

POLS& 101: Intro to Political Science

Bellevue College, Winter 2016 (Item 5341)

COURSE DETAILS

Class Sessions: T/TH/Hybrid | 9:30 – 11:20am | L221
Instructor: David Spataro, PhD
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Phone: (425) 564-3161
Office Location: D200E
Office Hours: MW 11:30am – 1:00pm
TTH 2:30pm – 3:30pm
By Appointment

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 topics of study include: political ideology, political socialization, the functions of government, citizenship, democracy, the relationship between the government and the economy, social movements, the media, and political violence.

LEARNING OUTCOMES

After completing this class, students should be able to:

1. Critically analyze current political issues;
2. Articulate the rights and responsibilities of democratic citizenship;
3. Constructively engage in the political process;
4. Apply core political science concepts to the real world;
5. Differentiate the major sub-fields of political science;
6. Explain the significance of the scientific method in political science.

COURSE GOALS (BROADER, LONG-RANGE INTENDED OBJECTIVES)

Cognitive objectives:

- Develop a basic understanding of the scientific study of politics as the study of social conflicts and resolutions;
- Understand the role, power, and functions of government. This includes developing an ability to identify the role of the state in defining territory and membership in a political community and to identify how governments exert influence over the economy and their citizens;
- Understand the role and power of citizens (individually and in collective action) in the political environment.

Affective Objectives:

- Understand the problem of political ignorance and care deeply about political knowledge;
- Think about and care deeply about power and “social forces” in the political process;
- Care about systems of domination and understand the nature of resistance in political systems.

Behavioral Objectives:

- Be able to identify political deception (political ‘theater’) and respond with informed knowledge and critical analysis;
- Be able to reflect upon political socialization in order to communicate and act based upon informed knowledge and critical analysis;
- Be able to efficiently find strong sources of information in an oversaturated information environment;
- Be able to act effectively in the world based upon political knowledge.

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.

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.

GRADED WORK (SUMMATIVE ASSESSMENT)

Assessments (outcomes)	Percentage
Blog Commentaries (1,3,4)	25%
3 Content Tests (1,2,4,5,6)	45%
Final Essay: Portfolio and Political Pamphlet (1,3,4)	30%
Total	100%

Letter Grade	Percentage
A	92 - 100%
A-	90 - <92%
B+	88 - <90%
B	82 - <88%
B-	80 - <82%
C+	78 - <80%
C	72 - <78%
C-	70 - <72%
D+	68 - <70%
D	60 - <68%
F	<60%

Blog Commentaries: 25% 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 test weeks.

3 Content Tests: 45% of grade (15% each)

There will be 3 content tests during the quarter, which are designed to assess your conceptual knowledge and reading comprehension. Each test will use a different form of assessment. The first test consists of short answer questions; the second test consists of an essay question; the third test consists of multiple choice and true-false questions. These tests will be administered in class and cover the assigned readings, movies, lectures, guest presentations, and major current events discussed in class.

Essay and Political Pamphlet: 30% of grade

In this class you will write an essay on a political topic using a combination of personal reflection and political analysis. The essay will be about 1500 words and require that you quote and cite source material from our class. In order to complete the assignment you will submit a portfolio that includes the final essay, outline and rough draft, peer-review, and a political pamphlet known as a zine.

UNGRADED WORK (FORMATIVE ASSESSMENT)

Assessments	Percentage
Attendance and Accountability	0%
Reading Quizzes	0%
Media Journal (in-class & at-home)	0%
Socialization Map (in-class & at-home)	0%

	Total	0%
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Ungraded Work, Attendance and Student Accountability:

In this class you will only be graded on the content in the course material, but you will be assessed using a variety of ungraded techniques. These assessments will provide you an opportunity to understand your level of comprehension and identify areas where you need to improve. These assessments will also identify if you are being accountable to the class and to your peers. Reading the assigned material, regular attendance, and active participation (in terms of listening and talking) are all necessary in order to be accountable.

