Area IV. History, Social, and Behavioral Sciences  

Study in history and the social and behavioral sciences deals primarily with the study of human behavior, social and political structures, and economics. Requirements include 12 semester hours with at least a three-semester hour course in history and at least six semester hours from among other disciplines in the social and behavioral sciences. Disciplines include, but are not limited to, anthropology, economics, geography, political science, psychology, and sociology. As part of the common Core Curriculum, students must complete a six-semester hour sequence either in literature (Area II) or in history (Area IV).

The following courses satisfy Area IV of the Core Curriculum:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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<td>ANTH 101</td>
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<td>ANTH 106</td>
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Introductory Cultural Anthropology

Spring 2014
ANTH 101-QLA
Instructor: Dr. L.A. Cormier

<table>
<thead>
<tr>
<th>Office</th>
<th>311 Heritage Hall</th>
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</thead>
<tbody>
<tr>
<td>e-mail</td>
<td><a href="mailto:lcormier@uab.edu">lcormier@uab.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>975-6526</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mon/Tues/Wed 9:00 a.m. - 12:00 noon, or by appt.</td>
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</tbody>
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Syllabus: Please note that the class schedule is subject to change as may be necessary during the course and students should be aware of any announcements made in class.

Course Description:

Anthropology is a social science that explores the diversity of the human experience through space and time. The four, inter-related subfields of anthropology (physical anthropology, archaeology, linguistics, and cultural anthropology) use different approaches to understand what it means to be human. This course emphasizes the subfield of cultural anthropology which focuses on similarities and differences of contemporary human groups across the globe.

Course Format:

This course is 100% on-line and will be administered through the Blackboard Learn system. The course may be accessed using any UAB computer. If you choose to use your home computer or other computer it is your responsibility to ensure that it is in good working order so that you may complete on-line assignments.

Course Objectives:

Students will become familiarized with basic anthropological theory, methods, and practice as well as gaining an understanding of the contributions of anthropology to other humanistic and scientific disciplines.
Course Materials:

1. Texts

Information about Texts: All royalties received by the authors of the texts used in this course are donated to ANTHRO-TEACH, a non-profit educational organization used for anthropology student scholarships at UAB and educational outreach in anthropology.

Required Readings


**The text can be purchased at a reduced rate online. From the National Digital Company website ([www.ndbco.com](http://www.ndbco.com)), click on "Bookstore" and then click on the letter "I" to locate the "Introductory Cultural Anthropology text. Once your order is placed, the publisher will send the student an e-mail with a serial number and directions on how to access the text on-line. The publisher will then mail the digital text on CD with a hardcopy. If you have any questions, please contact Shelly Super, Administrative Manager, National Social Science Press: (619) 647-9906 or via email:nsspress@faculty.sdcoxmail.com**


This textbook is available for purchase at [www.universityreaders.com](http://www.universityreaders.com). To purchase the textbook, please follow the instructions below:

Step 1: Log on to [https://students.universityreaders.com/store/](https://students.universityreaders.com/store/).
Step 2: Create an account or log-in
Step 3: Easy to follow instructions will guide you through the rest of the ordering process. Payment can be made by all major credit cards or with an electronic check.
Step 4: After purchasing, you can access your partial e-book (free 20% PDF) by logging into your account and clicking "My Digital Materials" to get started on your readings right away.

Orders are processed within 24 hours. If you experience any difficulties, please e-mail orders@universityreaders.com or call 800.200.3908 ext. 503.

2. Films

*First Contact*

*Buying the Spirit: Voodoo in Haiti*

*Baka: People of the Forest*

*The Devil Came on Horseback*
3. Powerpoint Presentations

The powerpoint presentations used in class for each chapter will also be available through Blackboard/WebCT. The powerpoints are not meant as a substitute for course attendance or course readings, but to highlight key concepts to facilitate learning.

Course Requirements

1. Exams (80%):

Five examinations will be given during the course: four exams during the course and a cumulative final. The lowest examination score will be dropped so that your top four exam scores comprise your grade (each worth 20% each). For that reason, no make-up exams will be given. If you miss a test, that is the exam that will be dropped. Should special circumstances arise, students can arrange to take an exam early (but it may not be taken late). The final examination is cumulative and is worth the same amount as the other exams. Students who have taken all four exams and are satisfied with their scores do not have to take the cumulative final.

All examinations will be given on-line and will be scheduled on a Friday. The exams will be posted on WebCT/Blackboard and will be available from 8:00 a.m. until 11:59 p.m. on the day of the exam (expires at midnight). Students will have one-hour to complete the exam (it is timed to cut off one hour after the exam is started). Please note that a security/alert system accompanies the exam to prevent page capture or copying of the examination. Students should prepare for the same way that they would for a sit-down exam in the classroom, having read and thoroughly studied the material. While in theory, the exams are open book and open note, students will not have time to look up answers during the exams. The exams will come from the materials in the required readings (core text chapters and articles from the reader), films, and powerpoints.

2. Participation (20%):

Participation will be graded through contributions to your on-line discussion group (20%). Students will be assigned to discussion groups on-line (8-12 students per group). Ten discussion assignments will be assigned, five related to the films watched on-line and five related to course readings. Assignments will be given on Fridays at 8:00 a.m. that we do not
have quizzes and students will be open until Sunday at 11:59 p.m. Participation in discussion will be graded, therefore, it is important that students make thoughtful, meaningful contributions. Students who have not viewed the films or completed reading assignments will not be able to make a meaningful contribution.

**CREDIT WILL NOT BE AWARDED FOR DISCUSSIONS AND COMMENTS THAT ARE NOT INFORMED BY THE READINGS AND FILMS.** Discussions should reflect on what you are learning in this course and not your preconceived notions about the concepts and issues discussed. The discussions will be followed to score comments appropriate to the discussion thread, based on the weekly readings and topics. In addition, no credit will be given for posts that are vulgar, sexist, racist, ethnocentric or otherwise inappropriate. At minimum, a student should make at least two posts for each discussion topic.

**Points**

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<thead>
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<th>Description</th>
<th>Points</th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Four top Exams</td>
<td>100 points each</td>
<td>400</td>
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<tr>
<td>Ten Discussion Topics</td>
<td>10 points each</td>
<td>100</td>
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**Total Possible Course Points**

500

To calculate grade: add your points and divide by 5. For example: 460 ÷ 5 = 92% (A)

**Grading Scale**

- A: 90 - 100
- B: 80 - 89
- C: 70 - 79
- D: 60 - 69
- F: 59 and below

**CLASS SCHEDULE**

**Week 1 (of Jan 6th): The Discipline of Anthropology**

**On-line Assignment:** Film Discussion # 1

- View *First Contact* on-line and participate in discussion. For this and all other films/discussions, you have until Sunday to complete your contributions to on-line discussions.

**Readings**

*Introductory Cultural Anthropology:*

- Chapter 1: The Discipline of Anthropology

*Humankind:*

Week 2 (of Jan 13th): The Concept of Culture

On-line Assignment: Readings Discussion #1
-A study question will be posted on-line for students to discuss with their discussion groups

Readings
Introductory Cultural Anthropology:
  Chapter 2: The Concept of Culture
Humankind:
  Part II: Tannen, Deborah. 1990. "Sex, Lies, and Conversation: Why is it so Hard for Men and Women to Talk to each Other?"

Week 3 (of Jan 20th): Language and Culture
*note Jan 20 is MLK Holiday and much of campus will be closed

January 24th: On-line: EXAM #1

Readings
Introductory Cultural Anthropology:
  Chapter 3: Language and Culture
Humankind:

Week 4 (of Jan 27th): Expressive Culture

On-line Assignment: Film Discussion #2: Buying the Spirit: Voodoo in Haiti

Readings
Introductory Cultural Anthropology:
  Chapter 4: Expressive Culture
Humankind:

Week 5 (of Feb 3th): The Sacred

On-line Assignment: Readings Discussion #2

Readings
Introductory Cultural Anthropology:
  Chapter 5: The Sacred
Humankind:
Part II: Jörg, Fachner. 2007. "Wanderer between worlds - Anthropological perspectives on healing rituals and music."

Week 6 (of Feb 10th): Marriage and Family

Feb 14th: Online: EXAM # 2

Readings
Introductory Cultural Anthropology:
Chapter 6: Marriage and Family
Humankind:

Week 7 (of Feb 17th): Kinship and Social Organization

On-line Assignment: Film Discussion #3 (The Devil Came on Horseback )

Readings
Introductory Cultural Anthropology:
Chapter 7: Kinship and Social Organization
Optional Supplement
Review Schwimmer's kinship website:
http://www.umanitoba.ca/faculties/arts/anthropology/tutor/kinmenu.html

Week 8 (of Feb 24th): Ethnicity and Group Identities

On-line Assignment: Readings Discussion #3

Readings
Introductory Cultural Anthropology:
Chapter 8: Ethnicity and Group Identities
Humankind:

Week 9 (of Mar 3rd): Human Sexuality and Gender Identities

March 7th: Online: EXAM #3
Readings

*Introductory Cultural Anthropology:*
  Chapter 9: Human Sexuality and Gender Identities

*Humankind:*

**Week 10 (of Mar 10th): Ecological Relations**

**Online:** Film Discussion #4: *Baka: People of the Forest*

Readings

*Introductory Cultural Anthropology:*
  Chapter 10: Ecological Relations

*Humankind:*
  Part IV: Harris, Marvin. 1966. "The cultural ecology of India's sacred cattle."

**Week 11 (Week of March 17th): Economic Exchange and Economic Inequality**

**On-line Assignment:** Readings Discussion #4

Readings

*Introductory Cultural Anthropology:*
  Chapter 11: Economic Exchange and Economic Inequality

*Humankind:*

**********Spring Break, Week of March 24th**********

**Week 12 (Week of March 31): Power, Politics, Violence, and Peacemaking**

April 4th: On-line: EXAM #4

*Introductory Cultural Anthropology:*
  Chapter 12: Power, Politics, Violence, and Peace-making
Week 13 (Week of Apr 7th): The Future of Culture

On-line Assignment: Film Discussion #5

Readings
Introductory Cultural Anthropology:
Chapter 13: The Future of Culture

Humankind:

Week 14 (Week of Apr 14th): Ethics and Anthropology

On-line Assignment: Readings Discussion #5

Readings
Introductory Cultural Anthropology:
Chapter 14: Ethics in Anthropology

Humankind:

FINAL EXAM: Friday, April 25th (on-line)

CLASSROOM POLICIES

Students with Disabilities: Reasonable accommodations will be made for students with special needs. Students should contact me during my office hours early in the semester so that such arrangements can be made. Disability Support Services is located in Room 504 of the University Center. Telephone: (205) 934-4205; (Voice) 934-4248 (TDD).

Policy on Academic Misconduct
The consequence of academic dishonesty is an F on the assignment and an F for the course. For complete information, please consult the UAB undergraduate catalogue (online address: [http://main.uab.edu/show.asp?durki=38715](http://main.uab.edu/show.asp?durki=38715)). According to UAB policy, academic dishonesty includes, but is not limited to, the following categories of behavior:

**ABETTING:** helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

**CHEATING:** use or attempted use of unauthorized materials, information, study aids, the answers of others, or computer-related information.

**PLAGIARISM:** claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, use of commercially available scholarly papers, failure to cite sources, or copying other's ideas.

**FABRICATION:** presenting as genuine falsified data, citations, or quotations.

**MISREPRESENTATION:** falsification, alteration, or misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.
INTRODUCTION TO ARCHAEOLOGY ANTH.106 Section-QL (online Spring 2014) —in-prog.

Course summary: This online course aims to provide students with an up-to-date and fairly comprehensive introductory guide to multiple facets of past-current archaeology, including (1) a brief history of investigations, (2) the nature of the evidence, (3-4) finding, excavating, and dating sites, (5-12) approaches to assessing the evidence, such as social organization, environmental archaeology, subsistence and diet, technology, trade and exchange, cognitive archaeology, art, and religion, bioarchaeology, and explanations for change, (13) a review (looking at five case studies), and (14-16) concluding with an examination of archaeology and the public, the future of the past, and building a career in archaeology. This material will be covered by the textbook readings and power point summaries of each chapter. Please note: I am revising the Fall 2013 online and past in-class versions.

Assignments: A series of 8-10 culture studies (using online documentary films, background power point data, and the textbook) will focus on the 12 main questions/subjects addressed in the textbook (see nos. 1-12 above), and provide reinforcement by asking students to relay what both the documentaries and background power point data inform us on each of the 12 questions, with additional reference to the textbook readings (some supplementary online research is encouraged if some documentaries, or power point background data, are insufficient to answer a few of the questions). These assignments are due in sequence throughout the semester, in essence mostly once per week (see due dates below) and have a value of 5% apiece, for a total of 40%. The first eight culture studies are mandatory, while the last two serve as a potential means to raise grades for the two lowest scores amongst the eight mandatory culture studies (i.e., “best 8” of 10 culture studies). The two “take-home” assignments represent a mid-term and final longer written submission focusing on approaches in archaeology encountered in the textbook readings, and drawing upon reinforced knowledge gained via the various culture studies from the first half and second half of the semester. They have a value of 30% each for the remaining 60%. There will be NO tests/exams. All material is to be submitted online, on Turnitin upload links via Blackboard (i.e., see each pertinent WEEK folder), and must be in one’s own words (i.e., plagiarism will result in a “0”/zero in the assignment, perhaps for the course, and may have further academic penalties depending upon the exact nature and extent of the plagiarism). Aside from the textbook(s), all materials is placed online in the course website (see Blackboard). LATE material will be accepted up to 1 week after the due date, and perhaps later, but I may impose a set late penalty (unless sufficient, official documentation or advance communication is provided): 1% off 5% culture study and 5% off a the take-home assignment.

Objectives: In essence, the course materials and assignments are aimed to provide sufficient background to beginning archaeology students, and other interested persons, to enable them both to appreciate the broad scale of this developing discipline, and, if desired, to pursue more advanced studies and introductory fieldwork in archaeology in general. The readings and other materials furnish a selected introduction to the various fields and specialties within archaeology, such as various cultures in prehistory and historic times (e.g., studies on Prehistoric Europe, Stonehenge, the Celts, Romans, Vikings, China, India, Zimbabwe, Maya, Inca), and multiple approaches and specialties in archaeology (e.g., osteoarchaeology, conservation, linguistics/language, and other sub-fields of archaeology and anthropology).

Times & loc: Online materials accessed 24/7 (updates during selected hours Mondays – Fridays)
Instructor: Dr. Gregory Mumford
E-mail: gmumford@uab.edu
Office: Room 320, Dept. of Anthropology and Social Work, Heritage Hall, 1401 University Blvd (at the southeast corner of 14th Street; west of Rec. Center)
Office Hours: 2:30 – 4:30 pm Tuesdays in-person, by telephone, or other times by appointment.
Bus. Tel.: (205) 934-0490 (T); Home project library/office (205) 933-7552 (M-F)
# COURSE ITINERARY:

## A. WEEK-1: Introduction.
**CLASS-1: Jan. 6 - 10 (online):**
- **Powerpoint:** Introduction to course materials, assignments, etc. (Summary of text readings)
  - The History of Archaeology.
- **Assignment:** Cult-Study-1: NOVA: Iceman Murder Mystery (60 min). 5% (due Jan. 19)

## B. WEEK-2: The Evidence.
**CLASS-2: Jan. 13 - 17 (Online):**
- **Powerpoint:** The Variety of the Evidence. (Summary of text readings)
- **Assignment:** Cult-Study-2: PBS/NOVA: Secrets of Stonehenge (50-56 min). 5% (due Jan. 26)

## C. WEEK-3: Survey and Excavation.
**CLASS-3: Jan. 20 - 24 (Online):**
- **Powerpoint:** Survey and Excavation of Sites and Features. (Summary of text readings)
- **Assignment:** Cult-Study-3: PBS: China’s Terracotta Warriors (60 min). 5% (due Feb. 2)

## D. WEEK-4: Dating Methods.
**CLASS-4: Jan. 27 - 31 (Online):**
- **Powerpoint:** Dating Methods and Chronology. (Summary of text readings)
- **Assignment:** Cult-Study-4: Kultur: Lost Treasures of the Anc. World: Celts (50 m) 5% (due Feb. 9)

## E. WEEK-5: Social Organization.
**CLASS-5: Feb. 3 - 7 (Online):**
- **Powerpoint:** Social Archaeology. (Summary of text readings)
- **Assignment:** Cult-Study-5: Ambrose Video: Legacy/Origin of Civ: India (60 m) 5% (due Feb. 16)

## F. WEEK-6: Environment.
**CLASS-6: Feb. 10 - 14 (Online):**
- **Powerpoint:** Environmental Archaeology. (Summary of text readings)
- **Assignment:** researching and preparing Take-Home no.1 (due next week) Assign. preparation
G. WEEK-7: Subsistence and Diet.
CLASS-7: Feb. 17 - 21 (Online):
Powerpoint: Subsistence and Diet.  (Summary of text readings)
Assignment: **TAKE-HOME no.1** finding and excavating sites . . .  30%+ (due March 2)

H. WEEK-8: Technology.
CLASS-8: Feb. 24 - 28 (Online):
Powerpoint: Technology.  (Summary of text readings)
Assignment: **Cult-Study-6:** BBC: Pompeii: The Last Day (50 min).  5% (due March 9)

I. WEEK-9: Trade.
CLASS-9: March 3 - 7 (Online):
Powerpoint: Trade and Exchange.  (Summary of text readings)
Assignment: **Cult-Study-7:** NOVA: The Vikings (120 min.).  5% (due March 16)

J. WEEK-10: Cognitive Archaeology.
CLASS-10: March 10 - 14 (Online):
Powerpoint: Cognitive Archaeology, Art, and Religion.  (Summary of text readings)
Assignment: **Cult-Study-8:** NOVA: Lost King of the Maya (60 min).  5% (due March 23)

K. WEEK-11: Bioarcheology.
CLASS-11: March 17 - 21 (Online):
Powerpoint: Bioarchaeology of People.  (Summary of text readings)
EXTRA: **Cult-Study-9:** Time Life’s Lost Civ.: Africa: History Denied (50 m)  5% (due April 6)

L. WEEK-12: SPRING BREAK
NO CLASS

M. WEEK-13: Why did things Change?
CLASS-12: March 31 – April 4 (Online):
Powerpoint: Why did things change?: Explanation in Archaeology.  (Summary of text readings)
Assignment: researching and preparing Take-Home no.2 (due in 2.5 weeks)  Assign. preparation
EXTRA: **Cult-Study-10:** PBS/ NOVA: Ghosts of Machu Picchu (56 min.)  5% (due April 13)
N. WEEK-14: Archaeology in Action: Five Case Studies (i.e., review).

CLASS-13: April 7 - 11 (Online):

Powerpoint: Five Case Studies (review)  
Assignment: TAKE-HOME assignment no.2 finding and excavating sites … 30%+ (due April 20)

O. WEEK-15: The Future of the past, etc.

CLASS-14: April 14 - 18 (Online):

Powerpoint: The Future of the Past, etc.  

P. WEEK-16: FINALs WEEK:

LAST COURSE MATERIALS DUE: albeit “late” and subject to late penalties …

TEXTBOOK(S):

Comprehensive textbook required for Anthropology majors:
i.e., If you are intending pursuing an Anthropology major, especially in Archaeology, you will absolutely need to use the following textbook:

Renfrew, C. and Bahn, P.  
2012 Archaeology: Theories, Methods and Practice. London: Thames and Hudson (6th ed.). Note: 16 chapters covering 577 pages, which are summarized in class.

Please note: The Fifth Edition (2008) of this book is adequate in an emergency, but the 6th edition is available in the UAB textbook store, it may be ordered on-line via www.amazon.com, a copy is in Sterne Library, and second-hand copies of this text may be available from various campus bookstores since this text was used for ANTH.106 in the Spring of 2012.

The abbreviated version of this textbook might suffice for non-Anthropology majors, but I highly recommend the full textbook:
i.e., If you are pursuing a non-anthropology major (e.g., History, etc.), you might be able to use the abbreviated textbook version of the above comprehensive textbook (this version also helps in addition to the main text): it may be ordered on-line via www.amazon.com.

Renfrew, C. and Bahn, P.  
2010 Archaeology Essentials: Theories, Methods and Practice. London: Thames and Hudson (2nd ed.). Note: 289 pages with 10 chapters condensing the 14 chapters from the aforementioned more comprehensive textbook (available via on-line purchasing; otherwise use above textbook).
COURSE MATERIALS:
All lectures (power point presentations) will be placed on a UAB website (Blackboard, student dashboard) accessible via UAB BlazerNet and Blackboard by members enrolled in the course.
(1) Access BlazerNet
(2) Access the course list for courses in which you are registered/enrolled.
(3) Access the link for ANTH.106 section (Introduction to Archaeology).
(4) Check the different files for the course: e.g., assignments, lectures, etc.

Posted materials:
(a) Course syllabus.
(b) Power point lectures, with each one being a summary of the textbook readings, plus other data.
(c) Power point general backgrounds to each culture study: Culture Studies/Doc. 1-10 (5% each)
(d) Web-links to each documentary culture study.
(e) Example sheet for documentaries 1-10.
(f) Blank standard question sheet for documentaries 1+
(g) Special instructions for Take-Home assignments no. 1 and no. 2 (30% each).
(h) Other special instructions, clarifications, etc. as the course proceeds … (announcements/emails)

GRADES:
The grades/marks for this course are based upon the following:
1. Mid-semester Take-Home assignment (chps.1-7) On Friday Oct. 18 30%
   Instructions will be posted. Submit via Turn-it-in
2. End-of-semester Take-Home assignment (chps. 8-16) On Mon-Fri Dec. 2-6 30%
   Instructions will be posted Submit via Turn-it-in
3. 8-10 Culture studies (web-linked doc. online via Blackboard): 1st 8 = mandatory, 5% ea. 40%
   Mandatory first 8 studies (last 2 = bonus/“best 8” of 10) Submit via Turn-it-in
(a). Neolithic to Chalcolithic Europe culture study:
   Documentary features NOVA: Iceman Murder Mystery (60 min). 5%
   3,000 BC region of Swiss/Italian Alps, including cultures to north and south …
   Power point background to Prehistoric Europe and Iceman to aid in answering questions.
   Textbook: Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)
(b). Late Neolithic to Chalcolithic Britain culture Study:
   Documentary features PBS/NOVA: Secrets of Stonehenge (50-56 min). 5%
   Neolithic Britain and advent of Copper Age. ca. 2,500 – 1,500 BCE.
   Power point background to Stonehenge to aid in answering questions.
   Textbook: Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)
(c). Ancient China culture study:
   Documentary features PBS: China’s Terracotta Warriors (60 min). 5%
   China’s Terracotta Warriors, temp. Emperor Qin: manufacture, tomb, etc. Technology.
   Power point background to China to aid in answering questions.
   Textbook: Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)
(d). **Ancient Celts culture study:**

- **Documentary features** Kultur: Lost Treasures of the Anc. World: The Celts (50 m) 5%
  - The Celts: A Journey Back in Time (Classical period).
- **Powerpoint background** to the Celts to aid in answering questions.
- **Textbook:** Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)

(e). **Ancient India culture study:**

- **Documentary features** Ambrose Video: Legacy of Civ.: India: empire of spirit (60 m) 5%
  - Various time periods, beginning with Indus Valley Civilization and proceeding to today.
- **Powerpoint background** to Indus Valley Civilization to aid in answering questions.
- **Textbook:** Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)

(f). **Ancient Rome / Roman Empire culture study:**

- **Documentary features** BBC: Pompeii: The Last Day (50 min).
  - The late 1st century AD eruption of Vesuvius and destruction of Pompeii.
- **Powerpoint background** to Rome/Roman Empire to aid in answering questions.
- **Textbook:** Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)

(g). **Ancient Vikings culture study:**

- **Documentary features** NOVA: The Vikings (120 min.).
  - Northeast Europe, Iceland, Greenland, etc., from 8th to 10th cent. AD
- **Powerpoint background** to the Vikings to aid in answering questions.
- **Textbook:** Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)

(h). **Ancient Maya culture study:**

- **Documentary features** NOVA: Lost King of the Maya (60 min).
  - Central America in the few centuries prior to Columbus.
- **Powerpoint background** to the Maya to aid in answering questions.
- **Textbook:** Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)

(i). **Ancient sub-Saharan Africa culture study:**

- **Documentary features** Time Life’s Lost Civ.: Africa: A History Denied (50 min.).
  - The Great Zimbabwe Ruins and Swahili Coast, temp. 10th – 15th cent. AD and later.
- **Powerpoint background** to the Zimbabwe Culture to aid in answering questions.
- **Textbook:** Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)

(j). **Ancient Inca culture study:**

- **Documentary features** PBS/ NOVA: Ghosts of Machu Picchu (56 min.).
  - The Inca prior to and during the Spanish Conquest of South America.
- **Powerpoint background** to the Inca/Ancient S. America to aid in answering questions.
- **Textbook:** Also suggest other approaches not noted in the doc. or ppt. background, using textbook readings done to-date (include citations: e.g., Renfrew & Bahn 2012: 34)

**Total grades**

<table>
<thead>
<tr>
<th>Grade/mark range</th>
<th>Fail = 0-59%;</th>
<th>D = 60-69%;</th>
<th>C = 70-79%;</th>
<th>B = 80-89%;</th>
<th>A = 90-100%</th>
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Language and Culture – ANTH 120-1B

Instructor: Christel Carlisle
Office Hours: Wednesdays 10am to 12pm, Heritage Hall 222 or 224.
Spring 2014
Class Hours: Mondays, Wednesdays, and Fridays 9:05-9:55am, Heritage Hall 225.
E-mail: carl4168@uab.edu
Phone: 934-8429

Syllabus Info: The syllabus is our plan for the class. Rarely, unforeseen circumstances may require us to deviate from the syllabus plan. Students are expected to attend class and be aware of any announcements relevant to the course; and are also expected to check announcements in case any changes in the syllabus are necessary.

Course Description:
This course provides an introduction to Linguistic Anthropology and the relationship between language and culture. The primary emphasis is on language as an expression of social structure and cultural values. Topics include cultural differences in nonverbal communication, language change, and linguistic variation among speech communities including gender, class, regional, and occupational differences. In addition, language as a human phenomenon is explored through comparison of human and animal communication, language origins, and universal patterns of language structure, language acquisition, and classification of the world’s languages.

Required Reading:
• Language Files: Materials for an Introduction to Language and Linguistics. Berhmann, Anouschka, Kathleen Currie Hall, and Sharon Miriam Ross (eds.) Columbus: Ohio State University Press. (The 11\textsuperscript{th} edition of this text is the only one utilized for the course. Students should make sure that they have the 11\textsuperscript{th} edition only.)

Grading
Attendance  5%
Participation 5%
Homework  10%
Quizzes   40%
Exam    40%

Grading Scale:
90- 100 A
80- 89 B
70-79 C
60-69 D
50-59 F
• The lowest quiz score will be dropped.
• Extra credit points will be added to the second lowest quiz score.

Course Requirements
• Attendance and Class Participation are each worth 5% of the overall course grade. Therefore attendance will be taken each class.
• Homework will be assigned each week and will be due on Wednesdays of each week. Homework will consist of about 2 to 4 questions from the Language Files textbook. Homework is a way to practice
concepts reviewed in the reading and prepare students for quizzes. The homework will be reviewed in class on Wednesdays.

- Quizzes will review the Class Lectures in addition to content from the Language Files textbook. Quizzes will be assigned on Friday’s. The lowest Quiz score will be dropped so there will not be make-up quizzes.
- There will be one Final Exam that is Cumulative. The Final will cover all content from quizzes and students are encouraged to study their quizzes to prepare for the Exam.

**COURSE SCHEDULE**

**WEEK ONE: Chapter 1 Introduction**
Jan 6: Classes Begin
Students will be introduced to the Course, the Syllabus, and Linguistic Anthropology.
Homework 1 assigned: Pages 30-31, Questions 1, 2, 3, and 12
Jan 8: Homework 1 due at the beginning of class, homework review and lecture.
Jan 10: Quiz 1 and Lecture

**WEEK TWO: Chapter 2 Phonetics**
Jan 13: Last Day to Drop/Add (Without paying full Tuition & Fees)
Lecture and Homework 2 assigned: Pages 89-95, Questions 6, 18, 25
Jan 14: 50% of account balance due from students registering for the first time or for classes added from January 3 through January 13; Accounts with balances greater than 50% will be assessed a $50 deferment fee.
Jan 15: Homework 2 due, Homework Review, and lecture
Jan17: Quiz 2 and Lecture

**WEEK THREE: Chapter 3 Phonology**
Jan 20: Martin Luther King Holiday No Class
Jan22: Homework 3 assigned: Pages 135-146, Questions 12, 25, 26, and lecture
Jan24: Lecture, Homework 3 due, and homework review

**WEEK FOUR: Chapter 4 Morphology**
Jan27: Lecture and homework 4 assigned: 178-194, Questions 2, 5, 29, and 30
Jan29: Homework 4 due, Homework review, and lecture
Jan31: Quiz 3 covering Chapters 3 and 4 and Homework 3 and 4

**WEEK FIVE: Chapter 5 Syntax**
Feb 3: Lecture and Homework 5 assigned: Pages 230-238, Questions 5, 19, and 21
Feb 5: Homework 5 due, Homework review, and lecture
Feb 7: Quiz 4 and lecture

**WEEK SIX: Chapter 6 Semantics**
Feb 10: Lecture and Homework 6 assigned: Pages 260-267, Questions 8 and 12
Feb 12: Homework 6 due, Homework review, and lecture
Feb 14: Quiz 5 and lecture

**WEEK SEVEN: Chapter 7 Pragmatics**
Feb 17: Account balance due; failure to meet payment deadline results in late fee charges of up to $250.
Lecture and Homework 7 assigned: Pages 299-310, Questions 12, 15, and 18
Feb 19: Homework 7 due, Homework review, and lecture
Feb 21: Quiz 6 and lecture

**WEEK EIGHT: Chapter 8 Language Acquisition**
Feb 24: Lecture and Homework 8 assigned: Pages 345-351, Questions 2, 8, and 12
Feb 26: Homework 8 due, Homework review, and lecture
Feb 28: Quiz 7 and lecture

**WEEK NINE: Chapter 9 Language Storage and Processing**
Mar 3: Lecture and Homework 9 assigned: Pages 395-405, Questions 5, 6, 9, and 20
Mar 5: Homework 9 due, Homework review, and lecture
Mar 7: Quiz 8 and lecture

**WEEK TEN: Chapter 10 Language Variation**
Mar 10: Lecture and Homework 10 assigned: Pages 442-450, Questions 2, 14, and 20
Mar12: Homework 10 due, Homework review, and lecture
Mar 14: Quiz 9 and lecture

**WEEK ELEVEN: Chapter 11 Language and Culture**
Mar 17: Lecture and Homework 11 assigned: Pages 479-482, Questions 2, 10, 15, and 29
Mar 19: Homework 11 due, Homework review, and lecture
Mar 21: Quiz 10 and Lecture

**Mar 24 - 28 Spring Break**

**WEEK TWELVE: Chapter 12 Language Contact**
Mar 31: Last Day to Withdraw
Lecture and Homework 12 assigned: Pages 512-519, Questions 4, 17, 18, and 24
Apr 2: Lecture
Apr 4: Lecture, Homework 12 due, and homework review

**WEEK THIRTEEN: Chapter 13 Language Change**
Apr 7: Lecture and Homework 13 assigned: Pages 556-565, Questions 1, 14, 21, and 28
Apr 9: Lecture
Apr 11: Lecture, Homework 13 due, and homework review

**WEEK FOURTEEN: Chapter 14 Animal Communication**
Apr 14: Lecture, Homework 14 assigned: Pages 585-588, Questions 2, 5, 9, and 16
Apr 16: Lecture, Homework 14 due, Homework Review
Apr 18: Last Day of Class
Quiz 11 covers Chapters 12, 13, and 14 and Homework 12, 13, 14. Review for Final Exam

**FINALS WEEK**
Apr 21 – 25: Final Examinations
Possible Final Exam days include Monday April 21, Wednesday April 23, or Friday April 25.

