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<td>APY</td>
<td>000-205</td>
<td>Medicine, Health Care in Society</td>
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<td>000-384</td>
<td>Caribbean Archaeology</td>
<td>A</td>
<td>12/6/2013</td>
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<td>Archaeometry: The Science of Material Culture</td>
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<td>GEG</td>
<td>000-300</td>
<td>Human Geography</td>
<td>OA</td>
<td>12/6/2013</td>
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<tr>
<td>POL</td>
<td>000-517</td>
<td>Introductory Statistical Methods in Political</td>
<td>A</td>
<td>12/6/2013</td>
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<td>POL</td>
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<td>Advanced Statistical Methods in Political Science</td>
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<tr>
<td>POL</td>
<td>000-519</td>
<td>Introduction to Game Theory</td>
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<td>REL</td>
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<td>Religion and Sport/Sport as Religion</td>
<td>OA</td>
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<td>THA</td>
<td>000-302</td>
<td>People, Places &amp; Plays: Theatre That Changed</td>
<td>OA</td>
<td>12/6/2013</td>
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Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: AS - College of Arts and Sciences
Dept: ANTHROPOLOGY
Course: 205
Effective Date: 11/01/13
# of Credits: 3
Is this an experimental course? ☐ N ☑ Y
Is taken for Credit Only: ☐ N ☑ Y
Full Time Indicator*: ☐ N ☑ Y
Alt Title: ☑ N ☐ Y
Frequency: 05 - Fall & Spring
Abbreviated Title: Med Care in Soc
Full Title: Medicine Health Care in Society
Prerequisites: none
Co-requisite(s): none
Identifiers: ______________

Course Description:
This course is designed to produce a sociohistorical analysis of the intersection between medicine, health care and society, using examples throughout the world. It will reflect on 'taking-for-granted' concepts such as the "body, risk, illness and healing" and their relationships to culture, power, and society, as well as the plurality of narratives and discourses on health and healing practices.

Dept Contact: Melody A Pastore
Email address: mpastore@miami.edu
Phone: 305-284-2535

Department Chair Signature: ____________________________ Date: __________
Academic Dean/Director Signature: ______________________ Date: __________
Dean of the Graduate School: ____________________________ Date: __________
Curriculum Committee Chair: ____________________________ Date: __________

*Justification for course being worthy of full time status must also be submitted (see second page).
### Course and Curriculum
#### Course Addition Request

Please fill in **all** of the below information:

<table>
<thead>
<tr>
<th>Year: 2014</th>
<th>Semester: SPRING</th>
<th>School/College: AS - College of Arts and Sciences</th>
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<tbody>
<tr>
<td>Course: 205</td>
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<td>c.g.(ACC 121)</td>
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</table>

**Full-time status rationale** This is only required for courses flagged as being equivalent to full-time status. 

Rationale must include why the course is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

### Course Requirements:

|-------------------|----------------|------------------|------------------|

- School Code: 
- Level Code: 
- Class Code: OR; Secondary Class Code: 
- Minimum GPA: ____ 
- Identifier (1): ____ 
- Identifier (2): ____ 

Permission Required:

| Co-Requisite Course (1): _____ | Section: ___ | Type: |
| Co-Requisite Course (2): _____ | Section: ___ | Type: |
| Co-Requisite Course (3): _____ | Section: ___ | Type: |
| Co-Requisite Course (4): _____ | Section: ___ | Type: |
| Co-Requisite Course (5): _____ | Section: ___ | Type: |
I. Course Description.

This course is designed to produce a sociohistorical and critical analysis of “medicine and modern health care” as loci of power and domination and to give an account of sociocultural variation of the political economy of health, illness, and healing practices within and between selected cultures and societies. We will begin our journey by exploring the sociogenesis of biomedical discourses in Western society and its intertwining with the civilizing process - read the Westernization of the world through the capitalist expansion - (Part I). This exploration should lead us to the understanding of the relationships between medicine, modern health care, and colonialism. As we will see, there is a symbiotic relationship between imperialism/colonialism and the making of Western intellectual discipline. In the case of medical practices, Western medicine is both profoundly influenced by, and established its domination through, encounters with the colonized world. Despite the fact that research on medicine and imperialism / colonialism is at its emerging in the academic world, we will reflect on the variety of contexts of encounters between “modern medicine” and indigenous practices of health and health care, by drawing ethnographic and historical examples. These materials will help us understand the intrinsic relationships between health projects and nation-building whether in, Europe, Asia, Africa or the Americas (Part II and III).

Modern medicine as we know it is a defining characteristic of, and a product of, the modern world. Nevertheless, we tend to understand it as timeless, value-free, natural but not socioculturally constructed. This class, however, will try to lead you to the process of deconstruction of naturalized notions by submitting to critical reflections ‘taking-for-granted’ concepts such as ‘the body, health and healthy, risks, illness and healing’ and their relationships to culture, power, and society, as well as the plurality of narratives and discourses on health, illness, diseases, and healing practices (Part IV). For this purpose, I designed Part IV of this course in a way that you can group yourself with people having the same interest as you, in a specific theme or a particular literature, in order to better understand and participate in class. That is why I grouped the classes XVIII to XXI under the label ‘specific assignment’ where important themes in Medical Anthropology/Sociology such as ‘Healing and Performance,’ Shamanism and Colonialism,’ ‘Illness and Narrative,’ and Access to and Utilization of Health Care’ have been assigned to specific groups.

II. Course Expectations.

You are expected to attend and participate in group discussions, read and be prepared to discuss the assigned readings, and complete all the writing assignments. The writing assignments will include:
* Seminar presentations. Groups of 3 to 4 students will make in-class presentations. The group will be responsible for class that day. 40% of your final grade.

* An essay on a topic of your choice, using some theoretical constructs and insights we have discussed in the course. This essay should be written progressively during the semester - meaning in several drafts (3 versions) before the final one. Each version will be reviewed and discussed by your peers in class. You will try to develop one idea, adding new insights and new questions from the appropriate literature studied in class. The first version of this essay is due January 28 and will be discussed in group studies in class on February the 1st; the second deadline for your second draft is due February 15, to be discussed on February 17, and the 3rd version is due on March 21, to be discussed on April 2nd. The final version is due Wednesday, April 21 at NOON (the deadline is absolute). Format double-space, no page limits, with a complete bibliography. I expect all papers to be thoroughly proof read. Please staple your papers (left hand corner). The deadline is absolute. 60% of your final grade.

Class attendance: You will be allowed 2 unexcused absences. If you miss more than 2 classes, your absence will negatively affect your grade. Please, let me know if you have to miss class for illness or religious holiday.

II. Required Readings


Recommended

The following book chapters and articles will be available at the library.


Required Video
TBA

VI. Course outline and assignments.

Part I: Medicine and Civilizing Process

Class I: Presentation

Class II: Between Civilization and Barbarism: the Ideas of Health and Medicine

Class III: Formation of Nation-State, Civilizing Process and the Idea of Biomedicine

Class IV: On “Governmentality” and the Sociogenesis of Modern Health Care in Western Society.

Class V: Western Biomedicine, Expansionism, and Colonialism
Text TBA.

1st Version of your Paper is due

Class VI: Paper Discussion in Class.

Part II: (Bio)Medicine and (Post)Colonial Processes

Class VII: Colonized Body: Medicalisation of the West
The Wellborn Science, TBA; Lupton, D. “Foucault and the Medicalisation Critique” in Foucault, Health and Medicine, chap. 5.

Class VIII: Colonized Body: “Healthy Society” in Discourses of “Nation-State” in the Americas.

Class IX: Colonized Body: “Health Risks, Pollution, and Taboo” in this Discourses of “Nation-State”.
Douglas, Mary, Purity and Danger, Introduction, chapters 1-3; chap. 6.

Class X: Colonial Discourses of Health and Medicine
McCallum, David, “Mental Health, Criminality and the Human Sciences” in Foucault, Health and Medicine.
McCulloch, Jock, Colonial Psychiatry and ‘the African Mind,’ chap. 2&9.

2nd Version of your Paper is due

Class XI: Discussion of Papers in Class

Part III: Contexts of Medical Encounters

Class XII: (Post)Colonial Contexts
Kumar, Deepak, Unequal contenders, Uneven ground: Medical encounters in British India, 1820-1920, in Western Medicine, 172-190.

Class XIII: Discourses of Biomedicine  

Class XIV: Power Relations and the Medical Encounter  

Class XV: Power Relations and Medical System  
Morris, David B., *Illness and culture in the postmodern age*, TBA

Class XVI: Power Relations and Medical System II  
Singer, Merill and Baer, Hans, “The American Dominative Medical System as a Reflection of Social Relations in the Larger Society” in *Critical Medical Anthropology*, Chapter 6. Text TBA.

**3rd Version of your Paper is due**

Class XVII: Discussion of Papers in Class


**Classes XVIII-XXI: Special Assignments**  
Basic reading for ALL Groups: Morris, David B., *Illness and culture in the postmodern age*.

Group I: Healing and Performance  
(readings on rituals, performance, and healing in Southeast Asia, Texts TBA)

Group II: Shamanism and Colonialism  
(readings on Shamanism and Colonialism in Latin America and the Caribbean, Taussing, Michael, *Shamanism*…; Davis, Wade, *In the Heart of Darkness*, TBA)

Group III: Illness and Narrative  

Group IV: Access to and Utilization of Health Care
(readings on Migrants, Minority and Health Care System in the US, Smith, Margaret Charles and Linda Janet Holmes, *Listen to Me Good: The Life Story of an Alabama Midwife*; Texts TBA)

**4th Version of your Paper is due.**

Class XXI: Discussion of Papers in Class.

Class XXII: The Globalization of Medical Power

Turner, Bryan S. *Medical Power and Social Knowledge*, Part III.

**Thursday, April 22 at NOON Final Version of your Paper is due.**
Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

| School/College: AS - College of Arts and Sciences | Dept: APY | Course: APY 384 |
| Is this an experimental course? | ○ N ○ Y | Effective Date: 11/01/13 |
| Is taken for Credit Only: | ○ N ○ Y | # of Credits: 3 |
| Full Time Indicator*: | ○ N ○ Y | Alt Title: ○ N ○ Y |
| Frequency: | 30 - By Announcement |

Abbreviated Title: Caribbean Arch.  
10 Character Limit

Full Title:  Caribbean Archaeology  
150 Character Limit

Prerequisites: APY 201 or permission of instructor

Co-requisite(s): 

Identifiers:  
(WRITE, HONORS, INTR1, INTR2, INTR3, INTR4, etc.)

Course Description: 
This course will explore the material traces of human lifeways in the Antillean archipelago from first settlement through the development of complex socio-political structures in the Late Ceramic Age and ultimately the arrival of European and African migrants.

