

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
Fall 2014

COURSE TITLE: Politics, Culture, and Society
CREDIT HOURS: 3 credit hours
COURSE NUMBER: Political Science 1040:0 (CRN 45637)
CLASSROOM: Fletcher 114
CLASS HOURS: 8:00-9:15 AM Every Tuesday and Thursday
INSTRUCTOR: Richard Wilson
INSTRUCTOR'S OFFICE: FLETCHER 414
INSTRUCTOR'S OFFICE HOURS: TT 10:50 –Noon and by appointment
INSTRUCTOR'S PHONE: (423) 227-1312

CATALOG DESCRIPTION: A study of culture, politics, and society in the non-western world with emphasis on significant intellectual contributions, modes of inquiry, value systems, belief structures and everyday practices.

WHAT ARE THE OBJECTIVES OF THIS COURSE?

ONE: This course is certified both as a Non-Western Culture Class and as a Thoughts, Values, and Beliefs class and it will strive to meet the objectives of both of these categories.

TWO: As a Non-Western Culture Class, this course will investigate some aspect of a culture whose dominant traditions originate outside of "Western" traditions, values, and systems of thought and belief. The purpose of this category is to ensure that students explore at least one culture outside of the Euro-American framework.

THREE: As a Non-Western Culture Class, students will be able to identify and analyze knowledge, artifacts, or practices of at least one non-Western culture; recognize and articulate the complexities of human differences within the culture or cultures under examination; and draw comparisons between the culture or cultures under examination and Western traditions or practices.

FOUR: As a Non-Western Culture Class, the student should learn about the interaction of politics, culture, and society in a non-Western culture and society, such as Asia whose countries will supply most of the examples we will consider in this course.

FIVE: As a Non-Western Culture Class, the student should learn that, while the issue of culture is very important for both society and politics, it must be remembered in the social sciences single factors rarely, if ever, cause or bring about any given outcome. This course does NOT assert that culture is the only factor in producing political outcomes.

SIX: As a Non-Western Culture Class, the student should learn that, while cultures are very durable, cultures do change. One issue the student should consider is whether revolutionary or evolutionary change is the most effective. Comparisons to cultural change in the United States and other European cultures will be considered.

SEVEN: As a Non-Western Culture Class, the student should learn that POWER as he or she understands it is a concept heavily influenced by culture and may be very different, particularly in Asia.

EIGHT: As a Non-Western Culture Class, the student should learn that geographic realities create cultured space. The student should understand that geography is a necessary condition, but not a sufficient condition, for the importance of creating a viable society.

NINE: As a "Thoughts, Values, and Beliefs" class, the student should learn to engage analytically and critically at least one body of philosophical, ethical, and/or religious thought. Students will examine ways in which such thought can shape decisions and actions. Students will be prepared to: a/Identify the key components of at least one body of thought; b/Explain and analyze a body of thought; c/Apply the unique perspective of the body of thought to a specific problem or question; and d/Effectively articulate in writing their individual perspective in relation to the body of thought.

TEN: As a “Thoughts, Values, and Beliefs” class, the student should learn something of some world religions and how religions create traditions that are a part of culture. Comparison will be made between the Judeo-Christian tradition, other monotheistic religions, and the polytheistic animism that underlies the Chinese syncretic religion. Confucianism and Daoism will also be considered as a religion in a very broad sense. The student should also learn why Chinese syncretism accommodates naturalistic religions and polytheism more easily than it does any of the monotheistic religions.

ELEVEN: As a “Thoughts, Values, and Beliefs” class, the student should learn that, while this is not strictly speaking a philosophy class, the discussion of Confucianism and Daoism are key sources of “Thoughts, Values, and Beliefs.” This course should make it clear that Confucianism and Daoism are major philosophical systems as well as religions in a very broad sense.

TWELVE: As a “Thoughts, Values, and Beliefs” class, the student should learn something of the impact of language on thought processes and therefore something about their interaction with the development of culture, even though this is not a linguistics class.