**CLASSROOM POLICIES**

**Attendance Policy:** The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. The College of Arts and Sciences complies with the official UAB Attendance and Excused Absence Policy for Undergraduate Programs and therefore allows, with anticipated proper official documentation, absences due to jury or military duty as well as absences due to participation in specific authorized university-sponsored activities. UAB Attendance and Excused Absence Policy for Undergraduate Programs:
http://www.app.uab.edu/policy_change.asp#Attendance%20and%20Excused%20Absence%20Policy

**Accommodations:** If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability, but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in class. Accommodations from high school do not transfer over with your records.

**UAB Honor Code:** UAB expects all members of its academic community to function according to the highest ethical and professional standards. Academic misconduct undermines the purpose of education. Unacceptable behaviors such as abetting, cheating, plagiarism, fabrication, and misrepresentation are serious violations of the UAB Academic Honor Code and are punishable by a range of penalties. Any form of plagiarism or cheating in this class will result in serious consequences for your grade. For more information, please visit the UAB website:

**Classroom Behavior:** The use of cell phones in any capacity (phone, texting, internet, e-mail, etc.) or music devices is prohibited in this class. You are expected to turn your phone off or put it on silent during the class. Just as in a real job situation you are not free to take or leave messages (this also includes texting). If you are experiencing an emergency, let me know at the beginning of class of the need for any exceptions. The use of IPods, headphones, or other music devices is prohibited in this class. Laptops are allowed in this course for the purpose of note taking.
during lectures and for research. The use of laptops is prohibited during quizzes, exams, and other times as indicated by the course instructor.

**Early Alert System:** EAS is designed to help students be more successful academically at UAB. If you receive an email with EAS in the title, please open it, read it and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and are aware of the resources available that will help assist them in successfully completing their degree program.
Welcome to Introduction to Human Communication. The purpose of this course is to introduce you to the terminology, people, and theories related to how we interact in our everyday lives. By the time you finish this course, you should know and understand about 20 different ways that researchers have found to explain how we communicate and why we communicate. The work for this course is cumulative. You should not forget the information just because you have already been tested on it.

“I have taught you nothing new. You knew it all before. The only thing I did was bring order into your knowledge.” - - Gurdjieff.

Introduction to Human Communication

Spring Semester 2014
Tuesdays and Thursdays, 12:30-1:45
Mark Hickson, Professor

Course Description: Communication and rhetoric as ideas in Western thought, ranging from the Greeks to the contemporary period.


The Instructor: Mark Hickson (B. S. (Secondary Education, Social Studies), M. A. (Speech, Broadcasting), Auburn University; M. A. (Sociology), Mississippi State University; Ph. D. (Speech, Interpersonal and Organizational Communication), Southern Illinois University; J. D., Birmingham School of Law) is Professor of Communication Studies. He has previously taught at Auburn University, Southern Illinois University, The American University, Mississippi State University, and Ramkhamhaeng University (Bangkok, Thailand).

The Job: My job is to help you make your dreams come true. That does not mean that I am to “give” you a grade. Instead, I believe that making dreams come true is a difficult task. This course is merely a way station for preparing you to think more critically and to speak more softly. It is here for you to learn that the communication process is both a science and an art. To succeed, you must learn that there are different kinds of thinking, different kinds of people, and different worlds of humans, each one seeking a dream.

Office and Office Hours: Office hours for students in this course are: 4:00-5:00 p.m. on Mondays and 4:00-5:00 p.m. on Tuesdays. Because of meetings, you will need to make an appointment, which you may also do for a different time. The office telephone is 934-8915. If you need to FAX, the number is 934-8916. Hickson’s e-mail address is hickson@uab.edu. No work for this course will be accepted by e-mail or FAX, except as noted under Special Requirements (below).

Special Requirements: Students who may need course accommodations are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with DSS, and provide an accommodation request letter before receiving academic adjustments. Students who must be out of town because of university business should notify the instructor of those dates within the first week of the semester.

University Business: Students who engage in university business as athletes, cheerleaders, dancers, band members, and the like must notify the instructor the first night of class. That notification must include any classes that may be missed because of university business. It must contain the name of a contact person to verify the dates for missing classes. In no case, however, will credit be allowed for additional classes and the limit is generally two (which does not include test dates). Information on missing tests is indicated herein.

Early Alert System (EAS): The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.
Academic Honesty: The regulations for honesty are noted in the Student Handbook and the catalog. No notes may be used during a test. Laptops may not be used during a test. Students are not to communicate with one another during a test in any way. If you have a question about the test, raise your hand and ask your question aloud to the tester. UAB expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter.

Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person's ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Additional Course Information: Additional course information will be provided on Blackboard. If you do not know how to access Blackboard, please check with one of your classmates.

Goals for the Course: There are three primary goals for the course: (1) the student should have an understanding of how theory is developed in the field of communication; (2) the student should become enough aware of the terms, definitions, principles, theories, and theorists that he/she will remember them without redundant definitions and explanations in future communication courses; and (3) the student should be able to develop her/his own theory of communication. In addition there are six (6) goals for which every college student should strive: (a) you should progress from being passive to being more active; (b) you should progress from a state of dependency to a state of relative independence; (c) you should progress from being able to behave in just a few ways to being able to behave in many different ways; (d) you should move from having primarily erratic, shallow interests to having deeper, more complex interests; (e) you should progress from a lack of awareness of self to control of self; and (f) you should develop from having a short time perspective (that is, your behavior being determined by your present status) to having a longer time perspective of past, present, and future.

Rules of the Game: Students are expected to attend each and every class on time. You are expected to be in class on time and not to leave until the class is completed for that day. You should not make appointments with doctors, dentists, grandmothers, significant others, or anyone else during class hours. You should NOT arrange to leave for your home in Podunk, Iowa, or anywhere else until after the final examination. If you do not attend the final examination, you will receive a grade of zero (0) on that exam. Quizzes may be given. If you are not present when the quiz is given, you will not be allowed to “make it up.” If your name is called in class, and you are not there at the time, you will receive a zero for that portion of your participation grade. There is no make-up.

There will be NO make-up tests for this class. There will be four tests. Should you miss any one of the examinations, you will receive a zero.

You are expected to participate in class by airing your views to others. These views are to be pertinent to the course content and are to be aired to the entire class. Students who seek a narrower audience may be embarrassed for doing so. You will, in all likelihood, be called upon often. Part of participation includes your respect for the class. If your cell phone rings during class, you will be asked to leave the class for that day. The only electronic device you are allowed to use during class is a computer and only for taking notes. Any violation of this requirement will result in your not being authorized to use it any more. The total number of points for participation (quantity and quality)/attendance/daily tests is 120 (24% of your final grade; see below). The instructor will maintain your participation grade by the use of checks and zeros on index cards. The assumption of your participation grade is that you begin with a 75%, a middle C. You must prove yourself to make a grade higher or lower than that. Participation, as has been indicated, is more than being present for class. A number of students assume that their participation grade is 100 to begin and then they lose points. That is NOT the case; participation begins with the assumption that all students are average. Therefore, the beginning point is 75, not 100, but not zero. Positive elements increase one’s grade; negative ones decrease the grade.

“What can be said at all can be said clearly, and what we cannot talk about we should pass over in silence.” – Wittgenstein.
Grades: Grades will be determined in the following manner. Three regular examinations (each worth a possible total of 100 points). Final examination (comprehensive) = 100. Class participation (100 points). Total points possible = 500. Thus, 450 total points are needed for an A; 400 are needed for a B; 350 are needed for a C; and 300 are needed for a D.

Examinations will generally be returned at the next class meeting. Should there be a mathematical error in your grade, you should see the instructor. **All examinations will be short answer, which includes as possible: multiple choice, true-false, completion, and matching. You may also write your answers on a separate sheet of paper, as the instructor will provide a key for each test on the same class day, after all students have completed the test.**

Course Syllabus: The enclosed schedule is tentative. Change may be needed. The student is expected to keep up with the reading in accordance with this initial schedule. Examinations will follow the enclosed schedule, and they will begin at the beginning of class.

**Tentative Course Schedule**

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<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Number</th>
<th>Title</th>
<th>EXAMINATIONS</th>
</tr>
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<tbody>
<tr>
<td>Week 1 [Jan 7/9]</td>
<td>Lesson 1</td>
<td>Introduction</td>
<td>TA, 1-11.</td>
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<td>Introduction. Bases of theory.</td>
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<td>You should be able to answer:</td>
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<td>What is a theory? What is</td>
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<td>communication? Persuasion?</td>
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<td>Catharsis? What is knowledge?</td>
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<td>What is a perspective? Terms</td>
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<td>to identify include: modes</td>
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<td>of analysis (filters), De</td>
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<td>Bono, lateral thinking,</td>
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<td>vertical thinking, New Think.</td>
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<td>[Exercises: wine glasses;</td>
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<td>prisoners; family; murder.]</td>
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<td>You should understand that</td>
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<td>human interaction is composed</td>
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<td>of two codes: verbal and</td>
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<td>nonverbal. [Video: The Nail]</td>
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<td>Week 2 [Jan 14/16]</td>
<td>Lesson 2</td>
<td>Nonverbal Code</td>
<td>TA, 20-21; 36-40; 93-103.</td>
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<td>Each code has sub-codes. You</td>
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<td>should be able to identify</td>
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<td>three types of theories of</td>
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<td>nonverbal communication as</td>
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<td>well as the names of</td>
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<td>researchers associated with</td>
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<td>each. You should also be</td>
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<td>able to define: kinesics,</td>
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<td>proxemics, physical</td>
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<td>appearance, chronemics,</td>
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<td>haptics, and vocalic.</td>
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<td>Nonverbal Code (continued).</td>
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<td>Studies: Jourard's café</td>
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<td>studies; Singer's birth order</td>
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<td>Ekman and Friesen's facial</td>
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<td>expressions of emotion. [</td>
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<td>Exercises: identify emotions.]</td>
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<td>Video: Inglourious Basterds.</td>
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<td>Read: TA, 20-21, 36-40. 93-103.</td>
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<td>Verbal Codes. You should be</td>
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<td>able to identify three types of</td>
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<td>verbal communication as well</td>
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<td>as the names of researchers</td>
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<td>associated with each. Define:</td>
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<td>general semantics, syntax,</td>
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<td>semiotics, semantics, silent</td>
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<td>assumptions, intensional</td>
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<td>thinking, extensional</td>
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<td>thinking, “The word is not</td>
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<td>the thing.&quot; Chomsky, Sapir &amp;</td>
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<td>Whorf, Korzybski. Mark</td>
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<td>Johnson, schemata. Read:</td>
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<td>TA, 45-48.</td>
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<tr>
<td>Week 4 [Jan 28] Exam 1 Lessons 1-3</td>
<td>TEST ONE</td>
<td>TA, 1-11; 20-21; 36-40; 45-46; 93-103.</td>
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<td>Week 5 [Jan 30/Feb]</td>
<td>Lesson 4</td>
<td>Classical Rhetoric</td>
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<td>Discussion of Classical</td>
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<td>Rhetoric. You should be able</td>
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<td>to identify: Socrates, Plato,</td>
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<td>Aristotle, Protagoras, five</td>
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<td>canons of rhetoric, Aristotle's</td>
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<td>definition of rhetoric. Ethos,</td>
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<td>pathos, logos, evidence,</td>
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<td>argument. Induction, deduction.</td>
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<td>Week 6 [Feb 4-6]</td>
<td>Lesson 5</td>
<td>Humanistic Psychology</td>
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</tbody>
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“Become the possessor of your own sound ideas, and don’t accept anything on faith; and when you, yourself, by way of sound reasoning and argument, come to an unshakable persuasion, to a full understanding, you will have achieved a certain degree of initiation.” - Gurdjieff.
Psychological Approaches. You should be able to distinguish between behavioral versus humanistic psychology. Identify: Schutz, communication climates, James, roles, transactional analysis, Berne, Harris, Rogers. Read: TA, 13-21.

Week 7 [Feb 11/13] Lesson 6 Behavioral Psychology

Week 8 [Feb 18] Exam 2 Lessons 4-6 EXAMINATION TWO
TA, 13-19

Week 8 [Feb 18/20] Lesson 7 Yale Studies, Milgram, and Authority [Video] Be able to identify Sherif, Sherif, & Nebergall, latitude of acceptance, latitude of non-commitment, latitude of rejection, anchor, ego-involvement, authority,

Week 9 [Feb 25/27] Lesson 8 Symbolic Interaction

Week 10 [Mar 4/6] Lesson 9 Conflict Theory
Karl Marx, Saul Alinsky, nature, social consciousness, culture, social structure, Hegel, Engels, capital, proletariat, bourgeois, capitalist, extralegal. TA: 85-92.

March 11 Lessons 7-8 EXAMINATION THREE
TA, 31-36; 53-60; 69-84

Week 11 [Mar 13/18] Lesson 9 Conflict Theory
Karl Marx, Saul Alinsky, nature, social consciousness, culture, social structure, Hegel, Engels, capital, proletariat, bourgeois, capitalist, extralegal. TA: 85-92.

Week 12 [Mar 20/Apr 1] Lesson 10 Information Theory

Week 13 [Apr 3/April 8] Lesson 11 Bio-Social Theory
Bio-social, engagement, conflict, avoidance, motive attribution, Damasio, LeDoux, fear, genetics, hormones, freedom, security, risks. Read TA, 105-112.

Week 14 [April 10/15] Lesson 12 Applications

Week 15 [Apr 17/22] Summary Review

April 24 Final Final (Comprehensive) FINAL EXAMINATION
10:45 a.m.
Principles of Microeconomics

You are responsible for the material contained in the syllabus. Every effort will be made to stay with the original terms of this syllabus, but changes may be necessary. Changes will be announced in class and updated on the online syllabus. It is your responsibility to be aware of any changes.

Course Information
Course Title: Principles of Microeconomics
Course Number: EC 210—2D
Class Meets: TR 12:30-1:45 in BEC 105

Instructor Information
Professor: Joshua J. Robinson, Ph.D.
Office: BEC 209-A
Phone: 975-1987
Email: jjr@uab.edu
Office Hours: TWR 2:00PM – 4:00PM or by appointment

Course Description
This is an introductory course in microeconomics. In this class you will learn how rational individuals and firms make decisions, how those decisions are influenced by incentives, and how those decisions ultimately determine the way markets function (and in some cases, why they fail to function properly). In order to do this, you will learn the concepts of opportunity cost, cost benefit analysis, and making decisions at the margin. We will apply these concepts to understand the implications of market structure and public policy on consumers and producers. The overall goal of this course is equip you with the tools to become a more effective problem solver and to teach you to “think like and economist.”
Textbook

*Principles of Microeconomics*, by Gregory Mankiw, 7th edition. MINDTAP

Grading

Your grade will be composed of three mid-term exams, a final-exam, as well as class participation. The percentage breakdown is as follows:

- Exam 1: 17.5%
- Exam 2: 17.5%
- Exam 3: 17.5%
- Final Exam: 17.5%
- Homework: 20.0%
- Class Participation: 10.0%

- Exams are not cumulative (including the final); however, the material builds on itself. Failure to understand material from the first test will hurt you on the second test and the final. Please do not hesitate to ask for help, even concerning older material.
- Your homework score is based on your timely submission of chapter homework assignments using the Aplia app in your MindTap textbook.
- Your class participation score is based on your adherence to the UAB School of Business Code of Professional Conduct (which can be found below), your participation on in-class quizzes, and attendance.
- Class participation and discussion is extremely important in an economics class. I encourage you to interrupt the lecture at any time to ask a question (I may have to wait until after class to answer it if we are time constrained). Also, I encourage you to bring questions to class from outside sources (news, magazines, newspapers, etc.).

**Missed exam policy:** You must notify me at least 24 hours before any class you miss to be excused for a missed exam. Failure to do so will result in you failing the exam. It is your responsibility to contact me and schedule a make-up exam within 7 days of the original exam date. Failure to do so will result in you failing
the exam. You must be present to take the final exam. There will be no exceptions to this policy.

Schedule of Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/7</td>
<td>Introduction, Course Objectives</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/9</td>
<td>Methodology, Economic Reasoning</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1/14</td>
<td>Gains from Trade</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>1/16</td>
<td>Gains from Trade, Markets</td>
<td>Chapter 3, Chapter 4</td>
</tr>
<tr>
<td>1/21</td>
<td>Market Forces of Supply and Demand</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>1/23</td>
<td>Market Forces of Supply and Demand</td>
<td>Chapter 4</td>
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<tr>
<td>1/28</td>
<td></td>
<td>TEST 1</td>
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<tr>
<td>1/30</td>
<td>Elasticity</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>2/4</td>
<td>Elasticity</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>2/6</td>
<td>Markets and Government Policy</td>
<td>Chapter 6</td>
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<tr>
<td>2/11</td>
<td>Markets and Government Policy</td>
<td>Chapter 6</td>
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<tr>
<td>2/13</td>
<td>Efficiency and Welfare</td>
<td>Chapter 7</td>
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<tr>
<td>2/18</td>
<td>Efficiency and Welfare</td>
<td>Chapter 7</td>
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<td>2/20</td>
<td>Costs of Taxation</td>
<td>Chapter 8</td>
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<td>2/25</td>
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<td>TEST 2</td>
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<td>2/27</td>
<td>Externalities</td>
<td>Chapter 10</td>
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<tr>
<td>3/4</td>
<td>Externalities</td>
<td>Chapter 10</td>
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<td>3/6</td>
<td>Public Goods</td>
<td>Chapter 11</td>
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<td>3/11</td>
<td>Common Resources</td>
<td>Chapter 11</td>
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<tr>
<td>3/13</td>
<td>Costs of Production</td>
<td>Chapter 13</td>
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<tr>
<td>3/18</td>
<td>Costs of Production</td>
<td>Chapter 13</td>
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<tr>
<td>3/20</td>
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<td>TEST 3</td>
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<tr>
<td>3/25</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>3/27</td>
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<td>SPRING BREAK</td>
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<tr>
<td>3/31</td>
<td></td>
<td>LAST DAY TO WITHDRAW</td>
</tr>
<tr>
<td>4/1</td>
<td>Competitive Markets</td>
<td>Chapter 14</td>
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<tr>
<td>4/3</td>
<td>Competitive Markets</td>
<td>Chapter 14</td>
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<tr>
<td>4/8</td>
<td>Monopoly</td>
<td>Chapter 15</td>
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<td>4/10</td>
<td>Monopoly</td>
<td>Chapter 15</td>
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<tr>
<td>4/15</td>
<td>Monopolistic Competition</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>4/17</td>
<td>Oligopoly and Game Theory</td>
<td>Chapter 17</td>
</tr>
</tbody>
</table>

FINAL EXAM: Thursday April 24th 10:45 AM – 1:15PM

Students with disabilities

I will honor all necessary accommodations validated through the UAB Office of Disability Support Services (DSS). They can be found on the web at: http://main.uab.edu/Sites/students/services/disability-support/

School of Business Code of Professional Conduct

The Code on the following page was created by the UAB School of Business, not the instructor, for all courses and is required for all classes in the School of Business.
Code of Professional Classroom Conduct - UAB School of Business

The behavior expected in class is that exhibited by professionals in a business meeting.
This is the official policy for classes in the UAB School of Business

You are a student in a business class at the University of Alabama at Birmingham. The mission of the School of Business is to prepare graduates to be successfully employed as business professionals. To accomplish that mission, the faculty is committed to teaching you:

1. core knowledge of business functions and processes used by business professionals and
2. knowledge of behavioral expectations that the business world will have for you.

To be successful in your career, whatever your chosen path, you should learn how to plan, organize and control some business or business-like operations. Additionally, you will have to know how to conduct yourself in professional settings. What you say, how you say it, how you dress, and how you present yourself will all significantly affect your ability to secure employment as a professional and to succeed in your career. It is the faculty’s goal and responsibility to help you understand both the concepts of business and the behavior that will help you to excel in your career. With these goals in mind, a Code of Professional Classroom Conduct that is consistent with workplace expectations has been adopted for School of Business classes.

1. ATTENDANCE & CONTRIBUTION
   
   a. Attend all class meetings.
      i. Class meetings are considered normal work assignments. Failing to attend class is equivalent to missing a day’s work.
      ii. If you must miss class, inform your instructor in advance (or as soon as is practical) of the reason for your failure to meet your obligation. If you are ill, do not attend class, but inform the instructor. Absences will be excused when a legitimate and documented reason is presented in a timely manner.
   b. Be on time and don’t expect to leave early. Showing up late to work and “slipping away early” are unacceptable workplace and business classroom behaviors. If you become ill or have a legitimate reason to leave class early, inform your instructor of the circumstances at an appropriate time.
   c. Be prepared and participate meaningfully in all class meetings.
   d. Be interested and be interesting to others in your class. Engage your instructor and peers in meaningful discussion of the class topics. In business meetings, participants must be engaged and make contributions. Placing your head on your desk and/or sleeping is not allowed.
   e. Come to class prepared to contribute meaningfully in discussions. Class assignments are akin to business work assignments. Failing to do assigned work is not acceptable.
   f. Ask questions to seek understanding and answer questions to the best of your ability.

2. DRESS CODE
   
   a. Neat and clean casual attire is expected. Dress for the occasion – a business class.
   b. Casual caps or hats (such as baseball caps) are not to be worn inside of buildings or in business meetings.
   c. Shirts with vulgar or unprofessional language or visual images are inappropriate. Clothing that is suited for parties, sporting events and other social occasions may not be suited for business meetings.

3. CLASSROOM PARTICULARS
   
   a. Cheating is not allowed. Persons found guilty will be subject to UAB prescribed policies for academic misconduct, which can entail serious penalties.
   b. Gum or tobacco use is not allowed in the classroom.
   c. Activities not related to the present class are not allowed (e.g., sleeping, reading, etc.).
   d. Turn all cell phones off. If you anticipate an emergency call, set the phone to vibrate.
   e. The use of cell phones for talking and/or text messaging in class is not allowed.
   f. Laptop computers and other electronic devices may be used but only to take notes or actively participate in the classroom activities. Surfing the Internet, playing games, reviewing materials unrelated to your class is unprofessional and not allowed.
   g. Passing notes and whispering in class are inappropriate behaviors for a professional setting.
   h. Do not walk around during class. Avoid leaving the class for any reason. If you must depart, do so quietly and respectfully.

If you believe you will have any difficulty fulfilling any of these expectations, please discuss your concerns with your instructor at the beginning of the semester. Special accommodations will be made if justified.
EC 211-AU: Macroeconomic Principles  
Spring, 2014  
Department of Marketing, Industrial Distribution, and Economics  
School of Business, University of Alabama at Birmingham

Professor: Sarah E Culver, PhD  
Office: BEC 209D  
Office Hours: MW 11:00 a.m. to 2:00 p.m. or by appointment

Phone: MIDE Office 934-8840  
Email: sculver@uab.edu

Prerequisite: There is no prerequisite to this course but a solid basic math background is recommended.

Course Description: This course will cover macroeconomics at an introductory level, with a focus on the application of economic principles, theory, and methodology to the economy as a whole. We will study macroeconomics in an effort to familiarize you with economic concepts and to explain the economic changes that affect many households, firms and markets simultaneously. Because the economy as a whole is just a collection of firms interacting in many markets, we first examine microeconomics as a foundation for macroeconomic theory. Second, we study the data of macroeconomics. The bulk of the course will examine macroeconomic theory’s two time frames: short run business cycle theory and long run growth theory.


Class Meeting: The class meets on Mondays and Wednesdays from 9:30 a.m. to 10:45 a.m., beginning January 6, 2014 and ending April 16, 2014 in BEC 105. The third and last exam is during final exam week, April 21, 2014.

Assessment: Your semester grade will be determined by your performance on three exams and the best four out of five homeworks.

Exams: Exam weights are as follows: The highest scoring exam counts 35%, the second highest counts 25%, and lowest scoring exam counts 15%. The dates of the exams are on the following dates: February 10, March 10, and April 21 (which is our designated final exam date). Exam material is based on material covered since the previous exam. Be aware that economics is cumulative in nature; as such, a solid understanding of previous material is important to mastering current material.

Programmable and cell phone calculators, PDAs and laptops are not allowed during exams. You may use a simple calculator (again, not cell phone) during exams. You may bring one 3x5 index card of notes and formulas, but it must be hand-written.
**Homework**: Homework will count 25% of your semester average. Five homework assignments will be given out throughout the semester. I will average the highest four for your semester homework average. NO LATE HOMEWORK WILL BE ACCEPTED. Feel free to deliver your homework to my office prior to a due date if you are expecting to miss class. I will not accept homework submitted as an attachment to an email. Homework will come from the textbook problems or be provided on the Blackboard website.

**Attendance**: You must be present to take the exams. If you miss class, it is your responsibility to make arrangements with another student (because the professor is not your personal assistant) to get handouts and to find out what you missed.

**Academic Dishonesty and the UAB Honor Code**: As a UAB student, you have agreed to the UAB Honor Code. According to the UAB Handbook, you “have read and, by choosing to become a member of the UAB academic community, accept the UAB Academic Honor Code. [You] understand that violation of this code will result in penalties as severe as expulsion from the university. [You] promise and confirm that [you] will not, at any time and under any circumstances, involve [yourself] with abetting, cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at the University of Alabama at Birmingham” (p. 42). Academic dishonesty on a graded assignment will result in a zero for the assignment, possible failure for the course, and referral to the Academic Judicial Board.
GEO 121: World Regional Geography

CRN 52451 – SEC 7M

Dr. B. Johnson
bejohns@uab.edu

Class Location and Time
Humanities Building, Room 234
Mondays 5:00 pm – 7:30 pm
Blackboard Learn (Bb) http://uab.edu/blackboard

Office Hours
Humanities Building, Room 234
Mondays (when class meets) after 7:30 pm
I'll stay after class until all questions are answered. If you want to meet at another time, email for an appointment to meet in person or to meet online via Blackboard Collaborate.

Course Description
This course is an analysis of world regional patterns of human and physical geography characteristics. Europe, Russia, Central Asia, Middle East, North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Oceania, Latin America, and North America regions are each examined.

Student Learning Objectives
By the end of this course, a highly successful student will be able to:
1. Define what geography is
2. Explain basic mapping, human geography, and physical geography concepts
3. Describe world regions and understand why regions are grouped as such
4. Summarize general human and physical geography characteristics of each region and of important countries around the world
5. Recall locations of important geographic features
6. Understand current events and current geographic challenges
7. Understand her/his country's place in the world
8. Use technologies essential to the practice of basic geography

Professor's Objectives
As professor, my objectives are to:
1. Present slides, podcasts, and supplementary materials that complement the readings and help prepare students for assignments and exams
2. Design assignments that engage students in active learning and provide feedback that helps students improve their understanding of course concepts
3. Give exams that assess the student learning objectives
Required Textbook

Purchase the book from the campus bookstore or an online retailer. If this book is available as an e-book, that would be fine to purchase. Be sure that you buy the correct edition and be sure that you will have the book in your hands by the end of the first week of classes. The world is constantly changing, so you must have the most up-to-date textbook. It is vital to your success that you read, take notes on, and understand all assigned readings.

Required Equipment
Each student must own and/or have reliable access to a computer (not just a smart phone or tablet) that
- is less than 4 years old
- has Windows 7 or Vista; Mac OS 10.8, 10.7, or 10.6
- has a reliable high-speed Internet connection

Grading
Online Readiness Test 1 point
Exercise 1: Objectives and Tools of World Regional Geography 5 points
Exercise 2: Physical Processes/Human Processes 10 points
1st Exam 15 points

Exercise 3: Europe/Russia and the Near Abroad 5 points
Exercise 4: Middle East and North Africa/Sub-Saharan Africa 10 points
2nd Exam 15 points

Exercise 5: South and East Asia/Oceania and Antarctica 5 points
Exercise 6: Latin America/U. S. and Canada 10 points
3rd Exam 20 points

Class Participation 4 points
Total 100 points

Scale
100-90 A Superior demonstrated mastery of course requirements
89.9-80 B Good demonstrated mastery of course requirements
79.9-70 C Acceptable demonstrated mastery of course requirements
69.9-60 D Passing demonstrated mastery of course requirements
below 60 F Failure to demonstrate mastery of course requirements

There is no extra credit. In addition, I do not curve the grades. Honest.
**Online Readiness Test**
This test will determine if you and your computer are ready for online learning. The test will include questions such as: how old is your computer, what operating system does your computer use, what version of Microsoft Office do you have, what kind of internet connection do you have at home, and what are the phone number and email address of the information technology services help desk?

**Exercises**
We will spend some of our class time working on exercises. It is absolutely imperative that you come to class prepared by having understood the required readings and other materials. Failure to do so will leave you unprepared to complete the day’s exercise, many of which will be due at the end of class. Exercises turned in the day they are due, but after the due time, will be docked ½ point. Exercises turned in the day after they are due will be docked 1 point. Exercises turned in two days late will be docked 2 points. Exercises turned in more than 2 days late will earn no credit.

**1st Exam, 2nd Exam, and 3rd Exam**
The 1st Exam, 2nd Exam, and 3rd Exam are closed book and will have a mix of multiple choice, map, matching, true/false, fill-in-the blank, and short answer questions. The 1st Exam, 2nd Exam, and 3rd Exam questions will be drawn from all forms of course content: readings, exercises, materials posted to Blackboard, etc. The first exam will cover objectives and tools of world regional geography, human processes, and physical processes. The second exam will cover Europe, Russia and the Near Abroad, the Middle East and North Africa, and Sub-Saharan Africa. The third exam will cover South and East Asia, Oceania and Antarctica, Latin America, and the U. S. and Canada.

If you miss the 1st Exam, 2nd Exam, or 3rd Exam, you will earn a zero unless you had a medical emergency or other legitimate excuse, accompanied by official documentation attesting to your inability to be in class. Make-up exams will differ from the standard exam.

**Class Participation**
Everyone in class is required to participate by attending class, showing up prepared, working diligently on class activities, actively paying attention, taking complete notes, contributing to the discussion, and asking intelligent questions. Naturally, model students will also refrain from arriving late/leaving early, talking at inappropriate times, reading non-course materials, cramming for another test, using a mobile phone for non-class purposes, and generally annoying their fellow classmates or Dr. Johnson.

**How to Excel in This Course**
First and foremost, make sure you adequately prepare for each and every class meeting. This means read and understand the assigned readings and materials before class. Show up on time and ready.

Second, be an active learner inside and outside of class. Work diligently on the exercises, apply your knowledge, ask questions, and discuss the material.
Third, study thoroughly for exams. Study at least one hour every day, starting at least one week before the exam, preferably more.

Fourth, ask for help as soon as you need it. Use office hours and/or email the professor to ask questions. Visit the University Writing Center for free, high quality tutoring in writing (http://www.uab.edu/writingcenter) and visit the University Academic Success Center (https://www.uab.edu/students/academics/student-success) to learn essential skills for studying, note taking, time management, and more. Study with a classmate, friend, or family member. One of the best ways to assess how well you know something is to try to teach it to someone else!

**Academic Integrity**
Each must student do his/her own quality work to receive credit. The minimum penalty for academic misconduct (including, but not limited to plagiarism) is a zero credit for the entire work and zero credit for the semester’s class participation grade. Any academic misconduct will be dealt with in accordance with university policy, whose penalties for academic misconduct include an unforgiveable F for the course and/or expulsion from the university.

There are no incompletes unless you have an extreme medical emergency or other legitimate excuse. Have your advisor contact me to request an incomplete.

**Communications**
Students must check Blackboard and their university e-mail on a frequent and consistent basis in order to stay current with class-related communications. Students who choose to have their email forwarded from their official university email address to another address do so at their own risk. The university is not responsible for any difficulties that may occur in the proper or timely transmission or access to email sent to non-university address, and any such problems will not absolve students of their responsibility to know and comply with the content of official communications.

**Accommodation Notice**
It is the policy of the university to provide appropriate modifications, accommodations or auxiliary aids to any student with a documented disability as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. It is the student’s responsibility to request accommodations and provide appropriate documentation. Students with disabilities are encouraged to contact Disability Support Services (https://www.uab.edu/students/services/disability-support-services) prior to or upon enrollment.

**Syllabus Changes**
I hope no changes will be necessary, but if I need to make modifications to the syllabus, I will issue a new syllabus to reflect the changes.

