr>
</tbody>
</table>
Tentative Course Schedule

**Week 1**  
**Introduction and Background**

Jan 11 - Jan 15  
Introduction to the course, background and objectives.  
What does tourism have to do with history?  
Reading: Edgell and Swanson, chap. 2

**Revolution and Tourism**

**Week 2**  
Jan 18  
**Martin Luther King, Jr. Holiday, observed. No classes.**

Jan. 20 - Jan. 22  
Film: A Place Called Chiapas  
Reading: "Is This a Revolution: Zapatista and Tourism" (handout)

**Week 3**  
Jan. 25  
Introduction to the sources  
Jan. 27 - Jan. 29  
Transportation Revolution and Travel  
Reading: Will MacIntosh "Ticketed Through" (handout)

**Engendering Vacation**

**Week 4**  
Feb. 1 - Feb. 5  
Hawaiian Visual Codes and Tourism of the Body  
Reading: Desmond, "Touring Essential" & "Cultural Bodies"  
and general research on case studies in Asia

**Week 5**  
Feb. 8 - Feb. 12  
Archival Session  
The "Ideal" Native in the Pacific Region  
Reading: Desmond, Chap. 2

**Racializing Performed Narratives**

**Week 6**  
Feb. 15  
**Mid-semester Exam**

Feb. 17 - Feb. 19  
Advertising, Racializing and Performing Identity  
Reading: Desmond, Chap. 3 & 5

**Week 7**  
Feb. 22 - Feb. 24  
Public Narratives of Plantation America  
Reading: Jorge L. Giovannetti, "Subverting the Master's Narrative"

Feb. 26  
Community Learning: Plantations tours

**Negotiating Paradise: Internationalizing US Culture**

**Week 8**
Feb. 29 - Mar. 4  Containment and Good Neighbor: Empire in Mexico
                Reading: Merrill, Chap. 2

Week 9  Spring Break
Mar 7- Mar.11  No Classes.

Week 10  Guest Talk: Tourism in Spain: Critical Issues (Dr. Coates)
Mar. 14 - Mar. 16  A Sure Bet: The US and Batista's Cuba
                Reading: Merrill Chap. 3

March 18  Cuba Tourism and the Revolution
                Reading: Gladstone, Chap. 5 or Merrill Chap. 4

Week 11  Workshop Session
Mar. 21 - Mar. 25  Bootstraps, Beaches and Cold War
                Reading: Merrill, Chap. 5 and readings on Panama
March 25  Workshop Session

International Political Economies of Tourism

Week 12  Foreign Travel and the Road to Development
Mar. 23 - Mar. 27  Reading: Gladstone, Chap.s 2-3
                Workshop Session

Week 13  Chasing Development
Mar. 28 - Apr. 1  Film: Life and Debt

Traditions, Policies and Sustainability

Week 14  Debates
Apr. 4 - Apr. 8  Recommended: Edgell and Swanson, chaps. 1, 3, 5-8

Week 15  Debates
Apr. 11 - Apr. 15  Recommended: Edgell and Swanson, chaps. 1, 3, 5-8

Week 16  Lessons Forward
Apr. 18 - Apr. 20  Review and Revisions

End of classes.
Gothic History: Tales of Death and the Undead in the Post-Enlightenment World

HIST 250
Dr. Poole

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Themes:

The 18th century represented the Age of Reason. Enlightened philosophes in France proclaimed an end to the intellectual dark age. English and American thinkers pondered the relationship between a rational universe and a rationalized politics. In Germany, thinkers of the Aufklärung applied reason to questions of ethics, morality and even the roots of Being itself.

At least that's one, slightly dated, version of the story.

This "age of reason" also featured a new round of witch-hunts and a fascination with vampires in the new world. In England, a new literary style, the gothic, reawakened the ghosts of the past and raised devils in ruined castles and monasteries. The prophet of skeptical reasoning, Voltaire, considered the possibility of giants. Taxonomist Carl Linnaeus allowed for dragons. Audiences in Paris thrilled to magic lantern shows that featured devils, spirits, monsters and laughing skeletons.

Two hundred years later, western culture obsesses over the shambling Undead, and becomes enthralled by stories of satanic conspiracy. Horror films remain America and Western Europe's most profitable genre. Secular Britain had a vampire panic in the early 70s. Contemporary teenagers devour novels with plots that would be recognizable to Matthew Lewis and Anne Radcliffe and their readers.

This class seeks to understand the roots of these fascinations and explain their enduring appeal. We'll explore and debate a central idea I will introduce on the first two nights and see where we land with by the end of the class.

Books and Readings:

Mark Edmundson, Nightmare on Main Street: Sadomasochism, Angels and the Culture of the Gothic

Roseanne Montillo, The Lady and Her Monsters

Assigned readings on OAKS
Weight of Grade:
Reviews: 20% each (2)
Final exam: 30%
Participation: 30%

Assignments:

1.) I place a heavy emphasis on participation. I very much want you fully engaged in the class during each period as I plan to do the same. For a full description of my expectations for participation, see below.

2.) Review of each of our two books, due on the day we discuss them. See “Book Review” template under the Content tab on OAKS

3.) Take-home final will features questions that ask you to analyze primary sources, including films, in relation to historical context and write an essay that uses both primary and secondary sources to make arguments about the major themes of the course.

Participation: This is meant as a general guide regarding how I calculate your participation grade. Please note that participation is a significant part of your grade.

A: Perfect attendance, regular and thoughtful participation in discussion with clear evidence of keeping up with reading. Never texting or using laptops for evil in class.

B: Perfect attendance, only participates sometimes in discussion, overall very engaged and involved in the class in a positive way, clearly has done reading. Never using social media during class and making the Elder gods angry.

C: spotty attendance, sometimes doing other work or texting in class, seems to only do the reading sometimes. Perhaps speaks in class but clearly has not done reading or paid much attention to lectures. Often late or leaves early.

D: seldom present, leaves early, clearly has not done readings, texts in class, sleeps in class, barely taking the class.

F: In every way uninvolved with the class. No sign of doing readings or preparing for class and seldom present. Either fails to turn in assignments or chronically late with assignments. It’s as if you exist in an alternate reality from the rest of us. No extra credit for travel to alternative realities.

Special Concerns: SNAP students are encouraged to drop by during office hours to let me know their accommodations. If you have any special concerns or are required to miss a day for personal reasons, please let me know early in the term.
Schedule:

**Week 1 (June 10 and 11): The Grimoire, the Dissected Body, the Haunted Body**
Begin Reading *Nightmare on Main Street*

Wednesday: Introduction to class:
Lecture: What do we mean by Gothic? What is a Gothic history? What is the premise the class works from?

Thursday:
Lecture/Discussion: The Magic Book, the Forbidden Text, the Haunted House
Viewing: “The Magic Lantern” and “Phantasmagoria”
In class primary sources-discussion of excerpts from Lovecraft’s *History of the Necronomicon*, *Simon’s Necronomicon*, *Joshua Free’s Necronomicon*

**Week 2: Gothic Ruins and Gothic Politics**

Tuesday, 16th: No class tonight. Read and think

Wednesday, 17th: Lecture: Reading the Gothic novel
Discussion of OAKS #1, #2, #3, #4: Excerpts from *Castle of Otranto*, *Mysteries of Udolpho*, *The Monk* and *Philosophy in the Boudoir*

Thursday, 18th: Excerpts from Nosferatu (1922)
In-class primary sources: Fascism as a gothic literature
Discussion of *Nightmare on Main Street*

(you should begin reading *The Lady and her Monsters* if you have not already)

**Week 3: Mary Shelley's “Monstrous Progeny” and the Gothic Body**

Tuesday, 23rd: Viewing of *Frankenstein* (1931) and the Edison *Frankenstein* (1910)
Discussion of films

Wednesday, 24th: No class this afternoon...read and think...

Thursday, 25th: Discussion/dissection of *The Lady and Her Monsters*
**Week 4: Gothic Victims in the Modern World**

Tuesday, 30\textsuperscript{th}: Lecture: Containing the Gothic: Postwar America
*TCM* and Discussion

Wednesday, July 1\textsuperscript{st}: Discussion: The Talk Show, The Urban Legend, The Moral Panic,
The Celebrity Gothic: Discussion
Viewing of *Candyman* (1994) and discussion

Thursday 2nd: Lecture: Satanic Panic as Gothic Backlash?
Discussion of OAKS #5 and OAKS #6: Excerpts from *Hostage to the Devil, Michelle Remembers*
Excerpts from *The Exorcist* and discussion

**Week 5: Exam Week. Extra points for black lipstick (not really)**

Tuesday, 7\textsuperscript{th}: Exams online. Available for office hours during class time.

Wednesday, 8\textsuperscript{th}: Day off for exams.

Final exams due Friday July 10 by 5:00 PM.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 291: Disease, Medicine, & History

Category (Check only ONE)  
____ 1 The Role of Language in Culture  
_X__ 2 Global and Cultural Awareness  
____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course investigates the changing meanings of medical science and medical practice in the nineteenth and twentieth centuries, focusing on the changing roles and image of medicine in American and European life. Issues like the rise of public health services are probed through the lenses of class, race, gender, age, lifestyle, and place. While focusing on western medicine, the course is designed to make transnational and global comparisons, as disease does not know geo-political boundaries. A typical assignment for this class is two 4-page essays based on readings for the course, which are a mix of relevant primary sources and secondary historical studies.
History 291

Disease, Medicine, and History

Fall 2015: 9:00am – 9:50am M,W,F

RSS 252

Professor: Jacob Steere-Williams, Ph.D.
Office: 310 Maybank Hall
Office Hours: M, W,F: 11:00am – 12:-30pm, or by appointment
Telephone: (843) 953-3043
Email: steerewilliamsj@cofc.edu
Twitter: @steerewilliams

Overview

This course investigates the changing meanings and entanglements of medical science and medical practice from the 19th century. We will examine ideas about the body and disease, the changing role and image of medicine in American and European life. Key themes we will examine include alternative medicine, the growth of medicine’s cultural authority, medical professionalization, the rise of public health, hospital care, and imperial and colonial medicine. We will probe these issues through the lenses of class, race, gender, age, lifestyle, and place in terms of health. Though the focus of the class is on the western medicine, throughout the course we will be making transnational and global comparisons, as disease does not know geo-political boundaries. Your overall assessment in this class depends on your class participation and writing. You will work to sharpen your verbal and argumentative skills in frequent class discussions, and your writing skills through the formal study of some practical problems of expository writing and by revising essays that you write on topics raised in our historical discussion.
Course Objectives

This course serves a variety of goals. Part of the liberal arts tradition, learning to read, research, write, and think historically facilitates crucial skills in critical analytical thinking and deep reading that are at the heart of the mission at CofC. Though the basic tenet of the course is to provide you with an in-depth and focused narrative on many of the important themes in the history of medicine, in the process this course will help you to become a better writer, editor, reader, and thinker. It will also help you to be a more informed health consumer and perhaps, a healthcare practitioner. This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

By the end of this course you will have obtained:

- Basic knowledge of differing conceptions of health, disease, and healing in modern history.
- An understanding of the changing role and image of medicine and medical professionals in American and European life.
- Knowledge of the changing social and cultural meanings and entanglements of medical science and practice in modern history.
- A more rigorous development of skills for reading the works of historians and evaluating them.
- The ability to articulate important historical questions and utilize primary sources to answer them.
- A historical and critical context that will be of use in encounters with matters of health and medicine as:
  - Citizens and professionals on issues of public health and questions of medical ethics, and;
  - As creative thinkers about more satisfactory modes of medical practice and health improvement and protection.

Humanities Student Learning Outcomes (Assessed in particular through the Final Exam)

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments
Course Requirements:

- Two Short Essays (4 pages, doubled-spaced) 20% each, 40% total
  - Essay 1: 19th c: themed on *The Ghost Map*
  - Essay 2: 20th c: themed on *Arrowsmith*

- Take-Home Exam 1 20%
- Take-Home Exam 2 20%
- One-Time Panel Discussant & Reflection 10%
- Participation and Attendance 10%

**Panel Discussant Leader & One-Page Reflection:** One during the term you will take serious leadership for engaging with the week’s readings. During our Friday Discussion you and a couple of colleagues will sit in the front of the room and direct the day’s discussion. In addition, you must (individually) write a one page (double-spaced) reflection that engages with the sources for that week. I want you to raise questions, explore interesting points, and synthesize arguments. These are more informal writing exercises. A printed copy is due at the Friday Discussion for which you are presenting. Late reflections will not be accepted, and you will not be able to make up missing your assigned Panel Discussion.

**Essays that are emailed to me will not be accepted. Hard copies only.**

**Essay Revision Policy:**

Because writing is a process, and one that you should strive to improve upon, I will allow you to revise your Essays. If you choose to do this I will average the initial and the revised grades. You will have one week from when the paper is returned to turn in your revised copy. This means that if you are missing from class on the day I handed back your Essay, it is your responsibility to get your graded Essay and still turn in the revised copy in one week from when it was handed back the entire class. When submitting your revision, you must follow the instructions on the Essay Revision Form (on OAKS). If you do not follow these simple directions I will not accept the revision. You do not have the privilege of revising any essay that is turned in late- there are no exceptions to this policy, and it behooves you to turn in all assignments on time.

**Essays that are emailed to me will not be accepted. Hard copies only. Essays will receive 10 points off for each day they are late.**

**Students with special learning needs should inform me at the beginning of the course so that reasonable accommodations may be made**
Grading Scale

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<td>A</td>
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Anything below 60 constitutes a failing grade

In-Class Courtesy:

Technology is a fundamental aspect of modern culture—it is also essential to university life and has an important role to play in the college classroom. In this sense, I fully encourage you to use laptops, ipads, etc. to enhance your experience in HIST 291. However, please don’t abuse such privileges. It is extremely disrespectful not only to me, but to your fellow classmates to check your email, facebook, twitter, etc. during class. If I see you doing this I will certainly confront you (and you will lose participation points); how discreetly depends upon what number of offense and its severity. This really is common sense, so just remember to be respectful.

Academic Honesty:

Academic dishonesty consists of any form of plagiarism or misrepresentation. Plagiarism is widely defined as intellectual theft of any kind. This includes, but is not limited to, representing someone else’s ideas or words as your own and failing to appropriately cite your sources. You must not plagiarize yourself by submitting work you have done for another course, in whole or in part. I have a zero tolerance policy on plagiarism. Depending on the severity, you will certainly fail an assignment and could fail this course if you plagiarize. If you have questions regarding plagiarism in general or concerns about your work and whether it is appropriate, you should see me in person BEFORE YOU SUBMIT AN ASSIGNMENT.

**Plagiarism**—using someone else’s words, ideas, or other intellectual work without properly giving them credit—will result in a failing grade on the assignment and/or class and a mandatory meeting with me. Please familiarize yourself with the definition of plagiarism and ways to avoid doing it unintentionally. The definition below can also be found on the Writing Center’s website.

**MLA Handbook**

(Gibaldi, Joseph, and Walter S. Achttert. *MLA Handbook for Writers of Research Papers* 3rd ed. New York: The Modern Language Association of America, 1988. 21–25.) The MLA Handbook defines plagiarism as the use of another person’s ideas or expressions in your writing without giving proper credit to the source. The word comes from the Latin word *plagiarus* ("kidnapper"), and Alexander Lindey defines it as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (*Plagiarism and Originality* [New York: Harper, 1952] 2). "In short, to plagiarize is to give the impression that you have written or thought something that you
have in fact borrowed from someone else." This can include paraphrasing, copying someone else's writing word for word, or using ideas that aren't your own without proper citation. Plagiarism is often unintentional, and bad research habits can form early in elementary school. Unfortunately, these bad habits can continue throughout high school and college and may result in severe consequences, from failure in a course to expulsion. To avoid these consequences, always cite your sources if you are unsure if you are plagiarizing (Gibaldi 21-25).

**As a College of Charleston Student you are bound to the HONOR CODE, which forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Plagiarism or cheating on an exam will result in an XF grade for the course.

For information on the CofC Honor System, see: [http://studentaffairs.cofc.edu/honor-system/index.php](http://studentaffairs.cofc.edu/honor-system/index.php)

**Required Books:**


**Additional Readings will be posted on our class website, via OAKS**

**There is an average of 75-100 pages of reading per-week in this course.**
Course Schedule in Brief with Important Reminders

Class 1 (Wednesday 26 August)  
Course Introduction

Class 2 (Friday 28 August)  
The Origins of Western Medicine

Class 3 (Monday 31 August)  
18th & early 19th c. Medical Practice: A Cottage Industry

Class 4 (Wednesday 2 September)  
The Limits of early Medical Intervention: Smallpox

Class 5 (Friday 4 September)  
Discussion Panel 1: Early American Medicine

Class 6 (Monday 7 September)  
Medical Education I: Edinburgh and London

Class 7 (Wednesday 9 September)  
Medical Education II: The Paris Revolution

Class 8 (Friday 11 September)  
Discussion Panel 2: Medical Education

Class 9 (Monday 14 September)  
Medical Marketplace I: Homegrown Radicals

Class 10 (Wednesday 16 September)  
Medical Marketplace II: European Imports

Class 11 (Friday 18 September)  
Discussion Panel 3: 19th c. Alternative Medicine I

Class 12 (Monday 21 September)  
No Class

Class 13 (Wednesday 23 September)  
Patent Medicine

Class 14 (Friday 25 September)  
Discussion Panel 4: 19th c. Alternative Medicine II

Class 15 (Monday 28 September)  
Exam 1 Due

Class 16 (Wednesday 30 September)  
Studying Germs I: Surgery

Class 17 (Friday 2 October)  
Studying Germs II: Microscopy

Class 18 (Monday 5 October)  
Discussion Panel 5: Germs I

Class 19 (Wednesday 7 October)  
Studying Germs III: Epidemiology

Class 20 (Friday 9 October)  
Discussion Panel 6: Germs II

Class 21 (Monday 12 October)  
Archives Day: Group 1 Meet at Waring

Class 22 (Wednesday 14 October)  
Archives Day: Group 2 Meet at Waring

Class 23 (Friday 16 October)  
Archives Day: Group 3 Meet at Waring

FALL BREAK-  
October 18th to October 20th

Class 24 (Wednesday 21 October)  
Immigration & The Rockefeller Foundation

Class 25 (Friday 23 October)  
Discussion Panel 7: Health Imperialism

Class 26 (Monday 26 October)  
Professional Authority I: The Case of Typhoid Mary

Class 27 (Wednesday 28 October)  
Essay 1 Due

Class 28 (Friday 30 October)  
Professional Authority II: The Tuberculosis Sanatorium

Class 29 (Monday 2 November)  
Discussion Panel 8: Medical Authority I

Class 30 (Wednesday 4 November)  
Professional Authority III: Eugenics & Family Medicine

Class 31 (Friday 6 November)  
Discussion Panel 9: Medical Authority II

Class 32 (Monday 9 November)  
The 20th c. Hospital I: X-rays and Twilight Sleep

Class 33 (Wednesday 11 November)  
The 20th c. Hospital II: Medical Schools

Class 34 (Friday 13 November)  
Discussion Panel 10: The Hospital

Class 35 (Monday 16 November)  
Medicine and Morals I: Syphilis

Class 36 (Wednesday 18 November)  
Medicine and Morals II: Polio

Class 37 (Friday 20 November)  
Discussion Panel 11: Medicine and Morals

Class 38 (Monday 23 November)  
Discussion Panel 12: Major Themes in Arrowsmith

THANKSGIVING HOLIDAY:  
24 November to 29 November
Class 39 (Monday 30 November)  New Frontiers I: Cancer  
**Essay 2 Due**

Class 40 (Wednesday 2 December)  New Frontiers II: HIV/AIDS

Class 41 (Friday 4 December)  **Discussion Panel 13:** Cancer & HIV/AIDS

Class 42 (Monday 7 December)  Conclusions: **Last Class Period**

**Exam 2 DUE to my Office Monday 14 December, no later than 11:00am**
Detailed Reading Schedule

*All readings listed below are to be read BEFORE that class.

Class 1 (Wednesday 26 August)  Course Introduction

No Readings:

Class 2 (Friday 28 August)  The Origins of Western Medicine

Readings:

**Historical Essays:**


Class 3 (Monday 31 August)  18th c. & Early 19th c. Medical Practice: A Cottage Industry

Readings:

**Historical Essays:**


**Primary Sources:**


2. Benjamin Rush Tells His Medical Students at the University of Pennsylvania of the Trials and Rewards of a Medical Career, 1803, in *Major Problems*, 60-63.


Class 4 (Wednesday 2 September) The Limits of early Medical Intervention: Smallpox

**Readings:**

**Historical Essays:**


**Primary Sources:**


5. Zabdiel Boylston, “Recounts His Experiences as the First Physician to Inoculate Against Smallpox in the American Colonies, 1726,” in *Major Problems* 36-37.


7. Andrew Blackbird, of the Ottowa Nation, “Records a Story from Indian Oral Tradition About the Decimation of His People by Smallpox in the Early 1760s, 1887,” in *Major Problems*, 40-41

Class 5 (Friday 4 September) **Friday Discussion:** Early American Medicine

Class 6 (Monday 7 September) Medical Education I: Edinburgh and London

**Readings:**
Historical Essays:

2. Todd Savitt, “Race, Human Experimentation, and Dissection in the Antebellum South,” in *Major Problems*, 120-123.

Primary Sources:

1. John M.T. Ford (ed.), *A Medical Student at St Thomas’s Hospital, 1801-1802*, OAKS

Class 7 (Wednesday 9 September) Medical Education II: The Paris Revolution

Readings:

Historical Essays:


Primary Sources:


Class 8 (Friday 11 September) Friday Discussion: Medical Education

Class 9 (Monday 14 September) Medical Marketplace I- Homegrown Radicals

Readings:

Historical Essays:

1. Erika Janik, *Marketplace of the Marvelous*, Intro, Chapter 1, Chapter 2

Primary Sources:
1. The *Graham Journal of Health*, excerpts, in **OAKS**


Class 10 (Wednesday 16 September) Medical Marketplace II- European Imports

**Readings:**

**Historical Essays:**

1. Erika Janik, *Marketplace of the Marvelous*, Chapter 3, Chapter 4

**Primary Sources:**


2. Domestic Practitioners of Hydropathy in the West Testify to their Faith in Water Cure, 1854, in *Major Problems*, 135-136

Class 11 (Friday 18 September) **Friday Discussion:** 19th c. Alternative Medicine I

Class 12 (Monday 21 September) **No Class**

**Readings:**

**Historical Essays:**


Class 13 (Wednesday 23 September) Patent Medicine

**Readings:**

**Historical Essays:**

1. Erika Janik, *Marketplace of the Marvelous*, Chapter 6, Chapter 8

**Primary Sources:**


2. Code of Ethics of American Medical Association, 1848 in **OAKS**

3. Browse online collection of patent medicine adverts: [http://www.hagley.org/online_exhibits/patentmed/browse/advertising.html](http://www.hagley.org/online_exhibits/patentmed/browse/advertising.html)

Class 14 (Friday 25 September) **Friday Discussion:** 19th c. Alternative Medicine II
Class 15 (Monday 28 September)  Studying Germs I: Surgery

**Readings:**

*Historical Essays:*

1. William Bynum, *The History of Medicine*, Chapter 4, Chapter 5
2. Steven Johnson, *The Ghost Map*, try to get through Chapter 3

*Primary Sources:*


Class 16 (Wednesday 30 September)  Studying Germs II: Microscopy

**Readings:**

*Historical Essays:*

2. Steven Johnson, *The Ghost Map*, continue through Chapter 6

*Primary Sources:*

1. Arthur Hill Hassall, *A Microscopic Examination of Water Supplied to the Inhabitants of London*, excerpt (1850) **OAKS**.

Class 17 (Friday 2 October)  **Friday Discussion:** Germs I

Class 18 (Monday 5 October)  Studying Germs III: Epidemiology

**Readings:**

*Historical Essays:*

1. Steven Johnson, *The Ghost Map*, complete
2. Jacob Steere-Williams, “The Perfect Food and the Filth Disease: Milk-Borne Typhoid and Epidemiological Practice in Late Victorian Britain,” *JHMAS* (2010), **OAKS**.

*Primary Sources:*


Class 19 (Wednesday 7 October)  Studying Germs IV: The Laboratory

**Readings:**

*Historical Essays:*


*Primary Sources:*


2. Clarence Blake, a Young Boston Physician Studying in Europe, Finds a Clinical Specialism the Path to a New Scientific Medicine, 1869, in *Major Problems*, 201-204.


