

IMPERIAL VALLEY COLLEGE

POLITICAL SCIENCE 100 INTRO TO POLITICAL SCIENCE

Spring 2017 SYLLABUS

Semester: Spring 2017

POLS 100 Intro to Political Science

CRN#: 20767

Room: 212

Class Dates: February 13-June 08, 2017

Class Days: Thursday

Class Time: 2:00-5:10 p.m.

Instructor: Raul Navarro, MPA

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Office: Room 809

Office Hours: N/A

Office Phone: Elvia Camillo 760-355-6144

Office contact if student will be out or

emergency: Elvia Camillo 760-355-6144
or e-mail instructor

Course Description

This course is designed to provide a broad introduction to the field of political science by examining the historical development and processes of political ideologies. Students will acquire a basic familiarity with political theories, principles, concepts, and definitions. Students will examine contemporary national and international issues that influence their lives and develop critical thinking skills that simulate an appreciation of politics and human rights.

Student Learning Outcome (SLO)

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Develop an understanding of the major sub-fields of political science. (IL02, IL04, IL05).
2. Examine the world's major ideologies and political systems. (IL01, IL02, IL05).
3. Develop and understanding of universal human rights. (IL01, IL02, IL03, IL05).

Course Objective

Upon satisfactory completion of the course, students will be able to:

1. Students will demonstrate an understanding of the operations of a nation-state;
2. Students will demonstrate an understanding of the terms used in comparative politics;
3. Students will demonstrate an understanding of how domestic issues affect international issues;

4. Students will demonstrate an understanding of the challenges poised to the world's environment;
5. Students will demonstrate an understanding of the different types of governments around the world;
6. Students will demonstrate an understanding of the various types of economic systems in the world;
7. Students will demonstrate an understanding of how technology has changed global interactions;
8. Students will demonstrate an understanding of the differences between industrialized and less developed countries
9. Students will demonstrate an understanding of international issues impact nation-states; and
10. Students will demonstrate an understanding of how countries can be compared to one another.

Textbooks & Other Resources or Links

1. Parsons, C., Harris, (2013). *Introduction to Political Science: How to Think for Yourself about Politics*. Pearson Education, Inc. ISBN-13: 978-0-13-432033-5

Course Requirements and Instructional Method

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objective

Grading is based on your knowledge of the course content. How much effort and dedication you put into the course assignments and readings will be reflected in your grade at the end of the semester. It is encouraged that you stay current with all assignments for the best possible grade.

Grading: <u>Assignment</u>	<u>Points Possible</u>
Quizzes (2X50)	100
Term Paper	100
Mid-Term	150
Debate Activity	100
Community Service	100
Class Participation	50
Final Exam	200
Total Points Possible	800

Final Grades
720-800 Points= A
640-719 Points= B
560-639 Points= C
480-559 Points= D
000-479 Points= F

General Grading Rubric for Assignments	
A	Focused and clearly organized. Contains advanced critical thinking and content analysis. Convincing evidence is provided to support conclusions. Language is precise and ideas are clearly communicated. Clearly meets or exceeds assignment requirements.
B	Generally focused and contains some development of ideas, but the writing may be simplistic or repetitive. Evidence is provided to support conclusions. May have occasional grammatical errors. Meets assignment requirements.
C	May be somewhat unfocused, underdeveloped, or rambling, but it does have some coherence. Some evidence is provided which supports conclusions. May have several grammatical errors. Meets minimum assignment requirements.
D	Unfocused, underdeveloped, and/or rambling. Minimal evidence is used to support conclusions. May contain serious grammatical errors that prevent an overall understanding. Does not respond appropriately to the assignment.
F	Minimal effort by student. Unfocused, underdeveloped, and/or rambling. May be too short or brief. Evidence is not used to support conclusions. May contain serious grammatical errors that block overall understanding. Does not meet assignment requirements.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Students shall observe the rules and regulations of the College and shall refrain from conduct which interferes with the College's teaching and administration, or which unreasonably interferes with the rights of others. Please refer to the IVC General Catalog available online for further information regarding student conduct. www.imperial.edu

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. **Consider**: specifics for your class/program
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to 'cite a source' correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Help

- **Blackboard** support center:
<http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- **Learning Labs:** There are several 'labs' on campus to assist you using computers, tutors, or a combination of. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- **Library Services:** There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Program and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule/Calendar

The following schedule is subject to change, as the instructor deems necessary, in order to more fully integrate the objectives of the course, and to accommodate the scheduling of lectures, quizzes, and/or student presentations.

Quizzes:

There will be two quizzes throughout the semester. Each quiz will be worth **50 points**. Quizzes will be based on your readings and on in-class lectures. Taking notes during lectures is highly encouraged. Quiz dates are listed at the end of the syllabus on the schedule of assignments, readings and exams. **Please bring a scantron form for every quiz.** There are no make-ups on quizzes unless prior arrangements have been made with the instructor.

Mid-Term

The Mid-term will be on the first portion of the semester readings. The readings include chapters 1-8 from “American Democracy Now”. The Mid-Term is worth **150 points**. **Please bring a scantron form.** The Mid-Term will take place on **March 30, 2017**.

Term Paper:

There will be a term paper due for this class. Students will be required to interview a **Local Elected Official**. The guidelines for this term paper will be given to students in class. The **Local Government Meeting** term paper is worth **100 points**. This paper is due on **April 27, 2017**.

Group Debate:

A group debate presentation is scheduled to take place on **May 18, 2017**. The instructor will give you further instructions on the requirements for this assignment. The Group debate/Presentation is worth **100 points**.

Community Service:

Community service is **a requirement** for this course and a part of your grade. The community service project will be discussed further in class by the instructor. Community service is worth **100 points**. **Date TBD**.

