



**POSC 4321 Seminar in Political Science-Race and International Relations
Spring 2023**

Course Information Structured as a graduate seminar, this particular Seminar considers race in the study of international relations and satisfies the POSC 3354 requirement for the POSC degree.

Instructor: Michael J. Nojeim, Ph.D.

Section # and CRN: Section P0; CRN 21148

Office Location: Woolfolk 303; Banks 210

Office Phone: 936-261-3213

Email Address: mjnojeim@pvamu.edu

Office Hours: F2F: Tues. 12:00-2:00 pm; or [Schedule a Zoom session](#)

Mode of Instruction: F2F

Course Location: MT Harrington Science Bldg 314

Class Days & Times: Tuesday and Thursday, 2:00 – 3:20

Catalog Description: This course is devoted to intensive reading, writing, research, and discussion focusing on selected topics, which in this version is race and international relations.

Prerequisites: N/A

Co-requisites: N/A

Required Text(s): Asch, Chris Myers, and George Derek Musgrove. 2017. *Chocolate City: A History of Race and Democracy in the Nation's Capital*. UNC Press Books, 2017.

Other required readings are provided free of charge.

Required films are typically available through the various streaming services.

Recommended Text(s): Frieden, Jeffry, David A. Lake, Kenneth A. Schultz. 2021. *World Politics: Interests, Institutions, and Interactions (Fifth Edition)*. New York: W.W. Norton.

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment
1	Define and use key terms pertinent to the study of race and International Relations (IR).	SLO #1
2	Evaluate the origins and structure of the current international system and explain how race can serve as an explanatory factor in historic and contemporary state behavior such as colonization, imperialism, foreign aid, and human rights.	SLO #4
3	Explain the role that theory plays in explaining, predicting, and prescribing events, issues, and policies pertinent to the study and practice of IR.	SLO #4
4	Describe how key theories in IR, such as realism, liberalism, and constructivism, are deployed to understand phenomena in IR.	SLO #4
5	Critically analyze how key theories in IR downplay or omit considerations of race and describe how they can impact considerations of diversity, equity, and inclusion on the international stage.	SLO #4
6	Critically analyze how considerations of race may (or may not) inform international cooperation and international conflict.	SLO #4
7	Critically analyze how considerations of race may (or may not) influence the formation and conduct of international organizations.	SLO #4
8	Conduct applied research of a major international issue informed by considerations of diversity, equity, and inclusion on the international stage, inclusive of outreach to relevant scholars and practitioners.	SLO #2

Political Science Program Student Learning Outcomes (SLOs):

- #1: Students can explain the terms, principles, theories, & approaches used to understand/explain phenomena in POSC.
- #2: Students can produce properly researched and evidence-based intellectual products on topics pertinent to POSC.
- #3: Students can explain & critically analyze major domestic issues pertaining to law, public policy, & public admin.
- #4: Students can explain & critically analyze major theories and issues in international relations and comparative politics.

Major Course Requirements

Method of Determining Final Course Grade

Requirement: see Canvas or the calendar below for due dates	Value (in points)	Total (value of grade)
1. Pre-Class Writing Assignments (drop lowest)	100	40%
2. Analytical Essay (due in stages)	100	20%
3. Oral Presentation	100	15%
4. <i>Chocolate City</i> Reflection Essay (drop TWO lowest)	100	15%
5. Class Participation	100	10%
Self-Introduction Video		Completion grade: failure to complete is an attendance penalty
Virtual Library Researching After Dark		Completion grade: failure to complete is an attendance penalty
Academic Integrity Library Online Course		Completion grade: failure to complete is an attendance penalty
Total		100%

Grading criteria and conversion: A=90→100; B=80→89; C=70→79; D=60→69; F=below 60

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments: (Consult the Calendar below for all due dates!)

