

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 New Course X Modification

Department/School Sociology **Date** 10/16/19

Graduate or Undergraduate Course: Undergraduate

Course No. or Level ANTH 220 **Title** Native Peoples of North America

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites NONE

Enrollment expectation 30

Indicate any course for which this course is a (an)

Modification ANTH 220 (Removing prerequisite of ANTH 200 from the course)

substitute

alternate

Name of person preparing course description Kiley Molinari

Department Chairperson's/Dean's Signature JmcaDauca

Provost's Signature Pete King

Date of Implementation Fall 2020

Date of School/Department approval 1/19/20

Catalog description: An examination of the history, culture, and contemporary lives of Native American and First Nations peoples in North America. This course explores decolonization through Indigenous film, music, art, and literature while studying contemporary issues facing Native American and First Nations peoples and their communities.

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Course Content: This is a change to course prerequisites to allow students of any classification to take the course. The course content remains the same.

OFFICE OF THE PROVOST

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

X	New Course	Modification
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Department/School Sociology **Date** 10/29/19

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 311	Title Economic Inequality
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Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites: SOCI 201 or permission of the department

Enrollment expectation 30


Indicate any course for which this course is a (an)

modification

substitute

alternate

Name of person preparing course description Todd Couch

Department Chairperson's/Dean's Signature 

Provost's Signature *Peter King*

Date of Implementation Fall 2020

Date of School/Department approval 12/16/19

Catalog description: Examines the impact of economic structures in shaping the lived experience of the individual. Topics explored in this course include theoretical explanations of inequality, the impact of inequality on daily life, and societal responses to inequality.

Purpose: 1. For Whom (generally?)

For students who are planning careers in social work, sociology, psychology, or related fields, and who want to understand the impact of economic inequality on the lives of individuals.

2. What should the course do for the student?

Provide students with the theoretical and empirical knowledge required to engage in dialogue about economic inequality. The information provided in this course will also aid in making

students more critical consumers. Lastly, this course will empower students to make meaningful contributions to their communities.

Teaching method planned: Lecture, discussion

Textbook and/or materials planned (including electronic/multimedia):

- Desmond, Matthew (2017). *Evicted: Poverty and Profit in the American City*. Broadway Books.
- Payne, Keith (2018). *The Broken Ladder: How Inequality Affects the Way We Think, Live, and Die*. Penguin Books.
- Shapiro, Thomas (2017). *Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future*. Basic Books
- Temin, Peter (2018). *The Vanishing Middle Class: Prejudice and Power in a Dual Economy*. MIT Press.

Documentaries

"Inequality for All" <http://inequalityforall.com/>

"Tent City USA" <http://www.tentcitypdx.com/>

Course Content:

This course will address the following topics:

1. The major theoretical models for understanding economic inequality.
 - a. Marx – Inequality as the result of capitalist exploitation.
 - b. Weber – Inequality as a result of status classifications
2. The relationship between economic structures and inequality.
 - a. How do different economic models measure inequality.
 - b. Is inequality inherent to specific models?
3. The impact of economic Inequality on daily life.
 - a. What are the physical, social, and psychological impacts of economic inequality?
 - b. How does economic inequality influences life chances?
4. How do societies respond to economic inequality?
 - a. How have societies historically responded to inequality?
 - b. How are societies responding to inequality today?
 - c. What are viewed as "successful" responses? Why?

ECONOMIC INEQUALITY

SOCI 311

Instructor: Dr. Todd C. Couch

Office: FH 238

Office Phone: 843-661-1917

E-mail: todd.couch@fmarion.edu

Office Hours: By Appointment

Course Description

Economic inequality and its impact on the individual and society is one of sociology's foundational concerns. This course engages the early debates of theories like Marx, Durkheim, and Weber in an attempt to provide a theoretically grounded explanation of economic inequality in our society. Once a theoretical framework is in place, students will be exposed to conceptual models and data on two of the most pressing issues to American inequality scholars: the lived experience of economic inequality and how societies respond to instances of inequality. The course will conclude with an examination of the intersection of economic, gender, and racial inequality.

Course Outcomes

After completing this course, students will:

1. Possess the basic theoretical knowledge needed to engage in sociological dialogue about economic inequality.
2. Understand the impact of economic inequality on individuals' daily lives.
3. Be familiar with historic and contemporary social responses to economic inequality.
4. Grasp the relationship between economic, gender, and racial inequality.

Prerequisites

SOCI 201: Principles of Sociology

Required Texts

Desmond, Matthew (2017). *Evicted: Poverty and Profit in the American City*. Broadway Books.

Payne, Keith (2018). *The Broken Ladder: How Inequality Affects the Way We Think, Live, and Die*. Penguin Books.

Shapiro, Thomas (2017). *Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future*. Basic Books

Temin, Peter (2018). *The Vanishing Middle Class: Prejudice and Power in a Dual Economy*. MIT Press.

Additional readings may be periodically posted in Blackboard. You are not required to print the readings, but you are heavily encouraged to. If you choose to not print the readings, you are asked to bring your reading notes to class to aid in discussion.

Grading

Assignment and course grades will be based on the 10-point system provided below:

A	10 – 9
B+	8.9 – 8.6
B	8.5 – 8
C+	7.9 – 7.6
C	7.5 – 7
D+	6.9 – 6.6
D	6.5 – 6
F	5.9 – 0

Final grades in the course will be calculated based on the below weight system:

Applied Knowledge Project	25%
Benchmark Papers	25%
Term Paper	50%
Total	100%

COURSE ASSIGNMENTS DETAILS

Applied Knowledge Project (AKP)

Students will develop an original project that requires them to meaningfully apply course information. The form this project takes is completely up to the student. Groups of up to two are permitted.

The final grade for this project will be based on the following:

Proposal	10%	
Consultations	15%	(5% each)
Presentation	25%	
Final Product	50%	
Total	100%	

Proposal

Students must construct a 1+ page proposal that clearly outlines the objective(s) of their applied knowledge project. The proposal should consist of a basic literature review detailing the theoretical grounding for the project, the nature of the project, and the significance of each of its components.

Consultations

Students are expected to schedule three meetings with the instructor to review the progress of the project. During this meeting, students must have something to show for their work. "Still thinking" will not be acceptable for consultations.

Presentation

Each student/group will need to present their final project to the class. Presentations should be 15 minutes in length and demonstrate the significance of the project.

Final Product

At the conclusion of the course, each student/group must turn in their completed project. It will be assessed based on its ability to fulfill the objectives outline the student/group's proposal. This project should also demonstrate a serious investment of time and scholarly standards.

Benchmark Papers

Students will submit a total of 5 benchmark papers. These assignments will be guided by the prompt provided to students 1 week prior to the due date. Course texts may be used as tools in constructing these meaningful essays. Benchmarks should be a 5+ pages and styled in either ASA or APA format. Reference and cover pages do not count toward the required page length.

Term Paper

You are expected to write a 10+ page paper that summarizes, analyzes, and advocates a position in relation to a topic related to the course.

This assignment consists of a series of smaller projects that will aid in the finished product. The following mini assignments will be added together for the total term paper grade:

Annotated Bibliography	10%
Paper Outline	15%
Rough Draft	25%
Final Draft	50%
Total	100%

Annotated Bibliography

Adhering to APA formatting, students must compose an annotated bibliography consisting for 10 academic sources.

Paper Outline

Students must present a detailed outline for the term paper. Important sections include, but are not limited to, the research question and organization of the literature review.

Paper Drafts

Two drafts of the paper must be turned in throughout the semester. Each draft should demonstrate a significant investment of time and research. Underdeveloped drafts will not be accepted.

COURSE POLICIES AND PROCEDURES

Academic Integrity

Per the regulations discussed in the FMU Student Handbook, students are expected to engage in behaviors and activities that adhere to the standards of academic integrity. Any student that engages in academic dishonesty in this course (such as cheating on exams, plagiarizing someone else's work, or helping someone else to cheat/plagiarize) will receive a grade of zero for that assignment. The incident will also be reported to the Provost's Office and, depending upon the number of prior incidents on the student's record, additional penalties may be imposed by the University.