Class 20 (Friday 9 October)  **Friday Discussion:** Germs II

Class 21 (Monday 12 October)  **Archives Day: Group 1 Meet at Waring**
Class 22 (Wednesday 14 October)  **Archives Day: Group 2 Meet at Waring**
Class 23 (Friday 16 October)  **Archives Day: Group 3 Meet at Waring**

**The week of archival visits try to get through as much of *Arrowsmith* as possible**
**FALL BREAK**- October 18th October 20th

**During Fall Break try to finish Arrowsmith if possible**

Class 24 (Wednesday 21 October)  
Immigration & The Rockefeller Foundation

**Readings:**

*Historical Essays:*


*Primary Sources:*

1. Charles V. Chapin, A Public Health Leader, Proclaims a New Relationship Among ‘Dirt, Disease, and the Health Officer,’ 1902, in *Major Problems*, 239-241


Class 25 (Friday 23 October)  
**Friday Discussion: Health Imperialism**

Class 26 (Monday 26 October)  
Professional Authority I: The Case of Typhoid Mary

In-Class Film, NOVA- *Typhoid Mary*

Class 27 (Wednesday 28 October)  
Professional Authority II: The Tuberculosis Sanatorium

**Readings:**

*Historical Essays:*


*Primary Sources:*


3. The Metropolitan Life Insurance Company Calls out the Vote for a County Tuberculosis Hospital, ca. 1920s, in *Major Problems*, 427-428.

Class 28 (Friday 30 October)  **Friday Discussion** Medical Authority I

Class 29 (Monday 2 November)  Professional Authority III: Eugenics and Family Medicine

**Readings:**

**Historical Essays:**


2. Psychiatrists, the “Hypersexual Female” and a new Medical Management of Morality in the Progressive Era,” in *Major Problems*, 339-347

**Primary Sources:**


Class 30 (Wednesday 4 November)  Professional Authority IV: War and Medicine

**Readings:**

**Historical Essays:**


**Primary Sources:**
1. The United States Army Tests the Mental Fitness of Recruits, 1921, in *Major Problems* 324-327.

**Class 31 (Friday 6 November)**

**Friday Discussion:** Medical Authority II

**Class 32 (Monday 9 November)**

The 20\textsuperscript{th} c. Hospital I: X-rays and Twilight Sleep

**Readings:**

*Historical Essays:*


*Primary Sources:*


**Class 33 (Wednesday 11 November)**

The 20\textsuperscript{th} c. Hospital II: Medical Schools

**Readings:**

*Historical Essays:*


*Primary Sources:*


4. Rockefeller Foundation Reacts to a Growing Concern that Medical Education Reform has Worsened Doctor Shortages in Rural America, 1924, in *Major Problems*, 292-297.


**Class 34 (Friday 13 November)  **  
**Friday Discussion:** The Hospital

**Class 35 (Monday 16 November) **  
**Medicine and Morals I: Syphilis**

**Readings:**

**Historical Essays:**


**Primary Sources:**


6. The Elite of World War II Medical Science Rally Support for a Greater Public Investment in Biomedical Research, 1945, in *Major Problems*, 395-400.


Class 36 (Wednesday 18 November) Medicine and Morals II: Polio

**Readings:**

**Historical Essays:**


**Primary Sources:**


Class 37 (Friday 20 November) **Friday Discussion:** Medicine and Morals

Class 38 (Monday 23 November) **Monday Discussion:** Major Themes in *Arrowsmith*

**THANKSGIVING HOLIDAY:** 24 November to 29 November

Class 39 (Monday 30 November) New Frontiers I: Cancer **Essay 3 Due**

**Readings:**
Historical Essays:


Primary Sources:

1. Texas Congressman Maury Maverick Pleads for a National Cancer Center, 1937, in Major Problems, 429-431.

2. Federal Committee Criticizes Actions of the National Cancer Institute, 1994, in Major Problems, 477-481.


Class 40 (Wednesday 2 December)   New Frontiers II: HIV/AIDS

Readings:

Historical Essays:


Primary Sources:

1. Public Health Advocates Plead for AIDS Awareness, 1980s, in Major Problems, 467-469.


Class 41 (Friday 4 December)   Friday Discussion: Cancer & HIV/AIDS

Class 42 (Monday 7 December)   Conclusions: Last Class Period

Final Exam- DUE Monday 14 December, no later than 11:00am
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 350: Special Topics in Comparative/
Transnational History

Category (Check only ONE )

___ 1 The Role of Language in Culture

__X__ 2 Global and Cultural Awareness

_____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the
program learning outcome for the category selected. Be specific by including relevant
course content or assignments related to the learning outcome (you may attach a separate
sheet):

HIST 350 was created to provide greater flexibility in the History Department for courses
that satisfy our distribution requirement in comparative/transnational history. Topics for
the course must be comparative in nature, emphasizing global issues and the challenges
inherent in interaction between cultures. The recent example for which I have provided a
syllabus is “World War Two”—a course that examines what caused WWII, how the war
was fought, the effect of the war on civilians, combatants, and subsequent history...and
how to interpret events related to the war through critical reading of primary and
secondary accounts. Work for the course includes production of an extended research
paper on a topic related to WWII that has been approved by the instructor.
COURSE ORGANIZATION AND GOALS:
This course has several objectives:
1) To provide students the chance to begin to ask some key questions.
   a. What were the causes of the Second World War?
   b. How was the war fought?
   c. What was the effect of the war on civilians, combatants, and subsequent history?
2) To read primary and secondary accounts of the war in order to develop students’ own interpretations of events.
3) To sharpen analytical skills through writing and discussion.

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

DISCUSSION:
This class allows you to consider some fascinating writing, including a novel, a memoir, short primary documents, and a pointed work of historiography. The class will only work if you have done the reading before we meet.

BOOKS AVAILABLE FOR PURCHASE:
Dwight D. Eisenhower, Crusade in Europe
Frans Coetzee and Marilyn Shevin-Coetzee, The World in Flames
Omer Bartov, The Eastern Front, 1941-45, German Troops and the Barbarisation of Warfare
Thomas Zeiler, Annihilation
Herman Wouk, The Caine Mutiny

COURSE REQUIREMENTS:
The combined assignments equal 100 points, divided as follows:
Critical Bibliography and Prospectus:------------------------------------------20 points
Preliminary Draft of a Research Paper:----------------------------------------20 points
Final Research Paper:--------------------------------------------------------30 points
Take-Home Final Examination (Due Th., April 28 at 7:00 PM):-------------30 points
Quizzes if Necessary (quizzes will lower the number of points for the final examination)

Research Paper Requirements:
The paper will be divided into three installments
*Critical bibliography and prospectus.* (20 points) Compile a bibliography of approximately 10-20 books, articles, and/or scholarly websites that appear to be the best sources for your topic. Each bibliographic item should be accompanied by a two – four sentence annotation indicating its relevance and value for your purpose. Attach to this your prospectus, which is a 3-4-page summary of the paper you expect to write. It should put forward your tentative thesis and indicate the main sources you will draw upon to develop that thesis. **Due Feb. 9.**

*Preliminary draft.* (20 points) Use footnotes or endnotes in Turabian format [http://www.hotchkiss.org/documents/turabian_footendnote-06.pdf](http://www.hotchkiss.org/documents/turabian_footendnote-06.pdf). The more polished your first draft, the easier it will be to produce an excellent final product. Write this as if it is your final paper. **Do all 15 pages if you can. Due March 17.**

*Final paper.* (30 points) This is the big one! Make it something to be proud of. It should be about 15 pages. **Due April 14.**

Topics must be discussed with me and approved in advance.

Class Participation: Can raise or lower your grade ½ step.

You must complete all assignments. Failure to complete any assignment will result in a zero for that assignment. Late papers will be docked 10% per business day. Papers more than 3 days late will not be accepted without an excuse from the Absence Memo Office.

**Grades are as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>=94-100</td>
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<tr>
<td>A-</td>
<td>= 90-93</td>
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<td>D</td>
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<td>D-</td>
<td>=59 or fewer</td>
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The schedule and procedures described on this syllabus are subject to change in the event of extenuating circumstances.

Please read the final page of the syllabus for information on the Academic Honor Code, Absence Policy, Disability Statement, and General Education Student Learning Outcomes.

**Class Schedule**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Subject</th>
<th>Reading (must be done by the class day on which it is assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th., Jan. 7</td>
<td>Introduction: Peacemaking and Interwar Anxiety</td>
<td>Zeiler, Chapter 1 Coetzee, pp. 9-11; 25-29</td>
</tr>
<tr>
<td>T. Jan. 12</td>
<td>Germany Challenges the Interwar Balance</td>
<td>Zeiler, Chapter 2 Coetzee, pp. 22-25</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter/Author</td>
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<tr>
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<tr>
<td>T. Jan. 19</td>
<td>The Invasion of Poland</td>
<td>Zeiler, Chapter 4 Coetzee, pp. 30-32</td>
</tr>
<tr>
<td>Th., Jan. 21</td>
<td>Blitzkrieg</td>
<td>Zeiler, Chapter 5 Coetzee, pp. 38-41 Wouk, “The Caine”</td>
</tr>
<tr>
<td>T. Jan. 26</td>
<td>The Fall of France</td>
<td>Zeiler, Chapter 6 Coetzee, pp. 42-48</td>
</tr>
<tr>
<td>Th., Jan. 28</td>
<td>Dunkirk</td>
<td>Coetzee, pp. 49-54 Wouk, “Captain Queeg”</td>
</tr>
<tr>
<td>T. Feb. 2</td>
<td>The Battle of Britain</td>
<td>Coetzee, pp. 56-60</td>
</tr>
<tr>
<td>Th., Feb. 4</td>
<td>Operation Barbarossa</td>
<td>Zeiler, Chapter 9 Coetzee, pp. 91-95 Wouk, “Shore Leave”</td>
</tr>
<tr>
<td>T. Feb. 9</td>
<td>The German Army at the Gates of Moscow</td>
<td>Zeiler, Chapter 12 Coetzee, pp. 96-101</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY & PROSPECTUS DUE**

**The Pacific Theater**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter/Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th., Feb. 11</td>
<td>Japan's Expansion into China</td>
<td>Zeiler, Chapter 3 Coetzee, pp. 16-21 Eisenhower, Chapter 1 Wouk, “The Mutiny” – Maryk's Secret Log</td>
</tr>
<tr>
<td>T. Feb. 16</td>
<td>Pearl Harbor and the American Entry into the War</td>
<td>Zeiler, Chapter 10 Coetzee, pp. 68-71; 75-77</td>
</tr>
<tr>
<td>T. Feb. 23</td>
<td>The U.S. on the Offensive, Guadalcanal</td>
<td>Zeiler, Chapter 15 Coetzee, pp. 156-158</td>
</tr>
</tbody>
</table>

**The World of The War**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter/Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. March 1</td>
<td>In Class Mid-Term Examination</td>
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<tr>
<td>T. March 8</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>Th., March 10</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>T. March 15</td>
<td>Occupied Europe</td>
<td>Bartov, Chap. 3 and 4</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Source(s)</td>
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<tr>
<td>Th., March 17</td>
<td>The Holocaust</td>
<td>Coetzee, pp. 312-315; 330-336</td>
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<td><strong>FIRST DRAFT DUE</strong></td>
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<td></td>
<td><strong>Reversing the Tide in Europe</strong></td>
<td>Coetzee, pp. 316-326 Wouk, “The Court Martial” – the end of the section.</td>
</tr>
<tr>
<td>T. March 22</td>
<td>Air War</td>
<td>Coetzee, pp. 167-173</td>
</tr>
<tr>
<td>Th., March 24</td>
<td>Life on the Front</td>
<td>Coetzee, pp. 201-203; 224-227 Wouk, “The Last Captain of the Caine”</td>
</tr>
<tr>
<td>T. March 29</td>
<td>Stalingrad</td>
<td>Zeiler, Chapter 18</td>
</tr>
<tr>
<td>Th., March 31</td>
<td>D-Day</td>
<td>Zeiler, Chapter 19 Eisenhower, Chap. 13 &amp; 14</td>
</tr>
<tr>
<td>T. April 5</td>
<td>Paris to the Battle of the Bulge</td>
<td>Eisenhower, Chap. 15 &amp; 16</td>
</tr>
<tr>
<td></td>
<td><strong>The War in the Pacific and the End</strong></td>
<td></td>
</tr>
<tr>
<td>Th., April 7</td>
<td>Island Hopping to Victory &amp; On to the Philippines</td>
<td>Zeiler, Chapters 20 &amp; 23</td>
</tr>
<tr>
<td>T. April 12</td>
<td>From Iwo Jima to the Fire Bombing Tokyo</td>
<td>Eisenhower, Chap. 17 &amp; 18</td>
</tr>
<tr>
<td>Th., April 14</td>
<td>The Race for Berlin and the A-Bomb</td>
<td>Zeiler, Chapter 24 Coetzee, pp. 228-236 Eisenhower, Chap. 20 &amp; 21</td>
</tr>
</tbody>
</table>
**Academic Honor Code:**
The academic honor code forbids lying, cheating, and plagiarism. Plagiarism is defined as presenting the work of others as your own and copying sources without citation. Plagiarism or cheating on an exam will result in an XF grade for the course. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Absences:**
Students are permitted four absences over the course of the semester. Absences beyond four – unless they are documented by a memo from the Absence Memo Office ([http://studentaffairs.cofc.edu/about/services/absence.php](http://studentaffairs.cofc.edu/about/services/absence.php)) - will result in a loss of 3 points from the final grade per extra absence. I will document absences by taking roll at the beginning of class. If a student is not present when roll is taken, he or she will be officially ‘absent’.

**Disability Statement:**
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, during my office hours, as soon as possible and for contacting me one week before accommodation is needed.

**General Education Student Learning Outcomes:**
This course meets the following General Education requirements for Humanities:

**Student Learning Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed in a question that examines a primary source in the midterm examination.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 359: Modern Jewish History: French Revolution to the Present

Category (Check only ONE)

- [ ] 1 The Role of Language in Culture
- [X] 2 Global and Cultural Awareness
- [ ] 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

HIST 359 is a comparative/transnational course, examining the history of Jews from an international perspective that highlights the diversity of cultural accommodation (and failures to accommodate). It is a political, social, economic, diplomatic, cultural, religious, spiritual, scientific, and artistic study of Jewish history from the western European Enlightenment and French revolutionary era to the present. It traces Jewish life in Europe, the Americas, and the Middle East. A typical assignment for this course is a research paper that deals with an event, personality or phenomenon that helped shaped Jewish civilization in the period covered by the course.
Syllabus

Course Description

A study of Jewish history—political, social, economic, diplomatic, cultural, religious, spiritual, scientific and artistic—from the Western European Enlightenment and French Revolutionary era to the present. Jewish life in Europe, the Americas and the Middle East will be traced through the Napoleonic period, the century of “emancipation,” the Age of Nationalism two World Wars and the post-1945 epoch. This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Objectives

Analyze and criticize monographs
Engage in a dialogue on historic Jewish issues
Develop a facility with selected primary materials
Familiarize students with Jewish historiography
Place an important minority culture within one or more majoritarian frameworks
Confront the problem of finding a definition for Judaism

Course Requirements

A mid-term, a final and a term paper, each of which will count for 1/3 of your grade. The research paper should not exceed 12 double-spaced, typewritten pages with bibliography and appropriate citations. The topic must be decided upon in conference with me. The paper may deal with any legitimate problem in modern Jewish history or it may deal with a specific event, personality or phenomenon of international, national, local, institutional or diplomatic interest which shaped Jewish civilization from the 18th century to the present.

For example, suppose you are interested in American Jewish history, regional, national or global. The selection of topics is legion. One could study any one of the three synagogues in Charleston and interview its rabbi with regard to that congregation’s history and importance within the Jewish community; it is possible to interview local Holocaust survivors or speak with
the College’s Jewish Heritage archivist about the availability of institutional/family/oral history collections at the Sylvia Vlosky Yaschik Jewish Studies Center, 96 Wentworth Street. Other suggestions might be the history of Jewish Day School, the Addlestone Hebrew Academy. National or international topics might include the importance of Zionism to America’s Jews, a history of the Hadassah Women’s Organization with 300,000 members, the origins and development of major academic institutions e.g. Hebrew union College, the Jewish Theological Seminary, Yeshiva University or Brandeis University; the place of “Hillel” organizations on university campuses all over the nation; the “Jewish” creativity of Ludwig Lewisohn, Charles Reznikoff, Meyer Levin, Herman Wouk, Leon Uris, Leslie Fielder, Alfred Kazin, Henry Roth, Philip Roth, Gloria Steinem, Betty Friedan, Rosalyn Yalow, Woody Allen, Bette Midler, Gene Simmons, Paul Simon, Art Garfunkel, Bob Dylan, David O. Selznick, Jack Warner, Louis B. Mayer, Saul Bellow, Chaim Potok, Irving Berlin, Abraham Joshua Heschel, George Gershwin, Joseph Heller, E.L. Doctorow, Edna Ferber, Aaron Copeland, Jonas Salk, Steven Spielberg, Ruth Bader Ginsberg, Elaina Kagan, Felix Frankfurter, Louis Brandeis, Ayn Rand, Alla Nazimova, Lillian Hellman, Barbara Boxer, Rogers and Hammerstein, Leonard Bernstein, Kirk Douglas, Fred Astaire, Sylvia Sidney. John Garfield, Paul Muni, Tony Curtis, Edward G. Robinson, Henrietta Szold, Henry Kissenger or an one of a host of artists, scientists, politicians, intellects, spiritual leaders and sports figures; American Jews in the South before and after the Civil War; the philosophy and activities of the Anti-Defamation League (APL) or the American Jewish Committee (AJC); the cases of Julius and Ethel Rosenberg, Leopold and Loeb or Leo Frank: the anti-Semitism of Charles Coughlin, Charles Lindbergh or the Dearborn Independent, financed by Henry Ford.

All papers, regardless of Middle Eastern/Israeli, European or American focus, will contain some primary source materials (e.g. edited letters or manuscript collections which have been published, edited documents in foreign affairs and U.S. diplomacy which have been published, materials located in the College of Charleston’s Jewish Heritage Collection, contemporary newspapers, periodicals scholarly and/or popular, Congressional Record, Public Papers of the Presidents) as well as standard, monographic/secondary sources. The paper is due on December 1 and I will not accept them if they are late. Attendance is regularly noted. More than three (3) unexcused absences will result in grade deflation or withdrawal.

Required Texts


**Weekly Topics and Assignments**

August 23: The Jewish World Before the Renaissance

*JGH* Preface and Sections I-IV

August 30: The Autumn of the middle Ages for Jewish Society and the Scientific

*JGH* Section VI

*N* Foreword, Preface, “A Note...” and Part One

September 6: The Enlightenment, The French Revolution and Emancipation: Promise and Fulfillment in the 19th century?

*JGH* pp.295-317 and 341-356

*N* Parts two, three and appendix

September 13: Reaction I: Anti-Semitism in 19th Century Western European Society to the First World War

*JGH* pp.323-342

*F* Read the entire book

September 20: Revolution and Reaction: The Jews of Eastern Europe to the First World War

*JGH* pp. 317-323 and 356-358
September 27: Interwar Europe and the Road to Auschwitz

**JGH** pp. 391-41

October 4: World War II and the Road from Auschwitz

**JGH** pp. 453-460

October 11: Those Who Left: Creating an American Jewish Experience in the Colonies and the Nation, 1654-1880

**JGH** pp. 369-377

A Preface; Chapters 1 and 2

October 13: MID-TERM EXAMINATION: You are responsible for all class notes since the beginning of the semester and the following readings:

1) **JGH**, Preface, sections I-IV and VI; pp.368,391-420, 453-460
2) **N**, all of it
3) **F**, all of it

October 20: The “Golden” Land: Creating, Adapting to and Diversifying the American Culture 1880-1945

**JGH** pp. 377-91

A Chapters 3 and 4

October 25: “The Melting Pot” Boils Over: Anti-Semitism and its Encounter with America from Earliest Settlement to the Present

Selected handouts and I

November 1: The American Jewish Experience Since 1945

A, Chapters 5 and 6; pp. 139-151

November 8: Zionism in Europe and America

November 8: Zionism 452

*Supplementary Texts (not required; available in the Addlestone Library):*
(1) Walter Liqueur, *A History of Zionism*

(2) Stuart E. Knee, *The Concept of Zionist Dissent in the American Mind 1917-1941*

November 15: Clashing Visions: Origins and Development of the Arab-Jewish Conflict to 1948

*JGH* Section V

*J*, Introduction; Parts One and Two

November 22: Clashing Visions since Israel’s Statehood: Impasse or Bypass?

*JGH* pp. 461-490

*J*, parts three, four and epilogue; pp. 197-207

November 29 (Papers Due December 1) the Future of Jewish History

No reading

The Final Examination will cover all class notes since the Mid-Term and the following readings:

1) *JGH*, Section V; pp. 369-391, 410-452, 461-490

2) *A*, all of it

3) *I*, all of it

4) *J*, all of it
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: HISTORY

Course Acronym, Number, and Title: HIST 366: Comparative Slavery in the
Americas

Category (Check only ONE )  

____ 1 The Role of Language in Culture  
_X_ 2 Global and Cultural Awareness  
_____ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the
program learning outcome for the category selected. Be specific by including relevant
course content or assignments related to the learning outcome (you may attach a separate
sheet):

This course is designed to introduce students to some of the complex issues relating to
slavery in North and South America, from its introduction until its demise in the
nineteenth century. This will be done by way of a comparative framework, examining
North and South America as well as the Caribbean. The work assigned for the class
includes two written projects that combine readings from the class with original research.
HIST 366
Comparative Slavery
Dr. Powers

Office: Maybank 323, 953-8127 or 5711
powersb@cofc.edu
Office Hours: MWF 11:00-12:30, W 3:00-4:30
and by appointment.

This class is designed to introduce students to some of the complex issues relating to slavery in North and South America, from its introduction until its demise in the nineteenth century. This will be done by way of a comparative framework, which will examine North and South America, as well as the Caribbean.

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Learning Goals:

1. To introduce the student to the general academic discipline of history as well as to the fundamental issues and elements related to the hemispheric institution of slavery.

2. To encourage the development and utilization of critical thinking skills including the synthesis, analysis and application of facts and ideas to explain historical phenomena.

3. To improve the student's communication skills both oral and written through periodic discussion groups and by providing opportunities to write essays and reports to be critically evaluated.

Requirements: Attend class; participate in all discussion groups; turn in all assignments on time and computer produced; take responsibility for any work missed due to absence.

Grading: In this course there will be two written examinations which consist primarily of essay type questions. Study guides will be provided in advance of the exams however, it is your responsibility to study the material as we go along. Do not wait for a study guide to begin to prepare for an examination! In addition, each student will complete two written projects organized according to directions provided by the instructor. There are many lectures in this course but there will be ample time devoted to discussion. You are expected to participate in those discussions and demonstrate active intellectual engagement with the issues. You will receive a grade for your participation. Do not e-mail assignments without prior permission and such permission will rarely be given. Make and retain a duplicate copy of your written projects before submitting them and keep all your graded work until you have received the final grade for the course. Each of the above items counts for one-fifth of the final grade.
The College of Charleston offers a variety of student support services that can assist you to succeed academically. For this class, the Writing Lab can be of special utility as you organize, write, proofread and otherwise prepare your written assignments for submission, so seek assistance there as needed. Remember the best writers have great editors also.

