

POLS& 101: Intro to Political Science

Bellevue College, Fall 2015 (Item 5340)

COURSE DETAILS

Class Sessions: M/W/Hybrid | 9:30 – 11:20am | L221
Instructor: David Spataro, PhD
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Phone: (425) 564-3161
Office Location: D200E
Office Hours: M-Th 8-9am, F 11am-12pm

COURSE DESCRIPTION

This is an introductory course that is designed for students who are new to the study of politics. The purpose of this course is to provide you with a broad introduction to the field of political science and to help you to sort through and develop informed opinions about a variety of political topics. Some of the specific topics of study include: civic ignorance, the purpose of government, the functions of government, citizenship, democracy, the relationship between the government and the economy, civil disobedience, the media, and comparative politics.

COURSE OBJECTIVES

1. To develop a basic understanding of the academic field of political science. This includes developing an understanding: of the central concepts of the discipline; of the scientific methods used in the study of political science; and of the major sub-fields in the discipline.
2. To understand the role, power, and functions of government. This includes developing an ability to: identify the functions of the state in defining territory and political community; identify how governments exert influence over the economy and their citizens; and compare these attributes of the U.S. with that of other countries.
3. To understand the rights and responsibilities of democratic citizenship, and to begin to critically examine the political structures that distribute such rights and to whom. This objective involves developing an understanding: of civil rights (and struggles over such rights); and of the role citizens and non-citizens play in political structures and institutions.

- To become more informed and discriminating consumers of political information in order to constructively engage in the political process. This involves developing the skill to critically analyze current political issues.

GRADING

Course Assessments	Percentage
Attendance and Accountability	5%
Blog Commentaries (Hybrid)	20%
Reading Quizzes (4)	10%
Socialization Map	10%
Media Assignment	15%
Midterm Exam	15%
Outline and Draft of Final Essay	5%
Final Essay	20%
Total	100%

Letter Grade	Percentage
A	94-100%
A-	90-94%
B+	87-90%
B	84-87%
B-	80-84%
C+	77-80%
C	74-77%
C-	70-74%
D+	67-70%
D	64-67%
D-	60-64%
F	Below 60%

Attendance and Accountability: 5% of grade

You are required to attend class. As such I will be holding students accountable for attending, participating (in the manner appropriate to your abilities and learning modalities), reading the course material, and acting cooperatively with others. I will be taking attendance, and you are NOT required to check in with me about every absence. Twice during the quarter (at the middle of the quarter and

at the end), you are required to submit a self-assessment survey in which you answer questions designed to assess if you have been accountable to the course. The final grade for this portion of the course will be based upon your answers to the two surveys.

Blog Commentaries - Hybrid: 20% of grade

This is a hybrid class, which means that a portion of our course happens online. For the hybrid portion of the class, you will engage in political dialogue online. One of the objectives of the class is that you become more informed consumers of political information, and develop your skills of engaging in political communication. I will give you a list of prominent political blogs that cross the ideological spectrum. You are required to read one post a week from one of these blogs, and then comment on the post through our discussion function in Canvas. After you post your own commentary, you will return to the previous week's discussion and reply to one of your peers. I will provide a detailed explanation of what I expect from your commentary. We will begin the hybrid portion of the class in week two and continue it on a weekly basis (except for the Friday before the midterm).

Module reading quizzes (4): 10% of grade

In order for you to be successful in college courses and in many different sectors of the workforce, it is important for you to become strong, independently motivated readers. This is a key skill for becoming politically knowledgeable political actors as well. In this class, I will be assessing your reading four times during the quarter by quizzing you on the reading material. The quiz dates are predetermined, and they will cover the reading material assigned for the same week as the quiz. I will administer the quizzes in class, and you will work in small groups to complete the quiz.

Socialization Map: 10% of grade

Political socialization is a key concept in this class, and I will assess your understanding of the concept by grading a 'map' in which you visualize and analyze the agents of socialization in your life.

Media Assignment: 15% of grade

The media assignment is designed to assess your ability to reflect upon where we get political information about the world. This assignment requires that you follow different news programs during the course of a week, and then write a short analysis of the 'Agenda Setting' and 'Framing' functions of the news media.

Midterm: 15% of grade

Your midterm will be held in class. This exam will cover assigned readings, movies, lectures, guest presentations, and major current events discussed in class. The exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay.

