

POLS 101: INTRODUCTION TO POLITICAL SCIENCE

Bellevue College | Spring 2017 (HYB)

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"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and what never will be"

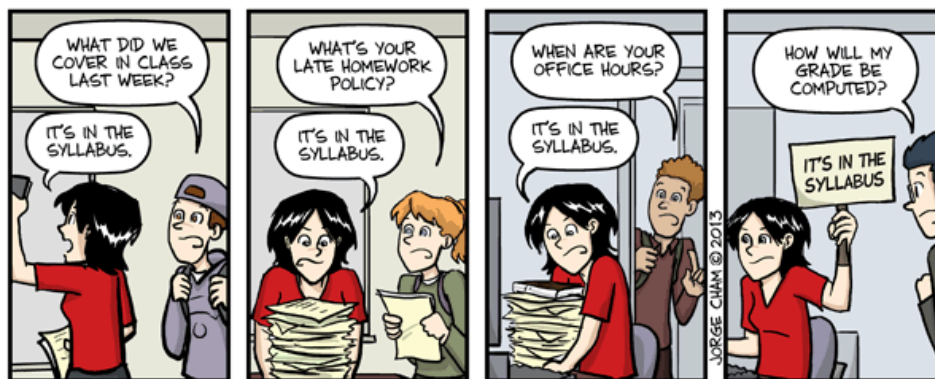
~Thomas Jefferson

"If there is no struggle, there is no progress. Power concedes nothing without a demand. It never did and it never will."

~Frederick Douglass

"If I am not for myself, who will be for me? And if I am only for myself, what am I?"

~Rabbi Hillel



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

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, to help you to sort through and develop informed opinions about a variety of political topics, and to prepare and hopefully motivate you to be more informed and involved citizens. Some of the specific topics of study include: civic ignorance, the purpose of government, the functions of government, civil disobedience and patriotism, the relationship between the government and the economy, environmental politics, the media, international politics, and responsible citizenship.

COURSE OUTCOMES

After completing this class, students should be able to:

- Critically analyze current political issues
- Articulate the rights and responsibilities of democratic citizenship
- Constructively engage in the political process
- Apply core political science concepts to the real world
- Differentiate the major sub-fields of political science
- Explain the significance of the scientific method in political science research

COURSE POLICIES

This is a college-level course, which means ***you are responsible for your own learning***. I will do my best to facilitate our interactions in class in a fun and interesting way, and to assess your learning fairly. I expect you to do your best to complete assignments in a timely and appropriate fashion, to come to class prepared for the day's work, and to actively participate in on-line discussions and in-class activities. ***If you do not understand something please take the initiative to find out the answer.***

RULES OF ENGAGEMENT FOR CLASS DISCUSSIONS

This course involves the discussion of controversial political issues. Remember that reasonable people often disagree. Your challenge and responsibility is to maintain civil discourse. We will achieve this by being respectful of each other and avoiding inflammatory, derogatory and insulting words, phrases and labels. Please use your common sense to avoid any other conduct that might distract or offend those in our learning community. Thank you!

A NOTE ABOUT IDEOLOGY

I have no intention of trying to convert you to my belief system. The issues we will be exploring are often contentious and sometimes there will be no right or wrong answers. That said, there are good and bad arguments. Good arguments are welcome in class (i.e. those that are logically sound and supported by the available evidence); bad arguments will be discouraged.

LATE ASSIGNMENTS AND MISSED EXAMS

I believe that one of the major lessons that students learn in college is the importance of meeting deadlines. All missed exams will receive a grade of 0.0. Also, you will be penalized for

turning assignments in late unless they have been approved by me BEFORE the date they are due or you can document an emergency. Specifically, assignments turned in within 1 day of the due date will be docked 10%, assignments turned in between 1 and 7 days after the due date will be docked 25%, and assignments turned in between 7 days and the end of the 10th week of the quarter will be docked 50%. Late assignments will not be accepted after the 10th week of the quarter and make-up exams will not be administered unless you receive prior permission from me or you can document a catastrophe (such as being medically unable to take the exam).