Grade Requirement	Description
1. Pre-Class Writing Assignments (10, worth 40% of final course grade)	<p>Due in Canvas by 11:59 pm each Wednesday for Weeks Two-Twelve.</p> <p>Students will answer 1-2 questions with each answer being no shorter than 100 words and no longer than 250 words. These questions will be posted via Canvas each Sunday evening.</p> <p>Questions will be based on that week’s required readings and film viewing. They may take several forms, e.g., they may ask students to grapple with theoretical or policy issues from the readings and/or film(s); they may ask you to take positions and argue for or against a particular notion; or you may be asked to speculate on the contemporary or future significance of a reading or film. You will be given specific guidance and hints for each week. In addition, watch these two short clips (8 mins) to help you become an informed film critic!</p> <p>“Basic film analysis – Introduction to film,” by Emma Lynn.</p> <p>“Movies are More than Screen Deep. Here’s How to Watch Like a Critic,” PBS NewsHour.</p> <p>Sufficient answers fully address the question through assertion of opinion; good answers additionally provide a thesis to justify the answer; great answers provide additional evidence to support the thesis.</p>
2. Analytical Essay (scaffolded, worth 20% of the final course grade)	<p>Due in Canvas according to the due dates listed in the calendar below.</p> <p>Students will write an analytical essay, due in stages, of no less than 1,500 words and no more than 2,000 words applying knowledge from any of the topics raised in the course to a subject of contemporary U.S. policy interest. For instance, students could apply what they learned about realist theory to U.S. actions and events in Afghanistan. Or students could apply what they learned about the role race plays (or does NOT play) in U.S. relations with South Africa.</p>

	<p>Stage One: A one-sentence statement of purpose, e.g., “This essay will investigate the extent race is considered in U.S. foreign aid decisions.” Or, “This essay will examine how U.S. foreign policy toward [pick a country] would change when considerations of race and equality are a top priority.”</p> <p>Stage Two (due with Stage One): A half-page outline with at least four sections filled in:</p> <ol style="list-style-type: none"> I. Statement of purpose II. Background/Introduction III. Main Arguments IV. Conclusion/Summary <p>Stage Three: bibliographic listing of at least four scholarly sources, properly formatted using the Author-Date version of the Chicago Manual of Style.</p> <p>Stage Four: Fully completed essay (1500 – 2000 words). You are most welcome to submit a rough draft for pre-grade feedback before the official Stage Four due date.</p> <p>Failure to submit any of Stages One – Three will result in a 10-point deduction from the overall grade. These essays are graded based on four criteria: content, organization, writing, and research & reference.</p> <p>See below or Canvas for the Grading Checklist for the POSC 4321 Paper.</p>
<p>3. Oral Presentation (worth 20% of the final course grade)</p>	<p>Due IN CLASS between April 25 – May 10—we will agree on a schedule.</p> <p>Students will give a five-minute oral presentation based on their Analytical Essay. If you do not use PowerPoint, you will be allowed one three-by-five card to provide summary points for your presentation. See below or in Canvas for the Oral Presentation Grading Rubric.</p>
<p>4. <i>Chocolate City</i> chapter assignments</p>	<p>The intent of assigning the book <i>Chocolate City: A History of Race and Democracy in the Nation's Capital</i> is to connect the book’s subject matter (understanding the history of Washington, D.C. through the intersection of race and democracy) to any subject of contemporary U.S. foreign policy or international relations (our course content).</p> <p>For each chapter, students will be asked to write a short statement, of no more than 250 words, in answer to this two-part question:</p> <p>Question: while keeping notions of race and democracy foremost in your mind, what is the most important thing you learned in this chapter and why? You must cite the chapter at least once using this format: (Asch and Musgrove 2017, 156).</p>
<p>5. Class Participation (worth 10% of final course grade)</p>	<p>This is a seminar-styled class, which means it is heavily oriented toward class discussion (less formal lecture). As such, it is vital that students complete the week’s reading and viewing requirements <i>before</i> class meets on Tuesdays so that they can contribute to class discussions in meaningful ways—even if saying you did not understand a point an author makes.</p> <p>Your participation will be noted every class period, but you will receive four grades for this assignment, one at the end of January, February, March, and April. See below or Canvas for the Class Participation Grading Rubric.</p> <p>If you completed the reading and viewing requirements and demonstrate through class participation a substantial level of preparation, you will be fine. If you have not done the reading or watched the films and are not ready to discuss in such a way that is clearly obvious to me, your colleagues, and yourself, your discussion grade will suffer.</p> <p>Other forms of class participation may include group and individual exercises and quizzes through a variety of modalities. Some of those exercises and quizzes will be graded for correctness and others for successfully completing them.</p>

