

Guidelines for Discovery Tier Course Syllabi, Fall 2018

The Discovery tier of the Marquette Core Curriculum plays a crucial role in student experience in the new Core. The four Discovery courses each student takes must connect in meaningful ways to that student's chosen theme. We support instructor autonomy in syllabus development; however, it is important that the syllabus makes clear to the student the manner in which the course material and assignments connect to the theme.

The following guidelines are designed to help you discuss the Discovery theme on your syllabus. This will also create consistency for the students about how their Discovery courses connect to their chosen theme. A Discovery course syllabus should:

- A) Explain in a paragraph how the course is directly and substantially associated with the theme and Core Learning Outcomes #5 and #6, including by listing at least one course-specific learning outcome that connects to the theme. This section should also include the wording of the two Core Learning Outcomes associated with the Discovery tier (outcomes #5 and #6):
 - (5) Leaders in Discovery: Marquette students will advance understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.
 - (6) Global Problem Solvers: Marquette students will be well practiced in cooperative and cross-disciplinary problem-solving skills and they will be able to present innovative solutions that draw from theological, philosophical, qualitative and quantitative perspectives to address the increasingly blurred lines between local and global challenges.
- B) Describe the assignment(s) and activities associated with the theme. The theme-related work should include at least one significant writing assignment or a set of small writing assignments and activities. Assignments other than writing assignments connected to the theme are also welcome. The description should include the percentage of the final semester grade that comes from the theme-related assignment(s)/activities.

To assist you, example syllabi are attached to this document. The areas in these syllabi that directly connect to the Discovery theme are highlighted to emphasize possible ways that the theme can be incorporated into the design of the course or presented on the syllabus. Syllabi from Discovery tier courses will be collected and archived.

Finally, one of the most important goals of the Discovery tier is to help students see how one can view issues, questions, and challenges from multiple disciplinary perspectives. Instructors from these classes play a crucial role in helping students to identify these questions. While class assignments will be a primary way of connecting your course to the themes, we expect that connections will be made through class discussion and in-class activities.

To help get you started, we offer some framing questions that can be used to develop assignments or can be the basis for in-class discussions at different points of the semester. They use the example of the Basic Needs and Justice theme. (Again, these are only suggestions and not requirements.)

1. In thinking about this course as a part of the theme of Basic Needs and Justice, what have we talked about in class this semester that would help us to define what basic needs and justice are? How do the methods of this class help us to understand this question in a particular way?
2. Pick two central concepts from today's class session. How do these two central concepts relate to each other? How do they relate to basic needs and justice?
3. What tools from [the disciplinary perspective of the course] are the most useful for understanding issues of basic needs and justice?
4. As professionals in a given discipline [e.g. mathematicians, journalists, economists, or educators], what questions should we be asking to help provide for basic needs and justice? What gaps exist in this perspective – that is what questions remain unanswered if we view this theme from this perspective alone?
5. What perspectives from other courses, particularly from a different discipline, would offer a different understanding of Basic Needs and Justice?

POSC 2401: Comparative Politics

Prof. Lowell Barrington

Section 101

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Fall 2019, MWF 11:00-11:50; Room TBD

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Course Overview:

This course provides an introduction to the comparative study of domestic politics in countries around the world. In this course, you will be introduced to important concepts, theories, and issues in this subfield of political science. When studying “comparative politics,” some emphasize the importance of learning details about domestic politics in countries outside the United States while others emphasize comparing political systems in order to generate general statements about politics. In this course, you will be exposed to both of these approaches. You will learn about the domestic politics of several important countries. But, you will also be expected to compare them to each other and, crucially, to apply the concepts and theories covered in the course to understand better the politics of these states and domestic politics in general.

Each week, we will focus on a set of concepts and theories important to comparative politics. During most weeks, we will also examine that topic in a group of countries representative of different types of political systems around the world: the UK, Germany, Mexico, Brazil, Russia, China, India, Nigeria, and Iran. We will also focus in detail on one additional country during Week 14. You will help select that country. Your short “policy memo” will recommend a developing country (the choice of the country is up to you, from the list at the end of the syllabus) based on how it makes us think differently about how we have connected one or more of the weekly “topics” to the theme of “individuals and communities.” Convince me that we should study it.

POSC 2401 and the Marquette Core Curriculum:

POSC 2401 partially fulfills requirements of the “Individuals and Communities” theme of the Marquette Core Curriculum’s Discovery tier. This theme stresses the relationship between individuals and communities, including how communities shape individuals’ ability to mobilize, innovate, and act collectively for the common good. POSC 2401 examines the role of individuals as political actors and how collective structures (economic, cultural, identity-based, and governmental) shape individual choices about politics. Each week of the semester, we will examine a broad subject related to the understanding of major political outcomes. Under the title of that week is a list of “topics” that connect the study of comparative politics to the theme of Individuals and Communities. These topics and their connection to the Individuals and Communities theme will be a regular focus of class discussion.