DISABILITY RESOURCES

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 a 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 staff as soon as possible. The DRC office is located in B132 and the reception desk phone number is 425-564-2498. For application information and other helpful links the DRC website is <http://www.bellevuecollege.edu/drc>. Deaf students can reach the DRC by videophone at 425-440-2025 or by TTY at 425-564-4110.

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 (<http://www.bellevuecollege.edu/policies/id-2050/>). Such behavior will result in a grade of 0.0 for the assignment/exam in question. Please note that these are serious offences, which can result in possible probation or suspension from Bellevue College and go on your permanent record. If you have questions about academic integrity, please familiarize yourself with BC's Student Code of Conduct and/or send me a message via email.

COURSE MATERIALS

The primary text for this course is Van Belle and Mash's *A Novel Approach to Politics* (3rd or 4th Edition). It is available in the campus bookstore, and the last time I checked it could be purchased on Amazon for \$66.58 and rented for \$21.99. Supplemental texts will be made available on our course website. Please also note that ***all assigned materials should be completed before the class session for which they are scheduled***, so that you can participate in discussions and other activities that I have planned. Any material covered by an assigned reading/video may be included in examination questions, regardless of whether it is specifically discussed on the discussion board. If adjustments are made to the reading/viewing schedule, you will be informed in class and via the announcement board on our class website. The assigned reading/viewing is the core of this class—if you don't keep up you are going to find it hard to succeed. The quarter's tentative reading/viewing schedule appears at the end of this syllabus. Please review it carefully and let me know if you have any questions or concerns so that we can address potential issues before they become problems.

KEEPING UP WITH THE NEWS

Please keep up with current events related to politics. Our discussions will sometimes touch on current events and it is important that you keep up-to-date on the major political goings-on. Please find a few news sources that work for you (representing different mediums and viewpoints) and make a habit of reading, listening, and/or watching them throughout the quarter. If you have questions about the appropriateness of a particular news source for this class, please ask me sooner rather than later. I suggest that at least one of your sources be a national newspaper such as: the *New York Times* (www.nytimes.com), the *Washington Post* (www.washingtonpost.com), or the *Wall Street Journal* (www.wsj.com). I also encourage international sources such as the *BBC* (www.bbc.co.uk) and *Al Jazeera* (<http://english.aljazeera.net>). If you speak another language I encourage you to follow the news in that language and bring that perspective to class.

GRADED WORK (Percentages Are Rounded)

Survey Assignment	(50 pts)	10%
Citizen Pledge/Citizen Reflection	(50 pts)	10%
Midterm Exam	(100 pts)	20%
Final Exam	(100 pts)	20%
Weekly Hybrid Discussion (10 pts per week)	(100 pts)	20%
Weekly Journal Assignment (10 pts per week)	(100 pts)	20%
	(500 pts)	100%

GRADEPOINT CONVERSION CHART

Grade	Points	Percentage	Grade	Points	Percentage
A	465-500	93-100%	C	365-384	73-76%
A-	450-464	90-92%	C-	350-364	70-72%
B+	435-449	87-89%	D+	335-349	67-69%
B	415-434	83-86%	D	300-334	60-66%
B-	400-414	80-82%	F	0-299	59% & Below
C+	385-399	77-79%			

SURVEY WRITING ASSIGNMENT (50 PTS - 10%) (DUE APRIL 30th)

This writing assignment requires you to conduct a survey of twenty questions to ten people. The first ten questions are drawn verbatim from the U.S. Citizenship exam and the second ten questions are drawn verbatim from a geography exam. You will need to make at least one front-to-back copy of the questionnaire provided in order to complete this assignment. This is an in-person interview survey—not a self-administered questionnaire—so you will need to read each question to each respondent. When the respondents give you an answer make sure you mark it down. It is important that you prevent the survey respondent from seeing the questionnaire itself. Once you have completed ten surveys, you will need to input the data that you collect into the excel template that I have provided for you on the course website. Once the data have been inputted, I would like you to analyze and reflect on the data in light of the first week's readings and our class discussion about civic ignorance. Your write-up should be at least

one-page, single-spaced, typed with Times New Roman, 12 pt font, and 1-inch margins. It should also include a clear and descriptive title as well as proper spelling, syntax and grammar. The “Assignments” button on the course website will provide more detailed directions. Please let me know if you have any questions.

