

Point Loma Nazarene University
Department of History and Political Science

**POLITICAL SCIENCE 101:
INTRODUCTION TO POLITICAL SCIENCE**



Fall 2015	Dr. Lindsey Lupo
Course Time: MWF 11:00-11:55am	Office: Colt Hall 115
Course Location: K 109	Office Hours: Mon. 1:30pm-2:30pm and just feel free to drop by anytime
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Course Description:

As a General Education Course: This course is one of the components of the GE Program at PLNU, under the category of "Exploring an Interdependent World." By including this course in a common educational experience for undergraduates, the faculty supports an introduction to the natural and social sciences as tools for exploring the world, with emphasis on collecting and interpreting empirical data for both theoretical and practical purposes.

Specifically: This course will introduce you to a variety of political science terms and concepts as well as the tools for understanding politics and political behavior. Throughout the semester, you will apply the perspectives of political science to the actions of individuals, groups, and countries in the contemporary world. Our primary mode of exploration in this course will be comparative politics, in the sense that we will study themes and concepts and structures comparatively, to see how different choices result in different outcomes. For instance, consider the following: if a country chooses a parliamentary system over a presidential system, does this affect the people's level of power over their elected representatives? Why would an individual protest rather than vote? Is microfinance a more effective poverty alleviation tool than foreign aid?

Did your eyes glaze over when reading the above paragraph? Let's put it this way: I think this course will be very exciting and engaging for all of us. Why? We get to explore some fascinating questions about politics and government: Do your genes dictate whether or not you vote? Why are 18-24 year olds politically apathetic? Is democratic socialism a recipe for laziness or the morally ethical thing to do? What is life like for a person living under a totalitarian regime? Senegal is fairly poor and its population is predominantly Muslim, but the country is democratic – how did this country overcome some common hurdles to democracy? How do we define terrorism? What do we do with the knowledge that one billion people live under 14th century conditions of civil war, disease, and lack of education? In exploring these questions and many others, I believe that this course will help us to become enthusiastic and knowledgeable political participants.

Course Learning Outcomes (CLOs):

Students will:

- Possess a factual and theoretical understanding of political knowledge, behavior, theories, systems, processes, structures, and outcomes
- Think critically, analytically, and synthetically
- Sharpen their communication skills
- Exhibit a heightened sense of personal political efficacy and civic responsibility
- Be encouraged to become thoughtful participants of the political world
- Be exposed to some of the most pressing political problems of the day, including poverty, human trafficking, gender inequity, lack of freedom, and declining participation rates.

Course Readings: All readings are required and are available at the bookstore. A copy of the Danziger book is also available on two-hour reserve at Ryan Library. Please bring your book to class:

1. Danziger, James N. 2013. *Understanding the Political World: A Comparative Introduction to Political Science* (11th Edition). New York: Pearson Education, Inc.
2. Various electronic readings – they are available on the course Canvas site. Along with the link to each reading, you will see some “food for thought” reading questions. I’ve added these for you to better understand how that particular reading connects to the textbook reading, as well as our larger understanding of the concepts and questions we’re discussing. They are not required questions and you don’t have to write anything down (unless you choose to do so – see “buffer questions” below under assessment requirements); they are meant simply to help you better see the “big picture” of how it all comes together.

Additional Readings:

As budding political scientists and citizens, you should regularly follow current political events at the local, national, and international level. Make it a habit now that continues throughout your lifetime – you wake up, grab a cup of coffee, and read the news (and I don’t mean Yahoo! news or WikiNews). I’d love to see you explore more sophisticated news outlets, such as the *New York Times*, *Wall Street Journal*, *Los Angeles Times*, *International Herald Tribune*, or *The Economist*. I strongly recommend that you subscribe to at least one of these, or simply visit these sites on a regular basis.

Course Format and Expectations:

This course will meet three times per week. Attendance will be recorded everyday and anyone coming in more than 10 minutes late will *not* be marked “present.” It is also essential that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings. All class PowerPoints are posted on Canvas at least 2 hours before class and students are very much encouraged to participate during the lectures. In addition, discussion time will often be built in to class. Class-time will therefore be a combination of lecture, discussion, group activities, presentations, short videos, and documentaries (not all in one day of course!).