Self-Introduction Video	<p>Click on the “Self-introduction” video link in the Discussions section of Canvas and record/submit a 30 second video of yourself. Tell us a little about yourself, include something interesting, such as a pet peeve, a favorite movie, a childhood idol, what you would buy on all-expense paid shopping trip, where you go for an all-expense paid vacation, etc.</p> <p>This is a completion assignment used to gauge attendance early in the term. Failure to complete this assignment will count as one unexcused absence.</p>
Virtual Library Researching After Dark	<p>Students must attend at least one of PVAMU Librarian Ms. Kimberly Gay’s well-received 50-minute Virtual Library Researching After Dark sessions. Submit proof of completing this session in the appropriate Canvas assignment portal. This is a completion assignment used to aid you in your analytical essay. Failure to complete this assignment will count as one unexcused absence.</p>
Academic Integrity Library Online Course	<p>Click on this link (or copy/paste this link into your browser: https://www.pvamu.edu/library/venue/online-presentation/#f766e7f99b283ff79). Sign up for and then take the one-hour course (you’ll see that the course is offered multiple times/days). Once you complete the course, upload your completion certificate to this assignment portal.</p> <p>This is a completion assignment used to teach you about the importance of academic integrity (e.g., NOT plagiarizing). Failure to complete it will count as one unexcused absence.</p>

16 Week Calendar

The structure of the course meetings will be as follows:

- 1) Either Professor Nojeim or Professor Weber will take the lead for teaching via Zoom in the Tuesday afternoon session, denoted by the instructor’s name.
- 2) In the Thursday afternoon session, the two groups will convene via Zoom to resolve any outstanding issues from the Tuesday afternoon session.
- 3) To find films, google the film name and streaming, like this: **Lord of the Flies Streaming.**

Week One: 1/17 – 1/20

Tuesday Topic Description
Tuesday Reading

What is this Course About: Nojeim and Weber

Bhambra, Gurminder K., Yolande Bouka, Randolph B. Persaud, Olivia U. Rutazibwa, Vineet Thakur, Duncan Bell, Karen Smith, Toni Haastrup, Seifudein Adem. 2020. “Why is Mainstream International Relations Blind to Racism?” *Foreign Policy*, July 3: 1 – 20.

Zvobgo, Kelebogile and Meredith Loken. 2020. “Why Race Matters in International Relations.” *Foreign Policy* (June 19).

Thursday Topic Description
Thursday Reading:

Discussion Section

Blakeslee, George H. 1910. *The Journal of Race Development* 1, No. 1 (July): 1-4.

Hall, G. Stanley. 1910. “The Point of View Toward Primitive Races.” *The Journal of Race Development* 1, No. 1 (July): 5-11.

Hoffman, Stanley. 1977. “An American Social Science: International Relations.” *Daedalus* 106, no. 3 (Summer): 41 – 60.

Mampilly, Zacharia. 2022. “The Du Boise Doctrine: Race and the American Century.” *Foreign Affairs* 101, Iss. 5 (Sept/Oct): 156-167.

Assignments:

Self-Introduction Video due by 11:59 pm Wed., January 18.

