

**PSC 343: Politics of Development
Spring 2021 / Remote**

Kevin S. Fridy

E-mail: kfridy@ut.edu

Course Website: <http://ut.blackboard.com>

Meetings:

Weekly Whole Group Faculty-Led Discussion:

- Tuesday (6-7:50pm) accessed via “Class Discussion” link from our course Bb page.

Drop-in Student-Led Review:

- Thursday (6-7pm) accessed via the “Drop-in Hours” tab on our course Bb page. Drop-in hours are exclusively for your class, optional, and student directed. No need to schedule an appointment, just drop in if you want to discuss the lectures, readings, assignments, etc. Because these meetings are open to everyone in class, you may be joined by other students.

Scheduled Office Hours:

- Friday (8am-1pm) in 30-minute blocks. Appointments must be scheduled at least 24 hours in advance. To schedule a meeting click on the “Schedule Office Hours” tab on our course Bb page. Before our scheduled meeting you will receive a Zoom calendar invitation by email for the time of your appointment. These office hours are first come, first served.

Objective:

According to 2013 Gallup report, the median per capita income for the ten richest countries in the world was around \$16,500. For the ten poorest countries, this figure was around \$200. More than a third of the world’s inhabitants live on less than \$1,000 a year and about three-fourths make less than \$4,000 a year. The UN estimates around ten percent of the world’s population survive on less than \$2 a day. For every 10 people living in the US there are nearly 8 motor vehicles. In countries like Bangladesh, Ethiopia, and Nepal people have less than 1 motor vehicle per 100 people. American adults have on average more than 13 years of schooling. Adults in more than half a dozen countries average less than 3 years of formal schooling. On average Americans live almost twice as long as citizens of Central African Republic, Democratic Republic of Congo, and Sierra Leone. In the US three out of every four people have regular access to the Internet. In Eritrea, Guinea-Bissau, and Somalia less than one person out of 20 use the Internet regularly.

Though we might disagree on how inequity should be measured appropriately and which of these disparities signifies some grave global injustice, the notion of “development,” and a lack thereof, assumes at least some of these disparities are a problem. In this class we first explore the substance of the problem, then we search for causes of the problem, and finally solutions to the problem. In following this path of inquiry, we engage with the appropriate literature to help us better understand our world and our positions in it. If at the end of the semester you simply know that there are poor people in the world, you will not have gotten much from the course. If, however, you not only know about global disparities but how YOU, as a citizen of the world, both contribute to them and can help alleviate them we have accomplished much.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the material, listened to all the lectures, attended discussions regularly, done the readings, completed all assignments diligently, and studied for exams, should be able to do the following by the end of the course:

- The student will be able to describe and find the politics in various conceptualizations of the term “development” (SLO1).
- The student will be able to explain the differences between major theories of development teasing out implicit and explicit causes and consequences of poverty and wealth embedded in each (SLO2).
- The student will be able to describe and analyze the impact of public policy on development and vice versa (SLO3).

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class or via email, consider this syllabus a contract between you and your professor that lists both what you can expect from class and what is expected of you. Check it regularly. You are expected to read EVERYTHING assigned on the syllabus. You are also expected to listen to EVERY lecture and attend EVERY discussion. Visiting me on occasion during office hours to discuss readings, issues raised in class and/or assignments will not hurt either. If you do these things you will do very well in the course. If you do not do these things you will not do so well in the course. Consider this fair warning up front.

You will be evaluated in this class based on your performance in 4 areas. These areas, along with their relative weights, are as follows:

Scheper-Hughes Reaction Paper (5%) – The second Tuesday of class we discuss Nancy Scheper-Hughes’ *Death Without Weeping*. The text documents the daily lives of people in Bom Jesus da Mata, an area of Northeastern Brazil where people live a hand-to-mouth existence. Before class you submit via Bb “Assignments” tab a paper documenting your reactions to the reading. This reaction paper should be no longer than 3 pages (single-spaced, TNR 12-point font) and include both a brief summary of Scheper-Hughes’ work and a thoughtful personal reaction to the lives she chronicles. Please note that “personal” does not mean informal. Your paper should be thoughtfully written and edited and demonstrate that you understand the reading, engaged with the text critically and constructively, and can communicate your thoughts clearly. Late Scheper-Hughes Reaction Papers are accepted with a 5% per day penalty. (SLO1)

