

Political Science 105-602
Introduction to Political Science
East 1018
Friday April 19, 26 & May 3 | 5:00-10:00
Saturday April 20, 27 & May 4 | 8:00-5:30

Instructor Information

Instructor Information

Soomin Chun-Hess, Lead Faculty

West Room 1658 | Soomin.Chun-Hess@rrcc.edu | 303-914-6281

Office Hours Monday-Thursday 1:30-2:30 and by appointment

Other Helpful Contacts

Desire2Learn Helpdesk: <http://help.cccs.edu> 1-888-800-9198

Accessibility Services: <http://www.rrcc.edu/accessibility-services>

Succeed, Thrive & Matter: YOUrrcc.edu

Required Textbook

Roskin et. al. Political Science An Introduction 14th edition, Pearson 2017

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, systems and institutions, international relations, political 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 empowers individuals to think critically and make informed decisions.

The Competencies

1. Distinguish between traditional and behavioral approaches to the study of politics.
2. Discuss general approaches to the study of politics such as political philosophy, political ideologies, and political systems.
3. Analyze theories, actors, and practices of international relations.
4. Examine comparative political systems.
5. Discuss international political economy.

GT PATHWAYS STATEMENT, CONTENT CRITERIA, COMPETENCIES, AND STUDENT LEARNING OUTCOMES

Guaranteed Transfer (GT) Pathways Course Statement:

The Colorado Commission on Higher Education has approved **POS 105** for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 category. For transferring students, successful

completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

GT-SS1: ECONOMIC OR POLITICAL SYSTEM CONTENT CRITERIA

Students should be able to:

- a. Demonstrate knowledge of economic or political systems.
- b. Use the social science to analyze and interpret issues.
- c. Explain diverse perspectives and groups.

GT-SS1 COMPETENCIES & STUDENT LEARNING OUTCOMES

Competency: Critical Thinking:

Students should be able to:

1. **Explain an Issue**
 - a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. **Utilize Context**
 - a. Evaluate the relevance of context when presenting a position.
 - b. Identify assumptions.
 - c. Analyze one’s own and others’ assumptions.

5. **Understand Implications and Make Conclusions**
 - a. Establish a conclusion that is tied to the range of information presented.
 - b. Reflect on implications and consequences of stated conclusion.

Competency: Civic Engagement:

Students should be able to:

2. **Civic Knowledge**
 - a. Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.

REQUIRED COURSE LEARNING OUTCOMES

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Important Dates

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

Application deadline for Spring Graduation	February 6th
No classes ; All-College Development Day	April 16th
No classes ; Spring Break (Lakewood and Arvada campus open)	March 25-31st
Graduation Ceremony	March 18th

Expectations

You are expected to attend and participate in class. You are expected to keep up with the reading as assigned. I encourage you to ask questions about anything that the text or I fail to make clear. 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. Please feel free to say "OUCH" when words and opinions that are expressed are intentionally or unintentionally hurtful and offensive. AND PLEASE always be kind and considerate to each other.

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>

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. 😊

COURSE ASSIGNMENTS

News Analysis/Papers 1 (20% of your final grade)

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. (D2L Assignment Folder)

Quizzes 2 (worth 45% of your final grade)

There will be 2 exams 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. Each exam will be posted on D2L and will be completed on D2L. Late exams will not be accepted without a pretty darn good excuse or doctor's note. (D2L Quizzes Folder)

Failed State Rebuild (Group) preparation and presentation (20% of your final grade) and reflection paper (10%)

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. In addition to the group work, each student is required to submit a 1-2 page reflection paper regarding their Failed State Project (D2L Assignment Folder)

Class Participation & Discussion (10% 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.

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

*Quizzes: 2tests worth 45% of your final grade

*News Analyses: 1 paper worth 20% of your final grade

*Failed State: group presentation worth 20% and reflection worth 10 % of your final grade

* Participation worth 10 % 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, community events 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.***

Current Event Discussions and Deliberative Dialogue (10%)

You are required to introduce and lead three current event discussions during our 15 weeks. To prepare for this assignment, find articles/events that are relevant, credible and pertinent to what we are learning in class. Things you may want to cover during your discussion:

1. Where did you find the information? Is this source credible? What type of news do they usually cover?
2. What is the title of your article? Give us a quick summary.
3. Why did you choose this article? Why did it stand out to you?
4. How does it relate to what we are covering in class (directly or indirectly)?

When we have Current Event/Political Discussions please keep these guidelines in mind.

Deliberative Dialogue, not debate. Although you will often disagree, your dialogue should not be a debate. Debates tend to be about winning and losing, about knocking down your opponent's arguments. That is not the object here. We are not opponents but colleagues pursuing our disagreements in order to understand why we see things so differently. This means asking each other questions and replying to these questions openly. It even means expressing second thoughts about opinions you hold.