Outline & Draft of Final Essay: 5% of grade

Final Essay: 20% of grade

Your final assignment in this class will be to write an essay on a topic covered in the course. The essay will be about 1500 words and require that you combine personal reflection and political analysis, while properly citing source material from our class. In this class you will continue to develop your skills of planning, outlining, and drafting a long-form piece of writing. You will receive feedback on your outline and draft from both your peers and your instructor.

You will be turning your essays into small political pamphlets known as zines, and sharing your work with your peers. I will only be grading the content of the essay, not the pamphlet that you make.

BOOKS AND REQUIRED MATERIALS

There are three required books for this class: Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2012); Joseph Nevins's *Dying to Live: A Story of U.S. Immigration in the Age of Global Apartheid* (City Lights, 2008); and Theda Skocpol and Vanessa Williamson's *The Tea Party and the Remaking of Republican Conservatism* (Oxford University Press, 2012). You can purchase these books at the campus bookstore or online.

Supplemental materials will be made available on our Canvas website or in-class.

Complete the assigned readings before the class session for which it is scheduled. Any material covered by an assigned reading may be included in examination questions, regardless of whether it is specifically discussed in the classroom. A complete course schedule is attached to this syllabus.

There is one recommended book for this class: James Danziger's *Understanding the Political World: An Introduction to Comparative Politics* (10th Edition). The lecture material in the class will introduce you to many of the political concepts in this textbook. The course schedule will highlight the recommended portions of

the textbook that accompany the lectures. You are free to purchase the textbook. Alternatively, you can access it at BC's Library Media Center using the course reserves system.

A quick note about .PDFs on Canvas: I encourage you to find the most appropriate reading method that works for you. You have a printing quota each quarter based upon technology fees. This quota is not likely to be sufficient for you to print all the materials and assignments for every course. I suggest that you patronize the King County library system, which provides library users with 75 'units' of free printing per week. Additionally, be strategic about readings that you need to print, and readings that you can read and take notes using a computer.

LATE WORK AND CLASSROOM POLICIES

- **Late work:** Your assignments are due on the date listed in the course schedule and the quizzes will be in-class on the date listed in the schedule. You will have a period of two weeks after the assignment due date to turn in late work for 80% of the full grade. This means that if you turn in work during this two-week period, I will dock you 20%. You do not need to ask me to turn in work during this period; all you need to do is turn it in. Late work may lead to delays in grading and delays in instructor feedback, as I will prioritize work that is turned in on time. In-class quizzes do not qualify for this policy.

If you miss class on a quiz day, you cannot retake the quiz. If you miss due to a documented emergency or an illness, your quiz grade will be calculated using three quizzes instead of four.

If your work is more than two weeks late or you are falling behind due to emergency/unforeseen circumstances, you can request an extension using the following webform: <http://goo.gl/forms/VKnqT69eUD>. The form is anonymous and I will assess requests on a case-by-case basis. Please do not make requests for extensions in person at the beginning or end of a class period. Fill out the webform and then schedule a time to meet with me.

- **English Second (or more) Language Students:** If English is your second language, you can use a translation dictionary during in-class assessments (quizzes and exams). The dictionary must be a book not an electronic

dictionary, and it must be the type of translation dictionary that only includes the translation, not the definition. If English is a second (or third or fourth) language, I encourage you to talk with me directly so that we can make sure the learning environment works for you.

- **Electronics Policy:** At the beginning of class please turn off or silence your phones. Laptops are allowed in the first row. Students who use their laptops for email or web-browsing in class will be required to switch to a different method of note-taking for the remainder of the quarter. If at any point you feel that you need to use your device for communications, please quietly get up and do so outside. I do not allow recording of any audio or video in the classroom. If any of these policies prohibit you from being able to learn in the fullest possible way, please meet with me to work out an individualized solution.
- **Email and Canvas Inbox:** The built-in email function in Canvas, and the many different places to communicate with me (replies to my feedback/grading, etc.) can sometimes make communicating more challenging than it needs to be. The best ways to communicate with me are: in person during office hours (or by appointment); through my BC email; or the Canvas 'inbox'. I may check these locations at odd hours, such as at night or over the weekend. But please do not expect me to reply outside of regular business hours. Respect the dynamic that teaching this class (and two others) is my workplace. On my end I will be answering your messages swiftly. However, if I do not answer your inquiry in about a day, you should feel comfortable to follow up.

CLASSROOM LEARNING ATMOSPHERE

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable

alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

ACADEMIC INTEGRITY

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. Such behavior will result in a zero grade for the assignment/exam in question. Please familiarize yourself with BC's Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050p/>.