The course is closely connected to two of the **MCC’s learning outcomes:**

- 1) *Leaders in Discovery:* Marquette students will advance understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.
- 2) *Global Problem Solvers:* Marquette students will be well practiced in cooperative and cross-disciplinary problem-solving skills and they will be able to present innovative solutions that draw from theological, philosophical, qualitative and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

It also has two **course-specific learning outcomes**, which connect to the Individuals and Communities theme.

Upon completion of this course, students will be able to:

- 1) Demonstrate how central concepts and theories from comparative politics connect to the theme of individuals and communities.
- 2) Demonstrate how topics related to the theme of individuals and communities can help explain major political outcomes in specific countries around the world.
- 3) Demonstrate how the course connects to the two MCC learning outcomes listed above.

Requirements:

Class attendance is mandatory, and it is a small part of your final semester grade (see below). Since situations may arise that make it difficult or impossible to attend a particular class session, you are allowed to miss up to *six* class sessions during the semester without a major impact on your semester grade. After the sixth absence, however, I will lower your semester grade by one letter grade (B- to C+, for example) with each additional absence. In addition, anyone ending the semester in the between two letter grades will be bumped up or down depending on attendance and participation.

You are expected to do the readings for the course on time during the week that they are listed in the syllabus, unless I say otherwise. There are several incentives to do so:

- Class sessions will be easier to follow if you have completed the readings.
- The amount of reading is reasonable, but not small. It will not be easy to catch up if you fall behind.
- From time to time, we will discuss readings in class. This is particularly true of our coverage of the topics in practice in the countries on which we are focusing. Along with your attendance, your participation in these and other discussions can affect your final semester grade (see below).
- There will be twelve quizzes covering the readings during the semester.
- On the midterm and final exams, those who bring course readings into their essay answers will receive higher grades—all other things equal—than those who do not.

You should also follow day-to-day events around the world, especially in our countries of focus, during the semester. You can do this by reading weekly news magazines such as *The Economist*, or reputable online news outlets such as the BBC. We will sometimes discuss current events in class.

Exams, Quizzes, Assignments, and Final Semester Grade:

Your final semester grade will be based on your performance on the exams, quizzes, written assignments, and class participation. The components of your final semester grade will be weighted as follows:

- Final exam 30%
- In-class midterm, 20%
- Quizzes, 20% total
- Your “policy memo” on the course and the Individuals and Communities theme, 15%
- Short assignment on a leader early in the semester, 5%
- Discussion posts on D2L, 5%
- Attendance and participation, 5%

Quizzes will be multiple choice; the exams will be essay-based. In your policy memo, short assignment on a leader, and D2L discussion posts (but not in the in-class exams), spelling, grammar, and other style elements will be taken into account in determining your grade.

Readings:

Readings listed on the syllabus are **required**. There is only one book which you are required to buy, Lowell Barrington, *Comparative Politics: Structures & Choices*, Cengage, 2013). Make sure you buy the *second* edition (2013). The textbook is available at Bookmarq, but you are welcome to purchase it elsewhere. A used copy is fine; just make sure it is the second edition. Many other selected readings will be on the class site for D2L. (NOTE to Discovery Tier instructors: The listed readings in this sample syllabus are from the Spring 2016 offering of the course. Readings will be updated.)

Other Important Details:

Disability accommodations: If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit ODS’s website at www.marquette.edu/disability-services or contact the Office of Disability Services at 414-288-1645.

Academic honesty: While generally a nice person, I take academic dishonesty very seriously. Academic dishonesty violates the core principles (and the Honor Pledge and Honor Code) of Marquette, and it is unfair to your fellow classmates. If you are caught copying during tests/quizzes, plagiarizing on assignments (i.e., representing someone else’s ideas as your own, including by not adequately citing them), or helping someone do either of these, you will receive an F on that assignment, be reported to the Academic Integrity Council, and receive any other punishments that are warranted. Don’t test me on this one! Just to be clear, if you take this course, you are accepting Marquette’s Honor Pledge: “I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others. I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.” To provide additional incentives for this not to be an issue, the policy memo and early semester short assignment will be submitted to turnitin.com for an originality check.

LECTURE AND READING SCHEDULE

PART I: Political Science, Comparative Politics, and Leadership

Week 1 (Aug 26-30): Central Concepts in the Study of Comparative Politics

Individuals and Communities-Related Topics: Politics, Power, Society, Nation, and State

Readings:

Lowell Barrington, *Comparative Politics: Structures and Choices*, 2nd edition (hereafter, Barrington, *CPSC*), chapter 1 (“The Comparative Study of Politics”), pp. 1-13.