Reading Quizzes:

In order for you to be successful in college courses (and in life), it is important for you to become strong, independently motivated readers. This is a key skill for becoming knowledgeable political actors as well. I will administer quizzes in class to assess your reading comprehension, and you will work in small groups to complete the quizzes.

Socialization Map:

Political socialization is a key concept in this class, and you will create a ‘map’ in which you visualize and analyze the agents of socialization in your life. We will use this ‘map’ in an in-class activity.

Media Journal:

The media journal is designed to assess your ability to reflect upon where we get political information about the world. This is an assignment that requires that you follow news programs during the course of a week. We will then use the media journals in an in-class activity where we explore the ‘Agenda Setting’ and ‘Framing’ functions of the news media.

CLASSROOM POLICIES

No shaming, no judging: This classroom is a no shaming, no judgment zone. It is important that everyone contributes and that everyone is accountable to class policies. But we will not be shaming or looking negatively upon others for mistakes, for their political beliefs, or for any other reason.

Collective Structure: This class is based upon a model of cooperation and collaboration. There are two primary reasons for this class structure. Firstly,

students who develop strong community bonds in college tend to succeed. Secondly, social scientists find that participation in cooperative groups builds “social capital”—a term for hard-to-measure human capacities involving trust and one’s ability to collaborate. All areas of life—including employment, family, community, and politics—involve working together. The development of human capital greatly influences the efficacy of social groups. Thus we will model this behavior in an authentic manner in the classroom. Everyone in class wishes to succeed, and everyone can participate in making that goal a reality.

Late work: Your assignments are due on the date listed in the course schedule and the quizzes/tests 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 85% of the grade. This means that if you turn in work during this two-week period, I will multiply your final score by 85/100. 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 and tests do not qualify for this policy.

If your work is more than two weeks late or you are falling behind due to emergency/unforeseen circumstances, you can work with me to create an individualized plan. Please do not make requests for extensions in person at the beginning or end of a class period because it is difficult for me to properly keep track of agreements made hastily. Instead, please schedule a time to meet with me or come to my office hours.

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 your phone and put it away. Unless I state otherwise, phones are not allowed in class. Laptops are allowed for note-taking only. Students who use their laptops for notes must submit their notes to me electronically following each and every class period. This is so that I know that you are using your laptop for note-taking only. If at any

point you feel that you need to use your device(s) 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: Canvas provides many different places to communicate with me (replies to my feedback/grading, etc.), which 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](#) 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?

Tues, Jan. 5th

- Syllabus and Class Policies

Thurs, Jan. 7th

- **Read:** Tobocman, "Frederick Douglass on the Nature of Power"
- **Read:** hooks, "Homeplace (a site of resistance)" (p. 383 – 389)
- **Recommended:** Danziger, "Ch. 1: Politics and Knowledge" (p. 2 – 23)

Fri, Jan. 8th

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

WEEKS 2-5

Themes: Political Beliefs and Political Actors

Concepts: Political Ignorance, Political Ideology, Socialization, Media, Political Theater, Political Deception, American Democracy, Social Movements, Interest Groups, Political Parties

Tues, Jan. 12th

- **Read:** Skocpol & Williamson, “Introduction” (p. 3 – 18)
- **Read:** Danziger, “Ch. 2: Political Theory and Political Beliefs” (p. 27 – 54)
- **Complete:** Political Compass Test – politicalcompass.org/test

Thurs, Jan. 14th

- **Read:** Skocpol & Williamson, “1: Behind the Costumes and Signs” (p. 19 – 44)

Fri, Jan. 15th

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

Tues, Jan. 19th

- **Read:** Alridge, “The Limits of Master Narratives in History Textbooks: An Analysis of Representations of Martin Luther King Jr.” (p. 662 – 680)

Thurs, Jan. 21st

- **Read:** Skocpol & Williamson, “2: What They Believe” (p. 45 – 82)
- **Read:** Pew Research, “5 Facts About Social Security” (5 pages)