THIRTEEN: As a “Thoughts, Values, and Beliefs” class, the student should learn something of cultural anthropology as a part of the interconnections between politics, culture, and society.

FOURTEEN: As a “Thoughts, Values, and Beliefs” class, the student should learn to discuss the question of whether political issues may be genetically determined by a concept such as race or whether culture is a more important source of political differences.

FIFTEEN: The student should learn a significant amount about such gender issues as the Confucian view of hierarchy, and the perversion of this view that has evolved with respect to foot-binding, arranged marriage, divorce, female infanticide, and foot binding. How this perversion of Confucianism took place and the current status of these so-called women’s issues will be discussed.

WHAT ARE THE REQUIRED BOOKS FOR PURCHASE? YOU MUST BUY AN “i-clicker,” but you do not need to buy any book for this course, a recommended book is Carolyn Brown Heinz, Asian Cultural Traditions. Prospect Heights, Illinois: Waveland Press, 1999. ISBN 1-57766-043- 9, which is available from Amazon and on Lupton Library reserve. Additional required readings will be available (1) on reserve in the Lupton library; or (2) on blackboard, or (3) provided by the instructor but which MUST BE RETURNED AT THE END OF THE TERM.

GRADING POLICY: This class will consist of three unit tests--each worth a third of the grade. They will be either essay or multiple choice (or a combination). Spelling, grammar, etc. will be considered in grading the essay exams. The first exam will be held before the University's withdrawal deadline. There is also in class quizzes recorded on i-clickers and frequent reading comprehension quizzes, which will be assigned on BLACKBOARD to gauge your reading and understanding of the various assigned readings. Grades are calculated using a curve as provided for by the official UTC sponsored Blackboard Learning System. Non-attendance after 3 permitted unexcused absences will unfavorably impact your grade with a 5% reduction for each excessive absence.

COMMUNICATION: To enhance student services, the University uses your UTC email address for all communications. (See <http://www.utc.edu/> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000. I also have no objection if you telephone me at (423) 227-1312.

ACCOMMODATION STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

COUNSELING CENTER STATEMENT: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

HONOR CODE PLEDGE (from the UTC Student Handbook)

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity

8-19 Topic: What is the nature of this course? Introduction and discussion of the nature of “flipped” classroom. *(to be prepared)* YouTube video: Nature of Course with written commentary available in the “Course Documents” section of Blackboard (afterward only yt and the title of the video will be shown on this list followed by the notation “BB Course Documents”).

8-21 Topic: What is the source of the inequality of prosperity among societies around the globe? yt Culture on 2 Levels. A portion of the video: “Guns, Germs, and Steel Part 1” will be shown in class.

8-26 Topic: Is race the source of the inequality of prosperity among societies around the globe? yt Intro Journey of Man BB Course Documents. Portion of the video: “Journey of Man” will be shown in class.

8-28 Topic (continuation): Is race the source of the inequality of prosperity among societies around the globe? yt Microevolution and readings entitled JourMan Wave Outline; CroMagnon/Neanderthals; The Other Humans: Neanderthals; Racecraft; Bible Quotes in BB Course Documents. Portion of the video: “Journey of Man” will be shown in class.

9-2 Topic (continuation): Is race the source of the inequality of prosperity among societies around the globe? yt Race and reading entitled “Evolution/Race Summary” in BB Course Documents in BB Course Documents.

9-4 Topic: Why do so many people live in Asia? Why do so many people live in China? yt After Journey of Man in BB Course Documents.

9-9 Topic: (continuation) Why do so many people live in Asia? Why do so many people live in China? yt Monsoons and Rice and Wilson reading on Geography, climate, and native foods in BB Course Documents

9-11 Topic: What does culture have to do with why so many people live in China? Wilson reading “Why Is China So Big” in BB Course Documents. In class we will watch a special video: The Invention of Writing” at the following link; <http://education-portal.com/academy/topic/history-of-the-ancient-near-east.html>

9-16 Topic: What is Culture and How is It Transmitted? yt Educational Portal Criticism and yt What is Culture and How is It Transmitted and Wilson reading in BB Course Documents

9-18 FIRST UNIT TEST -- MUST BE TAKEN IN UC COMPUTER LAB.