D2L #1: Lowell Barrington, “Nations and Nationalism: The Misuse of Key Concepts in Political Science,” *PS: Political Science & Politics*, December 1997, pp. 712-716.

D2L #2: “Pride of Place: Landscape in Britain,” *The Economist*.

Week 2 (Sep 2-6): Science, Political Science, and Comparative Politics

Individuals and Communities-Related Topics: Causality, Levels of Analysis, “Structures vs. Choices”

Readings:

Barrington, *CPSC*, chapter 1, pp. 13-27.

D2L #1: “‘Conceptualization in Comparative Politics’ Abridged from Sartori Giovanni, ‘Concept Misformation in Comparative Politics’, *American Political Science Review*, Vol. 64, No. 4, 1970, pp. 1033-1053.”

D2L #2: Jean-Germain Gros, “Comparative Politics Made Simple.” AP Central.

D2L #3: Evelyne Huber, “Letter from the President: The Role of Cross-regional Comparison,” *APSA-CP Newsletter*, vol. 14, no. 2 (Summer 2003), 1-6.

D2L #4: “Off the Map; Data and Development,” *The Economist*.

SEPTEMBER 2 (MONDAY): NO CLASS, LABOR DAY.

Week 3 (Sep 9-13): Political Leaders and Their Decisions

Individuals and Communities-Related Topics: Leadership, Decision-making, Rationality, Groupthink

Readings:

Barrington, *CPSC*, chapter 10 (“Leadership and the Importance of Individuals in the Political Process”).

D2L #1: “Person of the Year, Angela Merkel: Chancellor of the Free World,” *Time Magazine*, 12/21/2015.

D2L #2: “David Cameron Pledges ‘Assault on Poverty’ with Social Reforms,” *BBC News*, 1/11/2016.

D2L #3: “Profile: Narendra Modi,” *BBC News*, 11/11/2015

D2L #4: “Mexico in Crisis,” *The Weekly Standard*, 12/18/2014

SEPT 9 (MONDAY), “MOST CHALLENGED LEADER” ASSIGNMENT DUE, D2L DROPBOX, 5:00 P.M.

PART II: Economics, Culture, and Identity

Week 4 (Sep 16-20): Economic Structure and Political Outcomes

Individuals and Communities-Related Topics: Class, Inequality, Development, Economic Globalization

Readings:

Barrington, *CPSC*, chapter 2 (“Economic Class, Development, Systems, and Globalization”).

D2L #1: “Forget the 1%,” *The Economist*.

D2L #2: “The Oil Price Plunge,” *The Nation*, 2/23/2015.

D2L #3: “‘The Looting Machine’ Explains Why Africa Isn’t Rising,” *Chicago Tribune*, 12/30/2015.

D2L #4: “Stress and Challenges: What’s Facing China’s ‘Nine Dragons of Water’,” *Global Asia*, March 2015.

Week 5 (Sep 23-27): Political Culture and Ideology

Individuals and Communities-Related Topics: Values, Political Culture, Socialization, Ideology

Readings:

Barrington, *CPSC*, chapter 3 (“Ideas as Structure: Political Culture and Ideology”).

D2L #1: “The Confucian View: Putting East Asian Education into Context,” *Global Asia*, June 2015.

D2L #2: “What Happened to Brazil?,” *Foreign Policy in Focus*, 9/23/15.

D2L #3: “The Economist Explains: Why Young People Don’t Vote,” *The Economist*.

Week 6 (Sep 30-Oct 4): Identity and Social Divisions

Individuals and Communities-Related Topics: Individual Identity, Identity Group, National Identity, Race, Ethnicity, Gender, Religion, Complementary vs. Cross-cutting Identity Divisions

Readings:

Barrington, *CPSC*, chapter 4 (Identity Structure”).

D2L #1: “The Question of Russian Identity,” Intersection (<http://intersectionproject.eu/>), 6/17/2015.

D2L #2: “The Myth of a Liberal India,” *National Interest*, November 2015.

D2L #3: “Iranian Women Still Face Barriers,” *International Policy Digest*, 12/1/2015.

PART III: Governing Institutions

Week 7 (Oct 7-11): Political Systems and Their Constitutions

Individuals and Communities-Related Topics: Negative vs. Positive Rights, Individual vs. Group Rights, Constitution, Unitary vs. Federal Systems, Local Government

Readings:

Barrington, *CPSC*, chapter 5 (“Political Systems and Their Rules”).

D2L #1: “Why Democracies Dominate,” *The National Interest*, July 2015.

D2L #2: “Reforms and Democracy,” *The Economist*, 11/15/2014.

D2L #3: “Iran Shapes the Narrative Through its Constitution,” *International Policy Digest*, June 2015.