Book Review (10%) – Each student writes an academic book review over the course of the semester covering one of the following texts on its assigned date: Rodney (2/16), Klitgaard (3/23), Sachs (3/30), Easterly (3/30), Yunus (4/6), or Packer (4/6). A book review is not a laundry list of things you think about while reading the book or a complete summary of each chapter, but rather a well-organized, informed, and thoughtful synthesis of the text’s arguments and critique of these arguments’ strengths and weaknesses within the context of the broader discussion within which the author is engaging. Papers should be no longer than 3 pages (single-spaced, TNR 12-point font) and are due at the beginning of the class via Bb “Assignments” tab. Late Book Reviews are accepted with a 5% per day

penalty. Students who have done a book review should come to our weekly whole group discussion prepared to discuss the text they have read and their critique with fellow students. Failure to present your book will result in a 20% penalty without an excused absence. Books are assigned during the second week of class so identify your preferences before then. (SLO2)

Exams (60%) – Available behind the Bb “Assignments” tab on Thursday 25 February (6-7:30pm) and Tuesday 4 May (6-7:30pm). You are allotted 90 minutes and may begin any time during the exam window. The first exam covers material from the readings, lectures, and in-class discussions for weeks 1 through 5. The second exam covers primarily material from the readings, lectures, and in-class discussions for weeks 7 through 15. The second exam may, however, also include a few questions taken directly from the first exam so pay attention when we review it. The exams may include multiple choice, short answer, and essay questions. There is NO review sheet. Exams are open book and open note, but you may NOT use any other outside materials (including, but not limited to classmates, Google searches, or Magic 8 Balls). Late or early exams will only be given in extreme circumstances with prior permission from the professor or a documented and approved excuse. Unexcused late exams are penalized at a rate of 5% per day. If you miss an exam it is YOUR responsibility to contact me on the day of the exam or sooner to schedule a make-up. (SLO1, 2, and 3)

Research Proposal (25%) – For weeks 7 through 14 we cover a number of different development traps and solutions. As a social scientist, you will find that these traps and solutions are potential INDEPENDENT VARIABLES purported to impact development negatively or positively. These hypotheses are not uncontested and there is always room for more tests. Here is where you come in. During week 2 you will be assigned a topic. Read ahead and identify any hypotheses from that topic’s assigned readings you want to test. Then develop a proposal to test it. There are two components to the Research Proposal portion of your grade. The first part of your Research Proposal grade will be a short (10 minutes or less) presentation of your proposal to the class. This presentation should be uploaded as an .mp4 video to Blackboard and will be played at the beginning of class where we discuss your topic. This presentation is ungraded though failure to present on your assigned day results in a 10% deduction from your assignment grade and forfeiture of valuable feedback. Late presentations are impossible but if you submit your .mp4 up to a week later your penalty is halved. The second portion is your written proposal which includes a 1) Project Abstract, 2) Literature Review, 3) Expected Outcomes and Results, 4) Research and Methods, and 5) a Budget. The assignment should not be more than 3 single-spaced pages long. A grading rubric and sample of this proposal is available on our course Bb site behind the “Assignments” tab. Your Research Proposal is due via Bb “Assignments” tab no more than two weeks after your presentation. Unexcused late proposals are penalized at a rate of 5% per day. (SLO3)

If you do not understand what is expected of you with regard to any of these assignments, it is your responsibility to seek clarification in a timely manner. Due to grading deadlines, late assignments will receive 0 points after exam week regardless of whether or not the late penalty period has exhausted.

Important Due Dates:

Scheper-Hughes Paper	Tuesday 26 January
Exam #1	Thursday 25 February
Exam #2	Tuesday 4 May
Book Reviews	
Rodney	Tuesday 16 February
Klitgaard	Tuesday 23 March
Easterly	Tuesday 30 March
Sachs	Tuesday 30 March
Yunus	Tuesday 6 April
Packer	Tuesday 6 April
Research Proposal	
Presentation	weeks 7-14 as assigned
Written Proposal	two weeks after presentation

Grading:

The course letter grade will be determined according to the following scale:

<i>Letter Grade</i>	<i>Quality Points</i>	<i>Numeric Scale*</i>
A	4.0	93-100
AB	3.5	88-92
B	3.0	83-87
BC	2.5	78-82
C	2.0	73-77
CD	1.5	68-72
D	1.0	60-67
F	0.0	Below 60

*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

Required Texts:

Collier Paul Collier. *The Bottom Billion*.