**Best wishes for a successful semester!**
**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1    | Monday, August 26 | First day of class  
In class: due date for Online Readiness Test will be announced |
| 2    | Monday, September 2 | Labor Day holiday  
No in-person class meeting. At home: read Chapter 1: Objectives and Tools of World Regional Geography |
| 3    | Monday, September 9 |  
No in-person class meeting. At home, read Chapter 2: Physical Processes and World Regions, read Chapter 3: Human Processes and World Regions, and submit exercise 1 to Blackboard |
| 4    | Monday, September 16 |  
In class: submit exercise 2 to Blackboard |
| 5    | Monday, September 23 |  
In class: take 1st exam |
| 6    | Monday, September 30 |  
No in-person class meeting. At home read Chapter 4 Europe and read Chapter 5 Russia and the Near Abroad |
| 7    | Monday, October 7 |  
In class: submit exercise 3 |
| 8    | Monday, October 14 |  
No in-person class meeting. At home: read Chapter 6 Middle East and North Africa and read Chapter 9 Sub-Saharan Africa |
| 9    | Monday, October 21 |  
In class: submit exercise 4 |

**Deadline to withdrawal is October 25**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>Monday, October 28</td>
<td>In class: take 2nd exam</td>
</tr>
<tr>
<td>Week 11</td>
<td>Monday, November 4</td>
<td>No in-person class meeting. At home: read Chapter 7 South and East Asia and read Chapter 8: Oceania and Antarctica</td>
</tr>
<tr>
<td>Week 12</td>
<td>Monday, November 11</td>
<td>In class: submit exercise 5</td>
</tr>
<tr>
<td>Week 13</td>
<td>Monday, November 18</td>
<td>No in-person class meeting. At home: read chapter 10 Latin America and read chapter 11 United States and Canada</td>
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<tr>
<td></td>
<td>Monday, November 25</td>
<td>Thanksgiving holiday</td>
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<tr>
<td></td>
<td></td>
<td>No in-person class meeting.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Monday, December 2</td>
<td>In class: submit exercise 6</td>
</tr>
<tr>
<td>Finals</td>
<td>Monday, December 9</td>
<td>In class: take 3rd exam from 7:00 pm to 9:30 pm</td>
</tr>
</tbody>
</table>

Copyright © 2013 Dr. B. Johnson
This course will introduce students to the history and culture of the Middle East, Africa and Europe from the origins of Homo sapiens to about 1600. We will make use of the full range of historical and archeological sources to explore the various lands and peoples of the Middle East, Africa and Europe. We will trace the development of communities and cultures; social relations and economic conditions; political, religious and intellectual institutions and thought. We will also address major themes and concerns in the writing of ancient and medieval history, focusing on cultural contacts between East and West, and on various journeys undertaken by people of Africa, the Middle East and Europe. These travelers may make journeys of the spirit or intellect, as well as by land and sea.

This course will not take the form of a chronological narrative, and does not pretend to completeness. It is designed to provide an informed understanding of certain topics and themes, and to provide the foundations for further studies in pre-modern and/or European history and culture.

RULES: No eating, no chatting, and no cell phones in class. These rules are designed to help us all learn and to keep the course interesting. **Anyone whose cell phone goes off in class must sing a song.**

Office: Heritage Hall 360Q  
Office hours: Tuesdays 2-5:00 PM  
Office phone: (205) 975-6531  
Email sjmiller@uab.edu
Readings:
2. *Western Civilization 1: Prehistory to 1600*: Source reader made for the UAB Department of History
3. Sophocles, *Oedipus Tyrannus*
4. Georges Duby, *William Marshal: The Flower of Chivalry*

Grade
Class Participation, including attendance 16%
Midterm 1, 28%
Midterm 2, 28%
Final 28%

Week 1 January 7 & 9
First civilizations: Sumerians
Coffin and Stacey, *Western Civilizations*, chpt. 1

Jan 13 Last Day to Drop/Add

Week 2 January 14 & 16
First civilizations: Egyptians
*Western Civilization 1: Prehistory to 1600*: source reader made for the UAB Department of History: “The Code of Hammurabi”
and “The Book of the Dead”
Coffin and Stacey, *Western Civilizations*, chpt. 2

Week 3 Jan 21 & 13
Readings
Early Greek Civilization
Coffin and Stacey, *Western Civilizations*, chpt. 3
Sophocles, *Oedipus Tyrannus*

Week 4 January 28 & 30
Ancient Greece and Hellenistic Civilization
Coffin and Stacey, *Western Civilizations*, chpt. 4
Source reader: Plato, “The Apology”

Week 5 February 4 & 6
The Roman Republic
Coffin and Stacey, *Western Civilizations*, chpt. 5
Source reader: Polybius, “The Roman Constitution”

**First Midterm February 6**

**Week 6 February 11 & 13**
**The Roman Empire & the Spread of Christianity**
Coffin and Stacey, *Western Civilizations*, chpt. 6
Source reader: Plutarch, “Julius Caesar”

**Week 7 February 18 & 20**
**The Decline of the Roman Empire & the Spread of Christianity**
Coffin and Stacey, *Western Civilizations*, chpt. 6
Start reading Georges Duby, *William Marshal: The Flower of Chivalry*

**Week 8 February 25 & 27**
**Byzantium, Islam and the Carolingian Empire**
Coffin and Stacey, *Western Civilizations*, chpt. 7
Source reader: Selections from the Koran, “Hud. In the Name of God, the Compassionate, the Merciful,” (Chapter 57) “Iron” & Einhard, “The Life of Charlemagne”

**Week 9 March 4 & 6**
Coffin and Stacey, *Western Civilizations*, chpt. 8
Discussion Georges Duby, *William Marshal: The Flower of Chivalry*

**Week 10 March 11 & 13**
**European Feudalism**
Discussion Georges Duby, *William Marshal: The Flower of Chivalry*

**Second Midterm March 13**

**Week 11 March 18 & 20**
**Religion in Feudal Europe**
Coffin and Stacey, *Western Civilizations*, chpt. 9
Source reader: Thomas Aquinas, “Summa Theologica”
Mar 24 – 30  Spring Break

Mar 31  Last Day to Withdraw

Week 12 April 1 & 3
**The Fourteenth-Century Crisis**
Coffin and Stacey, *Western Civilizations*, chpt. 10
Source reader: “The Black Death: From the Chronicle of Henry Knighton” and “Statute of Laborers”

Week 13 April 8 & 10
**Humanism and Renaissance**
Coffin and Stacey, *Western Civilizations*, chpt. 12
Source reader: Petrarch, “Letter to Posterity”

Week 14 April 15 & 17
**Reformation and Counter-Reformation**
Coffin and Stacey, *Western Civilizations*, 13
Source reader: John Calvin, “Institutes of the Christian Religion”

**Final exam  Thursday, April 24 10:45 AM – 1:15 PM**

**Attendance Policy:**
The University of Alabama at Birmingham recognizes that the academic success of individual students is related to their class attendance and participation. The College of Arts and Sciences complies with the official UAB Attendance and Excused Absence Policy for Undergraduate Programs and therefore allows, with anticipated proper official documentation, absences due to jury or military duty as well as absences due to participation in specific authorized university-sponsored activities. UAB Attendance and Excused Absence Policy for Undergraduate Programs:
http://catalog.uab.edu/undergraduate/academicstudentresources/progress towardadegree/#enrollmenttext

**Accommodations:**
If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability, but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in class. Accommodations from high school do not transfer over with your records.
**UAB Honor Code:**
UAB expects all members of its academic community to function according to the highest ethical and professional standards. Academic misconduct undermines the purpose of education. Unacceptable behaviors such as abetting, cheating, plagiarism, fabrication, and misrepresentation are serious violations of the UAB Academic Honor Code and are punishable by a range of penalties. Any form of plagiarism or cheating in this class will result in serious consequences for your grade. For more information, please visit the UAB website: [http://catalog.uab.edu/undergraduate/academicstudentresources/progresstowardadegree/#conductcomplainttext](http://catalog.uab.edu/undergraduate/academicstudentresources/progresstowardadegree/#conductcomplainttext)

**Classroom Behavior:**
The use of cell phones in any capacity (phone, texting, internet, e-mail, etc.) is prohibited in this class. You are expected to turn your phone off or put it on silent during the class. If you choose to use your phone, you will need to leave the class and not return, as this is a disruption to the learning environment. If you are experiencing an emergency, let me know at the beginning of class of the need for any exceptions. As for use of laptops this is acceptable but misuse, such as surfing the web, etc., will result in a loss of privileges.

**Severe Weather:**
Announcements concerning UAB closings and class cancellations may be obtained by listening or tuning to 90.3 FM WBHM.
Course Description:
Today’s Europe no longer rules the world. It has to share political, economic, and cultural power with distant centers, such as the United States, China, Japan, India, the Middle East, and Brazil. But not long ago, European countries controlled most of the Earth, colonized its continents, and alternately influenced and oppressed its population. Europe was the birthplace of monumental advances in science and technology (be it the railroad or penicillin), as well as world-changing ideological debates (absolutism, imperialism, nationalism, feminism, capitalism, conservatism, liberalism, socialism, communism, fascism, and more). In the name of such ideologies or to combat them, and through use of sophisticated weapons made possible by its material advances, Europe also became the epicenter of the most destructive wars humanity had ever seen; two world wars broke its power and influence. In this course, we will examine the achievements and travesties of the European cultural sphere, as the continent arose from the ashes of the seventeenth-century religious wars to lead the world. As we strive to achieve better critical thinking skills, we will assess key primary texts, analyze the causes and consequences of historical events, and seek to apprehend the major themes and questions of European history.

Required Books:


Recommended:

Stanford Encyclopedia of Philosophy [http://plato.stanford.edu/](http://plato.stanford.edu/) (a great repository of commentaries on works of philosophy which will be assigned as e-reserves).

E-Reserve:
Brief excerpts from primary documents can be accessed online through Sterne Library. You are required to read assigned texts before class and bring either a paper or digital copy for reference.
Course Requirements:

The Two Short Exams:
– Two short exams appear in this course, each divided into three sections.
– Section One (worth 30%) will consist of six sentences containing blank spaces, which you will fill in with terms taken from the course study guide.
– Section Two (worth 45%) will offer six terms selected from the course study guide, from which you will choose three to describe in greater detail: define each term (including date and context) and describe its significance based on evidence from course primary source readings, as well as course discussions and lectures.
– Section Three (worth 25%) will require a thoughtful essay response based on evidence from course primary source readings, as well as course discussions and lectures, to a question relating to broader questions in the course: long-term continuities and change, the role of modernity, the role of the “other” in history; theories of governance, etc.

Class Participation:
– Attend lectures and actively participate during in-class discussions of assigned readings.
– Compose circa 2-sentence summaries of the main purpose of each primary source reading each session and email them to the professor as a Word-document with the file title format “YourName_MM-DD.doc” (Smith_08-15) no later than 30 minutes before class. Keep copies (& further notes) for your own reference so that, if called upon, you can actively respond to the reading’s historical significance, relation to other readings and ideas, etc.
– Two quizzes (3 multiple-choice and 1 short-answer requiring analytical response to a course term) will draw from the preceding lecture & assigned readings. Each quiz will be worth 5% of the final grade, taken from the percentage allocated to participation.
– Inability to attend class must be demonstrated through proof of dire circumstances (family emergency, a doctor’s note demonstrating severe illness, etc.).

Map Quizzes:
– Two European map quizzes will be given during the course. Each will be a blank map contiguous with a filled-in study guide, examined during an in-class preparation session.
– Map Quiz 1 requires basic knowledge of European cities, rivers, and geographic features.
– Map Quiz 2 requires basic knowledge of European states and their capitals in 1900.

The Argument-Driven Paper:
– Compose a short essay (3-4 pages) which proves a thesis based upon evidence cited from primary sources from assigned books and e-reserves.
– The possible paper topics (which relate to the First World War) will be discussed in class.
– Those wishing to write on another topic must meet with professor before thesis due date.
– Thesis statement/outlines are due weeks before paper deadline (5% final course grade).
– Paper grade (15% final cg) is based on content (clarity of thesis, evidence), organization (coherent structure of argument, evidence), and style (grammar, proper citation).
– Optional Rough Drafts will be accepted up to one week before the deadline; late work
will lose 1/3 of its grade each successive day after the deadline.

**Grading Scale:**
20%– Short Exam 1
20%– Short Exam 2
20%– Map Quizzes
20%– Argument-Driven Paper
20%– Participation, Primary Source Responses, Two Quizzes

90-100% A; 80-89% B; 70-79% C; 60-69% D; Below 60% Failing Grade

**Expectations:**
Attendance is compulsory to ensure active participation vital to the successful attainment of the course objectives. Be aware of the requirements in the syllabus: complete assigned readings and materials before class, prepare for assignments, and attend all course events. Hand in papers punctually; a late paper is penalized by 1/3 of its grade for each day late. Maintain electronic backup copies of written work until final grades are assigned. Be courteous to colleagues during class! Talking during lecture is rude to your neighbors and will result in dismissal for the day. Cell phone usage (texting or receiving calls) is prohibited. First use of a phone in class will merit a warning. Subsequent use will result in dismissal from class on each occasion. Laptops are welcome as a way to take notes, but may not be used to browse the web, check email, chat on Facebook, etc., because it distracts other students and compromises your ability to participate in class. At a first warning, the laptop must be closed; further warnings may terminate permission to bring the laptop to class. Plagiarism and other forms of academic dishonesty are serious offenses and will result in a failing grade in the course. All ideas must be your own, all quoted or paraphrased material (also from the web) must be properly cited in (author, page#) format. Further information on academic dishonesty is found in the university catalogue. Students with documented disabilities that necessitate academic accommodations should report to Disability Support Services and then speak with the professor within the first two weeks of class. Students with prolonged illness should provide documentation from their physician.

**Course Calendar:**
Music played at the beginning of class will reflect the time period and offer a departure point for the day’s subject area. Music will be followed by lecture and discussion of readings. Keep up with the readings, email responses before class, and bring either a paper or digital copy of texts/responses to class for reference in discussions.

Week 1– (Jan. 10) Mutual introductions; course expectations; synopsis, Europe 1517-1648
--[Today’s Music: Modest Mussorgsky, Promenade from Pictures at an Exhibition (1874), Stokowski Orch.(1939)]--

--[Today’s Music: Henry Purcell, Rondo from Abdelazer (1695)]--
**Read Course Syllabus; Kagan, 4-23, Sara E. Chapman, “Reading Primary Sources”; Jean Domat, “On Social Order and Absolute Monarchy” (1625-1696); La Colonie, “The Battle of Schellenberg” (1704); J.B. Bossuet, “Politics Derived from the Words of Holy Scriptures” (1709).**
Week 3– (Jan. 22) Global Imperialism and Exploitation; French-British Rivalry and the First Global War (1756-1763): The Baroque Style
--[Today’s Music: Georg Friedrich Handel, Arrival of the Queen of Sheba (1748)]--
Read Kagan, 82-99; Willem Bosman, “A New and Accurate Description of the Coast of Guinea Divided into the Gold, the Slave, and the Ivory Coasts” (1705); Abbé Raynal, “A Philosophical and Political History of the Settlements and Trade of the Europeans in the East and West Indies” (1770); Olaudah Equiano, “The Interesting Narrative of the Life of Olaudah Equiano” (1789).

Week 4– (Jan. 29) Forms of European Statecraft in Central and Eastern Europe: Enlightened Despotism, State Rivalries, and the Partitioning of Poland
--[Today’s Music: King Frederick the Great, Flute Concerto in C Major (1770)]--
Read Kagan, 118-127; Peter the Great, “Correspondence with Alexis” (1715); “Letters concerning the present state of Poland” (1773), excerpt; Frederick the Great, “Essay on Forms of Government” (1777); Letter of Baron Breteuil and Catherine the Great, “Decree on Serfs” (1767).

Week 5– (Feb. 5) Everyday Life in Eighteenth-Century Europe
--[Today’s Music: Marche Henri IV (1590) and The Marseillaise (1792)]--
Read Kagan, 56-64; 71-75; Arthur Young, “Travels in France” (1788-89, published 1792); Thomas Malthus, “Essay on Population” (1798); Timeline of the French Revolution.

(Feb. 7) The French Revolution, 1789-1795
--[Today’s Music: Wolfgang Amadeus Mozart, Requiem Mass, Dies Irae (1791)]--
Read Kagan, 134-155
Week 6– (Feb. 12) Napoleon: the Last Enlightened Despot?
--[Today’s Music: Ludwig von Beethoven, Symphony #3 “Eroica”, movement 2 (1804)]--
Read Kagan, 162-172; French National Assembly, “The Declaration of the Rights of Man” (1789); Emmanuel-Joseph (Abbé de) Sieyès, “What is the Third Estate?” (1789); Robespierre, “On the Action to Be Taken Against Louis XVI (December 3, 1792); Excerpt of the Speech by Robespierre, “The Festival of the Supreme Being (1794).

(Feb. 14) The Conservative Order of 1815; The Industrial Revolution
--[Today’s Music: Gioachino Rossini, Overture from the Thieving Magpie (1817)]--
Read Kagan 173-174, 188-204, 65-71, 214-229; Adam Smith, “The Wealth of Nations” (1776); “Sadler Report” (1832); Andrew Ure, “Philosophy of Manufactures” (1835).

Week 7– (Feb. 19) The Rise of new Ideologies: Liberalism, Nationalism, and Romanticism; The Neo-gothic Style
--[Today’s Music: Franz Liszt, Hungarian Rhapsody #2 in C Sharp Minor (1851)]--

(Feb. 21) Socialism and Communism; The Revolutions of 1848: the “Isms” collide!
--[Today’s Music: Richard Wagner, The Flying Dutchman Overture (1843)]--
Read Kagan 204-207, 229-235; Pierre Proudhon, What is Property? (1840); Marx and Engels, “The Communist Manifesto” (1848).

Week 8– (Feb. 26) Late 19th Century Europe I: New Power Configurations and the Rise of the Nation-State; The Crimean War (1854-1856); Franco-Prussian War (1870-1871); the unifications of Italy (1861) and Germany (1871); ethnic tension in the Russian and Habsburg Empires; Realism and Impressionism
--[Today’s Music: Johannes Brahms, Ein deutsches Requiem (1868) and Johann Gottfried Piefke, Der Königgrätzer Marsch (1866)]--
Read Kagan, 242-261; Ernest Renan, “What is a Nation?” (1882); Johann Gottlieb Fichte, “Addresses to the German Nation” (1807-1808); Documents of German Unification (1848-1871), Giuseppe Mazzini, “Duties to Country” (1859).

(Feb. 28) Late 19th Century Europe II: Social Reform and Nationalism; Urban Transformation and the Second Industrial Revolution; The Art Nouveau Style
--[Today’s Music: Johann Strauss, The Blue Danube (1866)]--

Week 9– (March 5) Carving up the World: European Empires of the Late Nineteenth Century
--[Today’s Music: Edward Elgar, Empire March from the Pageant of Empire (1924)]--

>>>MAP QUIZ 2
(March 7) SHORT EXAM 1

Week 10—(March 12) World War I: The First Total War
Read Kagan, 360-373; Fritz Kreisler, “Four Weeks in the Trenches” (1915); Rosa Luxemborg, “The War and the Workers” (1916); Ernst Jünger, “Storm of Steel” (1917); Remarque, All Quiet on the Western Front (1929). Be prepared to discuss the causes and methods of modern warfare and assess Remarque’s critique.

(March 14) The Russian Revolution; The Russian Civil War; The NEP Years
--[Today’s Music: Sergei Prokofiev, Cantata on the 20th Anniversary of the October Revolution (1937)]--

Week 11—Spring Break (begin drafting draft thesis/outlines for argumentative essay)

Week 12—(March 26) The Aftermath of World War I: The War Brought Home; The “Resurrection” of Poland
--[Today’s Music: Kurt Atterberg, Symphony #3, movement 2: “Storm” (1916)]--

During Office Hours today I highly recommend that you meet with me to discuss your draft thesis and outline for the argumentative essay. A sign-up sheet will be passed through the class.

(March 28) Early Twentieth-Century Modernism in the Arts; Modern Styles (Expressionism, Cubism, Futurism, Bauhaus, Surrealism, Art Deco)
--[Today’s Music: Alexander Scriabin, Prometheus (1910)]--

>>>QUIZ 2

Week 13—(April 2) Interwar Optimism, Interwar Crises: the Failure of Capitalism, the Failure of Democracy, the Rise of Totalitarianism
--[Today’s Music: Gottfried Hüppertz, Die Niebelungen, Kriemhilds Rache (1924)]--
Read Kagan, 392-396; Benito Mussolini, “The Doctrine of Fascism” (1932); Theodore Abel, Excerpts from “Why Hitler came to Power” (1938); Adolph Hitler, The Nuremberg Laws (1935); “Speech Inaugurating the ‘Great Exhibition of German Art’” (1937).

One-Page Thesis and Outline for Course Essay Due in Hard Copy in Class

(April 4) Europe in the 1930s and the Build-Up to World War II; Fascist and Socialist Realist Art
--[Today’s Music: Horst-Wessel-Lied (1930)]--
Read Kagan 401-417; Neville Chamberlain “Peace in Our Time” (1938); The Munich Accord (1938); Molotov-Ribbentrop Pact (1939); Adolf Hitler, The Obersalzburg Speech (1939).
Week 14— (April 9) No class! Work on completing your Essays!

(April 11) World War II
--[Today’s Music: Aram Khachaturian, The Battle of Stalingrad Suite (1949)]--

>>>ARGUMENTATIVE ESSAYS DUE IN HARD COPY IN CLASS

--[Today’s Music: Music of the Holocaust, Martin Rosenberg, Tsen Brider (1942), and Ervin Schulhoff, Sonata for Violin and Piano, Movement 1 (1927)]--
Read Götz Aly, Into the Tunnel (2007)

(April 18) The Shape of the Postwar World: Forced Migration, Allied Peace Conferences, and the Nazi Legacy
--[Today’s Music: Alexander Alexandrov, Anthem of the Soviet Union (in English translation, sung by Paul Robeson) (1944)]--
Read Kagan, 446-449; the Atlantic Charter (1941); The Potsdam Agreement (1945); “Nuremberg Principles,” (1946); Excerpts from the United Nations Charter (1945); Adolf Eichmann, “Testimony” (1961)

Week 16— (April 23) The Cold War
--[Today’s Music: Dmitri Shostakovich, Symphony #10, Movement 2 “Stalin” (1953)]--

(April 25) Dreams of a New Europe: the Advent of the European Union; Decolonization
--[Today’s Music: György Ligeti, Overture Atmospheres (1961)]--

Week 17— (April 30) European Reunification; Postmodern Style

Final Exam Period (Tuesday May 7, 10:45-1:15)

>>>SHORT EXAM 2
--[Today’s Music: Arvo Pärt, Cantus in Memory of Benjamin Britten (1977)]--

* This course schedule is subject to modifications, which would be discussed in class.
HY 104 (2E): World History to 1600 CE
Fall 2013 / T/TH 2:00 - 3:15 / HHB 104

Instructor: Dr. Walter Ward
Office: HHB 360D
Office Hours: T/Th 12:30-2:00
Office Phone: 205-934-8699
Email: wdward@uab.edu

Introduction

This course focuses on the transformation of human civilization from prehistory until 1600 C.E., and it will examine three distinct periods of world history: the early civilizations, the classical world, and the post-classical world. The regions which have had the most impact on world history, the Mediterranean world, western Europe, eastern Europe, the Middle East, India, and China will be the primary emphasis, but other civilizations (southeast Asia, sub-Saharan Africa, Japan, and the Americas) will be added when they begin to play a role in the “world system.”

We will largely examine different ideas of political and economic organization, religion, the ordering of social systems, and culture. In particular, we will explore the frequent tension between regional autonomy and the creation of larger states, interaction and conflict between sedentary and nomadic groups, and a tendency towards greater global connectivity. Each week the course will examine cross-cultural interactions through trade, conquest, missionary activity, technological diffusion and intellectual exchange.

Course Objectives

By the end of this course, you should expect to:

- gain an understanding of the cultures and history of the major civilizations of the world prior to 1600 CE
- be able to delineate the differences between the three periods analyzed in the course (Early Civilization Period, Classical Period, Post-Classical Period)
- use historical methods as analytical tools to investigate the past
- learn how to read and critically evaluate primary sources
- organize an essay and support your thesis with historical evidence

Course Requirements

Each day you will be required to read a number of primary sources (texts written in the time period and civilization you are studying). Attendance is required, but will not be taken. Do not expect to pass this course if you do not attend class. The exams will be based primarily on the lectures, as well as the textbook and the primary sources readings.
You must come to class daily and be on time. You should complete the readings by the date indicated on your course outline and bring your textbook to class with you.

Please turn off your cell phones and ipods before class, and put away the newspaper. I will place an outline of each class’s powerpoint lecture on Blackboard the night before each class. These outlines will contain all the information from the slides, but none of the pictures. I will initially allow computers to take notes; however, if I see, or hear of, the inappropriate use of computers in the classroom (checking email, surfing the internet, playing games, instant messaging, etc) I will ban computers for everyone.

**Course Grade:**

Your course grade will be determined by three exams in which you will have to demonstrate your knowledge of the lectures and show that you have read and internalized the primary readings.

In addition, your grade will also include 7 periodic pop quizzes on the primary source readings (Ward and Gainty). I will count the highest 5 grades on the pop quizzes. Since I drop two quiz grades, there will be no make-ups for the reading quizzes.

Please note: **This course will not be an easy A.** If that is what you are looking for in a 100 level class, drop now.

Reading Quizzes: 25%
Exam 1: 25%
Exam 2: 25%
Final: 25%

**Accommodations:**

If you are registered with Disability Support Services (DSS), please make an appointment with me to discuss accommodations that may be necessary. If you have a disability, but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in class. Accommodations from high school do not transfer over with your records.

**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>93+</td>
<td>A</td>
<td>77-79.9</td>
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<tr>
<td>90-92.9</td>
<td>A-</td>
<td>73-76.9</td>
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<tr>
<td>87-89.9</td>
<td>B+</td>
<td>70-72.9</td>
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<tr>
<td>83-86.6</td>
<td>B</td>
<td>60-69.9</td>
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<td>80-82.9</td>
<td>B-</td>
<td>Below 60</td>
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There will be no make-up exams except in extenuating circumstances as determined by the course instructor. There may be extra credit questions on the exams, but these will be the only source of extra credit in the course. Your grade is not negotiable.

**Warning: Do Not Cheat.** If caught cheating, you will fail the assignment and possibly the course. Cheating includes the use of cheat sheets, text messages, notes accessed via phone or computer, copying off another student’s paper, and anything else that grants the student an unfair advantage.

Please Note: The course syllabus provides a general plan for the course; deviations may be necessary.

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**Study Habits:**

New research into studying shows that cramming for a test is ineffective for long term learning. It is much better to study in 1 hour periods over several days instead of several hours the night before a test. Try to study the same material in different locations and vary the materials that you are studying (ie study history and chemistry in the same session).

**Required Books**


Course Outline

T Aug 27 - Course intro: What is history? Why world history (and not Western Civilization)? Primary vs. Secondary Sources
   Ward and Gainty xvii-xxvi

Th Aug 29 - Human Prehistory and the Neolithic Revolution
   McKay 2-20; Ward and Gainty 1-1, 1-2, 1-3, 1-4, 1-5, 1-6

T Sept 3 - Introduction to the Early Civilization period (until c. 500 BCE), Ancient State formation
   McKay 20-27

Th Sept 5 - Sumer and Bronze Age Mesopotamia
   McKay 28-39; Ward and Gainty 2-1, 2-2

T Sept 10 - Ancient Egyptian Civilization
   McKay 39-43; Ward and Gainty 2-3, 2-4

Th Sept 12 - Aegean Bronze Age, End of the Bronze Age and Iron Age Mesopotamia
   McKay 43-55; Ward and Gainty 2-5, 2-6

T Sept 17 – Indus River Valley and Vedic India
   McKay 56-65; Ward and Gainty 3-1

Th Sept 19 - Early Chinese Civilization
   McKay 78-90; Ward and Gainty 4-1, 4-2

T Sept 24 - Exam 1: Prehistory, Early Civilization Period

Th Sept 26 – Introduction to the Classical Civilization Period (c. 500 BCE – c. 250 CE), Rise of the Persian Empire
   Ward and Gainty 2-7

T Oct 1 – Greco-Persian Wars and Classical Greece
   McKay 102-117; Ward and Gainty 5-1, 5-3, 5-5

Th Oct 3 - Hellenism, Alexander the Great, and the Hellenistic World
   McKay 117-127; Ward and Gainty 5-4, 5-6, 5-7

T Oct 8 - Buddhism, Rise of Devotional Worship in India (Hindu Synthesis)
   McKay 65-77; Ward and Gainty 3-2, 3-3, 3-4, 3-7

Th Oct 10 - Qin and Han Dynasties, Confucianism, Daoism, Legalism and the Han Synthesis
   McKay 91-101; Ward and Gainty 4-3, 4-4, 4-6
T Oct 15 - Roman Republic and Empire  
McKay 128-148; Ward and Gainty 6-1, 6-3, 6-4

Th Oct 17 - Comparative Empires in the Classical Period  
McKay 156-167; Ward and Gainty 3-6, 4-5

T Oct 22 – Trade and cultural exchange from 300 BCE to 300 CE, Women in the Classical Period  
Ward and Gainty 3-5, 5-2, 6-2, 7-2

Th Oct 24 - The end of Classical Civilization: Interaction between nomadic peoples and agrarian societies: the Huns and invasions of China, India, and Europe  
Ward and Gainty 7-1

T Oct 29 - Exam 2: The Classical Civilization Period

Th Oct 31 - Introduction to the Post-Classical Period (c. 250 – 1500), Judaism and the Origins of Christianity  
McKay 148-151; Ward and Gainty 6-5, 6-6, 6-7

T Nov 5 - “Fall” of the Roman Empire, Spread of Christianity  
McKay 151-155, 182-207; Ward and Gainty 8-1, 8-3, 8-4, 8-5, 8-6

Th Nov 7 - The Arabian Peninsula, Mohammad, and Islam  
McKay 204-235; Ward and Gainty 9-1, 9-2, 9-6

T Nov 12 - Buddhism in China, the Sui and the Tang Dynasties  
McKay 167-174; Ward and Gainty7-5, 7-6, 7-7

Th Nov 14 - Medieval Feudal Society in the West, the Crusades and Islam  
McKay 346-368  
Ward and Gainty 8-7, 9-5, 14-2, 14-3, 14-4, 14-5

T Nov 19 - Economic Change in Song China and the Mongols  

Th Nov 21 - Cultural diffusion to Eastern Europe, Southeast Asia, Japan, and Africa  
McKay 175- 181; 236-263 ; 333-345  
Ward and Gainty 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 7-3, 7-4, 13-1, 13-2

T Nov 26 – No Class, Thanksgiving

Th Nov 28 – No Class, Thanksgiving
**T Dec 3 - Trade and the Increase of Global Markets in the Post-Classical Period, Age of Exploration in China and Europe**
  McKay 302-319, 406-420; Ward and Gainty 9-3, 9-4, 12-4, 13-4, 16-1

**Th Dec 5 – Last Day of Class - 1300-1600: Transformations in the late post-classical period in Europe and China (Ming Dynasty), Europeans in the New World**
  McKay 264-289, 368-405, 420-431
  Ward and Gainty 16-2, 16-4, 16-5, 16-6 (Chapter 11 optional)

**Final Exam: Tuesday Dec. 10 @ 1:30-4:00**
Course Description
This course will examine significant world historical developments and themes from the beginning of the early modern era to the present, including intellectual movements; political revolutions and nationalism; industrialization; cultural changes; plus the relationship and interactions between Western and non-Western societies. The ultimate goal of this course is for students to perceive the world around them with an increased understanding and appreciation for the societies, traditions, and ideas that existed in the past—and in many cases still exist and influence us today.

Required Texts
Chinua Achebe, Things Fall Apart. (Anchor).

Course Requirements, Attendance, Grading:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Book Review (March 4, Things Fall Apart)</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Final Examination</td>
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Attendance will be taken at the start of every class. Exam 1 will consist of multiple-choice questions; Exam 2 and the Final Exam will consist of multiple choice questions and one essay. The essay on the Final Exam will be based on John Hersey’s book, Hiroshima. There is a book review on Chinua Achebe’s Things Fall Apart. Separate instructions will be provided for this assignment. Grading is done on the traditional ABCDF scale of 100-90 = A; 89-80 = B; 79-70 = C; 69—60 = D; below 60 = F.
Special Notices

1. Students are expected to be familiar with all relevant information concerning university guidelines, rules, procedures, etc., contained in the UAB Undergraduate Catalog and the BlazerNet website. Students are also required to check their UAB e-mail for announcements related to this course.