***Success Tip:** Plan out in advance when you will conduct the surveys so that you are not rushing to do everything at the last minute.

CITIZEN PLEDGE/REFLECTION (50 PTS - 10%) (DUE DATE TBD)

This is a two-part assignment. For the first part of this assignment, the citizen pledge, you need to write a citizen pledge that you will recite, record, and share on the course discussion board. I encourage you to draw inspiration from other pledges, oaths, and inspiring texts, but the pledge that you write and recite needs to be your own. The course website will provide more details on this assignment (including links to other pledges, oaths, and inspiring texts). For the second part of this assignment, I would like you to summarize what you have learned in this course about your rights and responsibilities as a citizen in a democracy. Please be specific and cite specific course content in your response (e.g., Bellamy, Carroll, Jefferson, King, Lincoln, Liu, Loeb, Van Belle, Wolf, Zinn, etc.). This write-up should be one to two pages in length, single-spaced, with Times New Roman, 12 pt font, 1-inch margins, and a clear and descriptive title. You can choose whatever citation method you feel most comfortable with as long as you are consistent and it is clear where your ideas originated. I will be grading you on the clarity of your thinking and writing, the depth of your reflection, and the extent to which you incorporate the appropriate course content. I would recommend citing five to ten course materials to corroborate your claims in this reflection. The “Assignments” button on the course website will provide more detailed directions. Please let me know if you have any questions.

WEEKLY JOURNAL (100 PTS - 20%) (DUE EVERY SUNDAY BY 11:59 PM)

As a supplement to the weekly material, I would like you to keep a reflective journal this quarter. The purpose of the journal is to stimulate your thinking about the material being covered and to serve as a starting point for discussions. You are responsible for writing one outside-of-class journal entry per week for a total of 10 entries. Each journal entry should be at least 300 words in length (about 1 page). Each week’s journal prompts will be posted on our course website by Wednesday. You must complete your journal entry by 11:59 pm on the following Sunday. Each journal entry is worth ten points. Please let me know if you have any questions.

***Success Tip:** Take the journal prompts seriously, turn your entries in on time, and make sure you follow the instructions regarding the number of words.

WEEKLY HYBRID DISCUSSION (100 PTS - 20%) (DUE EVERY SUNDAY BY 11:59 PM)

Each week I will post a discussion question on Canvas, which can be accessed via the “Discussions” link (on the left hand side of the course website). It is your responsibility, as a member of our class, to respond thoughtfully to my questions and to your classmates’

comments. This requires reading (most of) your classmates' comments and responding directly to 2 other students after you've written your initial response to my prompt. To receive full credit on this portion of the class, you need to participate thoroughly in each week's discussion. Your final grade will be based on the level of your involvement and the thoughtfulness of your contributions. Please follow the following guidelines when making posts.

- Your posts should be in sentence/paragraph format. Avoid "text message" grammar (that means no "u" instead of "you").
- Your post to the prompt should be about 250 words and your posts to 2 peers should be about 75 words each.
- Please write complete sentences/paragraphs and fully explain and elaborate your points, using examples, evidence, and logic.
- Be precise about what you are saying; don't be vague or general.
- Respond to the topic, not the author. This does not mean that you should ignore the person who wrote the original post, but it means you need to focus on the ideas in the post and how to further the conversation on the topic, not tell the author what you think of his or her post.
- Minimize prejudices, biases, unfounded beliefs, and emotional reactions.
- Feel free to be personal and interpersonal as this will help us bond as a community, but please do not go too far off onto personal tangents. In other words, I would like you to stay focused on the topics that I post for you.
- Examples of good discussion posts include: clarifying or expanding the discussion if important points are unclear or missing; looking at the issue from another angle or perspective; adding pertinent information; and asking a question that forces your classmates to think more in depth about the topic.
- As much as possible, please cite page numbers and/or a web address so that your classmates can benefit from access to the sources of your information.
- I'm looking forward to an engaging and interesting discussion board!