[Academic Integrity Library Online Course](#), Due by 11:59 pm on Thursday, January 19.

Week Two: 1/23 – 1/27

Tuesday Topic Description
Tuesday Reading

Hierarchy, Anarchy, and the Contemporary State System-Weber
Asch and Musgrove, *Chocolate City*, Introduction, Chapters 1-2.

Jentleson, Bruce. 2014. *American Foreign Policy*, Fifth Edition.
New York: WW Norton and Company. Pages 7-8.

King, Haden. 2017. "Discourses of Conquest and Resistance: IR & Anishinaabe Diplomacy," in *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*, Randolph B. Persaud and Alina Sajed, eds. London: Routledge.

Lake, David. 2011. *Hierarchy and International Relations*. Ithaca: Cornell University Press. Introduction and Chapter 3 (Pages 1-16, 45-62).

Thursday Topic Description
Thursday Reading:

Discussion Section

Bregman, Rutger. 2020. "The Real Lord of the Flies: What Happened When Six Boys were Shipwrecked for 15 months." *The Guardian*, May 9.

Lyons, Kate. 2020. "The 'Real Lord of the Flies': A Survivor's Story of Shipwreck and Salvation." *The Guardian*, May 13.

Thursday Viewing:

FILM: *Lord of the Flies* (dir. Peter Brook, 1963).

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, January 25.

***Chocolate City* assignments for Chaps. 1 and 2, due by 11:59 pm on Thursday, Jan. 26**

Week Three: 1/30 – 2/3

Tuesday Topic Description
Tuesday Reading

Realism and Structural Theories of IR - Weber

Barkawi, Tarak and Mark Laffey. 2006. "The Postcolonial Moment in Security Studies." *Review of International Studies* 32: 329-352.

Freeman, Bianca, D.G. Kim and David A. Lake. 2022. "Race and International Relations: Going Beyond the Norm Against Noticing." *Annual Review of Political Science* 25: 175-196.

Thursday Topic Description
Thursday Viewing:

Discussion Section

FILM: *300* (dir. Zack Snyder, 2007)

SUGGESTED FILM: *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (dir. Stanley Kubrick, 1964)

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, February 1.

Class Participation Self-Evaluation due by 11:59 pm on Thursday, February 2.

Week Four: 2/6 – 2/10

Tuesday Topic Description
Tuesday Reading

Liberal Institutional Theories of IR - Weber
Asch and Musgrove, *Chocolate City*, Chapter 3.

Henderson, Errol A. 2013. "Hidden in Plain Sight: Racism in International Relations Theory." *Cambridge Review of International Affairs* 26, No. 1: 71–92.
<http://dx.doi.org/10.1080/09557571.2012.710585>.

Wilson, Kalpana. 2011. "Race, Gender, and Neoliberalism: Changing Visual Representations in Development." *Third World Quarterly* 32, no. 2: 315-331.

Thursday Topic Description
Thursday Viewing:

Discussion Section

FILM: *High Noon* (dir. Fred Zinneman, 1952)
FILM: *Independence Day* (dir. Roland Emmerich, 1996)
SUGGESTED FILM: *Wilson* (dir. Henry King, 1944)

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, February 8.

Stages One and Two of Analytical Essay due by 11:59 pm on Thursday February 9.

Week Five: 2/13 – 2/17

Tuesday Topic Description
Tuesday Reading

Colonialism and Imperialism - Weber
Asch and Johnson, *Chocolate City*, Chapter 4.

Azikiwe, Ben (Nnamdi). 1931. "Ethics of Colonial Imperialism." *The Journal of Negro History* 16, no. 3:

Du Bois, W.E. Burghart. "The African Roots of War." Published in *The Atlantic*. World War I: Special Commemorative Issue.

Tate, Merze. 1943. "The War Aims of World War I and World War II and Their Relation to the Darker Peoples of the World." *The Journal of Negro Education* 12, no. 3 (Summer): 521–532.