Dept Contact: Melody Pastore  Email address: mpastore@miami.edu  Phone: 305-264-2535

Department Chair Signature:  Date: ____

Academic Dean/Director Signature:  Date: ____

Dean of the Graduate School:  
required for graduate courses only  Date: ____

Curriculum Committee Chair:  Date: ____

*Justification for course being worthy of full time status must also be submitted (see second page).
# Course and Curriculum
## Course Addition Request

Please fill in **all** of the below information:

<table>
<thead>
<tr>
<th>Year: 2014</th>
<th>Semester: Fall</th>
<th>School/College: ASC - College of Arts and Sciences</th>
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<tbody>
<tr>
<td>Course: APY 384</td>
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</table>

### Full-time status rationale

This is only required for courses flagged as being equivalent to full-time status.  
*Rationale must include why the course is equivalent to full-time credit (12+ credits for undergraduates; 9+ credits for graduate).*

### Course Requirements:

|---------------------|------------|------------|------------|

School Code: ASC - College of Arts and Sciences  
Level Code: U - UNDERGRADUATE  
Class Code:  
OR; Secondary Class Code:

- Minimum GPA: ___
- Identifier (1): ______
- Identifier (2): ______
- Permission Required: No

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<th>Co-Requisite Course (1):</th>
<th>Section:</th>
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<td>Co-Requisite Course (2):</td>
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<td>Co-Requisite Course (4):</td>
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<td>Co-Requisite Course (5):</td>
<td>Section:</td>
<td>Type:</td>
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</table>
Caribbean Archaeology

APY 384

Course description
The islands of the Caribbean have been the setting for over 6,000 years of diverse human activity, the vast majority of which is known from archaeological evidence alone. In this course, we will explore the material records of human lifeways in the Antillean archipelago from first settlement through the development of complex socio-political structures in the Late Ceramic Age and ultimately the (sometimes willing, sometimes not) arrival of European and African migrants. Previous successful completion of APY201 or permission of the instructor is required for enrollment. This course also serves as an ideal lead-in to the material covered in APY385, Caribbean Cultures, which will be offered in Spring of 2014, and also is a logical lead-in to my Spring 2014 Field Experience course (APYS02), during which we will be conducting excavations at a recently located Ceramic Age site in western Puerto Rico.

Text and readings
There is no required textbook for this course. However, I will be placing the pdf of a good recent textbook by Sam Wilson on Blackboard as a general reference should anyone desire it. All readings are available on Blackboard in pdf format. Students are expected to have read and digested all assigned material prior to the assigned class session, and I encourage you to print out and bring to class the pdf readings (or bring them on your computer, tablet, etc.) so that you are able to follow along and make reference to them.

Assessment
The principle expectation of students in this course is active participation (there are only 6 of us, would be silly if it were just me talking). All students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary--this is how learning happens. Your course grade will be determined by your classroom participation (25%), a research paper and presentation (25%), a take home mid-term exam (25%), and a take home final (25%).

This course will proceed in the style of a seminar, meaning that there will be very limited set lectures and we will instead spend most of our time discussing aspects of Caribbean archaeology free form. As such, it is absolutely imperative that you arrive at class having read the assigned materials, with notes in hand, and ready to make significant contributions to the day's discussion. A quarter of your final grade depends on your frequent substantive participation in discussion, and a lack of such efforts will result in a poor grade.

The research paper is due in two parts: an outline and bibliography due 10/9/13, and then a 10-15 page (double-spaced) paper due 12/4/13. This paper will take the form of a research proposal of the sort that one might submit to a funding agency, IRB board, or similar. The idea here is twofold: 1) get you to be expert in one area of archaeological science, and 2) to provide you with experience in writing a convincing proposal, a skill that will serve you well even if you don't all become archaeologists. In addition, and in order to hone your oral presentation skills, you will be required to make your proposal to the class in the closing week of the semester.
The mid-term will be a combination of identifications, multiple choice, and short essay questions and will cover material from the first half of the course. The final will have the same format and cover the last half of the course. Both exams will be take home and you will have roughly a week to complete the work. Pop quizzes will be given if attendance or class participation appear low. Your final letter grade for the course will be determined by the number of points you earn from assignments and class attendance/participation. Letter grades are based on the absolute scale below and will only be assigned at the end of the semester.

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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D+</td>
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<td>D-</td>
<td>60-52</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</table>

Miscellaneous policies

Computer use: Computer use will not be restricted as long as students appear to be using their computers for taking notes, following along in readings, etc. If at any time during the semester it appears that students are abusing this privilege, I reserve the right to RESTRICT or FORBID computer use in the classroom.
Schedule
(Provisional and subject to change at the whim of the professor)

Week 1 (8/26-8/30)
8/26-Syllabus review, purpose and intent of the course, and discussion of useful sources
8/28-What Is an Island? What Is the Caribbean?
  Readings: Boomert and Bright 2007, Rivera-Collazo 2011, Torres and Rodríguez Ramos 2008

Week 2 (9/2-9/6)
9/2-NO CLASS (LABOR DAY)
9/4-The Caribbean, natural setting and resource base
  Readings: Cooper 2013, Newsom and Wing 2004 Chapter 2, Stokes 1998 Chapter 2

Week 3 (9/9-9/13)
9/9-A history of Caribbean archaeology (archaeologies)
  Readings: Curet 2011, Siegel 2013
9/11-Rousean systematics
  Readings: Rouse 1966, Read 2009, Siegel 1996

Week 4 (9/16-9/20)
9/16-Rousean weaknesses
  Readings: Rodríguez Ramos 2007 Chapter 1, Pestle et al. 2013, Rodríguez Ramos et al. 2010
9/18-Continental precursors
  Readings: Heckenberger 2013, Lohse 2010, Russo 2010

Week 5 (9/23-9/27)
The first peopling of the insular Caribbean (traditional)

Week 6 (9/30-10/4)
The first peopling of the insular Caribbean (revised)

Week 7 (10/7-10/11)
The (sort of) Early Ceramic Age & the Saladoid
TERM PAPER TOPIC AND BIBLIOGRAPHY DUE 10/9
Week 8 (10/14-10/18)
La Hueca
Readings: Chunlute Baik 2013, Oliver 1999, Rodríguez Ramos 2010 Chapter 5, Siegel 1991, Curet 2005 Chapter 4 (through page 76)

Week 9 (10/21-10/25)
Trumassoid and Suazoid

Week 10 (10/28-11/1)
Ostionoid
Readings: Keegan 2000 (page 147-end), Curet 2003, Curet and Oliver 1998, Rodríguez Ramos et al. 2010 (again), Curet et al. 2004

Week 11 (11/4-11/8)
Taino:

VIST TO LOWE MUSEUM 11/6 TO SEE TAINO COLLECTIONS

Week 12 (11/11-11/15)
Contact:

Week 13 (11/18-11/22)
Caribs

Week 14 (11/25-11/29)
NOTE: NO CLASS (THANKSGIVING BREAK)

Week 15 (12/2-12/6)
12/2-Plantations and maroons
Readings: Armstrong 2013, Agorsah 2013, La Rosa Corzo 2010, Singleton 2010
12/4-Student presentations
TERM PAPER DUE 12/4

Week 16 (12/9-12/13)
12/9-Student presentations

FINAL EXAM DUE BY OUR EXAM SLOT: Friday, December 13th, 2:00-4:30PM
**Course and Curriculum**  
**Course Addition Form**

Course as you wish it to appear in the Bulletin:

<table>
<thead>
<tr>
<th>School/College: AS - College of Arts and Sciences</th>
<th>Dept: APY</th>
<th>Course: APY 417</th>
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<tr>
<td>Is this an experimental course? N Y</td>
<td>Effective Date: 11/01/13</td>
<td># of Credits: 3</td>
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<tr>
<td>Is taken for Credit Only: N Y</td>
<td>Full Time Indicator*: N Y</td>
<td>Alt Title: N Y</td>
</tr>
<tr>
<td>Frequency: 30 - By Announcement</td>
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<tr>
<td>Abbreviated Title: Archaeometry</td>
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<tr>
<td>Full Title: Archaeology: The Science of Material Culture</td>
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<tr>
<td>Prerequisites: APY 201 and permission of instructor</td>
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<td>Co-requisite(s):</td>
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<td>Identifiers:</td>
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<td>(WRITE, HONR, INTR1, INTR2, INTR3, INTR4, etc.)</td>
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<tr>
<td>Course Description:</td>
<td>This course focuses on the archaeological application of a physical science (physics, chemistry, geology, etc.) techniques to answer pertinent anthropological questions about past societies.</td>
<td></td>
</tr>
</tbody>
</table>

**Dept Contact:** Melody Pastore  
**Email address:** mpastore@miami.edu  
**Phone:** 305-284-2535

Department Chair Signature:  
Date: 

Academic Dean/Director Signature:  
Date: 

Dean of the Graduate School: 
Date: required for graduate courses only

Curriculum Committee Chair:  
Date: 

*Justification for course being worthy of full time status must also be submitted (see second page).*
**Course and Curriculum**  
**Course Addition Request**

Please fill in all of the below information:

<table>
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<th>Year: 2014</th>
<th>Semester: Spring</th>
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<tr>
<td>Course: APY 417</td>
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**Full-time status rationale** This is only required for courses flagged as being equivalent to full-time status. Rationale must include why the course is equivalent to full-time credit (12+ credits for undergraduate, 9+ credits for graduate).

**Course Requirements:**

|-------------------|------------|------------|------------|

School Code: AS - College of Arts and Sciences  
Level Code: U - UNDERGRADUATE  
Class Code: OR; Secondary Class Code:  
Minimum GPA:  
Identifier (1):  
Identifier (2):  
Permission Required: Yes  

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<tr>
<td>Co-Requisite Course (5):</td>
<td>Section:</td>
<td>Type:</td>
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</tbody>
</table>
Course description
Archaeometry: The Science of Material Culture is an advanced undergraduate course that focuses on the archaeological application of physical science (physics, chemistry, geology, etc.) techniques. Broadly, this course will attempt to delineate some of the many ways that archaeologists use these “borrowed” techniques and technologies to answer pertinent anthropological questions about past societies and to understand the social histories of ancient landscapes, objects, and lives. While some background in the physical sciences will be useful to understanding concepts discussed, no such previous experience is required. Our ultimate goal is to demystify the impressive range of analytical processes and technologies available to today’s archaeologists.

During the course of the semester, we will be lucky enough to visit a number of the highly innovative and state-of-the-art research centers and laboratories at the various UM campuses (a few of these visits are reflected in the schedule below, more will be added as the semester progresses). In some cases, these visits have been scheduled during class hours, in which case your attendance is expected. In some instance, however, our visit will happen outside of our scheduled class hours. In those cases, your attendance is HIGHLY encouraged (read as: you will learn stuff, see places that most of your peers never see, and you will get extra brownie points, which are worth more than gold, or actual brownies).

Text and readings
The required texts for this course are:


Both texts are available at the UM bookstore and most online booksellers. Readings from these texts are noted in the schedule below as R&H and PBS&Y, respectively. In addition, as noted on the syllabus, most classes require additional readings that are available on Blackboard in pdf format. Students are expected to have read and digested all assigned material prior to the assigned class session, and I encourage you to print out and bring to class the pdf readings (or bring them on your computer, tablet, etc.) so that you are able to follow along and make reference to them.

Assessment
The principle expectation of students in this course is active participation. All students are expected to complete all the reading when assigned, participate in discussion of the material, and ask questions when necessary--this is how learning happens. Your course grade will be determined by your classroom participation, which will include stints of student-led discussion, (25%), one research paper (25%), a take home mid-term exam (25%), and a final (25%).
During our second meeting of most weeks (although check the schedule below for some deviations), we will be discussing case studies in various archaeometric techniques. During these sessions, students are expected to take turns leading our seminar style discussion of a given article. Responsibility for leading discussion will be at the discretion of the professor (I will seek volunteers first and then resort to calling on people as necessary), and each student will be allowed to pass on this responsibility twice during the course of the semester with no penalty. I will provide an example of how this discussion should be structured/proceed and will fill in for any sessions that don’t get taken by a student.

The research paper is due in two parts: an outline and bibliography due 2/28/13, and then a 10-15 page (double-spaced) paper due 4/4/13. This paper will take the form of a research proposal of the sort that one might submit to a funding agency, IRB board, or similar. The idea here is twofold: 1) get you to be expert in one area of archaeological science, and 2) to provide you with experience in writing a convincing proposal, a skill that will serve you well even if you don’t all become archaeologists.