Week 8 (Oct 14-18): Executives and Legislatures

Individuals and Communities-Related Topics: Head of State vs. Head of Government, Direct vs. Indirect Elections

Readings:

Barrington, *CPSC*, chapter 6 (“Legislatures and Executives”).

D2L #1: “Easy Politics, Bad Policies” *The Economist*.

D2L #2: “Mexico – Legislative Elections and Independent Governors,” *Presidential Power: Presidents and Presidential Politics around the World* (<http://presidential-power.com/>), 6/12/2015

D2L #3: “U.S. or Parliamentary System?...” *MinnPost*, 10/02/12.

OCTOBER 14 (MONDAY): MIDTERM EXAM, IN CLASS.

OCTOBER 18 (FRIDAY): NO CLASS, FALL BREAK.

Week 9 (Oct 21-25): Courts, Bureaucracies, and Militaries

Individuals and Communities-Related Topics: Rule of Law, Civil Servants, Merit vs. Spoils System, Specialist vs. Generalist Approach, Civilian Control

Readings:

Barrington, *CPSC*, chapter 7 (“Unelected Components of Government”).

D2L #1: “Britain’s Shrinking Executive,” *American Interest*, 7/1/2014.

D2L #2: “‘Brazil Cost’ Bureaucracy Continues to Hinder Business,” *The Rio Times*, 8/6/2015.

D2L #3: “Nigeria Military Killed Hundreds of Shiites, Activists Say,” *Christian Science Monitor*, 12/15/2015.

PART IV: Linking Political Elites and the General Public

Week 10 (Oct 28-Nov 1): Interest Groups and “Civil Society”

Individuals and Communities-Related Topics: Elites, Elite-Mass Linkage, Clientelism, Programmatic Representation, Conventional vs. Unconventional Participation, Pluralism vs. Corporatism, Civil Society

Readings:

Barrington, *CPSC*, chapter 8 (“Political Participation and Approaches to Linking Masses and Elites”).

D2L #1: “Study: US is an Oligarchy, Not a Democracy,” BBC.

D2L #2: “Russia’s Stolen Future,” *Foreign Policy in Focus*, 5/1/2015.

D2L #3: “The Politics of China’s Anti-corruption Campaign,” East Asia Forum, 9/15/2015.

Week 11 (Nov 4-8): Electoral Systems and Political Parties

Individuals and Communities-Related Topics: PR vs. FPTP Electoral Systems, Political Parties

Readings:

Barrington, *CPSC*, chapter 9 (“Political Parties and Electoral Systems”).

D2L #1: “They Said It Couldn’t Be Done: David Cameron’s Surprise Victory,” *The Weekly Standard*.

D2L #2: “What We Got Wrong In Our 2015 U.K. General Election Model,” *FiveThirtyEight.com*.

D2L #3: “Witness to a Landslide; Indian Politics,” *The Economist*.

D2L #4: “The Rise and Fall of Latin America’s Most Successful Progressive Party,” *Foreign Policy in Focus*, 11/13/2015.

**NOVEMBER 8 (FRIDAY), POLICY MEMO DUE, IN THE D2L DROPBOX, BY 5:00 P.M.
THE DETAILS OF THE ASSIGNMENT ARE AT THE END OF THE SYLLABUS.**

PART V: Understanding Political Outcomes Using Structures and Choices

Week 12 (Nov 11-15): Regime Transitions: Democratization and Democratic Breakdown

Individuals and Communities-Related Topics: Regime Transition, Pacts, Creeping Authoritarianism

Readings:

Barrington, *CPSC*, chapter 11 (“Regime Transitions”).

D2L #1: “What’s Gone Wrong with Democracy?” *The Economist*.

D2L #2: “The Arab Spring: Has It Failed?” *The Economist*.

D2L #3: “Dilemmas of Democracy and State Power in Africa,” *Brookings Research and Commentary*, 1/7/2016.

Week 13 (Nov 18-22): Policy Outcomes

Individuals and Communities-Related Topics: “Intermestic” Policy, Social Welfare Policy, Immigration

Readings:

Barrington, *CPSC*, chapter 12 (“Comparative Public Policy”).

D2L #1: “Germany’s Plan for Migrants Will Reshape Its Future,” *FiveThirtyEight.com*.

D2L #2: “Troubled Euro Needs a Softer Germany,” *The World Today*, Oct/Nov 2015.

D2L #3: “China Ends One-Child Policy, Allowing Families Two Children” New York Times, 10/29/2015.

D2L #4: “The Center Is Not All: How India’s States Are Luring Foreign Investors,” *Global Asia*, June 2015.

NOVEMBER 20-22 (WEDNESDAY-FRIDAY): NO CLASS, THANKSGIVING BREAK.

PART VI: Conclusion

Week 14 (Nov 25-29): Politics in ???

