

Bowie State University
School of Arts and Sciences
Department of History & Government

Course Syllabus and Schedule of Learning Activities

Course: Honors Seminar in Politics (3 Credits)

Course # & Section: Govt 482

Office Bldg.: MLK Bldg., Rm 0207

Schedule:

Office Phone: (301) 860-3611

Class Location:

E-Mail:

Off. Hrs:

Course Description: This course is an intensive study of selected issues in political science, such as government and governance, war, cooperation and interdependence, the environment, poverty, and hunger.

The 8 United Nations' "Millennium Goals" are

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability, and
8. Develop a global partnership for development.

In this course, for this semester, our focus will be centered on the first goal: poverty, with emphasis on famines and human capital development.

Course Prerequisites: The prerequisites are senior standing and permission of the instructor.

The Required Texts:

Becker, Gary S. *Human Capital*. Chicago: The University of Chicago Press (latest ed.).
Sen, Amartya. *Poverty and Famines: An Essay on Entitlement and Deprivation*. New York: Clarendon Press

Daily readings of national newspapers: *The New York Times* and *The Washington Post*.
Additional reading assignments will be placed in the Reserve Collection of the Thurgood Marshall Library at Bowie State University.

Disability Policy Statement for Accommodations: Students with any form of disability and would like to be considered for accommodations should immediately communicate their interests to Dr. Michael S. Hughes [Coordinator of Disability Support Services (DSS) & Academic Advisement Specialist]. His office in the new Business/Graduate Studies Building (Room 1328), and he can be reached (301) 860-4067. It is also important to share such an interest or desire for ADA assistance with the instructor of the course.

Instructional Modes: The methods would include these graded learning activities:

- traditional lectures with assigned readings and handouts to illuminate/challenge students
- in-class/online participation/discussions and study group/collaborative presentations
- viewing and interpretive analysis of the relevant/appropriate CD/Video-tapes
- written assignments (an essay, two quizzes, two examinations, extra-credit projects), and
- (possibly) inviting outside professionals and experts as guest lecturers or speakers.

Learning Objectives: The course objectives are as follows:

1. To introduce the students to the nature and scope of poverty
2. To expose students to the politics of poverty and starvation
3. To understand the issues of associated with poverty and development
4. To enable students articulate the relationship between famines, poverty starvation
5. To examine the impact of poverty on development, and discuss solutions

Students Requirements:

A) Attendance

1. Students are required to attend class sessions regularly and punctually
2. Students are required to sign the role at each class session, and a record of attendance will be maintained; and
3. It is the responsibility of the students to make up all work missed during any period of absence.

B) Quizzes and Examinations

1. Quizzes will be given based on readings and lectures. There will be no make-up quizzes
2. Unit examinations will be announced a week before they are administered. There will be no make-up unit examinations.

C) Class Participation

1. Students will be required to participate in class discussions.

Evaluation

A) Methods

Examinations, quizzes, term papers, oral presentations and class participation will be used in evaluating the performance of students.

1. Students will be given three unit examinations. The lowest unit score will be dropped in the computation of the final grade
2. Students will be given seven quizzes, five of which will be 20% of the final grade
3. Students will be required to take the mid-semester and the final examinations
4. Students are required to take all examinations as scheduled
5. Term Paper and Oral Presentation
 - a) Each student will be required to submit a term paper of no more than 12 pages long; typed with double-spacing
 - b) Students will be required to select topics from a list provided by the instructor
 - c) An outlined of each paper is required; and
 - d) Students will be required to give oral presentations of their papers in-class.
6. Term Paper Procedures and Deadlines: Students are required to follow these procedures and deadlines in completing their term papers:

Procedures

Deadlines

Selection of Topic
Submission of Outline
Submission of Draft
Submission of Final Copy

Note: Deadlines will be strictly enforced

7. The Oral Presentations of the term papers will be evaluated as follows:
 - a) Clarity of thesis statement 5%
 - b) Organization and coherence of presentation 15%
 - c) Conclusion & Evaluation 5

Total: 20%

8. Term Papers will be graded as follows:

a) Clarity of thesis statement	5%
b) Organization & coherence	15%
c) Depth of research demonstrated by citations & analysis	40%
d) Footnotes & Endnotes format	10%
e) Bibliography format	10%
f) Oral presentation	20%
<u>Total:</u>	<u>100%</u>

B) Grading Scale and Distribution of Percentages

1. First Unit Exam	10%
2. Second Unit Exam	10%
3. Mid-Term Exam	15%
4. Final Exam	15%
5. Quizzes	20%
6. Term Paper	20%
7. Class Participation	10%

The numerical equivalents of the letter grades are as follows:

90+ = A
80+ = B
70+ = C
60+ = D
50+/- = F.