All students are bound by the Honor Code; you should be familiar with acts which breach it such as plagiarism and any such violations will be referred for investigation and adjudication. [See Student Handbook]

**Texts:**


Joao Jose Reis, *Slave Rebellion in Brazil: The Muslim Uprising of 1835 in Bahia* Johns Hopkins, 1993

**Course Outline and Readings**

1. **Background to New World Slavery** August 27
   Slavery in the Classical World: The Roman Example
   Slavery and Freedom in Traditional African Society
   
   David B. Davis (Hereafter DBD) chap. 2
   Priscilla Starrett, “Tuareg Slavery and the Slave Trade” S & A 2 (September, 1981): 83-113

2. **Hemispheric Encounters and the Role of Africans** September 3
   European Heritage and Enslavement
   European Expansion and African Encounters
   Rise of a New World in Microcosm
   
   DBD chaps. 2-3

3. **The Atlantic Slave Trade** September 10
   General Overview: Scope Mechanics and Significance
   
   DBD chap. 4
   David Northrup, ed., *The Atlantic Slave Trade*, 149-166 (Hall, Morgan)
4. Africans and Models of Empire in the Atlantic World Through the Eighteenth Century September 17
   Spain
   Brazil
   British and French Caribbean
   DBD chap. 5; Burnard
   Hilary Beckles and Verene Shepherd, Caribbean Slavery in the Atlantic World pps. 111-19, 173-82 (Beckles, Shepherd)

5. Slavery in Colonial North America September 24
   Geographical Variations and Slavery in British North America
   DBD chap 6
   Ira Berlin, Many Thousands Gone chap. 1
   ________, and Philip Morgan, Cultivation and Culture, Chap. 7 (Walsh)
   [Burnhard Project Due]

6. Impact of the Eighteenth Century Revolutions October 1
   DBD chaps. 7-8

   EXAMINATION October 8

7. Slavery and Antebellum America October 22
   Cotton Kingdom and the Structure of Slave Life
   DBD chaps. 9-10
   Cultivation and Culture, Chap. 6 (Miller)
   Walter Johnson, Soul By Soul: Life Inside the Antebellum Slave Market chap.3
   Larry Hudson,”All That Cash: Work and Status in the Slave Quarters” in Larry Hudson, Working Toward Freedom, pps.77-94

8. Slave Culture in Hemispheric Perspective October 29-November 5
   DBD chap. 10
   Sterling Stuckey, Slave Culture, chap 1 (specific pages)
   Robert Farris Thompson, Flash of the Spirit (specific pages)
   Margaret Creel, A Peculiar People, chap. 6
James Walvin, “Slaves’ Free Time and the Question of Leisure”  
_ S & A_ 16(April,1995):1-13
Michael Crayton, “Decoding Patchy-Patchy: The Roots, Branches and  
Essence of Junkanoo” _ S & A_ 16(April, 1995): 14-44
Joao Reis, “Candomble in Nineteenth Century Bahia: Priests,  
Followers, Clients” 22(April 2001):116-134

9  **Gender and Slavery** November 12

Jennifer Morgan, _Laboring Women_ chap.
David B. Gaspar and Darlene C. Hine, _More Than Chattel_, chap.3  
(Cody)
Barbara Bush, _Caribbean Slave Women in Caribbean Society_, chap. 6
Kathleen Higgins, “Gender and the Manumission of Slaves in  
Colonial Brazil: The Prospects for Freedom in Sabara, Minas  
Gerais” 18(August,1997): 1-29

10.  **Revolt and Resistance** November 19

  DBD chap. 11; Reis

11  **Manumission and Free Black Life** November 26

  **Free Blacks in Antebellum America**

  DBD chap. 10

  David Cohen and Jack Greene, _Neither Slave Nor Free_ 1-19, chaps.  
  4,7 (Elisabeth, Handler & Sio)

  Perspective” _ S & A_ 24(April, 2003):54-70

12  **Antislavery and Abolition** December 3

  DBD chaps. 12, 1, 13-14

EXAM
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Irish and Irish American Studies

Courses Covered by Signatures (please list all by acronym and number):

IIAS 201: Introduction to Irish and Irish American Studies

Signatures:

[Signatures]

Department Chair / Program Director:

[Signature] 3-18-16

Dean:

[Signature] 3-4-16

Faculty Coordinator for General Education:

[Signature] 3-23-17

Chair, General Education Committee:

[Signature] 3-23-16

Faculty Senate Secretariat:

Date
Department: Irish and Irish American Studies

Course Acronym, Number, and Title: IIAS 201: Introduction to Irish and Irish American Studies

Category (Check only ONE)

1. The Role of Language in Culture
   -
2. Global and Cultural Awareness
   ✓
3. Regions of the World
   -

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

This course is designed with two things in mind: 1. give students a foundational knowledge of Irish history, culture, politics, and society; and 2. introduce students to the disciplinary methods of the humanities—especially cultural studies, history, and the social sciences. It could probably satisfy both Category 2 and Category 3, but the focus on "models and theories" in Category 2 suggests that's the best fit.

The content of the course is entirely cross-cultural, with most of the focus being on Ireland of the past and present; and a strong minority emphasis on the Irish diaspora in the United States. The assignments in course, guest lectures, and various artifacts analyzed (from literature, film, song, historical documents, to demographics and folk tales) demonstrate the course's focus on interdisciplinary methods of analysis.
IIAS 201: Intro to Irish and Irish American Studies

Course description:
An inter-disciplinary introduction to the Irish in Ireland and in North America, focusing on migrations of people and cultures into and out of Ireland since the Stone Age; the prominent political movements since 1798; and the current sociological profile of people living in Ireland and people of Irish extraction living in America.

Outcomes:

Content
Students will demonstrate a general knowledge of the major political, cultural, and religious movements in Ireland and concerning the Irish in America, from the Stone Age to the present.

Methodology
Students will analyze and interpret Irish historical and cultural texts; and apply social science concepts, models or theories to explain the behavior, social interactions and social institutions of the Irish.

Students will use models and theories to analyze a cross-cultural issue.

Foreign Language Alternative:

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Materials:
various readings supplied in electronic format via OAKS

Assignments:

<table>
<thead>
<tr>
<th>Title</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>2 Short papers</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes/homework</td>
<td>15</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20</td>
</tr>
<tr>
<td>Final exam</td>
<td>30</td>
</tr>
<tr>
<td>Final paper</td>
<td>20</td>
</tr>
</tbody>
</table>
Short Papers:

Students will complete two short paper assignments of 600 words each. These will be exercises in disciplinary methods of analyzing primary documents. They will not require outside research, but they will require a mastery of the examined texts, and an understanding, based on work conducted in class, of disciplinary approaches.

Term Paper:

The term paper will assert a thesis, supported by arguments and evidence, involving at least two primary texts or cultural artifacts from different genres. Students will develop their thesis in private conference with the instructor; they will follow an appropriate disciplinary approach; and they will incorporate into their argument research in the secondary literature.

Quizzes/Homework

Students will complete unscheduled quizzes and homework as assigned by the instructor. These assignments will be designed to help students master the historical and cultural content that constitute the focus of class meetings. Quizzes and homework assignments CANNOT be made up. I will drop your lowest grade among these assignments when I calculate your final grade. Typically, these will be based on a pass/fail scale.

Attendance:

I make no distinction between "excused" and "unexcused" absences. You are allowed three absences during the semester without any justification, but you are responsible for material you've missed. I will drop your final grade 3 points for each absence over three.
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Readings/guests</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 January</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>12 January</td>
<td>Book of Invasions: Celtic, Viking,</td>
<td>Moody, chs. 3, 6, 8, 11, and 12</td>
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<td></td>
<td>Norman, Tudor, Cromwell</td>
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<tr>
<td>14 January</td>
<td>King William, Penal Laws, Grattan</td>
<td>Moody, chs. 14 and 15</td>
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<td></td>
<td>Parliament, 1798, Union</td>
<td></td>
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<tr>
<td>19 January</td>
<td>Nationalism, Repeal, Famine, and</td>
<td>Moody, chs. 16, 17, and 18</td>
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<td></td>
<td>Home Rule</td>
<td></td>
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<tr>
<td>21 January</td>
<td>Colonial discourse</td>
<td>Punch (.pdf)</td>
</tr>
<tr>
<td>26 January</td>
<td>Republicanism, Easter Rising, Civil</td>
<td>Moody, ch. 19</td>
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<td></td>
<td>War</td>
<td></td>
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<tr>
<td>28 January</td>
<td>Republic and Northern Ireland</td>
<td>Moody, chs. 20 and 21</td>
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<tr>
<td></td>
<td>20th-Century Culture and People</td>
<td></td>
</tr>
<tr>
<td>2 February</td>
<td>Hidden Ireland: music</td>
<td>Tom Morley</td>
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<tr>
<td>4 February</td>
<td>De-Anglicization</td>
<td>&quot;The Necessity for de-Anglicising Ireland&quot; and the Abbey Theatre circular</td>
</tr>
<tr>
<td>9 February</td>
<td>Literary Revival</td>
<td></td>
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<tr>
<td>11 February</td>
<td>The Peasant</td>
<td>Synge's preface and &quot;Riders to the Sea&quot;</td>
</tr>
<tr>
<td>16 February</td>
<td>The GAA and sports</td>
<td>Mathew Garrison and Brendan Dagg</td>
</tr>
<tr>
<td>18 February</td>
<td>Myth and folklore</td>
<td>Trish Ward; Paper 1 due</td>
</tr>
<tr>
<td>23 February</td>
<td>The Irish Family</td>
<td>Moore Quinn lecture, 22 February</td>
</tr>
<tr>
<td>25 February</td>
<td>Women in Ireland</td>
<td>&quot;Girls, the Body, and Sexual Knowledge in Modern Ireland&quot;</td>
</tr>
<tr>
<td>1 March</td>
<td>Religion: Catholics</td>
<td>Moody, chs. 4 and 5</td>
</tr>
<tr>
<td>3 March</td>
<td>Religion: Protestants</td>
<td>Paper 1 due</td>
</tr>
<tr>
<td>8 March</td>
<td>Spring Break</td>
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<tr>
<td>10 March</td>
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<tr>
<td>15 March</td>
<td>Midterm exam</td>
<td>Stephen White lecture</td>
</tr>
<tr>
<td>17 March</td>
<td>St. Patrick's Day</td>
<td></td>
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<tr>
<td>22 March</td>
<td>Troubles</td>
<td>Moody, chs. 22 and 23</td>
</tr>
<tr>
<td>24 March</td>
<td>Good Friday Accord</td>
<td>Devolution</td>
</tr>
<tr>
<td>29 March</td>
<td>European Union/Celtic</td>
<td>Niall Cahill lecture</td>
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<tr>
<td></td>
<td>Tiger/Immigration</td>
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<tr>
<td>31 March</td>
<td>The Crash</td>
<td></td>
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<tr>
<td>5 April</td>
<td></td>
<td>Joe Lee, lecture on 4 April</td>
</tr>
<tr>
<td>7 April</td>
<td>Government today in the Republic</td>
<td>Mark Long lecture, &quot;Celtic Tiger&quot; (.pdf)</td>
</tr>
<tr>
<td>12 April</td>
<td>Diaspora/emigration</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
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<tr>
<td>14 April</td>
<td>Nativism/ Tammany Hall</td>
<td></td>
</tr>
<tr>
<td>17 April</td>
<td>Main-streaming: John Ford</td>
<td><em>The Quiet Man</em></td>
</tr>
<tr>
<td>19 April</td>
<td>Main-streaming: John Kennedy</td>
<td><em>Final paper due</em></td>
</tr>
</tbody>
</table>
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
SIGNATURE SHEET
(One per department or program)

Department/Program Name: Political Science

Courses Covered by Signatures (please list all by acronym and number):

POLI 103 World Politics
POLI 104 (6306 10) Regional Geography
POLI 240 Human Rights
POLI 260 IR Theory
POLI 265 International Political Economy
POLI 340 Pol of Latin America
POLI 342 Pol of Africa
POLI 343 Pol of East Asia

Signatures:

[Signature]

Department Chair/Program Director Date

Dean Date

Faculty Coordinator for General Education Date

Chair, General Education Committee Date

Faculty Senate Secretariat Date
Foreign Language Alternative Paperwork
Political Science

Attached please find paperwork for eleven (11) courses to count toward the Foreign Language alternative.

In category two: Global and Cultural Awareness:
- POLI 103: World Politics
- POLI 104/GEOG 101: World Regional Geography
- POLI 240: Introduction to Comparative Politics
- POLI 260: International Relations Theory
- POLI 265: International Political Economy

  ○ These are all introductory 100 level courses or 200 level courses with no pre-requisites that in different ways introduce students to the theories and methods used by Political Scientists to study the world.

In category three: Regions of the World:
- POLI 340: Politics of Latin America
- POLI 342: Politics of Africa
- POLI 343: Politics of East Asia
- POLI 344: Politics of Middle East
- POLI 345: Politics of China
- POLI 351: Politics of Contemporary Brazil
- POLI 352: Geographies and Politics of the European Union

  ○ These three hundred level classes all cover a variety of areas: Africa, Asia, Middle east, Latin America, South America. Each course has as part of its learning outcome students demonstrating knowledge about the region, its institutions, laws, processes and constitutions.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: POLI 103 World Politics

Category (Check only ONE)  
1 The Role of Language in Culture
X 2 Global and Cultural Awareness

3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Learning outcomes for this course include:
- Demonstrate understanding of basic facts about world
- Familiarity with current political debates
- Capacity to theorize or explain political outcomes.

The course introduces students to the use of political theory in the study of politics to understand the world.

Assignment: response paper #4
"I was the fool because I thought
I thought the world
Turns out the world thought me."

-Eddie Vedder

Course Description
World Politics matters. As global citizens, it is almost impossible to avoid being drawn together by virtue of the ever-changing volume and the speed of money, goods, information, technology, people, ideas, and images that flow within and between countries. We study World Politics to help understand these dynamics, but also to decide how to engage with them, if at all. This means looking at the broad range of actors, structures, and issues on the international scene. It means looking at how states interact, and how states serve as administrative containers for societies, identities, ideologies, economies, political systems, and individuals, and how these things cooperate and collide.

The course has two goals. The first is to provide an introduction to the concepts and debates surrounding the study of World Politics. We will engage these through two main subfields in Political Science: Comparative Politics, which analyzes the differences among and within countries and determines why these differences matter, and International Relations, which focuses on relations between countries. The second goal is to give students a general idea of how political scientists think and engage with the wider world. This does not simply entail gaining knowledge of politics and history of different countries. It also means learning about theories that explain patterns of World Politics and how political scientists study the topic. We ask questions such as: Why are some countries democratic while others are authoritarian? Why are there wars? Why are some countries rich while others are poor? Students will learn how to connect academic theory to the real world.

The course proceeds in three parts. Part I will be an introduction to World Politics and Political Science as an anchor for the course, and will provide a crash course in the history of World Politics. Part II will look at International Relations. Part III will look at Comparative Politics.
Course Objectives and Methodology
This course counts towards CofC's General Education Social Science Requirement:

- Students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions (Response Paper #4)

This course has also been approved to satisfy Category 2 of the Foreign Language Alternative program.

- Students will use models and theories to analyze a cross-cultural issue (Response Paper #4)

Political Science student learning outcomes:

- Demonstrate understanding basic facts about the world
- Demonstrate capacity to theorize or explain political outcomes
- Demonstrate familiarity with current political debates
- Demonstrate skills in critical thinking
- Demonstrate knowledge of social scientific inquiry norms and standards

The course is taught through readings, lectures, class discussions, current events, and film:

- Readings. Students are expected to have completed the readings before the class sessions. Keeping up with these readings will be vital to your overall course performance, and it will be difficult to catch up if you fall behind. The knowledge acquired in the readings will be cumulative. That is, each week you will be introduced to new ideas that will become part of the "tool-box" you will use to analyze readings and lectures in subsequent weeks.

Students will engage three types of readings this semester. The first are scholarly articles found in academic journals, intended to expose students to what social science research does. The second are samples of news journalism that cover contemporary issues related to key concepts and theories developed by social science. Finally, students will read two books over the semester, each of which correspond to the main thematic components of the class. Other readings may be assigned.

- Lectures. Class sessions serve as the "textbook" for this course. Each week will feature a specific topic and a corresponding lecture that will anchor the readings and class discussions with key terms, concepts, cases, and historical context.

- Discussions. Class discussions will be fundamental and students are expected to participate.
• **Current Events.** Students are expected to independently follow current events and trends in World Politics by reading *The Economist* magazine.

• **Films.** Periodically students will be asked to view films outside of class and be prepared to discuss them in class.

**Course Requirements**
These include two exams, submission of 4 response papers, participation in the Model U.N., and participation in class lectures.

• **Exams (20 + 20 = 40%).** There will be two substantive exams during the semester each covering the International Relations and Comparative Politics components of the class.

• **Response Papers (40%)**
  o Students will submit a 3-4 page response paper that links the week’s readings to a current issue in world politics featured in the *Economist*.
  o Papers are due in class on FRIDAYS unless otherwise specified.
  o Students will submit a total of 4 response papers throughout the semester, with two for the International Relations section and two for the Comparative Politics section.

A separate guideline will be provided for this assignment.

**Hard copies only. No late submissions.**

• **Model United Nations (10%).** Students will be expected to participate in the College of Charleston’s Model UN during the Fall semester. More guidance will be provided as the semester proceeds.

• **Class participation (10%).** The quality of this class depends on the quality of discussion, therefore students are expected to participate in class.

**Course Policies**
Here are the rules of the road:

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
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<td>63-67</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**Attendance Policy.** Attendance is **REQUIRED.**

**Submission of Work.** Late work will not be accepted. Work submitted electronically will not be accepted. “My computer crashed” = “My dog ate my homework”
**Honor Code.** All students are expected be familiar with the College of Charleston Honor Code, and to abide by it. Violations will not be tolerated and will be dealt with appropriately.

**Learning Disabled.** If you have a learning disability, please let me know as soon as possible so special arrangements can be made for certain class requirements.

**Other Special Circumstances.** I normally will do business with anyone who lets me know in advance of any special circumstances. But please note that the expression "it is better to ask for forgiveness than permission" was not invented by a College Professor.

**Center for Student Learning.** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and they are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

**Required Readings**

- Students will take out twelve week digital subscription to *The Economist* magazine ($30) available at:

  https://subscriptions.economist.com/GLB/SPLASH/MAST/T1/NA/?absplitsrc=/GLB/MAST/T1&abnhid=550dc5550c8a&country=US&sub_type=student

All other readings are posted on OAKS or are available online.

**NOTE:** Additional readings may be assigned and the course outline may be adjusted to serve the needs of the class.

“Like” the Department of Political Science on Facebook:
https://www.facebook.com/CofCPoliticalScienceClub?ref=hl

“Like” the Program of African Studies on Facebook:
https://www.facebook.com/CollegeOfCharlestonAfricanStudiesProgram
Course Outline and Readings

Part I: Setting the Scene

1. August 26-28: Introduction

2. August 31-September 2: World Politics and Political Science

*No class Friday, September 4 for the American Political Science Association Annual Meeting*


3. September 7-11: A Brief History of World Politics


Samuel Huntington, “A Clash of Civilizations?” *Foreign Affairs* Summer 1993
https://www.foreignaffairs.com/articles/united-states/1993-06-01/clash-civilizations


Francis Fukuyama, “The End of History?” *The National Interest* Summer 1989
https://ps321.community.ua.edu/files/2012/10/Fukuyama-End-of-history-article.pdf

Part III: Fundamentals of International Relations

4. September 14-18

***Begin reading *Theories of International Politics and Zombies***


John Mearsheimer, “Anarchy and the Struggle for Power,” in Art and Jervis, pp. 50-60

5. September 21-25: International Organization & Non-State Actors


- The Anti-Homosexuality Act, 2009, Parliament of Uganda
  [http://www.guardian.co.uk/world/2012/jun/20/uganda-bans-organisations-promoting-homosexuality](http://www.guardian.co.uk/world/2012/jun/20/uganda-bans-organisations-promoting-homosexuality)

6. September 28-October 2: Paradigms in International Relations

Jack Snyder, “One World and Many Theories,” *Foreign Policy* (November/December 2004), pp. 52-62


7. October 5-9: International Political Economy


- “11 Things About the Greek Crisis You Need to Know,” *Vox* June 20 2015

8. October 12-16: International Security

Robert A. Pape, “The Strategic Logic of Suicide Terrorism,” *APSR*, vol. 97, no. 3 (August 2003)

***Must be finished reading *Theories of International Politics and Zombies***

9. Fall Break + Midterm

*No Class October 19 for Fall Break*

**MIDERM EXAM**

*Part I October 21 in class
Part II October 23 in class*

**Part II: Fundamentals of Comparative Politics**

***Begin reading *Dancing in the Glory of Monsters***

10. October 26-30: States in Comparative Perspective


11. November 2-6: States, Society, and Institutions

**MODEL UN NOVEMBER 6-7**


12. November 9-13: Regimes and Political Systems


- Peter Hessler, “Big Brothers,” *The New Yorker*, January 14, 2013 http://www.newyorker.com/magazine/2013/01/14/big-brothers

13-14. November 16-23: Political Interests

*No class Friday, November 20 for the African Studies Association Annual Meeting*

*No class Wednesday November 25 and Friday November 27 for Thanksgiving*


15. November 30-December 4: Political Violence


***Must be finished reading *Dancing in the Glory of Monsters***

15: December 7: Final Exam Review

**FINAL EXAM**

11:00 class: Friday, December 11th 12:00pm-3:00pm
1:00 class: Wednesday, December 9th 12:00pm-3:00pm
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: POL 104, World Regional Geography
Category (Check only ONE )

1 The Role of Language in Culture
X 2 Global and Cultural Awareness
___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Introductory course whose learning outcomes include:
- Identify major geographic regions and their distinct physical, economic, and cultural characteristics
- Apply geographical concepts to study global interconnectivity

Assignment: reflection essay on economic geography or commodity chains
World Regional Geography
POLI 104/GEOG 101
Fall 2015
Tuesdays and Thursdays
12:15-1:30
Ed Center 118

Instructor: Dr. Annette Watson
953-5864 (office)
WatsonAM@cofc.edu [this is the best way to reach me]
Office: Political Science Department, 114 Wentworth St., Room 207
Office hours: Tuesdays 2-3, Wednesdays 2:45-4:45, or by appointment

Class Syllabus

Course Description

You completed your homework on a computer made in Hong Kong using software
written in India, shipped through Singapore. You sent a letter to your uncle stationed in South
Korea and went out for dinner at a Thai restaurant. You get home and sit down for Ethiopian
coffee on your futon made in Sweden, drifting to sleep dreaming of surfing near the Great Barrier
Reef. Even though you live in South Carolina, you’ve had a very global day. What do all of these
places have to do with one another? What’s going on here that these places are so much a part of
your daily life?

Geography is about much more than knowing where places are. The purpose of this course is to
help you develop geographical skills that will enable you to better understand contemporary
politics, economies, and cultures—and appreciate the place where you live as well as places around
the world. This course is about understanding the fundamental politics of our
interconnections.

Geography offers an integrated way of understanding that is increasingly useful for addressing
some of the world’s most pressing political and economic problems. The terrorist attack of
September 11th, 2001, and the war on Iraq dramatically altered the geopolitical landscape, both at
the scale of daily life and at the global scale. Pollution and environmental degradation threaten the
health of ecosystems and human communities at local, regional, and global scales. Globalization
increases interdependence among places, meaning that events in one city may have significant
implications for places halfway around the world. As 2005’s Hurricane Katrina and the flooding of
New Orleans showed, uneven geographies of unprecedented wealth and abject poverty persist and
worsen both at the global scale and at the local scale, even within the richest of countries.

On the other hand, our ability to solve these problems is potentially greater now than at any time
in the past. The concepts and ideas we discuss in class will help you to make sense of the world we
live in and may help you begin to formulate your own ideas to solve many of the problems we face
at the beginning of the 21st century. The understanding you take away from this class will not
only benefit you as a citizen, it will also be of use to you in a future vocation.
The class time will be divided between lectures, brief discussions, and audio/films. You will be evaluated based on your ability to critically engage the media presented to you and the research conducted by you. By being ‘critical’ I mean more than just to critique a particular stance. Being critical means to be able to articulate the assumptions of a particular argument or point of view, and/or be able to articulate different points of view. Students will receive feedback on both exams and written assignments.

Social Science Learning Outcome
This course counts towards the general education social science requirement. Students can apply social science concepts, models or theories to explain human behavior, social interactions, or social institutions. This learning outcome will be assessed in Exam 1 for this course.

Foreign Language Alternative Outcome
This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2). This learning outcome will be assessed in the My Geography of Globalization project.

Student Learning Goals
- Explain what geographers do, the geographical approach to understanding global politics and economics (political economy): processes such as “development” and “globalization.”
- Identify and describe the world’s major geographic regions and their distinct physical, economic, and cultural characteristics.
- Students will use models and theories to analyze a cross-cultural issue.
- Apply geographical concepts and the spatial perspective (geographer’s approach) to study global interconnectedness and interdependencies among places, as well as the resulting politics and economics in these places.
- Interpret and extend current news events through a geographical lens, to become a more informed world citizen.
- Gain skills in critical thinking, critical reading and research.

Course Relevance:
Of interest to students pursuing careers in government, business, teaching, journalism, environmental professions, social activism, and non-profit development.

Readings:
Readings are preparatory. That is, you will be expected to read the relevant chapter material before lectures and class discussion.

Required text, available at the CoC Bookstore:

Current Affairs: It is **strongly recommended** that you do **at least one** of the following (this will be of use to you for class assignments):

(a) Visit the BBC News web site **daily** given its international focus, and its analytical quality (compared to CNN). The BBC site is available at: http://news.bbc.co.uk/.

(b) Read *The Economist* **weekly**, either in the periodical section of the library, or visit http://www.economist.com/index.html. Students can also order a subscription at a reduced rate.