Thursday Topic Description
Thursday Viewing:

Discussion Section

FILM: *Battle of Algiers* (dir. Gillo Pontecorvo, 1966)
FILM: *Black Girl* (dir. Ousmane Sembene, 1966)

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, February 15.

***Chocolate City* assignments for Chaps. 3 and 4, due by 11:59 pm on Thursday, February 16.**

Week Six: 2/20 – 2/24

Tuesday Topic Description

Constructivist and Social Theories of IR – Weber

Tuesday Reading

Asch and Johnson, *Chocolate City*, Chapters 5-6.

Beauchamp, Zac. 2018. "What Black Panther Can Teach us about International Relations." Vox (February 27).
<https://www.vox.com/culture/2018/2/27/17029730/black-panther-marvel-killmonger-ir>.

Huntington, Samuel P. 1993. "The Clash of Civilizations." *Foreign Affairs* 72, no. 3: 22-49.

Said, Edward W. 2001. "The Clash of Ignorance." *Nation* (October 4):

Wendt, Alexander Wendt. 1992. "Anarchy is what States Make of it: The Social Construction of Power Politics." *International Organization* 46, no. 2 (Spring): (Excerpts only).

Thursday Topic Description
Thursday Viewing:

Discussion Section

FILM: *Black Panther* (dir. Ryan Coogler, 2018)

SUGGESTED FILM:

Wakanda Forever (dir. Ryan Coogler, 2022)

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, February 22.

***Chocolate City* assignments for Chaps. 5 and 6, due by 11:59 pm on Thursday, February 23.**

Week Seven: 2/27 – 3/3

Tuesday Topic Description
Tuesday Reading

United States as a Territorial Nation -- Nojeim

Asch and Musgrove, *Chocolate City*, Chapter 7.

Blackwill, Robert D. and Thomas Wright. 2020. "The End of World Order and American Foreign Policy." *Council on Foreign Relations* 86 (May).

Daalder, Ivo H. and James M. Lindsay. 2003. "The Globalization of Politics: American Foreign Policy for a New Century." *Brookings* (January 1).

Page, Susan D. 2021. "U.S. Race Relations and Foreign Policy." *Michigan Journal of Race & Law* 26: 77-85. DOI: 10.36643/mjrl.26.sp.us.

Thursday Topic Description
Thursday Viewing:

Discussion Section

FILM: *Bury My Heart at Wounded Knee* (Yves Simoneau, 2007)

FILM: *Glory* (dir. Edward Zwick, 1989)

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, March 1.

Class Participation Self-Evaluation due by 11:59 pm on Thursday, March 2.

[Virtual Library Researching After Dark](#) due by 11:59 pm on Thurs. March 2.

Week Eight: 3/6 – 3/10

Tuesday Topic Description

Human Rights, Black Lives Matter, and Social Justice Movements – Nojeim

Tuesday Reading

Asch and Musgrove, *Chocolate City*, Chapter 8.

Adkins, Travis L. and Judd Devermont. 2020. “The Legacy of American Racism at Home and Abroad.” *Foreign Policy* (June 19).

Blain, Keisha N. 2020. “Civil Rights International: The Fight Against Racism has Always been Global.” *Foreign Affairs* 99, Iss. 5 (Sept/Oct): 176-181.

Wainaina, Binyavanga. 2005. “How to Write About Africa.” *Granta* 95.

Thursday Viewing:

FILM: *Gandhi* (dir. Richard Attenborough, 1982)

FILM: *Selma* (dir. Ava DuVernay, 2014).

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, March 8.

***Chocolate City* assignments for Chaps. 7 and 8, due by 11:59 pm on Thursday, March 9.**

Week Nine: 3/13 – 3/17

Spring Break – No Class

Week Ten: 3/20 – 3/24

Tuesday Topic Description

Global Trade and Development – Nojeim

Tuesday Reading

Asch and Musgrove, *Chocolate City*, Chapters 9 and 10.