2. All students are expected to be on time to every class. This means being seated and ready to begin at 9:05AM. Any student who arrives late will disturb the entire class, and will miss important course information announced in the first few minutes. Anyone who arrives more than 15 minutes late for an examination will not be allowed to take that examination.

3. Excused absences will only be granted for the following reasons: serious illness of student or immediate family member, death of an immediate family member, mandatory trip sponsored by an academic unit, mandatory participation in an intercollegiate athletic event, or participation in a religious holiday. In all cases proper documentation will be required and may be verified.

4. Late assignments will not be accepted and will receive a grade of zero.

5. Academic dishonesty (e.g., cheating and plagiarism) is a serious offense and will not be tolerated. Offenders will automatically receive a zero for the assignment, and may face additional disciplinary action by the university. See the UAB “Academic Honor Code.”

6. The Office of Veterans Affairs (Smolian International House, telephone 934-8804) will assist students who are military veterans with questions about the G.I. Bill, UAB policies, and other matters.

7. Any student who needs special accommodations should contact the Coordinator of Disability Support Services, 1701 9th Avenue South Office Bldg. (telephone 934-4205; TDD 934-4248).

8. Classroom Decorum: Turn off audible cell phones before the start of class. Unless instructed by the professor to do otherwise, remain seated during class. Talking, eating lunch, sleeping, text-messaging, internet surfing, and studying material for other classes are not permitted. It is extremely important for everyone to do their best to be polite, tolerant, and not disturb other students in class.

Tentative Schedule of Lecture Topics, Required Readings, Assignments, and Exams

Week One: Jan 6, 8, 10: Introduction to class/ 2nd Generation Muslim Empires
Reading: *Voyages*, chapter 16

Week Two: Jan 13, 15, 17: 2nd Gen Muslim Empires, cont.; Africa, Europe, the Americas and the Atlantic Slave Trade
Reading: *Voyages*, chapter 17; begin chapter 19

Week Three: (MLK Holiday Jan 20), Jan 22, 24: Africa, Europe, the Americas and the Atlantic Slave Trade, cont.; Emergence of Tokugawa Japan
Reading: finish *Voyages*, chapter 19; pp. 449-451

Week Four: Jan 27, 29, 31: European Scientific Revolution and Enlightenment
Reading: *Voyages*, chapter 21
Week Five: Feb 3, 5, 7: Revolutions and Rebels  
Reading: Voyages, chapter 22

Week Six: Feb 10, 12, 14: **Exam 1 on Feb 10**; Industrial Revolutions  
Reading: begin Voyages, chapter 23 after Exam 1; begin Things Fall Apart

Week Seven: Feb 17, 19, 21: Marx; Darwin; Imperialism  
Reading: continue Voyages, chapter 23; continue Things Fall Apart

Week Eight: Feb 24, 26, 28: Imperialism, cont.; Qing Dynasty China  
Reading: Voyages, chapter 26; begin chapter 24; continue Things Fall Apart

Week Nine: Mar 3, 5, 7: Tokugawa-Meiji Japan; the Sepoy Rebellion  
Reading: Voyages, chapter 24  
**Things Fall Apart review due on March 3**

Week Ten: Mar 10, 12, 14: cont. above; **Exam 2 on Mar 12**; World War One  
Reading: finish Voyages, chapter 24 before Exam 2; begin chapter 27 after Exam 2

Week Eleven: Mar 17, 19, 21: World War One, cont.; Red October; Rise of Fascism  
Reading: continue Voyages, chapter 27; begin chapter 28

**March 24 to March 28 Spring Break—No classes**

Week Twelve: Mar 31, Apr 2, 4: the Rise of Fascism/The Road to More War  
Reading: finish Voyages, chapter 28; begin chapter 29

Week Thirteen: April 7, 9, 11: The Holocaust; End of the Pacific War  
Reading: finish Voyages, chapter 29; begin chapter 30; begin Hiroshima

Week Fourteen: April 14, 16, 18: The World Since 1945  
Reading: finish Voyages, chapter 30; chapter 31; finish Hiroshima

**Final Examination:**  **April 23 (Wednesday), 8:00AM**
Inventing America

Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly found given and transmitted from the past. Karl Marx (1852)

I shall use America and Democracy as convertible terms. Walt Whitman

...running men out of town on a rail is at least as much an American tradition as declaring unalienable rights. Garry Wills (1978)

This course provides an introduction to some of the main political, social, cultural, and economic developments in American history from the era of exploration and colonial settlement through the end of Reconstruction. Secondarily, it also provides an introduction to the historical discipline. (For an elaboration of course themes, see the end of the syllabus.)

Objectives:
By the end of the course (assuming your substantial engagement with it), I expect that you will have:

1. significantly enhanced your understanding of early American history, first and foremost.
2. begun to think historically, which involves both: a. learning to more carefully read and interpret primary sources (documents from the time period being studied) with sufficient attention to context, multiple perspectives, and complex causation, and b. evaluating the historical interpretations and arguments that illuminate those sources or lend them meaning and significance.
3. improved your ability to express and support your own evaluation of historical texts and events in writing and in public discussion (thus preparing yourself to join the national conversation about the past). (Wow.)

Required Books:
Paul S. Boyer, American History: A Very Short Introduction
Stuart Banner, How the Indians Lost Their Land: Law and Power on the Frontier
Robert A. Gross, The Minutemen and Their World
Mort Gerberg, The U.S. Constitution for Everyone
Gates and Andrews, eds., Slave Narratives

Note: We will also read other required essays and documents

Required Films to be viewed outside of class (Time and Place TBA):
1. Mary Siliman’s War. 2. Empire of Reason
Assignments and Evaluation
Five Analytical Sentences (10 points)
In-class writing (10 points)
Essay (20 points)
Mid-term exam (30 points)
Final Exam (30 points)

Policies and Procedures:
If you require accommodation for a disability, please let me know and contact Disability Services (516 Hill University Center; 934-4205).
Feel free to visit me during my office hours (or make an appointment) in order to discuss anything about the course.
Also note, if you want to drop this course, be certain to do so by the dates designated in the academic calendar (https://www.uab.edu/students/academics/academic-calendar). If you leave the course without formally withdrawing at the registrar’s office, you will receive an F on your record.

Course Requirements:
Lectures: there is no formal penalty for missing classes. Attendance, however, is expected, and advised. Exams will be based largely on class notes. And in-class writing can not be made up.

A Note on the Reading: The reading is essential to your success in the course. The volume will vary. Some weeks will be fairly light, others will be heavier. Pay attention and read ahead as much as possible. If you think you might have trouble keeping up with the reading for any reason, please see me as soon as possible.

Analytical Sentences: Throughout the semester, you should write 5 analytical sentences that explain key concepts from the assigned readings. You can choose which days to write, but you must submit at least 2 sentences by March 6. Submit your sentences (limit of one per class session) on the designated space on our blackboard page by 11 AM on the day we discuss the reading in class. See “analytical sentence” handout for the full assignment. 10 Points

In-class Response to Reading: When other reading is assigned for class discussion (including assigned films), you are responsible for that assignment and should be prepared to respond to it in writing. Unless I designate otherwise, these writing assignments will be in class only and will reward you for investing time in the assignment and for showing up. 10 points.

If you know you will be absent, you must let me know IN ADVANCE (not the following week) OR bring appropriate documentation of illness or emergency if you want to make up the quiz. Otherwise, students cannot, for any reason, make up an in-class writing assignment. Note also: these will generally take place at the beginning of the class period and will usually last five to ten minutes.

Essay: You will be responsible for ONE brief analytical essay (2-3 pages). At several points during the semester, I will distribute a list of prompts for essays. You can choose which assignment you want to write. 20 points.

Examinations: You will take one mid-term examination and one final examination in a format to be determined (though you can be sure that a substantial portion of it will consist of essays or linked identification questions). Each of these exams will count for 30 points.

A note on grades: the grade I give you for any particular assignment (or for the course) is an evaluation of your work on that assignment, not a judgment about your character, intelligence, or potential. Please take the grades and my comments in that spirit. And feel free to talk with me if you have any questions about a particular grade (or if you can’t read my handwriting!). We can talk about
strategies for improvement. Note also that an “A” is exceptional work – not just “good” – and is not a reward for effort (though effort will be noted and be given the benefit of the doubt in borderline cases).

A note on plagiarism: Historians are dependent on sources – primary and secondary – and tend to be scrupulous about acknowledging those sources (if they aren’t, they can get into serious trouble). A simple definition of plagiarism is passing off, as your own work, the work of someone else (a friend, or, more likely, a published source). A simple rule of thumb for avoiding plagiarism is this: if you borrow a phrase or sentence or idea from someone else, simply put it in quotes (if you are using a direct quote) and cite it (tell the reader where you got the information). If you aren’t clear about what plagiarism is, see the UAB schedule of courses, page 108 for a definition and a list of the unfortunate consequences of committing this infraction. For more information, read the handout on plagiarism prepared by the Writing Center at the University of North Carolina at Chapel Hill (go Heels!) (http://www.unc.edu/depts/wcweb/handouts/plagiarism.html). Plagiarism in this course will result in, at minimum, a zero (0) on the assignment. I also reserve the right to fail you for the entire course (as many of my colleagues would do) and report you to the provost (which could result in your expulsion from the university).

Schedule of Topics and Reading Assignments

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<thead>
<tr>
<th>Text</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading</th>
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<tbody>
<tr>
<td></td>
<td>Tue Jan 7</td>
<td>Welcome (what is history and when do we begin?)</td>
<td>Syllabus and U.S. Constitution, article 1, section 2, paragraph 3</td>
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<tr>
<td>Boyer, 1-8</td>
<td>Thurs Jan 9</td>
<td>Clash of Cultures in the New World: (using primary and secondary sources)</td>
<td>Theda Purdue, “Columbus Meets Pocahontas in the American South,” Southern Cultures 3 (1997), 4-21; and John Winthrop, “What Warrant Have We to Take that Land?” (1629)</td>
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<td></td>
<td>Tue Jan 14</td>
<td>Pursuits of whose Happiness? The Background of English Colonization and the founding of Jamestown</td>
<td>Banner, How the Indians Lost their Land, chapters 1-2</td>
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<td>Boyer, 8-9</td>
<td>Thurs Jan 16</td>
<td>The Origins of American Slavery (and Freedom) in the Chesapeake</td>
<td>Edmund Morgan, “Slavery and Freedom: The American Paradox.” (focus on 5-7 and 14-29)</td>
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<td>Tue Jan 21</td>
<td>Puritans in the New World</td>
<td>Miller, The American Puritans, 78-88, 89-93, 143-164; 171-182.</td>
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<td>Boyer, 9-13</td>
<td>Thurs Jan 23</td>
<td>A Godly Commonwealth</td>
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<td></td>
<td>Tue Jan 28</td>
<td>The Economy of British America</td>
<td>Gross, Minutemen and their World, chapter 1-2.</td>
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<td>Thurs Jan 30</td>
<td>Enlightenment, Anglicization, and Evangelicalism</td>
<td>Selections from The Autobiography of Benjamin Franklin</td>
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<td>Boyer, 13-14</td>
<td>Tue Feb 4</td>
<td>American Colonies in the British Empire: Negotiated Authorities</td>
<td>Banner, <em>How the Indians Lost Their Land</em>, chapter 3</td>
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<td>Boyer, 18-20</td>
<td>Tue Feb 11</td>
<td>War and Independence</td>
<td>Gross, <em>Minutemen</em>, chapter 5; <em>Declaration of Independence</em></td>
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<td>Boyer, 20-24</td>
<td>Thurs Feb 13</td>
<td>War and Society</td>
<td>Gross, <em>Minutemen</em>, chapter 6; <em>Mary Silliman's War</em></td>
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<td>Tue March 4</td>
<td>Indians and the United States</td>
<td>Banner, <em>How the Indians Lost their Land</em>, chapter 4-5</td>
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<td>Thurs March 6</td>
<td>Economic Transformation</td>
<td><em>Who Built America</em>, 271-80; 325-70; chapter 8 (section on transformation of labor); Jefferson, “Manufactures,” from <em>Notes on the State of Virginia</em>.</td>
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<td>Thurs March 13</td>
<td>Indian Removal</td>
<td>Banner, <em>How the Indians Lost Their Land</em>, chapter 6</td>
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<td>Boyer, 45-49</td>
<td>Thurs March 20</td>
<td>Slavery as a Problem in American Politics: From Missouri to Kansas</td>
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<td>March 24-30</td>
<td>Spring Break</td>
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<td>Tue April 1</td>
<td>The Plantation and the Southern Economy</td>
<td>James Henry Hammond, “mudsill” speech in the US Senate (1858)</td>
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<td>Boyer, 49-53</td>
<td>Tue April 8</td>
<td>Bleeding Kansas to Harper’s Ferry</td>
<td>Davidson and Lytle, “the Madness of John Brown;” Lincoln on John Brown; Southern Newspapers on the same.</td>
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Course Themes: This course provides an introduction to some of the main political, social, cultural, and economic developments in American history from the era of exploration and colonial settlement through the end of the Civil War. That we can claim the era of colonial settlement through the American Revolution, before the United States even existed as a political entity, as part of the history of the United States, suggests that this is a nationalist history – concerned with the origins and development of our nation. The course gains its coherence, then, from the relationship of events as diverse as King Phillip’s War and the demise of the Whig Party, to the meaning of the United States. We will remain aware of this throughout the course, but the explicitly nationalist nature of this kind of course does not mean that we are here to glorify the United States. Instead, we will seek to understand its history better. In the process, we will encounter plenty of reasons to cheer, but we will also find much to criticize. Most importantly, we seek to understand. We will also emphasize that the emergence of the United States was far from a certain outcome of the earliest European settlements – it wasn’t a foreordained conclusion. Nor was the continued existence of the nation a certainty from the Revolution through the Civil War. As we will see, various Americans understood what America was, and wasn’t, in different, sometimes violently opposed, ways. A major theme of the course, then, is “inventing America” – the ways in which the often unsettled concept of America was constructed, and contested throughout the first 250 or so years of its history.

Perhaps our central theme this semester concerns the tense relationship between individual pursuits of happiness and the demands of the community (however defined), on the one hand, and the increasingly fraught relationship between local communities and increasingly powerful centers, on the other. What we will see is that the definition of community – to which community ought we be loyal? -- is always being contested. Of course, the question of who belongs to the various communities and on what terms (whose pursuits of happiness are legitimate and whose are not?) underlies all of these tensions, as we will see. Other significant themes of the course will include the cross-cultural encounters (and clashes) in the Americas between various European and native peoples; the spectacular growth of European settlements in North America; the creation (always contested) of an American national identity; the emergence of a market economy and the question of American ideas of success and happiness -- the “American Dream” and the American myth of the “self-made” person. We will look at both the reality of this myth and the limits on its widespread fulfillment -- who pursued happiness and who, for whatever reason, was prevented from participation in this pursuit. We will also pay a great deal of attention to the growth and development of slavery, which eventually became the greatest moral and political question of the period, and its tense relationship with American democracy. We will also explore the many ways in which the America of 1492 or 1607 or 1776 or 1800 (you get the idea) was profoundly transformed by our end-point and we will try to make some sense of how the shapers of America’s future in, say, 1863, were both animated and constrained by the past. Finally, we will spend some time looking at the historiography of early America – what various historians have said
about some of the key issues of American history, and what these arguments have done to transform or modify our understanding of the past.

The world we live in today was created, shaped, and affected in significant ways by the political and cultural transformations (as well as the significant continuities) we will examine this semester. If you engage it, this is the kind of course that will prepare you to read the newspaper as an informed citizen and to intelligently discuss the way historians have understood and approached America’s past. You will be able to complexify the half-truths and myths commonly spoken about these years as well as dazzle your friends at parties (or family at the dinner table) with your comprehensive historical understanding.

A note on grades: the grade I give you for any particular assignment (or for the course) is an evaluation of your work on that assignment, not a judgment about your character, intelligence, or potential. Please take the grades and my comments in that spirit. And feel free to talk with me if you have any questions about a particular grade (or if you can’t read my handwriting!). We can talk about strategies for improvement. Note also that an “A” is exceptional work – not just “good” – and is not a reward for effort. Grades do not automatically round up. If you finish the course near the top of a grade range, I will consider your performance over the semester and decide if there is a compelling reason—such as exemplary participation in class discussion—to round the grade up.

History is the memory of things said and done -- Carl Becker

Facts never speak for themselves. We speak for them. The historian’s gloss matters (not to mention all the facts that are left out): it provides the reader with intellectual traction, an ability to weigh the claims being put forward to justify the selection of facts. –Louis Menand, 2008

Images: 1. 1754 cartoon supporting a proposal to unite Britain’s North American colonies.
2. John Trumbull, *Declaration of Independence, July 4, 1776* (1786-1820), Yale University Art Gallery
3. Notice from the *Colored Tennessean*, August 12, 1865.
Introduction - This course provides an introduction to the history of the United States from the end of Reconstruction to the recent past. We will focus on some of the most significant political, economic, and cultural developments of the post-1877 US and see how some ordinary (and some extraordinary) people experienced them. By the end of the course, you should have a general understanding of the history of the US since 1877 - why and how the nation arrived at its present in 2013 -- and a better appreciation of the background to many of the stories in today’s newspaper.

Required Books
Horatio Alger, *Ragged Dick*, or *Street Life in New York*
John Milton Cooper, *The Warrior and the Priest: Theodore Roosevelt and Woodrow Wilson*
Marshall Frady, *Martin Luther King, Jr.: A Life*
Garry Wills, *Reagan’s America: Innocents at Home*

Optional (highly recommended) Text: Neil McMillian, Charles Sellers, Henry May, eds., *A Synopsis of American History*

In addition, you will read a few articles and primary sources (noted in the syllabus) and you will watch the following films outside of class and treat them as historical texts just as you do the assigned readings:
*High Noon* (1952)
*Berkeley in the Sixties* (1990)
*Glengarry Glen Ross* (1992, based on the 1984 play)

Themes: Our course is organized around two major themes: 1. The continuing effort to reconcile American democratic ideology and practice with the dominance of capital in the American economy and political system. 2. The increasing predominance of the United States, over the course of our period, in world affairs, political and economic. In both areas, we will witness ongoing conflict over what constitutes a “good society,” and who has the authority to define it. In both areas, we will see an increasing consolidation of political and economic authority in the national state and witness an expanding role of the federal government in a variety of arenas – as well as a continuing critique of such expansion. And in both areas (but especially in the first) we will see a continual contest over what it means to be an “American,” particularly whether the benefits of citizenship ought to be conferred on all who embrace our civic ideology or whether people should be included or excluded on the basis of ascriptive characteristics such as race, ethnicity, and gender.
Course Requirements:
Lectures: there is no formal penalty for missing lectures – I will not take attendance. Attendance, however, is expected, and advised. Exams will be based largely on class notes. And in-class writing can not be made up.

A Note on the Reading: The reading is essential to your success in the course. Some weeks, the reading will be fairly light; other weeks will be heavier. Pay attention and read ahead as much as possible. If you think you might have trouble keeping up with the reading for any reason, please see me as soon as possible.

Response to Reading: When other reading is assigned for class discussion (including assigned films), you are responsible for that assignment and should be prepared to respond to it in writing. Unless I designate otherwise, these writing assignments will be in class only and will reward you for investing time in the assignment and for showing up. They will count for 20% of your overall course grade (a not-insubstantial portion!). If you know you will be absent, you must let me know IN ADVANCE (not the following week) OR bring appropriate documentation of illness or emergency if you want to make up the quiz. Otherwise, students cannot, for any reason, make up an in-class writing assignment. Note also: these will generally take place at the beginning of the class period and will usually last five to ten minutes.

Essay: You will be responsible for ONE analytical essay (2-3 pages). At several points during the semester, I will distribute a list of prompts for essays. You can choose which assignment you want to write. 20% of the course grade.¹

Examinations: You will take one mid-term examination and one final examination in a format to be determined (though you can be sure that a substantial portion of it will consist of essays or linked identification questions). Each of these exams will count for 30% of the final course grade.

A note on grades: the grade I give you for any particular assignment (or for the course) is an evaluation of your work on that assignment, not a judgment about your character, intelligence, or potential. Please take the grades and my comments in that spirit. And feel free to talk with me if you have any questions about a particular grade (or if you can’t read my handwriting!). We can talk about strategies for improvement. Note also that an “A” is exceptional work – not just “good” – and is not a reward for effort (though effort will be noted and be given the benefit of the doubt in borderline cases).

¹ A note on plagiarism: Historians are dependent on sources – primary and secondary – and tend to be scrupulous about acknowledging those sources (if they aren’t, they can get into serious trouble). A simple definition of plagiarism is passing off, as your own work, the work of someone else (a friend, or, more likely, a published source). A simple rule of thumb for avoiding plagiarism is this: if you borrow a phrase or sentence or idea from someone else, simply put it in quotes (if you are using a direct quote) and cite it (tell the reader where you got the information). If you aren’t clear about what plagiarism is, see the UAB schedule of courses, page 108 for a definition and a list of the unfortunate consequences of committing this sin. Plagiarism in my course will result in, at minimum, an “F” on the assignment. I also reserve the right to fail you for the entire course and report you to the provost (which could result in your expulsion from the university).
The final course grade will break down as follows:

- **In-class writing:** 20 points
- **Essay:** 20 points
- **Mid-term exam:** 30 points
- **Final exam:** 30 points

A note on the textbook: there is no textbook for this course. This has an up side (lower cost, no weekly (boring) textbook assignment, etc.) and a down side (higher stakes for missing class where all the information is, as well as a certain decline in “coverage” -- in other words, even as we dive deeper in places that concern our central themes, we will not be able to cover every issue of interest or significance.) To deal with the downsides, I ordered a text as an option to provide you with the necessary context for lectures and for the other assigned reading. I do recommend it. Feel free to stop by my office (I have a copy) and decide whether you think it will help you before you buy one. I will also put a couple of texts on reserve in the library should you ever wish to consult them.

If you need accommodation for a disability, please contact Disability Services (516 Hill University Center; 934-4205) and let me know.

Feel free to visit me during my office hours (or make an appointment) in order to discuss anything about the course.

**Schedule of Topics and Reading:**

- **Thursday January 10** – Introduction and Reconstruction, 1865-1877
- **Tuesday January 15** – The “New South” and Jim Crow
  - Read: Booker T. Washington, *Up From Slavery*, chapter 14;
- **Thursday January 17** – Mastering the West
- **Tuesday January 22** – Dispossessing the Indians
- **Thursday January 24** – The Age of Capital and the Rise of Big Business
  - Tuesday January 29 – Industrialism and the American Worker
  - Read: Murolo and Chitty, *From the Folks Who Brought you the Weekend*, chapter 5.
- **Thursday January 31** – Populism and Social Darwinism in America
  - Tom Watson, essay TBA
- **Tuesday February 5** – American Dream
  - Read: Horatio Alger, *Ragged Dick* (3-132); Andrew Carnegie, “The Road to Business Success”
- **Thursday February 7** – Building an Empire
- **Tuesday February 12** – Toward a Nation of Cities: Urbanization and Immigration
- **Thursday February 14** – Progressive Reform
  - Read: Robert La Follette, “The Danger Threatening Representative Government.”
Tuesday February 19 – National Progressivism
Read: Cooper, *Warrior and the Priest*, chapters 6-10.
Roosevelt speech at Osawatomie, Kansas, August 31, 1910

Thursday February 21 – Campaign 1912
Read Cooper, *Warrior and the Priest*, chapters 11-14

Tuesday February 26 – The U.S. and the Great War

Thursday February 28 – The Decision to Intervene
Read: Cooper, *Warrior and the Priest*, Chapters 16-20

Tuesday March 5 – The 1920s, Normalcy, and the Great Depression
Read: Jeffrey Kaplan, “the Gospel of Consumption”
(http://www.orionmagazine.org/index.php/articles/article/2962/)

Thursday March 7 – The New Deal
Read: FDR, “First Inaugural Address”
Cass Sunstein, “Second Bill of Rights”

Tuesday March 12 – World War II
Read: Paul Fussell, “Thank God for the Atomic Bomb,” and Mike Davis, “Saving Private Ivan”

Thursday March 14 – Mid-term Exam
March 17-23 -- Spring Break

Tuesday March 26 – The Cold War and Containment
Read: Joseph McCarthy, speech at Wheeling, WV, February 9, 1950

Thursday March 28 – Affluence and its Discontents: The 1950s
Read: Dwight Eisenhower, “Farewell Address,” January 17, 1961,
John F. Kennedy, Inaugural Address, January 20, 1961
Watch: *High Noon* (1952)

Tuesday April 2 – Civil Rights: Montgomery to Birmingham
Read: Frady, *Martin Luther King, Jr.*, 1-56; King, “Letter from Birmingham Jail.”

Thursday April 4 – The Great Society
Read: Joseph A. Califano, “What Was Really Great about the Great Society?”

Tuesday April 9 – Vietnam
Read: King, “Beyond Vietnam: A Time to Break the Silence”

Thursday April 11 – King
Read: Frady, *Martin Luther King, Jr.*, 57-214.

Tuesday April 16 – Social Crisis and Conservative Backlash
Read: Port Huron Statement
Watch: *Berkeley in the Sixties*

Thursday April 18 – Reagan and the Conservative Turn
Read: Jimmy Carter’s “Crisis of Confidence” Speech, July 16, 1979; Wills, *Reagan’s America*, pages TBA
Tuesday April 23 – Reagan
Read: Wills, Reagan’s America, pages TBA
1994 Republican “Contract with America”
Watch: Glengarry Glen Ross

Thursday April 25 – U.S. in the World since 1989

Tuesday April 30 – Post-Racial America?

May 7 8:00-10:30 – Final Exam
ITS 101A–1F  
INTRODUCTION to INTERNATIONAL STUDIES  
FLC Global Communities  
Fall 2006  
MWF 1:00 - 1:50 pm

Renato Corbetta  
Office: U 238A  
Office Hours: MWF 10:30-12:30 pm and by apt.  
Phone: 934-2336  
Email: corbetta@uab.edu  
Course Web Site: [http://www.dpo.uab.edu/~corbetta/courses.htm](http://www.dpo.uab.edu/~corbetta/courses.htm)

1 Overview

This course helps students make sense of the complex world of international politics. It provides students with the tools to analyze international relations with a critical eye by exposing them to the main actors, theories, and issues that have shaped and are shaping the course of international events and our knowledge of them. Special emphasis is placed on the relationships between states and on issues of international conflict and cooperation.

2 Objectives

The main goal of ITS 101 is to help students understand and explain what happens on the international stage and why. This involves developing the analytical and logical skills to:

1. Explain why international actors—especially states—behave the way they do;

2. Predict how international events will unfold on the basis of a set of assumptions about actors and the world;

3. Analyze scholarly and non-scholarly arguments and theories about international relations in critical fashion by evaluating: (a) the assumptions on which they are based; (b) the hypothesis they generate, and (c) the evidence offered in their support.

An additional, and extremely important, objective is for students to develop the habit of staying up to date with what goes on in the world. The acquisition of such knowledge and skills is a crucial step toward becoming an informed citizen—both of this country and of the world—and a marketable worker in an economy that is increasingly more globalized.

3 Books

The following books are required for this course and are available at the UAB Bookstore:

4 Requirements

The grade for this course depends on the following requirements in the indicated proportions:

- **Attendance** 5 percent

  Attendance is required. You can miss up to 3 class sections without an excuse. Beyond that, you will need appropriate documentation justifying your absence. Your attendance grade will reflect the proportion of classes you attended.

- **Participation and In-class Activities** 5 percent

  Participation will be assessed during in-class activities and discussion of international political developments. I keep track of interventions during class discussion. Credit is given for informed, thoughtful, and relevant intervention. Do not expect any credit if, by the end of the semester, I do not know the sound of your voice or you have spoken to me exclusively about “house-keeping” matters— i.e., “Is the final comprehensive?” “When is the paper due?”, etc. I call on people when no participation is volunteered.

- **First Midterm** 20 percent

- **Second Midterm** 20 percent

- **Final** 20 percent

  Midterm and final exams will be a combination of multiple choice questions and brief identification questions. The exams will cover both lecture material and the readings. Students are responsible for the material in the readings not covered during class lectures. The final exam is cumulative.

- **Map quizzes** 10 percent

  There will be 7 map quizzes at approximately two-week intervals from each other. Students are expected to take at least 5 of the 7 quizzes. Each quiz will count for 2 percent of your total grade. If you take more than 5 quizzes only the 5 highest scores will be used to determine your grade. There will be no make-up quizzes.

  Each quiz covers a major region of the world: Europe, North and Central America, South America, Africa, the Middle East, Asia, and Oceania. During each quiz you will be asked to identify correctly 8 countries marked with a number on a blank map. Spelling of the country names must be close enough to the correct name to allow me to determine a correct answer.
Detailed and blank maps with their respective lists of countries will be available on the course website and at: http://www.nationalgeographic.com/xpeditions.atlas.

- **Critical Essay 20 percent**

  This last assignment consists of a 5-pages essay where students will analyze a real-life international issue in light of the many theories and concepts of international politics we cover in this course. Essay topics will be assigned several weeks before the due date. Your task is to describe the nature of the problem/event, identify the actors involved in it, and explain why the behaved the way they did.

5 **Grading**

The following grading policy will be employed:

- 90 and above: A
- 80-89 percent: B
- 70-79 percent: C
- 60-69 percent: D
- 59 percent and below: F

6 **Class Policies**

**Extra Credit:** No extra credit work will be accepted.

**Late Arrival/Early Departure:** Showing up for class for ten minutes does not constitute attendance. Late arrivals (after the roll is called) and/or early departures will not count for attendance and will affect your attendance grade. Please, inform me beforehand if you need to leave early or will arrive late because of conflicting engagements. Without prior notification, informing me after class that you were there but came in late will not be acceptable.

**Cell Phones:** Must be turned off during class period and left in your pocket, bag, etc., but not on the desk. Checking your messages or text-messaging during class will result in the loss of ALL participation points for the semester. Please, contact me beforehand if you need to leave your cell phone on during class for emergency reasons.

**Laptop Computers:** During class time, please, avoid checking your email, surfing the web, updating your Facebook or MySpace account, playing World of Warcraft or other online games, and doing homework for other courses. Engaging in any of the above activities will result in the loss of ALL participation points for the semester.

**Class Notes:** Students are responsible for their own class notes. Students absent from class are encouraged to obtain notes from their fellow students. The instructor’s notes are not available.

**Make-up exams:** The scheduled exam dates are firm. If you should have some prior commitment, inform the instructor of the conflict in writing and supply supporting documentation at least one
week in advance of the scheduled exam. In case of an emergency situation (e.g. illness, death in the family, etc.), inform the instructor at least twenty-four hours in advance of the scheduled exam. A missed exam lacking appropriate documentation will count as zero points in the final grade.

**Late Papers:** The paper grade will be docked by 20 percent for each day late. Late papers will be accepted without penalty only in case of emergency situations as indicated above. You must inform the instructor at least twenty-four hours before the deadline and you must provide appropriate documentation. **Important:** Last minute computer crises (corrupted floppy-disks, crashing hard-drives, jammed printers) are not acceptable emergencies. It is your responsibility to back up your work on multiple drives!!!

**Incompletes:** Incompletes will be granted if, and only if, a student cannot complete one substantive requirement for the course due to emergency circumstances. Students will be required to provide adequate supporting documentation. No incompletes will be granted for the purpose of improving one’s grade.

**Partial Grades:** Beyond the official midterm evaluations, partial grades during the semester will not be provided, since they tend to affect negatively students’ expectations and motivation. Please avoid “What’s my grade so far?” questions. You will be able to estimate it yourself with a calculator and the information given in the preceding page.

**Emails and Voice Mail Messages:** Expect a reasonably quick turn-around time for emails and voice mail messages given during regular “business hours.” Do not expect immediate reply to emails and messages left in the middle of the night. Emails and voice mail messages that are unsigned and/or contain no contact information will be disregarded.