(c) Read a newspaper with a strong international (versus US) focus on a **daily** basis. The *International Herald Tribune* is recommended if you can only consider a free web site. It is available at: http://www.iht.com. If you can afford a newspaper subscription, consider reading the *New York Times* (which is also available in the periodical section of the library, or free of charge at: http://www.nytimes.com). The *Financial Times* is another option (accessible for free at: http://www.ft.com).

**Class Communication:**

The syllabus, assignment instructions, and all lectures in PowerPoint (including links to videos shown) will be available on OAKS. Assignments are to be submitted via OAKS.

**Class policies:**

**Attendance** is **mandatory**. You are expected to be on time, participate in class discussions, and do the assigned readings. **Notices from the Absent Memo Office do not constitute an excused absence**, unless it is a required college-sponsored activity. Of course, you must notify me as soon as possible of your absence; present to me directly your evidence of the need for your absence if you wish to be excused. **Unexcused absences may result in a failing grade**. Only illnesses that require hospitalization will constitute appropriate medical excuses for absences.

You may **NOT** use cellphones, computers, or other electronic devices to “chat” or to browse the internet. I will ask you to place your equipment at the front of the room if you are using such a device for any reason other than to take class notes.

**Assignments** are due by the end of the day they are scheduled to be due (i.e., 11:59 pm), unless otherwise noted. You will lose a full letter grade for every class meeting that an assignment is late. **Missed exams are not excused**, nor given the opportunity to be made up, unless the instructor is notified during the first week of the semester that an exam will be missed due to officially-sponsored activities, or if you are unexpectedly hospitalized, as stated above.

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.

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, even when from an unattributed source from
the internet, then you must use quotation marks in addition to a citation; simply naming the
source is not enough. If you 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 for an assignment, consult
with me before the assignment is due.

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

Support Services:

Please take advantage of the College's Center for Student Learning; they have walk-in labs for
writing—a skill you will need to improve (and be tested on!) during this semester. The Center for
Student Learning is located in the Addlestone Library (958-5685).

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 at least one week before accommodation is needed.

Grading

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.

I (Incomplete) – assigned due to extraordinary circumstances, e.g., hospitalization, which prevent
the completion of work on time. Requires a written agreement between student and instructor.

This course will use +/- grades, allocated as follows:

A/A+ = 92% or above          C = 77-79%
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%
HINTS FOR EXCELLENCE:

1. Do the reading, take notes on it (and on lecture) in some form. Make sure you see the purpose of the reading and its relationship to class. You might print the lecture slides out ahead of that lecture, and take notes right on the page!

2. Make a conscious effort to incorporate the lexicon of the class into your own intellectual framework and be thinking of examples from your own experience and independent reading. Try those out on your peers sometimes. Also, join ("like") the "Geography at CofC" Facebook page, whose postings will help you better understand geographic analysis (and lead you to job prospects!). This will help you do better on tests.

3. Ask questions! If the time does not seem right, write them in your notes and then ask later when I pause for questions—do not be shy on this one. Email me, or come to my office hours if you simply cannot bring yourself to ask in class.

4. Stay on pace. Do not let several chapters of the textbook pile up.

Assignment Breakdown:

60% Five exams (60 pts): (four in-class exams, one take-home final)

30% Project (30pts):
   Economic Geography: My Geography of Globalization
   (different stages of the project are due at different times)

10% Participation (10 pts):
   5% on event/lecture attendance and paper response (see instructions posted to OAKS)
   5% for class attendance, participation in discussion, and/or emailing me questions or comments. Your participation grade can easily make the difference between an A and a B, or between a C and a D...!

Class Outline

Week 1: Tuesday and Thursday, August 26th and 28th

Tues: Introduction to class, begin Chapter 1
Thurs: Read Chapter 1: A World of Regions (pgs 1-18, and Appendix A)
       Introduction to My Geographies of Globalization project; part 1 of assignment

Week 2: Tuesday and Thursday, Sept 1 and 3rd

Tues: Chapter 1: A World of Regions (fully read)
Thurs: finish Ch 1
Week 3: Tuesday and Thursday, September 8th and 10th
Tuesday: Chapter 2: Europe (read entire chapter)
Due: Part 1 of project (submit to OAKS by 11:59 p.m.)
Thursday: finish Europe
Part 2 of project introduced

Week 4: Tuesday/Thursday Sept 15th and 17th
Tuesday: Chapter 3: The Russian Federation, Central Asia, and the Transcaucasus
Thursday: in-class Exam #1 (Chapter 1 only)

Week 5: Tuesday/Thursday Sept 22nd and 24th
Tuesday: finish Ch 3
Thursday: Chapter 4: Middle East and North Africa

Week 6: Tuesday/Thursday Sept 29th and October 1st
Tuesday: finish Ch 4
Thursday: Chapter 5: Sub-Saharan Africa

Week 7: Tuesday/Thursday October 7th and 9th
Tuesday: Exam #2 (Chapters 1-4)
Thursday: No Class: work on part 2 of your globalization projects.

Week 8: Tuesday/Thursday Oct 13th and 15th
Tuesday: finish Chapter 5
Thursday: Chapter 6: The United States and Canada

Week 9: Tuesday/Thursday Oct 15th and 17th
Tuesday: finish Chapter 6
Thursday: begin Chapter 7: Latin America

Week 10: Tuesday/Thursday Oct 20th and 22nd
Tuesday: No Class: Fall break
Thursday: No Class: work on part 2 of globalization projects

Week 11: Tuesday/Thursday Oct 27th and Oct 29th
Tuesday: finish Chapter 7
Thursday: begin Chapter 8: East Asia
Part 3 of globalization projects introduced
Due: Part 2 of globalization projects (Submit to OAKS before midnight)

Week 12: Tuesday/Thursday November 3rd and 5th
Tuesday: Exam #3 (Chapters 1-7)
Thursday: finish Chapter 8

Week 13: Tuesday/Thursday Nov 10th and 12th
Tuesday: begin Chapter 9: South Asia
Thursday: finish Ch 9; begin Chapter 10: Southeast Asia
Week 14: Tues/Thurs Nov 17th and 19th
Tues: finish Chapter 10; begin Chapter 11: Oceania
Thurs: finish Ch 11
Introduction to part 4 of globalization project
Due: part 3 of globalization projects (submit in class or on OAKS before midnight)

Week 15
NO Class, Thanksgiving

Week 16: Tues/Thurs Dec 1st and 3rd
Tues: Exam #4 (Chapters 1-9)
Thurs: NO Class: work on part 4 of globalization project
Take home Final Exam #5 (Chapters 1-11) becomes available for download on OAKS
All papers for your participation grade are due before midnight on the final day of our
class, uploaded to OAKS

Part 4 of Project Due (by December 7th 11:59 pm on OAKS)

Take home Final Exam #5 due December 10th, 11:59 pm on OAKS

Have a great Winter Break!
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: POLI 240 Introduction to Comparative Politics
Category (Check only ONE)

1 The Role of Language in Culture
2 Global and Cultural Awareness
3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Course introduces students to the methods of comparative analysis. Includes comparisons based on economies, institutions & identity

Assignment: Analytic essay
Introduction to Comparative Analysis

Course Objectives

In the discipline of Political Science, the subfield of comparative politics is unique in that it is defined both by its substance (the study of foreign countries or a plurality of actors) and its method (comparison). However, analysts of the discipline have noted that, for the most part, courses that serve as introductions to comparative politics focus on the descriptive study of multiple specific countries and do little or no explicit comparing. Such courses seem to assume that because we all compare instinctively throughout our daily lives, there is little reason to presume that we need to be taught that skill again. And yet if one is to practice comparative politics in its truest and most valuable form, an emphasis on developing one’s comparative analytical skills is critical. We may all compare instinctively as humans, but that does not necessarily mean that our instincts are strong or that our comparative abilities are very refined.

This course is specifically designed to focus on helping you develop and strengthen your capacities to systematically compare with an eye toward applying those skills toward political analysis (comparing between countries or between other international actors in order to identify and explain differences and similarities between them with respect to the particular phenomena being analyzed). With the ability to compare mastered, you will be in a position to build and test theories about how the world works, using countries and other international actors as your cases. You will also be exposed to the work of scholars engaged in the same forms of inquiry and investigating any number of questions. While this course will allow you to explore many substantive issues and dynamics which prevail within and between countries today, you will also be learning and refining skills which you can apply not only in the further investigation of comparative politics but in the study of other areas of political science, as well as many aspects of your life.

Course Content

The approach adopted here will seek to introduce you to comparative politics thematically with central theories and concepts of the subfield at the heart of the course content. The semester will begin with an exploration of the scope of comparative politics and an examination of different approaches to comparative inquiry. This will be followed by discussion of the setting in which comparative inquiry occurs and will seek to put much of this initial substance into context using the United States as a case example. From there, the course will examine economic and cultural elements of comparative politics, comparative political structures, and the roles played by elites and masses in political decision-making. The course will then conclude with discussions of comparative policy-making, including regime transitions and governmental performance. Throughout these course components, specific references will be made continually to developments in the following ten countries: Britain, France, Germany, the Russian Federation, China, Mexico, Brazil, India, Nigeria and Iran. In addition, you will each be researching and becoming familiar with the elements of three additional systems from a particular region which will also be factored into the course content over the term.

By the end of the semester, you should have a solid appreciation for the core theories and concepts of comparative politics and how they apply to a number of different systems in the world. This theoretical and conceptual toolkit should also be strong enough for you to apply it to other comparative courses should you go on to take, for example, the Politics of Africa or the Politics of Southeast Asia. You will also know how comparative inquiry is conducted and have had sufficient practice in many of its elements to be able to think about pursuing your own future comparative research down the road, as well as feel more comfortable with the foundational elements of scholarly inquiry more broadly.
Foreign Language Alternative

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (POLI program learning outcome 2).

Learning Outcomes and Skills this Course Will Seek to Improve

This course contains several learning outcomes and objectives. After having taken this course, you will have a stronger and more informed perspective on approaches to studying politics comparatively and you will be familiar with the primary theories and concepts that form the building blocks of the subfield, especially as they apply to different states in the world. At the end of the semester, you should be conscious of your understanding and be able to better and more substantively articulate to others the appreciation you have acquired. In addition, this course will push you to comprehend the specific nature of comparative political inquiry and you will know how to begin applying concepts and theories comparatively in order to deepen your knowledge of different political systems and answer pressing political questions. Part of your insights here will be derived from your exposure to scholarly literature and studies of comparative politics.

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

** oral communication (through regular class participation and class discussions);

** reading comprehension (through regular reading assignments that will provide the basis for many class discussions, as well as homework assignments and analytical papers);

** descriptive and applicative abilities (through homework assignments, cohort analysis, analytical paper assignments);

** critical thinking and analysis (through class reading, discussion of scholarly comparative research, analytical paper assignments);

** effective, concise writing and development of critical analysis (through homework assignments and analytical papers);

** using models and theories to analyze a cross-cultural issue (through cohort analysis and analytical papers);

** research methods and hypothesis writing, testing (through cohort analysis, homework assignments, discussion of selected class readings);

** comprehending the views of others and articulating, defending one's own position (through class readings, discussions; homework assignments).

Method of Presentation

One underacknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process, retain and apply knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.
This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. Individual class sessions will be largely discussion oriented, with lecture material designed to complement the required readings. It is important to underscore that lectures will not be a rehashing of the information in the assigned texts. Simply coming to class and digesting the material discussed will not insure your success in the course.

There will be time set aside in each session for discussion and there will occasionally be group exercises conducted to emphasize points. The interactive nature of the class can increase if you come prepared and are willing to take some initiative in this regard.

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

Special Circumstances

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

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

Office Hours

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

Course Ground Rules

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

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested.

Conscience Cash -- in order to introduce some element of flexibility in the scheduling of work during the semester, each of you will begin with a “dollar” which can be exclusively used in any one of the following ways:
1. You may spend your dollar to allow you to turn in one of your analytical papers one day late without incurring late work penalties (after one day, penalties begin kicking in; this does not apply to the final exam);
2. You may spend your dollar to allow you to turn in any two homework assignments one day late without incurring late work penalties (after the first day, penalties begin to accrue);
3. You may spend your dollar to re-write one of your first three analytical papers for a higher grade (paper #4 and the final exam are not eligible for this arrangement);
4. You may cash in any portion of your unused dollar at the end of the semester in exchange for a grade enhancement in your class participation.

Recognize that this is the only flexibility you will be given to accommodate late work without penalty – you should use your “dollar” judiciously so you do not encounter an unexpected situation later in the term and pay with your grade.

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

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

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

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

**Method of Evaluation**

Final course evaluations will be based upon class participation and involvement in class discussions, completion of a set of homework assignments, and completion of a series of written assignments that will become increasingly more sophisticated and will culminate in a take-home final exam. You will also be applying a number of concepts of comparative analysis to a regional group of countries that you will develop some expertise in over the course of the semester and there will be an extra credit option to participate in the College’s Model UN where you represent a country in the simulation to be held Friday, November 4 and Saturday, November 5. More details on this opportunity are described below along with the different categories of work you will be completing for your course grade.

Grading will be based on the following distribution of credit:
1. Class Participation (10%)  Class participation is a vital component of this course and your active involvement in class sessions is required. Participation in class discussions and group exercises is expected and will be considered in final course evaluations. Participation is not simply about being present or sharing your opinion with others, although you will be expected to offer your ideas regularly in class discussions and obviously you cannot do that if you are not attending class. Quality participation involves demonstrating that you have read and engaged with the text under consideration, that you have thoughtful questions to ask about it, and that you have considered how a text relates to lecture material as well as contemporary issues in comparative politics. A stellar contribution is one that develops your opinion into an argument rooted in evidence from the course texts or other verifiable sources. Quality participation also involves listening carefully and critically to the views expressed by classmates and helping one another build insights and understanding.

You will be given regular feedback on your class participation and you will also have opportunities to assess your own participation efforts in written comments to me.

Considering how we all learn, it can be challenging for some of us to engage in large discussions because we are easily intimidated by others or shy about speaking in public. These are obstacles to learning that become important to overcome. If you are someone who feels intimidated or can experience shyness, please talk to me about strategies you can use to become more comfortable speaking in class.

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

2. Homework (20%): Rather than give exams, one major way your comprehension and ability to begin using the substance of the course will be assessed is through completing regular homework assignments. Twelve times during the semester, you will be given comparative assignments based on the elements of the course topic(s) we are discussing—you will be graded on each of them and the top ten grades assigned during the semester will be bundled into this component of your final grade. Thus, you have some leeway to miss or drop your lowest homework assignment grades. Due dates for each homework assignment are listed in the course outline; guidelines for each assignment will be distributed in class.

3. Cohort Analysis (10%): Early in the term, you will select a cohort of three countries from a particular region that you will research and become familiar with over the course of the semester. This regional cohort will be incorporated into selected homework and analytical assignments and at various times during the term, you will be called upon in class to discuss your cohort in the context of the class themes and issues under discussion. You will receive a grade at the conclusion of the course for the facility you display in building and incorporating knowledge of your cohort.

4. Analytical Written Assignments (45%): Four times during the term, you will be writing analytical assignments of 5-7 pages in length on different cumulative elements of class. These will increase in sophistication over the term as well: you will begin with an assignment that seeks to demonstrate and refine your descriptive/application abilities and subsequent essays will work on explanation/analysis and assessment/synthesis/evaluation. Specific guidelines for each assignment will be distributed in class; due dates for each analytical assignment are listed in the course outline below.

5. Final Exam (15%): The final exam for the course will essentially be a comprehensive analysis that you will complete as a take-home assignment; it will draw upon the skills and capacities you have worked on through homework assignments and analytical papers during the term and incorporate elements of your cohort analysis as well, while providing you with a final opportunity to demonstrate your understanding of and capacities to use the material you have studied all semester long. The due date for the assignment is listed in the course outline; specific guidelines for the final will be handed out in the last week of class.

6. Extra Credit Opportunity – Participation in the Model UN (up to one grade level – as many as ten points – on final grade): This fall, the College of Charleston will organize a Model UN simulation which you
are invited to participate in as part of three person teams representing a country. In order to be eligible for extra credit, you must participate in all aspects of the simulation, including training on the procedures of the Model and the entire weekend exercise itself, spanning from Friday, November 4 through Saturday, November 5. The amount of extra credit you will earn will be based upon the level of preparation and activity you demonstrate during the exercise itself, including the research completed on the resolutions under debate, the willingness to propose amendments to the debated resolutions, your engagement in debates throughout the model, and a completed assessment of the exercise after the simulation. The maximum number of points you can earn on your final grade is ten. Merely participating does not assure you of all ten points – the number of extra credit points you earn will be based upon the quality of your participation and work. Additional details on the exercise will be distributed in class – once you make a commitment, you will be held to this obligation, since others will be depending upon you as well.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior (100-92)</td>
</tr>
<tr>
<td>B</td>
<td>Good (85-82)</td>
</tr>
<tr>
<td>C</td>
<td>Average (75-72)</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing (65-62)</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent (91-89)</td>
</tr>
<tr>
<td>B-</td>
<td>Promising (81-79)</td>
</tr>
<tr>
<td>C-</td>
<td>Acceptable (71-69)</td>
</tr>
<tr>
<td>D-</td>
<td>Barely Passing (61-59)</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good (88-86)</td>
</tr>
<tr>
<td>C+</td>
<td>Fair (78-76)</td>
</tr>
<tr>
<td>D+</td>
<td>Barely Acceptable (68-66)</td>
</tr>
<tr>
<td>F</td>
<td>Failure (58-0)</td>
</tr>
</tbody>
</table>

Opportunities for "extra credit" beyond the Model UN are not available.

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

**Reading and Texts**

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

Assignments will be made in the following books:


All required texts are available at the College of Charleston and University Bookstores. Additional course readings are indicated with a (*) in the course outline and will be made available through the course OAKS page.

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

**Newspapers**

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

**TV/Radio**

- National News (ABC, CBS, NBC, CNN)
- Nightline (ABC)
- The PBS Newshour (PBS)
- This Week (ABC)
- Meet the Press (NBC)
Journals

-- Comparative Politics
-- Comparative Political Studies
-- Studies in Comparative International Development
-- World Politics
-- Journal of Politics
-- Canadian Journal of Political Science
-- British Journal of Political Science
-- European Journal of Political Research
-- American Political Science Review
-- World Development
-- Journal of Developing Areas
-- American Journal of Political Science
-- Journal of Development Studies
-- Third World Quarterly
-- Communist and Post-Communist Studies
-- Journal of Latin American Studies
-- Journal of Asian Studies
-- Middle East Journal
-- European Union Studies
-- East European Politics and Societies
-- Western European Politics
-- Journal of Modern African Studies
-- Pacific Review
-- Democratization
-- Civil Wars

-- Face the Nation (CBS)
-- 60 Minutes (CBS)
-- Frontline (PBS)
-- Washington Week in Review (PBS)
-- Fareed Zakaria GPS (CNN)
-- Morning Edition (NPR)
-- All Things Considered (NPR)
-- Weekend Edition (NPR)
-- Wide Angle (PBS)
-- The World (BBC/PRI)

Websites (with scholarly material)

Council on Foreign Relations
www.cfr.org
Carnegie Endowment
www.carnegieendowment.org
Center for Strategic and International Studies
www.csis.org
U.S. Institute for Peace
www.usip.org
International Crisis Group
www.crisisgroup.org

In addition, blogging has become a significant communication vehicle and political activity among some scholarly commentators of the comparative and world politics. There are a number of scholars who maintain blogs about global issues – examples by scholars like Stephen Walt (Harvard) and Dan Drezner (Tufts) can be found at www.foreignpolicy.com. Take note that while the narrative content of scholarly blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly research and primary source materials originating with others. We may seek to assemble a list of some of the most interesting and useful blogs over the course of the semester.

Hints for Reading and Writing — Survival Tips

When seeking to understand comparative politics, it is important to wrestle with its complexities and appreciate the many key events and elements that help define it as a subfield of Political Science. We will be reading many works through the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before an assignment is due. Thus, I have some suggestions to help you in your reading.

First, do the assigned reading before you come to class on the day we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.
Second, after you read a chapter or an article for the first time, consider going back and taking some notes as well. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of a chapter or article are, identify and try to define new terms used in the chapter or article, and think about why the material is important and how it relates to other topics we have already discussed in the course.

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

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

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete a number of different writing assignments designed to help you develop your skills in description, explanation and evaluation as you synthesize other’s ideas and construct your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

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

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

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

Proofreading: Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.
In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.
Course Outline and Required Readings

Below is a list of when all the topics will be covered in the course and what reading is due to be read as part of each topic consideration (reading is due to be completed for the day it is listed). You will also note that there are learning objectives outlined for each topic area – you should use these to anticipate what you will encounter for each topic area before you begin reading and return to them at the end of each discussion to evaluate for yourself whether and to what extent you are learning what you are intended to take away from each section and part of the course. Lists of key theories and concepts are also included.

(#) denotes reading in Kesselman’s Readings in Comparative Politics
(*) denotes reading on course OAKS page

I. (August 24) Course Introduction


Note: You may read this anytime in the next week of class – preferably with reading assigned for August 29

Part One: Themes and Approaches in Comparative Politics (August 29-September 21)

Learning Objectives: At the end of this part of the course, you should better understand what comparative politics entails, how it is conducted (effectively and ineffectively) and why it is distinguished from other subfields of political science. Much of this discussion will be illustrated in the context of democratization and you will be expected to draw upon (and augment) your existing background in United States politics as you begin to think actively about America as a sovereign state in a comparative context and to more fully appreciate the concept of comparative democracy as it relates to states, nations and societies.

II. (August 29) The Comparative Study of Politics

Learning Objectives: At the end of this section of the course, you should have a clearer appreciation for the evolution of comparative politics as a field and your own sense of answers to the following questions: What is comparative politics? What are the advantages to studying politics comparatively? What differentiates comparative politics from international relations? What questions and subjects have dominated scholarly considerations of comparative politics in recent decades?


III. (August 31- September 12) How to Compare ... and Why?

Learning Objectives: At the end of this section of the course, you should understand the basic steps involved in scientific research methods and how they apply to comparative research. This includes appreciating the specific components of comparative research design and how they are combined to produce more or less compelling comparative scholarship. More particularly, you should know what research questions, hypotheses and variables (independent, intervening and dependent) are and how to construct your own questions using hypotheses and operationalized variables, as well as how to evaluate the questions and statements of others.
You should appreciate the role of theory in comparative inquiry at different levels of analysis and begin to be able to apply these insights to processes of democratization as they are studied comparatively. You should also be able to distinguish most similar and most different systems designs from one another and discuss the circumstances under which each design may be best used, as well as acquire a sense of what kinds of mistakes can undermine the quality and validity of comparative scholarship.

**Key Theories and Concepts:** autonomy, polyarchy, inclusiveness, competitive oligarchies, inclusive hegemonies, closed hegemonies, authority, legitimacy, power

**Reading:** Barrington, pp. 1-23.

**A. Of Grocers and Chiefs ... The Elegance of Comparison (August 31)**

**Reading:**


(#) Francis Fukuyama, “The End of History?” pp. 10-17;


**Homework Assignment #1 due in class (August 31)**

**B. Strategies and Methods of Comparison (September 5-7)**

**Reading:**


**Homework Assignment #2 due in class (September 7)**

**C. Theory and Comparative Politics (September 12)**

**Reading:**


(#) Philippe Schmitter and Terry Karl, “What Democracy Is ... and Is Not,” pp. 201-211;


**Homework Assignment #3 due in class (September 12)**

**IV. (September 14-19) The Setting of Comparative Politics: Societies, Nations and States**

**Learning Objectives:** At the end of this section of the course, you should be able to understand the relationships that exist between societies, nations and states and identify these characteristics in the context of the state cases under consideration. Likewise, you will be able to discuss the current tensions surrounding notions of state sovereignty and begin to appreciate the extent to which global trends are weakening and strengthening sovereignty in practice. You will explore the roots of ethnic harmony and tensions and weigh these in light of the sources of identity and allegiance present in the global arena today.
Key Theories and Concepts: nations, states, sovereignty, legitimacy, recognition, nationalism, identity, citizenship, ethnicity

Reading: Barrington, pp. 24-61;
(#) Walker Connor, “A Nation is a Nation, Is a State, Is an Ethnic Group, Is a . . .,” pp. 300-305;
(#) Jerry Muller, “Us and Them,” pp. 52-58;
(#) James Habiyarimana et al., “Is Ethnic Conflict Inevitable?” pp. 59-71;

V. (September 21) “American Exceptionalism?” The United States in Comparative Perspective

Learning Objectives: At the end of this section of the course, you should have drawn upon your experiences from American government courses to begin assessing the nature of the American national state and how it compares to others in terms of concepts like societies, nations and states, as well as elements of identity and ideology, governing structures and institutions, and policy predispositions.