Scheper-Hughes Nancy Scheper-Hughes. *Death Without Weeping*.

SPS Seligson and Passé-Smith. *Development and Underdevelopment*, 5th ed.

Sen Amartya Sen. *Development as Freedom*.

(~) Reading available through UT Blackboard.

And one of the following six:

Easterly William Easterly. *The White Man's Burden*.

Klitgaard Robert Klitgaard. *Tropical Gangsters*.

Packer George Packer. *The Village of Waiting*.

Rodney Walter Rodney. *How Europe Underdeveloped Africa*.

Sachs Jeffrey Sachs. *The End of Poverty*.

Yunus Muhammad Yunus. *Banker to the Poor*.

COURSE SCHEDULE

The course schedule is subject to change at the professor's sole discretion. Any changes will be announced in class, via email, and/or via Bb.

Week 1 (January 19-22) – Syllabus and Introduction

Readings: ~ Syllabus; SPS ch 1; Collier ch 1; and ~ Silver, Marc. 2015. "If You Shouldn't Call It The Third World, What Should You Call It?" *Goats and Soda*, 4 January.

Tuesday Discussion Topic: What is the "Third World"?

Week 2 (January 25-29) – Measuring Development/Poverty

Readings: **Scheper-Hughes** (Everyone should read chs 1-3 and chs 10-12. You should also read two additional chapters depending on the final digit in your Student ID. Students with an ID ending in 1-3 should read chs 4 and 5, 4-7 should read chs 6 and 7, and 8-0 should read chs 8 and 9); ~ Lepenies, Philipp. 2016. "What It's All About: A Short Primer on GDP." In *The Power of a Single Number: A Political History of GDP*. New York, NY: Columbia.

Lectures: Death Without Weeping (1), and GDP (2)

Assignment: **Scheper-Hughes Reaction Paper** – due before Tuesday's discussion via Bb.

Tuesday Discussion Topic: What does Development/Poverty look like? How is it measured?

Week 3 (February 1-5) – Critiquing Development/Poverty Measures

Readings: √ Cobb, Clifford, Ted Halstead, and Jonathan Rowe. 1995. “If the GDP is Up, Why is America Down?” *Atlantic Monthly*, October; √ “The Mountain Man and the Surgeon.” 2005. *The Economist*, 24 December; and Sen (Everyone should read chs 1-4 and chs 11-12. You should also read two additional chapters depending on the final digit in their Student ID. Students with an ID ending in 1-3 should read chs 5 and 6, 4-7 should read chs 7 and 8, and 8-0 should read chs 9 and 10).

Lecture: Critiquing Measures (3)

Tuesday Discussion Topic: Alternatives to the conventional measurements

Week 4 (February 8-12) – The BIG Theories

Readings: SPS chs 17, 20, and 23; √ Williamson, John. 2004. “The Washington Consensus as Policy Prescription for Development,” 13 January; and √ Rodrik, Dani. 2006. “Goodbye Washington Consensus, Hello Washington Confusion,” *Journal of Economic Literature* 44: 973-987.

Lectures: Modernization (4), Dependency (5), Globalization (6)

Tuesday Discussion Topic: Comparing and contrasting the meta-theories of development

Week 5 (February 15-19) – History of Inequality

Readings: SPS ch 8 and Rodney (the entire book if you are writing a review and a selection [√] if you are not).

Lectures: Diamond (7) and Rodney (8)

Assignment: **Book Review (Rodney)** – If you are assigned to review Rodney’s book you should upload the written assignment via Bb before Tuesday’s discussion and come to discussion prepared to lead a conversation on the book.

