

POLS 101: Intro to Political Science

Bellevue College, Fall 2019

COURSE DETAILS

Class Sessions: M-Th | 11:30am-12:20pm | L221

Instructor: Clifford C. Cawthon, MA

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Phone: 425.564.6159

Office: A200F

Office Hours: Daily- 8:00am-9:00am. Monday-Thursday- 12:30pm-1:00pm.

Fridays- 2:30pm-3:15pm

Appointments can be made upon request via email.

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.

This course explores the philosophical foundations of politics and political activity. Organized around key political and philosophical concepts, such as authority, citizenship, equality, justice, liberty, power, rights, and sustainability.

Same as PHIL 201. Either POLS 201 or PHIL 201 may be taken for credit, not both.

LEARNING OUTCOMES

After completing this class, students should be able to:

1. Articulate conceptions of citizenship and the potential tensions between these and self-interest.
2. Summarize key concepts in political philosophy.
3. Distinguish competing conceptions of liberty, equality and the good life in various theories of justice.
4. Formulate and evaluate normative theories of justice in political philosophy.
5. Apply theories of justice to specific policy issues.
6. Analyze issues of sustainability including the free rider problem and the tragedy of the commons and how these bear on theories of justice.

REQUIRED READING MATERIALS

The required textbook for this course is Understanding The Political World (11th - 13th Ed.) by James N. Danziger. It's available online and it should be available in the campus bookstore.

We will be reading extensive supplemental materials, which will be available on our Canvas website or in-class. Each assigned reading is to be completed before the class session for which it is scheduled. Moreover, you will be required to print out each of these readings and make a binder for yourself.

I can understand that printing can be expensive and that you have a printing quota each quarter based upon technology fees. This quota is not likely to be enough for you to print all the materials and assignments for every course.

I suggest that you visit any of the libraries within the King County library system, which provides library users with 75 'units' of free printing per week. Also, strategically time when you print certain passages.

GRADED WORK

Attendance 10%

Issue Spotlight 15%

5X5point quizzes 15%

Midterm 20%

Be an Activist Project 10%

Final Project 20%

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%

Please note, that I only receive assignments (except tests) through canvas. I will not accept assignments, regardless of circumstances through email or on paper, unless specified otherwise.

Assignment Submission Policy

In this course, I only accept assignments via the assignment page submission platform. In the ASSIGNMENT page that has the description of the work, on there page there will be a SUBMIT button. Please click it and submit your assignment via the platform.

I will not accept assignments via email. Any exception to this will be proactively issued by your instructor.

Apropos to submitting assignments, please submit files in doc (98/2003, X), rtf, or Goodle Docs, PDF form. Anything else isn't supported. If you need Microsoft Office suite FOR FREE then it can be acquired from Bellevue College's Library Media Center.

Attendance:

10% of grade

Students will be expected to attend class with only a reasonable amount of class missed throughout the quarter. "Reasonable" is defined as having only 10-30% of class-time lost due to excused or unexcused absences.

Students who skip class 4 times or more will not receive credit for this. It will be graded based on a complete/ incomplete scale in the gradebook.

5x5 Quizzes

15% of grade

There will be five, five point quizzes to assess students' knowledge of basic topics, terms and ideas presented in the course. These will be interspersed throughout the course every couple of weeks.

Issue Spotlight

15% of grade

During the quarter, students will be asked to choose a contemporary issue based on the subjects discussed in class. Students will then produce a one-pager explaining the issue for a lay-person. This can be done in the style of an infographic or another format.

Be an Activist Project

10% of grade

Political activism and advocacy are a central focus of this class and this project will require students to work in pairs on organizing a small advocacy campaign. This will be a relatively short-term assignment.

Midterm Exam:

20% of grade

During week 6 of the quarter there will be a in-class midterm. The test will cover the content from the first half of the class and the midterm will assess your conceptual understanding of the course material.

Final “Policy Prescription” Project

20% of grade

During the course you will be required to do research based on a prompt asking you to resolve a policy issue. This presentation must last at least 5 minutes in length, critically analyze and assess the problem or event that is the focus on the prompt and come up with a feasible solution.

This will be a group-based assignment. Your groups will be selected at the end of week #1 so you can have time to network with each other and work together. These groups will be chosen at random.

Note that you will still have to provide a bibliography that lists your sources for this assignment.

This will be in lieu of a final exam. These will be presented in person, only the bibliography is subject to the submission policy.

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.

Changing the syllabus?

Yes, I reserve the right to change the assignment structure or grading structure at any time during the course. If it's the former then you will have 48 hours' notice at the very least; if it's the latter then you will have 72 hours' notice at the very most.

Grading Dispute Policy

How do I deal with an issue about the class, a classmate or the professor???

It happens! Sometimes we're not a good fit, sometimes my answers aren't what you're looking for, sometimes you might not understand my feedback, sometimes the class is not what you are expecting, and sometimes there is a student in the class that you clash with.

Please come to me (the instructor) first, always. I listen, I grow, I change, and I'm fair.

But even then, sometimes the teacher-student relationship doesn't work. If you feel that you cannot resolve (or I cannot resolve) your issue, there's a chain of communication within the department that I can help you navigate. I'll help you with the process if we cannot resolve your concern and you email me or provide me with a written request.

Historically, I have been able to work things out with students. On the rare occasion there's a real problem *the grade dispute system is here to give you a voice.*

Not everything is perfect, especially people. I want you to be satisfied with your experience with the course, so please do your level best (and I will do mine) to work things out together.