Exploring agreements and disagreements, not searching for consensus. In some dialogues there is a tendency to push disagreements into the background to reach some sort of consensus. That should not happen here. Sure, areas of agreement need to be explored, but it will be the differences in perspective that help everyone learn - if the group works hard at finding the underlying reasons for those disagreements.

Exploration, not knowing all the answers. No one has all the answers. All opinions are subject to change when faced with new evidence or with new ways of looking at things. Most participants entering this dialogue will feel very unsure about many aspects of the issue. Don't

be defensive about feeling unsure. Instead, turn to the group for help by explaining why you are unsure, perhaps explaining how you feel pulled in different directions.

Open, honest dialogue. You must be frank about your concerns and opinions. When you disagree with a colleague, do so openly and honestly, but with respect. Be considerate of each other even when faced with opinions that shock or anger you. When you are shocked or angered, say so. Then try to figure out how two people can come to such drastically different conclusions.

Fragile State Rebuild Project (20%)

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) 😊
- Present a group bibliography
- Submit an individual reflection on your project/decision making process.

Fragile State Index <http://fsi.fundforpeace.org/>

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

Fragile State Project Reflection (10%)

- Add your analysis and thoughts to what you are reflecting on, which could be classroom readings or your Fragile State Rebuilding project experience.
- Illustrate your thoughts and understanding about the process of Nation Building.
- You can use restorative questions in generating your feelings and thoughts regarding the experience.
- Relate the newly acquired experience with your previous experience or knowledge.
- Consider the way or if what you have learned or read has changed your thinking and if it will affect your future practice both professionally and at a personal level.
- Review class notes and readings to ensure that you have included all the information relevant and necessary in making the possible and necessary connections.

- Ensure that your reflection paper has a clear structure with a well written opening paragraph, the body and the conclusion.

The Indicators

Economic Indicators

 <p>Uneven Economic Development UED</p> <p>When there are ethnic, religious, or regional disparities, the governed tend to be uneven in their commitment to the social contract.</p> <p><i>Includes pressures and measures related to:</i></p> <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 	 <p>Poverty and Economic Decline ECO</p> <p>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".</p> <p><i>Includes pressures and measures related to:</i></p> <ul style="list-style-type: none"> • Economic Deficit • Government Debt • Unemployment • Youth Employment • Purchasing Power • GDP per capita • GDP Growth • Inflation
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Political and Military Indicators

 <p>State Legitimacy SL</p> <p>Corruption and a lack of representativeness in the government directly undermine the social contract.</p> <p><i>Includes pressures and measures related to:</i></p> <ul style="list-style-type: none"> • Corruption • Government Effectiveness • Political Participation • Electoral Process • Level of Democracy • Illicit Economy • Drug Trade • Protests and Demonstrations • Power Struggles 	 <p>Public Services PS</p> <p>The provision of health, education, and sanitation services, among others, are key roles of the state.</p> <p><i>Includes pressures and measures related to:</i></p> <ul style="list-style-type: none"> • Policing • Criminality • Education Provision • Literacy • Water & Sanitation • Infrastructure • Quality Healthcare • Telephony • Internet Access • Energy Reliability • Roads
 <p>Human Rights and Rule of Law HR</p> <p>When human rights are violated or unevenly protected, the state is failing in its ultimate responsibility.</p> <p><i>Includes pressures and measures related to:</i></p> <ul style="list-style-type: none"> • Press Freedom • Civil Liberties • Political Freedoms • Human Trafficking • Political Prisoners • Incarceration • Religious Persecution • Torture • Executions 	 <p>Security Apparatus SEC</p> <p>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.</p> <p><i>Includes pressures and measures related to:</i></p> <ul style="list-style-type: none"> • Internal Conflict • Small Arms Proliferation • Riots and Protests • Fatalities from Conflict • Military Coups • Rebel Activity • Militancy • Bombings • Political Prisoners
 <p>Factionalized Elites FE</p> <p>When local and national leaders engage in deadlock and brinkmanship for political gain, this undermines the social contract.</p> <p><i>Includes pressures and measures related to:</i></p> <ul style="list-style-type: none"> • Power Struggles • Defectors • Flawed Elections • Political Competition 	 <p>External Intervention EXT</p> <p>When the state fails to meet its international or domestic obligations, external actors may intervene to provide services or to manipulate internal affairs.</p> <p><i>Includes pressures and measures related to:</i></p> <ul style="list-style-type: none"> • 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 one assignment 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 1 news analysis 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.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 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

Notice of Non-discrimination Red Rocks Community College is committed to diversity in its people and programs. The College is an equal opportunity educational institution and does not discriminate on the basis of disability, race, creed, color, gender, sexual orientation, gender expression, religion, age, national origin, or ancestry, or any other category protected by applicable law. Please direct discrimination inquiries to: Executive Director of Human Resources, Red Rocks Community College, Office of Human Resources, 13300 W 6th Avenue, Lakewood, CO 80228, 303-914-6298. Incidents of bias or discrimination may also be reported via the electronic Report a Concern form (<https://cm.maxient.com/reportingform.php?RedRocksCC>).