Tuesday Discussion Topic: Comparing and contrasting Diamond and Rodney

Week 6 (February 22-26) – Exam

Assignment: **Exam 1** – You may begin the exam anytime from 6pm until 7:30pm Tampa time on Thursday 25 February via the “Assignments” tab on Bb. The exam is timed and you have 90 minutes from the moment you start. Note that the exam is NOT on Tuesday because Tuesday is a reading day. It is during our registrar assigned class period on Thursday. Regular drop-in office hours from 6-7pm will be held if you have a last-minute question.

Week 7 (March 1-5) – Development Trap: Conflict

Readings: Collier ch 2; and √ Lacey, Marc. 2005. “Beyond the Bullets and Blades.” *New York Times*, 20 March.

Lecture: Conflict (9)

Assignment: **Research Proposal (Conflict)** – If you are assigned to write a research proposal on the relationship between conflict and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Tuesday Discussion Topic: Testing the relationship between conflict and development

Week 8 (March 8-12) – Development Trap: Neighborhood

Readings: Collier ch 4; and √ Chira, Susan. 1987. “Boom Time in South Korea: An Era of Dizzying Change.” *NY Times* (7 April).

Lecture: Neighborhood (10)

Assignment: **Research Proposal (Neighborhood)** – If you are assigned to write a research proposal on the relationship between neighborhood and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Tuesday Discussion Topic: Testing the relationship between neighborhood and development

Week 9 (March 15-19) – Development Trap: Natural Resources

Readings: Collier ch 3; and √ Junger, Sebastian. 2007. “Blood Oil.” *Vanity Fair* (February).

Lecture: Natural Resources (11)

Assignment: **Research Proposal (Natural Resources)** – If you are assigned to write a research proposal on the relationship between natural resources and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Tuesday Discussion Topic: Testing the relationship between natural resources and development

Week 10 (March 22-26) – Development Trap: Bad Governance

Readings: Klitgaard (the entire book if you are writing a review and a selection [√] if you are not); Collier ch 5; and √ Maass, Peter. 2005. “A Touch of Crude.” *Mother Jones*, January/February.

Lecture: Bad Governance (12)

Assignments: **Research Proposal (Bad Governance)** – If you are assigned to write a research proposal on the relationship between bad governance and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Book Review (Klitgaard) – If you are assigned to review Klitgaard’s book you should upload the written assignment via Bb before Tuesday’s discussion and come to discussion prepared to lead a conversation on the book.

Tuesday Discussion Topic: Testing the relationship between bad governance and development

***** Monday 29 March is the last day to withdraw from 14-week classes *****

Week 11 (March 29-April 2) – Solutions: Aid (Big Money)

Readings: **Sachs** (the entire book if you are writing a review and a selection [✓] if you are not); **Easterly** (the entire book if you are writing a review and a selection [✓] if you are not); and **Collier** ch 7.

Lecture: Big Aid (13)

Assignments: **Research Proposal (Big Aid)** – If you are assigned to write a research proposal on the relationship between big aid and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Book Review (Sachs or Easterly) – If you are assigned to review Sachs or Easterly’s book you should upload the written assignment via Bb before Tuesday’s discussion and come to discussion prepared to lead a conversation on the book.

Tuesday Discussion Topic: Testing the relationship between big aid and development

Week 12 (April 5-9) – Solutions: Aid (Small Money & Sweat)

Readings: **Yunus** (the entire book if you are writing a review and a selection [✓] if you are not); ✓ Maren, Michael. 1993. “The Food-Aid Racket.” *Harper’s* (August): 10-12; **Packer** (the entire book if you are writing a review and a selection [✓] if you are not); and ✓ Ruhfus, Juliana. 2012. “Cambodia’s Orphan Business.” *Al Jazeera* (27 June).

Lectures: Small Aid (14) and Sweat Aid (15)

Assignments: **Research Proposal (Small Aid)** – If you are assigned to write a research proposal on the relationship between small aid/volunteering and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Book Review (Yunus or Packer) – If you are assigned to review Yunus or Packer’s book you should upload the written assignment via Bb before Tuesday’s discussion and come to discussion prepared to lead a conversation on the book.