Class Participation:

Students are expected to participate in all class discussions. All students are encouraged to participate and voice their opinion in all Political issues. Do not be afraid to engage in an

argument. Political opinions can be very controversial, since we each have our own values, traditions and beliefs. Just remember to be respectful of all students. Class participation is worth **50 points**.

Final Examination:

The final examination will be based on the second half of the semester readings. The readings include Chapters 9-16 from Harrison and Harris, “American Democracy Now”. There will be a Final Exam Review one week before the exam, it will be to your own advantage to attend class on this day and take notes to help with the exam. **Please bring a scantron form.** The Final Exam is worth **200 points**. The exam will take place on **June 8, 2017**.

Schedule Readings, Assignments, and Exams		
Date:	Readings, Assignments	Exams
Week 1 02/16/2017	Introduction Ch. 1 Introduction: Is Politics to Blame?	In class discussion
Week 2 02/23/2017	Ch. 2 Political Philosophy and its Offshoot: Political Science	In class discussion
Week 3 03/02/2017	Ch. 3 Ideologies	In Class Discussion
Week 4 03/09/2017	Quiz #1 Ch. 1-3	Quiz Ch. 1, 2, 3
Week 5 03/16/2017	Ch. 4 States Ch. 5 Governments	In class discussion
Week 6 03/23/2017	Ch. 6 Individual Participation and Collective Action	In class discussion
Week 7 03/30/2017	MIDTERM	MIDTERM Ch 1-6
Week 8 04/06/2017	Ch. 7 Inside Liberal Democracy I: Representation	In class discussion
Week 9 04/13/2017	Ch. 8 Inside Liberal Democracy II: Power and Policymaking	In class discussion
Week 10 04/20/2017	***No Class-Spring Break*** 04/17-04/22/2017	
Week 11 04/27/2017	Ch. 9 Political Economics ***Elected Official Interview Paper Due***	In class discussion
Week 12 05/04/2017	Quiz #2 Ch. 7-9	Quiz #2 Chapters 7-9 In class discussion
Week 13 05/11/2017	Ch. 10 Economic Development and Growth	In class discussion
Week 14 05/18/2017	GROUP DEBATES	In class discussion

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Week 15 05/25/2017	Ch. 11 Political Change Authoritarianism and Democratization	In class discussion
Week 16 06/01/2017	Ch. 12 Political Violence: War and Terrorism Ch. 13 Globalization of Governance	In class discussion
Week 17 06/08/2017	FINAL EXAM	Final Exam Ch. 7-13

Elected Government Official Interview

Paper Guidelines

Due April 27, 2017

Assignment: Your interview assignment will get you to contact an elected government official and conduct either a telephone or face-to-face interview. After the interview, you will write a double-spaced report, in MLA format, of the interview that you have conducted with an Elected Government Official.

Examples of appropriate governmental bodies include:

- City council
- University or community college board
- Water district board
- School board
- Hospital district board
- Imperial County Board of Supervisors

Plan ahead.

Find an elected official in the Imperial Valley and make contact. Introduce yourself and let them know you would like to conduct a short interview for a class assignment and schedule a time at their earliest convenience. Thank the elected official for participating.

Make sure you get the following information from them or another source (secretary, website, etc.):

- Name (get the correct spelling)
- City, State
- Duties and responsibilities
- Phone number or e-mail address for follow-up contact
- Position (include department)
- Number of years (and/or terms) in the position
- Type (phone or meeting) and date of interview

ASK any 5 of the following questions:

1. When you first ran/applied for office, what were your reasons for wanting to serve?
2. What are your favorite parts of serving the public?
3. Did any aspect of the job come as a surprise after you started? Is there anything you wish someone had told you about the job before you began?
4. What is the toughest decision you've ever had to make as an elected/appointed official? What made it especially difficult?
5. Has your perception of state and local government changed in any way since you have been working in this position? Has your perception of federal government changed? Explain.
6. What, if anything, would you suggest as a prerequisite for serving in local government? What qualifications and interests does one need?
7. Why should citizens care about the decisions that are made in your office? How are we directly impacted?
8. What kinds of problems cause you the greatest concern right now?
9. What projects are you working on?
10. When members of the public talk with you, what kinds of concerns are on their minds? What do you tell them?
11. Do you have a vision for what your department or office might be doing five or 10 years from now?
12. If you had more money, what new projects would you start?

The ideal report includes thoroughly documented answers to the interview questions, does not have spelling or grammatical errors, and includes among others, the following items:

*A summary that introduces your topic, hints at the main theme of the interview and introduces your source (paragraph 1).

*The body of your story will consist of the questions from your interview and the responses from your source. (5 Questions, 5 short paragraphs that indicate the question and the answers with any additional dialogue.

*Final paragraph should summarize your experience and what you have learned from this experience.

Group Debate Project Presentation Guidelines

Due May 18, 2017

Group: 5 people

Topic:

The classroom debates are exercises designed to allow you to strengthen your skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation. Groups may sign up on a first come, first served basis, by specifying both the debate topic and the position desired (i.e., Pro or Con). Note that all groups must have signed up for the debate when topics are discussed in class. All group members are expected to participate in the research, development, and presentation of your debate position. Preparation will require substantial library research. Each participating member will receive the same group grade.

Debate Format

6 minute Position Presentation - Pro

6 minute Position Presentation - Con

4 minute Rebuttal - Pro

4 minute Rebuttal - Con

2 minute Response - Pro

2 minute Response - Con

2 minute Position Summary - Pro or Con

2 minute Position Summary - Pro or Con

5 minute Tallying of Ballots/Announcement of Winner

The debate will take the form of timed individual and/or group presentations and responses separated by timed group work periods. The rules applied may deviate from the formal rules of debating.

Debate and topics will be discussed further in class with instructor.