Inayatullah, Naeem and David Blaney. 2017. “Race and Global Inequality,” in *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*, Randolph B. Persaud and Alina Sajed, eds. London: Routledge.

Langdon, Jonathan. 2013. “Decolonising Development Studies: Reflections on Critical Pedagogies in Action.” *Canadian Journal of Development Studies/Revue Canadienne d'Etudes du Développement* 34, no. 3: 384-399.

Thursday Topic Description

Discussion Section

Thursday Viewing:

FILM: *Even the Rain* (dir. Icíar Bollain, 2010)

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, March 22.

***Chocolate City* assignments for Chaps. 9 and 10, due by 11:59 pm on Thursday, March 23.**

Week Eleven: 3/27 – 3/31

Tuesday Topic Description

Migration and Race – Nojeim

Tuesday Reading

Asch and Musgrove, *Chocolate City*, Chapter 11.

Dickerson, Caitlin. 2021. "It's Always Been About Exclusion." *The Atlantic* (May): 11-15.

Givens, Terri E. n.d. "The Racialization of Security: Ethnic Minorities in Europe and Comparative Politics." (Unpublished paper?).

Mishra. Pankaj. 2021. "Frantz Fanon's Enduring Legacy." *The New Yorker* (November 29).

Thursday Topic Description
Thursday Viewing:

Discussion Section

FILM: *A Better Life* (dir. Chris Weitz, 2011)
FILM: *Small Axe: Mangrove* (dir. Steve McQueen, S1, E1, 2020)

Assignments:

Pre-Class Writing Assignment due by 11:59 pm on Wednesday, March 29.

Class Participation Self-Evaluation due by 11:59 pm on Thursday, March 30.

Week Twelve: 4/3 – 4/7

Tuesday Topic Description
Tuesday Reading

Climate Change and Environmental Racism – Nojeim

Asch and Musgrove, *Chocolate City*, Chapter 12.

McCarthy, Joe. 2021. "Why Is Climate Change a Racial Justice Issue?" *Global Citizen* (April 20).

Williams, Jeremy. 2021. "The Racial Violence of Climate Change." *Foreign Policy* (July 21).

Thursday Topic Description
Thursday Viewing:
Assignments:

Discussion Section

FILM: *Don't Look Up* (dir. Adam McKay, 2021)
Pre-Class Writing Assign. due by 11:59 pm on Wed., April 5.

***Chocolate City* assignments for Chaps. 11 and 12, due by 11:59 pm on Thursday, April 6.**

Week Thirteen: 4/10 – 4/14

Tuesday Topic Description
Tuesday Reading
Assignments:

Preparation Week

Asch and Musgrove, *Chocolate City*, Chapters 13 and 14
Stage Three of Essay due by 11:59 pm on Wed., April 12.

***Chocolate City* assignments for Chaps. 13 and 14, due by 11:59 pm on Thursday, April 13.**

Week Fourteen: 4/17 – 4/21

Topic Description

Travel Week

Week Fifteen 4/24 – 4/28

Topic Description
Assignments:

Last class day for this, and other T/Th classes is Thurs. April 27

Lessons Learned

Stage Four of Analytical Essay, due in Canvas by 11:59 pm, Wednesday, April 26.

First Set of Oral Presentations, due in class, Thurs. April 27

Weeks 16 & 17: 5/1 – 5/10

Topic Description

Final Exams run Wed. May 3 – Wed. May 10

Assignments:

Last Set of Oral Presentations due during Finals Week, TBA

Class Partic. Self-Eval. due by 11:59 pm on Tuesday, May 2.