Tuesday Discussion Topic: Testing the relationship between small aid/volunteering and development

Week 13 (April 12-16) – Solutions: Military

Readings: **Collier** ch 8; and ✓ Moseley, William. 2009. “Stop the Blanket Militarization of Humanitarian Aid.” *Foreign Policy*, 31 July.

Lecture: Military (16)

Assignment: **Research Proposal (Military)** – If you are assigned to write a research proposal on the relationship between military assistance and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Tuesday Discussion Topic: Testing the relationship between military assistance and development

Week 14 (April 19-23) – Solutions: Governance

Readings: Collier chs 6, 9 and 10; Klein, Sam. 2013. “Apartheid Amnesia.” *Foreign Policy*, 18 July; and Packer, George. 2002. “How Susie Bayer’s T-Shirt Ended Up on Yusuf Mama’s Back.”

Lecture: Governance Norms (17) and Economic Norms (18)

Assignment: **Research Proposal (International Norms)** – If you are assigned to write a research proposal on the relationship between international norms and development, you should come to class prepared to discuss this proposal during Tuesday’s discussion. Your research proposal is due via Bb two weeks later.

Tuesday Discussion Topic: Testing the relationship between international norms and development

Week 15 (April 26-30) – Bringing it all Together

Readings: Collier ch 11.

Lecture: Final (19)

Tuesday Discussion Topic: Bringing all the lessons together

***** EXAM #2 is scheduled for 90 minutes and you may begin any time between *****

***** 6:00-7:30pm on Tuesday 4 May *****

General Classroom Information:

These are a few things every student should know.

Syllabus Subject to Change - This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University's control, or as other needs arise. If, in the University's sole discretion, public health conditions or any other matter affecting the health, safety, upkeep or wellbeing of our campus community or operations requires the University to make any syllabus or course changes or move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the University, can still be met. The University does not guarantee that this syllabus will not change, nor does it guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities, or services.

Course Interruption due to Adverse Conditions - In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access [UT Homepage](#)¹ for information about the status of the campus and class meetings. In addition, please refer to [UT Blackboard](#)² for announcements and other important information. You are responsible for accessing this information.

Audio and Video Recording – Lectures are provided to you via .mp4 video files. Discussions are recorded so I have access to the chat log but deleted shortly after our meeting and not shared. These materials are for classroom purposes ONLY. You may NOT record lectures or discussions independently or share the provided recordings with individuals outside of class in any manner. If you do so, not only have you violated classroom policy, but you may be in violation of 17 U.S.C. § 1101 (civil), and 18 U.S.C. § 2319A (criminal) copyright law.

ADA Statement - If you require accommodations because of a disability, please call (813) 257-5757 or e-mail disability.services@ut.edu for information on registering with Student Disability Services. You can also submit your request for accommodations and supporting documentation via an [Accommodation Request](#)³. Please feel free to discuss this with me in private for more information. If you encounter disability-related barriers accessing the online content for this course, please contact Sharon Austin, Academic Technology Accessibility Specialist, at saustin@ut.edu. If the initial access to the content cannot be resolved, the university will provide individuals with disabilities access to, and use of, information and data by an alternative means that meets the identified needs.

Classroom Disruption Policy – Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment

¹ <http://ut.edu>

² <https://utampa.okta.com>

³ https://ut-accommodate.symplicity.com/public_accommodation/

of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy may be found at [Disruption of the Academic Process](#)⁴.

Academic Assistance – The Academic Success Center (academicsuccess@ut.edu) in North Walker Hall offers free peer tutoring, credited academic skills courses, national testing services, and services for students with disabilities. The Saunders Writing Center (323 Plant Hall, x6244) aids students with their writing projects. The Public Speaking Center (KBB 200, speakingcenter@ut.edu) offers students help with presentations. You pay for these services through your tuition and there is no shame in using them if you need help with your course work. I am more than happy to discuss any academic issues you might have during office hours but if I think one of these services can help you be more successful, I will not hesitate to recommend it.