To understand the expectations I have for my students, you must first understand my goals as a professor. My aim in designing this course is to introduce you to the field of political science – its theories, its goals, the main concepts (both structural and functional) and methods. I hope you’ll finish this course first and foremost, well-prepared to move forward to more advanced political science courses, if you choose to do so. Should this be your only political science course of your college career, I hope that you are not only able to understand what politicians, pundits, world leaders, academics, organizations, and journalists are talking about, but also are able to assess and evaluate their competing proposals, claims, and evidence. Additionally, I want all of you to be able to communicate your informed, reasoned insights to others through your words and your writing.

To be sure, these are ambitious goals. But in my experience students are more than able to achieve them. Indeed, with hard work they often exceed them! As such, the basic expectation I have is that you will work hard in this course (in return, I will work hard to help you learn, grow, and achieve). I expect you to...

1. Attend: Regular attendance is strongly encouraged. I try to design lesson plans in a way that makes coming to class a good use of your time. Think of the class as a community or group that depends on your involvement to function well. I ask that you make a commitment to the community of learners sharing the course with you and that you work to support your learning and the learning of your peers. If that is unconvincing, however, let me say that you are accountable for everything that occurs in class including all material covered in lectures and any announcements made during class meetings. If you cannot attend, have a friend take notes for you.
2. Prepare: A central goal of this course is to link the abstract world of political science with the real global political world. I expect you to keep up with the readings so you'll be better able to recognize and apply these concepts during the class lectures and team activities. Read assigned materials, prepare questions, and talk with each other about the issues outside of class. Feel free to contact me by e-mail to seek clarification of lecture material or to chat about other class related matters. Questions regarding grades or grading should be addressed in person. I am committed to helping students improve their performance and to addressing concerns. Please, see me before a minor concern becomes a major problem.
3. Think: While I certainly want you to know what political scientists have said and learned about the various phenomena we'll study, I care more that you figure out what you think about those things. Regurgitation is not enough. Hence I expect you to be able to offer more than a summary of materials presented in this course. Does the argument make sense? Is the evidence credible? Does it support the claims? Do the conclusions seem reasonable given the argument and evidence? Simply put, I want *your* well-considered insights.
4. Engage: Interesting and engaging are not adjectives often used to describe political science. In my assessment, that's a shame. The combination of interesting subject-matter (politics) with interesting people (students) should make for dynamic learning environment. Inasmuch as you can contribute to creating such an environment, I hope (and expect) you will. Please come prepared to engage in active learning.

Assessment Requirements:

In-class Analysis of a Political Belief System – During class over a two-day period, you will have the opportunity to analyze someone else's political belief system. You will identify their most fundamental political beliefs, specify key agents of political socialization, and write several general analytic statements about the nature of their political belief system. The first few weeks of lecture and chapters 1-4 and the Appendix in Danziger's *Understanding the Political World* will help you with this assignment (especially the sections on "belief systems" and "agents of political socialization"). Further instructions will be provided in the days leading up to the assignment.

Midterm Exam – the midterm will consist of two parts. The first part of the midterm will consist of 6 concepts (or pairs of concepts) that have been dealt with in the readings, discussion and/or lectures. You will explicate 3 of these 6 concepts. It is your choice as to which 3 to explicate. You will also identify 15 countries on a map. You will not have a choice of the 15 countries that you will place on the blank map. A "study guide" list of possible countries and concepts will be distributed at least a week before the midterm exam.

Reading Quizzes – At various points throughout the semester, reading quizzes on that day's assigned reading will be given. These quizzes will be unannounced. If you miss a quiz, I will offer a make-up assignment upon request. If your absence was excused, the make-up will not have points deducted. If your absence was unexcused, the make-up will have points deducted.

In-class Group Presentation – On certain days (see schedule below), students will be placed in groups and will use class time to prepare and present a small presentation for the rest of the class. The subject of the presentation is

listed below on the schedule. Everyone in the group that is present that day will receive the same “presentation grade.” Both the quizzes and the group presentations will act as preparation for the exams.

Political Participation Portfolio - One of my goals in this course is to get you excited about politics and political science. One way to do this is to get you politically active. Therefore, you will have the possibility to earn up to 25 points by participating politically in our governmental process. A list will be distributed with approved political acts, each one worth a varying number of points. The full prompt and description is on Canvas and attached to this syllabus.

Final Exam– the final exam will consist of 4 essay questions of which you will answer 2. The final will be cumulative and will be open-book and open-note.