7 **Assistance**

Students with disabilities and/or special needs are encouraged to make their needs known to the instructor during the first week of the course. They should also contact the Disability Support Services office, which is located at 516 Hill University Center (phone 205-934-4205). Special assistance is available, including course materials in alternate formats and special testing environments.

8 **Academic Advising**

Academic advising is available for all students in Room 318 of the Hill University Center. The phone number is 205-934-6135. FLC students are expected to meet with their academic advisor at least once during the course of the semester. Mr. Kevin Jerrolds is the advisor for the Global Communities FLC. His email is kljerrol@uab.edu.

9 **Standards of Academic Integrity**

Students are expected to abide by the UAB Academic Honor Code. Cheating, plagiarism, and other forms of academic dishonesty will be subject to disciplinary action in accordance with the University’s rules and regulations on this matter. Students are invited to familiarize themselves with
current regulations on plagiarism and academic dishonesty. You can find them in the Undergraduate Catalog. You can download a PDF copy of the catalog from:

http://www.app.uab.edu/catalog.html/

I also strongly invite you to consult me whenever you have doubts about what is proper behavior.

10 International News Sources

Students are expected to keep up-to-date with current international political developments. Current international events will be discussed in class regularly and constitute potential exam material. There are many good sources of international news available at (almost) no cost. The New York Times (available for free at www.nytimes.com), The Washington Post (www.washingtonpost.com), the Los Angeles Times (www.latimes.com), the Times of London (www.timesonline.co.uk/global), US News and World Report (www.usnews.com), The Economist (partially available for free at www.economist.com), BBC World Service (www.bbc.co.uk/worldservice), National Public Radio (NPR, on 90.3 FM, or at www.wbhm.org), and PBS Newshour with Jim Leher are highly recommended sources of international news. They provide more in-depth coverage than the ubiquitous cable news media and their associate web sites, which are notable for their opinionated personalities but not for much else.

11 Important Dates

September 1: no class
September 4: Labor Day Holiday September 6: Map quiz 1 (Europe)
September 18: Map quiz 2 (North and Central America)
September 25: Midterm I
October 2: Map quiz 3 (Latin America)
October 16: Map quiz 4 (Africa)
October 23: last day to withdraw
October 30: Map quiz 5 (Middle East)
November 8: Midterm II
November 10: No class
November 15: Map quiz 6 (Asia)
November 22-26: Thanksgiving Holidays
November 20: critical essay due
November 29: Map quiz 7 (Oceania)
December 6: Last day of classes
December 13 (Wed): Final exam (10:45 am – 1:15 pm)

12 Topics

Students are expected to complete the readings by end of the week for which they are assigned.

Unit 1: Approaches to IR
August 23–25: *Introduction to IR* - Goldstein, chap.1

August 28–September 1: *Power, Polarity and Realism* - Goldstein, chap.2; UN Report, p.1–7

September 6–15: *Liberalism and Alternative Views* - Goldstein, chap.3; UN Report, p.11–25

September 18–22: *Foreign Policy and Decision-Making Models* - Goldstein, chap.4

September 25: **Midterm I**

**Unit 2: International Conflict**

September 27–29: *War and Conflict, Part I* - Goldstein, chap.5; UN Report, p.26–30

October 2–6: *War and Conflict, Part II* - Goldstein, chap.6; UN Report, p.31–38

**Unit 3: International Cooperation**

October 9–13: *International Organizations* - Goldstein, chap.7 (p.251–273); UN Report, p.38–44


October 23–27: *International Political Economy I* - Goldstein, chap.8; UN Report, p.49–51

October 30–November 3: *International Political Economy II* - Goldstein, chap.9; UN Report, p.51–57

November 6: **Midterm II**

November 8–10: *Regional Organizations and Integration* - Goldstein, chap.10; UN Report, p.58–64

**Unit 4: New Issues and Future Developments**

November 13–17: *The Environmental Challenge* - Goldstein, chap.11; UN Report, p.58–64

November 20: **Critical essay due**

November 20 and 27: *The North-South Gap* - Goldstein, chap.12; UN Report, p.65–77

November 29–December 6: *International Development* - Goldstein, chap.13; p.78–92

December 13: **Final exam**
This course offers an introduction to our political system. We will explore the foundations of American politics, our federal political institutions, and the ways in which citizens organize and communicate within the political process. This course has a broad scope, seeking to introduce you to a variety of problems and processes rather than immersing you in a few areas. Ideally, this will give those of you who might wish to pursue future political science courses some idea of your next step, while providing others with concepts and tools for becoming better citizens.

**Course Proceedings and Policies:**

**Basic Structure of Class**

This section of PSC 101 is completely online, and will use the Blackboard Learn course management software employed by UAB. Here you will find the syllabus, watch archived lectures, connect to your readings and online assignments, take quizzes and tests, and participate in threaded discussion boards with your peers.

- The class will be broken down into “Units,” with a new Unit opening each week, running for a week. Specifically, Units open on Monday, and run through Sunday.
- Generally, all readings, lectures, assignments, and assessments for a Unit are due by Monday at noon (or the day the next Unit opens), with the exception of your initial discussion board post, which is due by Sunday at noon.

The professor will offer lectures on Blackboard Learn using Blackboard Collaborate. Lectures will be asynchronous, meaning they have been previously recorded, and you may watch them at any time once their Unit opens. Lectures have been “chunked” by subject, and are normally shorter than a standard 50 or 75 minute “brick and mortar” lecture.

- Your computer must have working speakers in order to hear the lecture audio. You do not need a web camera or microphone for this course.
- Each Unit will provide a link to the appropriate lectures in Blackboard. You may also navigate to lectures on the left sidebar of the homepage, under the “Recorded Lectures” link.
- The Reading and Assignment Schedule (below) will also make it clear which lectures you should watch in a given Unit.

**Learning Objectives and Online Expectations:**

At the end of this course, students should have met the following learning objectives:

1. Gained a basic understanding of American political culture and the US Constitution
2. Gained a basic understanding of the development of the modern administrative state
3. Gained a basic understanding of the three major federal political institutions
4. Gained an understanding of foundational concepts and theories in the areas of federal elections, public opinion, political parties, interest groups, and the media
5. Gained a better appreciation for how institutions and culture shape individual behavior and help dictate political outcomes
6. Learned to think more critically about causes and solutions for current problems or tensions within our political system

Expectations for an Online Course

As an online course, I (along with UAB) have specific expectations for you as an online student. These are as follows:

- You have a computer which connects to the internet, and has an appropriate version of Internet Explorer, Firefox, Chrome, or Safari for browsing. Check here to see what browsers work best with the course, as well as how to check which browser you are using.
- Your computer has speakers which allow you to hear me.
- You understand that computer failure, etc. does not excuse you from your weekly assignments or exams. There are multiple places (UAB, public libraries, etc.) where you can get free internet access if need be.
- You have access to Microsoft PowerPoint (if you wish to view the raw slide sets for study).
- You will view the introductory lecture.
- You will read the weekly announcements on Blackboard for information about the course.
- You will check your email regularly. I will send emails to your UAB account (I do not send or check email through Blackboard itself) as needed.
- You will view the lectures during the Unit in which they are assigned.
- You will complete the discussion board, quiz, and exam assignments for the course by the assigned due date. Students who do not complete assignments in a regular and timely fashion may fail the course.
- Students who will not be able to complete the assignments in the allotted timeframe must get the permission of the instructor in advance and discuss alternatives.
- You will complete a one question quiz on Blackboard that acknowledges you have read this syllabus, and understand its contents and expectations. You will receive no credit for any assignment, quiz, etc., until this syllabus quiz (linked under Unit 1) has been taken.

Tech Support

Using Blackboard Learn is generally straightforward, but students who have problems or questions with the interface may find answers at http://www.uab.edu/bblearn/student-support or can contact UAB IT representatives directly at 205-996-5555. Questions about class content, by contrast (e.g. where can I find X) should be directed to me.

Contacting Your Professor:

Piazza and Asking Questions

In the first few days of the semester, I will enroll the class in a free online service called Piazza (https://piazza.com/uab/fall2013/psci101ql/home). This web tool enables students to ask questions about the material (as themselves or anonymously), have the instructor answer those questions quickly, and allow the entire class to view them.
In the case of questions about course content (e.g. lectures and tests), students may opt to answer student questions. If a student answer is deemed good enough to merit instructor approval, the answering student will gain a bonus point applied to the next exam (with a maximum of three points for each exam). Hopefully, this will encourage engagement on Piazza. There is no penalty for student answers that are not correct, although the professor will offer corrections or addendums if needed.

I will check Piazza at least once a day, and more frequently close to exam due dates. Please use Piazza instead of email when asking a general question about the class or course content. This will allow others to benefit from your question and the answer, reducing duplication. You are welcome, of course, to email me about questions directly pertinent to you and your situation.

**Online Appointments**

If you wish to have a longer discussion about course content or the course that is not well suited for the Piazza discussion board, you may make an online appointment with me using Schedule Once. This free online service shows you a set of times throughout the week when I am available to chat with you on the Blackboard Office Hours Chat Tool, which you can find under the “Course Information” link on the left sidebar of the home page. To use Schedule Once, simply navigate to my schedule and select three times that work for you (these don’t need to be on the same day). I will receive an email about your request, and will choose one of your three times. You will receive email confirmation of the time chosen, and then we can meet to discuss your concerns or questions.

You can find my schedule on Schedule Once at [http://www.meetme.so/robrobinson](http://www.meetme.so/robrobinson)

**Live Exam Reviews**

Prior to each exam, I will host a live Blackboard Collaborate session where I will answer questions participants may have about the exam or course material. Attendance for these sessions is voluntary. I will announce the time and date for each session closer to the exam due date, but each will occur during the week in which an exam is assigned, normally 2-4 days before the exam due date and at night.

**Course Requirements**

**Readings**

The majority of assigned reading for the class will come from our textbook, which you may purchase as either an electronic text or a hard copy from the UAB bookstore:


If you purchase this text somewhere other than the UAB bookstore (in either hardback or as an e-text), make sure you also purchase an access code for MyPoliSciLab.

There are also a small number of supplemental readings. All of these readings are in electronic (pdf) format, and can be accessed both through the Unit modules, as well as through the “Supplemental Readings” link in the left sidebar of the course homepage.
The reading load in this class will vary, depending on the Unit in question. However, even lighter selections should be read carefully, and you should take some sort of notes. Doing so will help you remember the material and provide something concrete for you to return to for quizzes and tests. While such practices will undoubtedly help your grade, they also aid in the more important goal of learning to think critically about the moral and political world around you.

**Assignments and Tests**

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>MyPoliSciLab Average</td>
<td>5%</td>
</tr>
<tr>
<td>Unit Quiz Average</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>15%</td>
</tr>
<tr>
<td>First Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Second Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Third Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Fourth Exam</td>
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**MyPoliSciLab**

Your purchase of the textbook from the bookstore (hard copy or electronic) also gives you access to MyPoliSciLab, a set of online videos and simulations developed by the textbook authors. You have access to these short assignments within your Unit modules; generally, you click on the link noted in the module, which will lead you to an assignment calendar. Navigate to the *due date for that Unit* (which will be the same day your other assignments are due) to find the assignment links.

- *Some* MyPoliSciLab assignments will have a short quiz following the activity or video. A score of 70% or better on these quizzes will result in receiving 100% credit on that assignment. You may retake each quiz *once* if you do not pass the first time.
- For those assignments which do not have quizzes, you will receive full credit for participation.
- All MyPoliSciLab assignments are *due Monday at noon*, a week from when the Unit opened. Failure to complete an assignment for a given Unit will result in a zero for that assignment.

**Unit Quizzes**

For Units without exams, you will have 15 minutes to take a short (six question) review quiz. The first question will ask you to affirm that you abided by the UAB Honor Code/Code of Conduct and is worth five points; the remaining five questions will review important concepts addressed in readings and the lecture and are worth one point each.

Unit quizzes are *due Monday at noon*, a week from when the Unit opened.

- Quizzes that fall during weeks with exams are voluntary and for review only, and will not be averaged into your overall grade.

**Discussion Board**

The discussion board exists to provide peer interaction and discussion, something that is sometimes absent in online courses. Each of you will be split into a group of roughly seven to ten people, with whom you will engage on a weekly basis (except during weeks with exams). At the beginning of each Unit, a new discussion forum will open, providing a choice of topics that will reference course material and current events. In some weeks, there will also be a short online activity that you must undertake prior to posting. Each forum can be accessed through the Unit
module, as well as through the “Discussion Board” link on the left sidebar of the course homepage.

- Students will be assigned groups the first day of class. You may check which group you are in by looking at the “Discussion Groups” link on the left sidebar of the course homepage. There will be a separate thread for each group in each forum in each week.

In each discussion forum, students will have two responsibilities:

1. Making an original, relevant, and thoughtful post by Sunday noon of the day which marks the end of the Unit. In order to encourage clarity and precision, as well as student engagement, posts should aim for 500 words or less. If relevant, students are free to post web links, etc., as long as the link is relevant to the course and post.

2. Making helpful, relevant, and engaging comments on other posts in your group thread by Monday noon of the day which marks the beginning of the next Unit. Comments should also be limited to 500 words or less. It is not necessary that every student respond to every comment; responding to one or two posts will be sufficient.

General guidelines for the discussion forum:

- Give yourself time to write a post and one or more comments; you will not receive full credit for the week unless you do both.

- Aim for clear, casual writing, as you are writing to your fellow students (educated individuals with some familiarity with the course material).

- Your posts should be edited; sloppy writing sends a bad signal. You should neither poorly emulate “academic writing” nor engage in the sort of free-form garbage in some emails or Facebook posts (no capitalizations, incomplete sentences, internet slang and abbreviations, etc.)
  
  - Comments can be more free-flowing, but should still be something that, two weeks later, will not embarrass you to reread.
  
  - First-person entries are appropriate and acceptable.

- Be civil. While you are free to strongly criticize someone’s argument on its own terms, be respectful to members of your group and anyone else in the class. Attacks on individuals (e.g. “of course you’d say that; conservatives/liberals are idiots who are ruining this country”) are not only contrary to the goals of the assignment and our little community, but are a strong signal that you have a weak argument.
  
  - The professor reserves the unilateral right to remove any post or comment which is defamatory, patently offensive, a pure ad hominem attack, or clearly unrelated to the subject material or the course. While I support a robust First Amendment, modest limits on free speech are a necessary evil in a pedagogical setting.
  
  - Having said that, let me reiterate that you are free to take and make unpopular or controversial statements, claims, or questions that are serious, sincere, and related to the course material (e.g. “democracy is unworkable,” “no one should own property,” “only people with money should be able to vote,” etc.).

- Be creative. While your posts/comments should center on the texts we read and the questions asked, the introduction of pictures, videos, web links, etc. to help make your point is welcomed (as it would be in any such thread). Moreover, in your responses, think outside the box. Posts that say something original will likely garner higher scores.

Discussion board posts will be graded on a four-point scale:

- 4 Interesting content, relevant, well-constructed, thought-provoking, excellent
- 3 Relevant content, addresses question/exercise, reasonable effort, good
Comments will also be graded on a four-point scale:

4 Comments are helpful, engaging, thoughtful, and significantly add to original post
3 Comments are useful, respond to the original post
2 Comments are largely laudatory (e.g. 100 words of “good job”), or summarize post without adding original response
1 Comments are unhelpful, off-topic, or inappropriate
0 Absent

This four-point scale roughly corresponds to a GPA scale, with a 4.0 being a 100 on a hundred point scale. Post and comment grades will be averaged into a single grade for each week, with the weekly grades being averaged into a single discussion board grade for the course.

Exams
Each exam will consist of 25 multiple-choice, short answer, true-false, or fill in the blank questions worth 3 points each, and 5 short essay questions (with an expected answer of four to six sentences depending on the question asked) worth 5 points each. Exams must be completed within 80 minutes, and must be taken using the Respondus LockDown Browser.

Other Assignment Policies
I do not give extra credit, but if your grades trend consistently upwards as the semester progresses, if one (and only one) of your primary grades is a significant outlier from the rest of your evaluations, or if you demonstrate a considerable degree of thoughtfulness and engagement with the material, you may be pushed upwards from a borderline grade (e.g. an 88.5). Think of this as an act of a grace rather than something to which you are entitled; if you want to guarantee yourself a particular grade, earn the appropriate average.

Students who do not complete examinations, quizzes, or discussion assignments by the due dates will receive a zero without prior approval from me, a doctor’s note, or some evidence of a family tragedy. Waiting until the last hour and then suffering computer failure is generally not an excuse, absent some act of nature.

Students must abide by UAB’s Academic Code of Conduct in the undergraduate handbook on all exams and assignments. Failure to do so, or failure to complete any of the primary course requirements listed above may result in your failing the assignment or the course, at my discretion.

If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss necessary accommodations. If you have a disability but have not contacted DSS, please call 205-934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
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Reading and Assignment Schedule

The professor reserves the right to unilaterally alter syllabus dates, course readings, and evaluations. Such changes are extremely unlikely in an online class, but may occur if there system-wide technological or weather problems. If such changes occur, students will be formally notified both in Blackboard and over email.

- Units run Monday to Sunday; as a rule, assignments are due the Monday immediately following at noon, with the exception of discussion board posts, which are due by Sunday at noon (comments on others’ posts are due by Monday at noon).

You can access all Unit materials by navigating to the “Weekly Units” link on the left sidebar of the Blackboard homepage, and click to enter the appropriate Unit.

Unit 1 Political Culture Monday 8/26

Textbook: Chapter 2, all


Lectures: Equality and Liberty; Equality of Opportunity; Dangers of Equality; Liberty, Republicanism, and Hierarchy

Assignments: Pew Research Typology Quiz, MyPoliSciLab (Video 2-3; “Explore Political Culture”), Syllabus Quiz, Unit 1 Discussion Board, Unit 1 Quiz

Unit 2 Institutions and Foundations Monday 9/2

Textbook: Chapter 3, 77-81, 86-91

Supplemental readings: Madison, Federalist #10; Madison, Federalist #51; The Economist’s obituary for Mancur Olson; Hardin, “Tragedy of the Commons”

Lectures: Stability through Political Science; Factions and Institutional Design in Federalist #10, Collective Action I; Collective Action II

Assignments: MyPoliSciLab (Video 3-5), Unit 2 Discussion Board, Unit 2 Quiz
Unit 3  the Constitution  Monday 9/9

Textbook: Chapter 3, 60-76, 81-86, 91-97

Supplemental readings: Levinson, Chapter 2 from Framed

Lectures: The Articles of Confederation; Constitutional Conflicts and Design; Constitutional Structure and Amendments; Critiquing the Current Constitution

Assignments: MyPoliSciLab (Video 3-3; “Explore the Simulation: You are a Founder”; “Explore the Constitution”), Unit 3 Discussion Board, Unit 3 Quiz

Unit 4  Federalism  Monday 9/16

Textbook: Chapter 4, all

Supplemental readings: Rauch, “A Separate Peace”

Lectures: Federalism: Benefits and Costs; Federalism over Time; Application: Federalism in Drug Legalization and Gay Rights

Assignments: MyPoliSciLab (Video 4-1; Video 4-3; Video 4-6)

First Exam  due Monday 9/23, at noon

Unit 5  the Modern State  Monday 9/23

Textbook: Reread Chapter 4, 112-121

Supplemental readings: FDR, “A Call for Federal Responsibility”; Friedman, Excerpts from Capitalism and Freedom; Heart of Atlanta Motel v. United States

Lectures: The Constitution and Enumerated Powers; the Commerce Clause; FDR and the New Deal; Friedman—Some Arguments against the Modern State

Assignments: MyPoliSciLab (“Explore the Simulation: You are a Federal Judge”), Unit 5 Discussion Board, Unit 5 Quiz

Unit 6  Civil Rights and Civil Liberties  Monday 9/30

Textbook: Chapter 5, 142-165, 177-182; Chapter 6, 186-212

Supplemental readings: none

Lectures: Dual Citizenship and Incorporation; Where do Rights Come From?; Free Speech; Civil Rights and Racial Equality I; Civil Rights and Racial Equality II

Assignments: MyPoliSciLab (Video 5-1, “Explore the Simulation: You are a Police Officer”; Video 6-1; Video 6-5), Unit 6 Discussion Board, Unit 6 Quiz
Unit 7 **Congress**

**Textbook:** Chapter 13, all

**Supplemental readings:** Burke, “Speech to the Electors of Bristol”; “Democrats Assail Obama’s Hit List”

**Lectures:** Designing a Congress; Institutional Change Over Time; Nuts and Bolts; If We Hate Congress, Why do We Keep Reelecting Them?; How They Vote

**Assignments:** MyPoliSciLab (Video 13-5; “Explore Congress: Can Congress Get Anything Done?”; “Explore the Simulation: You are a Consumer Advocate”), Unit 7 Discussion Board, Unit 7 Quiz

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Unit 8 **the Presidency**

**Textbook:** Chapter 14, all

**Supplemental readings:** “Selections on the Obama Presidency and (Weak) Domestic Powers”

**Lectures:** Myth of the Heroic Presidency and the Constitutional Presidency; the Institutional Presidency; Presidential Rhetoric and Mobilization; The Foreign Powers Presidency

**Assignments:** MyPoliSciLab (Video 14-2; Video 14-3; Video 14-4)

**Second Exam**

**due Monday 10/21, at noon**

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Unit 9 **the Courts**

**Textbook:** Chapter 15, all

**Supplemental readings:** Hamilton, Federalist #78

**Lectures:** Nuts and Bolts; Judicial Review and Judicial Supremacy; How Justices Decide Cases; Constraints on Courts

**Assignments:** MyPoliSciLab (Video 15-3; Video 15-4; “Explore the Simulation: You are a Supreme Court Clerk”), Unit 9 Discussion Board, Unit 9 Quiz

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Unit 10 **Voters and Elections**

**Textbook:** Chapter 9, 293-309; Chapter 8, 257-282

**Supplemental readings:** Weiner, “Australia’s Compulsory Voting Law”

**Lectures:** Primaries; Plurality Rule; the Electoral College; Paradox of Voter Turnout; Thinking about Voter Turnout

**Assignments:** MyPoliSciLab (Video 8-4; Video 8-5; Video 9-4; “Explore the Simulation: You are a Campaign Strategist”), Unit 10 Discussion Board, Unit 10 Quiz
<table>
<thead>
<tr>
<th>Unit 11 Socialization and Public Opinion</th>
<th>Monday 11/4</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Textbook:</em> Chapter 7, all</td>
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<tr>
<td><em>Supplemental readings:</em> “Pollsters Struggle to Pin Down the Right (Cell) Number”</td>
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<tr>
<td><em>Lectures:</em> Public Opinion and Socialization; Understanding Polls; Polarization</td>
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<tr>
<td><em>Assignments:</em> MyPoliSciLab (Video 7-1; Video 7-6; “Explore the Simulation: You are a Polling Consultant”)</td>
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**Third Exam** due Monday 11/11, at noon

<table>
<thead>
<tr>
<th>Unit 12 Parties</th>
<th>Monday 11/11</th>
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</thead>
<tbody>
<tr>
<td><em>Textbook:</em> Chapter 11, all</td>
<td></td>
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<tr>
<td><em>Supplemental readings:</em> none</td>
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</tr>
<tr>
<td><em>Lectures:</em> Why Parties; Political Parties over Time; Party Coalitions and Realignment</td>
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<tr>
<td><em>Assignments:</em> MyPoliSciLab (Video 11-1; Video 11-5; “Explore the Simulation: You are a Voter”), Unit 12 Discussion Board, Unit 12 Quiz</td>
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<table>
<thead>
<tr>
<th>Unit 13 Interest Groups</th>
<th>Monday 11/18</th>
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</thead>
<tbody>
<tr>
<td><em>Textbook:</em> Chapter 12, all</td>
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<tr>
<td><em>Supplemental readings:</em> Alexis de Tocqueville, “Political Associations in the United States”; Bachrach and Baratz, “Two Faces of Power”; Rauch, “The Hyperpluralism Trap”</td>
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</tr>
<tr>
<td><em>Lectures:</em> Pluralism; Critiques of Pluralism; Interest Strategies; Interest Group Recruitment</td>
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<tr>
<td><em>Assignments:</em> MyPoliSciLab (Video 12-1; Video 12-6; “Explore Interest Groups”), Unit 13 Discussion Board, Unit 13 Quiz</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 14 the Media</th>
<th>Monday 12/2</th>
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</thead>
<tbody>
<tr>
<td><em>Textbook:</em> Chapter 10, all</td>
<td></td>
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<tr>
<td><em>Supplemental readings:</em> none</td>
<td></td>
</tr>
<tr>
<td><em>Lectures:</em> the Media over Time; Powers and Limits of Media Influence over Politics; Media Bias</td>
<td></td>
</tr>
<tr>
<td><em>Assignments:</em> MyPoliSciLab (Video 10-1; Video 10-2; Video 10-3; Video 10-4; “Explore the Simulation: You are a Newspaper Editor”), Unit 14 Discussion Board, Unit 14 Quiz</td>
<td></td>
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</tbody>
</table>

**Fourth Exam** due Thursday 12/12, at noon
Description:
The goals of this course are to familiarize you with a variety of political institutions in other countries and to introduce you to theories and methods of the subfield of comparative politics. We will focus particularly on the post-Communist and Communist world (especially North Korea). We will explore case studies of Sudan, Israel, South Africa, Russia, Peru, Jamaica, and China.

Learning Outcomes:
Defining important concepts and identifying key institutions in comparative politics; comparing and analyzing these concepts and institutions across nine different countries (on five continents).

Resources:
Blackboard (log in with your Blazer ID through the “Quick Links” pull-down menu on UAB’s main page). Most of the material you will need to access for this class will be on the “Course Content” subpages.

Textbook:
Guy Delise’s “Pyongyang: A Journey in North Korea” is the only text you need to purchase, and it is available at the UAB Barnes & Noble bookstore. All other readings are electronic. Minimizing paper keeps down costs, both to you and to the environment.

Some readings and assigned documentaries are hyperlinked to this syllabus; kindly inform the instructor as soon as possible if you find a broken link. Many of the online readings are posted to the “AssignedReadings” folder on the “Course Content” page of Blackboard.

Requirements:
This course is worth 100 points. Questions on the exams will cover both lectures and the assigned reading; one does not serve as a substitute for the other. The dates of the exams are not subject to negotiation unless there is a documented medical emergency, death in the family, or a deployment of your unit to armed combat. If a student misses a midterm for a documented reason, the make-up midterm will be given during finals week.

Evaluation:
There will be three closed book exams consisting of short answer and multiple choice questions. One of these exams is your final. Each exam is worth 30 points, or a little less than a third of your class grade.
The remaining 10 points are based on in-class quizzes. One will be held each Friday at the start of class (sharp!) on the week’s readings / assigned viewings (unless there is an exam scheduled for that day). These quizzes will be worth one point each. At the end of the term, the instructor will keep only your ten highest quiz grades. In other words, you can miss a few quizzes without penalty. Therefore, no quiz make-ups will be given, even if you have a reasonable and documented excuse.

Classroom behavior:

- Asking questions is a key component of learning. However, asking questions that can be answered by reading this syllabus is a waste of everybody’s time (and gives the impression that you are not literate).
- Avoid monopolizing discussion time.
- Kindly refrain from using curse words and “hate speech,” as these are offensive to some students.
- Please turn off your cell phone ringer at the start of class.
- If you absolutely must come in late or leave early, please do so with as little noise and drama as possible.
- Texting has no place in this classroom. Students texting during class may be asked to leave.
- If you bring your laptop to class, please use it for class-related activities only. Students violating this policy may be asked to leave.

Absences:

- The instructor will usually pass around a sign-in sheet, but there are no “attendance” or “participation” grades. There is, however, an astonishing correlation between coming to class and doing well on the tests.
- If you miss a lecture, please consult another student in the class (not the instructor!) for notes.
- The only reason a student can take a make-up exam is if there is a documented medical or family emergency. In such cases, please notify the instructor as soon as possible (preferably before the exam). Students who simply do not appear for an exam will receive a zero for that exam. The instructor will give make-up midterms during the week of finals.

Academic integrity:

- All of the work that you submit should be prepared by you alone, for this class only. The UAB definitions of and policies on violations of academic integrity can be found on in your student handbook. A failing grade for the course is the penalty for cheating.

Disability:

- Any student who needs accommodation for a disability will receive it after the instructor receives the requisite electronic paperwork from UAB.

Course Schedule:

Students should begin the assigned reading or videos for the week before class on Monday, and should have completed it by Friday’s class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26 - 30</td>
<td>Introduction</td>
<td>Ch. 1 (&quot;The State and Authority&quot;) de Grazia; “North Korea UnderCover&quot; (BBC documentary, ½ hour);</td>
</tr>
</tbody>
</table>
Pyongyang, up to the full-page picture of the Great Leader (just after Richard loses his guide and has to walk home).

Sept. 4-6
(Sept. 2 is a UAB holiday) 
DPRK (North Korea)  
Finish Pyongyang  
Ch. 2 ("Law and Constitutionalism") de Grazia; "The Constitution and its Relationship to the Legislature" (UNDP); Ch. 6, ("The Political Party") de Grazia; "Impact of Electoral Design on the Legislature" (UNDP)  
"Internal Organization of the Legislative Branch" (UNDP)  
Ch. 6, ("The Political Party") de Grazia;  
"Internal Organization of the Legislative Branch" (UNDP)  
Ch. 6, ("The Political Party") de Grazia;  
"Internal Organization of the Legislative Branch" (UNDP)  
Legislatures  
Ch. 4 ("Executives and Chiefs of State") de Graza

Sept. 9-13
Constitutions, Elections & Parties  
Ch. 2 ("Law and Constitutionalism") de Grazia; "The Constitution and its Relationship to the Legislature" (UNDP); Ch. 6, ("The Political Party") de Grazia; "Impact of Electoral Design on the Legislature" (UNDP)  
"Internal Organization of the Legislative Branch" (UNDP)  
Ch. 6, ("The Political Party") de Grazia;  
"Internal Organization of the Legislative Branch" (UNDP)  
Ch. 6, ("The Political Party") de Grazia;  
"Internal Organization of the Legislative Branch" (UNDP)  
Legislatures  
Ch. 4 ("Executives and Chiefs of State") de Graza

Sept. 16-20  
Executives  
Ch. 4 ("Executives and Chiefs of State") de Graza

Sept. 23 & 25  
Ideology & Justice  
Communist Manifesto (just 1, 2, and 4; skip Ch. 3)  
Red Flag (BBC documentary, 1 hour); Russian Political, Economic, and Security Issues & US Interests (CRS) , pp. 1-44 (stop at the part on US relations);  
"Great Leap" (1 hour from "People’s Century" documentary series); Education, Education (1 hour from WhyPoverty.net); Understanding China’s Political System (CRS)  
The Birth of Israel (BBC, 50 mins); Israel, Background & US Relations (CRS)

Oct. 21-25
Israel
Sudan  
Sudan and South Sudan (CRS)
Nov. 1

**Nov. 4**  Exam II

Ch. 7 (“Pressure Groups”) de Graza; Ch. 8 (“Civil Conflict & War”) de Graza; Does Democracy Stifle Economic Growth? (Yasheng Huang, TED talks, under 20 minutes)

Nov. 6 – 8  Resistance & Change

“South Africa: Politics, Economy, and U.S. Relations” (CRS)

Nov. 11-15  South Africa

“People of the Shining Path”

Nov. 18 – 22  Peru

(41 minutes, by Dispatches) & CRS, “Peru in Brief”

“First Rasta” (1 hour from “Rice & Peas”); “Jamaica in the 1970s” (Parts I, II, and III); Trench Town (52 minutes, from Journeyman)

Dec. 2-6  Jamaica

Freedom in the World 2013

Dec. 3-7  Conclusions

(Freedom House); Joseph Kim & Hyeonsoe Lee on DPRK

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**Final Examination:**

Wednesday, December 11 10:45 AM
Fall 2013 E-mail: nzaharia@uab.edu
Office: 410 Heritage Hall
tel: 934-3482
Hours: 11-12:30 T and Th

Please PRINT this document for your files.

Email is the best way to get in touch with me. I make every effort to respond to questions in a timely fashion. This means I will respond to your questions within 24 hours during weekdays and 48 hours during weekends. The tel. is slower but it gives you a human voice to talk if you wish.