Key Theories and Concepts: exceptionalism, federalism, individualism, egalitarianism, equality of opportunity, equality of result, localism, Protestant ethic, isolation, path dependency, pragmatism

Reading: (*) John Kingdon, America the Unusual (New York: St. Martin’s Press, 1999), pp. 7-56.

Monday, September 26 – Paper Assignment #1 due by 4:30 at my office

Part Two: Economic, Cultural and Identity Structures (September 26-October 12)

Learning Objectives: At the end of this part of the course, you should more fully appreciate the roles played by economic, cultural and identity factors in shaping the politics of states in the developed and developing worlds. You should also be able to begin using concepts associated with these factors to delineate similarities and differences across systems and discuss the roles these concepts play in influencing the comparisons and contrasts you start to note.

VI. (September 26-28) Economic Class, Development and Globalization

Learning Objectives: At the end of this section of the course, you should be able to identify different models of capitalism and discuss how various states have approached capitalism with different political and economic results. You should also be able to identify and employ divergent theories of economic development to begin describing and explaining the social and cultural changes that influence and accompany economic development. You should be able to discuss aspects of globalization and assess its impacts on the nature of the state generally as well as its specific effects upon different categories of states and peoples, particularly in the context of the state cases under study.

Key Theories and Concepts: dependency theory, modernization theory, import substitution industrialization, strong/weak state theories, resource curse, class, globalization, subsistence economies, denationalization, state retreat, Washington Consensus

Reading: Barrington, pp. 62-100;
(#) Susan Strange, “The Retreat of the State,” pp. 81-88;
(#) Saskia Sassen, “The State and Globalization,” pp. 89-94;
(#) David Coates, “Models of Capitalism in the New World Order,” pp. 129-137;
(#) Peter Hall and David Soskice, “An Introduction to Varieties of Capitalism,” pp. 138-149;
(2) Robert Ross and Anita Chan, “From North-South to South-South,” pp. 164-170;

Homework Assignment #4 due (Friday, September 30)

VII. (October 3-5) Ideas as Structures: Political Culture and Ideology

Learning Objectives: At the end of this section of the course, you should be able to define political culture and identify prevailing elements of it as part of comparing the country cases under study. You should also be able to discuss how socialization, major events and long-term processes can influence political culture and identify the way elements of political culture can emerge among different political ideological perspectives and shape the structure of nations and states.

Key Theories and Concepts: civic culture theory, post-materialist theory, horizontal vs. vertical social relations, socialization

Reading: Barrington, pp. 101-143
(1) Pippa Norris and Ronald Inglehart, “Cultural Obstacles to Equal Representation,” pp. 258-268;
(2) Seyla Benhabib, “The Claims of Culture,” pp. 269-276;
(3) Howard Winant, “Race in the 21st Century,” pp. 276-287;

Homework Assignment #5 due (Friday, October 7)

VIII. (October 10-12) Identity Structures and Identity Divisions

Learning Objectives: At the end of this section of the course, you should be able to describe different types of politically relevant collective identities and discuss places where these different identities are particularly prominent and important to ongoing political dynamics; explain why various forms of identity are effective sources of political mobilization and illustrate these explanations with examples; describe strategies a government may take in response to identity diversity; discuss factors that can lead a government to be more or less accommodating to prevailing forms of identity diversity; illustrate all of these insights using the case of Nigeria specifically; explain the varying extent of violence against women found within different stable democracies.

Key Theories and Concepts: cleavage structure theory, feminist theories, assimilation, fundamentalisms, primordialism

Reading: Barrington, pp. 144-188;

Homework Assignment #6 due (Friday, October 14)

Monday, October 17 – Fall Break (no class)

Part Three: Political Structures in Comparative Context (October 19-26)

Learning Objectives: At the end of this part of the course, you should appreciate the differences in various political systems, including the structural diversity and functional variation found in systems throughout the
developed and developing world. You will also encounter and should be able to apply theories of bureaucracy and military in governing to different systems, particularly in the developing world.

IX. (October 19) Political Systems and their Rules

Learning Objectives: At the end of this section of the course, you should be able to describe and distinguish political institutions and different types of regimes (democracy, authoritarianism, totalitarianism) as well as federal vs. unitary systems and explain the roles played by constitutions. You should also be able to identify factors contributing to the consolidation of democracy and the rise of new authoritarianism. These insights should be applicable to the different cases under discussion as well as specific states of the Middle East.

Key Theories and Concepts: systems theory, competitive authoritarianism, totalitarianism, devolution, new institutionalism

Reading: Barrington, pp. 189-230;

Homework Assignment #7 due (Friday, October 21)

X. (October 24) Legislatures and Executives

Learning Objectives: At the end of this section of the course, you should be able to identify and distinguish the main roles of legislative and executive structures in government. You should also be able to appreciate the primary features, strengths and weaknesses of parliamentary vs. presidential systems of government (and their variants) and apply these insights to the different cases under study as well as Peru and other states of Latin America.

Key Theories and Concepts: party government theory, creeping authoritarianism

Reading: Barrington, pp. 231-278;
(#) Juan Linz, “The Perils of Presidentialism,” pp. 318-328;

Monday, October 24 – Paper Assignment #2 due by 4:30 at my office

XI. (October 26) Unelected Components of Government

Learning Objectives: At the end of this section of the course, you should be able to describe and distinguish in the structure and functions of judiciaries, bureaucracies and militaries and how each can shape the evolution of state structures as well as policy. You should also be able to describe theories associated with the judiciary, bureaucracy, military and how these apply to cases under study, including specific states in Africa.

Key Theories and Concepts: bureaucratic autonomy theory, inverse judicial power theory, new professionalism theory, judicial review, praetorianism

Reading: Barrington, pp. 279-320;
Part Four: Elites, Masses and Political Decision-Making (October 31-November 16)

Learning Objectives: At the end of this part of the course, you should appreciate the roles played by individuals and groups in the evolution of political dynamics in different countries and understand the opportunities and limits of analysis at individual and group levels. You should also readily be able to contrast analysis at individual and group levels with analysis at levels of structure and consciously explain how and why you might choose to favor one or more levels of analysis over others as you carry out comparative scholarship.

XII. (October 31-November 2) Political Participation in Comparative Perspective

Learning Objectives: At the end of this section of the course, you should be able to readily distinguish elites from masses and articulate the different ways elites and masses have been connected to one another and for what ostensible political purposes. You should also be able distinguish interest groups from social movements and point to examples of different forms of political organization and participation using the cases under discussion. This should lead you to begin summarizing the key evolutionary factors in contemporary participation trends and assess these in specific country contexts, including identifying evidence of the transnationality of social movements and the weakening of social capital in different settings.

Key Theories and Concepts: disturbance theory, socioeconomic status theory, subgovernment theory, civil society, clientalism, collective action problem, corporatism, elitism, iron triangles, nepotism, pluralism, social capital, (un)conventional participation

Reading: Barrington, pp. 321-361;  
(#) Sidney Tarrow, "A Movement Society?" pp. 379-391;  

XIII. (November 7-9) Political Parties and Electoral Systems

Learning Objectives: At the end of this section of the course, you should be able to distinguish political parties from interest groups and social movements and to differentiate among various types of party systems in use around the world. Similarly, you should be able to describe and identify the characteristics of different electoral systems (including their advantages and disadvantages) as they are used in different societies and explain the various relationships between electoral systems and party systems (ex. Duverger’s Law). Finally, you should begin to understand how and why the manipulation of party and electoral systems can bring about different political outcomes and identify examples of this in the cases under study.

Key Theories and Concepts: cleavage structure theory, party organization theory, realignment theory, Duverger’s Law, critical elections, preferential voting

Reading: Barrington, pp. 362-403;  
(#) Benjamin Reilly, "Electoral Systems for Divided Societies," pp. 357-363;  

Wednesday, November 9 – Paper Assignment #3 due by 4:30 at my office

Homework Assignment #10 due (Friday, November 11)
XIV. (November 14-16) Leadership and Individual Political Choices

Learning Objectives: At the end of this section of the course, you should be able to identify and discuss different leadership styles, skills and traits, and explain how decisions are made using various theories of decision-making. You should then be able to apply these insights to the ongoing debate over the origins and development of failed states and the role leadership may play in these dynamics and in the ongoing debates over the roots of terrorism in the global arena.

Key Theories and Concepts: rational choice theory, impossibility theorem, bounded rationality, corruption, cognitive dissonance, groupthink, incrementalism, satisficing, transference, failed states, new medievalism, terrorism

Reading: Barrington, pp. 404-442;
(#) Robert Rotberg, “Failed States in a World of Terror,” pp. 105-112;
(#) John Rapley, “The New Middle Ages,” pp. 113-119;
(*) Robert Pape, “The Strategic Logic of Suicide Terrorism” American Political Science Review 97 (3) August 2003, pp. 343-361;

Homework Assignment #11 due (Friday, November 18)

Part Five: Using Structures and Choices to Comprehend Political Outcomes (November 21-December 5)

Learning Objectives: At the end of this part of the course, you should understand processes of change and continuity in governance as it applies to the life of governments and their performance, and be able to appropriately apply both structural and choice variables to comparatively explain and assess political outcomes surrounding the work and longevity of governing institutions in different settings.

XV. (November 21-28) Regime Transitions

Learning Objectives: At the end of this section of the course, you should be able to define and apply key concepts associated with different forms of regime transition. You should know particularly the major prevailing explanations for democratization and be able to judge their applicability when applying them to examples of regime transition in the countries under study. This includes discussing the failures of democratization as well as the consolidation of democracy and why democratization can destabilize countries. You will also learn about revolutionary transformations and should be able to distinguish these from other forms of change, as well as discuss its prevalence and prospects in the contemporary world arena. All of these elements can lead you to look anew at the political changes underway in the Arab world.

Key Theories and Concepts: democratization, liberalization, revolution, consolidation, reequilibration, particularism, accountability, transition paradigm, structural vs. choice transitions, internal vs. external transitions

Reading: Barrington, pp. 443-483;
(#) Samuel Huntington, “The Third Wave,” pp. 18-28;
(#) Valerie Bunce, “Rethinking Democratization,” pp. 222-231;
(*#) Bo Rothstein and Dietlind Stolle, "The State and Social Capital,“ pp. 403-411;  
(*) George Lawson, “Negotiated Revolutions: The Prospects for Radical Change in  
Contemporary World Politics” Review of International Studies 31 (3) July  
2005, pp. 473-493;  
(*) Jack Goldstone, “Understanding the Revolutions of 2011: Weakness and  
Resilience in Middle Eastern Autocracies” Foreign Affairs 90 (3)  
May/June 2011, pp. 8-16.

Wednesday, November 23 – Thanksgiving Holiday (no class)

Homework Assignment #12 due in class (November 28)

XVI. (November 30-December 5) Comparative Public Policy and Government Performance

Learning Objectives: At the end of this section of the course, you should be able to describe the primary indicators of successful government performance and apply these to major policy debates underway internationally and within the countries under study, including identifying examples of first, second and third order policy change. You should specifically be able to articulate how and why citizens in Argentina and elsewhere assess government performance and how this relates to elements of generalized trust and the strength of democratic processes.

Key Theories and Concepts: federalism, decentralization, accountability, corruption, subnational government, intermestic policy, generalized trust, first/second/third order policy changes

Reading: Barrington, pp. 484-535;  
(#) Michael McFaul, “Are New Democracies War-Prone?” pp. 338-344;  
(#) Henry Hale, “Divided We Stand,” pp. 345-356;  

Tuesday, December 6 – Paper Assignment #4 due by 4:30 at my office

Monday, December 12 – Final Exam due at my office by 4:30 p.m.
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: POLI 240 Introduction to Comparative Politics
Category (Check only ONE)  

1 The Role of Language in Culture

2 Global and Cultural Awareness

3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Course introduces students to the methods of comparative analysis. Includes comparisons based on economies, institutions, etc. Identify

Assignment: Analytic Essay
Introduction to Comparative Analysis

Course Objectives

In the discipline of Political Science, the subfield of comparative politics is unique in that it is defined both by its substance (the study of foreign countries or a plurality of actors) and its method (comparison). However, analysts of the discipline have noted that, for the most part, courses that serve as introductions to comparative politics focus on the descriptive study of multiple specific countries and do little or no explicit comparing. Such courses seem to assume that because we all compare instinctively throughout our daily lives, there is little reason to presume that we need to be taught that skill again. And yet if one is to practice comparative politics in its truest and most valuable form, an emphasis on developing one’s comparative analytical skills is critical. We may all compare instinctively as humans, but that does not necessarily mean that our instincts are strong or that our comparative abilities are very refined.

This course is specifically designed to focus on helping you develop and strengthen your capacities to systematically compare with an eye toward applying those skills toward political analysis (comparing between countries or between other international actors in order to identify and explain differences and similarities between them with respect to the particular phenomena being analyzed). With the ability to compare mastered, you will be in a position to build and test theories about how the world works, using countries and other international actors as your cases. You will also be exposed to the work of scholars engaged in the same forms of inquiry and investigating any number of questions. While this course will allow you to explore many substantive issues and dynamics which prevail within and between countries today, you will also be learning and refining skills which you can apply not only in the further investigation of comparative politics but in the study of other areas of political science, as well as many aspects of your life.

Course Content

The approach adopted here will seek to introduce you to comparative politics thematically with central theories and concepts of the subfield at the heart of the course content. The semester will begin with an exploration of the scope of comparative politics and an examination of different approaches to comparative inquiry. This will be followed by discussion of the setting in which comparative inquiry occurs and will seek to put much of this initial substance into context using the United States as a case example. From there, the course will examine economic and cultural elements of comparative politics, comparative political structures, and the roles played by elites and masses in political decision-making. The course will then conclude with discussions of comparative policy-making, including regime transitions and governmental performance. Throughout these course components, specific references will be made continually to developments in the following ten countries: Britain, France, Germany, the Russian Federation, China, Mexico, Brazil, India, Nigeria and Iran. In addition, you will each be researching and becoming familiar with the elements of three additional systems from a particular region which will also be factored into the course content over the term.

By the end of the semester, you should have a solid appreciation for the core theories and concepts of comparative politics and how they apply to a number of different systems in the world. This theoretical and conceptual toolkit should also be strong enough for you to apply it to other comparative courses should you go on to take, for example, the Politics of Africa or the Politics of Southeast Asia. You will also know how comparative inquiry is conducted and have had sufficient practice in many of its elements to be able to think about pursuing your own future comparative research down the road, as well as feel more comfortable with the foundational elements of scholarly inquiry more broadly.
Foreign Language Alternative

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (POLI program learning outcome 2).

Learning Outcomes and Skills this Course Will Seek to Improve

This course contains several learning outcomes and objectives. After having taken this course, you will have a stronger and more informed perspective on approaches to studying politics comparatively and you will be familiar with the primary theories and concepts that form the building blocks of the subfield, especially as they apply to different states in the world. At the end of the semester, you should be conscious of your understanding and be able to better and more substantively articulate to others the appreciation you have acquired. In addition, this course will push you to comprehend the specific nature of comparative political inquiry and you will know how to begin applying concepts and theories comparatively in order to deepen your knowledge of different political systems and answer pressing political questions. Part of your insights here will be derived from your exposure to scholarly literature and studies of comparative politics.

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

- **oral communication (through regular class participation and class discussions);**
- **reading comprehension (through regular reading assignments that will provide the basis for many class discussions, as well as homework assignments and analytical papers);**
- **descriptive and applicative abilities (through homework assignments, cohort analysis, analytical paper assignments);**
- **critical thinking and analysis (through class reading, discussion of scholarly comparative research, analytical paper assignments);**
- **effective, concise writing and development of critical analysis (through homework assignments and analytical papers);**
- **using models and theories to analyze a cross-cultural issue (through cohort analysis and analytical papers);**
- **research methods and hypothesis writing, testing (through cohort analysis, homework assignments, discussion of selected class readings);**
- **comprehending the views of others and articulating, defending one’s own position (through class readings, discussions; homework assignments).**

Method of Presentation

One underacknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process, retain and apply knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.
This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. Individual class sessions will be largely discussion oriented, with lecture material designed to complement the required readings. It is important to underscore that lectures will not be a rehashing of the information in the assigned texts. Simply coming to class and digesting the material discussed will not insure your success in the course.

There will be time set aside in each session for discussion and there will occasionally be group exercises conducted to emphasize points. The interactive nature of the class can increase if you come prepared and are willing to take some initiative in this regard.

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

Special Circumstances

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

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

Office Hours

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

Course Ground Rules

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

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested.

Conscience Cash – in order to introduce some element of flexibility in the scheduling of work during the semester, each of you will begin with a “dollar” which can be exclusively used in any one of the following ways:
1. You may spend your dollar to allow you to turn in one of your analytical papers one day late without incurring late work penalties (after one day, penalties begin kicking in; this does not apply to the final exam);
2. You may spend your dollar to allow you to turn in any two homework assignments one day late without incurring late work penalties (after the first day, penalties begin to accrue);
3. You may spend your dollar to re-write one of your first three analytical papers for a higher grade (paper #4 and the final exam are not eligible for this arrangement);
4. You may cash in any portion of your unused dollar at the end of the semester in exchange for a grade enhancement in your class participation.

Recognize that this is the only flexibility you will be given to accommodate late work without penalty – you should use your “dollar” judiciously so you do not encounter an unexpected situation later in the term and pay with your grade.

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

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

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

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

Method of Evaluation

Final course evaluations will be based upon class participation and involvement in class discussions, completion of a set of homework assignments, and completion of a series of written assignments that will become increasingly more sophisticated and will culminate in a take-home final exam. You will also be applying a number of concepts of comparative analysis to a regional group of countries that you will develop some expertise in over the course of the semester and there will be an extra credit option to participate in the College’s Model UN where you represent a country in the simulation to be held Friday, November 4 and Saturday, November 5. More details on this opportunity are described below along with the different categories of work you will be completing for your course grade.

Grading will be based on the following distribution of credit:
1. Class Participation (10%)  Class participation is a vital component of this course and your active involvement in class sessions is required. Participation in class discussions and group exercises is expected and will be considered in final course evaluations. Participation is not simply about being present or sharing your opinion with others, although you will be expected to offer your ideas regularly in class discussions and obviously you cannot do that if you are not attending class. Quality participation involves demonstrating that you have read and engaged with the text under consideration, that you have thoughtful questions to ask about it, and that you have considered how a text relates to lecture material as well as contemporary issues in comparative politics. A stellar contribution is one that develops your opinion into an argument rooted in evidence from the course texts or other verifiable sources. Quality participation also involves listening carefully and critically to the views expressed by classmates and helping one another build insights and understanding.

You will be given regular feedback on your class participation and you will also have opportunities to assess your own participation efforts in written comments to me.

Considering how we all learn, it can be challenging for some of us to engage in large discussions because we are easily intimidated by others or shy about speaking in public. These are obstacles to learning that become important to overcome. If you are someone who feels intimidated or can experience shyness, please talk to me about strategies you can use to become more comfortable speaking in class.

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

2. Homework (20%): Rather than give exams, one major way your comprehension and ability to begin using the substance of the course will be assessed is through completing regular homework assignments. Twelve times during the semester, you will be given comparative assignments based on the elements of the course topic(s) we are discussing – you will be graded on each of them and the top ten grades assigned during the semester will be bundled into this component of your final grade. Thus, you have some leeway to miss or drop your lowest homework assignment grades. Due dates for each homework assignment are listed in the course outline; guidelines for each assignment will be distributed in class.

3. Cohort Analysis (10%): Early in the term, you will select a cohort of three countries from a particular region that you will research and become familiar with over the course of the semester. This regional cohort will be incorporated into selected homework and analytical assignments and at various times during the term, you will be called upon in class to discuss your cohort in the context of the class themes and issues under discussion. You will receive a grade at the conclusion of the course for the facility you display in building and incorporating knowledge of your cohort.

4. Analytical Written Assignments (45%): Four times during the term, you will be writing analytical assignments of 5-7 pages in length on different cumulative elements of class. These will increase in sophistication over the term as well: you will begin with an assignment that seeks to demonstrate and refine your descriptive/application abilities and subsequent essays will work on explanation/analysis and assessment/synthesis/evaluation. Specific guidelines for each assignment will be distributed in class; due dates for each analytical assignment are listed in the course outline below.

5. Final Exam (15%): The final exam for the course will essentially be a comprehensive analysis that you will complete as a take-home assignment; it will draw upon the skills and capacities you have worked on through homework assignments and analytical papers during the term and incorporate elements of your cohort analysis as well, while providing you with a final opportunity to demonstrate your understanding of and capacities to use the material you have studied all semester long. The due date for the assignment is listed in the course outline; specific guidelines for the final will be handed out in the last week of class.

6. Extra Credit Opportunity – Participation in the Model UN (up to one grade level – as many as ten points – on final grade): This fall, the College of Charleston will organize a Model UN simulation which you
are invited to participate in as part of three person teams representing a country. In order to be eligible for extra credit, you must participate in all aspects of the simulation, including training on the procedures of the Model and the entire weekend exercise itself, spanning from Friday, November 4 through Saturday, November 5. The amount of extra credit you will earn will be based upon the level of preparation and activity you demonstrate during the exercise itself, including the research completed on the resolutions under debate, the willingness to propose amendments to the debated resolutions, your engagement in debates throughout the model, and a completed assessment of the exercise after the simulation. The maximum number of points you can earn on your final grade is ten. Merely participating does not assure you of all ten points – the number of extra credit points you earn will be based upon the quality of your participation and work. Additional details on the exercise will be distributed in class – once you make a commitment, you will be held to this obligation, since others will be depending upon you as well.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior (100-92)</td>
<td>A minus</td>
<td>Excellent (91-89)</td>
</tr>
<tr>
<td>B</td>
<td>Good (85-82)</td>
<td>B minus</td>
<td>Promising (81-79)</td>
</tr>
<tr>
<td>C</td>
<td>Average (75-72)</td>
<td>C minus</td>
<td>Acceptable (71-69)</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing (65-62)</td>
<td>D minus</td>
<td>Barely Passing (61-59)</td>
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<td></td>
<td></td>
<td>F</td>
<td>Failure (58-0)</td>
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B+  -- Very Good (88-86)
C+  -- Fair (78-76)
D+  -- Barely Acceptable (68-66)

Opportunities for "extra credit" beyond the Model UN are not available.

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

Reading and Texts

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

Assignments will be made in the following books:


All required texts are available at the College of Charleston and University Bookstores. Additional course readings are indicated with a (*) in the course outline and will be made available through the course OAKS page.

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

**Newspapers**

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

**TV/Radio**

-- National News (ABC, CBS, NBC, CNN)
-- Nightline (ABC)
-- The PBS NewsHour (PBS)
-- This Week (ABC)
-- Meet the Press (NBC)
Journals

-- Comparative Politics
-- Comparative Political Studies
-- Studies in Comparative International Development
-- World Politics
-- Journal of Politics
-- Canadian Journal of Political Science
-- British Journal of Political Science
-- European Journal of Political Research
-- American Political Science Review
-- World Development
-- Journal of Developing Areas
-- American Journal of Political Science
-- Journal of Development Studies
-- Third World Quarterly
-- Communist and Post-Communist Studies
-- Journal of Latin American Studies
-- Journal of Asian Studies
-- Middle East Journal
-- European Union Studies
-- East European Politics and Societies
-- Western European Politics
-- Journal of Modern African Studies
-- Pacific Review
-- Democratization
-- Civil Wars

-- Face the Nation (CBS)
-- 60 Minutes (CBS)
-- Frontline (PBS)
-- Washington Week in Review (PBS)
-- Fareed Zakaria GPS (CNN)
-- Morning Edition (NPR)
-- All Things Considered (NPR)
-- Weekend Edition (NPR)
-- Wide Angle (PBS)
-- The World (BBC/PRI)

Websites (with scholarly material)

Council on Foreign Relations
www.cfr.org
Carnegie Endowment
www.carnegieendowment.org
Center for Strategic and International Studies
www.csis.org
U.S. Institute for Peace
www.usip.org
International Crisis Group
www.crisisgroup.org

In addition, blogging has become a significant communication vehicle and political activity among some scholarly commentators of the comparative and world politics. There are a number of scholars who maintain blogs about global issues – examples by scholars like Stephen Walt (Harvard) and Dan Drezner (Tufts) can be found at www.foreignpolicy.com. Take note that while the narrative content of scholarly blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly research and primary source materials originating with others. We may seek to assemble a list of some of the most interesting and useful blogs over the course of the semester.