Mental Health Counseling – College can be a stressful time in a young person's life. The American Psychiatric Association published a recent study of college students observed over the course of a single academic year. Over 60% of students reported feeling things were hopeless one or more times, almost 40% of the men and 50% of the women reported feeling so depressed that they had difficulty functioning one or more times, and 10% of the students reported seriously considering attempting suicide at least one time. If at some point during your time at UT you begin to feel depressed or out of control for any reason you should realize that you are not alone and there is help available to you. Your professors are happy to counsel you on the problems you are having coping with academic life, but there are dedicated mental health counselors available to you through UT's Health and Counseling Center located at 111 North Brevard Ave. (behind Austin Hall) who you may feel more comfortable disclosing certain types of non-academic problems to. The time to deal with mental health issues is when they arise and not after your grade has deteriorated. Their email is healthcenter@ut.edu and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

Academic Integrity – The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. Upholding academic integrity and promoting an ethical standard that does not condone academic misconduct is an important demonstration of these values and underpins how we live and learn in a community of inquiry. Students are expected to act ethically in the pursuit of their education and to avoid behaviors that run counter to participation in and demonstration of their learning. The [Academic Integrity Policy](#)⁵ lists several common types of violations related to cheating, unauthorized collaboration or assistance, plagiarism, and more. While the policy lists common violations and examples, it is not an exhaustive list and instructors may identify other types of conduct that impacts their ability to evaluate what has been learned substantively enough to constitute a violation of this policy. An instructor may impose a wide range of sanctions for academic integrity violations from completing a more difficult

⁴ <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Disruption-of-the-Academic-Process>

⁵ <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>

replacement assignment to an F in the course. Particularly severe violations or multiple violations throughout a student's academic career may result in suspension or expulsion from the University.

Title IX Statement - Sexual misconduct, including, but not limited to: acts of sexual harassment, nonconsensual sexual intercourse, nonconsensual sexual contact, dating violence, domestic violence, stalking, gender-based harassment or sexual exploitation are prohibited by Title IX, the Student Code of Conduct and other University policies. The University strives to maintain a safe and nondiscriminatory campus community, and to do so, it is important for the Spartan community to report any safety concerns, such as acts of sexual misconduct. If you experience or witness any of these University prohibited actions, the University encourages reporting these matters, so that the University is able to take prompt action to stop, prevent and remedy the effects of the harassment. University resources and grievance procedure information will be provided to individuals who may seek services or redress. There are many options to making a Title IX/Sexual Misconduct report. You may report this information through the University's online [Title IX Report form](#).⁶ The information will be forwarded and reviewed by the Title IX Coordinator or a Title IX Deputy Coordinator, who will contact you to provide further information on University grievance procedure options and resources that are available.

You may also make a direct report by contacting the University's Title IX Coordinator:

Donna Popovich, Title IX Coordinator
Southard Family Building Suite #266
(DPopovich@ut.edu) (813)-257-3723

If you decide to discuss an incident with your course professor, it is important to note that they are considered a Responsible Employee and are obligated to report the information you share to the University's Title IX Coordinator.⁷ If you are not ready to disclose or report this information to the University, you may disclose the information to a confidential party, such as a Victim Advocate, or a Counselor or Health Clinician at the Student Health and Wellness Center, to discuss any further options and resources available before making a decision to report.

- The Victim's Advocacy Hotline: (victimadvocacy@ut.edu) (813) 257-3900.
- Health and Counseling Center (healthcenter@ut.edu or counseling@ut.edu) (813) 253-6250

For more information, see The University of Tampa's [Title IX webpage](#)⁸ and the [Student Code of Conduct](#)⁹ webpage.

Face Coverings/Masks - All face coverings, whether disposable or reusable, must be made with at least two layers of breathable material;

- fully cover the nose and mouth and secure under the chin;
- fit snugly but comfortably against the side of the face; and
- be secured with ties or ear loops, allowing one to remain hands-free.

⁶ <http://www.ut.edu/titleixreport>

⁷ There is an exception to this required reporting for preventative education programs and public awareness events or forums. For more information about exempt events, please contact the Title IX Office.

⁸ <https://www.ut.edu/about-ut/university-services/human-resources/title-ix->

⁹ <https://www.ut.edu/campus-life/student-services/office-of-student-conduct/student-code-of-conduct>

Based on guidance from health authorities, the following are *not* acceptable face coverings: neck gaiters, open-chin triangle bandanas, and face coverings containing valves, mesh material, or holes of any kind. Unless a face shield is coupled with a face mask, it is *not* considered an acceptable masking practice on campus.

