

POS 105-601 Introduction to Political Science

Spring 2016

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Monday-Thursday (2:00-3:00pm), Wednesday (9:00-10:00) & by appointment

CLASS INFO:

Fridays 5:00 pm - 10:00 pm March 4, 11, 18

Saturdays 8:00 am - 05:30 pm March 5, 12, 19

Classroom 2531

Textbook: Introduction to Politics. Second Edition 2012. By, Robert Garner, Peter Ferdinand, and Stephanie Lawson . Oxford University Press.

The Course

This course introduces students to a variety of frameworks and approaches that provide a better understanding of politics. Topics include the nature and use of **power, ideologies, socialization, mass media, international relations, political violence, economics, and globalization**. Current events will be used to illustrate how the political system operates. This class will provide you with an understanding of **why politics is a real and important part of your life**. It will help you to gain a broader perspective and a critical eye for what is going on around you. This course is premised on the belief that the study of politics prepares the individual for complete living.

Objectives

- A. Gain a **solid foundation** for further study in political science.
- B. Obtain a solid core of knowledge regarding **political ideologies** including conservatism, liberalism, socialism, and others.
- C. Become aware of how institutions, such as the **media influence** politics.
- D. Become familiar with a variety of **governmental institutions and systems**.
- E. Understand how **citizens are represented** in government.
- F. Examine contemporary **international issues**.
- G. Understand the relationships between **politics, economics, and culture**.
- H. Evaluate the process of **globalization**.

Expectations (Things you already know)

You are expected to attend and participate in class. You are expected to keep up with the reading as assigned. You are also expected to turn in assignments when they are due. I encourage you to ask questions about anything that the text or I fail to make clear.

Homework (Things that must BE DONE)

Homework assignments will be given throughout the semester. This is a "Paper-Less" class, therefore you will submit all assignment in the appropriate D2L/BrightStar dropbox. All due dates are listed in your syllabus,

D2L/BrightStar calendar, and I will send reminders via school email accounts. No hardcopies or email attachments will be accepted. 😊

Respectful Classroom Standards (Let's just get along)

Higher education classrooms may be thought of as laboratories for life. We can practice respect and tolerance of others from diverse backgrounds and learn from each other. To create a safe learning community, we hold each other to the standard of respect: treating others as we would like to be treated.

At RRCC, our basic code of conduct reflects the value for civility. Our student handbook says:

Students enrolling at Red Rocks Community College (Red Rocks) assume an obligation for conduct compatible with College objectives. College regulations are based on respect for the rights of others and observance of civil law and current moral standards. Red Rocks students have all the rights and responsibilities of other citizens and are subject to the same federal, state, and local laws as non-students. As members of the College community, students are also subject to the rules and regulations of the College.

Red Rocks exists for the transmission of knowledge, development of occupational skills, and growth of students. Freedom of inquiry and expression are indispensable to the attainment of these goals. As members of the College community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained search for truth.

Within a safe environment, freedom of expression is possible. Safety is the responsibility of each member of the community. A safe environment depends on each individual exercising respect and expecting the same from others. Respect is demonstrated by:

- 1. Being on time, prepared for class, and staying throughout the entire class period.***
- 2. Keeping an open mind. Listening carefully without interrupting, with the goal of understanding the perspective of others.***
- 3. Being willing to share your opinions and insights verbally and non-verbally in a manner that shows thoughtfulness about the cultural and social sensitivities of others.***
- 4. Asking questions that are relevant to the topic and meant to elicit deeper understanding.***
- 5. Keeping electronic tools that are not required for class participation turned off and put away.***
- 6. Addressing problems or concerns in a timely and courteous fashion, offering solutions or ideas for change.***

You can expect the same standards of behavior from this instructor as is expected of you!

Disruptive or Dangerous Behavior Policy (Just DON'T DO IT)

Persistent behavior that undermines a respectful classroom will be addressed promptly and in a fair and consistent manner. Depending on the level of disruption or danger, immediate action may be taken to restore the classroom to a productive and safe environment. This may include being asked to step outside to speak individually with the professor, being given a verbal warning, being asked to leave the classroom, a referral to the RRCC behavior intervention team, a call to campus police, or suspension from attending classes.

COURSE ASSIGNMENTS (THINGS THAT ARE DUE)

News Analysis/Papers 2 papers each worth 25 points (50 points total)

You will submit two news analyses to me as writing assignments throughout the semester, worth twenty-five points each. Keeping up with current events will enrich your understanding of the course, and well as the world around you. The purpose of this assignment is to follow the news throughout the semester, in order to connect what you are learning in class to your everyday life. Late papers will be deducted points.

