

Undergraduate Curriculum and Academic Policy Committee
Course Syllabus

I. College/School: College of Liberal Arts
Department: PLS

II. Course Information:

Course Title: Comparative Non-Western Political and Social Systems

Course Abbreviation and Number: CST 2510

Course Credit Hours; 3

Course Cross Listing(s) Abbreviation and Number: none

Check ("x") all applicable:

General Education Course ___x___ Writing Intensive Course ___x___ Service Learning

Course_____ Laboratory Course_____ Ohio TAG (Transfer Assurance Guide) Course

_____ Ohio Transfer Module Course_____ Others (specify)_____

III. Course Registration

Prerequisites: none

Corequisites: none

Restrictions: none

IV. Student Learning Outcomes

This course satisfies the requirements under Element 3 (Global Traditions) of the Wright State Core as it provides historical analysis and global perspectives necessary to understand our diverse world.

This course critically describes pre-colonial, colonial and postcolonial political, economic and social systems in the non-Western world. It also discusses ideologies, religions and social movements, and highlights both the creation and use of technological innovations around the world, including information communications technologies, weaponry, and medical technologies.

The course provides students with an awareness of the diversity of peoples, languages and cultures across the non-Western world by employing comparative case study to highlight similarities and differences across countries and regions. The objective is to promote meaningful engagement through informed awareness of both the similarities and differences that exist across cultures and peoples. It also examines the complex relationships the United States maintains with many countries of the non-Western world, placing contemporary issues in historical context.

In addition, the course employs analytical tools from political science, history, anthropology and economics to critically examine contemporary issues including globalization, poverty, regime transitions, human rights, environmental sustainability, migration, healthcare and disease, and weapons proliferation, among others.

V. Suggested Course Materials (Required and Recommended)

Required: December Green and Laura Luehrmann (2007), *Comparative Politics of the Third World: Linking Concepts and Cases* (Lynne Rienner Publishers).

Recommended: *The New York Times* (www.nytimes.com), *The Washington Post* (www.washingtonpost.com) and BBC World News (<http://news.bbc.co.uk/>).

VI. Suggested Method of Instruction
Lecture and discussion.

VII. Suggested Evaluation and Policy

Students will take three exams and each will be comprised of multiple choice and true/false questions, as well as essay questions. Students will be given four informal writing assignments (both in class and outside of class) based on a variety of prompts. They will also write two research papers with the opportunity for revision. Students will earn a participation grade based on their informal writing, their willingness to engage in discussion, and attendance. Students will have the opportunity to write an additional two page paper for extra credit.

VIII. Suggested Grading Policy

Final grades will be calculated based on the following:	
Exam I:	20%
Exam II:	20%
Exam III:	20%
Formal Writing Assignment I:	15%
Formal Writing Assignment II:	15%
Participation (includes grades for informal writing):	10%

IX. Suggested Assignments and Course Outline

Week One:	Introduction to the Course and The Heritage of the Past
Week Two:	The Heritage of the Past and Mexico. (Informal Writing Assignment I)
Week Three:	Mexico and Peru
Week Four:	The Global Economy. (Formal Writing Assignment I Due)
Week Five:	Exam I and The Power of Civil Society
Week Six:	Nigeria (Informal Writing Assignment II)
Week Seven:	Zimbabwe and The Call to Arms
Week Eight:	Political Transitions. (Formal Writing Assignment II Due)
Week Nine:	Exam II and China
Week Ten:	China and Indonesia. (Informal Writing Assignment III)
Week Eleven:	International Relations

- Week Twelve: Iran (Informal Writing Assignment IV)
- Week Thirteen: Turkey and Perceptions of the US: Friend or Foe? (Final Revisions Due)
- Week Fourteen: Review and Exam III

X. Other Information

The variety of writing assignments offered in this course will help students grow as writers. In their answers on essay exams students will demonstrate their understanding of course content, their ability to analyze information and to think critically.

For their four informal writing assignments, students will be asked to respond to prompts raised in the reading or in class. Students will complete some of these assignments in class and will write others outside of class. The informal writing assignments will serve as a basis for class discussion and will be factored into the students' participation grade.

The formal writing assignments (each running three pages, double spaced) will together form a two part policy paper. These assignments will require students to conduct research and perform different types of tasks: describing a problem, analyzing current policy, and problem solving (proposing and arguing for two alternative policies). For these assignments, students will demonstrate a degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions).

In the formal and informal writing assignments and on the exams, students will use writing as a tool to discover and communicate ideas. They will be encouraged to improve their writing skills through the opportunity to revise the formal papers for a better grade.

The essay questions and the two formal writing assignments will receive letter grades based on content and clarity. The informal writing will be graded on a pass/fail basis and will be factored into the participation grade.

The essay questions are worth 40 points (out of 100) on each of the three exams. Each exam is worth 20% of the final grade. The two formal writing assignments are each worth 15% and participation is worth 10% of the final grade.

Criteria for Evaluating Student Writing

Writing proficiency	A	No significant problems with grammar or style; this is a polished paper
	B	Some problems with grammar and/or style, but no significant problems; the paper is still highly readable
	C	Problems with grammar and/or style that impede the understanding of the author's argument
	D or below	Serious problems with grammar and/or style that

		make it impossible to understand the author's argument
Methodology	A	The student builds an argument from a substantial amount of sources; the student demonstrates the ability to use sources. There are no major citation errors (notes, bibliography)
	B	The student demonstrates the ability to use sources as evidence, but there are some errors of citation (notes, bibliography) but they are not major ones
	C	The student does not work competently with sources. There are many errors in documentation, and they include some major errors
	D or below	The student may omit citation altogether or handle it so clumsily that the reader may suspect plagiarism. (Note: on plagiarism, see page 1 and links provided there.)
Critical analysis	A	The thesis is clearly stated and cogently argued, so that it is immediately persuasive
	B	An argument is present and sustained over the course of the paper, but it is not necessarily entirely persuasive; the argument may recede from view at times
	C	There is little attempt at analysis; the paper is primarily descriptive. The thesis is not clearly stated or persuasively argued
	D or below	Paper lacks any attempt at analysis and is completely descriptive or off-topic. Paper lacks a thesis altogether

Approved:

Undergraduate Curriculum and Academic Policy Committee _____

Faculty Senate _____