

POLS& 101: Intro to Political Science

Bellevue College, Winter 2018 (Item 5340)

COURSE DETAILS

Class Sessions:	M/W/Hybrid 9:30 – 11:20AM L221	
Instructor:	David Spataro, PhD	
E-mail:	david.spataro@bellevuecollege.edu	
Phone:	(425) 564-3161	
Office:	D200E	
Office Hours:	Mondays	12:00 – 1:30PM
	Tuesdays	9:00 – 10:00AM
	Wednesdays	12:00 – 1:30PM
	Additional office hours by appointment if needed	

COURSE DESCRIPTION

This is an introductory course that is designed for students who are new to the study of politics. This course will provide you with a broad introduction to the field of political science and help you to develop informed knowledge about a variety of political topics. The course is divided into five sections under the following themes: knowledge and ideology; states and democracy; policing and protest; political economy and neoliberalism; and the environment and international affairs.

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.

REQUIRED READING MATERIALS

The required readings and audio/visual materials will be available on our Canvas website. You may print the readings out or read them on your computer. I encourage all students to find the most appropriate reading method that works for you. BC students have a 150-page printing quota each quarter, but this quota is not likely to be sufficient for all the materials and assignments for every class. I suggest that residents of King County patronize the King County library system, which provides patrons with 75 pages of black and white free printing per week.

GRADED WORK

Reading Notes	25%
Political Essay/Zine	25%
Midterm	25%
Final Exam	25%
Total	100%

Grading Scale:		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%

Hybrid Format: The class meets Mondays and Wednesdays from 9:30 – 11:30AM. The final “hour” of the week occurs online in Canvas. Each week I will post an audio podcast related to our course material. Similar to the readings, students are to listen to the podcast and take notes. Notes from the hybrid podcast are due on Mondays at the beginning of class. The notes can only be turned in if the hybrid discussion has been completed on time. The hybrid discussion involves responding to some guided questions on Canvas, and then engaging in an informed discussion with your peers. The formal requirements are two full paragraphs for your original post, and one full paragraph for your response to one of your peers.

Entry Tasks: We will start class with two to three keywords from the reading on the board, along with a discussion question. When class begins, students are to start defining the keywords, and discussing the discussion question in groups of three. We will then discuss the keywords and question as a whole class. Following class, the keyword definitions will be added to a vocabulary list on Canvas. After I model the entry tasks during weeks two and three, students (organized into groups of two or three) will be required to create and facilitate the entry task, as well as update the vocabulary list.

Reading Notes Grade: The reading notes grade will assess students’ work summarizing and analyzing the course reading material. The reading notes worksheet(s) are due at the beginning of class (following a brief class entry task having to do with the reading material – see above). The worksheet that corresponds with the hybrid portion of the class is due on Mondays at the beginning of class. Five times during the quarter (chosen randomly), I will grade the reading notes on a 5-point scale. I will drop the lowest score. Students who turn in their reading notes worksheets on time may use them on the tests. Once during the quarter, each student (working in a group of two or three students) is required to facilitate the class entry task and update the online list of defined concepts, which I will assess on a 5-point scale. The final reading notes grade will be out of 25 total points.

Midterm (2/5/18) and Final Exam (3/21/18): There will be two tests during the quarter, which are designed to assess your explanatory knowledge and reading comprehension. These tests will be in-class. The questions are short essay questions (about two complete paragraphs). When the midterm has been graded, students will receive a feedback rubric sheet and a post-test reflection worksheet. In order to “hold” the score received on the test, students are required to complete the reflection worksheet AND resubmit their test questions with 90-100% correct answers. Students who complete the resubmission will receive extra credit on the final exam. Students who do not complete the resubmission are required to have a one-on-one meeting with me to hold the midterm grade. The final exam will be cumulative and will be the same format as the midterm (no corrections required).

Political Essay: The political essay is an 1800-word essay on a political topic using a combination of personal reflection and political analysis. The rough draft will be due at the end of week 8 and the final draft will be due at the end of week 10.

CLASSROOM POLICIES

*These policies may apply differently to students with DRC accommodations. I will be working with all students individually to meet their accommodations.

- **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 the principles of cooperation and collaboration. Students who develop strong community bonds in college tend to succeed. Additionally, 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/absences:** If you are having significant health or personal issues that prevent you from completing your work on time, please contact me directly about an individualized plan. I will work with you so that you can make up the content and assignments you missed. However, if you miss a deadline due to other reasons, I will use the following late policy automatically (you do not need permission from me for these policies). **Reading Notes:** Reading notes are due at the beginning of class (with a 10-minute grace) and cannot be turned in late. This assignment is designed to promote and reward consistent reading/notetaking and consistent attendance. The

lowest reading notes grade will be dropped, so all students have an automatic freebie. **Political Essay:** You may turn in your political essay late for 85% of the grade for up to one week. Due to the political essay being late in the quarter, late essays may stall your final grade in the class. **Exams:** Students must provide genuine evidence of illness or other emergency in order to make up an exam. The exam must be made up within one week of the exam date.

