Political Science 350 Summer 2019

University of Tennessee, Knoxville

Course Section: POLS 350 Section 001
Meeting Time and Place: Online
Course Credit Hours: 3

Faculty Contact Information
Dr. Will Jennings
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Office Phone: 974-7053 (checked rarely)

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Course Description/Information:
This class is designed to be an introduction to the politics of the Developing World and the issues of sustainable development and to address the forces of both positive and negative change that are continually remaking the Global South. After successfully completing this class, you should be able to fully understand the issues and challenges that are facing citizens of Africa, Latin America, the Middle East, and Asia, as well as understand how America is viewed in the Developing World.

In our increasingly interconnected world it is vitally important to be able to understand the people, culture, and politics of the Developing World, and in the broader sense to understand how American society and power are viewed overseas. With the growth of international news and internet connectivity, there are increasingly few corners of the Global South that are isolated—we truly are becoming an integrated world.

This class will give you an introduction to information that you can explore in greater detail in 400-level Political Science Department offerings in East Asian, South Asian, African, Latin American, and Middle Eastern Politics.

Value Proposition:
This course can be an invaluable introduction to six major regions of the world which include more than 70% of the people on the planet: Latin America, Africa, the Middle East, Central Asia, South Asia, and East Asia. This course will then prepare students to take 400-level region-specific classes in Political Science. You should leave this class being more aware of your place in the world.

Student Learning Outcomes/Objectives:
Students will learn about the characteristics of political change in developing areas with a primary emphasis on sources of political power, development, and democratization.

Programmatic Outcomes/Department Goals:
Political Science 350 fulfills an upper level distribution requirement for the Social Sciences and is a Comparative Politics and Government course within the major. It is usually suggested, but not necessarily required, that Political Science 102 be completed before taking PS 350. The class is characterized as writing emphasis.

Learning Environment:
Your success in this class is highly dependent on reading the assigned chapters, watching and taking notes on the online lectures, and engaging in lively discussion. The participation component is key, the more you respond to queries posed by me and your classmates, the more you will get out of the class.

Course Communications:
I will make sure to check my email several times/day and you should hear back from me in the vast majority of cases within 36 hours. I will, however, depend on the same courtesy from you. Please check your email daily.
How to Be Successful in This Course:
Active participation in an online class is a crucial component to overall success and a good grade. Students must keep up with the readings and make informed comments on the class power points and discussion boards where appropriate. Participation is required and it will be impossible to pass the class without regular timely viewing of the course lectures and responding to both the professor’s prompts and your classmate’s comments.

Student’s Responsibility
- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

Instructor’s Responsibility
- Be prepared for all classes
- Evaluate all fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

Texts/Resources/Materials:
Sachs, Jeffrey D. *The Age of Sustainable Development*, 2015. (SD)

Required Equipment:
Sachs, Jeffrey D. *The Age of Sustainable Development*, 2015. (SD)

Course Resources:
This class will operate entirely on Canvas with Arc used for online lectures.

Course Requirements, Assessments, and Evaluations:
Students will be expected to complete the assigned reading in the book before watching the relevant online lecture. Our textbook is Jeffrey Sachs’s *The Age of Sustainable Development*. Quizzes will be required at the end of each module and will include questions that test your comprehension of the relevant chapters in the textbook as well as the online lecture for that section.

Module Quizzes (10 at 3% each=30% total)
Quizzes will be posted at the end of each module. Each quiz will include reading-specific content as well as information from the assigned power point. You should complete each module quiz before proceeding to the next module. If you are not doing well on the quizzes, it may make sense to watch the power point more than once and take notes on the material that is covered.

Half the Sky Reaction Essays (3 at 10% of your grade (30% total)—Due in Modules 3, 6, 7)
You are to write a 2-3 page (double-spaced with 1” margins, a title page, and 12-point *Times New Roman* font) reaction to the events and women depicted in each of the three sections selected of the documentary series. You may use first person voice in your reaction. The chosen episodes from *Half the Sky* look at the challenges that women in the Global South face as well as the challenge of gender-based violence (1st reaction), girls’ lack of educational attainment (2nd reaction), and the societal costs of Female Genital Mutilation (FGM). You are to watch the chosen episode on mediasite and can comment or ask questions about the episode on that platform. While it will probably not be necessary to use outside sources, be sure to document any outside materials that you use with parenthetical documentation.
Comparison of Regional Development Case Study (20% of your grade—Summary Paragraph due July 13th / Final Version due on July 27th)

After a full semester of evaluating the role that sustainable development, political change, and women’s empowerment has in creating a better life for the citizens of the Global South, you are to compare two of the regions that we have studied and evaluate them based on what you have learned in the course. Answer questions such as:

1) How are the political dynamics of the two regions that you have chosen to analyze similar or different?
2) What are the relevant advances in public health in each region and is the overall trajectory of public health in the two regions similar or different?
3) How and where is political change occurring in each region and what are the similarities and differences between the two? 4) Does the commitment to sustainable development differ between the two regions?
5) What is the status of women in the two regions and how do they compare?

A one paragraph summary of which regions you will be comparing is due on July 13th (10% of your grade), and your final paper is due on July 27th (90% of your grade). Your final project should be 6 pages (double-spaced with 1” margins, a title page, and 12-point Times New Roman font) and consist entirely of your own research. Your project can use material from the textbook and course lectures, but you should also use at least four outside sources for your project (a mix of magazine, newspaper, and journal articles is recommended) and cite your sources using MLA, APSA, or APA parenthetical documentation or end notes.

Attendance/Participation (15% of your grade)

Keeping up with the lecture units/modules, and regularly adding relevant comments to the bottom of the class power point presentations will ensure a good participation grade.