IMPORTANT RESOURCES/SERVICES

Disability Resource Center – B132

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call the reception desk at (425) 564.2498. Deaf students can reach the DRC by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit the website at [Disability Resource Center](http://DisabilityResourceCenter) for application information and other helpful links.

Multicultural Services – 2nd Floor of B building (above the bookstore)

Multicultural Services (MCS) is a student-centered service program on campus that is designed to support all students in general, and diverse student populations in particular. MCS is a broad program that can assist students with tutoring in Math and English as well as help students locate community resources such as food and housing assistance. Please familiarize yourself with MCS by stopping by or visiting: bellevuecollege.edu/mcs/

Counseling Center – 2nd Floor of B building (above the bookstore)

The Counseling Center provides personal, career, and academic counseling for all registered BC students. The Counseling Center can be a helpful place for locating community resources (referrals) as well as free counseling appointments with the center's staff of licensed mental health counselors. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: bellevuecollege.edu/counseling/

COURSE CALENDAR

WEEK 1

INTRODUCTION: WHAT IS POLITICS?

Mon, Sept. 21st

- Syllabus and Class Policies

Wed, Sept. 23rd

- **Read:** Tobocman, "Frederick Douglass on the Nature of Power"
- **Read:** hooks, "Homeplace (a site of resistance)" (p. 383 – 389)
- **Read:** Economic Policy Institute, "An Epidemic of Wage Theft is Costing Workers Hundreds of Millions of Dollars a Year"
- **Recommended:** Danziger, "Politics and Knowledge" (p. 2-23)

Fri, Sept. 25th

- **HYA: No hybrid assignment this week**

WEEK 2

IGNORANCE, IDEOLOGY, AND SOCIALIZATION

Mon, Sept. 28th

- **Read:** Shenkman, “Gross Ignorance” (p. 13-36)
- **Read:** Delli Carpini & Skeeter, “Gender Gap in Political Knowledge” (p. 23 – 26)
- **Read:** Kenski & Jamieson, “The Gender Gap in Political Knowledge: Are Women Less Knowledgeable Than Men About Politics?” (p. 83 – 89)

Wed, Sept. 30th

- **Read:** Hoffman, “How Family Communication Can Influence our Political Identities”
- **Read:** Kiesa et al., “Millennials Talk Politics: A Study of College Student Political Engagement” (selections)
- **Recommended:** Danziger, “Influences on Beliefs and Actions” (p. 85-108)

Fri, Oct. 2nd

- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 3

THE MEDIA

Mon, Oct. 5th

- **SOCIALIZATION MAP DUE AT THE BEGINNING OF CLASS**
- **Read:** Jackson and Jamieson, “Tricks of the Deception Trade” (p. 43-62)
- **Read:** Postman, “Foreword” and “The Age of Show Business” (p. xix-xx; 83-98)

Wed, Oct. 7th

- **READING QUIZ IN CLASS**
- **Read:** Farah, “Debate Cartel” (p. 1-22)
- **Read:** Farah, “Candidate Exclusion” (p. 39-74)
- **Recommended:** Now with Bill Moyers – George Farah
<https://vimeo.com/33284187> (video is not cc'ed)

Fri, Oct. 9th

- **Read:** Skocpol & Williamson, “Introduction” (p. 3 – 18)
- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 4

POLITICAL ACTORS: SOCIAL MOVEMENTS, INTEREST GROUPS, & PARTIES

Mon, Oct. 12th

- **Read:** Skocpol & Williamson, “1: Behind the Costumes and Signs” (p. 19 – 44)
- **Read:** Skocpol & Williamson, “2: What They Believe” (p. 45 – 82)

Wed, Oct. 14th

- **Read:** Skocpol & Williamson, “3: Mobilized Grassroots and Roving Billionaires” (p. 83 – 120)

Fri, Oct. 16th

- **Read:** Skocpol & Williamson, “4: Getting the Word Out” (p. 121 – 153)
- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 5
POLITICAL ACTORS (CONT.)
POLITICAL ECONOMY AND SOCIAL POLICY

Mon, Oct. 19th

- **Read:** Skocpol & Williamson, “5: How the Tea Party Boosts the GOP and Prods It Rightward” (p. 155 – 188)
- **Read:** Skocpol & Williamson, “6: The Tea Party and American Democracy” (p. 189 – 205)
- **Recommended:** Last Week Tonight with John Oliver: Wealth Gap
<https://www.youtube.com/watch?v=LfgSEwjAeno> (auto-generated cc)
- **Recommended:** Wealth Inequality in America
<https://www.youtube.com/watch?v=QPKKQnijnsM> (auto-generated cc)