ADA Accommodations

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a documented disability that will need some accommodation, they should contact Dr. Lawson in the Counseling and Testing Center. She may be contacted at 843-661-1841 or rlawson@fmarion.edu. The student is solely responsible for contacting Dr. Lawson. No accommodations can be made without documentation.

Attendance

Class periods are comprised of both lecture and discussion. Thus, attendance is essential to success in this course. However, unexpected events do arise which may prevent a student from attending. For this reason, students are allowed 2 unexcused absences. All additional unexcused absences will result in a one-letter grade penalty at the end of the semester. Students exceeding 6 absences will be dropped from the course.

Civility at and in the Professor's Office

The Professor's office is a professional's private space, and you are expected to conduct yourself appropriately. This means: (1) You will enter a professor's office only after knocking on the door and being invited by the professor to enter; (2) While in the professor office, you will have your cell phone turned off and will not carry on conversations with friends, family, etc.; and (3) When in the professor's office, you will not take pens, paper, books, sodas, etc. without the professor's permission. *Failure to observe these standards will result in your being asked to leave the professor's office, the filing of a disciplinary report with the Dean of Students, and possibly being reported to the campus police.*

Classroom Civility

This is a college class and students should conduct themselves accordingly. This means no talking out of turn, sleeping, inappropriate remarks, working on other assignments, copying missed notes, use of cell phones or other electronic devices, coming and going at will, or throwing objects during class. *Failure to observe these standards may result, at the discretion of the instructor, in penalties up to and including dismissal from class and the filing of a disciplinary report with the Dean of Students.*

COURSE OUTLINE

Unit 1: A System of Economic Inequality

Week 1

Temin

Chapter 1: A Dual Economy
Chapter 2: The FTE Sector
Chapter 3: The Low Wage Sector
Chapter 4: Transition

Week 2

Temin

Chapter 5: Race and Gender
Chapter 6: The Investment Theory of Politics
Chapter 7: Preferences of the Very Rich
Chapter 8: Concepts of Government

Week 3

Temin

Chapter 9: Mass Incarceration
Chapter 10: Public Education
Chapter 11: American Cities
Chapter 12: Personal and National Debts

Assignment

Benchmark #1 Due

Week 4

Temin

Chapter 13: Comparisons
Chapter 14: Conclusions

Assignment

Applied Knowledge Project Proposal Due

Unit 2: The Impact of Economic Inequality

Week 5

Payne

Chapter 1: Lunch Lady Economics: Why Feeling Poor Hurts Like Being Poor
Chapter 2: Relatively Easy: Why We Can't Stop Comparing Ourselves to Others
Chapter 3: Poor Logic: Inequality Has a Logic of Its Own

Week 6

Payne

Chapter 4: The Right, the Left, and the Ladder: How Inequality Divides Our Politics
Chapter 5: Long Lives and Tall Tombstones: Inequality Is a Matter of Life and Death
Chapter 6: God, Conspiracies, and the Language of the Angels: Why People Believe What They Need to Believe

Assignment

Term Paper Annotated Bibliography Due

Week 7

Payne

Chapter 7: Inequality in Black and White: The Dangerous Dance of Racial and Economic Inequality
Chapter 8: The Corporate Ladder: Why Fair Pay Signals Fair Play
Chapter 9: The Art of Living Vertically: Flatter Ladders, Comparing with Care, and the Things That Matter Most

Assignment

Benchmark #2 Due

Unit 3: The Lived Experience of Economic Inequality

Week 8

Desmond

Chapter 1: The Business of Owning the City
Chapter 2: Making Rent
Chapter 3: Hot Water
Chapter 4: A Beautiful Collection
Chapter 5: Thirteenth Street

Chapter 6: Rate Hole

Week 9

Desmond

Chapter 7: The Sick
Chapter 8: Christmas in Room 400
Chapter 9: Order Some Carryout
Chapter 10: Hypes for Hire
Chapter 11: The 'Hood Is Good
Chapter 12: Disposable Ties

Assignment

Term Paper Outline Due

Week 10

Desmond

Chapter 13: E-24
Chapter 14: High Tolerance
Chapter 15: A Nuisance
Chapter 16: Ashes on Snow

Assignment

Benchmark #3 Due

Week 11

Desmond

Chapter 17: This Is America
Chapter 18: Lobster on Food Stamps
Chapter 19: Little
Chapter 20: Nobody Wants the North Side

Week 12

Desmond

Chapter 21: Bigheaded Boy
Chapter 22: If They Give Momma the Punishment
Chapter 23: The Serenity Club
Chapter 24: Can't Win for Losing

Assignment

Benchmark #4 Due

Unit 4: The Intersections of Economic, Gender, Racial Inequality

Week 13

Shapiro

Chapter 1: Wealth Matters
Chapter 2: Inequality at Home

Assignment

Term Paper Rough Draft Due

Week 14

Shapiro

Chapter 3: Inequality at Work
Chapter 4: The Inheritance Advantage

Assignment

Applied Knowledge Project Due

Week 15

Shapiro

Chapter 5: The Hidden Hand of Government
Chapter 6: Forward to Equity

Assignment

Benchmark #5 Due

Week 16

Applied Knowledge Project Presentations

Assignment

Term Paper Final Draft Due


X New Course Modification

Graduate or Undergraduate Course: Undergraduate

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Enrollment expectation	30
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alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Department Chairperson's/Dean's Signature 

Provost's Signature *Pete King*

Date of Implementation	Fall 2020
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Date of School/Department approval 12/19/19

Catalog description: Examines the role of religion in developing, transforming, and redefining the social world. Topics explored in this course include the origin of religious life and its implications for the individual and society, the utility of religion for promoting social change, trends in religious practice, and new religious movements.

Purpose: 1. For Whom (generally?)

For students who are planning careers in sociology, psychology, or related fields, and who want to understand why how religious practice shapes our society.

2. What should the course do for the student?

Equip students with the theoretical and empirical knowledge required to engage in meaningful dialogue about religious life. The information provided in this course will also aid in students becoming more informed decision makers.

Teaching method planned: Lecture, discussion

Textbook and/or materials planned (including electronic/multimedia):

Texts

- Walter, Wallace (2015). *Sociology of Religion: A Historical Introduction*. 2nd Edition. Transaction Publishers
- Durkheim, Emile (2008). *Elementary Forms of Religious Life*. 1st Edition. Oxford University Press
- Weber, Max (2002). *The Protestant Ethic and the Spirit of Capitalism*. Penguin Classics
- Claiborne, Shane. (2016) *The Irresistible Revolution: Living as an Ordinary Radical*. Zondervan

Documentaries

- “Kumare” <http://www.kumaremovie.com/>
- “Spark: A Burning Man Story” <https://sparkpictures.com/>
- “Wild Wild Country” <https://www.netflix.com/title/80145240/>

Course Content:

This course will address the following topics:

1. Major theoretical models for understanding religion. (Roughly half of the course)
 - a. Marx – Religion as alienation
 - b. Durkheim – Religion as social cohesion
 - c. Weber – Religion as an influencer of social structure
2. Civic Religion
 - a. Patriotism as religious practice
3. New Religious Movements
 - a. The histories of new religious movements in the US.
 - b. How have “cults” transition into a recognized religion?
4. Religiously motivated social movements and their sustainability
 - a. The Simple Way as a case study of religiously motivated movement that did large amounts of good and then dissolved.
 - b. Rajneeshees as a case study of religiously motivated movement that did benefited followers but turned fanatical.

SOCIOLOGY OF RELIGION

SOCI 389

Instructor: Dr. Todd C. Couch

Office: FH 238

Office Phone: 843-661-1917

E-mail: todd.couch@fmarion.edu

Office Hours: By Appointment

Course Description

The critical study of religion has long been part of sociological inquiry. This course continues in that tradition through a theoretically grounded and empirically driven examination of religious organization. Students will first be provided with an analysis of the major theoretical models for understanding religious life and its impact on the individual and society. Once the theoretical foundation is laid, this course will explore practices often not considered religious as forms of worship. Special attention will be given to civics. The development of New Religious Movements (NRMs) and their implications for established religious practices will be scrutinized. This course will conclude with a critical conversation about the utility of religion to fuel social change and the sustainability of religiously motivated social movements.