MIDTERM EXAM (100 PTS)

This exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. A study-guide will be made available to you a week before the exam.

***Success Tip:** Keep up with the assigned material and do not leave your exam preparation until the night before the exam. I will provide you with a review sheet a week before the exam: take advantage of the review sheet and the reading prompts and let me know if you have questions.

FINAL EXAM (100 PTS)

Like the midterm, this exam will consist of a mix of question types, including: true-false, multiple-choice, identifications, short answer, and essay. Also, like the midterm, a study-guide will be made available to you a week before the exam.

TENTATIVE COURSE READINGS

WEEK 1: CIVIC IGNORANCE & IDEOLOGY

Tuesday, April 4th, 2017—First day of class

- No Assigned Reading/Viewing

Thursday, April 6th, 2017—Political Knowledge & Ideology

- Assigned Reading
 - Shenkman: “Gross Ignorance” (pp. 13-36) (24 pgs)
 - Kenski & Jamieson: Gender Gap in Political Knowledge? (pp. 83-89) (6 pgs)

Hybrid—The Moral Roots of Liberals and Conservatives

- Assigned Reading/Viewing
 - Haidt: “The Moral Roots of Liberals and Conservatives” (19 mins)
 - Colbert: “Interview with Jonathan Haidt” (6 mins)
 - Wolf: “Americans Deliberate...” (pp. 173-187) (15 pgs)
- Assigned Activity
 - Journal 1 Due (Political Knowledge & Ideology) due Sunday by 11:59 PM! (10 pts)
 - Hybrid 1 Due Sunday by 11:59 PM! (10 pts)

WEEK 2: WHY GOVERNMENT?

Tuesday, April 11th, 2017—The Ancient Debate

- Assigned Reading
 - Van Belle: “Ch. 1: Introducing the Ancient Debate” (pp. 1-43) (43 pgs)
 - Image: “Every Baby Knows the Scientific Method” (1 pg)
 - Tyson: “What Science Is – And How and Why It Works” (1 pg)

Thursday, April 13th, 2017—Why Government

- Assigned Reading/Viewing
 - Van Belle: “Ch. 2: Why Government?” (pp. 44-73) (30 pgs)
 - Jefferson: “Declaration of Independence” (1 pg)
 - Constitution: “Preamble” (1 pg)

Hybrid—Cognitive Biases & Logical Fallacies

- Assigned Reading
 - McRaney: “Self Delusion” (pp. 1-15) (15 pgs)
 - McRaney: “Confirmation Bias” (pp. 27-31) (5 pgs)
 - McRaney: “The Third Person Effect” (pp. 166-169) (4 pgs)
- Assigned Activity
 - Journal 2 Due Sunday by 11:59 PM! (10 pts)
 - Hybrid 2 Due Sunday by 11:59 PM! (10 pts)

WEEK 3: POLITICAL ECONOMY/ENVIRONMENTAL POLITICS

Tuesday, April 18th, 2017—Government’s Role in the Economy

- Assigned Reading
 - Van Belle: “Ch. 4: “Government’s Role in the Economy” (pp. 102-136) (35 pgs)

- Stiglitz: “Of the 1%, By the 1%, For the 1%” (pp. 1-4) (4 pgs)
- YES Magazine: “Wealth Inequality in America” (6 mins)
- Mother Jones: “It’s the Inequality, Stupid” (2 pgs)
- Reich: Excerpt from *Inequality for All* (1 min)
- Rios and Gilson: “11 Charts That Show Income Inequality Isn’t Getting Any Better Anytime Soon” (4 pgs)
- Oliver: “Wealth Gap” (14 mins)

Thursday, April 20th, 2017—The Public Good

- Assigned Reading
 - Colomer: “The Public Good” (pp. 3-16) (14 pgs)
 - McRaney: “The Public Good Game” (pp. 112-115) (4 pgs)

Hybrid—Climate and Consumer Capitalism

- Assigned Reading/Viewing
 - Daly: “On A Road to Disaster” (1 pg)
 - Speth: “Consumption” (pp. 147-164) (18 pgs)
 - Leonard: “The Story of Stuff” (20 mins)
 - Leonard: “The Story of Change” (6 mins)
- Assigned Activity
 - Journal 3 Due Sunday by 11:59 PM! (10 pts)
 - Hybrid 3 Due Sunday by 11:59 PM! (10 pts)