Failure to wear a mask will mean that one cannot enter a building nor attend class. Refusal to wear a mask within the classroom is considered disruptive behavior and will be handled through the classroom disruption policy. Refusal to wear a mask in other settings will be handled through Student Conduct or Human Resources if faculty or staff.

It is important to note that UT policy may vary from City and County Executive Orders. You may want to refer to local government websites as you travel the City and the County.

[City of Tampa](#)¹⁰

[Hillsborough County](#)¹¹

Additional information on face masks can be found on UT's [COVID-19 web page](#).¹²

Student Code of Conduct and COVID-19 - All students whether living on or off campus are responsible for their own behavior and their personal safety. In the current COVID-19 pandemic, it is imperative that students understand their responsibility to support not only their own health and safety, but also how their personal actions contribute to the safety and welfare of others, including those within and outside the UT community. Non-compliance with the Spartan Shield Health and Safety Plan has been incorporated into the [Student Code of Conduct](#)¹³ to promote accountability. Prohibited conduct includes, but is not limited to, violating isolation and/or quarantine restrictions, not maintaining appropriate physical/social distancing or not following the required use of approved facial coverings in public campus spaces indoors, and outdoors when physical/social distancing is not possible. Behavior that violates city, county and/or state executive orders specifically related to the public health emergency in the state of Florida due to the spread of COVID-19, is also prohibited. Engaging in any behaviors that violate the Spartan Shield Health and Safety Plan may result in disciplinary action ranging from a disciplinary reprimand through expulsion from the University. As a community, we abide by the Spartan Code and express care for ourselves and each other by sharing the obligation of compliance and holding each other accountable to the health and safety measures outlined by the University's Spartan Shield Health and Safety Plan. Violations of University policy should be reported by contacting Campus Safety at (813) 257-7777 or by submitting a [student conduct incident report](#)¹⁴.

Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a

¹⁰ <https://www.tampagov.net/emergency-management/covid-19/face-covering>

¹¹ <https://www.hillsboroughcounty.org/en/residents/public-safety/emergency-management/stay-safe/face-coverings-and-masks>

¹² https://www.ut.edu/uploadedFiles/Student_Services/Health_and_Wellness_Center/Face-Coverings.pdf

¹³ <https://www.ut.edu/campus-life/student-services/office-of-student-conduct/student-code-of-conduct>

¹⁴ https://ut-advocate.symplicity.com/public_report/index.php/pid148678?

bit more prepared to make their society better is sustaining. Following is a list of things you can do to help me maintain this image as well as some things you can do to reveal it as a mirage. Doing more of the former and less of the latter will make me happy, whereas the converse will make me sad!

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures and discussions. Though there are some things covered in the assigned readings that will not be covered in lecture or discussion, and vice versa, the lectures/discussions and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions – There will be lots of opportunities for you to contribute to conversations in the weekly Zoom discussions. Discussions are designed for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better on average than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not have to pretend any more. If you are shy this is good practice for you. Use the class to build your confidence and public speaking skills. If you are worried about your peers' impressions of you forget about it. Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO be a good ZOOM citizen – Zoom discussions are not being recorded by me and you do not have my consent to record the meetings. Please mute your microphone as you enter and when you are not talking. While I will not require or call you out for turning your video off, it can be very disheartening leading a discussion in a room full of black boxes. So if you need to turn your video off for whatever reason you may, but please try to leave it on if you can. Do not share our class Zoom links or password with anyone outside the class. This, and the fact that you will use your real name to join the class, will help us mitigate the potential for Zoom bombing. If a Zoom bombing does happen, I will end the meeting as quickly as I can. If you are kicked out of Zoom while class is ongoing, reenter the meeting and I will let you in from the waiting room. Be patient, it might take a couple of minutes to get the discussion back up again.

DO visit me during office hours – If you have a question about something we covered in class, need feedback on an assignment, want to discuss something you discovered outside of class that you think connects to course content in an interesting way, or just want to chat FEEL FREE to drop in on weekly review hours or schedule a ZOOM during appointment hours. I hold both drop in and scheduled office hours each week and these hours are for

you. You are not pestering me or taking me away from something more important. It is nice to talk with students outside of our regular classroom setting.