Course Outcomes

After completing this course, students will:

1. Possess the basic theoretical knowledge required to engage in sociological dialogues about religious life.
2. Identify the religious elements of everyday practices often considered non-religious.
3. Understand the development of NRMs, what they offer followers, and how they become established religions.
4. Assess the usefulness of religion as a motivating tool for social change.
5. Be more informed about issues impacting the sustainability of social movements.

Prerequisites

SOCI 201: Principles of Sociology

Required Texts

Durkheim, Emile (2008). *Elementary Forms of Religious Life*. 1st Edition. Oxford University Press

Claiborne, Shane. (2016) *The Irresistible Revolution: Living as an Ordinary Radical*. Zondervan

Walter, Wallace (2015). *Sociology of Religion: A Historical Introduction*. 2nd Edition. Transaction Publishers

Weber, Max (2002). *The Protestant Ethic and the Spirit of Capitalism*. Penguin Classics

Additional readings may be periodically posted in Blackboard. You are not required to print the readings, but you are heavily encouraged to. If you choose to not print the readings, you are asked to bring your reading notes to class to aid in discussion.

Grading

Assignment and course grades will be based on the 10-point system provided below:

A	10 – 9
B+	8.9 – 8.6
B	8.5 – 8
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Final grades in the course will be calculated based on the below weight system:

Applied Knowledge Project	25%
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COURSE ASSIGNMENTS DETAILS

Applied Knowledge Project (AKP)

Students will develop an original project that requires them to meaningfully apply course information. The form this project takes is completely up to the student. Groups of up to two are permitted.

The final grade for this project will be based on the following:

Proposal	10%	
Consultations	15%	(5% each)
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Proposal

Students must construct a 1+ page proposal that clearly outlines the objective(s) of their applied knowledge project. The proposal should consist of a basic literature review detailing the theoretical grounding for the project, the nature of the project, and the significance of each of its components.

Consultations

Students are expected to schedule three meetings with the instructor to review the progress of the project. During this meeting, students must have something to show for their work. "Still thinking" will not be acceptable for consultations.

Presentation

Each student/group will need to present their final project to the class. Presentations should be 15 minutes in length and demonstrate the significance of the project.

Final Product

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Benchmark Papers

Students will submit a total of 5 benchmark papers. These assignments will be guided by the prompt provided to students 1 week prior to the due date. Course texts may be used as tools in constructing these meaningful essays. Benchmarks should be a 5+ pages and styled in either ASA or APA format. Reference and cover pages do not count toward the required page length.

Term Paper

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This assignment consists of a series of smaller projects that will aid in the finished product. The following mini assignments will be added together for the total term paper grade:

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Paper Outline	15%
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Annotated Bibliography

Adhering to APA formatting, students must compose an annotated bibliography consisting for 10 academic sources.

Paper Outline

Students must present a detailed outline for the term paper. Important sections include, but are not limited to, the research question and organization of the literature review.

Paper Drafts

Two drafts of the paper must be turned in throughout the semester. Each draft should demonstrate a significant investment of time and research. Underdeveloped drafts will not be accepted.

COURSE POLICIES AND PROCEDURES

Academic Integrity

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ADA Accommodations

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COURSE OUTLINE

Week 1

Cipriani

- Part 1 Chapter 1: The Historical/Philosophical Background
- Part 1 Chapter 2: August Comte: The Universal Religion
- Part 1 Chapter 3: Tocqueville: Religion and Democracy

Week 2

Cipriani

- Part 1 Chapter 4: Bergson: Religion and "Elan Vital"
- Part 1 Chapter 5: The Contribution of Anthropology
- Part 2 Chapter 1: Durkheim: Religious Forms

Week 3

Durkheim

- Book 1 Chapter 1: A Definition of the Religious Phenomenon and of Religion
- Book 1 Chapter 2: The Leading Conceptions of Elementary Religion (Animism)
- Book 1 Chapter 3: The Leading Conceptions of Elementary Religion (Naturism)
- Book 1 Chapter 4: Totemism as Elementary Religion

Assignments

Benchmark #1 Due

Week 4

Durkheim

- Book 2 Chapter 1: Central Totemic Beliefs (The Totem as Name and Emblem)
- Book 2 Chapter 2: Central Totemic Beliefs (The Totemic Animal and Man)
- Book 2 Chapter 3: Central Totemic Beliefs (The Cosmological System of Totemism and the Notion of Genus)
- Book 2 Chapter 4: Central Totemic Beliefs (The Individual totem and the Sexual Totem)

Assignment

Applied Knowledge Project Proposal Due

Week 5

Durkheim

- Book 2 Chapter 5: The Origins of These Beliefs (A Critical Examination of the Theories)
- Book 2 Chapter 6: The Origins of These Beliefs (The Notion of the Totemic Principle or *Mana*, and the Idea of Force)
- Book 2 Chapter 7: The Origins of These Beliefs (The Genesis of the Notion of the Totemic Principle or *Mana*)
- Book 2 Chapter 8: The Notion of Soul
- Book 2 Chapter 9: The Notion of Spirits and Gods

Assignment

Term Paper Annotated Bibliography Due

Week 6

Durkheim

- Book 3 Chapter 1: The Negative Cult and its Functions
- Book 3 Chapter 2: The Positive Cult (The Elements of Sacrifice)
- Book 3 Chapter 3: The Positive Cult (Mimetic Rites and the Principle of Causality)
- Book 3 Chapter 4: The Positive Cult (Representative or Commemorative Rites)
- Book 3 Chapter 5: Piacular Rites and the Ambiguity of the Ambiguity of the Notion of the Sacred

Assignment

Benchmark #2 Due

Week 7

Cipriani

Weber

- Part 2 Chapter 2: Weber: Universal Religions
- Part 1 Chapter 1: Religious Affiliation and Social Stratification
- Part 1 Chapter 2: The Spirit of Capitalism
- Part 1 Chapter 3: Luther's Conception of the Calling: Task of the Investigation

Assignment

Term Paper Outline Due

Week 8

Weber

- Part 2 Chapter 4: The Religious Foundations of Worldly Asceticism

Part 2 Chapter 5: Asceticism and the Spirit of Capitalism

Week 9

Cipriani

Part 2 Chapter 3: Simmel: Religiosity and Religion
Part 2 Chapter 4: Freud: The Psychic Dimensions of Religion
Part 2 Chapter 5: William James: Psychosocial Perspectives

Assignment Benchmark #3 Due

Week 10

Cipriani

Part 3 Chapter 1: Religion as Universal
Part 3 Chapter 2: The Macrosocial Approach
Part 3 Chapter 3: The Historical/Cultural Dynamics

Week 11

Cipriani

Part 3 Chapter 4: The Frankfurt School and Religion
Part 3 Chapter 5: The New European Perspectives
Part 3 Chapter 6: The Socioanthropological Perspectives

Assignment Term Paper Rough Draft Due

Week 12

Cipriani

Part 4 Chapter 1: Secularization
Part 4 Chapter 2: Religious Pluralism
Part 4 Chapter 3: Robert Bellah: Civil Religion

Assignment Benchmark #4 Due

Week 13

Cipriani

Part 4 Chapter 4: North American Trends
Part 4 Chapter 5: The European Trends

Week 14

Cipriani

Part 4 Chapter 6: Niklas Luhmann: Religion as Function
Part 4 Chapter 7: The New Religious Movements

Assignment Applied Knowledge Project Due

Week 15

Applied Knowledge Project Presentations

Assignment Benchmark #5 Due

Week 16

Applied Knowledge Project Presentations

Assignment Term Paper Final Draft Due

New Course X Modification

Indicate any course for which this course is a (an)

(The proposed new course can be taken as an alternate to an existing course.)

Date of School/Department approval 12/16/19

Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, and strategies of urban planning. The United States and other nations are examined. Explores how gender, racial/ethnic, class, age, nationality, and other group relations affect urban processes and life.