Readings: TBA.

Week 15 (Dec 2-Dec 6): Conclusion: From Separate Countries to Broader Understandings.

Individuals and Communities-Related Topics: Structured Choices

Readings:

Barrington, *CPSC*, epilogue, “Structured Choices and the Comparative Study of Politics”.

D2L #1: “The World Events That Mattered Most in 2015,” *The Atlantic*, 12/22/2015.

D2L #2: “Young Voters, Declining Trust and the Limits of ‘Service Politics’,” *The Forum*, Oct. 2015.

D2L #3: Natalie Anastasia, “Surviving Final Exam Stress,” *TB Scene*, 4/22/2014.

FINAL EXAM REVIEW: DECEMBER 2ND (MONDAY), IN CLASS.

FINAL EXAM: MONDAY, DECEMBER 9, 1:00 P.M. - 3:00 P.M.

DETAILED DESCRIPTION OF MAJOR SEMSTER ASSIGNMENTS

D2L Discussion Posts (5% of Final Grade)

At least five times during the semester, you will post to the class D2L discussion board about a topic/question from a recent class session, a current event in one of the Topic-in-Countries cases related to issues we’re discussing that week, or examples from other countries—including the United States—of how thematic elements from the class play out in practice around the world. In these posts, you are especially encouraged to consider the question of how particular course topics relate to the themes of *Basic Needs and Justice* and *Individuals and Communities*. Those who have had a Discovery Tier course in one of these themes already are also invited to discuss how POSC course’s approach to that theme was similar to or different from the approach taken in that course. At least two of these posts should start a new discussion thread, as opposed to being responses to posts in existing threads. (You are expected to respond to existing posts as well.) Along with how coherent, interesting and important your discussion board posts are, spelling and grammar will be taken into account in your grade on these posts. Posts should, on average, be around two (normal-sized) paragraphs in length.

“Most Challenged Leader” Assignment: Due via D2L, February 1 (5% of Final Grade)

Question: *Which chief executive of the 9 Topic-in-Countries cases is the most “challenged” leader, and why?*

Partly because your textbook is not up-to-date with current leaders in our Topic-in-Countries cases, you will answer the question above by writing a short (400-500 words, Times New Roman 12 pt. font) argument about one of the leaders of the countries we are focusing on most closely this semester. Explain why that leader is the most challenged chief executive of the nine TIC cases. In your answer, consider the difficulties facing that leader that require government response, the social, economic and political structures in which this individual must lead, and any aspects of his or her background or leadership style that contribute to these challenges.

Policy Memo Assignment: Due via D2L, November 8 (15% of Final Grade)

Question: *What country should we study in Week 14, and why?*

In around 1,500 words (Times New Roman 12 pt. font), answer the question above by writing a “policy memo.”

In your memo, you will make a recommendation regarding which *one* of the countries we should study in Week 14 from the list of countries on the following page. Although there is not a single, universally accepted format for policy memos, they should include a “To/From/Subject/ Date” heading; a summary (often call the Executive Summary); an introduction/background section, in which the background discussion is very short or skipped entirely; a discussion/options section – in this case *comparing two* of the countries from the list – which highlights advantages/disadvantages of each option; and a recommendation section. You can include a short conclusion following the recommendation section, though many policy memos stop with the recommendation.

As you choose which two countries to discuss and which one to recommend, consider the topics that we have discussed in the course. How will your country help us to *understand better how one or more of these topics connects to the Individuals and Communities theme*? Does it fill a void, providing an example of something important that the other countries we are looking at do not? Does it challenge and make us rethink how that topic was discussed in class and in the readings?

While it will be tempting to do so, do *not* describe the countries’ basic histories in your memo. Cover only the history, events, or facts about the countries that you need to make your points about which country we should study. Remember, I want to know why you believe that I and your fellow classmates should spend a week studying the country you choose, and simply having some interesting events in its history will not distinguish it from other potential countries we could study.

The majority of the grade on this assignment will be the effectiveness of the memo in convincing me that “your” country is the best one to study. Thus, your argument matters a great deal, spelling and grammar matter quite a lot, and the looks of your memo matter only a bit. Although it is common to use bullet point formatting in memos, they are best reserved for specific lists within the memo rather than for the entire memo’s text.

Plagiarism is not acceptable in any form. Direct quotations must be in quotation marks, and you should use footnotes, endnotes, or parenthetical citations for sources from which you have borrowed *any* ideas. We will discuss this more in class. While short and in “memo” form, this is a research project. I expect you to find *current* information about the countries. You should look not only at news magazines like *The Economist* but also at academic journals that may carry articles on your country. Also, you can (and should) use the readings from class where appropriate.

A Works Cited list should be included as an additional page of the memo. This page will not be included in the word count. It is reasonable to have *at least 10* sources that you actually reference in the memo.