Hints for Reading and Writing — Survival Tips

When seeking to understand comparative politics, it is important to wrestle with its complexities and appreciate the many key events and elements that help define it as a subfield of Political Science. We will be reading many works through the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before an assignment is due. Thus, I have some suggestions to help you in your reading.

First, do the assigned reading before you come to class on the day we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.
Second, after you read a chapter or an article for the first time, consider going back and taking some notes as well. Much of what we read do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of a chapter or article are, identify and try to define new terms used in the chapter or article, and think about why the material is important and how it relates to other topics we have already discussed in the course.

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

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

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete a number of different writing assignments designed to help you develop your skills in description, explanation and evaluation as you synthesize other’s ideas and construct your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

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

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

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

Proofreading: Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.
In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.
Course Outline and Required Readings

Below is a list of when all the topics will be covered in the course and what reading is due to be read as part of each topic consideration (reading is due to be completed for the day it is listed). You will also note that there are learning objectives outlined for each topic area—you should use these to anticipate what you will encounter for each topic area before you begin reading and return to them at the end of each discussion to evaluate for yourself whether and to what extent you are learning what you are intended to take away from each section and part of the course. Lists of key theories and concepts are also included.

(#) denotes reading in Kesselman's Readings in Comparative Politics
(*) denotes reading on course OAKS page

I. (August 24) Course Introduction


Note: You may read this anytime in the next week of class—preferably with reading assigned for August 29

Part One: Themes and Approaches in Comparative Politics (August 29-September 21)

Learning Objectives: At the end of this part of the course, you should better understand what comparative politics entails, how it is conducted (effectively and ineffectively) and why it is distinguished from other subfields of political science. Much of this discussion will be illustrated in the context of democratization and you will be expected to draw upon (and augment) your existing background in United States politics as you begin to think actively about America as a sovereign state in a comparative context and to more fully appreciate the concept of comparative democracy as it relates to states, nations and societies.

II. (August 29) The Comparative Study of Politics

Learning Objectives: At the end of this section of the course, you should have a clearer appreciation for the evolution of comparative politics as a field and your own sense of answers to the following questions: What is comparative politics? What are the advantages to studying politics comparatively? What differentiates comparative politics from international relations? What questions and subjects have dominated scholarly considerations of comparative politics in recent decades?


III. (August 31- September 12) How to Compare ... and Why?

Learning Objectives: At the end of this section of the course, you should understand the basic steps involved in scientific research methods and how they apply to comparative research. This includes appreciating the specific components of comparative research design and how they are combined to produce more or less compelling comparative scholarship. More particularly, you should know what research questions, hypotheses and variables (independent, intervening and dependent) are and how to construct your own questions using hypotheses and operationalized variables, as well as how to evaluate the questions and statements of others.
You should appreciate the role of theory in comparative inquiry at different levels of analysis and begin to be able to apply these insights to processes of democratization as they are studied comparatively. You should also be able to distinguish most similar and most different systems designs from one another and discuss the circumstances under which each design may be best used, as well as acquire a sense of what kinds of mistakes can undermine the quality and validity of comparative scholarship.

**Key Theories and Concepts:** autonomy, polyarchy, inclusiveness, competitive oligarchies, inclusive hegemonies, closed hegemonies, authority, legitimacy, power

**Reading:** Barrington, pp. 1-23.

**A. Of Grocers and Chiefs ... The Elegance of Comparison (August 31)**


(#) Francis Fukuyama, "The End of History?" pp. 10-17;


**Homework Assignment #1 due in class (August 31)**

**B. Strategies and Methods of Comparison (September 5-7)**


**Homework Assignment #2 due in class (September 7)**

**C. Theory and Comparative Politics (September 12)**


**Homework Assignment #3 due in class (September 12)**

**IV. (September 14-19) The Setting of Comparative Politics: Societies, Nations and States**

**Learning Objectives:** At the end of this section of the course, you should be able to understand the relationships that exist between societies, nations and states and identify these characteristics in the context of the state cases under consideration. Likewise, you will be able to discuss the current tensions surrounding notions of state sovereignty and begin to appreciate the extent to which global trends are weakening and strengthening sovereignty in practice. You will explore the roots of ethnic harmony and tensions and weigh these in light of the sources of identity and allegiance present in the global arena today.
Key Theories and Concepts: nations, states, sovereignty, legitimacy, recognition, nationalism, identity, citizenship, ethnicity

Reading: Barrington, pp. 24-61;
(#) Walker Connor, “A Nation is a Nation, Is a State, Is an Ethnic Group, Is a . . . ,” pp. 300-305;
(#) Jerry Muller, “Us and Them,” pp. 52-58;

V. (September 21) “American Exceptionalism?” The United States in Comparative Perspective

Learning Objectives: At the end of this section of the course, you should have drawn upon your experiences from American government courses to begin assessing the nature of the American national state and how it compares to others in terms of concepts like societies, nations and states, as well as elements of identity and ideology, governing structures and institutions, and policy predispositions.

Key Theories and Concepts: exceptionalism, federalism, individualism, egalitarianism, equality of opportunity, equality of result, localism, Protestant ethic, isolation, path dependency, pragmatism

Reading: (*) John Kingdon, America the Unusual (New York: St. Martin’s Press, 1999), pp. 7-56.

Monday, September 26 – Paper Assignment #1 due by 4:30 at my office

Part Two: Economic, Cultural and Identity Structures (September 26-October 12)

Learning Objectives: At the end of this part of the course, you should more fully appreciate the roles played by economic, cultural and identity factors in shaping the polities of states in the developed and developing worlds. You should also be able to begin using concepts associated with these factors to delineate similarities and differences across systems and discuss the roles these concepts play in influencing the comparisons and contrasts you start to note.

VI. (September 26-28) Economic Class, Development and Globalization

Learning Objectives: At the end of this section of the course, you should be able to identify different models of capitalism and discuss how various states have approached capitalism with different political and economic results. You should also be able to identify and employ divergent theories of economic development to begin describing and explaining the social and cultural changes that influence and accompany economic development. You should be able to discuss aspects of globalization and assess its impacts on the nature of the state generally as well as its specific effects upon different categories of states and peoples, particularly in the context of the state cases under study.

Key Theories and Concepts: dependency theory, modernization theory, import substitution industrialization, strong/weak state theories, resource curse, class, globalization, subsistence economies, denationalization, state retreat, Washington Consensus

Reading: Barrington, pp. 62-100;
(#) Susan Strange, “The Retreat of the State,” pp. 81-88;
(#) Saskia Sassen, “The State and Globalization,” pp. 89-94;
(#) David Coates, “Models of Capitalism in the New World Order,” pp. 129-137;
(#) Peter Hall and David Soskice, “An Introduction to Varieties of Capitalism,” pp. 138-149;
(#) Robert Ross and Anita Chan, “From North-South to South-South,” pp. 164-170;  
(#) Jeffrey Sachs, “Common Wealth” pp.429-439;  

Homework Assignment #4 due (Friday, September 30)  

VII. (October 3-5) Ideas as Structures: Political Culture and Ideology  

Learning Objectives: At the end of this section of the course, you should be able to define political culture and identify prevailing elements of it as part of comparing the country cases under study. You should also be able to discuss how socialization, major events and long-term processes can influence political culture and identify the way elements of political culture can emerge among different political ideological perspectives and shape the structure of nations and states.  

Key Theories and Concepts: civic culture theory, post-materialist theory, horizontal vs. vertical social relations, socialization  

Reading: Barrington, pp. 101-143  
(#) Pippa Norris and Ronald Inglehart, “Cultural Obstacles to Equal Representation,” pp. 258-268;  
(#) Seyla Benhabib, “The Claims of Culture,” pp. 269-276;  
(#) Howard Winant, “Race in the 21st Century,” pp. 276-287;  

Homework Assignment #5 due (Friday, October 7)  

VIII. (October 10-12) Identity Structures and Identity Divisions  

Learning Objectives: At the end of this section of the course, you should be able to describe different types of politically relevant collective identities and discuss places where these different identities are particularly prominent and important to ongoing political dynamics; explain why various forms of identity are effective sources of political mobilization and illustrate these explanations with examples; describe strategies a government may take in response to identity diversity; discuss factors that can lead a government to be more or less accommodating to prevailing forms of identity diversity; illustrate all of these insights using the case of Nigeria specifically; explain the varying extent of violence against women found within different stable democracies.  

Key Theories and Concepts: cleavage structure theory, feminist theories, assimilation, fundamentalisms, primordialism  

Reading: Barrington, pp. 144-188;  

Homework Assignment #6 due (Friday, October 14)  

Monday, October 17 – Fall Break (no class)  

Part Three: Political Structures in Comparative Context (October 19-26)  

Learning Objectives: At the end of this part of the course, you should appreciate the differences in various political systems, including the structural diversity and functional variation found in systems throughout the
developed and developing world. You will also encounter and should be able to apply theories of bureaucracy and military in governing to different systems, particularly in the developing world.

IX. (October 19) Political Systems and their Rules

Learning Objectives: At the end of this section of the course, you should be able to define and distinguish political institutions and different types of regimes (democracy, authoritarianism, totalitarianism) as well as federal vs. unitary systems and explain the roles played by constitutions. You should also be able to identify factors contributing to the consolidation of democracy and the rise of new authoritarianism. These insights should be applicable to the different cases under discussion as well as specific states of the Middle East.

Key Theories and Concepts: systems theory, competitive authoritarianism, totalitarianism, devolution, new institutionalism

Reading: Barrington, pp. 189-230;

Homework Assignment #7 due (Friday, October 21)

X. (October 24) Legislatures and Executives

Learning Objectives: At the end of this section of the course, you should be able to identify and distinguish the main roles of legislative and executive structures in government. You should also be able to appreciate the primary features, strengths and weaknesses of parliamentary vs. presidential systems of government (and their variants) and apply these insights to the different cases under study as well as Peru and other states of Latin America.

Key Theories and Concepts: party government theory, creeping authoritarianism

Reading: Barrington, pp. 231-278;
(#) Juan Linz, “The Perils of Presidentialism,” pp. 318-328;

Monday, October 24 – Paper Assignment #2 due by 4:30 at my office

XI. (October 26) Unelected Components of Government

Learning Objectives: At the end of this section of the course, you should be able to describe and distinguish in the structure and functions of judiciaries, bureaucracies and militaries and how each can shape the evolution of state structures as well as policy. You should also be able to describe theories associated with the judiciary, bureaucracy, military and how these apply to cases under study, including specific states in Africa.

Key Theories and Concepts: bureaucratic autonomy theory, inverse judicial power theory, new professionalism theory, judicial review, praetorianism

Reading: Barrington, pp. 279-320;
Homework Assignment #8 due (Friday, October 28)

Part Four: Elites, Masses and Political Decision-Making (October 31-November 16)

Learning Objectives: At the end of this part of the course, you should appreciate the roles played by individuals and groups in the evolution of political dynamics in different countries and understand the opportunities and limits of analysis at individual and group levels. You should also readily be able to contrast analysis at individual and group levels with analysis at levels of structure and consciously explain how and why you might choose to favor one or more levels of analysis over others as you carry out comparative scholarship.

XII. (October 31-November 2) Political Participation in Comparative Perspective

Learning Objectives: At the end of this section of the course, you should be able to readily distinguish elites from masses and articulate the different ways elites and masses have been connected to one another and for what ostensible political purposes. You should also be able distinguish interest groups from social movements and point to examples of different forms of political organization and participation using the cases under discussion. This should lead you to begin summarizing the key evolutionary factors in contemporary participation trends and assess these in specific country contexts, including identifying evidence of the transnationality of social movements and the weakening of social capital in different settings.

Key Theories and Concepts: disturbance theory, socioeconomic status theory, subgovernment theory, civil society, clientalism, collective action problem, corporatism, elitism, iron triangles, nepotism, pluralism, social capital, (un)conventional participation

Reading: Barrington, pp. 321-361;
(#) Sidney Tarrow, "A Movement Society?" pp. 379-391;

Homework Assignment #9 due (Friday, November 4)

XIII. (November 7-9) Political Parties and Electoral Systems

Learning Objectives: At the end of this section of the course, you should be able to distinguish political parties from interest groups and social movements and to differentiate among various types of party systems in use around the world. Similarly, you should be able to describe and identify the characteristics of different electoral systems (including their advantages and disadvantages) as they are used in different societies and explain the various relationships between electoral systems and party systems (ex. Duverger’s Law). Finally, you should begin to understand how and why the manipulation of party and electoral systems can bring about different political outcomes and identify examples of this in the cases under study.

Key Theories and Concepts: cleavage structure theory, party organization theory, realignment theory, Duverger’s Law, critical elections, preferential voting

Reading: Barrington, pp. 362-403;
(#) Benjamin Reilly, "Electoral Systems for Divided Societies," pp. 357-363;

Wednesday, November 9 – Paper Assignment #3 due by 4:30 at my office

Homework Assignment #10 due (Friday, November 11)
XIV. (November 14-16) Leadership and Individual Political Choices

Learning Objectives: At the end of this section of the course, you should be able to identify and discuss different leadership styles, skills and traits and explain how decisions are made using various theories of decision-making. You should then be able to apply these insights to the ongoing debate over the origins and development of failed states and the role leadership may play in these dynamics and in the ongoing debates over the roots of terrorism in the global arena.

Key Theories and Concepts: rational choice theory, impossibility theorem, bounded rationality, corruption, cognitive dissonance, groupthink, incrementalism, satisficing, transference, failed states, new medievalism, terrorism

Reading: Barrington, pp. 404-442;
(#) Robert Rotberg, “Failed States in a World of Terror,” pp. 105-112;
(#) John Rapley, “The New Middle Ages,” pp. 113-119;
(*) Robert Pape, “The Strategic Logic of Suicide Terrorism” American Political Science Review 97 (3) August 2003, pp. 343-361;

Homework Assignment #11 due (Friday, November 18)

Part Five: Using Structures and Choices to Comprehend Political Outcomes (November 21-December 5)

Learning Objectives: At the end of this part of the course, you should understand processes of change and continuity in governance as it applies to the life of governments and their performance and be able to appropriately apply both structural and choice variables to comparatively explain and assess political outcomes surrounding the work and longevity of governing institutions in different settings.

XV. (November 21-28) Regime Transitions

Learning Objectives: At the end of this section of the course, you should be able to define and apply key concepts associated with different forms of regime transition. You should know particularly the major prevailing explanations for democratization and be able to judge their applicability when applying them to examples of regime transition in the countries under study. This includes discussing the failures of democratization as well as the consolidation of democracy and why democratization can destabilize countries. You will also learn about revolutionary transformations and should be able to distinguish these from other forms of change, as well as discuss its prevalence and prospects in the contemporary world arena. All of these elements can lead you to look anew at the political changes underway in the Arab world.

Key Theories and Concepts: democratization, liberalization, revolution, consolidation, reequilibration, particularism, accountability, transition paradigm, structural vs. choice transitions, internal vs. external transitions

Reading: Barrington, pp. 443-483;
(#) Samuel Huntington, “The Third Wave,” pp. 18-28;
(#) Valerie Bunce, “Rethinking Democratization,” pp. 222-231;
(#) Bo Rothstein and Dietlind Stolle, “The State and Social Capital,” pp. 403-411;
(*) George Lawson, “Negotiated Revolutions: The Prospects for Radical Change in
Contemporary World Politics” Review of International Studies 31 (3) July
2005, pp. 473-493;
(*) Jack Goldstone, “Understanding the Revolutions of 2011: Weakness and
Resilience in Middle Eastern Autocracies” Foreign Affairs 90 (3)
May/June 2011, pp. 8-16.

Wednesday, November 23 – Thanksgiving Holiday (no class)

Homework Assignment #12 due in class (November 28)

XVI. (November 30-December 5) Comparative Public Policy and Government Performance

Learning Objectives: At the end of this section of the course, you should be able to describe the primary
indicators of successful government performance and apply these to major policy debates underway
internationally and within the countries under study, including identifying examples of first, second and third
order policy change. You should specifically be able to articulate how and why citizens in Argentina and
elsewhere assess government performance and how this relates to elements of generalized trust and the
strength of democratic processes.

Key Theories and Concepts: federalism, decentralization, accountability, corruption, subnational government,
intermestic policy, generalized trust, first/second/third order policy changes

Reading: Barrington, pp. 484-535;
(#) Edward Mansfield and Jack Snyder, “Democratic Transitions, Institutional
Strength and War,” pp. 329-337;
(#) Michael McFaul, “Are New Democracies War-Prone?” pp. 338-344;
(#) Henry Hale, “Divided We Stand,” pp. 345-356;
(*) Rebecca Weitz-Shapiro, “Local Connections: Local Government Performance
and Satisfaction with Democracy in Argentina” Comparative Political

Tuesday, December 6 – Paper Assignment #4 due by 4:30 at my office

Monday, December 12 – Final Exam due at my office by 4:30 p.m.
Department: Political Science
Course Acronym, Number, and Title: POLI 260 International Relations Theory
Category (Check only ONE )

1 The Role of Language in Culture
X 2 Global and Cultural Awareness
3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

Course includes learning outcome that students demonstrate knowledge of political systems (theory studied in study of globe w/ political science discipline).
Assignment: Paper
International Relations -- Theories and Concepts

Course Objectives

As a foundational course designed to enhance your understanding of the many elements of international relations, POLI 260 has several specific objectives. First, it is crafted to acquaint you with some of the perennial and pressing questions of international politics and provoke you to think about them. Second, it is constructed to familiarize you with a host of analytical concepts and several different theoretical approaches that inform the structure of different answers to these prominent questions. Third, this course seeks to help you apply these theoretical perspectives to some of the urgent substantive issues of international relations. Analyzing key issues of international relations from a variety of theoretical perspectives highlights the insights each conceptual prism contributes to our understanding, reveals how different scholars of international politics have approached crucial questions of the discipline, and deepens our appreciation for the substance of international relations. Fourth, this course is designed to improve your analytical and critical thinking abilities by requiring you to evaluate the theoretical conclusions of selected scholars. Sessions of this course are finally designed to prompt all class participants to rethink the utility of these various theoretical approaches in light of both the changing contemporary international environment and perspectives heretofore underemphasized in contemporary international relations thinking.

Course Content

This course will contain a significant helping of both conceptual and substantive material. Conceptually, we will be examining international relations from political-strategic, political-economic, and political-ecological perspectives, with care taken within each broad heading to isolate a number of theories that make up aspects of differing international worldviews. Toward the end of the course, we will also examine aspects of international relations that are not explicitly encompassed by any of these three broad conceptual headings, including how emerging non-western conceptions of international relations understand and explain world events. Substantively, we will be investigating in some detail the circumstances surrounding the world’s deadliest post-Cold War political conflict involving the Democratic Republic of the Congo, the recent economic changes and pressures in Argentina, and the efforts to foster interstate cooperation to alleviate global climate change. Care will be taken in each of the cases to link the details of these situations with the different theoretical perspectives under consideration as well as other similar international circumstances elsewhere in the world.

General Education Student Learning Outcomes

Successfully completing POLI 260 earns Social Science General Education credit at The College of Charleston and the College has established a General Education learning outcome for students which specifies that upon completion of the course, students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions. This outcome will be assessed for the purposes of General Education through the last of the four outside written assignments you will write for the class (due Monday, December 7 by 4:30 p.m.). This assignment is worth 15% of your total grade in the course.
Foreign Language Alternative

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (POLI program learning outcome 2).

Additional Learning Outcomes and Skills this Course Will Seek to Improve

In addition, the Political Science Department has developed a number of learning outcomes for POLI 260, including having all students learn basic facts about the world; acquire the ability to translate insights from one case to others; become familiar with current debates in international politics; be able to theorize and explain political outcomes; understand social-scientific inquiry norms and standards; and develop critical thinking and reasoning abilities.

At its core, this particular version of International Relations Theory and Concepts seeks to meet all those outcomes by introducing you to key concepts, theories and dynamics of international relations and familiarizing you with a number of pressing issues that dominate international politics today. By the end of the semester, you should have obtained a working understanding of many essential concepts and theories of international politics and be able to employ these to construct understandings of and explanations for different international issues. You will also acquire and refine a capacity to identify and employ these concepts to ongoing contemporary issues in international relations that you discover on your own.

In addition, this course aims to develop your skills of critical reading and critical writing. Critical reading and writing entails actively engaging with texts, pulling them apart and putting them back together again (sometimes in new ways). As you develop and refine these abilities, you should be able to: 1.) propose an interpretation of the texts you read; 2.) identify central issues, concepts or conflicts that appear in the texts; 3.) evaluate an author’s “tactics” or ways of communicating knowledge; 4.) investigate and articulate the implications of the arguments you encounter; and 5.) relate your ideas to ideas presented by other students and the world(s) around you. You will come to readily appreciate the difference between espousing opinions and developing arguments as the course progresses.

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

** oral communication (through regular class participation);

** reading comprehension (through regular reading assignments which will provide the basis for many class discussions, as well as questions on exams and core of the four paper writing assignments);

** effective, concise writing and development of critical analysis (through four paper assignments, exam take-home essays, final exam);

** demonstrate knowledge of political systems (through exams and paper assignments);

** use models and theories to analyze a cross cultural issue (through last three paper assignments);

** comprehending the views of others and articulating, defending one’s own position (through four paper assignments, class exams and class discussions);

** cooperative work and active learning (through in-class exercises and out of class activities, exam preparation);
**time management and personal responsibility (through set-up of the entire course, specific exercises in class).

**Intended Long-Term Impact of the Course**

Beyond helping you learn about international relations, this course seeks to make a more lasting impact on your professional development in anticipation of your transition to the workplace. As one employer of college graduates recently observed, young employees "are very good at finding information but not as good at putting it into context … they are really good at technology, but not at how to take those skills and resolve specific problems" (emphasis added). Skills and abilities that employers repeatedly say they most value in their young employees include: written and oral communication skills, adaptability and flexiblity, the ability to deal with ambiguity and complexity, managing multiple priorities, collaboration and interpersonal skills, the capacity to make decisions and the ability to creatively solve complex problems. Firms want graduates with "soft skills" – those who can work well in teams, write and speak clearly, engage in critical thinking, adapt quickly to changing conditions, solve problems on the fly, handle pressure effectively, interact with colleagues from different countries and cultures. As another employer said "soft skills tend to differentiate good college graduates from exceptional college graduates".

This course seeks to work on many of those "soft skills" both directly and indirectly and it offers you space to improve in many of these areas. In addition, you should consider accessing the many underutilized resources available through the College of Charleston’s Career Center as you begin to think about and plan for life after college. For more information, consult the Career Center’s website at http://careercenter.cofc.edu, visit the office in the Lightsey Center, Room 216 or call (843) 953-5692.

**Method of Presentation**

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

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

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

**Class Participation**

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

The minimum level of class participation is class attendance. Due to the structure of the course, a student should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (excused and unexcused) is excessive and will lower your grades for participation, as well as
adversely affect your ability to maintain high work standards in other areas of the class. If you do miss class, you are still responsible for all material covered and assignments made.

**Special Circumstances**

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

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

**Office Hours**

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

**Method of Evaluation**

Final course evaluations will be based on the following:

1. **Class Participation (10%)**: Your constructive input is a vital component to this class. It is expected you will attend class regularly and that you will be prepared to discuss the required readings on the day they are assigned. At the end of the semester, you will be given a grade based on the contribution you have made to class proceedings.

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

2. **Outside Written Assignments (1st – 5%, 2nd – 10%, 3rd – 10%, 4th – 15%)**: You will complete four short written assignments during the course of the semester. Due dates for the assignments are listed in the course outline below. The precise guidelines for each of these assignments will be handed out separately.

3. **Written Exams (1st In-Class and Take Home Essay – 10%, 2nd In-class and Take Home Essay – 20%)**: There will be two fifty minute exams administered in class during the course of the semester. There will also be two take-home essay exams during the term. In-class exams will be composed of identification and short answer questions. Take home essay exams will be based on one or more essay prompt. Each in-class and take home essay exam will cover the material contained in lectures, class discussion and required readings. A detailed study guide will be handed out prior to each in-class exam containing terms to define and sample short answer questions.
4. **Cumulative Final Exam (20%)**: You will take a cumulative final exam to complete the course on Friday, December 11 from noon-3:00 p.m. The final exam format will roughly resemble that of the term exams, though in more detail to capture the cumulative element. A study guide with sample questions will be handed out prior to the exam to help you prepare.