Purpose:

1. For Whom (generally?)

Students who are pursuing a major, minor, or collateral in Sociology, or a minor or collateral in Gender Studies, and students who have an interest in city development and city life, and how these vary by place

2. What should the course do for the student?

Make the student aware of how cities have developed over time, in terms of physical layout and social institutions, and how the relations between different social groups in the city have changed over time; also, students will learn about the contributions that different social groups have made to city development and city life; and moreover, students will learn the different theories about urbanization and urbanism, and how to conduct research on urban areas

Teaching method planned:

Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

Gottdenier & Hutchinson's The New Urban Sociology, 4th edition
Nolan & Lenski's Human Societies, 11th edition

Course Content: This is a change to course prerequisites to allow students of any classification to take the course. The course content remains the same.

1. For Whom (generally?)

Students pursuing a major, minor or collateral in sociology, or a minor or collateral in Gender Studies, and students who have an interest in population features and change dynamics (fertility, mortality, and migration) and impacts on society (environment, healthcare, education, criminal justice system)

2. What should the course do for the student?

Students will learn about population characteristics (size, composition, and distribution) and the dynamics impacting populations (fertility, mortality, and migration) and social groups within populations, as well as how these impact other aspects of society (such as the environment, health care systems, politics, criminal justice, and education).

Teaching method planned:

Lecture and discussion; Hands-on research project

Textbook and/or materials planned (including electronic/multimedia):

Demography: The Science of Population by Weinstein and Pillai

Course Content: This is a change to course prerequisites to allow students of any classification to take the course. The course content remains the same.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

XNew Course Modification

Department/School History Liberal Arts **Date** 1/28/20

Graduate or Undergraduate Course: Undergraduate

Course No. or Level 343 **Title:** Archaeology of the Southeastern United States

Semester hours 3 Clock hours: Lecture X

Prerequisites 100 level History course

Enrollment expectation 15


Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Barton

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Purpose: 1. For Whom (generally?) Undergraduate students interested in the prehistory, history, archaeology of the southeastern United States.

2. What should the course do for the student? Teach them to critically think, analyze secondary sources, and write archaeological reports.

Teaching method planned: Lecture, with added artifact analysis in the Archaeology Laboratory.

Textbook and/or materials planned (including electronic/multimedia): All reading materials are posted on Blackboard.

Course Content: This course focuses on the historical archaeology of the Southeastern United States, with an emphasis on South Carolina. From the Contact, Antebellum, and Postbellum periods this course centers on the role that material culture played in the past. A particular attention is placed on the importance of slavery and race as foundational institutions in the Southeast. Additionally, students will have an opportunity to gain hands-on experience learning how to process, analyze, and preserve artifacts from Friendfield village, a 19th-20th century African-American community in Hobcaw Barony, Georgetown, SC.

When completed, forward to the Office of the Provost.

HIST 343

THE HISTORICAL FOCUS

ARCHAEOLOGY OF U.S. SOUTHEAST

MWF 1130: 1220
Room: Founders' 210B
Professor: Christopher P. Barton, Ph.D.
Office: FH 212
Phone: 843-661-1376
Office hours:
Monday, Wednesday, Friday
8:00-8:30am; 12:30-1:00pm
other times by appointment

Course Objectives

Abstract: This course focuses on the historical archaeology of the Southeastern United States, with an emphasis on South Carolina. From the Contact, Antebellum, and Postbellum periods this course centers on the role that material culture played in the past. A particular attention is placed on the importance of slavery and race as foundational institutions in the Southeast. Additionally, students will have an opportunity to gain hands-on experience learning how to process, analyze, and preserve artifacts from Friendfield village, a 19th-20th century African-American community in Hobcaw Barony, Georgetown, SC.

Course Requirements

Required Reading: The textbooks for this course are;

Fennel, Christopher. (2010) *Crossroads and Cosmologies: Diasporas and Ethnogenesis in the New World*. University Press of Florida: Gainesville.

Weik, Terrance M. (2013) *The Archaeology of Antislavery Resistance*. University Press of Florida: Gainesville.

Additionally, several articles will be posted on the course's Blackboard site. Readings for each lecture topic are noted on the attached schedule. You must have a copy of this book.

Course Format: This course is based on PowerPoint lectures, discussions, and films. Central to this course is that you engage with the materials and discuss your interpretations. You are required to complete the readings prior to every class. I DO NOT post PowerPoint slides on to Blackboard and WILL NOT share them with you.

Attendance/Class Participation: The discipline of history is based research and collaboration; therefore, you must participate in classroom and small group discussions. This means that you must attend class and have fruitful conversations about the topics covered in the readings, lectures, and films. Please be on time to class and limit your distractions (i.e. cell phones, headphones, talking out of turn, etc.) If you become a distraction to others you will be asked to leave the classroom, and will be reported to the Dean of Students.

Exams: There will be four in-classroom exams. The exams are based on our readings, lectures, and films. Prior to the exam day you will be given five to six open-ended questions to study over the

weekend. On exam day four of the questions will be selected for you to answer. These exams are designed so that you understand the materials covered and can critically think about the topics covered in the course. The final exam is NOT cumulative.

Makeups: Exams may be made up in extreme circumstances and only with proper documentation. A missed final exam will automatically receive a grade of 0.

Reading/Fieldwork Summaries: You will write your own summary and interpretation of the week's readings. These summaries are meant to show to the instructor that you understand and can critically think about the week's readings.

Research Paper: You will write an eight to ten-page research paper on any archaeological topic. The topics of these papers must be agreed upon by the instructor. This paper will be due at the end of the semester.

Academic Integrity: Plagiarism or cheating in any form is unacceptable and will be dealt with according to the University's academic integrity policy. Please acquaint yourself with the policy as set forth in the student handbook. Note that plagiarism or cheating will **AT LEAST** result in failure on the assignment.

Attendance: Because of the participatory nature of the course, regular attendance, punctuality, and attentiveness are critical. Absences in excess of the limit set by University policy (4 absences, or twice the number of regular weekly class meetings) will **AT LEAST** result in the student's receiving a failing class participation grade and may, at the instructor's discretion, result in his or her removal from the class with a grade of F or W. Each tardy will be counted as 1/3 of an absence.

Disability Accommodations: If you have a disability that qualifies you for academic accommodations, please provide a letter of verification from the Office of Counseling and Testing and contact me as soon as possible to discuss your accommodations.

University Athletics: Any student-athlete who will miss class due to competition schedules should provide a letter of verification from his or her coach as soon as possible. Such absences will generally not be counted against the total for the course, but responsibility for all coursework rests with the student-athlete.

Grading

Class attendance and participation	20
First exam	10
Second exam	10
Third exam	10
Final exam	10
Reading Summaries	20
Research Paper	20
TOTAL	100 points

Schedule and Readings

1 Wed. Aug. 22 **Introductions**

Fri. Aug. 24 **A New World: The First Americans**

BB: Snow

- 2 Mon. Aug. 27 Southeast
BB: Kehoe: 148-164
- Wed. Aug. 29 Southeast
BB: Kehoe: 165-202
- Fri. Aug. 31 Laboratory
- 3 Mon. Sep. 3 Labor Day: NO CLASS
- Wed. Sep. 5 Creek
BB: Holland-Braund
- Fri. Sep. 7 Laboratory
I Reading Summary Due
- 4 Mon. Sep. 10 First Exam
- Wed. Sep. 12 Diaspora
Fennel: Ch. 1-2
- Fri. Sep. 14 No Class
2 Reading Summary Due
- 5 Mon. Sep. 17 Shared Meanings
Fennel: Ch. 3
- Wed. Sep. 19 African Diasporas
- Fri. Sep. 21 African Diaspora
Fennel: Ch. 5 (pp: 68-82; 92-95)
3 Reading Summary Due
- 6 Mon. Sep. 24 European Diaspora
Fennel: Ch. 6 (pp: 96-112)
- Wed. Sep. 26 European Diaspora
Fennel: Ch. 6 (pp: 113-126)
- Fri. Sep. 28 Creolization
Fennel: Ch. 7
4 Reading Summary Due
- 7 Mon. Oct. 1 Second Exam
- Wed. Oct. 3 Things
BB: Vlach 1