Possible Countries for the Policy Memo Assignment

Antigua and Barbuda
Bahamas
Bahrain
Belize
Benin
Bhutan
Botswana
Brunei
Burundi
Cabo Verde
Comoros
Djibouti
Dominica
Equatorial Guinea
Eritrea
Federated States of Micronesia
Fiji
Gabon

Gambia
Grenada
Guinea
Guinea-Bissau
Guyana
Kiribati
Lao PDR
Lesotho
Liberia
Maldives
Marshall Islands
Mauritania
Mauritius
Namibia
Nauru
Palau
Papua New Guinea
Saint Kitts and Nevis
Saint Lucia
Saint Vincent and

Grenadines
Samoa
Sao Tome and Principe
Senegal
Seychelles
Sierra Leone
Solomon Islands
Suriname
Swaziland
Togo
Tonga
Trinidad and Tobago
Tunisia
Tuvalu
Vanuatu

Humanities course syllabi sample – Discovery Tier, Creativity and Technology theme

Department of Digital Media and Performing Arts

DGMD 4810 Radio and Television History

Professor: Dr. Amanda Keeler

Class: Mondays and Wednesdays 3:30-4:45pm in Johnston Hall 427

Office Hours: Wednesdays 10:00am-12:00pm, Thursdays 1:00-3:00pm, or by appointment

Office: Johnston Hall 522

Email: amanda.keeler@marquette.edu

Twitter: @amanda_r_keeler

COURSE DESCRIPTION

This course provides a limited historical survey of radio and television in the United States, beginning in the late 1910s with the formation of the radio corporations and continuing to the 1980s. To study media history one must account for many factors, including the development of technologies, program distribution, audiences, advertising, shifts in storytelling and genres, commercial and noncommercial media, and modes of listening and viewing. An attempt to examine all of these aspects in depth in a single course would be impossible. Therefore, this semester this class will examine radio and television in the US through a few well-known and some lesser-known producers and writers, focusing on their initial importance and ongoing influence. We will watch and study a mix of anthology programs, sitcoms, and daytime and primetime dramas—paying particular attention to the social and cultural context out of which these programs emerged.

As part of the Creativity and Technology theme within the Marquette College Core Discovery Tier, this class is structured around how creativity drives the transformation of technology, and the resulting artistic achievements created through this technology. This class will focus on the art of radio and television—programming that came into existence through the long and complex process of the technological advancements.

The course is tied to two of the six Marquette University Core Outcomes:

(5) Leaders in Discovery Marquette students will advance the understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition. This class engages with the intersection of technology, creativity, and the development of the commercial radio and television industry, and the formative moments that continue to define who decides what we see, and whose voices are privileged over others.

(6) Global Problem Solvers Marquette students are well-practiced in cooperative and cross-disciplinary problem-solving skills and they can present innovative solutions that draw from theological, philosophical, qualitative, and quantitative perspectives to address the increasingly blurred lines between local and global challenges. Through the studies in this course students will gain a greater understanding of the relationship between technology, art, and commerce. This historical study will teach students to distinguish the different creators of radio and television programs, an ongoing, imperative ethical exercise.

COURSE LEARNING GOALS

- Explore the origins and development of the radio/television industry in the US
- Investigate radio and television storytelling modes across the twentieth century
- Understand how radio and television have shaped the world and how the world has shaped radio and television
- Improve critical thinking, writing, and presentation skills through class projects and assignments

REQUIRED CLASS TEXT

There is no book to purchase for this class. Course readings can be found on our D2L page.

Humanities course syllabi sample – Discovery Tier, Creativity and Technology theme

COURSE POLICIES AND EXPECTATIONS

I encourage all students to come to my office hours to discuss any questions about the class, assignments, or any other administrative matter.

WORK LOAD

We meet for 75-minute class sessions twice a week. Many of these class sessions will be lecture-heavy—you must take notes. Outside of the classroom you should spend several hours a week preparing for class by reading the assigned book and taking notes, reviewing class lecture notes, and completing assignments.

CLASSROOM BEHAVIOR

I have a few policies for the classroom that are critically important to foster an effective learning environment. I ask you to follow these simple guidelines that are designed to benefit both students and professor alike. Since our classroom is a shared space with different thinkers, ideas, and people, discussions must be conducted in a manner that fosters an atmosphere of mutual respect for everyone. Please arrive on time for class. Always bring a pen or pencil and your notebook to class.

My *classroom technology policy*—you are not permitted to use cell phones during class time. While we are in class please do not check your phone, compose, read, or send text messages or emails, etc. Cell phones are distracting and they derail classroom discussions. Studies have shown that multitasking negatively affects both concentration and the learning process. You do not need it to check the time because there is a large clock on the back wall. I *discourage laptop* use in my classes for the same reasons. You are, of course, permitted to use your phone until class begins (at 3:30pm) and after class ends (at 4:45pm).