Course Procedures or Additional Instructor Policies

Political Science Program Policy on Plagiarism: Plagiarism is a serious academic crime, and the Political Science Program has a strict, rigorous enforcement policy for students who commit plagiarism. In general, plagiarism is using another person's words, statistics, and/or ideas as if they were your own. Plagiarism, which is formally defined in the University Rules and Procedures section of this syllabus, can come in many forms, such as directly quoting a source without quotation marks, taking another student's work, directly quoting a source without giving a reference citation, paraphrasing a source without giving a reference citation and so forth. It is incumbent on students to seek help from the instructor or other University resources to avoid even the appearance of plagiarism in their work. If in doubt, CITE THE SOURCE! Any student caught committing ANY type of plagiarism in a Political Science course will receive one OR MORE of the following punishments, depending on the severity of the offense and in accordance with the Student Code of Conduct:

1. Grade Penalty (an F for the assignment or for the course) in addition to cancellation of any extra credit points
2. Letter of Reprimand
3. Probation
4. Suspension
5. Dismissal from Academic Program
6. Expulsion from the university.

Students must consult the University's Code of Conduct for other forms of academic dishonesty and punishments.

Electronic Communication Policy: Notes and other course materials are posted on eCourses, which is available at <http://ecourses.pvamu.edu>. You are expected to use this website as a resource for the class. The University also maintains an email account for you. For security purposes, I will not respond to emails sent to me from addresses that do not come from your official PVAMU email address. I expect you to check your Prairie View A&M email account at least once a day. If you have problems accessing your account, call (936) 261-2525. Not having access to your Panther Email is not an excuse for missing important information.

Make-up Policy: You will only be allowed to make up an exam or assignment if you have a valid excuse. Valid excuses include *documented* illness, school or business trips, or family crises. Without proper documentation, there will be no makeup assignments. **If granted a make-up, you have a period of three (3) class days to schedule your make-up assignment or exam. After that point, the grade becomes a zero.** Please provide written documentation for why you need to make up an assignment from a university official, doctor, police officer, or coach. Student athletes must notify me **BEFORE** they attend an event to represent the school and **MUST** be proactive in getting their assignments completed. Make up exams may be an essay/short answer test or a modified version of the original exam. Any assigned extra credit cannot be made up.

Grade Groveling Policy: Students concerned about their grades should endeavor to attend all class sessions and complete all work to the best of their ability. Students **earn** high grades, based on demonstrating mastery of the subject matter and not based on what they want or need for their overall GPA. Therefore, no grade groveling will be entertained and no "do-overs" allowed.

Attendance Policy: For this class, students are allowed three unexcused absences BEFORE the semester midpoint (through Spring Break), after which the midterm course grade will be reduced by a full letter. Students are then allowed three additional unexcused absences AFTER the mid-term, after which **the final course grade will be reduced by a full letter.** Students are expected to monitor their attendance records through the "A+ Attendance" link in the left margin of the Canvas home page. Excused absences are accepted only if they are verified by the Office of Student Conduct (studentconduct@pvamu.edu), but such verification does not guarantee acceptance of late work.

Late/Tardy Policy: Attending class on time is important. Class will start at the scheduled time and will end at the scheduled time. If you come to class more than 9 minutes late (in the 10th minute or later), you will be asked to leave class and you will be counted absent.

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the

staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving, or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using

humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized using the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy, and paste to the discussion board.

COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

CLASS PARTICIPATION GRADING RUBRIC

Name: _____

Evaluation Criteria					Points & Justification
	25	20	15	10	
Level Of Engagement In Class	Student proactively contributes to class by offering substantive ideas and/or asks questions more than once per class.	Student proactively contributes to class by offering substantive ideas and/or asks questions once per class.	Student rarely contributes substantive ideas to class by offering ideas and asking questions.	Student never contributes to class by offering substantive ideas and asking questions.	
Listening Skills	Student listens when others talk. Student incorporates or builds off the ideas of others.	Student listens when others talk.	Student does not listen when others talk.	Student does not listen when others talk. Student often interrupts when others speak.	
Class Conduct	Student almost never displays disruptive behavior during class. Consistently affirms other students. No distracted behavior such as cell phone use is observed.	Student rarely displays disruptive behavior during class. Frequently affirms other students. Minimal distracted behavior such as cell phone use is observed.	Student occasionally displays disruptive behavior during class. Rarely affirms other students. Considerable distracted behavior such as cell phone use is observed.	Student almost always displays disruptive behavior during class. Never affirms other students. Constant distracted behavior is observed.	
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
				Total Points:	

