**Course Syllabus for POL 442: Political Geography**

Spring 2011

Instructor Information

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Office Hours: 2pm-3:30pm, M-F

Course Description: This course is a study of the influence of geographical factors on political institutions, foreign policies, and national and international attitudes of people on modern nations. The focus of this course will be in developing an understanding of the basic geographic unit of the international system, the nation-state, and the forces that challenge it for supremacy in the political world. More specifically, by the end of the course the student will be expected to demonstrate a mastery of:

* the concept of the nation-state, and what makes it different to its alternatives;
* the role of international political economy, and particularly the phenomenon of globalization, as it restricts the actions of the state;
* the question of identity politics, and the threats that identity issues pose the nation state;
* the problem of global health as a transnational phenomenon;
* the causes of inter- and intra-national conflict;
* the debate over environmental change, its causes, and the challenges it poses for states; and
* how to critically analyze geopolitical problems as a means of finding solutions.

Required Text: Kelleher, Ann and Klein, Laura. 2011. *Global Perspectives, Fourth Edition.* New York: Longman.

General Requirements

Each student is required to be an active participant in their own education. Active participation includes attendance and engagement during class, to the extent that engagement is possible. More importantly for courses of this nature, participation requires a willingness to engage the materials presented both by the instructor and by your fellow classmates. The tests will focus heavily on lecture material, but will also cover assigned readings. Additionally, tests will likely use current events as examples whenever possible.

The final grade in the course will be determined using unit tests, chapter reading quizzes, a game journal and debrief, and class participation. The largest component, unit tests, will be based on information delivered in class and from the text. The chapter reading quizzes will be drawn from information presented in the Kelleher text, and from questions provided to the students. In addition to the examinations, students will be required to participate in an in-class game simulation designed to require them to find solutions to some of the key problems that face states in the international arena. As the game is conducted, students will be expected to keep a log of their strategic choices, along with explanations for why they made the choices they did. The first entry of this log will be audio-video in nature. At the end of the course, the student will need to provide a well written summary of this journal that explains both their strategy and any challenges they faced that blocked implementation. Finally, students will be evaluated on their attendance and participation.

In addition to the graded components, students will be required to demonstrate mastery of basic, state-level geography. A list of the geopolitically most relevant states will be provided to students, along with identification maps that identify the locations of the states on the globe. Periodically through the semester, students will be given opportunities to demonstrate their mastery of state-level geography using map quizzes. While these quizzes do not count towards the final grade, a student MUST pass a map quiz with a grade of at least 85 by the end of the term. Failure to do so will result in a two grade level reduction. Failure to score at least an 80 by the end of the term will result in a grade of **F.**

Final grades will be determined using the following formula:

Unit Tests 40%

Reading Quizzes 30%

Game Journal/Debrief 20%

Participation 10%

Extra Credit <5%

Map Quiz Pass/Fail

100%

A= 100%-90% B= 89%-80% C= 79%-70% D= 69%-60% F= below 60%

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with****Assessment (point values)** | **Kentucky Teacher Standards (KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology (Yes or No)** | **[Include full name of SPA/s]** | **CAEP** |
| Quizzes/Tests70% | 1.11.2 | 1.2 | 4 |  | Y | NCSS1.11.21.31.61.102.3 | 1.33.5 |
| Game Journal | 1.11.2 | 1.2 | 4 |  | Y | NCSS1.11.21.31.61.102.3 | 1.33.5 |

Course Outline

Unit 1

Unit 2

Section 1: Introduction to the Modern World

1. The Modern State
2. Governments and Regimes
3. Alternatives to the State
4. State as Threat

Section 2: Political Economy

1. Wealth and its Distribution
2. Causes of Inequality
3. Globalization and its Effects
4. Solutions to underdevelopment

Section 3: Identity Politics

1. Ethnicity, Race, and Religion
2. Identity and Development
3. The De-politicalization of Identity

Unit 3

Section 4: Global Health

1. Health as a Global Concern
2. Health and Geography
3. Solutions to Health Crisis

Section 5: War and Peace

1. Types of Geopolitical Conflict
2. Role of the U.S. in global conflict
3. Solutions to conflict

Section 6: Environment and Global Politics

1. Environment as a Problem(?)
2. Environmental Security
3. Solutions to Environmental Crises?

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| Assignment Opportunities and Due Dates |
| Assignment | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 |
|  |  |  |  |  |  |  |  |  |  |
| Unit Tests | 2/24 | 4/11 | 5/12 @ 8am |  |  |  |  |  |  |
| Map Quiz |  |  |  |  |  |  |  |  |  |
| Book Quiz |  |  |  |  |  |  |  |  |  |

Policy on Academic Integrity

The purpose of a college education is to expand knowledge, to be exposed to different ideas, and to develop a greater understanding of the world in which you choose to live. It is expected that each student will wish to be evaluated on their own performance and not on the performance of others. If, however, a student is found to be cheating in any way, or willingly and knowingly plagiarizes the written works of others, severe consequences will follow. These will include failure of the assignment, and may included failure of the course and/or suspension from the school. To avoid this, the instructor reserves the right to move any student, or request that any student retake an exam or redo an assignment.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at 270-789-5192 to inquire about services.

Specific Expectations

In addition to the general requirements, there are also a number of specific expectations. As a student in a college level course, it is assumed that you can be held to a high standard of respect, decorum, participation, and professionalism. The classroom is more than just a place to “hang-out”; it is an institution for education. To that end, the following minimum expectations should be met by all students. Students failing to meet these expectations will see grade reductions as negative compensation for their actions. They include, but are not limited to:

Class Attendance: Attendance is an expectation at the college level. While it is assumed that students will be diligent in their attendance, and that all students come to the class focused on learning the material, attendance will be taken each day. Students who demonstrate excessive absences will be penalized accordingly. Due to the importance of lecture and class discussions to the material covered on exams, missing class is STRONGLY discouraged.

Tardiness: Class begins at the scheduled time. Students arriving after attendance has been taken will be considered absent.

Participation: Participation consists of two components. First, participation involves engaging the material in class through debate, discussion, clarification, or otherwise contributing to the advancement of the course. Second, participation involves not deterring others around you from engaging the material. Behaviors such as inappropriate comments or conversation, or a failure to come to class prepared. Failure to maintain personal hygiene will not be tolerated. Students who engage in this behavior will be counted absent for the day

Freedom of One of the most valued aspects of the collegiate environment is the right to freely express

Speech: opinions. It must be understood that this right exists in this class. To that end, it is our responsibility to respect the opinions of others, not to try to silence them. We should also be aware that some opinions expressed may not actually be held by the expresser. Upon occasion, the instructor or other students may choose to take the role of “devil’s advocate” for the purpose of proving a point in the conversation. That said, it is unacceptable behavior to engage in personal attacks at any time against a classmate or against the instructor.

Use of Recording Students who wish to use recording devices in class may do so. It is recommended students sit at the Devices: very front of the class when using such devices. In the event that this is not possible, arrangements

can be worked out for using another location for recording purposes.

Requests for As a rule, the instructor does not provide notes to students. Charts, graphs or tables used in class may Notes be made available on the instructor’s website. Students who request the instructor’s notes will be told

to get them from another student.1

Campus Security If, for any reason, you need to reach Campus security, they can be contacted at: Office: (270) 789-5555; Cell Phone: (270) 403-3611.

1 The only exception to this rule will be students with documented disabilities.