The mid-term will be a combination of identifications, multiple choice, and short essay questions and will cover material from the first half of the course. The final will have the same format and cover the last half of the course. The final exam can be made up only with prior arrangement and a valid and documented excuse. Pop quizzes will be given if attendance or class participation appear low. Your final letter grade for the course will be determined by the number of points you earn from assignments and class attendance/participation. Letter grades are based on the absolute scale below and will only be assigned at the end of the semester.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Miscellaneous policies

Computer use: Computer use will not be restricted as long as students appear to be using their computers for taking notes, following along in readings, etc. If at any time during the semester it appears that students are abusing this privilege, I reserve the right to RESTRICT or FORBID computer use in the classroom.
Posting of lectures: I will post .pdfs of the lecture slides to Blackboard shortly after each class session. While these postings may be useful for exam review, as most of my slideshows consist of pretty pictures rather than words, they are a poor substitute for actually attending class.

---

**Schedule**

*(subject to change at the whim of the professor)*

**Week 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>T 1/15/13</td>
<td>Syllabus review</td>
</tr>
<tr>
<td>Th 1/17/13</td>
<td>A 30,000 foot view of archaeometry, Introduction to research paper expectations and format, introduction to class discussion format and expectations</td>
</tr>
<tr>
<td></td>
<td>Mandatory readings: Malainey 2011 chapter 7, Gopen and Swan 1990</td>
</tr>
<tr>
<td></td>
<td>Suggested readings: PBS&amp;Y chapter 1; R&amp;H chapter 1</td>
</tr>
</tbody>
</table>

**Unit 1: Landscapes**

**Week 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>T 1/22/13</td>
<td>Aerial and satellite imaging (multispectral, hyperspectral, LiDAR, and SAR)</td>
</tr>
<tr>
<td></td>
<td>Mandatory readings: R&amp;H chapter 4; Hesse 2010</td>
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<tr>
<td></td>
<td>Suggested readings: Malainey 2011 chapter 2</td>
</tr>
<tr>
<td>Th 1/24/13</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Blom et al., 2007; Chase et al., 2011; Bewley, et al., 2005</td>
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</table>

**Week 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>T 1/29/13</td>
<td>Geophysical prospection (resistivity, magnetometry, GPR, sonar)</td>
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<tr>
<td></td>
<td>Mandatory readings: Oswin 2009 chapters 2 &amp; 3</td>
</tr>
<tr>
<td>Th 1/31/13</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Gallo et al., 2009; Morawetz et al., 2012; Adovasio and Hemmings 2009</td>
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<td>(plus Faught nd poster)</td>
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**Week 4**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>T 2/5/13</td>
<td>Geographical information systems (GIS)</td>
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<tr>
<td></td>
<td>Mandatory readings: Wheatley and Gillings 2002 chapter 1; Goodchild and Janelle 2004</td>
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<tr>
<td></td>
<td>GIS lab tour (Merrick 304) and guest lecture by Dr. Diana K. Ter-Ghazaryan</td>
</tr>
<tr>
<td>Th 2/7/13</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Richason and Hritz 2007; Torres 2005; Morgan 2009</td>
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</table>

**Week 5**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>T 2/12/13</td>
<td>Paleoclimate (sediments and environmental indicators)</td>
</tr>
<tr>
<td></td>
<td>Mandatory readings: R&amp;H chapter 6</td>
</tr>
<tr>
<td>W 2/13/13, 3pm</td>
<td><strong>Visit to UMCAM (University of Miami Center for Advanced Microscopy)</strong></td>
</tr>
<tr>
<td>Th 2/14/13</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Moreno et al., 2008; Woodbridge et al., 2012; Sandweiss and Kelley 2012</td>
</tr>
</tbody>
</table>
Unit 2: Dating

**Week 6**
- T 2/19/13  Dendrochronology, thermoluminescence/OSL, archaeomagnetism
  - Mandatory readings: R&H chapter 5; Nash 2002
- Th 2/21/13  Case studies
  - Crown 1991; Fitzpatrick et al., 2009; Zhang et al., 2010

**Week 7**
- T 2/26/13  Radiometric dating
  - Mandatory readings: R&H chapter 5
- Th 2/28/13  Radiometric dating, methodological case studies
  - Higham et al., 2006; Reimer et al., 2004; Staff et al., 2011

**Week 8**
- T 3/5/13  Radiometric dating, interpretive case studies
  - Rodríguez Ramos et al., 2010; Adovasio et al., 1990; Gkiasta et al., 2003
- Th 3/7/13  NO CLASS, TAKE HOME MIDTERM DISTRIBUTED

**Week 9**
- T 3/12/13  NO CLASS, SPRING BREAK
- Th 3/14/13  NO CLASS, SPRING BREAK

Unit 3: Compositional analysis

**Week 10**
- T 3/19/13  NAA & ICP-MS
  - Mandatory readings: PBS&Y chapters 6 & 9
  - Suggested readings: Bishop and Neff 1989; R&H chapters 7 & 8
- Th 3/21/13  Case studies
  - Glascock 2002; Dussubieux et al., 2008; Sharrat et al., 2009

**Week 11**
- T 3/26/13  XRF and SEM-EDS
  - Mandatory readings: PBS&Y chapter 6
- Th 3/28/13  Case studies
  - Phillips and Speakman 2009; Neff et al., 2003; Notis et al., 2007

**Week 12**
- T 4/2/13  Vibrational spectroscopy (FTIR and Raman)
  - Mandatory readings: PBS&Y chapter 4
- Th 4/4/13  NO CLASS
  - Mandatory readings: Peñalver et al., 2007; Pestle et al., ms

Unit 4: Analyzing ancient human remains

**Week 13**
- T 4/9/13  Radiographic imaging
Mandatory readings: Chhem 2008; Saab et al., 2008

Th 4/11/13 Case studies
Wade et al., 2012; Friedman et al., 2012; Ryan and Milner 2006

Week 14
T 4/16/13 Stable and radiogenic isotopes (mass spectrometry)
Mandatory readings: PBS&Y chapter 8

Th 4/18/13 Case studies
Ambrose et al., 2003; Knudson et al., 2009; Pestle et al., 2013

Week 15
T 4/23/13 aDNA
Mandatory readings: Willerslev and Cooper 2005

Th 4/25/13 Case studies
Raff et al., 2011; Martinez-Cruzado et al., 2005; Klaus et al., 2010

FINAL EXAM Tuesday, May 7th, 2:00pm-4:30pm
Course and Curriculum
Experimental Course Addition

Please fill in below information:

Department: Geography and Regional Studies

Semester: Spring 2014
Dept Code: GEG
Course Number: 300

Course Title: Human Geography

# of Credits: 3
Is taken for Credit Only: Y

Course Description: This course provides focuses on human geography by exploring pressing global issues including population growth, migration, economic crises, environmental decline, food security, identity politics, war and urbanization. These topics will be explored through the lens of cultural geography, uncovering how spatial interconnections and geographical interdependence.

Prerequisites: Junior Status

Corequisite(s): 

Instructor(s): Diana K. Ter-Ghazaryan

Changes Effective: 01/2014

Month/Year

Dept Contact: Diana K. Ter-Ghazaryan
Email address: terghazar@miami.edu

Department Chair Signature: ______________________ Date: __________

Academic Dean/Director Signature: ______________________ Date: 12/2/13

Dean of the Graduate School: ______________________ Date: __________
Approved. (I was waiting until I am on campus to put a real signature on it, which will be tomorrow.)

Dr. Ira M. Sheskin
Professor and Chair
Department of Geography and Regional Studies
University of Miami
115A Campo Sano Building
Coral Gables, FL 33124

Editor
American Jewish Year Book
http://www.springer.com/series/11193?changeHeader

Director
Jewish Demography Project
Sue and Leonard Miller Center for Contemporary Judaic Studies
University of Miami

Graduate Program Director, Department of Geography
Undergraduate Advisor, The George Feldenkrais Program in Judaic Studies

Home Address:
4133 Trenton Avenue
Cooper City, FL 33026

Contact Numbers:
(305) 284-6603 (UM Office)
(954) 435-7070 (Home Office)
(954) 435-5566 (Fax)
(954) 558-2933 (Cell)
isheskin@miami.edu

www.as.miami.edu/geography/people/IraSheskin.html

UNIVERSITY
OF MIAMI

From: Lewis, Jennifer Clare
Sent: Monday, December 02, 2013 12:26 PM
To: Sheskin, Ira M.
Subject: Action: Review of Chair for new Course for Human Geography
Importance: High
Human Geography in a Globalizing World
GEG 300

Instructor: Dr. Diana K. Ter-Ghazaryan

Office hours: TBA or by appointment via Blackboard Collaborate
Office: 1300 Campos Sano, 115P
Phone: 305.284.6679
Email: terrghazaryan@miami.edu

Course Description: This course provides an in-depth exploration of human geography by focusing on pressing global issues including population growth, migration, economic crises, environmental decline, food security, identity politics, war and urbanization. In an increasingly globalized world, these issues have impacts upon all of our lives, whether we live in Miami, Buenos Aires, Beijing or Moscow. By exploring these topics through the lens of cultural geography, we will uncover how spatial interconnections and geographical interdependence shape the world as we know it. We will further understand how individual actions at the local scale have social, cultural and environmental impacts around the world.

Course Learning Outcomes:
Students will demonstrate a foundational knowledge of the world’s human and physical geographic features, institutions, and processes (such as trade, religion, environmental degradation, migration and others) and how they relate to one another.

Students will be able to identify, differentiate between and apply multiple geographic perspectives to critically examine key geographic issues.

Students will be able to analyze complex social, cultural and environmental issues using a geographic lens.

Students will express informed and well-reasoned opinions on geographic issues that affect our everyday lives.

Students will gain the knowledge on how to engage in actions that impact local and global processes, by coming to understand their connections to these processes.

Assigned Readings: While this course does not utilize a traditional textbook, various reading materials will be assigned throughout the semester. They will be made available in .pdf format, or a link to a UM Libraries-owned book will be provided in Blackboard.

GRADING: This course has a letter grade (A-F). Your letter grade will be calculated from a 1-100 scale based on the University’s standard conversion chart.

Assessment:

| Module Exam (1 for each Module, worth 8% each) | 64 % |
| Discussion Assignments | 26 % |
| Web Research/Mapping Assignments | 10 % |
| TOTAL | 100 % |
Course Modules: The content for this course is broken down into 8 modules, with each covering important topics in Human Geography. Each module will contain reading and video/audio assignments, a discussion assignment, a web research/mapping assignment, and a module exam.

Discussion Assignments:
There will be at least one discussion assignment per course module. These class discussions are important for developing an interactive learning community and a successful online course.

The instructor will post discussion topics/assignments and monitor the discussion forums and post replies, when appropriate. These discussion posts are graded, and 26% of your final grade will be determined by the quantity and quality (critical thinking, understanding of material, thoughtful reflection) of your posts.

Each discussion posting is expected to be respectful and professional, clear and pertinent to the initial discussion question.

Of course, be polite to your peers. Failing that, the instructor reserves the right to remove posts that are aggressive or offensive, and dock participation points from the offender.

Web Research/Mapping Assignments:
There will be a web research or mapping assignment per course module. These assignments will allow you to carry out web research or complete a mapping assignment on a topic that pertains to the course module. These assignments are graded, and are worth a total of 15% of your final grade.

Module Exam:
At the completion of each module you will take a Module Exam. Each exam is worth 8% of your final grade, and will test your knowledge of the material in the particular module.