	Fri. Oct. 5	<u>Things</u> BB: Vlach 2 5 Reading Summary Due
8	Mon. Oct. 8	<u>Field Trip to the Cabins</u>
	Wed. Oct. 10	<u>Laboratory</u>
	Fri. Oct. 12	<u>NO CLASS</u>
9	Mon. Oct. 15	<u>Resistance</u> Weik: Ch. 1-2
	Wed. Oct. 17	<u>Self-Liberated Black Communities</u> Weik: Ch. 4
	Fri. Oct. 19	<u>Laboratory</u> 6 Reading Summary Due
10	Mon. Oct. 22	<u>Underground Railroad</u> Weik: Ch. 5
	Wed. Oct. 24	<u>Black Seminole</u> Weik: Ch. 6
	Fri. Oct. 26	<u>Research Rough Draft</u>
	Fri. Oct. 26	
11	Mon. Oct. 29	<u>Anglo-American Colonies</u> BB: Isenberg
	Wed. Oct. 31	<u>Jamestown</u> BB: Neely
	Fri. Nov. 2	<u>Fieldwork</u> 7 Reading Summary Due
12	Mon. Nov. 5	<u>NO CLASS</u>
	Wed. Nov. 7	<u>Appalachia</u> BB: Horning
	Fri. Nov. 9	<u>Fieldwork</u> 8 Reading Summary Due
13	Mon. Nov. 12	<u>Hillbillies</u> BB: Brandon
	Wed. Nov. 14	<u>Race Riots</u>

BB: Mullins

Fri. Nov. 16 **NO CLASS**
9 Reading Summary Due

14 Mon. Nov. 19 **Research Paper Revisions**

Wed-Fri Nov. 21-23 **THANKSGIVING**

15 Mon. Nov. 26 **Cemetery**
BB: Mullins

Wed. Nov. 28 **Cemetery**

Fri. Nov. 30 **Cemetery**

16 Mon. Dec. 3 **Guest Lecture**

Fri. Dec. 7 **Research Papers are due, 11:45-1:45pm**

Note: Schedule is subject to modification during the course of the semester!

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Fine Arts/CLA Date 02/05/2020

Course No. or Level ART 208 Title Introductory Photography

Semester hours 3 Clock hours: Lecture 3:1-5 Laboratory _____

Prerequisites Prerequisite/Corequisite: 204 or permission of department

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification Change Title to **Introduction to Film Photography**
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description D K BEST

Department Chairperson's/Dean's Signature D K Best

Provost's Signature Peter King

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Fine Arts/CLA Date 02/05/2020

Course No. or Level ART 308 Title Intermediate Photography

Semester hours 3 Clock hours: Lecture 3:1-5 Laboratory _____

Prerequisites _____ Prerequisite: 208

Enrollment expectation _____ 10 _____

Indicate any course for which this course is a (an)

modification Change Title to Intermediate Film Photography
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description D K BEST

Department Chairperson's/Dean's Signature D K Best

Provost's Signature Peter King

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Political Science & Geography Date February 5, 2020

Course No. or Level POL 312 Title International Law and Institutions

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites POL 101 or 103

Enrollment expectation 15-20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dillon S. Tatum

Department Chairperson's/Dean's Signature David R. White

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval Fall 2019

Catalog description:

312 International Law and Institutions (3) (Prerequisite: 101 or 103) Introduction to central issues in international law, institutions, and organizations. Special attention is given to theoretical approaches to international cooperation, the history of international law, and the function of post-war international organizations.

Purpose: This course makes permanent a special topics course that has been previously taught under POL 341. It is intended both for political science majors/minors, as well as to be useful for a broader audience of students in the social sciences. It complements

existing course offerings in our International Affairs track as well as our Legal Studies collateral.

Teaching method planned: Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

*Ian Hurd, *International Organizations: Politics, Law, Practice*, 3rd edition (Cambridge: Cambridge University Press, 2017).

*Severine Autesserre, *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention* (Cambridge: Cambridge University Press, 2014).

*Michael Barnett, *Eyewitness to a Genocide: The United Nations and Rwanda* (New York: Cornell University Press, 2002).

Additional readings will be made available on Blackboard

Course Content:

The course will address each of the following topics, roughly corresponding to one week devoted to each

- Introduction
- Law, Institutions, and Organizations: Key Concepts
- International Relations Theory and Institutions
- The Origins of International Law and Institutions
- The League of Nations
- The United Nations
- Regional Organizations
- NGOs and Global Civil Society
- When Institutions Fail: The Case of Rwanda
- Institutions and the Economy
- Law, Institutions, and Globalization
- Legal Institutions: ICJ and ICC
- Peacebuilding and Intervention
- Institutions and the Environment
- Conclusion: The Future of a Rules-Based Order?

Political Science 341: International Law and Institutions

Professor Dillon Tatum
Francis Marion University
Fall 2018

Meeting Time: MWF, 930am-1020am
Location: FH142A

Professor Office Hours: MW (130p-400p); Thurs (945a-1145a)
Professor Office Location: FH133
Professor Email: DTatum@fmarion.edu

Description of Course: This course examines the role of international institutions and international law in world politics. What we refer to as “international law” is a broad collection of organizations, treaties, informal norms, and institutional artifacts. In the course, we will ask several questions about existing international law and institutions:

- Why were they created?
- Who created them?
- What is their mission today, and how has that mission changed over time?
- What kinds of influence do international institutions have, what are their limits, and what are the major challenges they face?

To answer these questions, the course will look at the historical trajectory of the major institutions in world politics, and will explore the social science literature on their origins, goals, effects, and futures. We will focus on big organizations (like the UN), important bilateral and multilateral treaties, and more informal types of institutions like norms, taboos, practices.

Course Objectives: By the end of the course, students will be able to:

- Demonstrate a broad knowledge of international law and institutions in their historical and theoretical contexts.
- Analyze arguments about international institutions with the aims of solving analytic and normative problems in political science.
- Develop their own ideas about issues in global governance and international law.

Class Meetings: Lectures are given twice a week (usually Mondays and Wednesdays). Friday sessions are (usually) designated for class discussions. Students will be graded on their attendance and participation in all sessions.

Requirements/Assignments: The course assignments fall into three categories. All assignments add up to a cumulative total possible grade of 1000 points.

Discussion Participation/Attendance (200 points): Each absence will result in a deduction from your final grade. Discussion participation—including proper preparation by doing the readings—is key to the effectiveness of the course. Come prepared to every single class session. The instructor reserves the right to cold-call on students. Students who attend classes regularly and participate in

discussions learn more than those who do not; therefore, I am a strong believer in a rigid attendance policy.

Francis Marion University permits absences for only twice the number of times the class meets per week. If you are absent for more than 6 (six) of my classes, you will be dropped from the course with the grade of either WP or WF. The instructor reserves the right to enforce this rule as he sees necessary.

In the case of excused absences (i.e., legitimate medical excuses, religious holidays, or FMU-sponsored programs), it is the students' responsibility to contact the instructor with reasonable notice in order to schedule a make-up exam. Excused absences and the provision of make-up exams are up to the professor's discretion.

Exams (three) (600 points): Students will be given three written exams throughout the course (each worth 200 points). These exams may include multiple choice, short answer, matching, and/or true/false questions. These exams will be given on Blackboard. It is a *requirement* that students have proficiency in using Blackboard, and taking Blackboard exams.

Response papers (200 points): Students will turn in 4 reading response papers (each worth 50 points) that will respond to a prompt given a week in advance. These papers will be at least 800 words, and will demonstrate a close reading of the course resources.

Total (1000 points).

Grading: Grades for this course are non-negotiable—the professor *records* grades, he does not *assign* them. However, the professor is always happy to help you understand how to perform at your best. Please visit the professor in office hours if you need feedback or help. This course is not graded on a curve; you will receive the grade you earn. The grading breakdown is as follows:

Grading Scale	
900-1000 points	A
870-899 points	B+
800-869 points	B
770-799 points	C+
700-769 points	C
670-699 points	D+
600-669 points	D
< 600 points	F

Note: The professor does not round grades. Do not ask.

Rubrics and specific guidelines for the papers are provided on the Blackboard course site.

Readings: All course readings are listed on the syllabus. There are three assigned books. Students are responsible for obtaining these books at the beginning of the course. The reading load for this course aims at an average of about 60 pages per week (sometimes a lot more, sometimes a lot less),

so please stay on top of the readings to do well in the course. IMPORTANT: The readings should be completed before the designated discussion sessions that they correspond to.