**Course Description:** The introductory course in international relations is designed to be a survey of the problems and practice of global cooperation and conflict.

**Course Objectives:** Students will learn about current global events, the processes of peace, and the reasons for global conflict. We'll look at power, ideology, conflict, international organizations, international political economy, etc. to learn about and understand the nature of today's interdependent global system. Students will acquire historical perspective and are expected to develop critical thinking skills.

**Learning Objectives**

► Organizing evidence in support of a hypothesis

► Understanding the assumptions and logic of theoretical perspectives in international relations

► Explaining and communicating political and economic data in a concise logical manner

► Using knowledge to understand global political trends

**Requirements:**

There will be four examinations: 1) September 20-21; 2) October 11-12; 3) November 1-2; and 4) December 8-9. Please note the above dates are Fridays and Saturdays **EXCEPT** for the last exam on December 8-9, which is on Sunday and Monday. The examinations (55 questions each) are available ONLY for 48 hours beginning on 12:01 am on Friday and ending on 11:59 pm on Saturday on the dates stated above. Please note you are allowed ONLY one (1) hour and forty-five (45) minutes to complete them. This must be done in a single sitting so please block off 1:45 hours of your time during any of the days listed above to take the exam. You have **three** tries to finish it. You may not save and go back to it. If for some reason your connection is dropped, you will start anew. You may not skip or take more than one test per sitting. Material on each exam is not comprehensive and includes only material you are asked to read on the syllabus **since** the last exam. Exam
questions will also include material we have covered on the quizzes. If you are not satisfied with your grade on
your first try, make another attempt. I will count your highest score.

Five quizzes (15 questions each) will be given on the following days: 1) September 6-7; 2) September
27-28; 3) October 18-19; 4) November 15-16; 5) November 22-23. Quizzes are available ONLY for 48 hours on
the days stated above. You have forty-five (45) minutes per quiz. You may not save and go back to it. If for
some reason your connection is dropped, you will start anew. You have three tries to finish it. You may not skip
or take more than one quiz per sitting. Material on each quiz includes only material you are asked to read on the
syllabus for that week. If you are not satisfied with your grade on your first try, make another attempt. I will
count your highest score.

Embedded in the cartridge you will find several interactive quizzes and essays. Note they will NOT
count toward your grade but you may take them at will for practice. Please do all or as many of the activities,
simulations, and other exercises in the course documents folder. They will help you understand the material
better; and of course don’t hesitate to ask me any questions.

Please note I will drop your lowest quiz grade from the class grade calculation (so only the highest
4 quiz grades will count).

In addition, there will be three discussion questions, which will make up your participation grade. The
first is simply an introductory question. The other two are on September 30-October 6 and on October 21-27.
The discussion questions are available the entire week of classes and are designed to elicit thoughtful responses
from you toward the question and the comments by your classmates. Grading criteria include thoughtfulness,
number of responses, and substantive participation (not merely yes or no).

Evaluation: You will be given a certain number of points for each assignment. Their sum at the end of the term
will constitute your final grade. Participation is based on quantitative and qualitative responses to the questions
posed by me in the discussion button. It is designed to help those who show interest and actively participate in
class. It’s not simply a matter of counting responses; it is also what you say that matters. I don’t mind if we
agree; I am interested in seeing well thought out, substantive engagement in class topics. Hence:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>55</td>
<td>A = 270+ points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>55</td>
<td>B = 240-269</td>
</tr>
<tr>
<td>Exam 3</td>
<td>55</td>
<td>C = 210-239</td>
</tr>
<tr>
<td>Exam 4</td>
<td>55</td>
<td>D = 180-209</td>
</tr>
<tr>
<td>4 out of 5 Quizzes (@ 15 points each)</td>
<td>60</td>
<td>F = 179-</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
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</tbody>
</table>

TOTAL 300 points

Required Text:


A Tentative Outline of Topics and Discussion Schedule
Week 1 Aug. 26: Why Study World Politics?  
(Introduction; Discussion, Chap. 1)

Week 2 Sep. 3: Historical Background  
(Chap. 2)  
*Quiz 1 [covers only chaps. 1-2]*

Week 3 Sep. 9: Units and Levels of Analysis  
(Chap. 3)

Week 4 Sep. 16: Nationalism  
(Chap. 4)  
*Test 1 [covers chaps. 1-4]*

Week 5 Sep. 23: Globalization  
(Chap. 5)  
*Quiz 2 [covers only chap. 5]*

Week 6 Sep. 30: Power  
(Discussion, Chap. 6)

Week 7 Oct. 7: International Organizations  
(Chap. 7)  
*Test 2 [covers only chaps. 5-7]*

Week 8 Oct. 14: International Law  
(Chap. 8)  
*Quiz 3 [covers only chap. 8]*

Week 9 Oct. 21: The Use of Force I  
(Discussion, Chap. 9)

Week 10 Oct. 28: The Use of Force II  
(Chap. 9)  
*Test 3 [covers only chaps. 8-9]*

Week 11 Nov. 4: International Political Economy I  
(Chap. 10)

Week 12 Nov. 11: International Political Economy II  
(Chap. 10)  
*Quiz 4 [covers only chap. 10]*

Week 13 Nov. 18: Development and Inequality  
(Chap. 11)  
*Quiz 5 [covers only chap. 11]*

Week 14 Dec. 2: Environment; Is the Nation-State Obsolete?
I am looking forward to working with you this term. Please do not hesitate to ask me any questions. Good luck!
1. COURSE INFORMATION: Political Science 221: State and Local Government
   1.1 Course Meeting Time: Online from January 6, 2014 to April 21, 2014
   1.2 Course Meeting Location: Blackboard Learn - https://cms.blazernet.uab.edu/cgi-bin/bb9login
   1.3 NOTE: The Course Instructor reserves the right to make changes to the Course Syllabus prior to or during the term. The Course Instructor will notify students, via email or Blackboard Announcement, when changes are made in the requirements and/or grading of the course.

2. LATE REGISTRATION - Students who register during the first week of the term, during late registration, will be one week behind. Students who fall into this category are expected to catch up with all of Week 1 work by the end of Week 2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar or academic adviser to discuss their options. Also note that late registration may mean you do not receive your textbook in time to make up the work you missed in Week 1. Not having your textbook on the first day of class is not an excuse for late work after the deadlines.

3. INSTRUCTOR INFORMATION
   3.1 Professor: Dr. Lewis
   3.2 Communication Through UAB Email - If you need to communicate one-on-one with the Course Instructor, please use the UAB email system. The Course Instructor’s email address is dralewis@uab.edu. Always place PSC 221-QL in the subject line.
   3.3 Communication Through Telephone - In an emergency you may call the Course Instructor at 205-934-8416.
   3.4 Dr. Lewis has regular email access.

4. COURSE DESCRIPTION
   4.1 This course is a study of local, county, municipal, and state government, its structure and functions, and powers and duties of officials and departments
   4.2 LEARNING OUTCOMES. The course introduces students to major institutions and policy issues in state and local government. Institutions include legislative bodies (state legislature, city councils, county commissions), the executive (governors and mayors), and the courts. Policy issues discussed include elections, the environment, gender, race and education. Students will understand the organization, structure, functions, and roles of state and local governments.

5. COURSE MATERIALS
   5.1 Required: Textbook and WebTutor Access Code (for Blackboard).
   5.3 You are required to have Internet access and the WebTutor Access Code to complete this course. The WebTutor Access Code is bundled with the textbook. Internet access is available on campus in a number of computer labs. Please contact Dr. Lewis if you have not located a campus computer to access the internet.
   5.4 Additional required readings and/or video clips may be posted on Blackboard Learn (e.g. articles, Websites, etc.) throughout the semester. This material will be included on examinations.

6. STUDENT EXPECTATION STATEMENT
   6.1 The Course Syllabus (which includes the Classroom Policies and Class Schedule) serves as a Contract by which the student must comply. An excuse of “not knowing” information covered in these documents is not an acceptable excuse for mistakes in this class.
   6.2 Students are expected to participate in scheduled assignments and learning activities. Completion of scheduled assignments will be used to monitor participation in the course. A student cannot receive credit for this course if s/he does not complete assignments or respond to email requests from the Course Instructor in a timely manner. Regular communication via email with the Course Instructor is expected.
   6.3 Students are expected to submit all assignments to the Course Instructor in Bb per the due dates and in their respective locations under the Assignments button. Assignments are not accepted in email.

**The instructor reserves the right to alter this syllabus.**

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6.4 Students are expected to submit completed assignments. Incomplete assignments will be subject to deduction in points. NOTE: Bb will not allow a student to return to an assignment once it is submitted. Therefore, the student must submit only completely completed assignments.

6.5 If extenuating circumstances (such as hospitalization or other serious events) prevent the student from completing the assignment by the deadline, the student is required to email the Course Instructor before the deadline on the assignment to discuss alternatives. If this communication does not occur, 5 points/day tardy will be deducted or the score of 0 for those assignments which are not accepted after their deadline. No assignment will be accepted after the last day of class.

6.6 Students are expected to read all sections in the Bb website for this course before beginning work on the assignments as well as to visit this site at least once every 24 hours.

6.7 Students are expected to check their UAB email daily and respond within 48 hours.

6.8 All students are required to obtain and use the UAB email address that is automatically assigned to them as UAB students. All official correspondence (including announcements, emails from Course Instructors and grades, etc.) will be sent ONLY to the @UAB.edu address. If you do not have an email account, please contact Office of Academic Computing and Technology at 934 7065.

6.9 All students are responsible for ensuring that the correct UAB email address is listed in Bb by the beginning of Week 1 as well as to ensure that their UAB email account is in proper working order during the entire time they are enrolled at UAB. Email is the only way the Course Instructor can, at least initially, communicate with students. It is the student’s responsibility to make sure a valid email address is provided. Failure on the student’s part to do so can result in the student missing important information that could affect their grade. Students are responsible for the information that is sent to their UAB email account. The Course Instructor will not accept emails sent from emails accounts other than UAB.

6.10 Students are expected to follow the instructions for each assignment. Instructions for each assignment can be found in the Course Syllabus well as on each assignment under the Assignments button in Bb. A deduction of 10 points will be applied to submitted assignments which do not comply with the instructions.

6.11 Students are expected to devote an average of 8 to 12 hours per week to the Course.

6.12 Students are expected to have a back-up plan in the event their computer has operational problems, there is loss of electricity, or there is loss of Internet access. It is highly advised that students not use mobile phones or devices (iPad, Tablets, etc) to complete assessments. These are not excuses for late or incomplete submission of assignments nor are they acceptable reasons for an assignment deadline extension. Most public libraries, school libraries, university libraries, etc. have computers with Internet access and are available for use by the public.

6.13 Students are expected to submit correct, complete assignments into Bb under the Assignments button in their assigned location. Once an assignment is submitted, it will be graded as is. Therefore, students are expected to triple check an assignment before submitting it. When a student submits an assignment, s/he is confirming it is complete, the correct assignment and correctly located. Bb will not allow a student to return to an assignment once it is submitted. Therefore, the student must submit only completely completed assignments.

6.14 Students are expected to participate in this course by following the Course Syllabus, Class Schedule, and any additional information provided by the Course Instructor.

6.15 Students are expected to remain active in the course via Bb through participation in the Discussion Board and submitting of assignments, all in a timely fashion. The Course Instructor will communicate on the Bb Announcement page, Discussion Board and/or via UAB email.

6.16 The student is expected to use the UAB email for one on one instructor student conferencing.

6.17 If a student realizes they submitted an assignment by mistake, they must email the Course Instructor prior to the deadline for the assignment AND prior to the assignment being graded and ask that it be deleted. If both requirements are not met, the assignment will be graded as submitted.

6.18 Students are expected to review their grades and comments on graded assignments within 72 hours after the assignment is graded. The Course Instructor does not use email to communicate grades or comments about graded assignments. Assessments are graded immediately upon submission. It is the student’s responsibility to review grades within 72 hours of submitting an assignment and email the Course Instructor within the same time period if a grade is not showing.

6.19 Students in this class will be expected to:

**The instructor reserves the right to alter this syllabus.**

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6.19.1 Speak and write Standard English
6.19.2 Work cooperatively with others
6.19.3 Possess independent reading and study skills at the upper university level
6.19.4 Possess basic computer skills
6.19.5 Possess the appropriate computer software and hardware necessary for successful participation in the class.

7. ONLINE COURSES AT THE UAB COLLEGE OF ARTS AND SCIENCES - All online courses at the UAB College of Arts and Sciences utilize Blackboard Learn 9.1. In every online course, students should read all information presented in the Blackboard course site and should check for updates at least every 24 hours.

8. PSC 221-QL COURSE REQUIREMENTS
8.1 This is a 3 hour course. You can expect to have at least 3 hours a week of “in-class” activities, such as viewing lectures, videos, etc., and at least another 3 hours per week “out of class” activities, such as course assignments. These activities are designed to provide the structure you need to master the course contents.
8.2 For this course, you will need to:
   8.2.1 View all lecture materials (PowerPoint lectures/video clips) on Blackboard.
   8.2.2 Read the complete textbook for this course.
   8.2.3 Complete all course assignments and assessments.
8.3 Examinations 525 points, Exam 1 (225 points), Exam 2 (300 points). Both Exams have 75 questions. Exam 1 questions are worth 3 points per question. Exam 2 questions are worth 4 points per question.
8.4 Exam One is due Saturday March 1st at 11:59 PM CST. Exam Two is due Monday, April 21st at 11:59 PM CST.
8.5 Fifteen (15) Online Chapter Quizzes (450 Points). Each quiz has 15 questions worth 2 point for a total of 30 points per quiz.
8.6 Discussion Question (DQ). 25 points. Your response should be between 50-100 words.

9. STUDENT/FACULTY INTERACTION
9.1 Interaction will take place via email, telephone (in case of emergency), Discussion Board and comments on graded assignments under the Assignments button in Blackboard.
9.2 The student will participate in this course by following the guidelines set forth in this Syllabus and any additional information provided by the Course Instructor.
9.3 Students are expected to remain active in the course via Bb through participation in the Discussion Board and submitting of assignments, all in a timely fashion.
9.4 The Course Instructor will communicate on the Blackboard Announcement page, Discussion Board, comments on graded assignments under the Assignments button in Blackboard, and/ or email.
9.5 Email will be used for one on one instructor student conferencing.
9.6 Blackboard will be used for student’s deliveries of assignments.
9.7 The Course Instructor will check emails daily and will respond to emails containing questions, comments, and concerns within 24 to 48 hours on weekdays and by the end of day on Monday following weekends.
9.8 The Course Instructor will check Blackboard daily and will respond to postings (weekly assignments, examinations, projects, etc.) within one week of receiving.
9.9 Comments on graded assignments will be posted with the graded assignment under the Assignments button in Blackboard. Students are expected to review their grades and comments on the assignment within 72 hours after the assignment grade is posted.

10. ATTENDANCE POLICY - In addition to interaction via Blackboard and email, students are required to contact the Course Instructor via email during the first week of the term to confirm participation in the class.
10.1 Although physical class meetings are not part of this course, participation in all learning activities is required. The class week begins on Sundays and ends on Saturdays, unless otherwise indicated. The policy will vary from instructor-to-instructor. Students are expected to check in to Bb at least twice a week. Failure to do so will result in a 5 point grade deduction from the final grade for every week the student fails to check in.

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11. TECHNOLOGY REQUIREMENTS - Students must have:

11.1 A UAB email account that you can access on a daily basis.
11.2 Email software capable of sending and receiving attached files.
11.3 Access to the Internet with a 56.9 kb modem or better.
11.4 A personal computer capable of running Netscape Navigator 7.0 or above, Internet Explorer 6.0 or above, or current versions of Firefox or Mozilla. Students who use older browser versions will have compatibility problems with Blackboard.
11.5 Microsoft PowerPoint software.
11.6 Virus protection software, installed and active, to prevent the spread of viruses via the Internet and email. It should be continually updated!

11.7 INTERNET ACCESS:

11.7.1 This is an online class. Students must have access to a working computer and access to the Internet. Students can use the UAB computer lab, a public library, etc. to insure they have access.
11.7.2 Not having a computer, computer problems, computer crashes, lose of Internet and/or lose of electricity are not acceptable excuses for late work, incomplete work or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.

12. TECHNICAL SUPPORT INFORMATION

12.1 If technical problems are experienced, contact the UAB HelpDesk at 996-5555.
12.2 For WebTutor Tech Support, visit http://support.cengage.com/Magellan/TechSupport/Login.aspx.

13. NON-HARASSMENT, HOSTILE CLASS ENVIRONMENT – The UAB College of Arts and Sciences expects students to follow the UAB Non-Academic Student Code of Conduct. Students should treat fellow students, their Course Instructors, other UAB faculty, and staff as adults and with respect. No form of a hostile environment or harassment will be tolerated by any student. Non-Academic misconduct may include, but is not limited to: disruption of the classroom environment, failure to comply with reasonable directions by university officials, verbal abuse or intimidation of any student or faculty member, harassment, or other behaviors that are inappropriate in an educational environment. Students not adhering to the Non-Academic Student Code of Conduct will face disciplinary action, which could result in receiving an “F” in this course and further action from university officials including dismissal from the University. Please refer to the Student Handbook.

13.1 It is against University Policy to carry firearms, ammunition, or dangerous weapons in buildings or other facilities of the University of Alabama at Birmingham at any time even if you have a gun permit. Please see http://www.uab.edu/handbook/f-policies-procedures/f-firearms.

14. EMAIL DECORUM: When communicating with Dr. Lewis, only use your Blazer email and please sign your name to the email and place the name of the course in the subject line; this will eliminate confusion! This also ensures a timely response to your email.

14.1 UAB recognizes email as an official communication method between faculty and students; therefore, if the instructor sends an email to the class with class-related instructions or additional class materials, it is the student’s responsibility to read the email. You will be held responsible for the contents of any email sent to you by Dr. Lewis. Further, students are urged to use their UAB emails or set up the appropriate mechanism for forwarding communications to an alternate address.

14.2 If you do not have a UAB email account, contact the Office of Academic Computing and Technology at 934-6075. The instructor is not responsible for emails that are misdirected.

15. HONESTY AND PLAGIARISM - The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Students in this online course must abide by the University’s Student Code of Conduct and the Honor Code. Students not adhering to the Student Code of Conduct or the Honor Code will face disciplinary action, which could result in receiving an “F” in this course. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation.

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16. **DISABILITY STATEMENT.** If you are registered with Disability Support Services (DSS), please email the instructor to discuss accommodations that may be necessary.

16.1 If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class.

17. **LIBRARY SUPPORT** - The Libraries at UAB provide access to materials and services that support the academic programs. The address of the UAB Library Website is [http://www.mhsl.uab.edu/](http://www.mhsl.uab.edu/). This site provides access to the resources of all Campus and Regional Libraries, as well as to resources such as the Library’s Catalog and Databases.

18. **COURSE AND INSTRUCTOR EVALUATIONS:** Students will participate in evaluations of the course and instructional methods, generally taking place at the end of the semester.

19. **COURSE COPYRIGHT**

19.1 Copyright law protects nearly all of the learning materials and resources used in this course and prohibit further distribution and dissemination of them. These materials and resources are provided solely for use by the students enrolled in this course, and those students are solely responsible for complying with copyright law.

19.2 Thus, reproduction, distribution, or publication (on-line or otherwise) of transcribed or taped versions of my lectures and materials is not permitted. Students may not download materials on the site to their desktops, laptops, or PDAs, or alter or distribute any materials on the course site, unless clearly directed to do so.

19.3 Failure to follow these guidelines may result in a failing grade for the class.

19.4 Further information about copyright law is available on the web from the United States Copyright Office [http://www.copyright.gov](http://www.copyright.gov).

20. **MAKE-UP WORK POLICY** - No make-up work for additional points will be given. Missing any part of this Course Schedule may prevent completion of the course.

20.1 If a student foresees difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, s/he must notify the Course Instructor prior to deadlines for assignments. Failure to do so will result in failure for an assignment and/or failure of the course. See Attendance.

20.2 If the Course Instructor has not heard from you by the deadline dates for assignments, examinations, or forums, deduction in points for tardy and/or incomplete work will occur or the score of 0 on those assignments which are not accepted late. No make-up work for additional points will be allowed.

20.3 Requests for extensions must be made in advance of deadlines and accompanied by appropriate written documentation (such as proof of hospitalization) if the excuse is to be acceptable to the Course Instructor. Computer problems and/or not having the textbook are not acceptable excuses. No assignment will be accepted after the last day of the term unless the student qualifies for an Incomplete Grade, has submitted necessary paperwork, and has been approved for an Incomplete Grade.

21. **INCOMPLETE GRADE POLICY** - Missing any part of the Course Schedule may prevent completion of the course. If circumstances prevent the student from completing the course by the end of the term, the student should complete a request for an Incomplete Grade. Note: A grade of Incomplete (INC) is not automatically assigned to students.

21.1 **I (incomplete)** is a temporary notation which is assigned at the discretion of the instructor, and only if the following three conditions are met.

21.1.1 The student, for nonacademic reasons beyond his or her control, is unable to complete course requirements.

21.1.2 The student is according to the instructor’s assessment, currently passing or has demonstrated the potential for passing the course.

21.1.3 The student has made arrangements with the instructor, prior to the grade submission deadline, for completing the course requirements.

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22. GRADING
22.1 Grading Scale: Total Points for the Class 1000. To obtain an A you must have 900 points, for a B you must have 800 points, for a C you must have 700 points, for a D you must have 650 points. There are no exceptions to this grading scale.

22.2 FA - Indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the Attendance section of this Course Syllabus for additional information.

22.3 Grades are not rounded. This means 799 points is a (C), 899 is a (B), etc. This applies to all grades including the final overall grade.

22.4 - All grades will be posted in the student’s individual Gradebook in Bb. Students are expected to review their grades in their Bb Gradebook at least twice a week.

22.5 - Students are expected to review graded assignments and Course Instructor’s comments, if any, on graded assignments within 72 hours after the grade posts. To review comments on graded assignments, the student is expected to go into Bb, click on the Assignments button, scroll to the assignment to be reviewed, and click on it. Students are expected to review their grades and comments on graded assignments within 72 hours after the grade posts.

22.6 - The Course Instructor does not use email to communicate scores on assignment or comments about the graded assignments. It is the student’s responsibility to review scores and comments on graded assignments as instructed above.

22.7 - The ! symbol in a grade block in the Gradebook indicates an assignment has not been graded.

22.8 - The padlock symbol indicates the student has locked the assignment and it cannot be accessed for grading. This will result in the score of 0.

22.9 - If the ! symbol, a padlock symbol nor a grade appears, then the student has not submitted the assignment.

22.10 - Assessments are graded immediately upon submission.

22.11 - Assignments or assessments emailed to the Course Instructor will not be graded.

22.12 - The final grade on all assessments are posted immediately after finishing the Examination UNLESS the student exceeded the time limit. If the time limit is exceeded the student will see an “!” in the grade space until the Course Instructor manually grades it. There will be a deduction of 5 points/minute over the time limit.

22.13 - Each assignment/assessment has its individual, designated space in Bb and must be submitted in its individual, designated space. Any assignment not submitted into its designated location will not be graded, which will result in the score of 0 for the assignment in which it was submitted.

22.14 - Assignments which are locked by the student and remain locked after the deadline for the assignment will be considered an absent assignment and earn the score of 0.

22.15 - Students should follow all instructions for assignments/assessments. Failure to follow all instructions for assignments/assessments will result in a deduction of fifteen points.

22.16 - Examinations must be taken within their designated timeframes. Examinations will not be accepted after the last day of their given time frame.

22.17 - Late assessments are not accepted. All assessments are due at 11:59 PM CST on the specified due date.

22.18 - Assessments will not be accepted after 11:59 PM (Central) on the last day of class. This means assignments submitted at 12:00 am or later on the morning after the last day of class will not be accepted and the score of 0 will apply.

22.19 - Empty assignment spaces under the Assignments button in Bb will receive the score of 0 after the last day of class.

22.20 - Students are expected to complete all of the assessments by the given deadlines.

22.21 - Additional assignments/extra work for extra credit will not be given. -Incomplete assignments will be subject to deduction in points.

22.22 - 11:59 PM (Central) is the cut-off time for all deadlines. -Assignment grading details can be found on assignments under the Assignments button in Blackboard (Bb) for this class.

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22.23 - A 5 point deduction per day after an assignment deadline will be applied to all assignments submitted into their designated locations, under the Assignments button, after their deadline. The exception is on the Examinations. These Examinations must be taken within their designated timeframes. Examinations will not be accepted after the last day of their given timeframe. Additionally, the discussions in the Discussion Board will not be accepted after the last day of the given week and will earn the score of 0 if the deadline is missed.

22.24 - Students must post requested information in the Group Discussion Board for each Discussion Question and engage in an active discussion at least ONCE for each given Discussion Question. Partial credit is not given on discussions.

22.25 - No credit will be given for participation in the discussions outside of the designated timeframe for each discussion in the Discussion Board or the Group Discussion Board.

22.26 - Late assignments are not accepted. Chapter quizzes are usually due on Saturdays at 11:59 PM on the specified due date.

22.27 - Exam Due Dates:

22.27.1 Exam One opens Wednesday, February 26th. Exam One is due March 1st at 11:59 PM CST.

22.27.2 Exam Two opens Monday, April 21st. Exam Two is due Wednesday, April 23rd at 11:59 PM CST.

22.28 - Discussion / Participation Due Dates:

22.28.1 Course Check in the Cyber Café and the Group Discussion Board is due Saturday, January 18th at 11:59 PM CST.

22.28.2 Group Discussion Participation is due Saturday February 8th at 11:59 PM CST.

22.28.3 Online Group Study Participation is due Saturday February 22nd at 11:59 PM CST.

22.28.4 Group Discussion Participation is due Saturday March 15th at 11:59 PM CST.

22.28.5 Online Group Study Participation is due Friday, April 18th at 11:59 PM CST.

23. Late Submission of Assignments - All assignments must be submitted in Bb within their designated locations by the deadlines outlined in the Class Schedule in order to qualify for maximum credit. Assignments received after the given deadline will be subject to an automatic deduction of 5 points/day late or the score of 0 for those assignments which are not accepted after their deadline. Examinations are not accepted after their deadlines. Discussion Board activities are not accepted after the end of the given week. No assignment will be accepted after the last day of class. No additional work will be given for extra credit. Assignments are not accepted in email.

23.1 Requests for extensions must be made in writing, via an email to the Course Instructor, in advance of deadlines and accompanied by appropriate written documentation (such as proof of hospitalization) if the excuse is to be acceptable to the Course Instructor. Computer problems, placing an assignment in an incorrect location, forgetting an assignment and/or not having the textbook are not acceptable excuses. No assignment will be accepted after the last day of the term unless the student qualifies for an Incomplete Grade, has submitted the necessary paperwork requesting an Incomplete Grade and has been approved by the Course Instructor for an Incomplete Grade.

23.2 Travel and/or work-related business do not quality for late submissions of assignments or grades of “Incomplete.” A regular and consistent pattern of course participation is an expectation of the online learning experience for instructors and learners.

24. Early Submission of Assignments – Please consult the Course Syllabus to see which assignments may be submitted early. Discussion Board (DB) activities MUST comply with the designated schedule. The purpose of the DB activities is to stimulate interaction between students and learning from classmates.

25. Early Alert System (EAS)

25.1 EAS is designed to help students be more successful academically at UAB. If you receive an email with EAS in the title, please open it, read it and take advantage of the support that UAB offers to all students.

25.2 UAB is committed to ensuring that students receive academic support and are aware of the resources available that will help assist them in successfully completing their degree program.

25.3 Early Alert will notify you if you are danger of failing the class after midterms.

26. Site Map for PSC 221-QL
26.1 - Announcements - This is the location for announcements from the Course Instructor. Please check this location daily.

26.2 - Course Information - The Course Syllabus for this course can be found in this location. Contact information and an introduction to the Course Instructor can be found here. This is the location for links to the UAB Library, APA, and other helpful links.

26.3 - Assignments – Assignments are listed and described in this location, and it is the location in which you are to submit your assignments. You will also find graded assignments and comments on graded assignment in this location. Chapter Quizzes and Examinations will be posted in this location during their designated time frames.

26.4 - Course Tools – You can send emails from this location, but you cannot receive them there. You will need to check your UAB email for received emails. Your GradeBook is also located here.

26.5 – Groups – In this section you will find your assigned group and group tools. You will also find online meeting tools under “Collaborate” for your groups to meet virtually to discuss the readings and to hold study sessions. It is strongly suggested that each group choose a group leader to help facilitate the online group discussions.

27. **Student Agreement** - Students are required to submit the following Student Agreement during Week 1 of class. Copy and paste the following statement into Blackboard (the box on the Bb) and submit it into its designated space under the Assignments button in Bb. 5 Points are earned for this assignment; 5 points will be deducted from your final overall grade if this statement is not submitted during Week 1.

27.1 **"I have read the Course Syllabus, Class Schedule and Classroom Polices and will comply with all of the information and requirements including the copyright policy and the policy on plagiarism. I have reviewed, noted and agree to the assignments, assigned deadlines and the policies regarding late work. I verify that I meet the following technology requirements on my computer: MS-Word and MS-PowerPoint. I promise to abide by the University Student Code of Conduct."**

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# COURSE SYLLABUS

State and Local Government (On-Line)

PSC 221 QL Spring 2014

## 28. COURSE OUTLINE and SCHEDULE for PSC 221-QL (subject to modification)

28.1 The course outline is below. It is a rough guideline to assist students in preparing for the course. It is important that students pace themselves in the course so they do not fall behind.

28.2 Some quizzes may be turned in before the deadline if you would like to work ahead.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings and Practice Quizzes</th>
<th>Assessments/Discussions (Under Assignments Tab/Group Discussion Board)</th>
<th>Points</th>
<th>Running Point Tally</th>
<th>Assignments Due At 11:59 PM Central Time</th>
</tr>
</thead>
</table>
| Week 1 1/6-1/11 | Ch. 1 Introduction to State and Local Pol. | 1. Review syllabus  
2. Obtain course textbook  
3. Read Ch. 1 and view lecture materials  
4. Complete tutorial exercises on Blackboard for Ch. 1 | Assessment : Ch. 1  
Assessment : Ch. 2  
Course Check In | 30     | 30  
5     | 60  
65    | 1/18 |
| Week 2 1/12-1/18 | Ch. 2 Federalism | 1. Read Ch. 2 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 2 | Assessment : Ch. 3 | 30     | 95     | 1/25 |
| Week 3 1/19-1/25 | Ch. 3 Participation, Elections and Representation | 1. Read Ch. 3 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 3 | Assessment : Ch. 4 | 30     | 125    | 2/1  |
| Week 4 1/26-2/1 | Ch. 4 State and Local Direct Democracy | 1. Read Ch. 4 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 4 | Assessment : Ch. 5  
Assessment : Ch. 6  
Group Discussion | 30     | 155    | 185   | 190   | 2/8   |
| Week 5 2/2-2/8 | Ch. 5 Political Parties  
Ch. 6 Interest Groups | 1. Read Ch. 5-6 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 5-6 | Assessment : Ch. 7 | 30     | 220    | 2/15 |
| Week 6 2/9-2/15 | Ch. 7 State Legislatures | 1. Read Ch. 7 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 7 | Assessment : Ch. 8  
Online Group Study | 30     | 5      | 250   | 255   | 2/22  |
| Week 7 2/16-2/22 | Ch. 8 Governors and the State Bureaucracy | 1. Read Ch. 8 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 8 | Assessment : Chapters 1-8 | 225    | 480    | 3/1 AT 11:59 PM CST |
| Week 8 2/23-3/1 | Ch. 1-8 | **REVIEW FOR EXAM #1 DUE AT 11:59 PM CST SATURDAY** | Assessment : Ch. 9 | 30     | 510    | 3/8  |
| Week 9 3/2-3/8 | Ch. 9 State Courts and the Criminal Just Sys | 1. Read Ch. 9 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 9 | | | | |

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| Week 10 3/9-3/15 | Ch. 10 Fiscal Policy | 1. Read Ch. 10 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 10 | Assessment : Ch. 10 Group Discussion | 30 | 5 | 540 | 545 | 3/15 |
|------------------|---------------------|-----------------------------------------------------------------|-----------------------------|-----|---|-----|-----|-----|
| Week 11 3/16-3/22 | Ch. 11 The Structure of Local Governments  
Ch. 12 Local Land Use Politics | 1. Read Ch. 11-12 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 11-12 | Assessment : Ch. 11  
Assessment : Ch. 12 | 30 | 30 | 575 | 605 | 3/22 |
| Week 12 3/23-3/29 | Spring Break | No Assignments | | | | | | |
| Week 13 3/30-4/5 | Ch. 13 Morality Policy | 1. Read Ch. 13 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 13 | Assessment : Ch.13 | 30 | 635 | 4/5 |
| Week 14 4/6-4/12 | Ch. 14 Social Welfare and Health Care Politics | 1. Read Ch. 14 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 14 | Assessment : Ch. 14 | 30 | 665 | 4/12 |
| Week 15 4/13-4/19 | Ch. 15 Education Policy | 1. Read Ch. 15 and view lecture materials  
2. Complete tutorial exercises on Blackboard for Ch. 15 | Assessment : Ch. 15 Online Group Study | 30 | 5 | 695 | 700 | *FRIDAY 4/18* |
| Week 16 4/20-4/23 | REVIEW FOR FINAL EXAM #2  
DUE AT 11:59 PM ON WEDNESDAY, APRIL 23RD | | Assessment Chapters 9-15 | 300 | 1000 | 4/23 |
Instructor: Martinique Waters, PhD, MA
Email: mperki2@uab.edu
*students should put PY 101 or Intro Psychology in the subject line
Office Hours: By Appointment
Phone: 205.934.3850 (Psychology Main Office)
Class Meeting Days and Time: Mondays 5pm-7:30pm
Room: Campbell Hall 405
Credit Hours: 3 Semester Hours-7M

I. Course Overview
This course is a survey of behavior with emphasis upon psychological processes. This course also includes the biological bases for behavior, thinking, emotion, motivation and the nature and development of personality.