Exams 1 tests each worth 100 points (total of 100 points)

There will be 1 exam given during the semester. They will consist of problems based on the readings and discussions, and is a take-home. Exams may not be taken late unless arrangements are *made ahead of time* with the instructor. The exam will be posted on D2L and will be completed on D2L. Late exams will not be accepted without a doctor's note.

Failed State Rebuild (Group) 1 presentation worth 50 points

Each group will be responsible for rebuilding a failed state. You will evaluate why states fail and propose policies to strengthen your nation-state (and global ranking). Each group will prepare a presentation for the class. Students cannot make-up missed project.

Class Participation & Attendance & Discussion worth 30 points

Students are encouraged to bring current events to each class. We will start each class with a political discussion. Each student is expected to introduce at least 3 political events for discussion throughout the semester.

Your presence in class is extremely important. Everyone's participation is crucial to learning and to the success of group activities. I will provide direct information that will ensure your success in class, as well as draw upon your input concerning course relevance. You may miss class up three times without penalty. If you know you will miss class ahead a time or if you have a serious illness or emergency, please inform me immediately. It is also the instructor's responsibility to guarantee that you are able to learn in an environment as free from distraction as possible. For this reason, coming to class late is unacceptable. 1 point will be deducted for each hour you are absent.

Grades (How your final grade is earned—it shouldn't be a surprise)

*Exams: 1 tests each worth 100 points

*News Analyses: 2 papers each worth 25 points (50 points total)

*Failed State: 1 group presentation & written citation worth a total of 50 points

* Participation worth 20 points

* Attendance worth 10 points

RUBRIC

90-100% for an A *

80-89% for a B

70-79% for a C

60-69% for a D

below will receive an F

**Caveat: Students must complete all assignments to earn an A in class.*

Political Events/Extra Credit (for the habitually absent or Type As)

You may receive extra credit for attending approved political events. You may attend on and/or off campus political lecture, films, debates, rallies, etc. You may also share information about events you think would be interesting and appropriate for your classmates to attend. Please double check with me before attending and I will let you know if the event in question merits extra points. Each student can attend up to 2 extra credit events. Students can earn up to 5 points for each event.

****Caveat: Students may only collect extra points after all assignments are completed.***

Miscellaneous (additional warnings and disclosures)

Cheating is defined as the practice of fraud or trickery, to violate rules dishonestly and to act deceptively. Plagiarism is defined as presenting ideas or words of another as one's own. As a college student it is your responsibility to fully understand the concepts of cheating and plagiarism. I am always available to clarify for students the exact definition of cheating and plagiarism. Failure to understand these concepts does not excuse you from potential reprimand. According to Red Rocks Community College policy, consequences of cheating or plagiarism can result in an F on the assignment or exam, an F in the course, and/or dismissal from Red Rocks Community College.

Please remember that my sole reason for existence as an instructor is your learning. Do not hesitate to ask if I can be of any assistance. I am always available during office hours and by appointment, but feel free to drop by my office or stop me in the hallways outside of those times. You can also e-mail me, and my usual response time is less than **48 hours**, excluding weekends.

ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973: Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact the Accessibility Services Faculty is not obligated to provide accommodations without proper notification by the Accessibility Services. More information is available at www.rccc.edu/disabilityservices.

Regarding Mandatory Reporting

Our College is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, I have an obligation to report certain issues relating to the health and safety of campus community members. I must report to the appropriate College officials any allegation of discrimination or harassment. Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination.

In addition to reporting all discrimination and harassment claims, I must report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm to yourself or others. Such reports may trigger contact from a College official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator: **Deborah Houser, Assistant Director of Human Resources/Deputy Title IX Coordinator, 303-914-6224 or Deborah.houser@rccc.edu** Reports to law enforcement can be made at the Red Rocks Campus Police Department behind the Welcome Desk at the Main Entrance or rripd.dispatch@rccc.edu at 303-914-6394.

If you would like a confidential resource, please contact **Deborah Houser, Assistant Director of Human Resources/Deputy Title IX Coordinator, 303-914-6224 or Deborah.houser@rccc.edu**

Further information may be found on the College web site: <http://www.rccc.edu/human-resources/sexual-misconduct>

Important Dates:

Spring Break | Easter Weekend: March 21-March 27

Last day to drop class w/tuition: February 3

Last day to drop class: April 18

No classes: All-College Development Day: April 19

Last day of school: May 10

Graduation Ceremony: May 14

Fragile State Rebuild Project

MULTI-MEDIA PROJECT

As state specialists and advisors to a non-profit organization, your group has been asked to provide a proposal to rebuild your country. Funds are limited and your group is competing with other fragile state advisors for these resources. If your proposal is accepted, your country will receive the aids necessary to carry-out your policies and programs.