Attendance/Participation –It is to your great benefit to attend EVERY class. A sign-in sheet will be passed around daily and a ½ of a point will be given for each day of attendance, excluding the midterm exam day, the presentation days, and the final exam day. If you sign-in for the day, it is on your honor and out of fairness to your classmates that you arrive on time and do not leave early. In addition, you will be assessed on your participation. This assessment will include, but not be limited to, your contributions to whole class and small group discussions, emailing the professor (or coming to office hours) with questions or comments regarding the reading or lectures, and generally having a participatory and positive attitude regarding elements of the course. I also expect that you will use technology during class time only for academic purposes, as we only have 55 minutes together and my goal is to maximize this learning time. I treat all my students as the adults that they are, thus I expect you to act accordingly. I recognize that you are soon-to-be young working professionals and graduate school students, and to help prepare you for this transition, I expect an academically engaged and professional approach from each of you. At a minimum, this includes arriving on time (or early), engaging in active listening and discussion, not texting, emailing, or using social media (would you do these things in a business meeting?), and completing all assignments when due.

Final Student Evaluation– PLNU asks students to submit a final course evaluation for the course. The link to this evaluation is emailed to your PLNU account sometime around the 13th or 14th week of the semester. I do not receive the names of students who have submitted the evaluation; however, I do receive an email telling me the percentage of students who have submitted the evaluation. If 90% or more of the class submits an evaluation, everyone in the class will receive 3 extra credit points. If 80-89% of the class submits an evaluation, everyone in the class will receive 2 extra credit points. And if 70-79% of the class submits an evaluation, everyone in the class will receive 1 extra credit point. Less than 70% results in no extra credit points.

Optional “Buffer” Points – The “food for thought” questions posted on Canvas along with the assigned readings offer you a chance to earn some extra credit points. Up to five times in the semester, you may submit a 125-200 word response to the question(s) posed. A sound response (valid, relevant, and cogent) will earn you one point, with a maximum of five such “buffer points” being possible during the course. These are due before the start of class on the day of the assigned reading and you can post your response directly on the Canvas site.

Miscellaneous:

- All of the PowerPoint presentations that I use in each session are posted on Canvas at least two hours before class. You may print them to bring to class for note taking and you may bring them to the final exam, which is open book and open note. During the final exam, you may use your computers to access Canvas (in order to view the PowerPoints and other course materials) and your course notes, but you will not be allowed to access any other online sources.
- All late assignments/exams (in-class and out of class) will have points deducted unless notification and arrangements are made with me at least 24 hours prior to the assignment’s due date. I reserve the right to change the structure of any make-up exam or assignment given. If you have some special circumstance that might affect your ability to meet all of the course’s expectations – e.g., a brother’s wedding, a learning

disability, or whatever – come and talk to me immediately. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.

Grading:

In-Class Analysis of a Political Belief System	15 Points
Midterm Exam	75 Points
Reading Quizzes	25 Points
Group Presentation #1	10 Points
Group Presentation #2	10 Points
Political Participation Portfolio	25 Points
Final Exam	100 Points
Attendance/Participation	40 Points
TOTAL	300 Points
(Optional) Extra Credit Buffer Points	5 Points
(Possible) Extra Credit for Course Evaluations	0-3 Points

Schedule - Full citations appear at the end of the syllabus along with URLs if available. Please complete the reading assignment before coming to class on the day it is assigned.

Date	Topic	Reading Assignment
	Part I: On Knowing the Political World	
September 1	Introduction to the course and welcome!	No reading
September 2	Politics and Knowledge	Course syllabus; Danziger, chapter 1
September 4	Political Analysis	Danziger, Appendix; LaFee article
September 7	No class; Happy Labor Day!	No reading
	Part II: Political Behavior	
September 9	Political Theory	Danziger, pgs. 26-42; Bylund article; Shorto article
September 11	Political Beliefs and Belief Systems	Danziger, pgs. 42-47; Drutman article
September 14	Political Culture	Danziger, pgs. 47-54; Inglehart & Norris article
September 16	Political Action and Behavior	Danziger, chapter 3; UK <i>The Sunday Times</i> article
September 18	Influences on Political Beliefs and Actions	Danziger, chapter 4
September 21	In-Class Analysis of a Political Belief System	No reading
September 23	In-Class Analysis of a Political Belief System	No reading
	Part III: Political Systems	
September 25	Political Structures	Danziger, chapter 6; Machiavelli selections
September 28	States and Nations	Danziger, pgs. 115-124; <i>The Economist</i> article ("Female Genital Mutilation"); <i>Newsweek</i> "Back Story"
September 30	States and Nations II	Danziger, pgs. 125-137; Muller Debate
October 2	Getting You Ready for the Midterm	Watch three minute video clip on Canvas ("Iran: Youth Between Two Worlds")
October 5	Political Institutional Arrangements <i>Bring to class your written mock midterm ID (assigned in previous class)</i>	Danziger, chapter 7; Plattner article