Professor's Overall Feedback OR Student's Self-Evaluation Justification:

Grading Checklist for the POSC 4321 Paper
Michael J. Nojeim, PVAMU
Spring 2023

CONTENT (up to 50 points):

1. Does the paper provide a relevant historical background to the concept or topic?
2. Does the paper review assumptions about the topic or concept under consideration?
3. Does the paper cover all the major points regarding the concept or topic?
4. Does the paper offer a critical analysis of the concept or topic, such as competing perspectives, pros v. cons, and/or strengths v. weaknesses.
5. Does the paper present persuasive and convincing arguments or positions that are based on sound and reliable research, evidence, and analysis?

ORGANIZATION (up to 15 points):

1. Does the paper have a clearly identifiable thesis or statement of purpose?
2. Does the paper have a clearly identifiable title, introduction, main body, and conclusion.
3. Do sentences in each paragraph support or develop the paragraph's topic sentence?
4. Are there smooth transitions between sentences in a paragraph?
5. Are there smooth transitions between paragraphs?

WRITING (up to 15 points):

1. Are complete sentences and graceful language used to convey meaning with clarity?
2. Is standard written English (as opposed to slang, text-speak, etc.) used throughout?
3. Are errors as to spelling, grammar, punctuation, syntax, and mechanics minimal?

RESEARCH/REFERENCE (up to 20 points, but see WARNING below):

1. Are there in-text parenthetical citations from the minimum number of scholarly sources?
2. Do the in-text parenthetical citations in the Works Cited Page conform to the author-date format from the [Chicago Manual of Style](#)?
3. Do the entries in the Works Cited page conform to the author-date format from the [Chicago Manual of Style](#)?
4. Do the entries in the Works Cited Page match the in-text citations?
5. Are there any instances of plagiarism and if so, how many and how serious?

WARNING:

A paper with no parenthetical source citations in its body will receive a grade of 0.

A paper with no Works Cited Page at the end will receive a grade of 0.

ORAL PRESENTATION GRADING RUBRIC

Name: _____

TRAIT					POINTS
NONVERBAL SKILLS	25	20	15	10	
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looks at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displays minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.	
BODY LANGUAGE	Movements seem fluid and help the audience visualize, maintain attention.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
POISE	Student displays relaxed, self-confident nature, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness are obvious; has trouble recovering from mistakes.	
VERBAL SKILLS	25	20	15	10	
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.	
ELOCUTION	Has a clear voice & correct, precise pronunciation of terms so that all audience members can hear presentation.	Voice is clear, pronounces most words correctly. Most audience members can hear presentation.	Voice is low, incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of audience to hear.	
CONTENT	50	35	25	15	
SUBJECT KNOWLEDGE	Demonstrates full knowledge by answering all class questions with explanations and elaboration.	Is at ease with expected answers to all questions, without elaboration.	Is uncomfortable with information; can answer only rudimentary questions.	Does not have grasp of information; cannot answer questions about subject.	
ORGANIZATION	Presents information in a logical, interesting sequence which audience can follow.	Presents info. in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no logical sequence of information.	
MECHANICS	Presentation has no spelling or grammatical errors.	Presentation has no more than two spelling and/or grammatical errors.	Presentation has three spelling and/or grammatical errors.	Presentation has four or more spelling and/or grammatical errors.	

Instructor Comments:

SAMPLE-Don't Quote Without Permission