You must brief the audience of the country's history, statistics and demographic information, the leading causes of its fragility and situation, and offer policies and programs to help stabilize the state. Your group has been given 30 minutes to present and answer questions.

Requirements:

- Understand what criteria are used in order to determine if a nation-state has failed. (5 points)
- Discuss up to three indicators for your nation-state's fragility? (20 points)
- Discuss how your nation-state's rankings can be improved? Offer specific and realistic solutions to the problems you have identified. (20 points)
- Make it as informative, interesting, and timely as possible. (5 points) ☺
- Turn in a group bibliography

Fragile State Index



<http://fsi.fundforpeace.org/>

Restorative Justice


<http://www.restorativejustice.org/university-classroom/01introduction>

The Indicators

Economic Indicators

| | |
|--|---|
|  Uneven Economic Development UED |  Poverty and Economic Decline ECO |
| When there are ethnic, religious, or regional disparities, the governed tend to be uneven in their commitment to the social contract. <i>Includes pressures and measures related to:</i> <ul style="list-style-type: none">• GINI Coefficient• Income Share of Highest 10%• Income Share of Lowest 10%• Urban-Rural Service Distribution• Access to Improved Services• Slum Population | Poverty and economic decline strain the ability of the state to provide for its citizens if they cannot provide for themselves and can create friction between the "haves" and the "have nots". <i>Includes pressures and measures related to:</i> <ul style="list-style-type: none">• Economic Deficit• Government Debt• Unemployment• Youth Employment• Purchasing Power• GDP per capita• GDP Growth• Inflation |


Social Indicators

 **Demographic Pressures** **DP**

Pressures on the population such as disease and natural disasters make it difficult for the government to protect its citizens or demonstrate a lack of capacity or will.

Includes pressures and measures related to:


- Natural Disasters
- Disease
- Environment
- Pollution
- Food Scarcity
- Malnutrition
- Water Scarcity
- Population Growth
- Youth Bulge
- Mortality

 **Refugees and IDPs** **REF**

Pressures associated with population displacement. This strains public services and has the potential to pose a security threat.

Includes pressures and measures related to:


- Displacement
- Refugee Camps
- IDP Camps
- Disease related to Displacement
- Refugees per capita
- IDPs per capita
- Absorption capacity

 **Group Grievance** **GG**

When tension and violence exists between groups, the state's ability to provide security is undermined and fear and further violence may ensue.

Includes pressures and measures related to:

- Discrimination
- Powerlessness
- Ethnic Violence
- Communal Violence
- Sectarian Violence
- Religious Violence

 **Human Flight and Brain Drain** **HF**

When there is little opportunity, people migrate, leaving a vacuum of human capital. Those with resources also often leave before, or just as, conflict erupts.

Includes pressures and measures related to:

- Migration per capita
- Human Capital
- Emigration of Educated Population

Political and Military Indicators

 **State Legitimacy** **SL**

Corruption and a lack of representativeness in the government directly undermine the social contract.

Includes pressures and measures related to:


- Corruption
- Government Effectiveness
- Political Participation
- Electoral Process
- Level of Democracy
- Illicit Economy
- Drug Trade
- Protests and Demonstrations
- Power Struggles

 **Public Services** **PS**

The provision of health, education, and sanitation services, among others, are key roles of the state.

Includes pressures and measures related to:

- Policing
- Criminality
- Education Provision
- Literacy
- Water & Sanitation
- Infrastructure
- Quality Healthcare
- Telephony
- Internet Access
- Energy Reliability
- Roads

 **Human Rights and Rule of Law** **HR**

When human rights are violated or unevenly protected, the state is failing in its ultimate responsibility.


Includes pressures and measures related to:

- Press Freedom
- Civil Liberties
- Political Freedoms
- Human Trafficking
- Political Prisoners
- Incarceration
- Religious Persecution
- Torture
- Executions

 **Security Apparatus** **SEC**

The security apparatus should have a monopoly on the use of legitimate force. The social contract is weakened where this is affected by competing groups. *Includes pressures and measures related to:*


- Internal Conflict
- Small Arms Proliferation
- Riots and Protests
- Fatalities from Conflict
- Military Coups
- Rebel Activity
- Militancy
- Bombings
- Political Prisoners

 **Factionalized Elites** **FE**

When local and national leaders engage in deadlock and brinkmanship for political gain, this undermines the social contract.

