

COURSE SYLLABUS

POLITICAL SCIENCE 100
INTRODUCTION TO POLITICAL SCIENCE
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FALL, 2011
UNIVERSITY OF SAN DIEGO
3 UNITS

COURSE DESCRIPTION (FROM USD CATALOG)

100 [1] Introduction to Political Science (3) □ This course presents an overview of the discipline, including the basic theories, concepts, approaches, and enduring questions of political science. It provides students with a foundation of knowledge and the analytical skills necessary to understand modern politics in historical context.

POLITICAL SCIENCE & IR PROGRAM GOALS AND LEARNING OUTCOMES

PS100 Introduction to Political Science addresses and meets the following Political Science and IR Program Goals and Learning Outcomes:

GOAL 1 - Substantive Knowledge: Political Science and International Relations (PS/IR) students will graduate with substantive knowledge of basic political concepts and systems. It is our goal that PS/IR students will understand the institutions, processes and values that shape politics within and among states and be able to apply that knowledge to the world. It is also our goal that students understand the major theories, concepts, foundations, and methodologies used in the study of politics and international relations.

L1 – Knowledge of Political Systems. Students should be able to identify the structure and operation of the U.S. and other political systems.

L2 – Knowledge of concepts and theories of politics. Students should be able to distinguish among the diversity of traditions in the field.

GOAL 2 – Critical Thinking, Writing, And Research Skills: PS/IR students will graduate with the ability to think critically about political concepts and systems. It is our goal that PS/IR students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science. It is also our goal that students be able to formulate questions and evaluate argument and hypotheses based on these frameworks.

L3 – Writing and Critical Thinking. Students should be able to construct and evaluate analytical arguments and write clear logical prose.

L5 – Methodology. Students should be able to recognize assumptions and to devise basic research designs, test questions, arguments, and hypotheses with qualitative and/or quantitative methods.

GOAL 3 – Engagement in Politics: It is our goal that PS/IR students are prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

L6 – Political efficacy. Students will develop an understanding of the importance of engaging in politics and a realization of political competence.

L7 – Active participation in politics and global citizenship. Students should be able to understand both theoretically and practically the values of citizenship and its beneficial consequences.

REQUIRED TEXTS.

1. Shively, *Power and Choice*. (12th edition)
2. Tannenbaum & Schultz, *Inventors of Ideas*. (2nd Edition)

SUPPLEMENTAL READINGS.

1. *The Economist* weekly news magazine. (Students are strongly recommended to read each current weekly addition, either on-line or in hardcopy version.)

EVALUATION

Grading will be based on the following criteria:

1. **Attendance & Participation**. Class meets three lecture hours/week. Students are expected to arrive on time for every meeting. Students are expected to prepare for each class meeting and take part in all discussions on lectures, assigned readings, and in-class projects. Students will be specifically evaluated on the quality and quantity of participation.
2. **Unit Examinations (25% each, 75 % total)**. There will be a **closed-book** in-class exam following the completion of each class unit. Exams will consist of objective and essay sections. Questions will be taken from a list of study questions handed out prior to each exam. Study questions may include material from previous units. (Day, date, format, and time of exams will be announced in class.) Bring required blue books to class. Failure to do so will result in a loss of five test points.

Make-ups. Make-up exams will only be given to students with approved excuses for their absence. Missing an exam without an excused absence will result in an automatic failing grade. See the instructor to schedule the exam. Make-up exams should be scheduled ASAP following the missed test.

3. **Semester Project (25%)**: Each student will complete a series of assignments which constitutes a Semester Portfolio. Options for the project and relevant due dates are appended to this syllabus.
4. **Extra-Credit**. Students may earn up to an additional 5% towards their grade by completing either a book review or special research project assignment. See the instructor if you'd like to pursue this option.