It is also REQUIRED that students will stay up-to-date on current events by reading a major national newspaper. We will often talk about current political happenings, so it is important to know what is going on in the world. The New York Times and the Washington Post are two of the best. If students follow the professor on twitter (@dstonetatum), I will regularly tweet news stories relevant to the course. These will be tagged with #POL341TATUM for easy searching/archiving. If students find interesting news stories relevant to class as well, you can tweet them to me or tweet them using the hashtag.

The instructor assumes that if students show up for class session #2 they agree to the reasonableness of the readings. There will be no complaining about the length/difficulty of the readings in this course. College is hard!

Required texts:

*Ian Hurd, *International Organizations: Politics, Law, Practice*, 3rd edition (Cambridge: Cambridge University Press, 2017).

*Severine Auteserre, *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention* (Cambridge: Cambridge University Press, 2014).

*Michael Barnett, *Eyewitness to a Genocide: The United Nations and Rwanda* (New York: Cornell University Press, 2002).

Studying: It is a good idea to form study groups to generate summaries of the readings and definitions of key terms. Lecture/discussion will help you connect different weeks of the course.

The instructor posts lecture outlines on Blackboard. These are NOT a substitute for taking good notes during lecture—as these are only outlines of the powerpoint materials, and not a reflection of the entirety of the lecture.

Academic Integrity: If it is found that a student has violated the university's standards of academic integrity, the instructor reserves the right to fail that student's assignment and to report serious violations to the university in compliance with institutional policy. Be honest in all of your work, and give proper credit and citation where it is due.

Academic integrity also includes lying about excused absences and signing in friends on the attendance sheet. I will report these violations as well.

Extensions and Late Assignments: There will be no extensions given, or late assignments accepted, with the exception of excused absences as deemed appropriate by the professor. Trips for other courses/programs, sports events, etc. must be discussed well in advance. In the case of bereavement for deaths in the family, the professor can arrange reasonable accommodations.

Contacting the Professor: The professor is available to students during normal business hours (Monday-Friday, 9am-5pm) via email or office phone, as well as during scheduled office hours. Email and phone are most appropriate for small issues and clarifications. However, any other issues (including questions about grades) should be addressed in office hours. Studies show that students who come to office hours, on average, perform better in class than those who do not. If my office hours do not work with your schedule, please contact me so we can arrange an alternate time, or swing by and feel free to chat whenever my door is open.

Disability: Students with disabilities should register with university's Office of Counseling and Testing (who will then inform me of reasonable accommodations). The university, and the faculty, are dedicated to making this course a level playing field for all students.

Electronic Devices, Food, and Tardiness: Laptop computers are allowed in the classroom for the purposes of note-taking only. Any disruptive activity involving personal electronics may result in the professor asking you to leave. Cell phones, MP3 players, and other small electronics should be turned off, or put on silent, before entering the classroom. Besides being a nuisance to others, using cell phones in class is incredibly rude to your professor. Absolutely no cell phone usage is allowed in class. Food and drink are allowed in the classroom only if (1) no mess is made; (2) it does not distract other students or the professor. Tardiness is a major distraction to your fellow classmates and your instructor. Please arrive on time to the class. If you must arrive late, do so quietly and discretely.

No photographs, or audio recordings, are allowed unless given as a reasonable accommodation for a disability.

Civility: Students must be civil in the classroom and abide by the standards of civility laid out in the student handbook. I do not expect you to agree with your colleagues or the professor all the time, but I do expect disagreement to be respectful and constructive. Hate speech, derogatory language, or other hostile/intimidating language could result in being dropped from the course.

Green Classroom: With the aim of sustainability and reduction of our ecological footprint in mind, this course is a Green Classroom. As such, all assignments (including exams and papers) will be submitted electronically through Blackboard. Students should take notes as they see fit, and in a manner that works best for them. However, I highly encourage students to forego unnecessary printing if possible.

Final Disclaimer: The professor reserves the right to modify assignments, due dates, and course policies as necessary. The professor will make every effort to give reasonable notice about these changes.

COURSE SCHEDULE

August 22: Lecture 1: Introduction

**Readings:* Read the syllabus.

August 24: Lecture 2: Law, Institutions, Organizations: Interrogating Key Concepts

**Readings:* No readings

August 27: Lecture 3: International Institutions and Global Governance

**Readings:* Hurd, ch. 1 (15 pages)

August 29: Lecture 4: Reviewing IR Theory and Institutions

**Readings:* Hurd, ch. 2 (25 pages)

August 31: Discussion

September 3: *LABOR DAY, NO CLASS*

September 5: Lecture 5: The Origins of International Institutions: Classic Ideas about Cooperation

**Readings:* Kant, "Perpetual Peace." (37 pages).

September 7: Discussion

September 10: Lecture 6: The Origins of International Institutions: Empire, Colonialism, and the Birth of International Law

**Readings:* Bell, "International Society in Victorian Political Thought." (27 pages)

RESPONSE PAPER 1 DUE (9/10, by 1159pm)

September 12: *PROFESSOR AT CONFERENCE, NO CLASS*

September 14: *PROFESSOR AT CONFERENCE, NO CLASS*

EXAM 1 DUE (9/14, by 1159pm)

September 17: *PROFESSOR AT CONFERENCE, NO CLASS*

September 19: Guest Lecture: Maymester Travel Course

September 21: Lecture 7: Empire, Continued.

**Readings:* TBD.

September 24: Lecture 8: WWI and Radical Change in International Institutions

**Readings:* TBD

September 26: Lecture 9: The League of Nations

**Readings:* No readings.

September 28: Discussion

October 1: Lecture 10: The United Nations

**Readings:* Hurd, ch. 3 and ch. 4 (66 pages)

October 3: Lecture 11: Regional Organizations: The EU

**Readings:* Hurd, ch. 10 (30 pages)

October 5: Discussion

October 8: Lecture 12: Non-Governmental Organizations

**Readings:* Research one of the following three organizations: The Red Cross, Doctors without Borders, Amnesty International. Come to class with at least three interesting things to talk about.

October 10: Lecture 13: When Institutions Fail: The UN and Rwanda

**Readings:* Barnett, *Eyewitness to a Genocide* (all) (180 pp.)

October 12: Discussion

DISCUSSION SELF-EVAL DUE (10/12, by 1159pm)

October 15: Lecture 14: Institutions and the Economy, the WTO

**Readings:* Hurd, ch. 5 (28 pages)

RESPONSE PAPER 2 DUE (10/15, by 1159pm)

October 17: Lecture 15: Institutions and the Economy: World Bank and IMF

**Readings:* Hurd, ch. 6 (30 pages)

October 19: Discussion

EXAM 2 DUE (10/19, by 1159pm)

October 22: Lecture 16: Globalization

**Readings:* Ferguson, "Globalizing Africa? Reflections from an Inconvenient Continent." (25 pages)

October 24: Lecture 17: Development Politics

**Readings:* No readings

October 26: Discussion

October 29: Lecture 18: Legal Institutions: International Court of Justice

**Readings:* Hurd, ch. 8 (33 pages)

October 31: Lecture 19: Legal Institutions: International Criminal Court

**Readings:* Hurd, ch. 9 (22 pages)

November 2: Discussion

November 5: FALL BREAK, NO CLASS

November 7: Lecture 20: Peacebuilding and Intervention

**Readings:* Autesserre, *Peaceland* (all) (270 pp.)

RESPONSE PAPER 3 DUE (11/7, by 1159pm)

November 9: Discussion

November 12: Lecture 21: Institutions and the Environment: The Issues

**Readings:* Research the Paris Climate Agreement. Come to class with at least three interesting findings.

November 14: Lecture 22: Toward a Planet Politics?

**Readings:* Burke, et al, "Planet Politics: A Manifesto from the End of IR." (24 pages); Chandler et al, "Anthropocene, Capitalocene, and Liberal Cosmopolitan IR." (18 pages).