WEEK 4: CIVIL DISOBEDIENCE & PATRIOTISM

Tuesday, April 25th, 2017—Civil Disobedience

- Assigned Viewing/Listening
 - Thoreau: “Civil Disobedience” (pp. 286-289) (4 pgs)
 - Canon, Lincoln, & King: “Civil Disobedience” (pp. 127-141) (15 pgs)
 - Martin and Fruhwirth: “Welcome to Blockadia!”
 - Unicorn Riot: “Land Defense & Water Protection Actions Ripple Across Turtle Island”
 - Mia Birdsong: Interview with founders of #BlackLivesMatter (16 mins)
 - Theoharis: “MLK Would Never Shut Down a Freeway & 6 Other Myths”

Thursday, April 27th, 2017—Patriotism

- Assigned Reading
 - Beinart: “The War Over Patriotism” (pp. 1-7) (7 pgs)
 - Goldman: “Patriotism: A Menace to Liberty” (pp. 270-272) (3 pgs)
 - Zinn: “Patriotism” (pp. 111-120) (10 pgs)
 - Abdul-Jabar: “Insulting Colin Kaepernick Says More about Our Patriotism Than His” (2 pgs)

Hybrid—Catch-Up Day/Work on Survey Assignment

- No Assigned Reading
- Assigned Activity
 - Journal 4 Due Sunday by 11:59 PM! (10 pts)
 - Hybrid 4 Due Sunday by 11:59 PM! (10 pts)

- Survey Assignment Due Sunday by 11:59 PM! (50 pts)

WEEK 5: STRUCTURES AND INSTITUTIONS

Tuesday, May 2nd, 2017—The Executive Function

- Assigned Reading
 - Van Belle: “Ch. 6: The Executive” (pp. 164-189) (26 pgs)
 - Ted-Ed: “How Power Is Divided in the U.S. Government” (4 mins)

Thursday, May 4th, 2017—The Legislative Function

- Assigned Reading
 - Van Belle: “Ch. 7: The Legislative Function” (pp. 190-222) (33 pgs)

Hybrid—Gerrymandering

- Assigned Reading
 - Grey: “Gerrymandering Explained” (5 mins)
 - Grey: “Multiple Party Gerrymandering” (4 mins)
 - NYT: “The Great Gerrymander of 2012” (2 pgs)
 - NYT: “An Imbalance of Power” (1 pg)
 - Mother Jones: “Now That’s What I Call A Gerrymander” (2 pgs)
 - Washington Post: “How to Steal An Election: A Visual Guide) (1 pg)
 - Washington Post: “This Is Actually What America Would Look Like Without Gerrymandering” (3 pgs)
 - Wolf: “These Three Maps...” (5 pgs)
 - Ted-Ed: “Gerrymandering Video” (4 mins)
 - Grey: “A Gerrymandering Solution” (4 mins)
- Assigned Activity
 - Journal 5 Due Sunday by 11:59 PM! (10 pts)
 - Hybrid 5 Due Sunday by 11:59 PM! (10 pts)

WEEK 6: MIDTERM, GETTING INVOLVED, & THE BUREAUCRATIC FUNCTION

Tuesday, May 9th, 2017—Midterm

- Midterm Exam

Thursday, May 11th, 2017—The Paradox of Citizenship

- Assigned Reading
 - Bellamy: “What Is Citizenship And Why Does It Matter?” (26 pgs)
 - Liu: “Democracy Is for Amateurs” (3 pgs)

Hybrid—The Bureaucratic Function

- Assigned Reading
 - Van Belle: “Ch. 8: Brazilian Bureaucracy” (pp. 223-241) (19 pgs)
 - Danziger: “Five Styles of Administration” (pp. 158-159) (2 pgs)
- Assigned Activity
 - Journal 6 Due Sunday by 11:59 PM! (10 pts)
 - Hybrid 6 Due Sunday by 11:59 PM! (10 pts)