DO NOT send me an email unless it is necessary – With several classes and nearly 100 students a semester emails can become burdensome. While I know email seems convenient from the student point of view because it is more instantly gratifying and relatively labor free, I have found the method of communication a poor way to convey the complex concepts we deal with in class and for general points of inquiry it is inefficient as emails regularly get lost in my Inbox. So how can you decide if an email must be sent to me? I would encourage you to ask yourself the following three questions:

- 1) Can I find the answer on the syllabus, in a text, or online?
- 2) Is it something one of my colleagues in class can answer?
- 3) Can it wait until next class or office hours?

If you answer any of these questions in the affirmative, PLEASE fight against the temptation to hit send. If you answer all of the questions in the negative, feel free to send the email. Make sure, however, to send it from your @spartans.ut.edu email account and keep in mind that I only check email once a day so my response will likely not be instantaneous. Also if you submit an assignment by email I will NOT grade it. Assignments are submitted via Bb.

DO NOT ask if it is on the exam – I do not give out study guides. This is a university class and when I attended university ages ago study guides, like the iPod and indoor plumbing, were not yet invented. This experience taught me that learning things the readings and lectures cover that are not on the exam can be just as important and enlightening as learning things that will appear on the exam. Anything in the readings, lectures, and/or discussions is fair game for an exam. Things covered copiously are more likely to show up on the exam than things covered sparsely.

DO NOT ask for extra credit – Rarely I give out extra credit opportunities. When I do, the opportunity is initiated by me and open to all students in class. I have never given an extra credit assignment to a student who initiated the request. Giving out extra credit opportunities to select students makes grades for my courses unreliable measures of student success and your goal should be to master the material assigned on the syllabus.

DO understand what your grade represents – I assume every student who enters my class wants to take away a greater understanding of the world and that the grade (s)he receives is but a formal, and somewhat abstract and imprecise, reflection of the knowledge (s)he has gained. The average student in my courses typically earns a low B (3.0) or a high C (2.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than average and/or are less skilled will do worse. It is not easy to earn an A in my course and few will. On the other hand it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Political Science. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO learn how to question grades respectfully – I do my best to communicate expectations and make sure my comments on graded assignments pinpoint areas where you did well and areas where you needed to put in some more work. There will, however, occasionally be questions about the grade you receive. I will NOT change a grade or let you resubmit an assignment simply because you want a better grade. If, however, you think I have made a mistake I will consider changing a grade only after the following conditions have been met: 1) You must wait at least 24 hours but no more than ten days after receiving your graded assignment to file a complaint. 2) You must submit in writing a detailed explanation of why you think you deserve a different grade by sending me an email with the subject heading “GRADE DISPUTE”. I will review your submission and give you my final decision within a week of receipt at which time I will consider the “negotiation” complete and any further appeals on the issue will be directed to the department chair. Challenges that resemble “I’m an A student so there is no way this paper is a B,” “I was making a good argument it just did not come across in my paper,” “I was having a bad day can you cut me some slack,” or “I need to pass this class to graduate” will be summarily dismissed as they do not speak to the quality of the work.

DO know the university policy on “excused” absences – I do not take roll so the only time you need an excused absence is when there is an assignment due. The UT catalog has a detailed section on excused absences. It falls under the heading “Class Attendance and Participation” in the Academic Policies and Procedures section. There are no excuses for late written assignments. You know about them well in advance and a last minute disruptions should not affect your ability to turn in the assignment. Excuses for missed exams or presentations are granted following university procedures. The best way to be granted an excused absence is with prior approval. If you will miss an exam or presentation due to a previously scheduled event, let me know at least two weeks in advance and you will almost always be allowed an early exam or presentation. In the event that prior approval is not possible, you must provide acceptable documentation detailing the reasons for your excuse as soon as possible. Be thorough with this documentation as the burden of proving an absence is excusable falls on the student. For each assignment listed in this syllabus there is a detailed policy regarding late penalties. Many of these policies grant an exception for “excused” absences. Whether an absence is “excused” or not is up to the discretion of your professor based on the guidelines outlined above.