Some Important Announcements: Information & Dates:

English Proficiency Examination: After completing ENGL 101 and 102, Composition and Literature I and II, students must take and successfully pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during their first semester of enrollment at the University.

Technical Assistance: For technical questions or instructions, please call (301) 860-4357 or (301) 860-HELP and someone, possibly Mrs. Mariann Hawken (the Blackboard Administrator), will help you. For additional information, check and click on the Tech/OIT Support via the Course Menu.

Course Modifications: The instructor reserves the right to make some necessary adjustments and appropriate changes or modifications) to course with your consent and due communication.

Inclement Weather: In cases of inclement weather, please tune in to a local radio or television station and also monitor for BSU announcements. The area media may announce whether BSU will be opened or closed, but such an announcement depends on the severity and degree of weather inclemency. Many of these sources will begin announcing late openings and closings by 6:00 a.m. Consult university publications for the information or call (301) 860-4000.

Units of Instruction & Schedule of Learning Activities with Reading Assignments

Weeks/Dates	Learning Modules & Objectives	Required Reading Assignments
Weeks 1-3:	<p><u>Module One:</u></p> <ul style="list-style-type: none"> a) Course Overview b) Poverty and Entitlements c) Concepts of Poverty d) Poverty: Identification e) Starvation and Famines f) The Entitlement Approach 	Read Sen’s book: <i>Poverty and Famines</i> (Chapters 1-5)
Weeks: 4-6:	<p><u>Module Two:</u></p> <ul style="list-style-type: none"> a) The Great Bengal Famine b) The Ethiopian Famine c) Drought & Famine-Sahel d) Famine in Bangladesh e) Entitlements & Deprivation 	Read Sen’s book: <i>Poverty and Famines</i> (Chapter 6-10)
Weeks 7-8:	<p><u>Module Three:</u></p> <ul style="list-style-type: none"> a) Human Capital Revisited b) Investment in Human Capital- Effects of Earnings c) Investment in Human Capital- 	Read Becker’s book: <i>Human Capital</i> (Chapters 2, 3, and 4)

	Rates of return	
Wks 9-13	<p><u>Module 4:</u></p> <ul style="list-style-type: none"> a) Rates of Return from College Education b) Underinvestment in College Education c) Rates of Return from High School Education and trends over Time d) Age, Earnings, Wealth, and Human Capital 	Read Becker's book: <i>Human Capital</i> (Chapters 5, 6, 7, and 8)
Wks 14-15:	<p><u>Module 5:</u></p> <ul style="list-style-type: none"> a) Human Capital and the Rise and Fall of Families b) The Division of Labor, Coordination Costs, and Knowledge c) Human Capital, Fertility, and Economic Growth 	Read Becker's book: Human Capital (Chapters 9, 10, 11 and 12)

Bibliography

Ahluwalia, M. (1976). "Inequality, Poverty and Development," *Journal of Development Economics*, Vol. 3.

_____. (1979). "Growth and Poverty in Developing Countries," *World Bank Staff Working Paper*, No. 309.

Amin, Samir. (1977). *Unequal Development*. New York: Monthly Review Press.

_____. (1974). *Neo-Colonialism in West Africa*. New York: Monthly Review Press.

Ball, N. (1976). "Understanding the Causes of African Famine," *Journal of Modern African Studies*, Vol. 14.

Balogh, T. (1966/1974). *The Economics of Poverty*. London: Weidenfeld and Nicolson.

_____. (1978). "Failures in the Strategy against Poverty," *World Development*, Vol. 6.

Drewnowski, J. (1977). "Poverty: Its Meaning and Measurement," *Development and Change*, Vol. 8.

Griffin, K. (1978). *International Inequality and National Poverty*. London: Macmillan.

_____ and Khan, A. R. (eds.). (1977). "Poverty in the Third World: Ugly Facts and Fancy Models," *World Development*, Vol. 6.

Hardin, C. M. (ed.). (1969). *Overcoming World Hunger*. Englewood Cliffs, New Jersey: Prentice-Hall