9-23 Topic: Introduction to Section Two yt Intro 2 Section and Wilson China Overview in BB Course Documents. Portion of video Confucian Daoism shown in class.

9-25 Topic: What is the special role of language in the transmittal of Chinese traditional culture? yt Single Written Language + Ren and Wilson reading in BB Course Documents. . Portion of video Confucian Daoism shown in class.

9-30 Topic: Confucianism as Core of Chinese Traditional Thought 1 yt Confucius Compared 1 and reading “Confucius Compared (also known as rwilson1. pdf pp. 32-59) in BB Course Documents. Portion of video Confucian Daoism shown in class.

10-2 Topic: Confucianism as Core of Chinese Traditional Thought 2 yt Confucius Compared 2 and reading “Confucius Compared 2” and /Heinz, Chapter 7 pp. 223-279 in BB Course Documents. Portion of video Confucian Daoism shown in class.

10-7 Topic: Confucianism as Core of Chinese Traditional Thought 3 yt Confucius Compared 3 and reading “Confucius Compared 3” in BB Course Documents.

10-9 Topic: Confucianism as Core of Chinese Traditional Thought 4 yt Confucius Weakness 1 and reading “Confucius Weakness 1” and reading Kate Zhou 1 in BB Course Documents.

10-14 Topic: Confucianism as Core of Chinese Traditional Thought 5 yt Confucius Weakness 2 and reading “Confucius Weakness 2” and reading Kate Zhou 2 in BB Course Documents.

10-16 SECOND UNIT TEST – MUST BE TAKEN IN UC COMPUTER LAB.

10-19 NO CLASS – FALL BREAK

10-23 Topic: All Under Heaven yt Intro to “All Under Heaven” in BB Course Documents. Portion of video “All Under Heaven” shown in class.

10-25 (continuation) Topic: All Under Heaven yt Intro to “All Under Heaven” in BB Course Documents. Portion of video “All Under Heaven” shown in class.

10-28 Topic: To Taste 100 Herbs yt Synergism and yt Intro to Taste 100 Herbs in BB Course Documents. Portion of video “To Taste 100 Herbs” shown in class.

11-4 (continuation) Topic: To Taste 100 Herbs Reading Kate Zhou 2 and yt Synergism and yt Intro to Taste 100 Herbs in BB Course Documents. Portion of video “To Taste 100 Herbs” shown in class.

11-6 Topic: Small Happiness Reading Kate Zhou 3 and yt Gender(in preparation) and yt Intro to Small Happiness in BB Course Documents Portion of “Small Happiness” shown in class.

11-11 (continuation) Topic: Small Happiness Reading Kate Zhou 3 and yt Gender (in preparation) and yt Intro to Small Happiness in BB Course Documents. Portion of “Small Happiness” shown in class.

11-13 Topic: Cultural Change and Revolution yt Revolution and Wilson Reading in BB Course Documents.

11-18 Topic: Cultural Change and Evolution yt Evolution and Wilson Reading in BB Course Documents.

11-20 Topic: Cultural Change and Why Revolutions Fail yt Why Revolutions Fail and Wilson Reading in BB Course Documents.

11-25 THIRD UNIT EXAM MUST BE TAKEN IN THE UC COMPUTER LAB

xxxREADING TOPICS:The order of the readings may be modified somewhat and a few articles added, but the exam dates cannot be moved because of the need to reserve the computer center will in advance. For more specific information, please follow the instructions that accompany the quiz assignments for EVERY class that are provided on Blackboard.

8-19 Topic: What is the nature of this course? Introduction and discussion of the nature of “flipped” classroom.

8-21Topic: What is the source of the inequality of prosperity among societies around the globe?

Youtube video: Culture on 2 Levels with written commentary available in the “Course Documents” section of Blackboard (afterward only yt and the title of the video will be shown on this list followed by the notation “BB Course Documents). A portion of the video: “Guns, Germs, and Steel Part 1” will be shown in class.