Attendance Policy

To succeed, you need to come to class. In fact, if you come to class, you will most definitely succeed!

In this course, an incentive system will be put into place to reward those who attend class and support their efforts.

Attendance refers to your ability to show up for the class and to also participate. During class, I will take attendance and those who attend class will receive full credit for it, equaling 5% of their overall grade.

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How can I miss a class?

Good question. If you are dealing with one of the scenarios below (generally, a reason outside of your control) AND you send me an email prior to or during class then I'll count it as an excused absence. Usually, I don't reply to these emails or question you on your absence; unless there's a pattern and then I would merely seek the best way to support you.

Acceptable Absences-

Death in the family

Death of a friend

Car Accident

Personal Illness

Personal Injury

Inclement Weather

Family Injury or Calamity

Income/ Financial issues

Community Expectations

REMEMBER: How, Why and Wonder!

This is a college course so we're all adults here, or emerging adults. We all have a role in your learning process. The motto for this class is *how (learning how things really work), why (breaking apart fallacies, misconceptions and dichotomies) and wonder (dream! What can you do to change things).*

As a member of our learning community, you have a responsibility to your own education and I have a responsibility to support your education as fairly and thoroughly as I can. Though, that relationship is reciprocal, it's not transactional.

This means that while I expect you to complete assignments and readings on-time, I will never withdraw my support from you.

My interest is in making sure that you succeed regardless of background, beliefs, opinions or past attitudes. I want this to be a supportive place for you to develop and grow.

Taking responsibility for your education also requires you to reach out when you need assistance. Many students often ignore this part of the syllabus, even though they are thoroughly disinterested in politics, or find my lectures boring (it's okay, I can be boring) or outright don't put in the effort; and find themselves in trouble when, regardless of the circumstance my *office hours are always open*.

During my office hours, I can explain things to you and provide you with extra context aside from the main lecture or seminar in class. I will do my best to accommodate your schedule and make myself available for questions.

There are no “dumb” questions in this course. If you are confused about something, please ask, or take the time to find the answer by either: a) flexing your research muscles; b) forming a study group for long-term support; c) email me or post a question to the “Ask the Professor” discussion board.

Common Community Agreements

Bellevue College has a [Code of Conduct and Regulations \(Links to an external site.\)](#) that, as a student, you are bound to follow. Though, there are some basic agreements that we've made as a class historically to get us by:

1. Respect: This is fundamental to our success. Everyone comes into this classroom with a valid viewpoint. Each of us deserves to be seen as worthwhile and each of us must give that respect to the other. This means that this classroom is a ***no shame zone. You will not be judged by myself or anyone else in class for the way you look, the way you ask a question, for asking a question, for having trouble with the coursework, for who you are and for being yourself. In fact, on the last point, you'll be applauded for being yourself!***
2. Disagree but, don't be disagreeable: If someone makes a point that you disagree with or find downright distasteful, don't make it personal. Just disagree and move on- or come up with a good argument.
3. Integrity: Take responsibility for what you have done.
4. Don't Plagiarize! Don't copy others work and submit it as your own. We will find out.
5. Step up, step back: If you like to contribute to classroom conversations, contribute to the learning of your fellow students who may be a bit more shy and create space for them to speak up. It's not a bad thing to contribute but, sometimes one can take up more space and marginalize others without intending to.
6. Everyone is everyone: this is a space for all races, classes, genders, sexualities, nationalities, and persons. Racism or any other oppressive slurs or behavior **will not be tolerated and result in your immediate exit from the course.** That goes for harassment as well (see point #1).

Late work and Classroom Policies

Late work: 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, email me at clifford.cawthon@bellevuecollege.edu or 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 your phone or laptop 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 due to a special accommodation must have an accommodation note from the *Disability Resource Center*.

If at any point you feel that you need to use your device(s) for communications, please quietly get up and do so outside.

To respect the wishes of others, by default there is no recording of any audio or video allowed in the classroom; unless you have my explicit consent to do so. Nevertheless, 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'.

Please note, that I only receive assignments (except tests) through canvas. I will not accept assignments, regardless of circumstances through email or on paper, unless specified otherwise.

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. 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 is my workplace.

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/> (Links to an external site.).

Plagiarism is expressly forbidden in my class, though I do understand that sometimes people will not understand how to cite a source correctly or offer a bibliography.

In the case of plagiarism, there is a three-tiered process to addressing this issue:

1. An informal warning including counseling on the details of citation.
2. A formal warning that will include documentation of the incident.
3. Reporting the behavior to the school.

Institutional Commitments and Policies

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.

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 \(Links to an external site.\)](#). 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 \(Links to an external site.\)](#) 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/.

SCHEDULE

WEEKS 1-3 | Introductions, KNOWLEDGE, IDEOLOGY AND BELIEF

General topics: Politics, Political Knowledge, Political Ideology, Political/Social Theory, Political Beliefs, Partisanship, Actions and Polarization.

Section goals:

- Getting to know the syllabus.
- 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 in constituencies.

WEEKS 4 – 5 | Comparing and Contrasting Systems of Govt.

General topics: States, Nations/Nationalism, Sovereignty, Territory, Authority, Legitimacy, Constitutional Regimes, Democracy, Elections, Legislative, Executive and Judicial Structures.

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.

WEEKS 6 – 8 | POLICING AND PROTEST

General topics: Civil liberties/ rights, Policing, Mass Incarceration, Mass Probation, Carceral State, Racial Formation Theory, Citizenship, Belonging, White Supremacy, Decolonization, Social Movements and Counterpower.

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.

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 & Climate Justice Issues.