WRITING ASSIGNMENTS

The Diederich College of Communication recognizes the value of strong writing and presentation skills among students as they make their mark in the world, especially as they pursue upper division courses, apply for internships, and seek jobs after graduation. We expect students to apply the writing and presentation skills they have learned in COMM 1100 (or its equivalent) to all classes in our College. Students can expect to lose up to 20 percent of their grade for writing errors. I will grade every assignment for grammar, structure, and content. Writing is a process, not an event. Composing and revising drafts offers useful ways for you to work through potential problems, and to polish your argument and supporting evidence. If you come to my office hours, I am happy to read and discuss drafts of your assignments.

ACADEMIC INTEGRITY

Please do not attempt to cheat, plagiarize, or pass off another person's work as your own. You will be caught and I will report any offense. I expect full and absolute compliance with Marquette's policy on academic integrity, which can be read at <http://bulletin.marquette.edu/undergrad/academicregulations/>

LATE WORK

Class assignments will be considered late if you fail to hand them in on the day and time that they are due. Late work will be dropped half a letter grade per day late. Printer trouble or other technological difficulties are not acceptable excuses for late work.

Humanities course syllabi sample – Discovery Tier, Creativity and Technology theme

GRADE SCALE

There are 100 total points in this course. The grades in this course correspond Marquette University's official grade distribution policy.

A	100-93%	B+	89.99-87%	C+	79.99-77%	D+	69.99-67%
A-	92.99-90%	B	86.99-83%	C	76.99-73%	D	66.99-60%
		B-	82.99-80%	C-	72.99-70%	F	59.99-0%

CLASS ASSIGNMENT AND GRADE BREAKDOWN

ATTENDANCE AND PARTICIPATION

5%

Part of your grade will reflect the degree to which you attend class and are actively present, prepared, and engaged. Attendance will be checked every day. You have two unexcused absences. After two absences you will lose participation points. Three late arrivals equal one unexcused absence. You must come to class and be ready to discuss the assigned readings and screenings. Please see our D2L page for the official College policy regarding attendance and withdraws.

ASSIGNMENTS AND EXAMS

95%

It is imperative that you complete the assigned class readings. You will frequently engage with the ideas presented in these readings in our class assignments, discussions, and exams. I have provided you with notebooks. Please use these to take notes while reading our class book, and during class lectures and screenings.

Assignment 1 Email to Prof. Keeler due Sunday Jan 21 by 8pm to D2L Dropbox	3 points
Assignment 2 Storytelling with Sound due on Sunday February 4 by 8pm	10 points
Assignment 3 TV Magazine Analysis due on Sunday February 25 by 8pm to D2L	15 points
Exam One Open notebook exam in class on Wednesday, March 7	15 points
Assignment 4 Creativity and Technological Change due on Wed March 28 by 8pm to D2L	15 points
Assignment 5 Annotated Bibliographies due on Sunday April 15 by 8pm to D2L	15 points
Exam Two Open notebook exam in class on Wednesday April 25	15 points
Assignment 6 Presentation Multimedia Files due on Sunday April 29 by 8pm to D2L	7 points

47% of the assignments/grade distribution in this course come from assignments that directly engage with the "creativity and technology" theme.

CLASS SCHEDULE

WEEK ONE

Wednesday January 17: History Syllabus, Introductions, Student/Teacher Expectations

Sunday January 21: Assignment 1 Email to Professor Keeler due by 8pm to D2L Dropbox

WEEK TWO

Monday January 22: Beginnings of Radio

- *Read for class:* Michele Hilmes, "NBC and the Network Idea" pp. 7-24.
- STORYTELLING WITH SOUND ANALYSIS PROJECT (#2) ASSIGNED

Wednesday January 24: Radio and Technology in the 1920s and 1930s

Humanities course syllabi sample – Discovery Tier, Creativity and Technology theme

WEEK THREE

Monday January 29: Irna Phillips

- *Read for class:* Michele Hilmes, "Under Cover of Daytime" pp. 151-82.
- In class listening: *The Guiding Light* (1937-1956 radio; 1952-2009 television)

Wednesday January 31: Don McNeill

- In class listening: *The Breakfast Club with Don McNeill* (1933-1968 radio)

Sunday February 4: Assignment 2 Storytelling with Sound Analysis due to D2L by 8pm

WEEK FOUR

Monday February 5: Orson Welles

- In class listening: *The War of the Worlds* (30 October 1938)
- *Read for class:* Allison McCracken, "Scary Women and Scarred Men: *Suspense*" pp. 183-207.
- TELEVISION MAGAZINE ANALYSIS PROJECT (#3) ASSIGNED