Opportunities for "extra credit" are not available.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description 1 (Range)</th>
<th>Description 2 (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior (100-92)</td>
<td>A minus – Excellent (91-89)</td>
</tr>
<tr>
<td>B</td>
<td>Good (85-82)</td>
<td>B minus – Promising (81-79)</td>
</tr>
<tr>
<td>C</td>
<td>Average (75-72)</td>
<td>C minus – Acceptable (71-69)</td>
</tr>
<tr>
<td>D</td>
<td>Merely Passing (65-62)</td>
<td>D minus – Barely Passing (61-59)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F -- Failure (58-0)</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good (88-86)</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Fair (78-76)</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Barely Acceptable (68-66)</td>
<td></td>
</tr>
</tbody>
</table>

**Course Ground Rules and Expectations**

**Attendance**: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only -- it does not buy you an "excused" absence or free pass to miss additional class -- I do not make any distinctions when it comes to absences -- "excused" or "unexcused"). Students missing more than five class sessions during the course of the semester (including required outside events) will lose one full letter grade from the participation portion of their total average for each additional absence.

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

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

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

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

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

One underutilized student resource is the Center for Student Learning (CSL), which offers academic support services for assistance in study strategies, including tutoring, supplemental instruction, study skills consultations and workshops. For example, the Writing Lab is staffed with trained consultants offering one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information on what help is available to you for free as students, visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Readings and Texts

Specific reading assignments and the dates we will discuss them are listed in the course outline. Students are responsible for completing the reading prior to the class period for which it is assigned. Assignments will be made in the following books:


Paul Blustein, And the Money Kept Rolling In (And Out): Wall Street, the IMF and the Bankrupting of Argentina. (New York: Public Affairs, 2005).


Assigned books may be purchased at each of the University Bookstores located on Calhoun and King Streets. Additional required readings are marked with an asterisk (*) in the course outline. These are available on the course OAKS content page.

It is also important for you to keep up with international politics and current events as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in that regard. I am therefore urging you to subscribe to The New York Times and read it as often as possible. A student discount subscription allowing you to purchase the paper on weekdays for a significant savings over the newsstand price is available through the New York Times website. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in international relations.

Newspapers and Magazines

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

TV/Radio

- Nightly News (ABC, NBC, CBS, FOX, CNN)
- Nightline (ABC)
- The News Hour (PBS)
- This Week (ABC)
- Fox News Sunday (FOX)
- Meet the Press (NBC)
Journals

International Organization
World Politics
International Security
International Studies Quarterly
Journal of Conflict Resolution
Millennium
Journal of Peace Research
International Affairs (London)
Review of International Studies
Alternatives
International Interactions
International Political Science Review
International Relations
European Journal of International Relations
Geopolitics
International Theory
International Studies Review
International Politics
Cambridge Review of International Affairs
International Studies Perspectives

Face the Nation (CBS)
Frontline (PBS)
Washington Week in Review (PBS)
Morning Edition (NPR)
All Things Considered (NPR)
Weekend Edition (NPR)
The World (BBC/PRI)
Fareed Zakaria GPS (CNN)

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

In addition, blogging has become a significant communication vehicle and political activity among some scholarly commentators of the world. There are a number of scholars who maintain blogs about world politics – examples by scholars like Stephen Walt (Harvard) and Aaron David Miller (Wilson Center) can be found at www.foreignpolicy.com. Take note that while the narrative content of scholarly blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly research and primary source materials originating with others. We may seek to assemble a list of some of the most interesting and useful blogs over the course of the semester.

Hints for Reading and Writing -- Survival Tips

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

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

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

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

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

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

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

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

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

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

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

**Dates to Remember (also listed in the course outline)**

- First Outside Written Assignment: Wednesday, September 16 (in class)
- First In-Class Exam: Monday, October 5
- First Draft Second Outside Written Assignment: Monday, October 12 (my office-4:30 pm)
First Take Home Exam
Final Draft Second Outside Written Assignment
Third Outside Written Assignment
Second In-Class Exam
Second Take Home Essay
Rewrites of Third Outside Written Assignment
Fourth Outside Written Assignment
Cumulative Final Exam

Wednesday, October 28 (my office-4:30 pm)
Wednesday, November 4 (my office-4:30 pm)
Wednesday, November 11 (my office-4:30 pm)
Friday, November 13
Friday, November 20 (my office-4:30 p.m.)
Friday, December 4 (my office-4:30 p.m.)
Monday, December 7 (my office-4:30 pm)
Friday, December 11 (noon-3:00 p.m.)
Course Outline and Required Reading

Note: The questions, theoretical approaches, concepts and terms posed in the context of each course section below are there to help focus you in your reading and thinking as we move through portions of the course. These can serve as a preliminary study guide for exams, one which will be augmented by a separate handout before each test.

(#) indicates readings out of Mingst and Snyder, eds. Essential Readings in World Politics, 5th edition
(*) indicates readings available on course OAKS content page

I. Course Introduction (August 26-28)


II. Setting the Context (August 31-September 2)

Key questions: What is International Relations? What is a Theory? What is the purpose of theory in international relations? What might be considered the key forces of change in international relations today?

Key terms: high politics, low politics, concepts, propositions, theories, worldviews

A. Forces of Change (August 31)

Reading: Jackson and Sorensen, chapter 1;
(#) Thucydides, “Melian Dialogue”;
(#) Woodrow Wilson, “The Fourteen Points;”
(#) George Kennan, “The Sources of Soviet Conduct.”

B. Elements of Analysis (September 2)

Reading: (*) Barry Hughes, “Elements of Analysis”;
(#) Barry Posen, “A Nuclear Armed Iran: A Difficult but Not Impossible Policy Problem”;  
(#) Kenneth Waltz, “Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability”;  
(*) Scott Sagan, “How to Keep the Bomb from Iran”;  

III. The Roots of the International System (September 4-7)

Key questions: What are states and where did they come from? What is the inter-state system and how has it worked? How are the benefits of statehood changing? What is the difference between explanation and understanding in the context of international relations?

Key concepts: nations, the state, sovereignty, autonomy, legitimacy, unrecognized states, nationality, spheres of influence, polarity, hegemony, levels of analysis
A. The Rise of the Modern State System (September 4)

Reading: (*) Anthony Marx, “The Nation-State and Its Exclusions,” Political Science Quarterly 117 (Spring 2002), pp. 103-127;

B. Explanation, Understanding and the Policy Relevance of Theory (September 7)

Reading: Jackson and Sorensen, chapter 11
(*) Martin Hollis and Steve Smith, “Introduction: Two Traditions,” in Explaining and Understanding International Relations (New York: Oxford University Press, 1990), pp. 1-9;

IV. Theory in the Politico-Strategic Realm (September 9-October 2)

Key questions: What is power in the context of international polities? What is the balance of power? What pattern of relationships does this concept describe? What reading of world historical events is used to explain it? What happens if, instead of thinking about a balance of power in terms of power as dominance or subordance, we do so as power in terms of competence? What assumptions do different politico-strategic worldviews share? Where do their conceptions of the world begin to diverge and over what?

Key concepts: systems, anarchy, zero and non-zero sum, power, capability, influence, polarity, uni-polarity, bi-polarity, multi-polarity, balance of power, deterrence, strategic capacity, regimes, hegemony, cycles, prisoner's dilemma, nationalism, collective security, relative gain, absolute gain, social contract, civil society, community, pluralism, federalism, functionalism, rationality, human rights, bandwagoning, identity group, ethnicity, transnational advocacy networks

Key theoretical approaches and theories: utopian liberalism, realism, idealism, liberalism, constructivism, behaviorism, neo-realism, long cycle theory, latent pressure theory, neoliberalism, complex interdependence, globalism, hegemonic transition theory, prospect theory, discourse theory, securitization theory, diffusion theory, regime theory, integration theory, liberation theory, historical sociology, the English School

Key terms: geopolitics, diplomacy, unconventional warfare, proxy wars, brinkmanship, reciprocity, flexible response, NATO, UNCTAD, MAD, counterforce v. countervalue, free ride, alliances, factors of production, bureaucratic politics model, MNC, IGO’s, NGO’s, epistemic communities, regimes, clash of civilizations, twenty-years crisis

A. Realism, Liberalism, Radicalism and Constructivism (September 9)

Reading: Jackson and Sorensen, chapter 2;
(*) Barry Hughes, “Realist, Liberal and Constructivist Views”;
(#) Jack Snyder, “One World, Rival Theories.”

B. The Elements of Realism (September 11)

Reading: Jackson and Sorensen, chapter 3;
(*) Hedley Bull, “Does Order Exist in World Politics?”
(#) Hans Morgenthau, “A Realist Theory of International Relations” and “Political Power”;

11
C. Political-Strategic Theories and the International System (September 14)

Reading:
(#) John Mearsheimer, “Anarchy and the Struggle for Power”;
(#) G. John Ikenberry, Michael Mustanduno and William Wohlforth, “Unipolarity, State Behavior and Systemic Consequences”;
(#) Randall Schweller and Xiaoyu Pu, “After Unipolarity: China’s Vision of International Order in an Era of U.S. Decline”;
(#) Martha Finnemore, “Legitimacy, Hypocrisy and the Social Structure of Unipolarity: Why Being a Unipole Isn’t All It’s Cracked Up to Be”.

D. Elements of Liberalism (September 16-18)

Reading:
Jackson and Sorensen, chapter 4;
(*) Michael J. Glennon, “The New Interventionism: The Search for a Just International Law”;
(#) Margaret E. Keck and Kathryn Sikkink, “Transnational Advocacy Networks in International Politics: Introduction and Human Rights Advocacy Networks in Latin America”;
(#) Michael Doyle, “Liberalism and World Politics”.

First Outside Written Assignment Due -- Wednesday, September 16 (in class)

E. Political-Strategic Theories and the State (September 21)

Reading:
Jackson and Sorensen, chapter 5;
(#) Robert Putnam, “Diplomacy and Domestic Politics: The Logic of Two Level Games”;
(#) Robert Jervis, “ Cooperation under the Security Dilemma”;

F. States and Conflict (September 23)

Reading:
(#) Olivier Roy, “The Transformation of the Arab World”;
(#) James Fearon, “Rationalist Explanation for War”;
(#) Thomas Schelling, “The Diplomacy of Violence”; (*) John Mueller, From Retreat from Doomsday: The Obsolescence of Major War”;

G. The Elements of Constructivism (September 25-28)

Reading:
Jackson and Sorensen, chapter 8;
(#) Alexander Wendt, “Anarchy is What States Make of It”
(#) Samuel Huntington, “The Clash of Civilizations.”
H. Political-Strategic Theories and the Individual (September 30-October 2)

Reading: Jackson and Sorensen, chapter 10;
(#) Todd Hall, “We Will Not Swallow this Bitter Fruit: Theorizing a Diplomacy of Ager”;
(#) Andrew Kydd and Barbara Walters, “The Strategies of Terror”;
(#) Robert Jervis, “Hypotheses on Misperception;”
(*) Margaret Hermann and Joe Hagen, “International Decision-Making: Leadership Matters.”

V. Politico-Strategic Theories Assess Creating and Recreating the Congo (October 7-21)

Key questions: Why do so many westerners initially think about the Congo in terms of the “Heart of Darkness”? What were the Congo’s origins? Why did the European powers become interested in the Congo? How was it ruled and administered by the Europeans? How did the Congo become independent and what political forces took hold? How did the U.S. influence events in the Congo during the Cold War? How did Mobutu “reinvent” the country and what did he seek to turn it toward? Why? How did the country evolve from Zaire to the Democratic Republic of the Congo? How did the Congo become engulfed in regional war? Who are the key African players in the Congo wars and what interests have they pursued in the conflicts? What have been the different discursive narratives connected to the Congo and who has authored these different narratives? How have these narratives competed with one another? How have they shaped, altered the “Congolese” identity over time? How has identity shaped these conflicts? What led to the fall of Laurent Kabila and the rise of his son Joseph? How has this shift affected the conflict in the DRC? Why might the conflicts in the Congo be thought of as an epic armed robbery? Why have some argued that the Democratic Republic of Congo suffers from a “resource curse” and what is the evidence for this condition? Why have women been particular targets of violence? How has the international community sought to apply the responsibility to protect to the violence in the conflict? With what results? What was the nature of the false peace that has overtaken the DRC and how has the international community contributed to this situation? How do the theories of realism, liberalism and constructivism account for the dynamics witnessed in this case? What can each set of theories explain? What can they not readily explain?

Key concepts and theories: sovereignty, national self-determination, autonomy, containment, proxy wars, strategic depth, state failure, imperial overstretch, cooperative threat reduction, coercive diplomacy, appeasement, rogue states, enlargement, blowback, preempton, regime change, identity, cognitive maps, paternalism, hegemony and counterhegemony, discourse theory, resource curse, conflict minerals, responsibility to protect


A. The Congo Playing Field (October 7)

Reading: Deibert, pp. 1-49.
B. The African Players (October 9)

Reading: Deibert, pp. 50-77.

C. Competing Congolese Identities (October 12)

Reading: Deibert, pp. 78-105.

First Draft of Second Outside Written Assignment due – Monday, October 12 (by 4:30 p.m. in my office)

D. Congo’s Resource Curse (October 14)

Reading: Deibert, pp. 106-151;
(*) Michael Ross, “Oil, Drugs and Diamonds: The Varying Roles of Natural Resources in Civil War”.

E. Congo’s False Peace (October 16)

Reading: Deibert, pp. 152-187;
(#) John Mearsheimer, “The False Promise of International Institutions”.

Fall Break – Monday, October 19 (no class)

F. Congo and the Responsibility to Protect (October 21)

Reading: Deibert, pp. 188-208;
(#) Samantha Power, “Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen?”
(#) Virginia Page Fortuna, “From "Peacekeeping Work?"”
(#) Ian Hurd, “Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World”;
(#) Martha Finnemore, “Changing Norms of Humanitarian Intervention: from The Purpose of Intervention”.

VI. Thinking about International Politics – The Politico-Economic Domain (October 23-28)

Key questions: What is the international political economy? Why is the international political economy capitalist? What, in mercantilist, Marxist and commercial liberal views, does class mean? What is the relationship between class formation and state formation according to each of these worldviews? What is the balance of productivity? What readings of world development do different worldviews prompt? What part do finance capital and multinational corporations play in this reading? What is meant by globalization? How do various worldviews come to terms with and assess the consequences of globalization?

Key concepts: political economy, class, markets, development, balance of productivity, imperialism, divisions of labor, comparative advantage, core and periphery, dual economy, globalization

Key theoretical approaches: mercantilism, commercial liberalism, complex interdependence, neo-marxism, world systems theory, dependency theory

Key terms: factors of production, capital accumulation, comparative advantage, stages of growth, Bretton Woods system, IMF, World Bank, trade blocs, terms of trade, multinational corporations, UNCTAD, NIEO, NICs, transfer pricing, import substitution, New Development Bank
A. Commercial Liberalism, Mercantilism and Neo-Marxism (October 23)

Reading: Jackson and Sorensen, chapter 6;
(*) Barry Hughes, “Commercial Liberalism, Mercantilism and Neo-Marxism”;
(#) Erik Gartzke, “Capitalist Peace or Democratic Peace?”
(*) V. I. Lenin, “From Imperialism, the Highest Stages of Capitalism: a Popular Outline”;
(#) Immanuel Wallerstein, “The Rise and Future Demise of the World Capitalist System for Comparative Analysis”;
(*) Andre Gunder Frank, “The Development of Underdevelopment”.

B. The Rise and Maintenance of the Global Economy (October 26)

Reading: (#) Robert Gilpin, “The Nature of Political Economy”;
(#) Helen Milner, “Globalization, Development and International Institutions: Normative and Positive Perspectives”;
(#) Robert Keohane, “From After Hegemony: Cooperation and Discord in the World Political Economy”;
(*) Stephen Krasner, “State Power and the Structure of International Trade.”

C. How Many Worlds Divided? (October 28)

Reading: Jackson and Sorensen, chapter 7
(*) Jessica Einhorn, “The World Bank’s Mission Creep.”

First Take-Home Exam Essay Due – Wednesday, October 28 (by 4:30 p.m. in my office)

VII. The Argentinan Economic Experience and Poliico-Economic Theories (October 30-November 11)

Key questions: Why was Argentina’s financial collapse so unexpected? How are aspects of the collapse potentially connected to the dynamics of globalization and the role of emerging markets? How was Argentina’s economy structured during the early and mid-20th century? How did Carlos Menem alter the prevailing economic dynamics of the country in the early 1990’s? With what results? What external events began to raise concerns about Argentina’s path? What role did Argentina’s convertibility system play in deepening concerns? What faulty assumptions began to creep into the discussions of Argentina’s economic future? What were the emerging terms of conflict between Argentina and the IMF? What were the dilemmas faced internally by the IMF as it sought to deal with Argentina’s emerging problems? How did events in Russia and Brazil deepen these dilemmas? Why did some economists sound warnings about Argentina’s situation as early as 1997? Why did they fail to listen? How did the early decisions of the de la Rua administration begin to exacerbate the crisis situation? What factors were expanding Argentina’s debt burden? What steps did the IMF initiate in late 2000 to begin to address Argentina’s problems? What did the IMF choose not to do? Why? What did Argentina fail to do? Why? How was Washington beginning to influence economic dynamics in Argentina? Where did the idea for Argentina to engage in a “debt swap” originate and what impacts did it have? How did Argentina respond financially to the failures of the “debt swap”? How did the IMF respond? Why was Argentina’s banking system becoming an increasing concern? Why was Argentina intent on avoiding devaluation at all costs? Why did the IMF launch another rescue attempt in early fall 2001 when the odds of success seemed so slim? Why were the chances of success so long? What were the debates over in the IMF and the Bush administration? Why did these last measures fail? With what results – for Argentina, private creditors, the IMF, the larger global financial system? How did Argentina respond to collapse in terms of new policies? Why does Blustein believe the Argentine case matters when thinking about the future of the international financial system? Why does Blustein hold the IMF and Wall Street financiers as responsible for Argentina’s demise as the Argentine
government? What constituencies lost the most in this crisis and how do these losses compare with their levels of responsibility? What has Argentina experienced economically and politically since the collapse played out in 2002-2003? How did Argentina attempt to recover from its default? What factors led to a new default in 2014?

Key concepts: development model, import-substitution model, economic liberalization, statism, growth, equity, anti-statism, privatization, competitive advantage, corporatism, structural adjustment, globalization, austerity, political liberalization, bureaucratic authoritarianism, patron-clientelism, bureaucratic patronalism, civil society, sovereignty

Key terms: convertibility, corralito, emerging markets, Washington consensus, globalization, Dominigo Cavallo, Peronism, Carlos Menem, Asian financial crisis, Group of Seven, International Monetary Fund (IMF), EMBI-Plus, moral hazard, riesgo país, Fernando de la Rua, haircut, Plan Gamma, forced restructuring, devaluation, dollarization, short-selling, Paul O'Neill, David Mulford, debt swap, zero-deficit policy, orderly vs. voluntary restructuring, threading the eye of the needle, Sovereign Debt restructuring Mechanism (SDRM), credit default swaps, collateralized debt obligations, Christina Fernandez de Kirchner, Paris Club, black markets, NML Capital, exchange bonds, Rights Upon Future Offers (RUFO)

A. Instability in Global Financial Markets (October 30)
Reading: Blustein, pp. xvii-xxii, 1-38.

B. The Roots of the Argentine Crisis (November 2)
Reading: Blustein, pp. 39-60.

C. The Good Times Are Ending (November 4)
Reading: Blustein, pp. 61-114.

Final Draft of Second Written Assignment Due – Wednesday, November 4 (by 4:30 in my office)

D. Shadows Deepen (November 6)
Reading: Blustein, pp. 115-157.

E. The Crisis Hits (November 9)
Reading: Blustein, pp. 158-207.

F. Crisis ... and Recovery?? (November 11)
Reading: Blustein, pp. 207-235;
(*) Meredith Hoffman, “Argentina: Driven Black” World Policy 31 (Summer 2014), pp. 22-30;
(*) M. Victoria Murillo, “Curtains for Argentina’s Kirchner Era” Current History 144 (February 2015), pp. 56-61;
(#) Daniel Drezner, “The Irony of Global Economic Governance: The System Worked”;
(#) Lloyd Gruber, “Globalization with Growth and Equity: Can We Really Have It All?”
(#) Yotam Margalit, “Lost in Globalization: International Economic Integration and the Sources of Popular Discontent”.

Third Outside Written Assignment Due – Wednesday, November 11 (by 4:30 p.m. in my office)

Second In-Class Exam -- Friday, November 13

VIII. Thinking about International Politics – The Politico-Social Domain (November 16-20)

Key questions: What are the roots of international environmental concern? What are the key overriding debates and questions regarding the environment at the international level? What are the competing explanations for a state’s participation in international environmental cooperation?

Key concepts: civil society, culture, ideology, balance of ideologies, progress, carrying capacity, sustainable development, tragedy of commons, demographic transition

Key theoretical approaches: modernism, eco-wholism, human needs theory

Key terms: laissez innover, technology transfer, technological mercantilism, privatization, collective regulation, microenvironment, macroenvironment

A. Modernism and Eco-wholism (November 16)

Reading: (*) Barry Hughes, “Modernism and Eco-Wholism”;

B. Technology and Human Interactions (November 18)

Reading: (*) Thomas Friedman, “The First Law of Petropolitics”;
(+) Garrett Hardin, “The Tragedy of the Commons,”

C. Environmental Constraints (November 20)

Reading: (#) Elinor Ostrom, “Institutions and the Environment”;
(#) Thomas Bollyky, “Developing Symptoms: Noncommunicable Diseases Go Global”

Second Take Home Essay Due – Friday, November 20 (by 4:30 p.m. in my office)

IX. International Relations Theory Encounters Climate Change (November 23-December 4)

Key questions: What are the proximate and structural factors impeding cooperation among states on climate change? How did climate science develop and what did it discover? How have states sought to address climate change using the United Nations system? How has inequality helped drive noncooperative behavior between North and South on climate change? What role does mistrust play in this dynamic and how is mistrust fostered? How do climate disasters unfold today and what factors influence the disparate vulnerabilities among states to such calamities? What factors best account for national patterns of suffering from climate change? What does economics help illuminate about the climate change challenge? How are the characteristics of a state’s political economy associated with suffering from climate change? What does the study of morals and ethics reveal about climate change as an issue? How is responsibility for the problem of climate change best measured and apportioned? Who participates in environmental agreements and what factors account for a state’s willingness to ratify environmental treaties? Why are the best
designed climate agreements of today potentially insufficient for addressing the problem of climate change? What factors must be better addressed by global negotiators in order to craft more effective and comprehensive future climate change agreements? Why are political scientists not studying adaptation and what can they contribute to the idea?

Key theoretical approaches: eco-wholism, modernism, rational choice institutionalism, structuralism

Key concepts: climate justice, global division of labor, sustainable development, ecological debt, offshoring, credibility, environmental imperialism, mistrust, core, periphery, semi-periphery, ecologically unequal exchange, risk aversion, hard vs. soft law, geoengineering, politicization, adaptation, mitigation, collective responsibility, probability of outcomes, collective action problem

Key terms: Rio Earth summit, United Nations Framework Convention on Climate Change (UNFCCC), Kyoto Protocol, Berlin Mandate, Byrd-Hagel resolution, Annex I parties, Washington Consensus, Rio + 20, Copenhagen Climate change conference, Stern Review, emissions trading, carbon intensity, Alliance of Small Island States (AOSIS), Clean Development Mechanism (CDM), Intergovernmental Panel on Climate Change (IPCC), the Anthropocene

A. The Nature of the Problem (November 23)

Reading: Jamieson, pp. 1-60.

Thanksgiving Break, November 25-27 (no class)

B. Obstacles to Action (November 30)

Reading: Jamieson, pp. 61-143.

C. Frontiers of Ethics (December 2)

Reading: Jamieson, 144-177;
(#) Amartya Sen, “Human Rights and Capabilities”
(#) Jack Donnelly, “Human Rights and Cultural Relativism”

D. Living with Climate Change (December 4)

Reading: Jamieson, pp. 178-238;
(#) Robert Keohane and David Victor, “The Regime Complex for Climate Change”;

Rewrites of Third Outside Written Assignment Due – Friday, December 4 (by 4:30 p.m. in my office)

X. Worlding Beyond the West: The Future and the Utility of Existing, Emerging Theory (December 7)

Key questions: What are the major international concerns facing us in the coming years? What challenges and opportunities exist in the coming years? In the politico-strategic realm? The politico-economic realm? The politico-social realm? What has been the utility of international relations theory in terms of explanation and understanding when seeking insights into recent regional and global changes? What is the future utility of theory in international relations? To what extent must international relations theory
incorporate the rest of the world to be more relevant? What are the possible trade-offs necessary to make international relations theory more policy and practical world relevant?