II. Course Objectives
A. General
1. Understand the history of psychology.
2. Understand the how psychology evolved as a science.
3. Understand the various fields comprised in the discipline of psychology.
4. Understand the different perspectives to explain behavior.

B. Specific
1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
6. Recognize, understand, and respect the complexity of sociocultural and international diversity.
7. Develop insight into the student’s own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.
8. Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.
III. Course Content
This course is a combination of lectures, videos, discussion, in class and potentially out of class assignments. The multiple formats are useful to increasing students’ knowledge of course materials and discover how psychology is incorporated in everyday life. It is imperative that students come to class prepared and willing to actively and appropriately participate in discussions. Therefore assigned readings should be completed prior to class. Additionally, it is important for the student to check their UAB email account because the instructor will use that for all correspondence outside of class. Course materials (e.g. lecture power points and study guides) will be placed on Blackboard as course assistance. Students’ grades will also be placed on blackboard.

IV. Attendance
Students are expected to attend all classes for which they are registered. Students who are unable to attend class regularly, regardless of the reason or circumstance, should withdraw from that class before poor attendance interferes with the student’s ability to achieve the objectives required in the course. Withdrawal from class can affect eligibility for federal financial aid. The student (and/or their family) has paid to be here; therefore it is important to be present, try to learn all information, and be active participants.

V. Class Etiquette
It is imperative that students are respectful to their classmates and instructor. Please turn off cell phones and remove any ear buds during class. If using a laptop for note-taking, be mindful that active participation is still expected and students need to pay attention. Class discussions are welcomed; however, students must be mature and polite during discussions. As courtesy to the class, students are expected to refrain from any unnecessary or inappropriate talking during class. Students will be directed to leave the class if his/her behavior is deemed disruptive.

VI. Honor Code
The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior: ABETTING, CHEATING, PLAGIARISM, FABRICATION, and MISREPRESENTATION. Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student’s performance prior to withdrawal if the violation is substantiated.

VII. Americans with Disabilities
Any student with a disability that may need accommodations in order to successfully complete all requirements of this course should visit the Office of Disability Support Services, located in 9th Ave. Office Building Ste. 100, extension 4-4205 or at dss@uab.edu. This office is responsible for registering students and ensuring the University’s compliance with Section 504 of the Rehabilitation Act and the American with Disabilities Act. Once registered, this office will then inform faculty members of all courses in which the student is enrolled of the students status and the specific nature of any accommodations required. Any
student requiring such accommodation should discuss this with the course master and assure that the appropriate correspondence is sent from the Office of Disability Support Services.

VIII. Course Requirements

A. Textbook

B. Evaluation
Discussion prompting activities. There will be in-class activities given at random throughout the semester. Students must be present in order to participate if delivered as an in-class activity. **No one is allowed to make up in class activities;** however depending on the assignment, it may be assigned as homework. Any homework assignments are usually due the next class period, unless otherwise indicated by the instructor, and if late, it may be accepted with points deducted at the instructor’s discretion. The instructor will place homework information on Blackboard, but it is the students’ responsibility to find out any special details from a classmate. It is imperative that students try to attend all class sessions!

Exams. There will be four exams. Please refer to the course schedule to ensure that you are present and prepared for the exams. The exams will consist of 50 multiple choice questions. Students are required to bring number 2 pencils on the day of the exam because answers will be recorded on a scantron sheet. **There will be no make-up for the exams, but students’ lowest exam grade will be dropped.** Also, exam day is still a full class day. You will only have the first hour and 15 minutes to take the test, just like a regular 2 day a week course. The second half of the class, we will begin discussing the next chapter. Therefore, if you finish early, you may leave out and take a break but you should be back at start of the second half.

***Please note that I provide a study guide for the exams as a privilege not an obligation. It is in no way the only thing you need to study just as only reading over the powerpoints should not be the only way you study. It is strictly a “guide” to the main topics you should focus on. Unless there is a holiday, you will receive the study guide one week before the test.***

Extra Credit. Opportunities for extra credit will be given at the discretion of the instructor. It may be in the form of an activity during class, a take-home assignment, or Blackboard discussion. There are no make ups for extra credit activities!

Grade System

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 exams (with lowest dropped)</td>
<td>300</td>
</tr>
<tr>
<td>In class/Homework assignments</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>450 points</td>
</tr>
</tbody>
</table>

Grading Scale

- **A** = 90 – 100%
- **B** = 80 – 89%
- **C** = 70 – 79%
- **D** = 60 – 69%
- **F** = below 60%
**I cannot discuss grades via email or over the phone due to privacy laws. I will post announcements on Blackboard that thoroughly explain how to calculate your grade. After you have tried to calculate it yourself, if you still have any questions about your grade, you must talk to me in person.

**Dropping and Withdrawing**
The Office of the Registrar has set the last day to drop this course without paying full tuition and fees as January 13, 2014. The last day to withdraw from this course with a grade of “W” is March 31, 2014.

<table>
<thead>
<tr>
<th>Date</th>
<th>General Topic</th>
<th>Chapter</th>
<th>Exam</th>
</tr>
</thead>
</table>
| Monday Jan 6th     | I’m required to take this course, so what’s so special about it? | Introductions  
Syllabus Review  
Chapter 1: Introduction to Psychology |            |
| Monday Jan 13th    | Mind-Body Connection                                | Chapter 2: Biology                          |            |
| Monday Jan 20th    |                                                    | No Class-MLK Holiday                         |            |
| Monday Jan 27th    |                                                    | Chapter 3: Sensation & Perception            |            |
| Monday Feb 3rd     |                                                    | Chapter 4: Consciousness & study guide       |            |
| Monday Feb 10th    | Will this help me pass my test?                    | Chapters 1-4                                 | Exam 1     |
| Monday Feb 17th    |                                                    | Chapter 6: Memory                           |            |
| Monday Feb 24th    |                                                    | Chapter 7: Cognition & study guide           |            |
| Monday Mar 3rd     | I’m a product of my environment                     | Chapters 5-7                                 | Exam 2     |
| Monday Mar 10th    |                                                    | Chapter 9: Development & Motivation          |            |
| Monday Mar 17th    |                                                    | Chapter 11: Social                          | study guide|
| Monday Mar 24th    | Spring Break                                       | No Class                                    |            |
| Monday Mar 31st    |                                                    | Chapters 8-11                                | Exam 3     |
| Monday April 7th   | When things go wrong                                | Chapter 12: Health & Stress                 |            |
| Monday April 14th  |                                                    | Chapter 13: Personality                      | study guide|
| April 21st         | 7p-9:30p                                           | Chapters 12-15                               | Exam 4     |
Applying Ethical Criteria

Based on the studies below, determine which ethical criteria have been violated. Be sure to also think about how the study could be improved to make it more ethical.

Study 1:
Your boss mentions that he wants you and everyone else you work with to complete a personality questionnaire for the company. This would actually be a favor for him since it is his daughter who is conducting the study. She is a psychology graduate student at the university, so he would appreciate the help. You feel obligated, so you fill out the questionnaire and turn it over to your boss. He mentions that you will receive information about the study findings in the mail once the study is over.

Study 2:
As part of a research project for your psychology class, you want to find out the frequency of sexual activities in teenagers. You decide to go to the mall next Saturday to collect your data. You tell the teenagers you are conducting a study and ask them about their sexual practices.

Study 3:
You are a college student, and your psychology professor is conducting a study about students’ study habits. She hypothesizes that college students read and study very little. She wants to personally interview her students to determine their study habits. As a way to encourage you to participate, she will offer extra credit on the next test although she mentions there will be no other opportunities for extra credit. You have a borderline grade, so you agree to be interviewed.
Study 4:
You are led to believe that you are completing an online survey about dating. You are unaware that the information will be used as part of a study. While you are completing the questionnaire, you notice some very disturbing questions about acquaintance rape, and you feel uncomfortable giving your responses. A few weeks later, you are informed through an e-mail that the study was really about date rape and that the overall results would be posted on a website within a month.
Honors Introduction to Psychology  
PY 201-1C  
Fall 2013

Instructor: Dr. Maria Hopkins
Meeting Times: Mondays, Wednesdays & Fridays – 10:10 am -11:00 am
Meeting Location: CH 320
Office Hours: Wednesdays 11:10 am - 12:30 pm; or by appointment
Office Location: Campbell Hall 415
Phone: (205) 975-9456
Email: mhopkins@uab.edu

Course Objective:
Psychology 201 is an honors introductory course designed to introduce students to the major concepts, theories, and research findings in the field of psychology. Through reading, lectures, videos, and demonstrations, students will be exposed to the wide range of research issues addressed by psychologists, and hopefully will gain an appreciation of the importance of psychological research in its application to human life. The instructional format of the class will primarily rely on class discussion to amplify and enrich information from the required text and related readings.

This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis also will be placed on the application of psychology to diverse human endeavors.

An overriding course goal is to provide access to the way psychologists conduct science, communicate research findings, and apply psychological knowledge. Toward this goal, by the end of the course students will be able to:

1. Describe and define major psychological theories, theorists, principles, and concepts.
2. Become familiar with current scientific theory and research in the major topic areas of psychology.
3. Be able to locate, read and evaluate psychological resources.
4. Become familiar with the methodology of psychology and its limitations.
5. Discover the personal relevance of course material, including an understanding of the role of psychological forces in their lives and the lives of others, and an appreciation of the practical value of psychology.
6. Develop skills necessary to evaluate and think critically about information concerning psychological phenomena obtained from research, the general public, and the media.
7. Be well prepared for advanced study in psychology.

Course Requirements:
(1) **Tests.** There will be 4 tests given over the course of the semester. Tests will be administered in class, as marked on the syllabus, and will take the class time to complete. Three tests are non-cumulative, and cover textbook chapters and lectures as documented in the course schedule. Tests will consist of multiple choice and short essay questions and include material from the text, class assignments, and lecture. The final exam is cumulative. **Please bring a #2 pencil with you to class on test days.**
   a. No exams will be handed out to students who arrive more than 10 minutes late on exam dates.
   b. Make-up exams will not be given, except in the case of **extreme emergency** (i.e., medical emergency or family death), and if possible, should be arranged prior to missing the scheduled exam time. Be aware that I will require you to document the cause of any unforeseen rescheduling of exams.
   c. Make-up exams will be difficult and will only be given within a week of the exam date. It is the student’s responsibility to contact the instructor to set-up an appropriate time to take the exam.

(2) **Assignments.** Four assignments will be distributed throughout the semester. A brief description is indicated below. A handout will be provided to you for these assignments.
   1. **Observational Study:** You will be grouped with other students to design and conduct an observational field study. You will be asked to write a brief report of your experience.
   2. **McWane Science Center:** We will take a field trip to the science museum in Birmingham. You will explore various hand-on activities that relate to the Perception and Sensation chapter. You will write a reflection paper based on your experiences and answer a few questions from the visit.
   3. **Violating a Social Norm:** Choose a social norm to violate (nothing illegal, unethical, dangerous, or really offensive) and violate it a number of times in a variety of settings. Note the reactions of others as well as your own feelings.
   4. **Birmingham Civil Rights Institute:** You will be asked to attend the museum (520 16th St. North) and write a reflection paper based on your experience. Admission is free on Sundays (1-5 pm) and $4 on other days (10 am-5pm).

(3) **Research Paper.** As part of this course, you will be required to write a research paper on a topic related to psychology. You will present your findings to the class. A handout will be provided to you about this assignment. A short description of your paper topic is due on **October 4** (5 points). A detailed outline of your paper and copies of the final articles you plan to use as your sources are due on **November 1** (10 points). You will turn in your final paper and conduct the oral presentation on **December 2** (85 points).

(4) **Research Credit.** In order to pass this class, you must complete four (4) research credits. You can sign up for research credits through Sona. All the information you need to know about this is on the handout. Do not lose this! After you complete your research hours, you will receive your credits; and they will be visible to me through the online Sona system. You must complete this by the last day of class. This is not extra credit, and I will not give extra credit for more than four research credits. You can either participate in experiments or write one of the papers as described in the research credit packet. If you cannot attend research you signed up for, you must contact the researcher. **FAILURE TO COMPLETE THIS REQUIREMENT WILL RESULT IN AN INCOMPLETE FOR THE CLASS.** You will then need to complete your requirement during the next semester or the incomplete will turn into an F regardless of your academic standing.
Participation: Students are expected to contribute to class discussion of the issues raised in the readings. Active, thoughtful, and informed participation is a key condition for the vitality and success of this course, and is therefore, a basic requirement for all class members. Exams will cover material from the required text as well as material presented or discussed in class.

Course Grade:
Your final grade and course assignments will be graded on the following scale and the grades will be calculated according to the percentages below:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grading Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=600-540 points</td>
<td>Exams 4@100 points each</td>
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<tr>
<td>B=539-480 points</td>
<td>Research Paper 100 points</td>
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<tr>
<td>C=479-420 points</td>
<td>Assignments 4@25 points each</td>
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<tr>
<td>D=419-360 points</td>
<td>TOTAL 600 points</td>
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<td>F=&lt; 360 points</td>
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</table>

Dropping and Withdrawing:
The Office of the Registrar has set the last day to drop this course without paying full tuition and fees as September 3rd, 2013. The last day to withdraw from this course with a grade of “W” is October 25th, 2013.

Severe Weather:
In the event of severe weather, the official source for UAB closing is WBHM, 90.3 FM.

Academic Integrity Policy:
“The Department of Psychology considers academic dishonesty to be a very serious matter. Cheating devalues the honest efforts of other students, consumes enormous amounts of faculty and staff time, and is never justifiable. The undergraduate catalog presents the university’s policy on Academic Misconduct, which the Department scrupulously follows. Note that academic dishonesty can take various forms, including cheating on an exam, assisting someone else in cheating, and plagiarizing or presenting someone else’s written material as your own. The Department routinely uses sophisticated mathematical and computer-based techniques to detect cheating and plagiarism in its classes. Students may be asked to present evidence of independent scholarship or re-take an exam if cheating or plagiarism is suspected. In general, the Department of Psychology will seek the most severe penalty for acts of academic misconduct that are detected. First offenses typically result in an “F” in the course. Second offenses typically result in expulsion from the university. For further details, consult the catalog.”

Disability Related Accommodations:
If you are registered with Disability Support Services, please make an appointment with me as soon as possible to discuss accommodations that may be necessary. If you have a disability but have not contacted Disability Support Services, please call 934-4205 or visit DSS at 516 Hill University Center.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon</td>
<td>Aug 26</td>
<td>Introduction to Psychology</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>Wed</td>
<td>Aug 28</td>
<td>Psychological Research</td>
<td>Chapter 2</td>
<td></td>
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<td>Fri</td>
<td>Aug 30</td>
<td>Psychological Research</td>
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<td>2</td>
<td>Mon</td>
<td>Sep 2</td>
<td>Labor Day Holiday</td>
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<td></td>
<td>Wed</td>
<td>Sep 4</td>
<td>Neurons</td>
<td>Chapter 3</td>
<td>Assignment 1 Due</td>
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<tr>
<td></td>
<td>Fri</td>
<td>Sep 6</td>
<td>The Nervous System; Endocrine System</td>
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<tr>
<td>3</td>
<td>Mon</td>
<td>Sep 9</td>
<td>The Brain</td>
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<td>Assignment 1 Due</td>
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<tr>
<td></td>
<td>Wed</td>
<td>Sep 11</td>
<td>Sensation</td>
<td>Chapter 4</td>
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<td>Sep 13</td>
<td>Perception</td>
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<td>4</td>
<td>Mon</td>
<td>Sep 16</td>
<td>McWane Science Center</td>
<td>Chapter 5</td>
<td>Assignment 2 Due</td>
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<td>Wed</td>
<td>Sep 18</td>
<td>Sleep &amp; Dreams; Hypnosis and Meditation</td>
<td></td>
<td>Research Topic Due</td>
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<td></td>
<td>Fri</td>
<td>Sep 20</td>
<td>Drug Use</td>
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<td>5</td>
<td>Mon</td>
<td>Sep 23</td>
<td>Exam 1</td>
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<td>Wed</td>
<td>Sep 25</td>
<td>Classical Conditioning</td>
<td>Chapter 6</td>
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<td>Fri</td>
<td>Sep 27</td>
<td>Operant Conditioning</td>
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<td>Mon</td>
<td>Sep 30</td>
<td>The Foundations of Memory</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td>Wed</td>
<td>Oct 2</td>
<td>Recalling Long-Term Memories</td>
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<td></td>
<td>Fri</td>
<td>Oct 4</td>
<td>Forgetting: When Memory Fails</td>
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<td>Oct 7</td>
<td>Thinking, Reasoning and Problem Solving</td>
<td>Chapter 8-9</td>
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<td></td>
<td>Wed</td>
<td>Oct 9</td>
<td>Language</td>
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<td></td>
<td>Fri</td>
<td>Oct 11</td>
<td>Intelligence</td>
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<td>8</td>
<td>Mon</td>
<td>Oct 14</td>
<td>Normal Versus Abnormal</td>
<td>Chapter 15</td>
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<td></td>
<td>Wed</td>
<td>Oct 16</td>
<td>The Major Psychological Disorders</td>
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<td></td>
<td>Fri</td>
<td>Oct 18</td>
<td>Psychological Disorders in Perspective</td>
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<td>Mon</td>
<td>Oct 21</td>
<td>Exam 2</td>
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<td>Assignment 3 Due</td>
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<tr>
<td></td>
<td>Wed</td>
<td>Oct 23</td>
<td>Psychotherapy</td>
<td>Chapter 16</td>
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<td>Fri</td>
<td>Oct 25</td>
<td>Biomedical Therapy</td>
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<td>Mon</td>
<td>Oct 28</td>
<td>Gender and Sex</td>
<td>Chapter 11</td>
<td>Research Outline</td>
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<td>Wed</td>
<td>Oct 30</td>
<td>Understanding Human Sexual Response</td>
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<td></td>
<td>Fri</td>
<td>Nov 1</td>
<td>The Diversity of Sexual Behavior</td>
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<td>11</td>
<td>Mon</td>
<td>Nov 4</td>
<td>Nature and Nurture, Prenatal Development</td>
<td>Chapter 12</td>
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<td></td>
<td>Wed</td>
<td>Nov 6</td>
<td>Infancy and Childhood</td>
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<td>Fri</td>
<td>Nov 8</td>
<td>Adolescence and Adulthood</td>
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<td>12</td>
<td>Mon</td>
<td>Nov 11</td>
<td>Attitudes and Social Cognition</td>
<td>Chapter 17</td>
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<td>Wed</td>
<td>Nov 13</td>
<td>Social Influence</td>
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<td>Fri</td>
<td>Nov 15</td>
<td>Prejudice and Discrimination</td>
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<td>13</td>
<td>Mon</td>
<td>Nov 18</td>
<td>Positive and Negative Social Behavior</td>
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<td>Wed</td>
<td>Nov 20</td>
<td>Birmingham Civil Rights Institute</td>
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<td>Fri</td>
<td>Nov 22</td>
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<td>14</td>
<td>Mon</td>
<td>Nov 25</td>
<td>Thanksgiving Break</td>
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<tr>
<td>15</td>
<td>Mon</td>
<td>Dec 2</td>
<td>Presentations</td>
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<td>Wed</td>
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<td>Fri</td>
<td>Dec 6</td>
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<tr>
<td>16</td>
<td>Fri</td>
<td>Dec 13</td>
<td>Final Exam 8:00-10:30 am</td>
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</table>
Developmental Psychology
PY 212 1F, Spring 2014
1:25-2:15p
Monday, Wednesday, Friday
Campbell Hall 405

Instructor: Dr. Angela G. Rothrock
E-mail: arothrock@uab.edu
Office Phone: (205) 975-6649
Office Hours: By appointment
Office Location: Community Health Services Building, 933 19th Street South, Suite 218S
Teaching Assistant: Daniele Lorch
TA’s Email: dlorch@uab.edu
Blackboard: http://www.uab.edu/bblearn/
Required Textbook: Option 1: Hard Copy plus Access Code
Option 2: E-Text plus Access Code ($75)
• http://www.mypearsonstore.com/bookstore/new-mydevelopmentlab-with-pearson-etext-instant-access-9780205967544
Technical support:
Blackboard -- AskIT@uab.edu; 205-996-5555
MyDevelopmentLab/MyVirtualLife -- http://247pearsoned.custhelp.com/app/answers/detail/a_id/10555
Prerequisite:
PY 101

Catalog Description:
Human development from prenatal period to old age. Genetic and environmental determinants of behavior. Language, cognition, personality, social and emotional behavior, intelligence, and physical and sexual development. Applied areas include child rearing, childhood psychoses, and child abuse. This course fulfills the QEP requirements in Ethics and Civil Responsibility (ECR).

Course Objective:
This course examines change throughout the lifespan in social relationships, emotional functioning, language, cognition, and other psychological domains. The student is introduced to major theories of development, and learns about the interaction of social and cognitive factors in development. This course explores the interaction of the developing person with the environment, along with individual and cross-cultural differences in patterns of development, as well as research issues in developmental psychology. Students are expected to integrate their personal experiences, knowledge of psychology, and their observations of human development with the content of this course.

Course Structure:
This course will meet from 1:25p-2:15p each Monday, Wednesday, and Friday in Campbell Hall 405. The course content includes readings from the primary text (Berk) as well as simulations and online activities from MyDevelopmentLab and MyVirtualLife to extend your learning and enhance your experience in the course.

Student Expectations:
- The Course Syllabus (which includes the Classroom Policies and Class Schedule) serves as a Contract by which the student must comply. **There is a required online exam to ensure you have reviewed the syllabus. You must complete the syllabus exam before any other course points can be earned.**
- Students are expected to devote time to the lectures, assignments, readings, and projects associated with this class.
• Students are expected to check their UAB e-mail daily and respond within 48 hours. All official correspondence will be sent ONLY to the @UAB.edu address.
• Students are expected to have a back-up plan in the event their computer has operational problems, there is loss of electricity, or there is loss of Internet access. These are not an excuse for late or incomplete submission of assignments nor are they acceptable reasons for an assignment deadline extension. Most public libraries, school libraries, university libraries, etc. have computers with Internet access and are available for use by the public.
• Students in this class will be expected to:
  o Speak and write Standard English
  o Work cooperatively with others
  o Possess independent reading and study skills at the university level
  o Possess basic computer skills
  o Possess the appropriate computer software and hardware necessary for successful participation in the class.

Technology Requirements:
Students must have:
• A UAB e-mail account that you can access on a daily basis.
• E-mail software capable of sending and receiving attached files. Please do not send any zip files.
• Access to the Internet with a 1.0 mb per sec modem or better (DSL or Cable).
• A personal computer capable of running Blackboard, MyDevelopmentLab, and MyVirtualLife. Technical Support numbers are listed at the top of the syllabus.
• Microsoft Word software. (The Course Instructor cannot grade anything she cannot open. This means NO MS-Works, NO Wordpad, NO Wordperfect, NO pdf, NO wps, NO html, etc).
• Virus protection software, installed and active, to prevent the spread of viruses via the Internet and email. It should be continually updated!
• Internet Access:
  o Students must have access to a working computer and access to the Internet. Students can use the UAB computer lab, a public library, etc. to insure they have access.
  o Not having a computer, computer problems, computer crashes, loss of Internet and/or lose of electricity are not acceptable excuses for late work, incomplete work or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.

MyDevelopmentLab and MyVirtualLife
We will be using MyDevelopmentLab and MyVirtualLife extensively, thus the need to purchase the access codes to accompany the textbook. The first time you try to access ANY Pearson content in your Bb course, you will be asked for the access code that came with your book. You will need to register for the Pearson MyDevelopmentLab first and then register for MyVirtualLife.

When you click on MyVirtualLife in the Bb course, you will automatically access the program. However you still need to join our class in MyVirtualLife. This is a one-time process, and you must use the ClassID I am providing you (#2974) to join the class. Once you do this you will be linked to MyVirtualLife gradebook so I can see your progress. If you do not enter #2974 as you register for MyVirtualLife your work will not be visible to me and you will not receive any grades for your work.

Turnitin:
UAB reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UAB, students agree to have course documents submitted to www.Turnitin.com or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com’s restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.
Course Requirements:

(1) Syllabus Exam
The Syllabus Exam does not have a point amount associated with it, however, you must complete the online syllabus exam in order to be able to earn any future course points.

(2) Section Exams (300 points total – lowest section exam score will be dropped)
There will be 4 exams given over the course of the semester. The section exams consist of 50 multiple choice questions, and include material from the text, class assignments, and lecture. Exams are worth 100 points each. You are responsible for all information from the lectures, videos, group discussions, and readings, including material in the book that is not covered in class. Please bring a #2 pencil with you on test days.

Exams will be given only on the day listed on the schedule. Make-up exams will not be given – instead your lowest exam score will be dropped.

(3) MyVirtualLife simulation

- Age birth to 18 (100 points total)
  In order to assist you in understanding textbook reading you are required to raise a virtual child and respond to questions that will appear in dialogue boxes within the program at critical periods of the child’s life. Three questions will appear for the infancy and toddlerhood periods, early childhood, middle childhood and adolescent periods. You will need to respond to all three questions at each period in order to move on in the program. Your scores will appear in the grade book for the Pearson MyVirtualLife program and they will be transferred to the Bb grade book. (As a reminder, if you do not enter #2974 as you register for MyVirtualLife you work will not be visible to me and you will not receive any grades for your work) (4 age periods X 25 pts. = 100 Total pts.)

- Age 18 to end-of-life (100 points total)
  As a result of responding to questions related to experiences provided to you by this simulation program, when you advance through young adulthood, middle adulthood, and later adulthood, 3 statements will be produced (i.e., each one will be produced at the end of each life stage). You will be required to post a personal reflection of your life as yielded at each of the three stages (young, middle, and later) of the lifespan to your group’s discussion board (3 total personal reflection posts). (3 Personal Reflection Posts/ 1 Response x 25 pts. = 100 Total pts.)

  o Discussion Board Contributions. In order to enrich your learning in the course, you will be required to participate in three discussion board topics. You will be assigned to a team of other students in the class. Although you will post individually, you will be able to see the posts given by the other members of your team. You will also be able to react to each other’s answers (elaborate, agree/disagree, etc.)

  ▪ Discussions (75 points): After completing each stage of adulthood in MyVirtualLife, you will be required to post a personal reflection of your life to your group’s discussion board. Please note that there are no right or wrong answers to these discussion board posts. Please make sure to cite content from your textbook and readings in your reflective posts. Basic requirements include a minimum length of at least 300 words in length PER post for each stage of adulthood. Contributions below this length will receive 0 points automatically-- NO EXCEPTIONS.

  ▪ Responses (25 points): In addition to posting your personal snapshot of your MyVirtualLife to the discussion questions, you are also required to respond to at least one other student's posting, either agreeing with the comments or expressing an alternate opinion in 1-2 paragraphs. Try to respond to postings which haven’t already been responded to, or which have fewer responses. Please do not respond to a classmate by only saying, “I agree with your post, great job!” You need to elaborate as to “why” you agree or disagree and try to support your response/feedback with references as well. The discussions are designed to
help you clarify your thinking and compare your opinions to those of others. Any opinion, backed by solid research, lends itself to a stronger position.

- When posting your answer and your responses to other students’ answers, be sure to use correct grammar, punctuation and syntax. All posts should be checked for spelling and grammatical errors before posting them. Remember that you are communicating with others and correct English usage is critical because you are expecting others to understand what you are saying. It would be helpful to type out your answer/response, spell and grammar check, and then proofread once more before posting. Improper grammar, punctuation, and/or syntax will reduce your grade.
- Also be aware that derogatory comments, bad language, and rudeness will not be tolerated. Disagreement is fine and open discussion is encouraged, as long as it is done with respect and tact. **Postings which are derogatory in nature will be immediately removed and your grade will be significantly reduced.**

(4) **Class Participation (50 points)**

i-Clickers are remote responders that allow you to answer in-class questions. Each clicker has a unique signal that will be registered to you. You must use your own clicker. Bringing someone else’s clicker to class and using it in their name, or giving your clicker to someone else to use in your name is considered academic dishonesty and will be treated accordingly. Bringing and using your i-Clicker will be part of most if not all lectures. **Students who do not bring their clicker during these activities WILL NOT get credit.**

- **Participation:** During most lectures, occasional polls will be conducted to get your opinion or to gauge whether you understood a topic presented in class. Your participation is recorded via the clicker ID number and will count towards **50 points** of your term grade. At the end of the term the total number of classes where you responded by using your clicker will be divided by the total number of classes where the clicker response was required. This fraction will then be multiplied by 50 to get your point score.
- **Registering your clicker:** You will need to register your clicker online before Sunday, January 19, 2014. You must have come to class at least once and voted on at least one question, in order to complete this registration properly. Once you have voted on a question in my class, complete the following steps: Please use your clicker to participate even if you have not registered it; registration is effective retroactively. Instructions for registration are as follows:
  - Go to www.iclicker.com/registration
  - Enter your first and last name in the appropriate fields as it appears in UAB records (e.g., if your name is Mary Beth Jones, but you go by “Beth”, you must still list your name as “Mary Jones”).
  - In “Student ID” type your UAB Banner ID (e.g., B0010101010).
  - In “Clicker ID” put the series of numbers and/or letters found at the bottom of the back of your clicker.

(5) **Final Exam (100 points total)**

The final exam will be given only on **Friday, April 25, 2014 at 10:45a.** The final exam will cover all course material. The final exam cannot be moved, regardless of the reason, without University approval.

**Extra Credit:**
Opportunities for extra credit may be posted at random times, so make sure that you check any announcements in Blackboard to complete these. The opportunities will only be available during a limited time to make sure that students are active in Blackboard.

