

**Political Science 105-602**  
**Introduction to Political Science**  
**East 1117**  
**Friday April 21, 28 & May 5 | 5:00-10:00**  
**Saturday April 22, 29 & May 6 | 8:00-5:30**

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**Instructor Information**

Soomin Chun-Hess, Lead Faculty  
West Room 1658  
Soomin.Chun-Hess@rrcc.edu  
303-914-6281

**Office Hours** Tuesdays and Thursday 8-10 & 1:30-2:30

**Other Helpful Contacts**

Online Learning Information (including a self-check quiz): <http://www.rrcc.edu/online-learning>  
Help with Desire2Learn: <http://www.rrcc.edu/online-learning>  
Desire2Learn Helpdesk: <http://help.cccs.edu> 1-888-800-9198

Accessibility Services: <http://www.rrcc.edu/accessibility-services>  
Room 1182 in the Learning Commons, Lakewood Campus  
[ods@rrcc.edu](mailto:ods@rrcc.edu) 303-914-6733

**Required Textbook**

Roskin et. al. Political Science An Introduction 14<sup>th</sup> edition, Pearson 2017  
(If you purchased the 13<sup>th</sup> edition, you can use it for this class)

**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.

**The Competencies**

- 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**

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 on-time. I encourage you to ask questions about anything that the text or I fail to make clear.

### **Homework**

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. 😊

### **Expectations**

All assignments must be turned in on time unless prior arrangements have been made with the instructor. Late homework will be penalized one point if less than 24 hours late and 2 points for each additional day it is late. Exams cannot be turned in late without prior approval by the instructor.

Civility is expected in all communications, including threaded discussions and e-mails. Any communications which are vulgar, harassing, defamatory, or contain personal attacks on a member of the class may be penalized with a deduction of points, being isolated from participating in discussions, dismissal from the class, or other sanctions deemed appropriate. Plagiarism is the representation of someone else's work (including that of web page authors) as one's own. It is punishable by failure in the course. Please cite any outside resources you use to get information in your postings or homework. If you have any questions on how to properly cite your sources, do not hesitate to ask.

For information on the Student Code of Conduct and academic integrity, please consult the Student Handbook: <http://www.rrcc.edu/sites/default/files/StudentLifeStudentHandbook.pdf>

### **Contact Information**

Remember that I am here to help you succeed, so please do not hesitate to contact me if I can be of any assistance. If you have a question that might benefit others as well, please post it in the threaded discussion area. Otherwise, there are a number of ways to contact me.

### **Important Dates**

Here are some important dates that you may want to bear in mind:

Last day to drop with a refund February 1

Last day of Classes May 9

Spring Break March 27- April 3

Final Grades posted May 14

Last day to Withdraw April 14

## **COURSE ASSIGNMENTS**

### **News Analysis/Papers 2** (20% of your final grade)

You will submit three 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** (each worth 35% of your final grade)

There will be 1 exam given during the semester. It will consist of problems based on the readings and discussions, and is a take-home. The exam 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) preparation (10%) and presentation (15% of your final grade)

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 & Discussion** (20% of your final grade)

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. 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. Unexcused absences will negatively impact your participation and final grade. Due to the short duration of our class, you may not miss more than 5 hours without penalty.

### **Grades** (Grades will be posted on D2L—it shouldn't be a surprise)

\*Exam : 1 test worth 35% of your final grade

\*News Analyses: 2 papers worth 20% of your final grade

\*Failed State: individual research worth 10%, 1 group presentation worth 15% of your final grade

\* Participation worth 20% of your final grade

### **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**

You may receive extra credit for attending approved political events. You may attend on and/or off campus political lecture, films, debates, rallies, etc. Please submit a 1-2 page analysis of the political significance of your event. 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 % for each event.

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

### **Accessibility Services**

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 Accessibility Services. Faculty are not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733 or [access@rrcc.edu](mailto:access@rrcc.edu). Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at [www.rrcc.edu/accessibility-services](http://www.rrcc.edu/accessibility-services).

I strive to make my materials accessible to those with all abilities. Please let me know if you have any suggestions for making my materials more accessible.

### **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@rrcc.edu](mailto:Deborah.houser@rrcc.edu)**

Reports to law enforcement can be made at the Red Rocks Campus Police Department behind the Welcome Desk at the Main Entrance or [rrpd.dispatch@rrcc.edu](mailto:rrpd.dispatch@rrcc.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@rrcc.edu](mailto:Deborah.houser@rrcc.edu)**

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

### **Miscellaneous**

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.

# 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**

When there are ethnic, religious, or regional disparities, the governed tend to be uneven in their commitment to the social contract.

*Includes pressures and measures related to:*

- 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** **ECO**

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".

*Includes pressures and measures related to:*

- Economic Deficit
- Government Debt
- Unemployment
- Youth Employment
- Purchasing Power
- GDP per capita
- GDP Growth
- Inflation

## 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


# 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

## How to write a 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 three assignments throughout the semester.

Each paper is 2.5 to 3 pages in length. So please pick an article with enough information to review

### News Analysis

You will submit three news analyses to me as writing assignments throughout the semester, worth 20% of your grade. 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.rrcc.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 per paper**

**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**

**Schedule:** Instructor reserves the right to cancel, change, add events to this schedule.

Content	Reading	Date	Assignment
Week 1	Chapter 1 Politics and Political Science  Chapter 2 Political Ideology	Friday	Read Group Discussion Lecture  Worksheet/Matrix
	Chapter 3 States  Chapter 4 Constitution and Rights  Chapter 5 Regimes  Chapter 6 Political Culture  Chapter 7 Public Opinion	Saturday	Read Group Discussion Lecture      Evaluate News Media Look at the role and importance of Public Opinion
Week 2	Paper Due	FRIDAY 4/28 11:59 PM	News Analysis Due
	Chapter 8 Political Communication  Chapter 9 Interest Groups	Friday	Read Group Discussion Lecture
	Chapter 10 Parties  Chapter 11 Elections  Chapter 12 Legislature  Chapter 13 Executive and Bureaucracies  Chapter 14 Judiciaries	Saturday	Read Group Discussion Lecture
	Start Fragile State Project	Saturday	

Week 3	Paper Due	FRIDAY 5/5 11:59 PM	News Analysis Due
	Chapter 11 Elections  Chapter 12 Legislature  Chapter 13 Executive and Bureaucracies  Chapter 14 Judiciaries	Friday	Read Group Discussion Lecture
	Prepare & Present Fragile State Project	Saturday	Prepare & Present
	<b>Final Due Midnight D2L Sunday May 11th</b>		