### Semester Schedule

<table>
<thead>
<tr>
<th>Class/week</th>
<th>Date</th>
<th>Topic</th>
<th>Requirements</th>
</tr>
</thead>
</table>
                                                       2. Discussion assignment  
                                                       3. Web research/mapping assignment  
                                                       4. Module Exam |
|            |               | Module closes at 11:59 pm on Jan 27                    |                                       |
                                                       2. Discussion assignment  
                                                       3. Web research/mapping assignment  
                                                       4. Module Exam |
<p>|            |               | Module closes at 11:59 pm on Feb 10                    |                                       |
| Module 3   | Feb 10—Feb 24 | Geographies of Difference: Language                    | 1. Reading/video assignment          |
|            |               |                                                        |                                       |</p>
<table>
<thead>
<tr>
<th>Module 4</th>
<th>Feb 24—Mar 10</th>
<th>Geographies of Difference: Race, Ethnicity, Gender</th>
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<tbody>
<tr>
<td></td>
<td>Mar 10—Mar 24</td>
<td>Political Geography: Nations and Borders</td>
</tr>
<tr>
<td>Module 6</td>
<td>Mar 24—Apr 7</td>
<td>Economic Geography: Industries, Services and Development</td>
</tr>
<tr>
<td></td>
<td>Apr 7—Apr 21</td>
<td>An Urbanizing World: Cities and Governance</td>
</tr>
<tr>
<td>Module 8</td>
<td>Apr 21—May 5</td>
<td>A Globalizing World: Where Do We Go from Here?</td>
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</table>

1. Reading/video assignment
2. Discussion assignment
3. Web research/mapping assignment
4. Module Exam
Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: AS-College of Arts And Sciences

Effective Date: 1/1/2014

Dept/Course #: POL 517

Full Title: Introductory Statistical Methods in Political Science

Abbreviated Title: Intro Stats in Pol Sci

# of Credits: 3

Frequency: 01 - Fall

Is taken for Credit Only: ☒ N ☐ Y

Full Time Indicator*: ☒ N ☐ Y

Alt Title: ☒ N ☐ Y

Prerequisites: None POL 201, 202, or 203, and MTH 108 or higher; or graduate standing

Identifiers: Identifier 1

Non-Credit: ☒ N ☐ Y Gen. Ed. Req.: ☒ N ☐ Y

Is this an experimental course: ☒ N ☐ Y

Dept Contact: Casey Klofasd

Email address: klofasd@gmail.com

Phone: 8-8861

Department Chair Signature: Jonathan P. West Date: 2/23/12

Academic Dean/Director Signature: ____________________________ Date: ______

Dean of the Graduate School: ____________________________ Date: ______

Curriculum Committee Chair: ____________________________ Date: ______

*Justification of full time status must also be submitted (see supplemental information course addition form).
POL 517: Introductory Statistical Methods in Political Science
Proposed course for Department of Political Science

Course description for Bulletin:

Introduces the tools needed to manipulate and analyze quantitative data rigorously so you may answer questions of political interest. First in a two-course sequence (followed by POL 518).
Introductory Statistical Methods in Political Science
POL 517

Meeting Day TBD
Meeting Times TBA
Meeting place TBA

Instructor Information

Santiago Olivella, Ph.D.
Assistant Professor of Political Science
Office: Campo Sano 160E
e-Mail: olivella@miami.edu
Telephone: (305) 284-8052
Office Hours: Wed. 2:00pm–4:00pm and by appointment

Course Description

This class is designed to introduce you to the tools needed to manipulate and analyze quantitative data rigorously, so that you may successfully take advantage of an information-rich environment to answer questions of political interest. Although the materials of the course are based on mathematical models of phenomena, and although basic mathematical (and more specifically probabilistic) thinking will be involved in our discussions, this introductory course will focus primarily on understanding the core concepts of descriptive and inferential statistics. Specifically, the class will focus on how to apply simple statistical tools to substantive problems and on how to communicate the results of such applications to others. In order to prepare you for studying more sophisticated statistical techniques in the future, we will spend a substantial amount of time covering the basics of probability theory. We will also study descriptive measures of central tendency and dispersion, hypothesis testing, contingency tables and linear regression.

Learning Objectives

By the end of this course, you should be able to:

- Present data using graphics and descriptive statistics in a clear and informative manner.
- Apply concepts from probability theory to social science research questions.
- Make inferences about the distribution of populations based on a sample.
- Correctly conduct and interpret hypothesis tests.
- Understand linear regression in theory and practice (i.e., be able to read and interpret regression tables in academic articles).
- Do all of the above using basic and advanced features of MSEexcel 2010.
- Describe the threats to making causal inferences from observational data and identify how they could change the conclusions of a study.

Course Prerequisites

Prior completion of MTH108 or graduate student status is required for this course.

Class Structure

Our sessions will be divided into traditional lectures, a short coffee-break, and software training. In order to encourage learning from your peers, you will work in pairs during the software training portions of the class. You are welcome to each bring your own laptop computer, but only one computer per pair should be used during training.

Textbooks


Software

Although more powerful software suites exist (and are more widely used by researchers), a recent study shows how important MSEexcel is for the policy industry. As a result, the software training portion of this class will teach you how to implement all the statistical tools we learn in MSEexcel. As part of the University's Microsoft Campus Agreement Student Option, you are allowed to use one copy of Microsoft Office (including MSEexcel) free of charge until graduation. You may download the Office Suite here (for Mac users) or here (for Windows users). Because these licenses do not support the 2013 version of the Office Suite, the course will focus on implementation on the 2010 version.

Requirements and Evaluation

Grading in this class will be based on the components described below. Failure to meet the requirements of the course will result in a failing grade.

1Linux users are welcome to use the LibreOffice suite and ask me for advise on how the different functions we study are implemented in it.
Problem Sets – 20%

Problem sets (PS), or homeworks, will be distributed throughout the course, and include exam reviews. These are individual assignments that you should prepare yourself, though you may ask your colleagues for help. Please turn them in on the specified date at the beginning of class with only your CaneID number (i.e., not your name) written in the space provided. If you have a printing problem, you are responsible for emailing it to me before class starts. Each student’s lowest homework grade will be dropped in the final grade calculations. This option should be reserved for illness, family emergencies, broken alarm clocks, or other unforeseen events. No additional waivers will be granted.

Pre-Lecture Questions – 10%

To ensure that all students get the most of each session, and to facilitate active discussion should it arise, each student must submit three questions prompted by the study of the reading materials assigned for each session. The questions should be emailed to me by 8pm on the day prior to each session. No late submissions will be accepted. I will address these questions explicitly when they are not covered by the lecture material.

Midterm Exams – 40% (20% each)

There will be two exams during the semester. They will be held in class on Date TBA and date TBA (both exams contain an at-home portion to be returned the following week), and will cover the material discussed in class up to that point. Students will be provided with relevant materials and are allowed to use a reference sheet and a calculator with no information stored in memory, as discussed in the ‘Academic Honesty’ section below.

Final Exam – 30%

A comprehensive final exam will be held on Date TBA at Time TBA (location TBA). Students will be provided with relevant statistical tables and are allowed to use a reference sheet and a calculator with no information stored in memory, as discussed in the ‘Academic Honesty’ section below.
Grading Scale (in percentages)

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<th>Grade</th>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 94</td>
<td>A</td>
<td>≥ 83</td>
<td>B</td>
<td>≥ 73</td>
<td>C</td>
</tr>
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<td>≥ 90</td>
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<td>≥ 80</td>
<td>B-</td>
<td>≥ 70</td>
<td>C-</td>
</tr>
<tr>
<td>≥ 87</td>
<td>B+</td>
<td>≥ 77</td>
<td>C+</td>
<td>≥ 67</td>
<td>D+</td>
</tr>
</tbody>
</table>

Class Policies

Late work and Incompletes

Late work will not be accepted without prior permission. Makeup exams will not be given, and students who miss exams will receive a score of 0, absent extraordinary circumstances. No incompletes will be given for assignments, exams, or the course. Exceptions will be granted only under truly extraordinary circumstances. If a student needs to miss an examination or requires special accommodations, prior arrangements should be made with me at least two weeks in advance.

Grade Appeals

I am happy to meet with students about grading issues. If you wish to appeal the grading of an exam or assignment, you must return it to my mailbox (in the Political Science main office) by Noon on the following Monday, and you must inform me that you have done so over e-mail. You must staple to the original graded exam or assignment a typed note that states which question(s) is (are) to be re-graded and why you believe that your answer deserves more credit. Nothing additional (notes, explanations, etc.) should be written on the original assignment and no changes or erasures should be made on the original before regrading. A percentage of all written assignment are photocopied and compared to the regrade requests. Cheating will not be tolerated.

Attendance

You will not be graded directly on your attendance. Poor attendance will be reflected in your in-class assignment (including quizzes) grades. However, I strongly suggest students expecting to receive an A in this course attend all lectures.

Technology in the classroom

You will frequently make use of computers in this course, during some lecture periods and during software training. Please be respectful to your instructor and your peers by using your computers only for class-related purposes. Put your phone away before class starts and don’t bring it out.
Students with disabilities

Students with disabilities enrolled in this course who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the semester. All conversations will remain confidential. Please also arrange to have the required documentation sent to me for any accommodations at least two weeks prior to the first exam.

Religious observances

Some students may wish to take part in religious observances that occur during this semester. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the semester to discuss appropriate accommodations.

Academic honesty

Cheating and plagiarism will not be tolerated. I strongly encourage you to review the University's policies regarding academic honesty, which you can read here (for graduate students) or here (for undergraduate students). In general, if you have any question, please feel free to ask me. Specific rules for this course:

- You may work together on homework in small groups, but you should each prepare and turn in your answers separately.

- The homeworks and in-class work are “open book” and “open notes.” However, you may not make use of answer keys or graded assignments provided by students from previous years for either homework or in-class assignments.

- You are to consult only with me during exams (including take-home portions).

- You will be allowed to bring one hand-written reference sheet of paper to exams. This may be filled (front and back) with any equations or notes you may find helpful. Otherwise the exams will be “closed book.”

- Graphing calculators are allowed during exams, but the memory must be cleared. Students should be prepared to show a confirmation of a cleared memory at the beginning of the exam. Cellphones may not be used as calculators.

All cases of cheating or plagiarism will be referred to the University of Miami’s (Undergraduate) Honor Council. If the Council finds a student guilty of cheating, then he/she will automatically fail the course, in addition to incurring any penalties determined by the Council.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction\nClass Overview\nData Types\nExcel: Quick Overview of Excel\nExcel: Poweruser tricks</td>
<td>DK: xxxvi-64</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Data Description\nData Visualization\nExcel: Data Visualization in Excel</td>
<td>DK: Chapters 3 &amp; 4</td>
<td>PS1 out.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Probability I: Sets and probability</td>
<td>G: Chapters 1 &amp; 2</td>
<td>PS1 due; PS2 out.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Probability II: Illustrations</td>
<td>G: Chapter 4</td>
<td>PS2 due; PS3 out.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Probability III: Random Variables\nSimple probability calculations\nExcel: Monte Carlo Simulations</td>
<td>DK: Chapter 7, G: Chapter 5, SO: Short Bestiary</td>
<td>PS3 due; Midterm Review out.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Midterm Exam I</td>
<td></td>
<td>Midterm at-home out.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Hypothesis tests</td>
<td>DK: Chapters 8 &amp; 10</td>
<td>Midterm at-home due; PS4 out.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Confidence Intervals</td>
<td>DK: Chapter 9</td>
<td>PS4 due; PS5 out.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Contingency Tables\nExcel: Pivot Tables and (\chi^2) Tests</td>
<td>DK: Chapter 12</td>
<td>PS5 due; Midterm Review out.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Midterm Exam II</td>
<td></td>
<td>Midterm Review due; Midterm at-home out.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Introduction to linear regression</td>
<td>DK: Chapter 5, 435-453</td>
<td>Midterm at-home due; PS6 out.</td>
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<tr>
<td>Week 11</td>
<td>Inference with regression\nModel: Fit\nExcel: Regression in Excel</td>
<td>DK: 454-475</td>
<td>Midterm at-home due; PS6 out.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Multivariate Regression\nInteractions\nExcel: Multivariate regression in Excel</td>
<td>DK: Chapter 14, Brambor et al. 2006</td>
<td>PS6 due; Final Review out.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Final Exam</td>
<td></td>
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</table>
## Course and Curriculum
### Course Addition Form