**Course Grade:**
Your final grade and course assignments will be graded on the following scale and the grades will be calculated according to the points below:

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Exams</td>
<td>3 @100 points each (300 points)</td>
</tr>
<tr>
<td>MyVirtualLife (birth-18)</td>
<td>4 age periods @ 25 points each (100 points)</td>
</tr>
<tr>
<td>MyVirtualLife (18-death)</td>
<td>3 reflections @ 25 points each (75 points)</td>
</tr>
<tr>
<td></td>
<td>1 response @ 25 points (25 points)</td>
</tr>
</tbody>
</table>
Class Participation  i-clicker responses  (50 points)
Final Exam  1 @ 100 points  (100 points)
**TOTAL** 650 points

**Grading Scale**
A = 582 - 650
B = 517 - 581
C = 452 - 516
D = 387 - 451
F = <387

- All grades will be rounded using the traditional rounding system, rounding up at .5 and above and rounding down at .4 and below.
- All grades will be posted in the student’s individual Gradebook in Bb. Students are expected to review their grades in their Bb Gradebook.
- If a student objects with a grade, they must submit the complaint in writing, along with supporting evidence or arguments, to the instructor within one week of the date that the instructor first posted the grade on Blackboard.
- If extenuating circumstances (such as hospitalization or other serious events) prevent the student from completing the assignment by the deadline, the student is required to e-mail the Course Instructor before the deadline on the assignment to discuss alternatives. If this communication does not occur, 10% of the total points available for that assignment will be deducted each day. No points may be earned 10 days or more past the deadline of an assignment.

**Dropping and Withdrawing:**
The Office of the Registrar has set the last day to drop this course without paying full tuition and fees as January 13, 2014. The last day to withdraw from this course with a grade of “W” is March 31, 2014.

**Disability Related Accommodations:**
If you are registered with Disability Support Services, please make an appointment with me as soon as possible to discuss accommodations that may be necessary. If you have a disability but have not contacted Disability Support Services, please call (205) 934-4205 or visit DSS at 516 Hill University Center.

**Academic Integrity Policy:**
“The Department of Psychology considers academic dishonesty to be a very serious matter. Cheating devalues the honest efforts of other students, consumes enormous amounts of faculty and staff time, and is never justifiable. The undergraduate catalog presents the university’s policy on Academic Misconduct, which the Department scrupulously follows. Note that academic dishonesty can take various forms, including cheating on an exam, assisting someone else in cheating, and plagiarizing or presenting someone else’s written material as your own. The Department routinely uses sophisticated mathematical and computer-based techniques to detect cheating and plagiarism in its classes. Students may be asked to present evidence of independent scholarship or re-take an exam if cheating or plagiarism is suspected. In general, the Department of Psychology will seek the most severe penalty for acts of academic misconduct that are detected. First offenses typically result in an “F” in the course. Second offenses typically result in expulsion from the university. For further details, consult the catalog.”

**Class Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic</th>
<th>Readings</th>
<th>Dates for Assignment/Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 6th – 10th</td>
<td>History, Theory and Research Strategies</td>
<td>Chapter 1</td>
<td>Completion of the Syllabus exam in Blackboard is due by 11:59p on 1/12/14</td>
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<tr>
<td>2</td>
<td>Jan 13th – 17th</td>
<td>Foundations of Development</td>
<td>Chapters 2, 3</td>
<td>Register iclicker by 1/19/14</td>
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<tr>
<td>3</td>
<td>Jan 20th –</td>
<td>Infancy</td>
<td>Chapters</td>
<td>Section Exam 1 (Chapters 1-4) on 1/24/14</td>
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<td>Date Range</td>
<td>Topic</td>
<td>Chapters</td>
<td>Notes</td>
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</tr>
<tr>
<td>24th - 31st</td>
<td>UAB is closed on 1/20/14</td>
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<tr>
<td>4</td>
<td>Jan 27th – 31st</td>
<td>Infancy and Toddlerhood</td>
<td>Chapters 4, 5, 6</td>
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<tr>
<td>5</td>
<td>Feb 3rd – 7th</td>
<td>Toddlerhood</td>
<td>Chapters 4, 5, 6           • MyVirtualLife responses for “Infancy and Toddlerhood” must be completed by 11:59p on 2/7/14</td>
<td></td>
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<tr>
<td>6</td>
<td>Feb 10th – 14th</td>
<td>Early Childhood</td>
<td>Chapters 7, 8            • MyVirtualLife responses for “Early Childhood” must be completed by 11:59p on 2/14/14</td>
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<tr>
<td>7</td>
<td>Feb 17th – 21st</td>
<td>Middle Childhood</td>
<td>Chapters 9, 10       • Section Exam 2 (Chapters 5-8) on 2/17/14 – PLEASE NOTE THE MONDAY EXAM DAY • MyVirtualLife responses for “Middle Childhood” must be completed by 11:59p on 2/21/14</td>
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<tr>
<td>8</td>
<td>Feb 24th – 28th</td>
<td>Adolescence: Part 1</td>
<td>Chapters 11, 12</td>
<td></td>
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<tr>
<td>9</td>
<td>March 3rd – 7th</td>
<td>Adolescence: Part 2</td>
<td>Chapters 11, 12         • Section Exam 3 (Chapters 9-12) on 3/7/14 • MyVirtualLife responses for “Adolescence” must be completed by 11:59p on 3/9/14</td>
<td></td>
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<tr>
<td>10</td>
<td>March 10th – 14th</td>
<td>Early Adulthood</td>
<td>Chapters 13, 14</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 17th – 21st</td>
<td>Early and Middle Adulthood</td>
<td>Chapters 13-16</td>
<td>• MyVirtualLife for “Young Adulthood” personal reflection post on your group’s Discussion Board must be completed by 11:59p on 3/23/14</td>
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<tr>
<td>12</td>
<td>March 24th – 28th</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>13</td>
<td>March 31st – April 4th</td>
<td>Middle Adulthood</td>
<td>Chapters 15, 16       • Section Exam 4 (Chapters 13 – 16) on 4/4/14 • MyVirtualLife for “Middle Adulthood” personal reflection post on your group’s Discussion Board must be completed by 11:59p on 4/6/14</td>
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<tr>
<td>14</td>
<td>April 7th – 11th</td>
<td>Late Adulthood</td>
<td>Chapters 17, 18            • MyVirtualLife for “Later Adulthood” personal reflection post on your group’s Discussion Board must be completed by 11:59p on 4/13/14</td>
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<tr>
<td>15</td>
<td>April 14th – 18th</td>
<td>The End of Life</td>
<td>Chapter 19               • Discussion Board Response to at least one other group member’s personal reflection post must be completed by 11:59p on 4/16/14</td>
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<tr>
<td>Final Exam</td>
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<td>April 25, 2014 --- 10:45a-1:15p</td>
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Due Dates at a Glance:

<table>
<thead>
<tr>
<th>Assignment/Exam</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Exam</td>
<td>1/12/14</td>
</tr>
<tr>
<td>Section Exams</td>
<td></td>
</tr>
<tr>
<td>Exam #1</td>
<td>1/24/14</td>
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<tr>
<td>Exam #2</td>
<td>2/17/14</td>
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<tr>
<td>Exam #3</td>
<td>3/7/14</td>
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<tr>
<td>Exam #4</td>
<td>4/4/14</td>
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<tr>
<td>My VirtualLife (birth-18)</td>
<td></td>
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<tr>
<td>Infancy and Toddlerhood</td>
<td>2/7/14</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>2/14/14</td>
</tr>
<tr>
<td>Topic</td>
<td>Dates</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Middle Childhood</td>
<td>2/21/14</td>
</tr>
<tr>
<td>Adolescence</td>
<td>3/9/14</td>
</tr>
<tr>
<td>My VirtualLife (18-death)</td>
<td></td>
</tr>
<tr>
<td>Young Adulthood post</td>
<td>3/23/14</td>
</tr>
<tr>
<td>Middle Adulthood post</td>
<td>4/6/14</td>
</tr>
<tr>
<td>Later Adulthood post</td>
<td>4/13/14</td>
</tr>
<tr>
<td>Response post</td>
<td>4/16/14</td>
</tr>
<tr>
<td>Final Exam</td>
<td>4/25/14</td>
</tr>
</tbody>
</table>
Syllabus
SOC 100-1G, Introduction to Sociology
Fall 2013
MWF 2:30 pm – 3:20 pm

Instructor: Harry Hamilton, Ph.D.
Office: 460-J Heritage Hall
Office Hours: MWF 1:30 pm – 2:30 pm, TTh 2:00 pm – 3:30 pm, or by appointment
Phone: (205) 934-3322
Email: hhamilton@uab.edu


Clickers: We will be using the i>clicker in this course. They are available at the bookstore. UAB has adopted the i>clicker, so you may use this same clicker in other classes, both this semester and in the future.

Course Purpose and Objectives:
The intent of this course is to enable students to understand the meaning of sociology and to apply sociological concepts to everyday life. It will introduce the student to the “sociological imagination” and offer a new perspective for understanding one’s social world. At the completion of this course one should be able to:

- Define sociology and articulate the meaning and significance of the “sociological imagination.”
- Place the development of sociology in historical context.
- Demonstrate an understanding of and appreciation for a global perspective.
- Compare the major theoretical perspectives in sociology, both historical and current.
- Identify the importance of sociology as a tool in understanding the world around us.
- Define science and discuss sociology’s status as a science.
- Identify the stages of social scientific research.
- Contrast the various research methods employed by sociologists.
- Identify common ethical issues in sociological research.
- Understand the meaning and importance of culture.
- Contrast cultural relativity and ethnocentrism.
- Trace the evolution of culture and society from the beginnings of the human experience to the present.
- Define socialization and identify the various agents and stages of socialization.
- Explain the impact of modern communications technology on everyday interactions.
- Define “impression management” and ethnomethodology.
- Identify the various components of social structure, from small groups to formal bureaucracies.
- Define deviance, understand its relative nature, identify various means of social control, compare theories of deviance, identify the correlates of crime, recall current crime data, and contrast the opposing views regarding punishment as deterrence.
- Define social stratification and social class.
- Identify various systems and theories of stratification.
- Describe the social class structure in the U.S.
• Relate current income and social differences among countries.
• Distinguish between sex and gender, identify current social conditions of women nationally and internationally, and contrast nature vs. nurture arguments regarding gender differences.
• Distinguish between race and ethnicity, explain how race is a social construction, and trace the history of and identify current conditions of major US minority groups.
• Identify current aging patterns in the U.S. and around the world.
• Articulate theories of aging.
• Discuss economic and political issues related to aging.
• Define politics as an institution and democracy as a type government.
• Identify political and social movements across the globe.
• Contrast terrorism and war.
• Describe the social significance and organization of work.
• Recount the changing nature of work.
• Trace the history of the family and explain changes in patterns in the U.S. and around the world.
• Define the institution of education, identify its social functions, trace the history of mass education in the US, compare current conditions by race and class, and explain elements of the “hidden curriculum” and Jules Henry’s “paradox of education.”
• Contrast education in the developed with the developing world.
• Discuss the impact of technology on education.
• Identify types of religion, define religion and secularization, contrast the theories of religion, identify the types of religious organizations, and briefly describe the world’s major religions.
• Discuss issues of health and illness nationally and internationally.
• Identify major social issues in human sexuality nationally and internationally.
• Define demography and “the Malthusian trap,” describe demographic transition theory, identify various population indicators, trace the history of the city and the suburbs, and define “global cities” and SMSA.
• Identify the social impact of globalization and make projections regarding social change.

Examinations and Evaluations:
There will be three equally weighted multiple choice exams. Though cumulative in the sense that later material builds on information previously presented, the final will emphasize material not covered in the first two exams. Exams will cover both assigned readings and lecture material. The text will be our primary source of material, but other materials (electronic and otherwise) may be assigned from time to time. Read assignments before coming to class. You will be periodically quizzed on this material. (See below.) Miss an exam only if absolutely necessary. The instructor reserves the right to administer make-up exams in essay format given the same day as the final.

In addition to the three exams, there will be eight pop quizzes. These quizzes will consist of either true/false or fill-in-the-blank questions and will be based on material from the reading assignment for the day. For example, if Chapter 5 is the assigned reading, you could be quizzed on any material from Chapter 5. (See the tentative reading assignments below.) The three major exams will each account for 25% of your grade and the average of your five best quizzes will account for the remaining 25%. Recognizing that people may miss a quiz due to illness, emergencies, extracurricular activities, etc., you may drop the three lowest quizzes. However, quizzes may not be made-up. A missed quiz will simply be dropped as one of your three lowest. A make-up pop quiz undermines the rationale for the quizzes and is unfair to those who take the quizzes in class.
Grading Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
<td>A 90 – 100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
<td>B 80 – 89</td>
</tr>
<tr>
<td>Exam 3</td>
<td>25%</td>
<td>C 70 – 79</td>
</tr>
<tr>
<td>Quiz Average</td>
<td>25%</td>
<td>D 60 – 69</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>F 0 – 59</td>
</tr>
</tbody>
</table>

Attendance & participation determine borderline decisions (i.e., 1 point or less).

EAS (Early Alert System)

The Early Alert System is designed to assist students who may be having difficulty with a course. Students who are experiencing problems with a course (as indicated by performance) will receive an email from the University informing them of various resources available on campus that could be utilized to help them succeed in the course. Most importantly, you should make an appointment with your instructor to discuss ways to improve your performance. If you receive an email with EAS in the title you are strongly encouraged to read it and take advantage of the support UAB provides.

Final Grade Reporting and Changes:

Specific grades will not be discussed either over the telephone or through email. If at the end of the course you must know your final grade before it is officially available from the university, you may make an appointment and come by my office. Of course, you may at any time during or after the semester make an appointment to review your grades.

Once a course grade has been determined at the end of the semester it may not be changed for any reason other than administrative error, such as in calculation or transcription, etc. If you feel there may have been such an error, feel free to contact me and I will review it and share all calculations with you if you wish.

Bonus opportunities may not be given on an individual basis and never after the final exam has been completed.

An “Incomplete” may be given only for nonacademic reasons and never to a student who is failing, unless there is a reasonable probability that finishing all assignments will result in a passing grade.

Attendance:

Students are expected to attend class regularly and be prepared to participate in discussion of the readings. In addition, the exams will be based not only on the readings but also on lecture material not contained in the readings. If you are not in class you are obviously neither contributing to nor receiving from the experience. Thus, class attendance and participation will influence decisions regarding borderline grades.

Classroom Etiquette:

It is important that you be on time and that there be no coming and going from the class once we have started. If you must leave early, please inform your instructor at the beginning of the class. Turn off or silence all cell phones. Classroom discussion is encouraged but chatter is not. No headphones are allowed. Speak only when speaking to the class and only when no one else is speaking. Violations of classroom etiquette may result in you being asked to leave the class. Laptops are allowed for note taking only. Audio recording of lectures is allowed. Taking videos or photos is strictly prohibited.
**Food and beverages are not allowed in classrooms in Heritage Hall.**

**Blackboard Learn**

Some course materials are available on line at [http://www.uab.edu/bblearn/](http://www.uab.edu/bblearn/). You may also access Blackboard through BlazerNet. There, among other items, you will find a copy of the syllabus, announcements, and lecture outlines. It will help you greatly in taking notes and following the lecture if you can either bring a laptop to access the outlines in class or bring a hard copy.

Also on Blackboard you will find “The Coffee Shop,” a place you may visit to talk about issues related to class. There may be things you would like to say but don’t have time or feel comfortable enough to share in class. If so, you can speak up here. Class participation counts in making decisions regarding borderline grades, and participation in the coffee shop is counted in such decisions.

**Teaching Philosophy:**

It is my view that people learn best when relaxed and allowed the opportunity to participate in the process. The subject matter of sociology is something everyone experiences continuously and each of us has valued and legitimate ideas regarding that experience. That is, the classroom affords us the opportunity to learn from one another. Therefore, it is important that everyone be given the chance to share their views and engage classmates and the instructor. In order to accommodate all who wish to contribute in our limited time together, it is important that we maintain the above outlined rules of etiquette and respect everyone’s right to express themselves.

**Plagiarism and Academic Honesty:**

Academic dishonesty will not be tolerated in this class. Such dishonesty includes but is not limited to cheating, helping someone else cheat, fabrication, misrepresentation of work, and plagiarism (presenting someone else’s work as your own). Violations will be dealt with to the fullest extent allowed by UAB policies on academic misconduct.

**Disability Support:**

If you are registered with Disability Support Services (DSS) please make an appointment with your professor as soon as possible to discuss any accommodations that may be necessary. If you have a disability requiring special accommodations but have not contacted DSS, please call 934-4205 or visit them at 516 Hill University Center. Special considerations will not be given unless requested by DSS. You may also access them on line at [www.uab.edu/dss](http://www.uab.edu/dss).

**Tentative Course Outline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings and Topics</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>The Sociological Imagination</td>
<td>1</td>
</tr>
<tr>
<td>August 28</td>
<td>The Sociological Imagination</td>
<td>1</td>
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<tr>
<td>August 30</td>
<td>Research Methods</td>
<td>2</td>
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<td><strong>September 2</strong></td>
<td><strong>Labor Day</strong></td>
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<td>September 4</td>
<td>Research Methods</td>
<td>2</td>
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<td>September 6</td>
<td>Culture and Society</td>
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<tr>
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<td>September 20</td>
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<td>Chapters 1 - 6</td>
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<td>October 23</td>
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<td>December 2</td>
<td>Population &amp; Urbanization</td>
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<td>December 4</td>
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<td>December 6</td>
<td>Globalization and Social Change</td>
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<tr>
<td><strong>December 13</strong></td>
<td><strong>Final Exam 1:30pm – 4:00pm</strong></td>
<td>Chapters 15-20</td>
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</tbody>
</table>
Contemporary Social Problems
Sociology 245
TR 9:30am-10:45am
HHB 124
Fall 2013

Instructor: Chris Biga, PhD
Office: Heritage Hall 460P
Phone: 205-934-8408
Email: cbiga@uab.edu

Course Texts:

(ISBN:978-0-205-17907-7)

McGraw Hill.
(ISBN: 978-0-078-05033-6)


Course Description:

How certain social conditions or behaviors come to be seen as social problems, why they persist
and how they can be changed. Emphasis on understanding contemporary issues, and how diverse
social groups are impacted by them (UAB Undergraduate Catalog 2012-2013).

Course Objective:

It has been suggested that the world is plagued with social problems. But what is a social problem?
Is a social problem a social condition that has been deemed undesirable to a specific group of
people? If so, what may be considered a social problem to one group of individuals may not be seen
as problematic for another group of people? Or, is a social problem a social condition that causes
inequality in the allocation of resources (psychological, cultural, economic, or material) leading to
suffering for some segment of the population? What set of values labels a social condition a social
problem?

The objective of this course will be to discuss and evaluate several social conditions that have been
defined as social problems in present-day America using various sociological perspectives.

Course Requirements:

This online course has been set up into four sections: 1) Political Economy and Social Problems, 2)
Problems of People, Environment, and Location, 3) Problems of Inequality, and 4) Social Structure
and Institutional Problems. For each section, a comprehensive exam will evaluate the student’s
understanding of the material covered in that section. Within each section, there are two to four
chapters. For each chapter, a quiz will assess the student’s understanding of the chapter. Within
each chapter there are several opportunities for student learning and ‘online classroom’ discussion, using critical writing assignments and online discussions with colleagues.

The course Blackboard site is organized by section and chapter. For each chapter, students will be guided through the reading requirements, a power point presentation, critical writing opportunity, and class discussion topic. At the end of each section, a comprehensive in-class exam over the section will be provided. Below are outlines of, and directions for, each component of each chapter (iClicker questions, critical commentary, and section exam).

**iClicker Questions:** During each class, several questions will be posted on lecture slides (from textbook, class discussion, or Taking Sides reader). Students will be asked to answer these questions using the iClicker2 system. Each question will be worth 2 pts., 1pt for answering the question (participation), 1pt for providing the correct answer. At the end of the semester, all points will be totaled and graded/assessed out of 100 pts.

**Critical Writing:** There are 13 critical writing opportunities on videos you will be encouraged to watch throughout the semester. You will be required to complete 4 critical writings. Critical writings are due the week they are scheduled and can only be written on videos that were assigned for that week. Two commentaries must be completed by October 18, 2013, the remaining two (2) before December 6, 2013. Each commentary is worth 25 points. The purpose of the writing activities is to apply critical thinking skills to address the social problem addressed in the film.

**Directions:** Within each chapter, there will be link to a critical writing assignment. The critical writings provide students with the opportunity to articulate an academic argument, or take a well-thought out position on the week's film selection AND relating this back to the class reading material. The paper should be a well-written 2-page (double spaced, 1” margins, 11 pt. Cambria font) essay discussing a point/perspective integrating the week's chapter reading material with the film. A superb paper would be well organized and focused. Remember you have limited space to make your argument, so being concise is paramount. A stupendous paper would also synthesize information from various sources (chapter readings, the discussion board, and outside readings). **THIS IS NOT A FILM SUMMARY; you need to integrate sociological ideas from the text, not just summarize the film, or play film critic (I want to know what you learned from the film, not what you think about the film).**

In an effort to assist students with mastering the writing activities, sample critical commentaries are available on Blackboard under the Syllabus and Materials button and folder labeled Critical Writing Examples. Please be sure to view the examples before proceeding with the first writing activity.

**Section Exams:** There will be four (4) section exams during the semester. Each exam will cover 2 to 4.5 chapters. Each exam consists of multiple choice and essay questions (MC=2pt, ES-10pts). The purpose of the section exam is to test your conceptual and factual knowledge about the section material covered, including the TAKING SIDES READING and FILMS.

- Exam I: covers Part I - chapters 1, 2 (50pts)
- Exam II: covers Part II - chapters 3,4, and 6 (100pts)
- Exam III: covers Part III - chapters ½ 5, 7, 8,9, and 10 (100pts)
- Exam IV: covers Part IV – chapter 12, 14, and 18 (100pts)
Points:                LETTER GRADES:

iClicker Questions = 100pts        493-550 = A
Critical Writings 4 graded x 25pts each = 100pts  438-492 = B
Exams 4 exams x 50-100 each = 350pts  383-439 = C
Total 550pts  328-382 = D
0-327 = F

Communications:

All official correspondence will be sent ONLY to the @uab.edu address. All students are responsible for ensuring that the correct e-mail address is listed in Blackboard (Bb) by the beginning of Week 1. UAB E-mail is the only way I will electronically communicate with students. It is your responsibility to make sure a valid email UAB address is provided. Failure on your part to do so can result in you missing important information that could affect your grade.

Drop/Add:

According to UAB policy September 3, 2013 is the last day to drop this course. The last day to withdraw from this course with a grade of "W" is October 25, 2013. Students registering late will be able to make up all class material.

Accommodation of Religious Beliefs:

Religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Please notify me in advance if there is a conflict.

Reasonable Accommodations:

Any students who need reasonable accommodations are invited to share these concerns or requests with myself. All accommodations must be approved by Disability Support Services (DSS). If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at 516 Hill University Center.

Academic Honest Policy:

UAB Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed UAB Student Catalog 2012-2013. Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct.

http://main.uab.edu/Sites/undergraduate-programs/general-studies/academic-success/67537/

Let me make it clear: if you cheat or plagiarize you will fail the course and your name will be forwarded to the University Compliance Office.
Make-up Policy:

If you must miss an exam, you will need to schedule a time to make-up the assignment before your absence. Only in extreme cases will this policy be modified.

Etiquette:

Respect fellow students and myself. Topics in this class can become sensitive and someone (including myself) may say something with which you disagree. Critical discussion is encouraged, but respect differences of theoretical perspective.

Reservation:

I reserve the right to make changes in this syllabus to better serve the class’s needs. Any changes will be announced in class in advance.
### Class Schedule:


<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
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<td>8/26</td>
<td>Monday</td>
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<tr>
<td>8/27</td>
<td>Tuesday Syllabus and Critical Thinking</td>
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<td>8/28</td>
<td>Wednesday</td>
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<tr>
<td>8/29</td>
<td>Thursday <em>Sociological and Social Problems</em></td>
<td>EZ&amp;S: 1</td>
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<td>8/30</td>
<td>Friday</td>
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<td>9/2</td>
<td>Monday Labor Day – no class</td>
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<td>9/3</td>
<td>Tuesday Student Discussion:</td>
<td>Announced during class</td>
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<td>9/4</td>
<td>Wednesday</td>
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<td>9/5</td>
<td>Thursday <em>Wealth and Power</em></td>
<td>EZ&amp;S: 2</td>
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<td>Critical Writing Film:</td>
<td>Frontline: Money, Power, and Wall Street (2012)</td>
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<td>9/6</td>
<td>Friday</td>
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<td>9/9</td>
<td>Monday</td>
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<td>9/10</td>
<td>Tuesday Student Discussion:</td>
<td>Taking Sides 10: Government/Business</td>
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<td>9/11</td>
<td>Wednesday</td>
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<td>9/12</td>
<td>Thursday Small Exam (50pts – Chapters 1 and 2)</td>
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<td>9/13</td>
<td>Friday</td>
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<td>9/16</td>
<td>Monday <em>World Population and Global Inequality</em></td>
<td>EZ&amp;S: 3</td>
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<td>Critical Writing Film:</td>
<td>Frontline: On Our Watch (2007)</td>
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<td>9/17</td>
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<td>9/18</td>
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<td>9/19</td>
<td>Thursday Student Discussion:</td>
<td>Taking Sides 22: Globalization</td>
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<td>9/23</td>
<td>Monday <em>Threats to the Environment</em></td>
<td>EZ&amp;S: 4</td>
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<td>Critical Writing Film:</td>
<td>Frontline: Poisoned Waters (2009)</td>
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<td>9/24</td>
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<td>9/26</td>
<td>Thursday Student Discussion:</td>
<td>Taking Sides 21: Environment</td>
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<td>Student Discussion</td>
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<td>10/7</td>
<td>Monday</td>
<td>Exam Two (Chapters 3, 4, and 6)</td>
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<td>10/8</td>
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<td>10/9</td>
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<td><strong>Part THREE: Problems of Inequality</strong></td>
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<td>Exam Three (Chapters 5 ½, 7, 8, 9, and 10)</td>
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<td>Thursday</td>
<td>Exam Four (Chapters 12, 14, and 18)</td>
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"Feminism has fought no wars. It has killed no opponents. It has set up no concentration camps, starved no enemies, practiced no cruelties. Its battles have been for education, for the vote, for better working conditions...for safety on the streets...for child care, for social welfare...for rape crisis centers, women's refuges, reforms in the law." (If someone says) 'Oh, I'm not a feminist,' (I ask) 'Why? What's your problem?'" - Dale Spender (1985). *For the Record: The Making & Meaning of Feminist Knowledge.*

**COURSE DESCRIPTION**

**WS 100 - Introduction to Women’s Studies:** Interdisciplinary study of role of women in society through social, political, economic, philosophical, historical, and biological perspectives.

**COURSE GOALS & OBJECTIVES**

Upon successful completion of this course, students should be able to:

- demonstrate an understanding of the history of social inequality, power, and conflict in this country and to some extent, globally as it pertains to women and gender;
- understand, appreciate, and respect the difference in all human beings;
- interpret, organize, and utilize the beliefs supporting tolerance and equality;
- be aware of the role of women in society, how that role has developed and changed over time, and to envision women's roles in the future;
- apply (in the context of the class or other setting) at least one aspect of the knowledge gained through critical thinking, critical expressions, and with an open mind.

**COURSE REQUIREMENTS**

**READINGS**

Students will be required to use Blackboard daily to download and print articles from the Internet, and to complete course assignments.

Students are expected to complete all reading assignments before class, bring the reading materials to class and participate in class discussions about them. Your participation in small group activities as well as active listening and contributing to class discussions is important in our exploration and critical thinking. Because this is a seminar, discussion is essential and your input is a valued must. Talking too little or too much; debating one-on-one; and addressing questions to the professor alone, tend to diminish the value of seminar format for everyone. **Respect for others is a MUST in thoughtful conversation.**

**ATTENDANCE  5pts/day x 28 days (140pts)**

It is essential that you be present and on time for every class. You are permitted one (1) unexcused absence during the semester (car wouldn't start, wedding to attend, overslept). Excused absences include: death in the immediate family, illness requiring hospitalization or doctor’s visit, religious holidays, and attendance at approved university functions. Documentation must be provided for every absence to be excused. Certain situations are unavoidable and the professor has discretion to not penalize a student in such circumstances if written documentation is provided. It is your responsibility to notify me when you know you will be absent. It will be your responsibility to check Blackboard for any important information.

Arriving late to class after attendance has been taken will be counted as ½ of an absence. It is your responsibility to verify that your attendance is registered when you are tardy. Otherwise the record will reflect an absence. **Leaving early counts the same as arriving late.**
CURRENT EVENT (10 points)
Students will be required to present one current event on a subject related to the topic being discussed in class. A copy of the article should be present in class, whether print, audio, or visual and accompanied by a one page type-written summary of and response to the event. The event should have occurred within the 2 weeks of your presentation. More details can be found on BB.

COMMUNITY EVENT (25 points)
Students must attend at least one campus or community event this semester. The events must deal with social justice, equity, diversity, women’s issues, activism, etc. Your task is to attend and assess. I will provide the class with a pre-approved calendar of events, however you are welcome to suggest an activity/event not previously mentioned. Students are required to submit a one page type written summary and give a brief oral presentation about the event. If you have special circumstances (i.e. a parent with limited childcare), an alternative arrangements can be made.

ONLINE ASSIGNMENTS (100 points)
This will consist of various online assignments including discussion boards, quizzes and written activities. There are a total of 10 assignments, each worth 10 points. The assignments will be posted and completed on Blackboard.

FINAL PROJECT (100 points)
This creative writing assignment titled, “The Gender Museum Exhibit,” provides the opportunity to integrate your knowledge on specific topics in gender studies, drawing from course material. While you should primarily focus on materials from WS 100, you can also integrate material from outside sources. You will need to draw examples from readings (or films) to support your points; be sure to use proper citations. Make certain to introduce quotes adequately, creating smooth transitions between your writing and that of sources. See more detailed information under the topic “Final Project” on Blackboard.

POINTS SUMMARY

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>140</td>
<td>(25%)</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
<td>(25%)</td>
</tr>
<tr>
<td>Current Event</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Community Event</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Online Assignments</td>
<td>100</td>
<td>(50%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>375</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Point totals will be converted into percentages and then course grade assigned as follows:
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; below 60 = F

PLEASE NOTE:
- The course will use the BlackBoard Course Management site extensively. You need to be sure that your computer is equipped to access this system or that you can use one of the computer labs on campus.
- Assignments submitted after the due date will be penalized 10% for each class day late.
- Cell phones are distracting to others in a class setting and must be turned OFF while class is in session. If you have a personal reason why your phone must remain on, please let me know.
- If you wish to withdraw, you must fill out an official slip from the registrar's office. Failure to do so will result in an "F" for the course.
- Emails to the instructor sent outside of the Blackboard system should include “WS100” in the subject line. Email will be checked Monday thru Friday during usual working hours. If you send email over the weekend, you should not expect a reply until Monday. sebriggs@uab.edu
IMPORTANT DATES
Jan 6    Classes Begin
Jan 13   Last day to drop/add
Jan 20   MLK
Mar 24-28 Spring Break
Mar 31   Last Day to Withdraw
April 18 Last day of Class
Apr 19-20 Reading Days
April 30 Grades available online
April 24 Final exam Thursday,
             8:00am – 10:30am

CLASS DISCUSSIONS
• INTRODUCTION
  o Establishing a Framework for Critical Dialogue
    ▪ Understanding Bias, Stereotypes and Prejudice
    ▪ Micro/Meso/Macro/Global Identities and Social Locations
  • GENDER
  o What is Feminism and Who is Considered a Feminist?
    ▪ Suffragists
    ▪ Declaration of Sentiments
    ▪ Stone-Blackwell Marriage Agreement
    ▪ Womanists
  o Social Construction of Gender
    ▪ Male Privilege/Gender Hierarchies
    ▪ Media (Mis)Representations
• SEXUALITY
  o Social Construction of Sexuality
    ▪ Heterosexual Privilege
      ▪ John/Joan Case
      ▪ LGBTQII
  o Women’s Bodies, Women’s Health
• RACE
  o Social Construction of Race
    ▪ Who Am I? Who Are My People?
    ▪ White Privilege
• CLASS
  o Social Construction of Class
    ▪ Class Privilege
    ▪ Myth of the Welfare Queen
  o Women and Work
    ▪ The Second Shift
    ▪ The Mommy Tax
• VIOLENCE
  o Domestic, Dating Violence and Rape
  o Human Trafficking
  o Women in the Prison System
• ACTIVISM AND CHANGE
  o Creating Change: Theory, Vision, and Action
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** INSTRUCTOR RESERVES THE RIGHT **
TO AMEND THIS SYLLABUS AS DEEMED NECESSARY.