November 16: Discussion

November 19: FILM, TBD

November 21: THANKSGIVING BREAK, NO CLASS

November 23: THANKSGIVING BREAK, NO CLASS

November 26: Lecture 23: The Future of Law, Institutions, and Global Governance

**Readings:* Hurd, ch. 11. (8 pages)

November 28: Lecture 24: The Shaky Foundations of a Liberal World Order

**Readings:* Tatum, "Is the Liberal World Order Finished," *Duck of Minerva*. Available at: <http://duckofminerva.com/2017/05/is-the-liberal-world-order-finished.html> (2 pages)

November 30: Lecture 25/Discussion: The Possibility of a World State?

**Readings:* Wendt, "Why a World State is Inevitable." (51 pages)

December 3: Final Exam Review

RESPONSE PAPER 4 DUE (12/4, by 1159pm)

EXAM 3 DUE (12/4, by 1159pm)

DISCUSSION SELF-EVAL DUE (12/4, by 1159pm)

December 7 (830a): COURSE REFLECTIONS

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Political Science & Geography Date February 5, 2020

Course No. or Level POL 316 Title Violence and Politics

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites POL 101 or 103

Enrollment expectation 15-20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dillon S. Tatum

Department Chairperson's/Dean's Signature David R. White

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval Fall 2019

Catalog description:

316 Violence and Politics (3) (Prerequisite: 101 or 103) Introduction to central debates about political violence, its place in society, and its public deployment. Special attention is given to theoretical approaches to political violence, the roots and experiences of genocide, terrorism, ethnic conflict, and collective trauma.

Purpose: This course makes permanent a special topics course that has been previously taught under POL 341. It is intended both for political science majors/minors, as well as to be useful for a broader audience of students in the social sciences and humanities. It complements existing course offerings in our International Affairs track.

Teaching method planned: Lecture and discussion

Textbook and/or materials planned (including electronic/multimedia):

- *Judith Butler, *Precarious Life: The Power of Mourning and Violence* (London: Verso, 2006).
- *Hannah Arendt, *On Violence* (New York: Harcourt Brace, 1970).
- *Peter Balakian, *The Black Dog of Fate: A Memoir* (New York: Basic Books, 1997).
- *Alaa Al Aswany, *The Yacoubian Building: A Novel* (New York: Harper Perennial, 2006).

Additional readings will be made available on Blackboard, and will draw on scholarship in international relations, comparative politics, and political theory.

Course Content:

The course will address each of the following topics, roughly corresponding to one week devoted to each

- Introduction
- Violence, Politics, and the International
- The Landscape of Political Violence
- The Microphysics of Violence
- Violence and Precarity, part I
- Violence and Precarity, part II
- Violence and Precarity, part III
- Foucauldian Approaches to Violence, part I
- Foucauldian Approaches to Violence, part II
- Violence and Resistance: Memory and Memorialization
- Violence and Resistance: Fighting Back, part I (Fanon)
- Violence and Resistance: Fighting Back, part II (Arendt)
- Genocide and the Politics of Forgetting
- Terrorism and Structural Violence
- Gun Violence: Global and Domestic Challenges

POLITICAL SCIENCE 341: POLITICAL VIOLENCE AND TERRORISM

Professor Dillon Tatum (email: dtatum@fmarion.edu)
Francis Marion University
Spring 2017

Meeting Time: MWF, 11:30am-12:20pm
Location: 142A

Professor Office Hours: Tuesdays and Thursdays (10:00am-11:00am; 2:00pm – 4:30pm)
Or by appointment (Office #: FH133)

Description of Course: Violence is all around us, but the concept of violence in politics is often illusive. This course introduces students to select issues in the study of violence. The term itself is related in origin to the Old French “*violare*” meaning “violation.” This seminar uses the idea of “violation” as a way of conceptualizing violence in contemporary politics—a form of power over bodies (individuals’ bodies, *bodies politic*, etc.). Doing so allows us to focus our attention on the *effects* of violence in politics. How do “violations” affect the way that individuals experience the world? How do they affect the relationships between political communities and citizens? How do they affect the interaction between resisters of violence and the structures that injure us?

In the course of such an exploration, students will be introduced to a variety of different issues related to violence of politics—with a particularly strong emphasis on terrorism. Other issues include: violence and mourning, collective memories of violence, the ethics of violence and resistance, and violence’s relationship to identity. Students will examine these issues in reference to such events and processes as: The War on Terror, decolonization, the World Wars, the Armenian Genocide, religiously-motivated terrorism, and animal liberation terrorism.

Though this course is a political science course, it draws upon a variety of different sources for thinking about violence, including: literary criticism and philosophy, international relations theory, history, memoir, and fiction.

Class Meetings: This course is an upper-division seminar. The goal of this course is to create an intellectual community and generate new ideas/insights into political violence. Lectures will be only occasional (and are listed in the course schedule). Students will be graded on their attendance and participation in all sessions.

Requirements/Assignments: The course assignments fall into four categories. All assignments add up to a total possible grade of 1000 points.

Discussion Participation/Attendance (250 points): Students are allowed two absences throughout the semester as “freebies” that will not affect the attendance grade. Each additional absence will result in a deduction from your final grade. As a seminar, discussion participation—including proper preparation by doing the readings—is key to the effectiveness of the course. Come prepared every single class session. The instructor reserves the right to cold-call on students.

Francis Marion University permits absences for only twice the number of times the class meets per week. If you are absent for more than 6 (six) of my classes, you will be dropped from the course with the grade of either WP or WF. The instructor reserves the right to enforce this rule as he sees necessary.

Reading Response Papers (200 points): Students will write two short reading response papers. These papers will give the student three prompts to choose from, of which they will choose ONE to respond to. Papers should be 500-700 words in length.

Reading Presentations (100 points): Students will sign up on the first day of class to present on the readings for one (or more) sessions. This presentation should be brief—no more than 5-7 minutes—and should raise important questions, ideas, comments, opinions, or analyses of one or more of the week's readings in order to stimulate discussion.

Research Paper (450 points): The major project for this course is a final research paper. This paper can be on any topic related to violence—though it must be approved by the professor. The paper should be about 3,500 words in length (about 15 pages), excluding bibliography (it can be longer, but no shorter). We will be doing smaller “staged” assignments related to this project throughout the semester. Completing these satisfactorily will be factored into the final grade.

In addition, students will present their papers to the rest of the class during the final part of the course. The structure of these presentations will be discussed at a later date.

Total (1000 points)

Grading: Grades for this course are non-negotiable. However, the professor is always happy to help you understand how to perform at your best. Please visit the professor in office hours if you need help or feedback. This course is not graded on a curve; you will receive the grade you earn.

Grading Scale	
900-1000 points	A
870-899 points	B+
800-869 points	B
770-799 points	C+
700-769 points	C
670-699 points	D+
600-669 points	D
<600 points	F

Readings: As a seminar, this course does not have a light reading load (averaging 80 pages per week). The following assigned books must be acquired and read for the corresponding sessions:

*Judith Butler, *Precarious Life: The Power of Mourning and Violence* (London: Verso, 2006).

*Hannah Arendt, *On Violence* (New York: Harcourt Brace, 1970).

*Peter Balakian, *The Black Dog of Fate: A Memoir* (New York: Basic Books, 1997).

*Alaa Al Aswany, *The Yacoubian Building: A Novel* (New York: Harper Perennial, 2006).

Additional readings will be made available on the course website (Got to "Content" on Blackboard to find the readings).

It is also expected that students will stay up-to-date on current events by reading a major national newspaper. We will often talk about current political happenings, so it is important to know what is going on in the world.

Studying: It is a good idea to form study groups to generate summaries of the readings. Lectures and especially the discussions will help synthesize these readings into new ideas.

Academic Integrity: If it is found that a student has violated the university's standards of academic integrity, the instructor reserves the right to fail that student's assignment and to report serious violations to the university in compliance with institutional policy. Be honest in all of your work, and give proper credit and citation where it is due.

Extensions and Late Assignments: There will be no extensions given, or late assignments accepted, with the exception of (1) religious holiday observance, documented in advance; or (2) medical emergency confirmed promptly who has seen you and judges that you were *physically unable* to complete the work on time. The professor does not need (or want) details of your condition—but a doctor's note is required. Please do not ask for extensions for any other reason.