**Course as you wish it to appear in the Bulletin:**

<table>
<thead>
<tr>
<th>School/College:</th>
<th>AS-College of Arts And Sciences</th>
<th>Dept/Course #:</th>
<th>POL 518</th>
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<tbody>
<tr>
<td>Effective Date:</td>
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*The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)*

<table>
<thead>
<tr>
<th>Full Title:</th>
<th>Advanced Statistical Methods in Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated Title:</td>
<td>Advanced Stats in Pol Sci</td>
</tr>
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</table>

<table>
<thead>
<tr>
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<tr>
<td>Frequency:</td>
<td>11 - Spring</td>
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</table>

<table>
<thead>
<tr>
<th>Is taken for Credit Only:</th>
<th>☑ N ☐ Y</th>
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</thead>
<tbody>
<tr>
<td>Indicates whether the course is flagged as credit only. If flagged &quot;Y&quot;, student receives CR or NC instead of a letter grade.</td>
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<table>
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<tr>
<th>Full Time Indicator*:</th>
<th>☑ N ☐ Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicates whether the course is flagged as full-time credit status. If flagged &quot;Y&quot;, students who register for the course section will be considered full-time student during the specified term.</td>
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</table>

<table>
<thead>
<tr>
<th>Alt Title:</th>
<th>☑ N ☐ Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Alternate Title replaces the actual title on the student's transcript.</td>
<td></td>
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</tbody>
</table>

**Prerequisites:**
POL 517 (Introductory Statistical Methods in Political Science)

**Identifiers:**
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

<table>
<thead>
<tr>
<th>Non-Credit:</th>
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<tbody>
<tr>
<td>Gen. Ed. Req.:</td>
<td>☑ N ☐ Y</td>
</tr>
<tr>
<td>Is this an experimental course:</td>
<td>☑ N ☐ Y</td>
</tr>
</tbody>
</table>

*Attach course description when submitting form to your curriculum committee or dean; when approved please email full course description to scheduling.rg@miami.edu*  
*Use the course number as the subject line of the email.*

**Dept Contact:** Casey Klostad  
Email address: klostad@gmail.com  
Phone: 8-8861

**Department Chair Signature:** [Signature]  
Date: 5/1/13

**Academic Dean/Director Signature:**  
Date:

**Dean of the Graduate School:**  
Date:  
*required for graduate courses only*

**Curriculum Committee Chair:**  
Date:

*Justification of full time status must also be submitted (see supplemental information course addition form).*
POL 518: Advanced Statistical Methods in Political Science
Proposed course for Department of Political Science

Course description for Bulletin:

Introduces the maximum likelihood framework for statistical inference in the study of politics. Second in a two-course sequence (preceded by POL 517).
Advanced Statistical Methods in Political Science
POL 518

Meeting Day TBA
Meeting Time TBA
Meeting Place TBA

Instructor Information
Santiago Olivella, Ph.D.
Assistant Professor of Political Science
Office: 1300 Campo Sano 160E
e-Mail: olivella@miami.edu
Telephone: (305) 284-8052
Office Hours: Wed. 2:00pm–4:00pm and by appointment

Course Description
This class is designed to introduce you to the maximum likelihood framework for statistical inference. It is an advanced statistics course, and it is meant to build on the skills and knowledge developed in an introductory statistics course such as POL 595A. Although it will spare you certain details about estimation procedures, it relies heavily on a solid understanding of basic probability and calculus concepts. In addition to presenting the linear model in the light of the likelihood framework, it also covers models for discrete data – including binary, multinomial, ordered and count outcomes. In addition, the course will serve as an introduction to the R programming environment, a powerful and versatile open-source statistics suite. The course is therefore ideal for those who wish to become thorough consumers – and apt producers – of professional empirical research.

Learning Objectives
By the end of this course, you should be able to:

- Understand the basics of maximum likelihood estimation (MLE) techniques.
- Identify widely used probability distributions, and understand the contexts in which they should be used.
- Understand the basic optimization problems involved in parameter estimation and statistical inference.
- Understand the linear model in the context of MLE.
- Estimate and assess parametric models for binary, multinomial, ordered and count outcome variables, and interpret results of these estimations.
• Use R to manage data, analyze it, and create summary graphs of these analyses.
• Use R to write and optimize your own likelihood functions.

Course Prerequisites

Completion of POL 517 or graduate student status is required for this course. Basic training in differential calculus and matrix algebra is ideal, but not required.

Graduate/Undergraduate Student Policy

This is a 500-level course, and it will be composed of both graduate and undergraduate students. However, and for the purposes of training and evaluation in this course, no distinction will be drawn between the two.

Class Structure

Our sessions will be divided into traditional lectures, a short coffee-break, and software training. In order to encourage learning from your peers, you will work in pairs during the software training portions of the class. You are welcome to each bring your own laptop computer but only one computer per pair should be used during training.

Textbooks

The course has two textbooks available in the campus bookstore.


All other assigned readings will be made available electronically via Blackboard for the duration of the course.

Software

Although MSExcel is very widely used (and expertise in it is usually sought after by the non-specialized industry), the R programming environment (available for download at http://cran.rstudio.com/) is the lingua franca of applied statisticians. Its main appeal is its open-source nature, which allows anyone to expand it and modify it however they want, and you to use it for free. It is also cross-platform, making it highly portable. For all these reasons, we will learn how to apply all the concepts learned in the class in R. In addition to the R base, we will be using a user interface called RStudio (available for download at http://www.rstudio.com/ide/download/).
Requirements and Evaluation

Grading in this class will be based on the components described below. Failure to meet the requirements of the course will result in a failing grade.

Problem Sets and Quizzes – 20%

Eight problem sets (PS), or homeworks, will be distributed throughout the course, and they include two exam reviews. These are individual assignments that you should prepare yourself, though you may ask your colleagues for help. Please turn them in on the specified date at the beginning of class with only your CaneID number (i.e., not your name) written in the space provided. If you have a printing problem, you are responsible for emailing it to me before class starts. Each student’s lowest homework grade will be dropped in the final grade calculations. This option should be reserved for illness, family emergencies, broken alarm clocks, or other unforeseen events. No additional waivers will be granted.

Individual preparedness assessments, or short quizzes, will be administered throughout the semester. These are designed to ensure that students arrive to class prepared to engage in discussion. You should complete IPAs yourself with no assistance from your colleagues. Each student’s two lowest IPA grades will be dropped in the final grade calculations. This option should be reserved for illness, family emergencies, broken alarm clocks, or other unforeseen events. No additional waivers will be granted.

Pre-Lecture Questions – 10%

To ensure that all students get the most of each session, and to facilitate active discussion should it arise, each student must submit three questions prompted by the study of the reading materials assigned for each session. The questions should be emailed to me by 8pm on the day prior to each session. No late submissions will be accepted. I will address these questions explicitly when they are not covered by the lecture material.

Midterm Exams – 40% (20% each)

There will be two exams during the semester. They will be held in class on Date TBA and date TBA (both exams contain an at-home portion to be returned the following week), and will cover the material discussed in class up to that point. Students will be provided with relevant materials and are allowed to use a reference sheet and a calculator with no information stored in memory, as discussed in the ‘Academic Honesty’ section below.

Final Exam – 30%

A comprehensive final exam will be held on Date TBA at Time TBA (location TBA). Students will be provided with relevant statistical tables and are allowed to use a reference

\footnote{The final exam review distributed during the final week of classes is meant only as a study guide and will not be graded}
sheet and a calculator with no information stored in memory, as discussed in the 'Academic Honesty' section below.

Grading Scale (in percentages)

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
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<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 94</td>
<td>A</td>
<td>≥ 83</td>
<td>B</td>
<td>≥ 73</td>
<td>C</td>
<td>≥ 63</td>
<td>D</td>
</tr>
<tr>
<td>≥ 90</td>
<td>A-</td>
<td>≥ 80</td>
<td>B-</td>
<td>≥ 70</td>
<td>C-</td>
<td>≥ 60</td>
<td>D-</td>
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<tr>
<td>≥ 87</td>
<td>B+</td>
<td>≥ 77</td>
<td>C+</td>
<td>≥ 67</td>
<td>D+</td>
<td>&lt; 60</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Class Policies

Late work and Incompletes

Late work will not be accepted without prior permission. Makeup exams will not be given, and students who miss exams will receive a score of 0, absent extraordinary circumstances. No incompletes will be given for assignments, exams, or the course. Exceptions will be granted only under truly extraordinary circumstances. If a student needs to miss an examination or requires special accommodations, prior arrangements should be made with me at least two weeks in advance.

Grade Appeals

I am happy to meet with students about grading issues. If you wish to appeal the grading of an exam or assignment, you must return it to my mailbox (in the Political Science main office) by Noon on the following Monday, and you must inform me that you have done so over e-mail. You must staple to the original graded exam or assignment a typed note that states which question(s) is (are) to be re-graded and why you believe that your answer deserves more credit. Nothing additional (notes, explanations, etc.) should be written on the original assignment and no changes or erasures should be made on the original before regrading. A percentage of all written assignment are photocopied and compared to the regrade requests. Cheating will not be tolerated.

Attendance

You will not be graded directly on your attendance. Poor attendance will be reflected in your in-class assignment (including quizzes) grades. However, I strongly suggest students expecting to receive an A in this course attend all lectures.

Technology in the classroom

You will frequently make use of computers in this course, during some lecture periods and during software training. Please be respectful to your instructor and your peers by
using your computers only for class-related purposes. Put your phone away before class starts and don’t bring it out.

Students with disabilities

Students with disabilities enrolled in this course who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the semester. All conversations will remain confidential. Please also arrange to have the required documentation sent to me for any accommodations at least two weeks prior to the rst exam.

Religious observances

Some students may wish to take part in religious observances that occur during this semester. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the semester to discuss appropriate accommodations.

Academic honesty

Cheating and plagiarism will not be tolerated. I strongly encourage you to review the University’s policies regarding academic honesty, which you can read here (for graduate students) or here (for undergraduate students). In general, if you have any question, please feel free to ask me. Specific rules for this course:

- You may work together on homework in small groups, but you should each prepare and turn in your answers separately.

- The homeworks and in-class work are “open book” and “open notes.” However, you may not make use of answer keys or graded assignments provided by students from previous years for either homework or in-class assignments.

- You are to consult only with me during exams (including take-home portions).

- You will be allowed to bring one hand-written reference sheet of paper to exams. This may be filled (front and back) with any equations or notes you may find helpful. Otherwise the exams will be “closed book.”

- Graphing calculators are allowed during exams, but the memory must be cleared. Students should be prepared to show a confirmation of a cleared memory at the beginning of the exam. Cellphones may not be used as calculators.

