2013

490-TU Direct Study: Education and State-Building

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Directed Study:  Education and State-Building  
Political Science 490-TU  
1 Credit Hour  
CRN# 14957  
Spring 2013

Professor Timothy J. White  
Class Meets in 711 Schott Hall  
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Summary of Course

This course will provide the students the opportunity to conduct research in a field of their interest, namely Education and State-building. After reading about state-building, the student will research how education helps build the capacity of the state, especially in the American context. The student will write an 8-10 page research paper based on his research. Extensive assistance will be provided to the student through the cooperation from the Xavier library and the open office hours of the Professor. By the end of the semester the student will have completed his or her independent research project. Hence, this directed study affords the student the opportunity to engage in research of their interest. The final draft of the research paper is due on April 26th.

Grading Policy

Grades will be based on the following scale:  93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, and below 60=F. There is no curving or dropping of grades at the end of the semester. There is no rewrite policy or extensions given for the research paper for the course although students will receive feedback on bibliographies, literature reviews, and rough drafts. For a reference to the standards for grades, see the Department of Political Science and Sociology Grading Guidelines provided below:

A- to A = Superior critical reading, thinking and analytical skills. Detailed understanding of course readings. Generally clear, well-organized writing that develops important issues in a thoughtful way. Analysis of texts is without technical or factual errors. An excellent essay will significantly surpass the expectations of a good essay by demonstrating critical mastery of the logic, assumptions, and evidence of research sources. Excellent use of quotations and proper citation of texts.

Class discussion is frequent and thoughtful; shows a very good grasp of the issues.
B- to B+ = *Good to Very Good* critical reading, thinking and analytical skills. Solid understanding of course readings. Generally clear, well-organized writing that reports important issues in some detail. Analysis of texts is generally without technical or factual errors. A *good to very good* essay will have a thesis, define and incorporate concepts appropriately, present a coherent argument, and make a persuasive case for its thesis using convincing evidence; it may also need to consider plausible and reasonable alternatives systematically. Good use of quotations and proper citation of texts.

*Class discussion* is regular and helpful; shows a solid grasp of the issues.

C- to C+ = *Adequate* critical reading, thinking and analytical skills. Basic understanding of course readings. Generally competent writing that identifies important issues but leaves them insufficiently explained or examined. Analysis of texts may be technically or factually defective in minor ways. An *adequate* essay will have a thesis, define and incorporate concepts appropriately, and present a coherent argument. Correct use of quotations and citation of texts.

*Class discussion* is occasional and generally adequate; may reveal some misunderstanding of the issues.

D- to D+ = *Inadequate* critical reading, thinking and analytical skills. Poor or incompetent understanding of course readings. Below average writing that omits or misunderstands important issues. Analysis of texts may be technically or factually defective in substantial ways. An *inadequate* essay may not have a clear thesis, or may not define and incorporate concepts appropriately, or it may not present a coherent argument. There may be ineffective use of quotations and inadequate citation of texts. *Class discussion* is infrequent; may reveal a lack of engagement with the issues or serious misunderstanding.

F = *Unacceptable*. No serious engagement of course readings. An *unacceptable* essay shows little or no serious attempt to understand important issues. Writing is unclear, or unorganized, or undeveloped to the degree that the essay is deemed a failure. Analysis of texts may contain egregious errors. There may be a failure to cite texts.

*Class discussion* is infrequent and ill informed; reveals no real understanding of even basic issues.