Wednesday February 7: Phillips H. Lord

- In class listening: *Gang Busters* (1936-1957)

WEEK FIVE

Monday February 12: From Radio to Television: Gertrude Berg

- *Read for class:* Horace Newcomb, "The Responses to Television" pp. 1-24.
- In class screening: *The Goldbergs* (1929-1946 radio, 1949-1956 television)

Wednesday February 14: From Radio to Television: Jack Webb

- In class screening: *Dragnet* (1949-1957 radio, 1951-1959 television)

WEEK SIX

Monday February 19: Live Anthology Programs and Early Television Technology

- *Read for class:* Laurence Raw, "Form and Function in the 1950s Anthology Series" pp. 91-96
- In class screening: *Studio One* "The Storm" (17 October 1949)

Wednesday February 21: Live Anthology Programs and Early Television Technology

Sunday February 25: Assignment 3 Television Magazine Analysis due to D2L by 8pm

WEEK SEVEN

Monday February 26: Alfred Hitchcock and Filmed Anthologies

- In class screening: *Alfred Hitchcock Presents* "Lamb to the Slaughter" (13 April 1958)

Wednesday February 28: Rod Serling and Filmed Anthologies

- *Read for class:* Erik Mortenson "A Journey into the Shadows: *The Twilight Zone*" pp. 55-76.
- In class screening: *The Twilight Zone* "The Monsters are Due on Maple Street" (4 March 1960)

WEEK EIGHT

Monday March 5: 1960s Serialized Primetime Storytelling

- In class screening: *Peyton Place* Episode 1.4 (24 September 1964)
- *Read for class:* Caryn Murphy "Selling the Continuing Story of *Peyton Place*" pp. 115-28.
- PROJECT 4 CREATIVITY AND TECHNOLOGICAL CHANGE ASSIGNED

Wednesday March 7: Exam One

- Covers all readings, screenings, lectures, projects, and class discussions

Humanities course syllabi sample – Discovery Tier, Creativity and Technology theme

MARCH 12-18: SPRING BREAK WEEK

WEEK NINE

Monday March 19: Gene Roddenberry

- *Read for class:* Marie Davies and Roberta Pearson, "The Little Program that Could" pp. 209-23.
- In class screening: *Star Trek* "Arena" (19 January 1967)

Wednesday March 21: 1960s Television

WEEK TEN

Monday March 26: Mary Tyler Moore and 1970s Television

- *Read for class:* Horace Newcomb, "Situation and Domestic Comedies" pp. 25-58.
- In class screening: *The Mary Tyler Moore Show* "Love is All Around" (19 September 1970)

Wednesday March 28: Mary Tyler Moore Enterprises

- In class screening: *Lou Grant* "Cophouse" (20 September 1978)

Wednesday March 28: Assignment 4 CREATIVITY AND TECHNOLOGICAL CHANGE due to D2L Dropbox by 8pm

WEEK ELEVEN

Monday April 2: No class, Easter Holiday

Wednesday April 4: Public Broadcasting and Public Access

- *Read for class:* Daniel Marcus, "Public Television and Public Access" pp. 55-59.
- In class screening: Clips from *Sesame Street* (1969-present) and *Mystery Science Theatre 3000* (1988-1996, 2017-present)

WEEK TWELVE

Monday April 9: Norman Lear

- *Read for class:* Kirsten Lentz, "Quality versus Relevance" pp. 45-80
- In class screening: Clips from *Norman Lear: Just Another Version of You* (2016) and *Color Adjustment* (1991)

Wednesday April 11: Norman Lear

- In class screening: *All in the Family* "Sammy's Visit" (19 February 1972)

Sunday April 15: Assignment 5 Annotated Bibliographies due to D2L Dropbox by 8pm

WEEK THIRTEEN

Monday April 16: Norman Lear

- *Read for class:* Karen Petruska, "Television Beyond the Networks" pp. 38-54
- In class screening: *The Jeffersons* "A Dinner for Harry" (13 September 1975)

Wednesday April 18: Norman Lear

- In class screening: *Mary Hartman, Mary Hartman* Episode 1.1 (5 January 1976)

Humanities course syllabi sample – Discovery Tier, Creativity and Technology theme

WEEK FOURTEEN

Monday April 23: New Networks in the 1980s-90s

- *Read for class:* Jennifer Holt, "Golden Age Redux" pp. 93-114.

Wednesday April 25: Exam Two

- Covers all readings, screenings, lectures, projects, and class discussions from the second half of class

Sunday April 29: Assignment 6 Multimedia Presentation Files due to D2L Dropbox by 8pm

WEEK FIFTEEN

Monday April 30: 1980s Program Presentations

Wednesday May 2: 1980s Program Presentations