All cases of cheating or plagiarism will be referred to the University of Miami’s (Undergraduate) Honor Council. If the Council finds a student guilty of cheating, then he/she will automatically fail the course, in addition to incurring any penalties determined by the Council.
# Calendar with Topics, Required Readings and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>• Exam 1</td>
<td></td>
<td>• Midterm Review Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>• The likelihood model &lt;br&gt;• Software: Importing and handling data in R</td>
<td>• King, Gary. 1998. <em>Unifying Political Methodology</em>. Ann Arbor: The University of Michigan Press. Chapter 2. &lt;br&gt;• Eliason, Scott R. 1993. <em>Maximum Likelihood Estimation: Logic and Practice</em>. Newbury Park: Sage Publications. Chapters 1 and 2. &lt;br&gt;• (F) Chapter 2: Reading and Manipulating Data (except 2.5 and 2.6); Chapter 3: Exploring and Transforming Data (except 3.3, 3.4 and 3.5)</td>
<td>• PS 2 due. &lt;br&gt;• Midterm Review out.</td>
</tr>
<tr>
<td>Week 5</td>
<td>• The linear model redux &lt;br&gt;• Software: The linear model in R using lm() and glm()</td>
<td>• (L) Chapter 2: Continuous Outcomes The Linear Regression Model &lt;br&gt;• King, Gary. 1998. <em>Unifying Political Methodology</em>. Ann Arbor: The University of Michigan Press. Chapter 4, Sections 4.1-4.3. &lt;br&gt;• (F) Chapter 4: Fitting Linear Models (only 4.1, 4.2, 4.3.1-4.3.4, 4.4, 4.1, 4.8)</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>• Exam 2</td>
<td></td>
<td>• Midterm Review due.</td>
</tr>
<tr>
<td>Week 7</td>
<td>• Models for binary outcomes I &lt;br&gt;• Software: Models for binary data in R</td>
<td>• (L) Chapter 3: Binary Outcomes: The linear Probability, Probit, and Logit Models &lt;br&gt;• (F) Chapter 5: Fitting Generalized Linear Models (only 5.1-5.4)</td>
<td>• Midterm at-home out &lt;br&gt;• Midterm at-home due. &lt;br&gt;• PS 3 out.</td>
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</table>

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<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>Week 9</td>
<td>Models for binary outcomes II</td>
<td>(L) Chapter 4: Hypothesis Testing and Goodness of Fit</td>
<td>PS 3 due.</td>
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<tr>
<td></td>
<td>Software: Writing and optimizing your own likelihood function in R</td>
<td>(P) Chapter 8: Writing programs (only 8.1, 8.3, and 8.5)</td>
<td>PS 4 out.</td>
</tr>
<tr>
<td>Week 10</td>
<td>The multinomial model</td>
<td>(L) Chapter 6: Nominal Outcomes: Multinomial Logit and Related Models</td>
<td>PS 4 due.</td>
</tr>
<tr>
<td></td>
<td>Software: Multinomial models in R</td>
<td>(P) Section 5.7: Multinomial Response Data</td>
<td>PS 5 out.</td>
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<tr>
<td>Week 11</td>
<td>Models for ordered data</td>
<td>(L) Chapter 5: Ordered Logit and Probered Probit Analysis</td>
<td>PS 5 due.</td>
</tr>
<tr>
<td></td>
<td>Software: Ordered Probit in R</td>
<td>(P) Section 5.9: Proportional Odds model</td>
<td>PS 6 out.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Models for count data</td>
<td>(L) Chapter 8: Count Outcomes: Regression Models for Counts</td>
<td>PS 6 due.</td>
</tr>
<tr>
<td></td>
<td>Software: Poisson and Negative Binomial models in R</td>
<td>(P) Section 5.5: Poisson GLMs for Count Data</td>
<td>Final Review out.</td>
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</table>

Calendar – continued from previous page
### Course and Curriculum
#### Course Addition Form

Course as you wish it to appear in the Bulletin:

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<thead>
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<th>School/College:</th>
<th>AS-College of Arts And Sciences</th>
<th>Dept/Course #:</th>
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<td>1/1/2014</td>
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<td></td>
</tr>
<tr>
<td>The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)</td>
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<table>
<thead>
<tr>
<th>Full Title:</th>
<th>Introduction to Game Theory for Political Science</th>
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<td>Intro. Game Theory</td>
</tr>
<tr>
<td># of Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Frequency:</td>
<td>11 - Spring</td>
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</tbody>
</table>

| Is taken for Credit Only: | N | Y |
| Full Time Indicator*: | N | Y |
| Alt Title: | N | Y |
| Indicates whether the course is flagged as credit only course. If flagged "Y", student receives CR or NC instead of a letter grade. |
| Indicates whether the course is flagged as full-time credit status. If flagged "Y", students who register for the course section will be considered full-time student during the specific term. |
| The Alternate Title replaces the actual title on the student's transcript. |

Prerequisites: POL 201, POL 202, or POL 203, and MTH 108 or higher; or graduate standing

Identifiers:
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

| Non-Credit: | N | Y | Gen. Ed. Req.: | N | Y |
| Is this an experimental course: | N | Y |

Attach course description when submitting form to your curriculum committee or dean; when approved please email full course description to scheduling.rg@miami.edu
Use the course number as the subject line of the email.

Dept Contact:

Email address:

Phone:

Department Chair Signature: [Signature]

Date: 11/13/13

Academic Dean/Director Signature: [Signature]

Date:

Dean of the Graduate School: [Signature]

Date: 

Curriculum Committee Chair: [Signature]

Date: 

*Justification of full time status must also be submitted (see supplemental information course addition form).
POL 519: Introduction to Game Theory
Proposed course for Department of Political Science

Course description for Bulletin:

Provides upper level undergraduate students and graduate students with a firm grasp on the rudiments of non-cooperative game theory. Mainly intended for political science students, but presents applications from other academic disciplines such as economics, business administration, sociology, and psychology.

*NOTE: This course is currently offered as a special topics course (POL 595).*
INTRODUCTION TO
GAME THEORY FOR POLITICAL SCIENCE
POL 595 (KX), SPRING 2014
MONDAY, 6:25 – 9:05 (MM 103)

Arthur M. Simon, J.D., Ph.D.

Office: 1300 Campo Sano, Rm. 110-D
Hours: TUE-WED-THR, 2:30 – 4:30 (and by appointment)
Phone: (305) 284-4013; E-mail: asimon@miami.edu

Course Objectives. Game theory is the mathematical study of rational strategy selection in conflict situations involving two or more interdependent actors (or “players”), where outcomes for each player separately (all hence all players collectively) depend, in part, on the choices made by “opposing” players, in light of the range of preferences for each player over all possible outcomes. The course is designed to provide upper level undergraduate students and graduate students with a firm grasp on the rudiments of noncooperative game theory, including, most notably, solution techniques for zero sum and non-zero sum games. Although the course is mainly intended for political science students, it also presents applications drawn from other academic disciplines such as economics, business administration, sociology and psychology.

Upon completion of the course students should have a sound appreciation of distinctions (and the practical consequences of distinctions) between pure strategies and mixed strategies, zero sum and non-zero sum games, two-player, three-player, and n-player games, games with perfect and imperfect information, games played once and repeated games. Moreover, students should learn valuable lessons about strategic behavior in business, politics, sports, international relations and military affairs, as well as useful techniques for achieving optimal outcomes in conflict situations that often arise in social, familial and campus settings.

Because this is an introductory course, no advanced mathematics is required. (Calculus is not a prerequisite). Nevertheless, this class provides a fast-paced and comprehensive introduction to a fairly rigorous subject. Commonsense and good analytical skills are essential.

Prerequisite: MTH 108 (or above) and/or graduate standing. (Freshmen and sophomores should not enroll in this course without prior approval of the instructor).

Textbook: Games, Strategies, and Decision Making, Joseph Harrington, Jr.

Dimensions of Evaluation. Final grades are based on the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Problem Sets (Three)</td>
<td>60%</td>
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<tr>
<td>Final Examination</td>
<td>30%</td>
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<tr>
<td>Term Paper</td>
<td>10%</td>
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</table>
| Class Participation & Homework   | 10% (negative)

* Students may lose points for failure to attend class with required regularity, failure to contribute to classroom discussions and activities, and failure to timely complete all required homework assignments.
**General Requirements.** Students are expected to regularly *attend class.* Failure to attend class with requisite regularity can lead to a disappointing grade, if only because material covered in class is likely to be emphasized on the problem sets and the final exam. Also, students are expected to be fully *prepared* when they attend class.

**Classroom Behavior.** The following requirements are strictly enforced:

- Students may use *computers* in class solely for purposes of *taking notes.*
- *Students may not access the Internet for any reason in class.* Students may not send or receive emails or instant messages in class.
- Students may use electronic devices in class to record lectures only upon the express prior approval of the instructor.
- Students may use *calculators* in class. (But calculators are not at all necessary).
- All other electronic devices (including cell phones) are *to be turned off.* No text messaging is permitted in class.
- *Students are expected to be fully attentive in class.* As such, students may not use class time for personal reading or correspondence, or for any other matter not specifically related to this course.

Any student who violates any of these rules of behavior will be told to immediately leave the classroom. In the event of repeated violations, a student will be told to formally withdraw from the class.

**Required Reading Assignments.** Students must read all textbook assignments (and occasional handouts) listed in the attached Class Schedule. The specified reading assignment(s) for any given week must be completed *before* class, in order to fully comprehend material to be covered in that week’s class lecture.

Your instructor will occasionally post a brief document on the class Blackboard immediately *after* class which complements, elaborates or further explains some concept(s) covered in class. These documents have been specially prepared and/or selected for your edification. Students must read them ASAP.

**Recommended Reading Assignments.** Your instructor will periodically post some brief articles of interest on the class Blackboard. These articles, taken mainly from the popular press (i.e., newspapers, magazines and websites), describe how game theory can be applied in various real world settings. Students will find that these complementary articles are interesting, informative and instructive.

**Written Homework Assignments.** In addition to the required *reading* assignments students will be given a number of *written* homework assignments, as specified in the attached Class Schedule. These assignments are mainly intended to help students increase their familiarity with game theory concepts and build confidence in game theory solution techniques. As such, they are not graded *per se.* However, a lack of demonstrable effort will adversely affect a student’s final grade. Each week, when your instructor returns your homework assignments, he will also post a document on the class Blackboard containing detailed solutions to the assigned homework problems. *Students are required to carefully read and review these documents.*

**Work Groups.** One of the salient learning objectives of this course is to promote a better understanding of group dynamics and, in particular, the benefit of selfless behavior by
interdependent actors for the attainment of optimal social welfare in (small or large) groups. Consequently, the class will be divided into an array of small work groups. *Students in each work group are encouraged to do homework problems together and also to help each other prepare for exams.* Members of each work group will also solve problems together in class. Likewise, in class, the work groups will sometimes “play games” with/against each other.

**Problem Sets.** The Class Schedule denotes specific weeks when your instructor intends to distribute problem sets. *Think of the problem sets as take-home exams.* Generally, the problem sets consist of exercises (i.e., games) to be solved based on principles and techniques learned in class. Students will have TWO days to submit their completed problem sets. *Exact posting dates of problem sets, and due dates of completed problems sets, are specified in the attached Class Schedule.*

When completing the problem sets students may rely on their class notes, posted class slides, material in your assigned textbook, your homework assignments and all posted answers thereto, but no other sources of information whatsoever. A STUDENT MUST DO HER/HIS OWN WORK. Absolutely no collaboration is permitted on problem sets. Students may NOT discuss (or attempt to discuss) the problems with other students in this class or with any other persons. Likewise, students may NOT access the Internet for any reason when working on the problem sets. *Any violations of these rules shall be deemed a material violation of the UM Honor Code.*

*Timeliness and completeness* are requisite virtues in this class. Students who fail to submit complete answers to problem sets in a timely manner will realize a material reduction in points, or no points at all, depending on the circumstances. No excuses will be recognized (and no extensions of time will be granted) except for university approved reasons strictly construed. After each PS is graded and returned, your instructor will post a document on the Blackboard containing detailed answers. *It is absolutely essential that students read and review these documents, regardless of the grade you received on the PS.* Before you tackle any new material it is important that you understand what you did wrong, and have a firm grasp of learning points you may have missed, on the most recent problem set. Therefore, reading and reviewing each of these documents is a *supplemental reading assignment* in this course.

**Class Cancellation Policy.** In the unlikely event a class is canceled (due to natural disaster, inclement weather, instructor illness, etc.) you are responsible for having done the work assigned on the syllabus and schedule of class assignments by the stated due date.