Fri, Jan. 22nd

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

Tues, Jan. 26th

- **Read:** Skocpol & Williamson, “3: Mobilized Grassroots and Roving Billionaires” (p. 83 – 120)
- **Recommended:** Danziger, “Ch. 3: Political Actions” (p. 58 – 80)

Thurs, Jan. 28th

- **Read:** Skocpol & Williamson, “4: Getting the Word Out” (p. 121 – 153)
- **Read:** Jamieson and Davison, “Is the Press Biased?” (p. 187 – 195)
- **Media Journal Due** (in-class activity)

Fri, Jan. 29th

- **HYA: NO BLOG COMMENTARY**

Tues, Feb. 2nd

- **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)

Wed, Feb. 3rd

- **Review Session – Time & Location TBD**

Thurs, Feb. 4th

- **First Content Test**

Fri, Feb. 5th

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

WEEKS 6-9

Themes: States & Nations, Citizenship and Belonging (Exclusion)

Concepts: States, Nations (Nationalism), Functions of Government, Political Economy, Social Policy, Transnationalism, Socialization

Tues, Feb. 9th

- **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)

Thurs, Feb. 11th

- **NO CLASS – College Issues Day**
- **Read:** Nevins, “2: The Desert” (p. 54 – 71)
- **Watch:** Joseph Nevins on Democracy Now (transcript on website)
www.democracynow.org/2008/6/20/joseph_nevins_on_dying_to_live

Fri, Feb. 12th

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

Tues, Feb. 16th

- **Read:** Nevins, “3: The Border” (p. 75 – 121)

Thurs, Feb. 18th

- **Read:** Nevins, “4: Juchipila, MexUSA” (p. 125 – 163)
- **Socialization Map Due** (in-class activity)

Fri, Feb. 19th

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

Tues, Feb. 23rd

- **Read:** Baker, selections from “Turning Away: The United States Breaks Ranks” (p. 1 – 28)
- **Read:** Nevins, “5: Beyond the Boundary” (p. 167 – 199)

Thurs, Feb. 25th

- **Read:** Liu and Hanauer, “Great Citizenship” (p. 45 – 73)

Fri, Feb. 26th

- **HYA: NO BLOG COMMENTARY**
- **Outline and Draft Due**

- **Review Session – Time & Location TBD**

Tues, Mar. 1st

- **Second Content Test**

Thurs, Mar. 3rd

- **Read:** Alexander, “Introduction” (p. 1 – 19)
- **Read:** Olson, “White Supremacy” (pdf)
- **Read:** Fanon, selections from “The Wretched of the Earth” (p. 35 – 43)

Fri, Mar. 4th

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

WEEKS 10-11

Themes: Political Violence, Policing, and White Democracy

Concepts: Political Violence, Racial Contract, White Supremacy, White Democracy, Segregation/Exclusion, Reconstruction, Jim Crow, Mass Incarceration, New Racism (Racism Without Racists), War on Drugs, Civil Liberties

Tues, Mar. 8th

- **NO CLASS – Faculty Professional Development Day**
- **Read:** Alexander, “1: The Rebirth of Caste” (p. 20 – 58)
- **Recommended:** Danziger, “Ch. 12: Political Violence” (316 – 345)

Thurs, Mar. 10th

- **Read:** Alexander, “2: The Lockdown” (p. 59 – 96)

Fri, Mar. 11th

- **Peer Review Due**
- **HYA: BLOG COMMENTARY DUE 5pm**

Tues, Mar. 15th

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

Thurs, Mar. 17th

- **Read:** Alexander, “4: The Cruel Hand” (p. 140 – 177)
- **Read:** The Real Cost of Prisons Comics (selections)

Fri, Mar. 18th

- **HYA: NO BLOG COMMENTARY**
- **Final Essay Due**

- **Review Session – Time & Location TBD**

WEEK 12

Tues, Mar. 22nd

- **Political Pamphlet Due (in class)**
- **FINAL EXAM = Third content test - 9:30 AM, L221**