GENERAL INFORMATION

1. Students are expected to have all assignments in on time. Late papers (without approved excuses) or untyped work are automatically lowered 1 grade level. **NO EXCEPTIONS!** If a student is absent the day an assignment is due they may have the paper turned in for them, mail the assignment postmarked prior to the due day or submit the assignment via email providing it is sent **BEFORE** the start of the class period the assignment was due. Students submitting a paper by email must then **TURN IN A HARDCOPY** of the assignment upon their return to class. Failure to do so will result in the assignment not being graded and a grade of zero (F) recorded.
2. Students should always make and retain a copy of any assignment. The instructor assumes no liability for should any materials turned in or mailed to the instructor be lost or destroyed.
3. Disruptive behavior will not be tolerated. Students failing to comport themselves at the college level (i.e., talking, rudeness, inappropriate humor, etc.) will be asked to leave the class, and appropriate disciplinary proceedings will be pursued under University policies. Cheating will not be tolerated. Students cheating on exams or papers (i.e., not writing them themselves) will receive a grade of "F" and be referred for discipline pursuant to University policy. Please see the page "What is Plagiarism below).
4. Announcements in class (exam dates, schedule/assignment changes, extra-credit opportunities, etc.) will usually be made one time. It is the student's responsibility to obtain this information (preferably from another student) should they miss it in class. Due Dates and Exam Dates given in this syllabus are tentative and subject to change, with notification, as deemed necessary by the professor. It is the student's responsibility to confirm and adhere to all due dates as given by the professor.
5. All work submitted by students for evaluation must meet the minimum criterion for college-level work.
 - a. All papers (except blue books) must be typed, double-spaced, and meet and be consistent with basic style guidelines (MLA, Chicago, Turabian, etc.).
 - b. All work must meet the basic requirements of grammar and logical structure expected in college writing.
6. Students with disabilities who may need academic accommodations should discuss options with their professors during the first two weeks of class.
7. My office is in PJ291. Office Hours are T/TH 1:30-2:30 and by appointment. My voice mail is 619.388.2348. Emails may be sent to carlluna@sandiego.edu.

Criteria for evaluating class papers

(adapted from an article in *The Political Science Teacher*, Summer 1989)

NO page-long paragraphs!

A paper:

- Good, clear, complete description of the problem or issue
- Good, clear arguments, each supported by evidence, with plausible examples
- May offer unique arguments, evidence missed by others
- Clear use of two “tools” from the course
- Clear presentation of solution
- Well organized; few errors in sentence structure, spelling, mechanics; good transitions
- Complete and informative reference page; proper citations

B paper:

- Adequate description of problem or issue
- Advances good arguments and tries to supply evidence, examples to back up each one
- Solution is clear, but not as strongly stated as an A paper
- Ambiguous use of course “tools”
- Generally a good job: clearly written with few errors; adequate transitions
- Reference page is adequate; adequate citations

C paper:

- Must have some description of the problem, and argument, evidence, and solution.
- However, a C paper will have one or more of these problems:
- Incomplete description of the problem or issue
- Failure to address the intended audience: assumes the reader knows too much; too much (such as reasons, evidence) is left unstated
- Weak use of course “tools”
- Weak or unclear solution
- Arguments are made, but not clearly stated
- No evidence or examples offered in support of one of more arguments
- Some problems with: articulating ideas, transitions, organization, spelling, mechanics
- Inadequate reference page; inadequate - incomplete citations

D paper:

- Doesn't describe the problem or issue
- Weakly organized, poorly developed ideas, little or no supporting evidence - examples
- Wandering writing; overly repetitive
- Too much quoting other sources
- No use of course “tools”
- No evidence of having read or used reference sources
- Generally sloppy; too many typos, misspelled words, poor articulation, poor transitions
- Inaccurate data; data-dumping with no argument
- No reference page

F paper:

- Didn't do the paper
- Didn't do the paper as assigned
- Plagiarism

What is Plagiarism?

(source: PlagiarismdotOrg http://www.plagiarism.org/plag_article_what_is_plagiarism.html)

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;
- to commit literary theft;
- to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. But can words and ideas really be stolen? According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own;
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on citation for more information on how to cite sources properly. (http://www.plagiarism.org/plag_article_what_is_citation.html)

CLASS OUTLINE

UNIT I:	THE POLITICAL STATE	<u>DATES</u>
A.	<i>The Study of Politics</i> READ: Shively, Chapter 1, Appendix.	9/1-9/8
B.	<i>The Origins of the State</i> READ: Tannenbaum, Chapter 4.	9/13-9/20
C.	<i>Nationalism and the Modern Nation-State</i> READ: Shively, Chapter 3 & 8	9/23-9/29
	EXAM 1	10/4
	Book Proposal	9/20
	1st Analytical Essay	10/11
UNIT II:	POLITICAL SYSTEMS	
A.	<i>Justice, Politics and the State</i> READ: Shively, Chapter 2 & 6 . Tannenbaum, Chapter 1 & 3.	10/6-10/11
B.	<i>Authoritarianism:</i> Classical: READ: Tannenbaum, Chapter 6. Modern: READ: Tannenbaum, Chapters 9-12. Totalitarian: READ: Tannenbaum, Chapters 18-20.	10/13-10/25 (10/13) (10/18) (10/20)
C.	<i>Liberalism and Capitalism</i> READ: Tannenbaum, Chapter 13-17.	10/27-11/1
	EXAM 2	11/3
	2nd Analytical Essay	11/10
UNIT III:	THE PRACTICE OF POLITICS	
A.	<i>Public Policy</i> READ: Shively, Chapters 4 , 5, 16 & 17.	11/8-11/10
B.	<i>Political Participation</i> READ: Shively, Chapters 10 , 11, 12 & 13.	11/15-11/17
C.	<i>Authoritarian and Liberal States</i> Authoritarian: READ: Shively, Chapter 7 Liberal: READ: Shively, Chapters 14 & 15.	11/22-12/1 (11/22-29) (12/1)
D.	<i>International Politics</i> READ: Shively, Chapter 18.	12/6-12/8
	Media Analysis	12/1
	Book Analysis	12/8
	FINAL EXAM 11a-1p	12/15 (Thursday)