**Honor Code.** Needless to say, cheating, plagiarism, failure to do one’s own work on problem sets, violating the prohibition against communication or collaboration and with others about exercises in problem sets, use of the Internet with regard to problem sets, reliance on any unapproved extraneous material when completing problem sets, and/or any other violation of the UM Honor Code will not be tolerated. Any student who violates these rules will receive a grade of “F” for the course and will be reported to the honor council. Any student with direct knowledge of any violation or attempted violation of these rules by any other student is required to report the incident immediately to the instructor. Any student who fails to timely report the incident shall be deemed equally
culpable, and shall be penalized accordingly. These rules shall be strictly enforced. **Govern yourself accordingly.**

**Term Paper.** One of the overriding course objectives is to sensitize students to normative, prescriptive and descriptive uses of game theory -- or, in other words, ways and means whereby the abstract games you learn in class facilitate a better understanding of "real world" problems outside of class. Consequently, each student in this course is required to maintain a "journal." Whenever you personally observe a competitive situation, a collective action dilemma, or a strategic interaction that can be explained, solved or modeled (formally or informally) by game theoretic principles, **make an appropriate entry in your journal.** Suitable material for journal entries can be found almost anywhere -- on television, in the newspaper, around campus, at work, at home, at play -- in almost every aspect of social, political, or economic life. Almost any real-life situation that involves bargaining, negotiation, strategic behavior, moves and countermoves is amenable to a game theoretic interpretation. So, there is no shortage of potential source material for your journal. During the semester you are encouraged to go back and revise past journal entries to incorporate more detail about the salient facts and any additional comments about applicable game theoretic concepts.

On the last regular day of class, **MONDAY, April ____**, each student will submit a term paper consisting of type-written examples of applied game theory, drawn from entries in your journals. The papers will be graded on the following criteria:

- Number, diversity and creativity of examples.
- Proper application of game theoretic principles to each example.
- Depth of analysis,
- Neatness and presentation.

Term papers should include a minimum of five examples. However, there is no maximum number. Likewise, there are no page limitations, although a normative standard based on past experience is 15 to 20 pages in length exclusive of a cover page. Your instructor is mainly looking for well-developed case studies involving the proper application of game theory to real world situations, supported by formal models (i.e., proper "games") similar to the models you studied in this course (and the games we played in class). Stated differently, your instructor is mainly interested in the **quality** of your paper. Nevertheless, sometimes **quantity** has a **quality** all its own. A substantial number of good examples of **game theory in action** can offset a lesser amount of detailed analysis of individual cases. Although there are no special format constraints, any citations and references should adhere to generally accepted academic criteria.

The underlying purpose of this exercise is to ascertain how well you understand the game theoretic principles that are covered in this course. **How well you understand these principles,** is, in part, manifested by your ability to identify and fully explain real world applications of game theory. Once you **start** seeing them, you will never **stop** seeing them; and you will therefore realize optimal benefit from your educational experience in this course. Remember, creativity counts. And, most importantly, so does originality. **As such, you must do your own work!** Students may not collaborate on their journals or final papers; and rules against plagiarism shall be strictly enforced.
**Final Examination.** Unlike the problem sets, the final examination is not a take home exam. It will be administered in class on the date and time indicated in the official UM final examination schedule. However, this test will be an open note, open book exam, meaning that students can rely on their textbooks, notes, homework assignments, and answers to problems sets when taking the exam. However, students may not use their computers or personal communication devices for any purpose during the final exam. Of course, standard prohibitions against cheating and other honor code violations are rigorously enforced with regard to the final exam.

**CLASS SCHEDULE**

This schedule is subject to revision upon the instructor’s sole discretion.

*Note:* Reading assignments from the textbook (and an occasional handout) are specified for each week’s class. Each week’s reading assignment must be completed before coming to that week’s class. Immediately following most (but not all) classes your instructor will post an ancillary homework assignment (HW) on class Blackboard, consisting of some exercises from the textbook or other sources. Neatly written/typed answers to these assignments are due at the beginning of the next class. Problem Sets (PS) will be posted on the class Blackboard, and are due in your instructor’s office, on the days and times indicated below.

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READ PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS 1</td>
<td>1/16</td>
<td>INTRODUCTION &amp; OVERVIEW</td>
<td>1-15</td>
</tr>
<tr>
<td>CLASS 2</td>
<td>1/23</td>
<td>BUILDING A MODEL: Games in Strategic Form &amp; Extensive Form</td>
<td>17-23, 27-30, 36-38, 39 bot – 41 top, 42 bot - 49, (briefly 291-296)</td>
</tr>
<tr>
<td><strong>HW</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CLASS 3</td>
<td>1/30</td>
<td>ZERO SUM GAMES: Dominance, Maximin, Mixed Strategy Solutions</td>
<td>97-99, 207-210; handout</td>
</tr>
<tr>
<td><strong>HW</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CLASS 4</td>
<td>2/06</td>
<td>DOMINANCE: In Non-Zero Sum Games</td>
<td>55-60, 64-66, 68-71 top, 76-79</td>
</tr>
<tr>
<td><strong>PS 1</strong></td>
<td>Posted FRI, 2/08 @ 5:00 pm; due SUN, 2/10 @ 5:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS 5</td>
<td>2/13</td>
<td>NASH EQUILIBRIUM: Pure Strategy Solutions</td>
<td>89-91 top half , 99-100, 139 bot - 111 top, 111-112 (Summary)</td>
</tr>
<tr>
<td><strong>HW</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS 6</td>
<td>2/20</td>
<td>NASH EQUILIBRIUM : Equilibrium Selection, Trembling Hand Perfection</td>
<td>137-140; 141 (3d paragraph); handout</td>
</tr>
<tr>
<td><strong>HW</strong></td>
<td></td>
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<tr>
<td>CLASS 7</td>
<td>2/27</td>
<td>CLASSIC 2 x 2 GAMES: Prisoner’s Dilemma, Chicken, Dove v. Hawk, Battle of the Sexes, Boxed Pigs, Stag Hunt</td>
<td>92-96, 71-73 top</td>
</tr>
</tbody>
</table>
CLASS 8    3/06    THREE-PERSON GAMES  73-75, 101-102, 109 (Fig. 4.19); handout

NO CLASS  3/13    SPRING RECESS

PS 2 Posted SUN, 3/17 @ 4:30 pm; due TUE, 3/19 @ 4:30 pm

CLASS 9    3/20    NASH EQUILIBRIUM:
HW        Mixed Strategy Solutions  181-198

CLASS 10   3/27    SEQUENTIAL MOVE GAMES:
HW        Backward Induction, Subgame Perfect Nash Equilibrium, Forward Induction  219-244

CLASS 11   4/03    SEQUENTIAL MOVE GAMES:
            Imperfect Information  255-281 top

PS 3 Posted FRI, 4/05 @ 5:00 pm; due SUN, 4/07 @ 5:00 pm

CLASS 12   4/10    REPEATED GAMES: Finite, Indefinite, and Infinitely Repeated Games  391-411 top; handout
HW

CLASS 13   4/17    EVOLUTIONARY GAME THEORY:
            The Evolution of Cooperation  479 – 484, 491 – 493 top, 501(Summary); handout

CLASS 14   4/24    Note: Student papers are due today.
            DISCUSSION AND PRESENTATION

5/01 (WED) FINAL EXAMINATION  8:00 – 10:30 pm
Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: AS-College of Arts And Sciences
Dept/Course #: POL 590

Effective Date:
The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)

Full Title: Directed Readings
150 Character Limit
Abbreviated Title: Directed Readings
19 Character Limit

# of Credits: 1-3
Frequency: 30 - By Announcement

Is taken for Credit Only: [x] N [ ] Y
Indicates whether the course is flagged as credit only course. If flagged "Y", student receives CR or NC instead of a letter grade.

Full Time Indicator*: [x] N [ ] Y
Indicates whether the course is flagged as full-time credit status. If flagged "Y", students who register for the course section will be considered full-time student during the specific term.

Alt Title: [x] N [ ] Y
The Alternate Title replaces the actual title on the student's transcript.

Prerequisites: POL 2C1, POL 202, or POL 203

Identifiers:
[WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.]

Non-Credit: [ ] N [x] Y
Is this an experimental course: [x] N [ ] Y

Attach course description when submitting form to your curriculum committee or dean;
when approved please email full course description to scheduling.rg@miami.edu
Use the course number as the subject line of the email.
1422 Character Limit

Dept Contact: Prof. Klofstad
Email address: klofstad@gmail.com
Phone: 8861

Department Chair Signature: ___________________________ Date: 11/20/13

Academic Dean/Director Signature: ___________________________ Date: ______

Dean of the Graduate School: ___________________________ Date: ______
required for graduate courses only

Curriculum Committee Chair: ___________________________ Date: ______

*Justification of full time status must also be submitted (see supplemental information course addition form).
POL 590: Directed Readings
Proposed course for Department of Political Science

Course description for Bulletin:

This course provides an opportunity for students to organize an independent study with a particular tenure-line faculty member. A student may only sign up if s/he has found a professor who has agreed to work with him/her. This course does not count for credit in a 500-level seminar.

NOTE: This course is currently designated on an ad hoc basis as POL 595-599 depending on the subfield area of study (e.g., American Politics, Comparative Politics, or the like). However, POL 595-599 is also the course number of special topics seminars. CaneLink is not giving students credit for these seminars since the Bulletin states that Directed Readings does not count for a seminar. This new course would solve this problem by separating Directed Readings from Special Topics.
### Course and Curriculum Course Addition Form

Course as you wish it to appear in the Bulletin:

<table>
<thead>
<tr>
<th>School/College: A&amp;S</th>
<th>Dept: REL</th>
<th>Course: REL110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this an experimental course? ✗ N ☑ Y</td>
<td>Effective Date: 01/01/14</td>
<td># of Credits: 3</td>
</tr>
<tr>
<td>Is taken for Credit Only: ☑ N ☑ Y</td>
<td>Full Time Indicator*: ✗ N ☑ Y</td>
<td>Alt Title: ☐ N ☑ Y</td>
</tr>
<tr>
<td>Frequency: 30 - By Announcement</td>
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<tr>
<td>Abbreviated Title: Religion and Sport</td>
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<tr>
<td>Full Title: Religion and Sport/Sport as Religion</td>
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<tr>
<td>Prerequisites: none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-requisite(s): non</td>
<td></td>
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</tr>
<tr>
<td>Identifiers: (WRITE, HONER, INTR1, INTR2, INTR3, INTR4, etc.)</td>
<td></td>
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</tr>
<tr>
<td>Course Description: This course will explore the popularity of sport as ceremonial activities rather than as business and entertainment. This will allow to examine sports as religion and to include consideration of issues such as race, mascots, drugs, and gender in sport.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Contact Information

<table>
<thead>
<tr>
<th>Dept Contact: Dexter E Callender</th>
<th>Email address: <a href="mailto:dec@miami.edu">dec@miami.edu</a></th>
<th>Phone: 8-4733</th>
</tr>
</thead>
</table>

**Department Chair Signature:**

**Date:** 12/3/13

**Academic Dean/Director Signature:**

**Date:**

**Dean of the Graduate School:**

**Date:**

**Curriculum Committee Chair:**

**Date:**

*Justification for course being worthy of full time status must also be submitted (see second page).*
Please fill in all of the below information:

<table>
<thead>
<tr>
<th>Year: 2014</th>
<th>Semester: Spring</th>
<th>School/College: A&amp;S</th>
</tr>
</thead>
</table>

Course: REL110  
e.g. (ACC 301)

**Full-time status rationale** This is only required for courses flagged as being equivalent to full-time status.  
Rationale must include why the course is equivalent to full-time credit (12+ credits for undergraduates; 9+ credits for graduate).