- **English Second (or more) Language Students:** If English is your second language, you may use a translation dictionary during tests. The dictionary must be a book not an electronic dictionary and it must be approved prior to the test. 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. Laptops are allowed for note-taking only. Students who use their laptops for notes must first meet with me during my office hours, and submit their class notes to me electronically at the end of each week. 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.
- **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. Please familiarize yourself with BC's Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050/>. I will report all instances of cheating/plagiarism to the campus Behavioral Intervention Team (now known as the CARE team).
- **Communicating with me:** I encourage you to communicate with me a lot and in a way that works best for you. 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. Please do not worry about offending or annoying me.

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 will be provided with a reasonable alternative opportunity to complete such academic responsibilities. Please provide me with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term.

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.

IMPORTANT RESOURCES/SERVICES

Disability Resource Center – B132

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. Please visit the office or website for application information and other helpful links: <http://www.bellevuecollege.edu/drc/>.

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

Multicultural Services (MCS) is a student-centered service program on campus. 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. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: bellevuecollege.edu/counseling/

SCHEDULE

WEEKS 1 – 3 | KNOWLEDGE, IDEOLOGY AND BELIEF

General topics: Politics, Political Knowledge, Political Ideology, Political/Social Theory, Political Beliefs, Partisanship

Section goals:

- Understand the study of political knowledge in the U.S. and conclusions on aggregate/disaggregate levels of political knowledge.
- Define and differentiate between significant political ideologies (liberalism, reform liberalism, conservatism, neo-conservatism, libertarianism, communism, socialism, democratic socialism, and anarchism).

- Define and differentiate between social science paradigms, political theories, political ideologies, and partisanship.
- Explore the relationship between ideology and belief amongst U.S. population.

Week 1 (Week of January 1st):

Monday

- No class (holiday)

Wednesday

- No readings (first day of class)

Friday (hybrid)

- LISTEN: You Are Not So Smart Podcast #93 – The Backfire Effect, Part 1
- WRITE: Hybrid discussion post due at midnight on Canvas

Week 2 (Week of January 8th):

Monday

- READ: Delli Carpini & Skeeter: bottom of 133 – bottom of 143
- READ: Delli Carpini & Skeeter: 23 – 26
- READ: Kenski & Jamieson: 83 – 89
- READ: Galston: 217 – 226
- READ: any politics article from The Washington Post
- DUE: Notes worksheets from Friday hybrid and Monday readings

Wednesday

- READ: Danziger: 85 – 97 (skip “Debate in 4”)
- READ: Jennings, Stoker, & Bowers: 782 – 783, 792 – 797
- READ: Dinas: Children with politically engaged parents are more likely to deviate from their parents’ political views in adulthood
- READ: Ross: Study – turns out your kids are not receptacles for your political beliefs
- READ: any politics article from The Washington Post
- DUE: Notes worksheets from Wednesday readings

Friday (hybrid)

- LISTEN: You Are Not So Smart Podcast #94 – The Backfire Effect, Part 2
- WRITE: Hybrid discussion post & reply to last week’s hybrid discussion due at midnight

Week 3 (Week of January 15th):

Monday

- No Class (holiday)
- READ: Levine: 115 – 117 (Left/Right/Center), 34 – 37 (Conservatism), 61 – 65 (Fascism), 123 – 127 (Liberalism), 206 – 209 (Socialism), 157 – 161 (Neo-Conservatism)

- READ: Milstein 2 – 15
- READ: any politics article from The Seattle Times

Wednesday

- Gallup: U.S. Conservatives Outnumber Liberals by Narrowing Margin
- Taub: Why Americans Vote 'Against Their Interest': Partisanship
- Levitz: America Is Not a 'Center-Right Nation'
- READ: any politics article from The Seattle Times
- DUE: Notes worksheets from Friday hybrid, Monday readings, and Wednesday readings

Friday (hybrid)

- LISTEN: You Are Not So Smart Podcast #95 – The Backfire Effect, Part 3
- WRITE: Hybrid discussion post & reply to last week's hybrid discussion due at midnight

WEEKS 4 – 5 | DEMOCRACY AND STATES

General topics: States, Nations/Nationalism, Sovereignty, Territory, Authority, Legitimacy, Constitutional Regimes, Democracy, Elections, Institutional Arrangements

Section goals:

- Define and understand the nation-state concept, and differentiate the ideal of nation-states with multi-national states.
- Differentiate between ancient and contemporary approaches to territory and political authority.
- Identify and analyze common conflicts and relationships of domination and accommodation in modern multi-national states within the nation-state system.
- Understand the significance of constitutions in creating the institutional arrangements that govern the territory and population.
- List and understand the most significant qualities of liberal democratic institutions.