SEMESTER PORTFOLIO PROJECT

Each student will be responsible for completing a semester portfolio project. The project will consist of 5 assignments:

1. One Analytical Book Review 10% of semester grade, 40% of portfolio
2. Two Analytical Essays 10% of semester grade (5% each) 40% of portfolio
3. One Multimedia Analysis 5% of semester grade 20% of portfolio

ANALYTICAL BOOK REVIEW

The student will select one contemporary book concerning government, politics and/or policy (from a **non-American** perspective) in consultation with the instructor. The book must be **non-fiction** and published within the last year (2010-2011). The student will read the book and write a short (3-4) page critical analyses in which the student: identifies the author(s) major thesis(es) and critiques the thesis(es) in terms of whether the student agrees with the thesis(es) or not. The critique will be supported with a reasoned argument supporting the student's viewpoint incorporating course materials and analytical frameworks.

ANALYTICAL ESSAYS

The student will complete two essays. For each essay the student will select a major course topic of the unit in which the essay is due. The student will then select a current event (something from the headlines of the major newspapers or **The Economist** magazine) that occurs within that unit. The student will then write a 2 page analysis demonstrating how the current event reflects the major course topic the student has selected.

MULTIMEDIA ANALYSES

The student will select a multimedia property (either movie, video or internet resource) in consultation with the instructor. The student will review the material and then write a 2-3 page analysis demonstrating how the property reflects a major course topic selected by the student from the unit in which the assignment is due. (The instructor will provide a possible list of related multimedia properties, though the student is not limited to this list for matters of selection.)

Each assignment will be evaluated on the following points:

- a. Relevance of the analyses to course content.
- b. Incorporation of course-related facts and analytical frameworks into the analyses;
- c. Overall effort and quality.

Intro Poli Sci Media & Web Resources

Dr. Carl Luna

News & Current Events

It is strongly recommended that students keep on current events and national and international news on a daily basis for the duration of this course (and, indeed, for the duration of their time as a member of American civil society and a participant in American democracy.) As Thomas Jefferson argued, the two requirements for democracy are an educated and an informed public. While all sources of information are biased to some degree, the best way to deal with media bias is to get information from multiple sources. The following news sources and activities are recommended:

- Listen to NPR (KPBS Radio FM 89.5, preferably *Morning Edition*, 5-9 AM)--tune off the pop tunes, tune out the AM talk and tune in several times a day;
- Read *The Economist Magazine* (online at *economist.com*) every week. If you read ONE thing during the week relevant to Political Science, THIS IS IT.
- Read the top news (and opinion, as time allows) of at least one national daily: New York Times, Wall Street Journal, Washington Post, Washington Times. All are available on-line . *RealClearPolitics.Com* also provides a good overview of commentary on American and world politics;
- Watch CNN Headline News for a few minutes every day to find the top stories; Check Google News to see what the top headlines are.
- Watch at least one national evening news broadcast (preferably *The News Hour*, 6PM on KPBS 11) several times a week.

The following is a more detailed assessment of major media.

Radio:

Listen to National Public Radio's NPR "*Morning Edition*" (San Diego KPBS Radio 89.5 FM, 5am-9am) for comprehensive news summary and commentary. If possible, listen to some of NPR's "*The World*" (12pm-1pm), "*All Things Considered*" (2:30pm-5:30PM) and "*Marketplace*" (5:30pm-6:00pm). You don't have to listen to all of these programs everyday, but sampling them from time to time will provide you with a fast and concise knowledge of what is happening in the nation and the world. Indeed, if you do nothing more than listen to these programs periodically, you will find yourself better informed than the majority of your fellow citizens. You can also listen to Radio KOGO (600 AM) in the mornings, 6am-9am, for news summaries, but there tends to be a lot of fluff news ("dog stuck in tree"). Podcasts of many of these shows are available on-line.