<table>
<thead>
<tr>
<th>Course Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major/Minor: O Y N</td>
</tr>
</tbody>
</table>

School Code: AS - College of Arts and Sciences  
Level Code: U - UNDERGRADUATE  
Class Code:  
Minimum GPA: ____  
Identifier (1): ______  
Identifier (2): ______  
Permission Required:

| Co-Requisite Course (1): _____ | Section: ____ | Type: ____ |
| Co-Requisite Course (2): _____ | Section: ____ | Type: ____ |
| Co-Requisite Course (3): _____ | Section: ____ | Type: ____ |
| Co-Requisite Course (4): _____ | Section: ____ | Type: ____ |
| Co-Requisite Course (5): _____ | Section: ____ | Type: ____ |
Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: A8 - College of Arts and Sciences
Dept: Theatre
Course: THA 302

Is this an experimental course? ☐ N ☑ Y
Effective Date: 01/02/14
# of Credits: 3

Is taken for Credit Only: ☐ N ☑ Y
Full Time Indicator*: ☐ N ☑ Y
Alt Title: ☐ N ☑ Y

Frequency: 10 - Fall, Spring, 1st & 2nd Summer

Abbreviated Title: People, Places, Play
10 Character Limit

Full Title: People, Places and Plays; Theatre That Changed the World
150 Character Limit

Prerequisites: Junior status is required for BGS students to take this course. The course is inherently interdisciplinary in nature and necessitates a breadth of knowledge.

Co-requisite(s): ______________________________

Identifiers: Online

(WRITE, HONOR, INTR1, INTR2, MHR1, MHR2, INTR4, etc.)

Course Description: This course examines through the lens of the drama the seminal events that brought about the death of romanticism and gave birth to the modern era. Emphasis is placed on social change as evidenced through theatre as a mirror to the world in events, dramatic literature and the people that shaped it from the Revolutions of 1848 to the present; exploring the great minds outside the world of theatre and the affect this had on the great minds in the theatre. *Not open to Theatre Majors or Minors

Dept Contact: Leonard Soroko
Email address: jsoroko@miami.edu
Phone: 3-0206

Department Chair Signature: ____________________________ Date: 11/21/13

Academic Dean/Director Signature: ____________________________ Date: 12/2/13

Dean of the Graduate School: ____________________________ Date: __________

Curriculum Committee Chair: ____________________________ Date: __________

*Justification for course being worthy of full time status must also be submitted (see second page).
Course and Curriculum
Course Addition Request

Please fill in all of the below information:

Year: 2014  Semester: spring  School/College: AS - College of Arts and Sciences

Course: THA 302  
*(e.g. ACC 101)*

Full-time status rationale: This is only required for courses flagged as being equivalent to full-time status. Rationale must include why the course is equivalent to full-time credit (12+ credits for undergraduates, 18+ credits for graduate).

Course Requirements:

|-------------|----------------|------------|------------|

School Code: AS - College of Arts and Sciences
Level Code: U - UNDERGRADUATE
Class Code: 3 - JUNIOR
OR; Secondary Class Code:
Minimum GPA: 2.0
Identifier (1): Online
Identifier (2): 
Permission Required: Yes

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<tr>
<th>Co-Requisite Course (1):</th>
<th>Section:</th>
<th>Type:</th>
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<tbody>
<tr>
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<td>Section:</td>
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<tr>
<td>Co-Requisite Course (3):</td>
<td>Section:</td>
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<tr>
<td>Co-Requisite Course (4):</td>
<td>Section:</td>
<td>Type:</td>
</tr>
<tr>
<td>Co-Requisite Course (5):</td>
<td>Section:</td>
<td>Type:</td>
</tr>
</tbody>
</table>
PEOPLE, PLACES AND PLAYS: theatre that changed the world

THEATRE ARTS 302
Instructor: Lee Soroko
On-Line Office Hours: Sunday’s 7:00-9:00PM and by appointment
E-mail: LSoroko@Miami.edu

COURSE DESCRIPTION:
This course examines through the lens of the drama the seminal events that brought about the death of romanticism and gave birth to the modern era. Emphasis is placed on social change as evidenced through theatre as a mirror to the world in events, dramatic literature and the people that shaped it. *This course is not open to Theatre Arts Department majors or minors.

Welcome to People, Places and Plays; don’t let the course description overwhelm you. Let me start by asking a few questions and making a few statements. Other than the birth of our nation, why was the American Revolution important? What about the French Revolution? And the Revolutions of 1848?--insert blank stare. We know about the American and French Revolutions because they were successful. But the Revolutions of 1848 failed politically but left an indelible mark on the social development of our world today, this mark is not just on the past, but on the art and our understanding of the self and how and what we like in our entertainment. Out of this wonderful tumultuous time of the “romantic era”, at the height of the Industrial Revolution, came three great thinkers (Mark, Comte and Darwin) that created a tectonic earthquake of change. This sea change of thought is evident in everything and brought and end to the romantic era. We will start from a basic understanding of Romanticism and then move to Realism and the Anti-realist who immediately took form and issue with this new artistic movement. We will examine what makes our modern temperament and why it is unique. How we think and feel about the world in any particular time in history is reflected in the artwork, the music, the architecture and the plays we as a people would go to for entertainment. Prior the advent of film and television people would actually go to the theatre, often more than once a week! We will chart this journey from the failed Revolutions of 1848 to the present, using the great minds outside the world of theatre and the affect this had on the great minds inside the world of theatre.

REQUIRED TEXT:
• A Cultural History of Theatre, by Jack Watson and Grant McKernie Publisher: Longman
• The following short plays will also be required reading
  A Dolls House by Henrik Ibsen
  Miss Julie, Ghost Sonata by Auguste Strindberg
  The Seagull by Anton Chekhov
  (couple Futurist Stanzi)
  Heartbreak House George Bernard Shaw
  RUR by Karel Čapek (tentative at this juncture)
  Hairy Ape by Eugene O’neill
  Mother Courage by Bertolt Brecht
  EndGame by Samuel Beckett
• Throughout this course, you will be directed to various online readings
REQUIRED FILMS:
Throughout this course, you will be directed to various online websites for video viewings of lectures or film/play segments. These viewings are a required part of the course. In addition, there are some suggested and required films. I suggest getting a Netflix account for the duration of the course, or finding out if your local library has the listed movies. It is your responsibility to get these at the beginning (2 weeks of the semester) so that a problem does not ensue when this project is due.
- *Angels in America* (HBO mini-series)

COURSE OUTCOMES:
- Students will develop a deeper understanding of causation in a historical context and its affect on culture
- Students will develop a clear understanding of causation in a social-political context and its affect on the arts
- Student will discover a foundational linkage between world events and culture/artistry
- Students will understand the significance of the Revolutions of 1848
- Students will develop an objective understanding of Marx, Comte and Darwin and the crucial position they play in the context of the theatre
- Students will develop an objective understanding of Freud, Jung and Einstein and the crucial position they play in the context of the theatre
- Students will gain a basic understanding how the plays studied have a foundational significant in the evolving nature of the live drama

COURSE GRADING OPPORTUNITIES:
This course consists of eight units and you have two weeks to complete each unit.

Unit Chapter Tests
- Unit 1 (5 questions)
- Unit 2 (5 questions)
- Unit 3 (5 questions)
- Unit 4 (5 questions)
- Unit 5 (5 questions)
- Unit 6 (5 questions)
- Unit 7 (5 questions)
- Unit 8 (5 questions)

25 points (approximately 5 points a test)

Unit Essay Assignments
- Unit 1 (300-500 words)
- Unit 2 (300-500 words)
- Unit 3 (300-500 words)
- Unit 4 (300-500 words)
- Unit 5 (300-500 words)
- Unit 6 (300-500 words)
- Unit 7 (300-500 words)
- Unit 8 (300-500 words)

50 points (approximately 10 points for each essay)
Unit 2 (300-500 words)
Unit 2 (300-500 words)
Final Project* 25 points
Total Points Possible 100 points

GRADING POINT SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>P</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

*Note: Please be advised that these essays do not qualify for UM writing credit.

COURSE MODULES

Module 1
Topic 1.1 Romanticism
Topic 1.2 Revolutions
Topic 1.3 Karl Marx
Topic 1.4 Auguste Comte
Topic 1.5 Charles Darwin

Module 2
Topic 2.1 Richard Wagner
Topic 2.2 Realism/Naturalism
Topic 2.3 Emile Zola and his essay “Naturalism on the Stage”, 1880
Topic 2.4 Henrik Ibsen (Father of the Modern Drama), A Doll’s House, 1879

Module 3
Topic 3.1 Duke Saxe-Meinigen
Topic 3.2 Constantine Stanislavsky
Topic 3.3 Anton Chekhov
Topic 3.4 George Bernard Shaw

Module 4
Topic 4.1 Sigmund Freud
Topic 4.2 Symbolism, (“Symbolist Manifesto” of 1886)
Topic 4.3 August Strindberg from Miss Julie, to antirealism visionary (or madman) of The Ghost Sonata, 1903
Topic 4.4 Oscar Wilde

Module 5
Topic 5.1 Edwin Booth
Topic 5.2 Thomas Edison
Topic 5.3 Appia and Craig
Topic 5.4 The Ballets Russes
Module 6
Topic 6.1 Carl Jung
Topic 6.2 Albert Einstein
Topic 6.3 Expressionism (Elmer Rice's *Adding Machine*, Eugene O'Neill's *Hughie*), APB
Topic 6.4 Futurism (a couple stanzas)

Module 7
Topic 7.1 Dada
Topic 7.2 Surrealism
Topic 7.3 George Bernard Shaw
Topic 7.4 Antonin Artaud
Topic 7.5 Bertolt Brecht

Module 8
Topic 8.1 Absurdism
Topic 8.2 Samuel Beckett
Topic 8.3 Existentialism (Jean-Paul Sartre and Albert Camus)
Topic 8.4 Rise of American Musical
Topic 8.5 Tony Kushner

COURSE REQUIREMENTS:
1. Completion of the assignments is crucial to passing the course. All of the assignments are outlined in each unit on Blackboard.
2. There are eight computer-graded tests in the semester. These tests are designed for you to show me you are reading the material.
3. There are eight Essay Assignments. They are short, evocative and fun. That said, please follow MLA format on the written work and be sure your grammar and syntax is correct. Plays are underlined or italics and are to be treated like books. Use this URL for MLA in all of your written work: https://owl.english.purdue.edu/owl/resource/747/01/
4. There is one final research paper, 5-7 pages in length that synthesizes what you have gleaned from this material. It is also to be done in MLA format with a work cited page.

SPECIFIC ASSIGNMENT DUE DATES:
Below please find the dates in which the Unit Assignments are due. You will be denied access to the units beyond the date listed at 11:55PM. As a consequence you will not have the ability to complete the assignments beyond the below date as denoted below.

| Unit 1 | Saturday, ? |
| Unit 2 | Saturday, ? |
| Unit 3 | Saturday, ? |
| Unit 4 | Saturday, ? |
| Unit 5 | Saturday, ? |
| Unit 6 | Saturday, ? |
| Unit 7 | Saturday, ? |
| Unit 8 | Saturday, ? |
Final Project date, ?

HOW TO PASS THE COURSE:
Do the work. Simple right? Actually it is that simple. The trick to passing this course without developing a migraine is to do the work early and pace yourself. If everything is done for this course prior to final week, life will be good, and you will just be polishing a finished product (start on this sooner rather than later). Remember, if you don’t due Course Assignments #1 and #2 from Unit’s 11 and 12 you will fail this on-line course.

UNIVERSITY OF MIAMI HONOR CODE:
Students’ rules and regulations are listed in the latest University of Miami Bulletin and Honor Code. Copies of these can be found at http://www6.miami.edu/umbulletin/ and http://www6.miami.edu/UMH/CDA/UMH_Main/0,1770,2415-1;10933-2,00.html. Long story short, do your won work—don’t cheat!

FINAL THOUGHTS:
I love the Theatre and hope that you will also begin to build a passion and understanding for it, as a vital lively art form worthy of serious study. Please let me know what I can do to aid you in your success in this course and in cultivating an understanding of the Theatre while avoiding any “drama” in the drama.