Week 4 (Week of January 22nd):

Monday

- READ: Diener & Hagan: 19 – 59
- READ: any politics article from The New York Times
- DUE: Notes worksheets from Friday hybrid and Monday readings

Wednesday

- READ: Levine: 155 – 157 (Nation/Nationalism), 149 – 154 (Multiculturalism)
- READ: Chang: 137 – 157
- READ: Vargas: My Life as an Undocumented Immigrant
- READ: Warner: Kurdish Crossroads

- READ: any politics article from The New York Times
- DUE: Notes worksheets from Wednesday readings

Friday (hybrid)

- LISTEN: Podcast TBD
- WRITE: Hybrid discussion post & reply to last week's hybrid discussion due at midnight

Week 5 (Week of January 29th):

Monday

- READ: Parsons: 126 – 155 (stop at section 5.5)
- READ: any politics article from Bloomberg News
- DUE: Notes worksheets from Friday hybrid and Monday readings

Wednesday

- READ: Parsons: 197 – 230 (stop at section 7.6)
- READ: any politics article from Bloomberg News
- DUE: Notes worksheets from Wednesday readings

Friday (hybrid)

- No Hybrid – Prepare for the midterm

WEEKS 6 – 8 | POLICING AND PROTEST

General topics: Civil liberties (negative rights), Policing, Mass Incarceration, Mass Probation, Carceral State, Racial Formation Theory, Democratic Citizenship, Belonging, Custodial Citizenship, White Supremacy, Social Movements

Section goals:

- Define civil liberties and understand their significance in liberal democracies.
- Understand and explore the trends in contemporary U.S. policing with regard to civil liberties, mass incarceration, and mass probation.
- Define and understand the concept of the carceral state, and understand how contact with the carceral state impacts citizenship and belonging in the polity.
- Explain racial formation theory and differentiate between racial formation theory and race theory.
- Understand how social movements impact the political system.

Week 6 (Week of February 5th):

Monday – Midterm

- NO READING DUE

Wednesday

- READ: Alexander: 58 – 83 (stop at “Legal Misrepresentation”)
- READ & LISTEN: NPR: The Driving Life and Death of Philando Castile
- READ: any politics article from The Intercept
- DUE: Notes worksheets from Wednesday readings

Friday (hybrid)

- LISTEN: Podcast TBD
- WRITE: Hybrid discussion post & reply to last week's hybrid discussion due at midnight

Week 7 (Week of February 12th):

Monday

- READ: Vitale: 31 – 54
- READ: Alexander: 95 – 112, 120 – 136 (stop and start at section headings)
- READ: Norton: Why Are So Many People in Jail in Scranton, PA?
- READ: any politics article from The Center for Investigative Report (RevealNews.org)
- DUE: Notes worksheets from Friday hybrid and Monday readings

Wednesday

- READ: Weaver & Lerman: 110 – 128
- READ: any politics article from The Center for Investigative Report (RevealNews.org)
- DUE: Notes worksheets from Wednesday readings

Friday (hybrid)

- LISTEN: Podcast TBD
- WRITE: Hybrid discussion post & reply to last week's hybrid discussion due at midnight

Week 8 (Week of February 19th):

Monday

- NO CLASS
- READ: Taylor: 153 -173 (stop at "Black Lives Matter" heading)
- READ: Anderson: Ferguson Isn't About Black Rage
- READ: any politics article from Five Thirty Eight

Wednesday

- READ: Taylor: 173 – 190 (finish the chapter)
- READ: MLK: selections from Letter from Birmingham Jail
- READ: Theoharis: MLK Would Never Shut Down a Freeway
- READ: any politics article from Five Thirty Eight
- DUE: Notes worksheets from Friday hybrid and Monday and Wednesday readings

Friday (hybrid)

- LISTEN: Podcast TBD
- WRITE: Hybrid discussion post & reply to last week's hybrid discussion due at midnight

WEEKS 9 – 10 | POLITICAL ECONOMY AND NEOLIBERALISM

General topics: State, Markets, Commons, Capitalism, Racial Capitalism, Labor, Labor Unions, Egalitarian Liberalism, New Deal, Neoliberalism, Public Goods, Privatization, Poverty, Inequality, Criminalization of Poverty, Gender and Social Policy

WEEKS 11 – 12 | THE ENVIRONMENT AND INTERNATIONAL AFFAIRS

General topics: International system of states, International Law, United Nations, IGOs, NGOs, World Trade Organization, Free Trade Agreements, Globalization, Climate Agreements, Kyoto Protocol, Paris Climate Agreement