Includes pressures and measures related to:

- Power Struggles
- Defectors
- Flawed Elections
- Political Competition

 **External Intervention** **EXT**

When the state fails to meet its international or domestic obligations, external actors may intervene to provide services or to manipulate internal affairs.

Includes pressures and measures related to:

- Foreign Assistance
- Presence of Peacekeepers
- Presence of UN Missions
- Foreign Military Intervention
- Sanctions
- Credit Rating

News Analysis

Each student selects a news article (from a credible and an academically acceptable source) and provide a critique of how well the article was written. You will submit two assignments throughout the semester. Each paper is 2.5 to 3 pages in length. So please pick an article with enough information to review

HOW TO WRITE A NEWS ANALYSIS (hint: follow these steps and earn A's on your papers!)

News Analysis

You will submit two news analyses to me as writing assignments throughout the semester, worth twenty-five points each. Keeping up with current events will enrich your understanding of the course, as well as the world around you. The purpose of this assignment is to follow the news throughout the semester, in order to connect what you are learning in class to your everyday life.

Requirements:

- 1) Your analysis **MUST** address a topic that is being covered in class or is political in nature. You can use any news topic that has to do with national and/or international politics/government.
- 2) Locate an article from a reputable source on approved news topic (see above). **Publications like the Washington Post, New York Times, Newsweek and/or Time are excellent sources. I also encourage you to find sources that add viewpoints beyond the mainstream, such as The Nation, Mother Jones, The Guardian, The National Review, and The American Conservative.** You may not use on-line search engine articles, on-line network articles (e.g. Fox News, CNN News, MSN News etc.). You can find most of these magazines and newspaper sources in the library's resource center.
- 3) **Summarize the article:** Begin with a short overview (summary) of the article you are analyzing. A summary is written in your own words and captures the article's main point(s) or argument. (A reader who has not read the article should understand its overall point from your summary.) A summary is objective, meaning it does not include your opinion. Include the title and author of the article in the summary.
- 4) **Analyze the article:** After summarizing, analyze the article. Analysis involves thinking critically about the purpose, ideas, evidence, and presentation of the article. Be careful not to include your opinion of the issue addressed in the article. * **Instead, focus on how and why the article was written.** Some questions you may ask yourself are:
 - *Why was the article written? What is the purpose of the article?*
 - *What is the context of the article? In other words, why was this article written now?*
 - *How is the article written? What type of evidence is presented? How is it organized?*

 - *What is the effect of the information presented? Does it evoke emotion? Does it appeal to logic and reasoning?*
 - *Do you detect bias? What is the agenda behind the article? Who wrote the article? What is their affiliation? What is the bias of the publication? (You may need to do some Googling to find out the answers to these questions.)*
 - *How does the article inform your understanding of the issue? How does the article connect to what you are learning in class?*

*A response that merely states your opinion on the issue will not be given credit.

- 5) Provide evidence from the article to support your analysis. Focus on the article itself in your analysis, and support your responses with examples and evidence from the article.
- 6) You may rewrite one news analysis with the help of the Writing Center for a better grade. You may earn additional two points per assignment (a total of ten bonus points throughout the semester) if you have each analysis reviewed by the Writing Center before submission. <http://www.rccc.edu/writing/>

Format:

- News analyses should be typed, proofread, and two and half to three pages long.
- Cite the source of your article; see written work guidelines.

Grading:

Your grade is based on your ability to provide thoughtful analysis, connect the article to course material, and upon style and the proper use of grammar.

Paper Rubric (how you got that grade)

Total of 25 points each

Summary only/opinion paper: 16-18

Blatant/consistent error, no analysis, no organization: 10-15

Mostly summary/a few weak analyses: 18-20

Clear and concise summary/ analyses with support: 20-25

Paper without citation/work cited: minus -2

Writing Center: + 2 points

Late papers will be deducted points

Jane Smith

Professor Soomin Chun-Hess

POS 111- American Government

March 1, 2015

News Analysis 1

Summary:

The article, “How an Adverse Supreme Court Ruling Would Send Obamacare Into a Tailspin” by Margot Sanger-Katz, addresses the implications that would ensue if the federal government stopped distributing subsidies in states that did not setup their own healthcare policies. Residents in nearly three dozen poverty stricken states would be faced with detrimental effects. Ultimately insurance plans would become unaffordable, therefore only people threatened by illness would continue to obtain it, while healthy people would opt out of increasing insurance rates. Thus, this only contributes to the surging costs consumers will experience, and potentially lead to a failed system.