Talk Radio: You can listen to AM talk radio, be it conservative (the majority of programming – Radio Kogo 600 AM, KFMB 760 or News/Talk 1170 AM, etc.) but understand that these are not news broadcasts, they are entertainment programming with about as much to do with real journalism as World Wrestling Entertainment has to Olympic wrestling. Rush Limbaugh, Rick Roberts, Roger Hedgecock, Michael Savage, Bill O'Reilly, et al., are paid big money to work people's emotions up, anger and entertain, but not to inform. Most of these talk show hosts have never worked as professional journalists. They are the broadcast equivalent of "*The National Inquirer*" and systematic analysis of these shows'

contents find them to be frequently disseminating, unintentionally or otherwise, distorted or factually incorrect information. Academic studies have shown that people who solely get their news from such sources, while self-reporting to be highly informed, typically fall in the bottom 25% of the population when tested for the accuracy of what they believe they know. So listen with a grain of salt to get a sense of what people are talking about, at least on talk radio but do not take it to be a reliable news source without other verification

Television

Tune in to cable news through the day to follow current stories. CNN and CNN International, MSNBC, Fox News are all reasonable sources. Do distinguish, however, between these channel's news broadcasts, which tend to be governed by rules of responsible journalism, and their entertainment programming such as *Hannity* and *Bill O'Reilly* which are TV versions of AM talk radio. Morning TV news programs such as *Good Morning America* will provide you with news summaries but tend to contain a lot of fluff and entertainment news. Local news broadcasts also contain 5 minutes of real news at the top and bottom of the hours, but are filled with weather, sports and human interest stories. If you only watch one news broadcast a day I would recommend *BBC World* broadcast 6pm-6:30pm on local KPBS 15 (cable 11) for the best summary of national and global news. If you are a real news junky watch PBS's *News Hour* from 7p-8pm, also on KPBS. Summaries of many of these programs are available on-line.

Newspapers

I strongly recommend you read or at least scan the front pages of at least one major newspaper per day. It is also worthwhile to at least occasional scan the Opinion pages as well. You can use the traditional paper format, if you like, but all major newspapers are now on line. The following are considered "National" papers as they have both national reputations and readership:

New York Times (www.nytimes.com)

Wall Street Journal (<http://online.wsj.com/home-page>)

Washington Post (www.washpost.com)

Washington Times (www.washtimes.com)

Christian Science Monitor (www.csmonitor.com)

Los Angeles Times (www.latimes.com)

The *San Diego Union Tribune* (www.signonsandiego.com) is a competent local paper, carrying national news but also providing a summary of local news and issues. For other good local news sources try *San Diego City Beat* (www.sdcitybeat.com) and *The Voice of San Diego* (www.voiceofsandiego.org). *Google News* service also provides a good sampling of the daily news drawn from literally thousands of sources.

PS100 Movie List

Here are a sampling of movies related to themes we will touch on in Intro Poli Sci. You might also check out websites like Public Agenda's list of favorite political movies (<http://www.publicagenda.org/pages/our-favorite-political-movies>) as a resource.

Michael Collins	All Quiet on the Western Front
Killing Fields	Shogun
Men With Guns	A Tale of Two Cities
Lumumba	The Diary of Anne Frank
Cry the Beloved Country	Nuremberg
Death and the Maiden	The Trial of Adolf Eichman
Schindler's List	Welcome to Sarajevo
Beyond Rangoon	Syriana
The Inner Circle	V For Vendetta
Sadat	Men With Guns
Judgement at Nuremberg	The Kite Runner
Reds	The Kingdom
The Year of Living Dangerously	Syriana
Kiss of the Spider Women	The Hurt Locker
Dr. Strangelove or How I learned to Stop	Lions for Lambs
Worrying and Love the Bomb	Four Days in September
The Russians Are Coming	The Lord of War
The Mouse that Roared	The Man Who Kn
Patton	
Start To Revolution Without Me	
Don't Drink the Water	
Duck Soup	
Richard III	
Henry V	
Animal Farm	
1984	
The Last Emperor	
Julius Caesar	
A Man For All Seasons	
Nicholas & Alexandra	
Masada	
The Fall of the Roman Empire	
Braveheart	
Cromwell	
Rob Roy	
Stalin	
Exodus	
Saving Private Ryan	