Contacting the Professor: The professor is available to students during normal business hours (Monday-Friday, 9am-5pm) via email, office phone, or designated office hours. Email and phone are most appropriate for small issues and clarifications. However, any other issues (including questions about grades) should be addressed in office hours. Studies show that students who come to office hours, on average, perform better in class than those who do not.

If my office hours do not work with your schedule, please contact me so we can arrange an alternate time, or swing by and feel free to chat whenever my door is open.

Disability: Students with disabilities should register with university's Office of Counseling and Testing, and inform the professor within the first two weeks of the term of any special accommodations required. The university, and the faculty, are dedicated to making this course a level playing field for all students.

Electronic Devices, Food, and Tardiness: Laptop computers are allowed in the classroom for the purposes of note-taking only. Any disruptive activity involving personal electronics may result in the professor asking you to leave. Cell phones, MP3 players, and other small electronics should be turned off, or put on silent, before entering the classroom.

Food and drink are allowed in the classroom only if (1) no mess is made; (2) it does not distract other students or the professor.

Tardiness is a major distraction to your fellow classmates and your instructor. Please arrive on time to the class. If you must arrive late, do so quietly and discretely. Students arriving over five

minutes after the start of class will not receive credit for attendance. Repeated tardiness will result in substantial grade deduction.

Letter of Recommendation Policy: Students requesting letters of recommendation from the professor should give at least three weeks' notice for such requests to be written and submitted. The professor expects that all such requests will be accompanied by a full dossier to help aid in writing a stellar letter. The professor reserves the right to decline letter of recommendation requests.

Civility: Students must be civil in the classroom and abide by the standards of civility laid out in the student handbook. I do not expect you to agree with your colleagues or the professor all the time, but I do expect disagreement to be respectful and constructive. Hate speech, derogatory language, or other hostile/intimidating language could result in being dropped from the course.

COURSE SCHEDULE

Date	Topic	Readings	Assignments
1/11	Introduction to Class/Syllabus		
1/13	Lecture 1: "Violence, Politics, and the International"		
1/16	<i>NO CLASS: MLK Jr. Day</i>		
1/18	Lecture 2: "Writing about Violence and Politics"		
1/20	Seminar Discussion	*Thomas "Why Don't We Talk about 'Violence' in International Relations?"	
1/23	Lecture 3: "The Microphysics of Violence"		
1/25	Seminar Discussion	*Butler, <i>Precarious Life</i> , chs. 1-3.	
1/27	Library Session		
1/30	Seminar Discussion	*Butler, <i>Precarious Life</i> , chs. 4-5.	
2/1	Seminar Discussion	*Butler, "Why Black Lives Matter," <i>NYT</i> .	
2/3	Writing Center Session		

2/6	Lecture 4: Foucauldian Approaches to Violence		
2/8	Individual Office Hour Meetings about Papers	<i>NO CLASS MEETING.</i>	
2/10	Seminar Discussion	*Foucault, "The Body of the Condemned," from <i>Discipline and Punish</i> .	
2/13	Workshop for Paper Proposals		
2/15	Lecture 5: "Violence and Resistance: Memory and Fighting Back."		
2/17	Seminar Discussion	*Winter, "'Witness to a Time': Authority, Experience, and the Two World Wars."	*TURN IN PAPER PROPOSAL
2/20	Seminar Discussion	*Fanon, <i>The Wretched of the Earth</i> , ch. 1	*TURN IN RESPONSE PAPER 1
2/22	<i>NO CLASS: PROFESSOR AT CONFERENCE</i>		
2/24	<i>NO CLASS: PROFESSOR AT CONFERENCE</i>		
2/27	Lecture 6: "Different Methods for Studying Violence."		
3/1	*Seminar Discussion	*Arendt, <i>On Violence</i> , ch. 1	

3/3	*Seminar Discussion	*Arendt, <i>On Violence</i> , chs. 2-3	
3/6	Workshop: Outlines and Annotated Bibliographies		
3/8	Seminar Discussion	*Balakian, <i>Black Dog of Fate</i> , parts 1-2	
3/10	Seminar Discussion	*Balakian, <i>Black Dog of Fate</i> , parts 3-4	*TURN IN OUTLINE AND ANNOTATED BIBLIOGRAPHY
3/13- 3/17	NO CLASS: SPRING BREAK		
3/20	Individual Office Hour Meetings to Discuss Papers	NO CLASS MEETING.	
3/22	Seminar Discussion	*Balakian, <i>Black Dog of Fate</i> , parts 5-7	
3/24	Lecture 7: "Terrorism and Violence"		
3/27	Seminar Discussion	*Al Aswany, <i>The Yacoubian Building</i> (first 1/3)	
3/29	Seminar Discussion	*Al Aswany, <i>The Yacoubian Building</i> (second 1/3)	

3/31	Seminar Discussion	*Al Aswany, <i>The Yacoubian Building</i> (final 1/3)	*TURN IN RESPONSE PAPER 2
4/3	Documentary: <i>Behind the Mask</i>		
4/5	Seminar Discussion	*Regan, "How to Justify Violence."	
4/7	Peer-Review Session (first 2000 words)		
4/10	Seminar Discussion (Special Topics)	*Readings: TBD	*TURN IN PEER- REVIEW WORKSHEET
4/12	Seminar Discussion (Special Topics)	*Readings: TBD	
4/14	Seminar Discussion (Special Topics)	*Readings: TBD	
4/17	Paper Presentations		
4/19	Paper Presentations		
4/21	Paper Presentations		
4/24	Paper Presentations		
TBD	<i>Exam Day: Turn in papers/reflection on the course</i>		

Special Topic Choices

Queer Theories of Terrorism

Terrorism and International Law

Why Do People Become Terrorists?

The Logic of Terrorist Organizations

Gender and Terrorism

Terrorism and Liberalism

Religion and Terrorism

The US and the War on Terrorism

Counterterrorism

Terrorists on Terrorism: Primary Sources

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: ☐ New Course ☒ Course Modification

Department/School EMP, Spanish Date 2/6/20

Course No. or Level 220 Title _____

Semester hours 3 Clock hours: Lecture ☒ Laboratory _____

Prerequisites change to 201

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification SPAN 220
(proposed change in course title, course description, course content or method of instruction)

substitute SPAN 202
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Wendy Caldwell

Department Chairperson's/Dean's Signature Burke Flannery

Provost's Signature Pete King

Date of Implementation Fall, 2020

Date of School/Department approval January, 2020

Catalog description:

Purpose: 1. For Whom (generally?) Spanish majors, minors +
2. What should the course do for the student? collaterals,
as well as
those taking
Teaching method planned: alternate class for
major, minor, collateral &
Textbook and/or materials planned (including electronic/multimedia): General Ed. SPAN sequence for
general
education

Course Content: (Please explain the content of the course in enough detail so that the
Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

(see info on
request)

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: ☐ New Course ☒ Course Modification

Department/School EMP SPAN Date 2/6/20

Course No. or Level _____ Title SPAN 306

Semester hours 3 Clock hours: Lecture ☒ Laboratory _____

Prerequisites (SPAN 201 or equivalent)

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification ☒
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Wendy Caldwell

Department Chairperson's/Dean's Signature Berlin Flann

Provost's Signature Reber King

Date of Implementation Fall 2020

Date of School/Department approval January 2020

Catalog description:

- Purpose:
1. For Whom (generally?)
 2. What should the course do for the student?

*majors, minors, collateral
in SPANISH*

Teaching method planned:

*give them an additional
400 level course*

Textbook and/or materials planned (including electronic/multimedia):

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: ☐ New Course ☒ Course Modification

Department/School BI EMP, SPANISH Date 2/6/20

Course No. or Level _____ Title SPAN 307

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites (SPAN 201 or equivalent)

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification ☒
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Wendy Caldwell

Department Chairperson's/Dean's Signature Berkin Flannery

Provost's Signature Peter King

Date of Implementation Fall 2020

Date of School/Department approval JAN 2020

Catalog description:

Purpose: 1. For Whom (generally?) majors, minors, or collaterals
2. What should the course do for the student?

Teaching method planned:

Textbook and/or materials planned (including electronic/multimedia): one them as additional
400 level course for their course

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.