Analysis:

The intention of this article is to inform the audience that if the federal government ceases to provide healthcare subsidies for people in poverty, then the policy structure will essentially become broken and unsuccessful. By eliminating government financial support, insurance plans would be unaffordable and unattainable to the people who originally received subsidies. This means that, “only people with the most serious health conditions would be likely to keep buying it”. Policy experts explain this problem as “the death spiral, the result of an insurance pool getting smaller and sicker as more healthy people leave an increasingly expensive health insurance market”. Sanger-Katz seems to suggest that if a decreased amount of people are paying for healthcare, then there will be a noticeable increase in the cost of healthcare to compensate for expenses.

After exposing the turmoil that would result from loss of federal government subsidies, Sanger-Katz provides supporting evidence of how beneficial subsidies can actually be. A look at New York

pre and post Obamacare shows that New York, a state with almost the highest health insurance rates for individuals actually “went down in New York by 50 percent” when subsidies became available. It was important for Sanger-Katz to present how states flourish with healthcare subsidies to persuade the audience to take this stance on a very life altering subject.

This article is relevant to what we are learning in class because often in our discussions we are concerned with what we think the government should provide for its people. Healthcare is a strong contender on this list of services we think the government should provide. This article relates to the discussion about what responsibilities that the states have compared to the responsibilities of the federal government. According to this article, the Supreme Court thinks it is the responsibility of individual states to enforce a health care policy rather than the federal government. This article was beneficial in helping me to gain a deeper understanding about our government, as well as how my healthcare can potentially be impacted due to such Supreme Court decisions.

Citation:

Sanger-Katz, Margot. "How an Adverse Supreme Court Ruling Would Send Obamacare Into a Tailspin." *The New York Times*. The New York Times, 01 Mar. 2015. Web. 01 Mar. 2015.

Course Schedule We will cover the material, as time allows, in the following order. The due dates may change depending on the pacing of the material. Material may be added to or subtracted from each section, as time allows.

READING & LECTURE SCHEDULE (Instructor reserves the right to alter the schedule)

WEEK 1 FRIDAY 3/4

Introduction

Review Syllabus

Who Gets What, When and How?

READ for Friday : Introduction

- What is Political Science?

READ for Friday: Chapter 5: Traditional Ideologies

- American Ideology lecture
- Concepts and Ideologies

SATURDAY 3/5

READ for Saturday: Chapter 6: Challenges to the Dominant Ideologies

- Traditional Ideology lecture
- How is ideology a utopia/dystopia?

READ for Saturday: Chapter 1: Politics and the State

- State v. Nation Lecture
- Strong State v. Weak State v. Failed State

READ for Saturday: Chapter 4: Freedom and Justice

- Freedom v. equality Lecture

READ for Saturday: Chapter 7: Institutions and States

- The European State System
- Rise of the Modern State Lecture

***First News Analysis due by Sunday 3/6 11:59 PM in D2L
Dropbox***

WEEK 2 FRIDAY 3/11

READ for Friday: Chapter 13: Political Culture

- Civic Culture and Political Culture Lecture
- What makes us politically uniquely American?

READ for Friday: Chapter 8: Law, Constitutions, and Federalism

- Federal System v. Unitary System Lecture
- Codified Law v. Common Law
- Rule of Law

(READ for Friday: Chapter 12: Civil Society, Interest Groups, and the Media)

- The Impact of the Media

SATURDAY 3/12

READ for Saturday: Chapter 9: Legislatures, Legislators, and the Executive

- Parliamentary System v. Presidential System Lecture

READ Saturday: Chapter 11: Votes, Elections, Parties

- Proportional System v. Majoritarian System Lecture

FRAGILE STATE/FAILED STATE PROJECT

Strong State v. Failed State

- **Foreign Policy Failed State Index (computer class exercise)**
- **Present your failed state the following Friday**

Second News Analysis due Sunday 3/13 by 11:59 PM in D2L Dropbox.

WEEK 3 FRIDAY 3/18

Failed State Presentation

SATURDAY 3/19

Failed State Presentation (continued)

READ for Saturday: Chapter 14 & 19: Introducing Global Politics

- Security and Insecurity Lecture
- **Legacy of Colonialism**
 - <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/14chapter2.shtml>
- **Impact of WWII**

READ for Saturday: Chapter 20: Global Political Economy Lecture

Final due by Sunday 3/20 11:59 PM in D2L Quizzes