Reading:  
(#) Francis Fukuyama, "The Future of History?"  
(*) David Lake, "Theory is Dead, Long Live Theory: The End of the Great Debates and the rise of Eclecticism in International Relations" European Journal of International Relations 19 (September 2013), pp. 567-587;  

Fourth Outside Written Assignment Due – Monday, December 7 (by 4:30 p.m. in my office)

Cumulative Final Exam – Friday, December 11, noon-3:00 p.m. (in Maybank 307)

Please don't throw away this syllabus -- RECYCLE IT INSTEAD
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: Political Science
Course Acronym, Number, and Title: PLS 265 International Political Economy
Category (Check only ONE )

   1 The Role of Language in Culture
   X 2 Global and Cultural Awareness
   ___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

   The course includes learning outcomes that students demonstrate an understanding of the relationship between politics and economics globally (2 models used to understand)
   Assignment: commodity chain research project
International Political Economy (IPE)

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

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon the completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Program Learning Outcome 2: Students will use models and theories to analyze a cross-cultural issue.

Course Objectives and Skills
This course is designed with three primary objectives in mind:
- First to introduce students to the dynamic relationship between politics and economic;
- Secondly to make students aware of the direct and indirect connections between IPE processes and their daily lives- what it means to live in a globalized world;
- Thirdly, to develop and enhance the following skills:
  - reading and critical comprehension (through timely reading of texts, articles and short in Class reading reaction exercises)
  - oral communication and presentation abilities (through class discussion, seminar presentations, project research summary and policy debates)
  - effective writing and development of arguments (through essay exams, final Research Blog project and policy debates)
  - comprehension of other’s views and capacity to formulate, defend one’s own position (through Readings, class discussions, extra-credit exercises, essay exams, Policy debates and research blog project)
  - library research and locating relevant sources (through preparing for seminar Presentations, policy debates and research project blog post)
  - time management and personal responsibility (through set-up of entire course)
  - Critical analysis and thinking (through readings, discussion, final research project, lectures of course material, in class group exercises)

Required Texts: Available online and at the College bookstore


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

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

2. **There will be a Mid-Term exam which will count for 20% of your final grade.**

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

4. **There will be a final take home exam which will count for 20% of your final grade. This is due Wednesday December 9th via OAKS by 3 pm.**

**Summary of Final Grade Calculation**

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<th>30 percent: (10% online and in-class quizzes) (5% policy questions) (15% policy debate)</th>
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<td><strong>Mid-Term</strong></td>
<td>20 percent</td>
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| **Blog Post Page Commodity Chain Research Project (*My Political Economy of Globalization*)** | 30 percent (15% blog post page research project)  
  10% final presentation of blog post 5% (seminar presentation) |
| **Final Exam**          | 20 percent                                                                               |


**Class Attendance and Responsibilities**

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

2
** Note: I will take role each class period. Three unexcused absences will result in you being dropped one letter grade for each absence thereafter. If you also develop a pattern of showing up to class late (5 mins after class has started) you will also be dropped one letter grade for each late attendance thereafter.

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

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

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

** Note: You are expected to keep abreast of “current events and issues”; reading the New York Times, USA Today and the Post and Courier (all available in your dorms) should help. I also recommend listening to All Things Considered (4-6:30 pm), Market Place (6:30-7 pm) and The World (8-9pm) on National Public Radio (WJWJ -FM 89.9) These programs are also available on line at NPR.com

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

Additionally, I have created discussions boards on OAKS.

**Questions regarding course related material:** On OAKS under the discussion tag you will find a discussion thread titled student lounge. In here you will post any questions regarding the course material; e.g. questions about course requirements, expectations, due dates, exam dates, extra credit opportunity questions etc. The expectation here is that any class member can jump in and help to facilitate the clarification of information.

Responses to class readings: On OAKS under the discussion tag you will find discussion threads titled: - Argentina’s ISI Experience and Oatley Chapter 8. In these threads you will post your reactions to the visual and reading materials. I will provide more details regarding the specific expectations for each of these assignments

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

August

Wednesday

- 26th

Introduction

Friday

What is International Political Economy- Why study it?
Assignment: - Oatley, “Preface & Chapter 1
Rivoli, “Preface & Prologue”
(Take Quiz on OAKS)

Monday
-- 31th
Assignment: - Rivoli, “Part 1 King Cotton” Chaps 1 & 2 and Chapter 1 of NPR’s Planet money (watch video clip and scroll down to read http://apps.npr.org/t-shirt/#/cotton

(Check for questions on OAKS)

September

Wednesday
-- 2nd

(Check for questions on OAKS)

Friday
-- 4th
Open Session – Brainstorming for Commodity Chain project

The Political Economy of the World Trade System

Monday
-- 7th
Assignment: - Labor Day – no formal class. In lieu of Class you are requested to attend the College’s Annual Labor Day Celebration- Alumni Center (86 Wentworth Street) from 3-4.30 PM

Wednesday
-- 9th
Assignment: - Oatley Chapter 2
(Take Quiz on OAKS)

Friday
-- 11th
Assignment: - Oatley Chapter 3
(Take Quiz on OAKS)

Monday
-- 14th
Assignment: - Policy Debate 1

Question: “Should the United States pursue free-trade agreements?
Wednesday
- 16th
Assignment:- Rivoli, “Part II Made in China” pp Chaps 5 & 6 and Chapter 3 of NPR’s Planet money (watch video clip and scroll down to read http://apps.npr.org/ishirt/#people

(Check for discussion questions on OAKS)

Friday
- 18th
Assignment:- Rivoli, “Part II Made in China” pp Chaps 7 & 8

(Check for questions on OAKS)

Monday
- 21st
Assignment:- Oatley Chapter 4

(Take Quiz on OAKS)

Wednesday
- 23rd
Assignment:- Oatley Chapter 5

(Take Quiz on OAKS)

Friday
- 25th
Assignment:- Policy Debate 2

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

Oatley pp: 98-99

Monday
- 28th

(Check for discussion questions on OAKS)

Wednesday
- 30th
Assignment:- Rivoli, “Part III Trouble at the Border” Chaps 11 & 12 and Chapter 4 of NPR’s Planet money (watch video clip and scroll down to read http://apps.npr.org/ishirt/#boxes
(Check for discussion questions on OAKS)

October

Friday  
2\textsuperscript{nd}

Seminar – (Commodity chain) - Historical Presentation

Monday  
5\textsuperscript{th}

Seminar – (Commodity chain) - Historical Presentation

Wednesday  
7\textsuperscript{th}

Film: Argentina’s ISI Experience

Friday  
9\textsuperscript{th}

\textbf{Trade and Development: ISI & Economic Reform}

\textit{Assignment:-} Oatley, Chapter 6  
(Take Quiz on OAKS)

Monday  
12\textsuperscript{th}

\textbf{Trade and Development: ISI & Economic Reform}

\textit{Assignment:-} Oatley, Chapter 7  
(Take Quiz on OAKS)

Wednesday  
14\textsuperscript{th}

\textit{Assignment:-} Policy Debate 3

\textit{Question:} “Should the “Washington Consensus” be replaced by the ‘Beijing Consensus’ as a development model?”


Friday  
16\textsuperscript{th}

\textbf{Mid-Term}

Wednesday  
21\textsuperscript{st}

\textit{Assignment:-} Oatley Chapter 8  
(Take Quiz on OAKS)

Friday  
23\textsuperscript{rd}

\textbf{The Politics of MNC’s in the Global Economy}

\textit{Assignment:-} Oatley Chapter 9  
(Take Quiz on OAKS)

Monday
Policy Debate 4

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

Oatley pp: 199-200

Wednesday
- 28th

Seminar--- (commodity chain) Political Pres

Friday
- 30th

Seminar--- (commodity chain) Political Pres

November

Monday
- 2nd

Assignment:-

Developing Countries and International Finance
Oatley Chapter 14
(Take Quiz on OAKS)

Wednesday
- 4th

Assignment:-

Developing Countries and International Finance
Oatley Chapter 15
(Take Quiz on OAKS)

Friday
- 6th

Assignment:-

The Political Economy of Global Monetary System
Anatomy of 2008 global financial crisis

Monday
- 9th

Assignment:

The Political Economy of Global Monetary System
Anatomy of Greek Credit Crisis

Wednesday
- 11th

Assignment:-

Policy Debate 5

Question: ‘Should the IMF attach conditions to the credits it extends to developing countries?’

Oatley pp: 315-316

Friday
- 13th

Assignment:-

T-shirt Journey into Global Economy cont/d
Rivoli, “Part IV My T-Shirt Finally Encounters a Free Market.” Chap 13 & 14
(Check for questions on OAKS)
Monday
- 16th  
T-shirt Journey into Global Economy cont/d Chap 15 & Conclusion
Assignment: Rivoli, “Part IV My T-Shirt Finally Encounters a Free Market.” And Chapter 5 of NPR’s Planet money (watch video clip and scroll down to read http://apps.npr.org/tshirt/#/you

(Check for questions on OAKS)

Wednesday
- 18th
Open Session

Friday
- 20th
Research Presentations

Monday
- 23rd
Research Presentations

Monday
- 30th
Research Presentations

December

Monday
- 2nd
Research Presentations

Wednesday
- 4th
Research Presentations
Department/Program Name: Religious Studies Department

Courses Covered by Signatures (please list all by acronym and number):

- RELS 245
- RELS 205
- RELS 240
- RELS 248
- RELS 225 - Not approved
- RELS 235 - Category 2. Approved contingent upon adding ECA syllabus statement
- RELS 105 - Not approved

Signatures:

[Signature]

Department Chair/Program Director: [Signature] Date: 2/24/16

Dean: [Signature] Date: 3/4/16

Faculty Coordinator for General Education: [Signature] Date: 3/23/13

Chair, General Education Committee: [Signature] Date: 5/23/16
FOREIGN LANGUAGE ALTERNATIVE COURSE CERTIFICATION
COVER SHEET

Department: RELS

Course Acronym, Number, and Title: 285.01 - Introduction to Islam

Category (Check only ONE )

___ 1 The Role of Language in Culture

X__ 2 Global and Cultural Awareness

___ 3 Regions of the World

1) Attach the Syllabus

2) Please describe how this course meets the defining characteristics and addresses the program learning outcome for the category selected. Be specific by including relevant course content or assignments related to the learning outcome (you may attach a separate sheet):

In the Islamic Tradition course students are introduced to models for understanding religion in general and Islam in particular. The most recent variation of the course accomplishes this aim by assigning both an introductory textbook to theories in the study of religion (Mallory Nye’s Religion: The Basics) and primary source materials from varied Muslim contexts. Students use these theory to analyze the primary source materials both in daily written assignments and in a number of essays throughout the term.
Dr. Kathleen Foody  
Department of International Studies  
Email: foodykm@cofc.edu  
Office Hours: Tuesday and Thursday 1:45-2:45pm & 4:30-5:30pm (please email in advance to make an appointment – other times are available as well!)  
Office Location: 9 Glebe Street, 3rd floor

PROCEDURE

This class consists of class discussions and lecture. You are expected to be present in class and participate daily in the group work and discussions and to take notes carefully during all activities.

I am available for conference outside of class. My office hours are 1:45 – 2:45pm on Tuesday afternoons and by appointment throughout the fall semester. I encourage you to email to set up an appointment.

COURSE DESCRIPTION

Muslims make up 23% of the world’s population – almost 1 out of every 4 people. The goal of this course is to introduce you to shared components of Muslim thought and practice as well as the historical and cultural diversity of Muslim experience. Your readings for this course are largely primary sources – documents written by Muslims, practices undertaken by Muslims, and objects created by Muslim. These primary sources will give you windows into how Muslims have engaged with sacred texts, religious models, ritual practice, ethics, identity, and political life since the beginning of Islam to the present. We will explore geographic diversity as well as historical change and you will be introduced to Muslim writings and artifacts from the Middle East, Africa, Europe, the United States, South Asia, and South East Asia.

This course approaches the study of Islam through the discipline of Religious Studies. Our units will revolve around major categories and approaches in the study of religion and you will be asked throughout the course to think generally about the study of religion as well as the study of Islam. Our conversations are organized around four units:

(1) **Texts**;
(2) **Belief and Ritual** – including the major differences between Sunni and Shi’i Islam, the Hajj pilgrimage, daily practices of prayer, and other rites;
(3) **Gender** -- including significant historical Muslim women, understandings of sex and sexuality, and debates surrounding Muslim women today;
(4) **Modernity** – including Islamic politics, transformations in Islamic law, and the “Arab
COURSE OBJECTIVES

1) Critical reading skills. You will strengthen reading skills, including analyzing academic writing and interpreting primary sources.

2) Demonstrated knowledge about Islamic history and practices. You will learn to identify and explain major beliefs, practices, sects, historical figures, and institutions in Islam.

3) Formal writing skills. You will practice formal academic writing; that is, crafting an argument and supporting that argument through primary and secondary sources. You will also learn to summarize information succinctly and to synthesize information from separate sources into a coherent and sustained argument.

4) Introduction to analysis of religious phenomenon. You will become acquainted with major frameworks in the academic study of religion, including how scholars of religion analyze religious texts, debates over the nature of “belief,” the importance of embodied practice, the gendered nature of religious phenomenon and non-religious analysis, and transformations of the modern world.

5) Public thinking and debate. You will develop the ability to think actively in conversation and to hold civil and intellectually-grounded debate.

COURSE REQUIREMENTS

Grades for the course will be calculated as follows: 10% for daily participation; 35% for daily reading-notes assignment; 8% for Essay #1, 12 % for Essay #2, 15% for Essay #3, 20 % for Essay #4.

Please note that late assignments will not be accepted. Before each assignment you will be given clear information about the expectations for the assignment and how you will be evaluated. You are encouraged to ask questions during class or to make an appointment with me if you are unclear on any element of an assignment.

Class Participation
Measures Course Objectives 2 & 5

Classroom discussions are a central component of this course, and attendance in class is required. You are responsible for arriving in class prepared to ask and answer questions concerning the assigned readings. I will often call on students by name in order to foster conversation.

Please note that attendance and class participation are not the same thing. While your attendance and willingness to learn from the comments of others are central to the course, your own informed and intelligent participation in class discussion is an absolute necessity.
In this course, you will be graded on how you think, not on what you think. In other words, you will not be graded on your beliefs, opinions, or the positions you advance. You will be graded on how well you articulate your thoughts and positions, how closely you read the assigned texts, and how much your ability to think critically and connectively about the themes in our readings develops over time.

You may miss two classes without penalty (sick days count towards your two absences and do not count as “extra” classes). I grade your participation in each class session on a scale of 0-5. You earn points by paying attention to lecture, taking notes, participating in discussions, asking informed questions, and demonstrating your knowledge of the readings.

**Participation grading rubric:**

0 – You did not attend class.

1 (F) – You made inappropriate use of technology during class – you used your phone, computer, etc. for purposes unrelated to class and unapproved by the professor.

2 (D) – You arrived substantially late to class and/or did not have the day’s reading in hand.

3 (C) – You arrived on time to class, but were distracted during much of the lecture, did not participate in the discussion, and demonstrated that you had not completed the readings.

4 (B) – You took notes through most of the lecture, participated in the discussion, and demonstrated that you completed the reading assignments.

5 (A) – You asked informed questions about the readings, took notes throughout lecture, participated in the discussion, and demonstrated that you completed the reading assignments.

**Take Home Essay Exams.**

Measures Course Objectives 2, 3, & 4

You have 4 take-home essay exams. These total 55% of your course grade. These essay exams will ask you to demonstrate your understanding of this unit’s readings and your ability to use the framework of religious studies to analyze the primary sources we have read.

I will give you a specific prompt for each essay exam at the end of the course unit. In order to receive credit, you must submit your exams via the “Drop Box” section on OAKS by the deadline given.

The weighting of these assignments is progressive (8%, 12%, 15%, 20%) to allow students to become familiar with expectations and reward improvement.

I will distribute assignment sheets with detailed information regarding each of the essay exam assignments.
Daily Reading Notes
Measures Course Objectives 1, 2, & 3

Each student will assigned to Group A or Group B and complete the reading notes assigned to that group. This will total 15 sets of notes per students. There will be at least one opportunity for extra-credit to make up a missed notes assignment. The reading notes assignment total 35% of your course grade. Take this assignment seriously.

These assignments will help focus your thinking concerning the readings and help set the agenda for our classroom discussions. I will provide a specific worksheet for each day’s assignment. Follow the directions on that sheet carefully – the assignment will shift slightly from day-to-day.

In order to receive credit, you must submit your notes via OAKS by midnight the night before the relevant class.

Finally, make sure to bring your written responses to class each day, so that you will be able to refer to them during class. Consistently forgetting to bring these to class will count against your class participation grade.

Over the course of this semester, though this assignment you will develop three skill sets: (1) critical reading; (2) effective note-taking; and (3) the succinct distillation of complex arguments and materials into your own written words. These are critical skill sets for both your college career and your future “real world” jobs. I do not expect that you will have a 100% grasp on the readings 100% of the time; I do, however, expect that your written responses will demonstrate careful reading of and a thorough engagement with the assigned texts.

The structure is an outline (12 pt font, SINGLE spaced). At the top of the page, you must include a full header (name and date) and a full bibliographic listing of the work in question - e.g.: Sullivan, Winnifred F. 2009. “We Are All Religious Now. Again.” Social Research 76 (4): 1181–1198. Within your notes themselves, please use parenthetical citations for this assignment, so as to save space - e.g.: (Sullivan 2009, 1188). See the link on the first reading notes worksheet for assistance with citation. Your citation system should be in either MLA, Chicago (author-date), or Chicago (Notes and Bibliography). Pick one and stick to it.

Reading notes will be graded on a scale from 1-5:

5 (A) - proofread and includes excellent engagement with the reading, thoughtful evaluation, and citations (page numbers) throughout.

4 (B) - a few grammatical or mechanical errors and may be missing a citation. It still includes an excellent engagement with the reading and thoughtful evaluation.
3 (C) - a few grammatical or mechanical errors and lacks a few citations and has an inadequate engagement and evaluation or has numerous errors and lacks citation combined with a fine engagement with the reading and thoughtful evaluation.

2 (D) - numerous grammatical and mechanical errors, lacks citations, and includes an inadequate engagement with and evaluation of the reading.

1 (F) - incomplete. Effort was not made to address each of the reading questions.

**Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>97-79</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>F</td>
<td>below 60</td>
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<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62 (.70)</td>
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<tr>
<td>A-</td>
<td>90-92 (.70)</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 (.7)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (.7)</td>
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</tbody>
</table>

**Academic Honesty:** This course has a zero-tolerance policy towards academic dishonesty, including plagiarism, taking credit for another’s work, and cheating in any way. A student found cheating will automatically fail the course. In addition, CoFC policy requires me to report such a student to the Dean of Students. A student found responsible of academic dishonesty by the Dean’s office will receive an XF on the student’s transcript, indicating failure of the course due to academic dishonesty.

**ACCOMODATIONS**

If you have a disability that qualifies you for academic accommodation, you must provide me with a letter from the Center for Disability Services at the beginning of the semester. It is your responsibility to schedule accommodations for in-class exams through the Center for Disability Services. I strongly recommend you do that during the first week of class. According to CoFC policy, if you wait until the week of the exam you forfeit your claim to accommodation. For more information on the SNAP program, see: [http://disabilityservices.cofc.edu/](http://disabilityservices.cofc.edu/)

**STUDENT LEARNING OUTCOMES (SLO):** This course meets the requirements for General Education Certification based on the following two Student Learning Outcomes: (1) Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture; (2) Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.

These outcomes will be assessed through Essay #4, the final essay exam for the term and **Signature Assignment** for this course.

**REQUIRED TEXTS**
These books are required and available through the CofC bookstore. Please do not purchase the kindle or other electronic versions unless you are certain the page numbers align with the editions of the paperback texts listed below. Please do not purchase earlier editions of either text. The specific editions listed below are those required for the class.


All readings other readings are available on the course OAKS website under the “Content” tab or through links on the syllabus.

**COURSE SCHEDULE**

**INTRODUCTIONS**

**Thursday, January 9th**

Reading:


Come to class with two questions or pieces of information that you found interesting based on the reading.

**Tuesday, January 14th (Reading Notes Due Groups A & B)**

Reading:


**UNIT 1: Textual Traditions and Islam**

**Thursday, January 16th (Reading Notes Due Groups A & B)**

Reading:


Talib al Habib, [http://www.youtube.com/watch?v=Yo4gpmI5GUM](http://www.youtube.com/watch?v=Yo4gpmI5GUM)

**Tuesday, January 21st (Reading Notes Due Group A)**

Reading:

Hadith excerpts (see OAKS)

Optional Reading: Jonathon Brown, *Hadith: Muhammad’s Legacy in the Medieval and Modern World*
Thursday, January 23rd  (Reading Notes Due Group B)

Reading:

Qu'ran excerpts

Optional Reading: Carl Ernst, How to Read the Qur'an

Tuesday, January 28th  (Reading Notes Due Group A)

Reading:

Farid Esack, Qur'an, Liberation, and Pluralism (excerpt)

Osama Bin Laden, Jews and Crusaders

Thursday, January 30th  (No Reading Notes)

Reading:

None.

In class film: Koran by Heart

Unit II: Theology, Law, and Mysticism

Tuesday, February 4th  (Reading Notes Due Group A & B)

Reading:


Thursday, February 6th  (Reading Notes Due Group A&B)

Reading:

Mallory Nye, Ritual, pp. 129-151

Monday, February 10th – Essay #1 Due by 5pm.

Tuesday, February 11th  (Reading Notes Due Group B)

Reading:

Ghazali, The Deliverance from Error pp.19-85

Thursday, February 13th  (Reading Notes Due Group A)
Reading:

Ghazali, *The Deliverance from Error*, pp. 86-152

**Tuesday, February 18th**  (Reading Notes Due Group B)

**Reading:**


Sobhani, Usul al-Din (excerpt)

**Thursday, February 20th**  (No Reading Notes Due)

**Reading:**

None. In class Film: *Inside Mecca*

**Tuesday, February 25th**  (Reading Notes Due Group A)

**Reading:**

Pilgrimage beyond the Hajj (TBA)

Ernst, *Words of Ecstasy in Sufism* (excerpt)

**Thursday, February 27th**  (Reading Notes Due Group B)

**Reading:**

Ghazali, “Adab of Marriage”

Legal excerpts (TBA)

**SPRING BREAK – MARCH 3RD – 7TH**

**UNIT III: GENDER**

Monday, March 10th – Essay #2 Due by 5pm.

**Tuesday, March 11th**  (Reading Notes Due Group A and B)

**Reading:**
Mallory Nye, “Gender,” pp. 79-104

Thursday, March 13th (Reading Notes Due Group A)

Reading

Amina Wadud, selection

Tuesday, March 18th (Reading Notes Due Group B)

Reading:

Ziba Mir-Hosseini, Interviews with contemporary Islamic scholars (selection)

Divorce: Iranian Style

Thursday, March 20th (Reading Notes Due Group A)

Reading:

Shirin Ebadi (excerpt)

UNIT IV: Modern Muslim Cultures

Tuesday, March 25th (Reading Notes Due Group A and B)

Reading:

Mallory Nye, “Contemporary Religions, Contemporary Cultures,” pp. 182-210

Thursday, March 27th (Reading Notes due Group B)

Reading:

Mallory Nye, “Contemporary Religions, Contemporary Cultures,” pp. 182-210 (continued)

G. Willow Wilson, Alif the Unseen, pp. 1-61

Monday, March 30th – Essay #3 Due

Tuesday, April 1st (Reading Notes Due Group A)

Reading:

G. Willow Wilson, Alif the Unseen, pp. 62-124

Thursday, April 3rd (Reading Notes Due Group B)
Reading:

G. Willow Wilson, *Alif the Unseen*, pp. 125-171

**Tuesday, April 8th**  (Reading Notes Due Group A)

Reading:

G. Willow Wilson, *Alif the Unseen*, pp. 172-248

**Thursday, April 10th**  (Reading Notes Due Group B)

Reading:

G. Willow Wilson, *Alif the Unseen*, pp. 249-298

**Tuesday, April 15th**  (Reading Notes Due Group A)

Reading:

G. Willow Wilson, *Alif the Unseen*, pp. 299-374

**Thursday, April 17th**  (Reading Notes Due Group B)

G. Willow Wilson, *Alif the Unseen*, pp. 375 - 431

**Tuesday, April 22nd**

- Wrap Up
- Hand Out Final Essay Assignment
- Evaluations.

**ESSAY #4 DUE BY TUESDAY APRIL 29TH AT 7PM**