Wed, Oct. 21st

- **READING QUIZ IN CLASS**
- **Read:** Baker, “Turning Away: The United States Breaks Ranks” (p. 1 – 43)
- **Watch:** Richard Wolfe: How Class Works
<https://www.youtube.com/watch?v=euH3pAuLuko> (auto-generated cc)

Fri, Oct. 23rd

- **MEDIA ASSIGNMENT DUE**
- **HYA: No hybrid assignment this week**

WEEK 6
POLITICAL ECONOMY AND SOCIAL POLICY (CONT.)
MIDTERM

Mon, Oct. 26th

- **Read:** Steger & Roy, “Second-wave neoliberalism in the 1990s: Clinton’s market globalism and Blair’s Third Way” (p. 50 – 75)
- **Read:** Steger & Roy, “Crises of neoliberalism: the 2000s and beyond” (p. 119 – 137)

Wed, Oct. 28th

- **MIDTERM IN CLASS**

Fri, Oct. 30th

- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 7

STATES & NATIONS, BORDERS & BELONGING

Mon, Nov. 2nd

- **Read:** Nevins, "Author's Note on Language" (p. 13-15)
- **Read:** Nevins, "1: The Bodies" (p. 19-27)
- **Read:** Nevins, "2: The Desert" (p. 31-54)

Wed, Nov. 4th

- **Finish Reading:** Nevins, "2: The Desert" (p. 54-71)
- **Start Reading:** Nevins, "3: The Border" (p. 75-94)
- **Recommended:** Joseph Nevins on Democracy Now (transcript on website)
http://www.democracynow.org/2008/6/20/joseph_nevins_on_dying_to_live

Fri, Nov. 6th

- **Continue Reading:** Nevins, "3: The Border" (p. 94-113)
- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 8

STATES & NATIONS, BORDERS & BELONGING (CONT.)

Mon, Nov. 9th

- **Finish Reading:** Nevins, "3: The Border" (p. 113-121)
- **Start Reading:** Nevins, "4: Juchipila, MexUSA" (p. 125-152)

Wed, Nov. 11th

- **NO CLASS – Veterans Day**
- **Finish Reading:** Nevins, "4: Juchipila, MexUSA" (p. 153-163)
- **Start Reading:** Nevins, "5: Beyond the Boundary" (p. 167-180)

Fri, Nov. 13th

- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 9

DEMOCRATIC CITIZENSHIP AND WHITE DEMOCRACY

Mon, Nov. 16th

- **Finish Reading:** Nevins, "5: Beyond the Boundary" (p. 180-199)
- **Read:** Olson: "The Abolition of White Democracy" (selections TBD)

Wed, Nov. 18th

- **READING QUIZ IN CLASS**

- **Read:** Olson: "The Abolition of White Democracy" (selections TBD)

Fri, Nov. 20th

- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 10

POLITICAL VIOLENCE AND MASS INCARCERATION

Mon, Nov. 23rd

- **Read:** Danziger, "CH. 12: Political Violence" (online using REVEL)
- **Read:** Alexander, "Introduction" (1-19)
- **Read:** Fanon, selections from "The Wretched of the Earth" (pg. 35-43)

Wed, Nov. 25th

- **OUTLINE AND DRAFT OF FINAL ESSAY DUE**
- **Read:** Alexander, "1: The Rebirth of Caste" (p. 20-58)

Fri, Nov. 27th

- **Read:** Alexander, "2: The Lockdown" (p. 59-96)
- **HYA: NO BLOG COMMENTARY -- Holiday**

WEEK 11

POLITICAL VIOLENCE AND MASS INCARCERATION (CONT.)

Mon, Nov. 30th

- **Read:** Alexander, "3: The Color of Justice" (p. 97-139)
- **Read:** The Real Cost of Prisons Comics (selections)

Wed, Dec. 2nd

- **READING QUIZ IN CLASS**
- **Read:** Alexander, "4: The Cruel Hand" (p. 140-177)
- **Read:** The Real Cost of Prisons Comics (selections)

Fri, Dec. 4th

- **HYA: BLOG COMMENTARY DUE 5pm**

WEEK 12

Mon, Dec. 7th

- **Read:** Alexander, "5: The New Jim Crow" (p. 178-220)

Wed, Dec. 9th

- **CLASS WILL MEET DURING EXAM TIME – 9:30 AM – 11:20 AM**
- **FINAL ESSAY DUE**