8-26 Topic: Is race the source of the inequality of prosperity among societies around the globe? yt Intro Journey of Man BB Course Documents. Portion of the video: “Journey of Man” will be shown in class.

8-28 Topic (continuation): Is race the source of the inequality of prosperity among societies around the globe? yt Evolution and readings entitled JourMan Wave Outline; CroMagnon/Neanderthals; The Other Humans: Neanderthals; Racecraft; Bible Quotes in BB Course Documents. Portion of the video: “Journey of Man” will be shown in class.

9-2 Topic (continuation): Is race the source of the inequality of prosperity among societies around the globe? yt Race and reading entitled “Evolution/Race Summary” in BB Course Documents

9-4 Topic: Why do so many people live in Asia? Why do so many people live in China? yt After Journey of Man and yt Monsoons and Rice and Wilson reading;on Geography, climate, and native foods in BB Course Documents

9-9 Topic: What does culture have to do with why so many people live in China? Wilson reading “Why Is China So Big” in BB Course Documents. In class we will watch a special video: The Invention of Writing” at the following link;<http://education-portal.com/academy/topic/history-of-the-ancient-near-east.html>

9-11Topic: What is Culture and How is It Transmitted? yt Educational Portal Criticism and yt What is Culture and How is It Transmitted and Wilson reading in BB Course Documents

9-16Topic: What is the special role of language in the transmittal of Chinese traditional culture? yt single Written Language + Ren and Wilson reading in BB Course Documents

9-18 FIRST UNIT TEST -- MUST BE TAKEN IN UC COMPUTER LAB.

9-23 yt Intro 2 Section and Wilson China Overview in BB Course Documents. Portion of video Confucian Daoism shown in class.

9-25 Reading “Confucian Tradition (also known as rwilson1. pdf pp. 32-59)and yt Confucian Compared 1in BB Course Documents. Portion of video Confucian Daoism shown in class.

9-30 “Confucian Tradition” (also known as rwilson1. pdf pp. 60-82) and yt Confucian Compared 2 1in BB Course Documents. Portion of Confucian Daoism shown in class.

10-2 Reading Heinz, Chapter 7, pp. 223-279 and yt Confucius Compared 3 in BB Course Documents

10-7 Reading Kate Zhou 1 and yt Confucian Weakness 1 and yt Intro to “All Under Heaven” in BB Course Documents. Portion of video “All Under Heaven” shown in class.

10-9 Reading Kate Zhou 1 and yt Confucian Weakness 2 in BB Course Documents. Portion of video “All Under Heaven” shown in class.

10-16 SECOND UNIT TEST – MUST BE TAKEN IN UC COMPUTER LAB.

10-19 and 10-21 NO CLASSES – FALL BREAK

10-23 Reading Kate Zhou 2 and yt Synergism and yt Intro to Taste 100 Herbs in BB Course Documents. Portion of video “To Taste 100 Herbs” shown in class.

10-28 Reading Kate Zhou 2 and yt Synergism and yt Intro to Taste 100 Herbs in BB Course Documents. Portion of video “To Taste 100 Herbs” shown in class.

11-4 Reading Kate Zhou 2 and yt Synergism and yt Intro to Taste 100 Herbs in BB Course Documents. Portion of video “To Taste 100 Herbs” shown in class.

11-6 Reading Kate Zhou 3 and yt Gender and yt Intro to Small Happiness in BB Course Documents Portion of “Small Happiness” shown in class

11-11 Reading Kate Zhou 3 and yt Gender and yt Intro to Small Happiness in BB Course Documents Portion of “Small Happiness” shown in class

11-13 Reading Kate Zhou 3 and yt Gender and yt Intro to Small Happiness in BB Course Documents Portion of “Small Happiness” shown in class

11-18 Review for THIRD UNIT TEST

11-20 Review for THIRD UNIT TEST

11-25 THIRD UNIT EXAM MUST BE TAKEN IN THE UC COMPUTER LAB