Report a Concern RRCC cares about the safety, health, and well-being of its students, faculty, staff, and community. You should refer individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or those that cause a significant disruption to the RRCC community by completing the electronic form to report a concern (<https://cm.maxient.com/reportingform.php?RedRocksCC>). Please see the Behavioral Intervention Team website for more information (<http://www.rrcc.edu/behavioral-intervention-team>). **NOTE: In cases where a person's behavior poses an imminent threat to you or another, contact 911 or RRCC Campus Police at 303-914-6394.**

RRCC Syllabus Disability Statement ADA (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 Accessibility staff by telephone or email to make an intake appointment at 303-914-6733, 720-336-3893 (VP) or by emailing Accessibility Services (access@rrcc.edu). Accessibility Services is located in Suite 1182 at the Lakewood campus and services are also available at the Arvada campus. More information is available at the Accessibility Services website (www.rrcc.edu/accessibility-services).

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,

Executive Director of Human Resources at 303-914-6298. Further information may be found on the college Human Resources website (<http://www.rrcc.edu/human-resources/sexual-misconduct>).

Academic Calendar The current RRCC Academic Calendar is your most accurate source of academic events and deadlines <http://www.rrcc.edu/academic-calendar>.

Academic Misconduct Academic misconduct consists of plagiarizing, cheating, or committing any other form of academic misconduct including, but not limited to, unauthorized collaboration, falsification of information, and/or helping someone else violate reasonable standards for academic behavior. Students who engage in any type of academic dishonesty are subject to both academic consequences (as determined by the instructor) and to disciplinary action (as outlined in the RRCC disciplinary procedures), according to the current Student Handbook (<http://www.rrcc.edu/student-life/handbook>).

Activate and use your student email account RRCC communicates with students via email only through their college-issued student email address. For access information and instructions for setting up your account, please see the student email website (<http://www.rrcc.edu/admissions/student-email>).

Campus Closure Information Did you know RRCC is exempt from the State Inclement Weather Policy and may remain open while other state government offices close? When either of the RRCC campuses are required to close due to bad weather or emergency conditions, you can learn about it via local news media, the RRCC website, or by calling the campus closure line at 303-914-6600.

Campus Maps Campus maps for both the Lakewood campus and the Arvada campus are available to help locate your classrooms and other campus services (<http://www.rrcc.edu/campus-maps/lakewood-interior> and <http://www.rrcc.edu/campus-maps/arvada>).

Lost and Found Lost and found is located with the Campus Police department at the Lakewood campus (303-914-6394) and with the Welcome Desk at the Arvada Campus (303-914-6010).

RRCC Catalog For additional college policies, please see the current RRCC Catalog (<http://www.rrcc.edu/catalogs/17-18/>).

Student Handbook The current RRCC Student Handbook is your most current source of dates, resources, contacts, and policies (<http://www.rrcc.edu/student-life/handbook>).

What to do in an emergency – Standard Response Protocols RRCC follows the standard response protocols visible in each in classroom and around both campuses. The RRCC Emergency Management Plan and additional useful information are available via the RRCC Police Department homepage. **To report an emergency, contact 911.**

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

Content	Reading	Assignment
Week 1	Quiz 1 Due Sunday 4/21 by 11:59 PM	
Friday 4/19	Chapter 1 Politics and Political Science Chapter 2 Political Ideology	Read, Group Discussion, Lecture Worksheet/Matrix
Saturday 4/20	Chapter 3 States Chapter 4 Constitution and Rights Chapter 5 Regimes Chapter 6 Political Culture Chapter 7 Public Opinion	Read, Group Discussion, Lecture Evaluate News Media Look at the role and importance of Public Opinion
Week 2	News Analysis due Sunday 4/28 by 11:59 PM	
Friday 4/26	Chapter 8 Political Communication Chapter 9 Interest Groups	Read, Group Discussion, Lecture
Saturday 4/27	Chapter 10 Parties Chapter 11 Elections Chapter 12 Legislature Chapter 13 Executive and Bureaucracies Chapter 14 Judiciaries	Read, Group Discussion, Lecture
	Start Fragile State Project	
Week 3	Final Due Sunday May 5/5 by 11:59 PM Reflection Paper due May 5/5 11:59 PM	
Friday 5/3	Chapter 11 Elections Chapter 12 Legislature Chapter 13 Executive and Bureaucracies Chapter 14 Judiciaries	Read, Group Discussion, Lecture
Saturday 5/4	Prepare & Present Fragile State Project POT LUCK Breakfast/lunch	Prepare & Present