(1) You will be judged not just on the volume of your participation, but also on its quality.
(2) Don’t just comment for the sake of commenting, but make a meaningful addition to the debate or discussion.
(3) Aim to make at 2-3 comments per lecture. These can be questions, responses to a point in lecture or to a classmate.
(4) Hate speech or derogatory comments towards a classmate will be dealt with harshly.
(5) It is okay to show emotion, just debate the point—not the person.

Please let me know if you are seriously ill or have recently lost a loved one. This class is fast-paced, but since it is an online offering you have some flexibility if you fall behind. However, if you fall more than two modules behind, I will generally need to know what is going on.

Academic Integrity:
“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement:
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.
Disability Services:
“Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

Accessibility:
UT values accessibility for everyone in our community and has expressed this value in system-wide policy. All communications, learning material, and technology at UT should be accessible. For more information about accessibility including the full policy and opportunities for training, visit the UT accessibility webpage.

Your Role in Improving Teaching and Learning Through Course Assessment:
At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources for Students:
- [Political Science Department Website](#)
- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [Arts & Sciences Advising](#)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

Travel Advice
I have traveled to almost seventy countries in Africa, Asia, the Middle East, Latin America, the Caribbean, and Europe, encountering a few minor problems along the way, but never a serious incident. If you need any help planning a study abroad experience or are wondering whether a place might be interesting to visit, please ask me and I will be happy to help you plan out a trip. I also cannot encourage you strongly enough to take advantage of the numerous study abroad opportunities available to UT students. I have traveled to Cameroon on a USC sponsored summer trip, to South Korea on a Fulbright delegation sponsored by the federal government, and I spent most of 2002 at the University of Stellenbosch outside Cape Town, South Africa (whose website you can access at [http://www.sun.ac.za](http://www.sun.ac.za)). In 2017, my family and I sailed around the world with Semester at Sea ([semesteratsea.org](http://semesteratsea.org)), an amazing study abroad experience that docks in twelve countries on a voyage from San Diego to Hamburg.
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<tr>
<th>Module /Week</th>
<th>Lecture Topics/Readings</th>
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<tr>
<td><strong>Module /Week 1</strong>&lt;br&gt;Due June 1st</td>
<td>Unit 1: What is Sustainable Development? and Understanding inequality and Political Change in the Global South&lt;br&gt; <em>The Age of Sustainable Development</em> (SD) pgs. 1-44&lt;br&gt;Unit 2: An Unequal World/Global Inequality&lt;br&gt;<em>SD: 45-69</em></td>
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<td><strong>Module /Week 2</strong>&lt;br&gt;Due June 8th</td>
<td>Unit 3: A Brief History of Economic Development&lt;br&gt;<em>SD: 71-99</em>&lt;br&gt;Unit 4: Women in Global South Politics and Society</td>
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<td><strong>Module /Week 3</strong>&lt;br&gt;Due June 15th</td>
<td>Unit 5: Why Some Countries Developed While Others Stayed Poor&lt;br&gt;<em>SD: 101-138</em>&lt;br&gt;Reaction Paper #1 to Half the Sky Episode #1 (Part 1/Chapter Marker 1/0-44:12) “Women and Gender-Based Violence”&lt;br&gt;Unit 6: The impact of Colonization on the Global South</td>
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<td><strong>Module /Week 4</strong>&lt;br&gt;Due June 22nd</td>
<td>Unit 7: Ending Extreme Poverty&lt;br&gt;<em>SD: 139-180</em>&lt;br&gt;Unit 8: A Look at Modern Latin America</td>
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<td><strong>Module /Week 5</strong>&lt;br&gt;Due June 29th</td>
<td>Unit 9: Planetary Boundaries&lt;br&gt;<em>SD: 181-217</em>&lt;br&gt;Unit 10: Central Asian Authoritarianism</td>
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<td><strong>Module /Week 6</strong>&lt;br&gt;Due July 6th</td>
<td>Unit 11: Social Inclusion and Education for All&lt;br&gt;<em>SD: 219-274</em>&lt;br&gt;Reaction Paper #2 to Half the Sky Episode 3 (Part 1/Chapter Marker 10/1:20-1:55) “Girl’s Education in Vietnam”&lt;br&gt;Unit 12: East Asian Exceptionalism</td>
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<td><strong>Module /Week 7</strong>&lt;br&gt;Due July 13th</td>
<td>Unit 13: Health for All&lt;br&gt;<em>SD: 275-316</em>&lt;br&gt;Reaction Paper #3 to Half the Sky Episode 4 (Part 2/Chapter Marker 1/0-40:53) “Women’s Health Challenges in Somaliland”&lt;br&gt;Unit 14: Food Security&lt;br&gt;<em>SD: 317-353</em></td>
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<td>Module /Week 8</td>
<td>Unit 15: The Case for Africa</td>
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<td>Unit 16: Resilient Cities</td>
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<td>Due July 20th</td>
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<th>Module /Week 9</th>
<th>Unit 17: Climate Change and Saving Biodiversity</th>
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<td>Unit 18: Looking at the Modern Middle East</td>
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<td>Due July 27th</td>
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<td><strong>Turn in Regional Comparison Project by July 27th</strong></td>
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<th>Module /Week 10</th>
<th>Unit 19: Environmental Goals and the Sustainable Development Goals</th>
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<td>Unit 20: Reversing Marginalization in the Global South</td>
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<td>Due August 3rd</td>
<td>SD: 459-511</td>
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The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified by email and/or Canvas of any such revisions, alterations and/or amendments.