October 7	Political Institutional Arrangements II <i>Bring to class your classmate's mock midterm ID that you peer-reviewed and commented upon</i>	Sengupta article; Donadio and Kitsantonis article
October 9	Political Economy	Danziger, chapter 8; Heilbroner article
October 12	Political Economy II	No reading
	Part IV: Political Processes	
October 14	Power and Decision	Danziger, chapter 9
October 16	Midterm Review	No reading
October 19	Midterm Exam	No reading
October 21	Change and Development	Danziger, chapter 10; Shinkle article; Gettleman article
October 23	No class; fall break	No reading
October 26	Change and Development II Student Group Presentations #1 <i>Unexcused absences today will receive 10% off the final presentation grade</i>	Group of readings on Afghanistan (on Canvas) – bring these to class if possible
October 28	Change and Development III Student Group Presentations #1 (cont'd) <i>Unexcused absences today will result in zero points for this assignment</i>	No reading <i>Mid-semester grades available through mypointloma.edu</i>
October 30	Political Violence I Political Participation Draft Schedule Due (form is on Canvas and should be submitted via Canvas)	Danziger, chapter 12; Combs excerpt
November 2	Political Violence II	<i>The Economist</i> article (“The Global Menace of Local Strife”)
November 4	Politics Across Borders I	Danziger, pgs. 284-300; Zakaria article
November 6	Politics Across Borders II	Danziger, pgs. 300-311; Weiss article
November 9	Politics Across Borders III	Friedman and Ramonet debate; Foer article
	Part V: Politics Among States	
November 11	The Developed Countries I	Danziger, chapter 13
November 13	The Developed Countries II	No reading, but bring practice final exam essay (I'll assign it)
November 16	The Developing Countries I	Danziger, chapter 14
November 18	The Developing Countries II	Kaplan article; Surowiecki article
November 20	The Developing Countries III	Kristof article
November 23	The “Transitional” Developed Countries I	Danziger, pgs. 412-25; Barry and Kishkovsky article; Friedman article
November 25 & 27	No class; Happy Thanksgiving!	No reading
November 30	The “Transitional” Developed Countries II	Danziger, pgs. 425-40; Rodríguez article
December 2	The “Transitional” Developed Countries III	No reading

December 4	Student Group Presentations #2 Political Participation Portfolios Due <i>Unexcused absences today will receive 10% off the final presentation grade</i>	Mansbach & Rhodes Selections
December 7	Student Group Presentations #2 (cont'd) <i>Unexcused absences today will receive 10% off the final presentation grade</i>	No reading
December 9	Student Group Presentations #2 (cont'd) <i>Unexcused absences today will result in zero points for this assignment</i>	No reading
December 11	Final Review	No reading
December 14	Final Exam from 10:30am-1:00pm <i>Merry Christmas!</i>	Study, study, study!

Full Citations For Required Non-Textbook Readings

Barry, Ellen and Sophia Kishkovsky. "Putin Takes Helm as Police Punish Moscow Dissent." *New York Times*, May 7, 2012.

Bylund, Per. "How the Welfare State Corrupted Sweden." May 31, 2006. Posted on *Mises Daily* at <http://mises.org/story/2190>.

Combs, Cindy C. "An Idea Whose Time Has Come." In *Global Politics in a Changing World: A Reader*, edited by Richard W. Mansbach and Edward Rhodes, section 2.4. Boston: Houghton Mifflin Company, 2006.

Donadio, Rachel and Niki Kitsantonis. "Greek Parliament Passes Critical Confidence Vote." *New York Times*, June 21, 2011.

Drutman, Lee. "The Truthiness of The Colbert Report." *Miller McCune* (April 20, 2009). Available online at <http://www.miller-mccune.com/media/the-truthiness-of-the-colbert-report-1156>.

Economist, The. "Female Genital Mutilation: Is it Crime or Culture?" *The Economist*, February 13, 1999.

Economist, The. "The Global Menace of Local Strife." *The Economist*, May 24, 2003. Available online at http://www.colorado.edu/geography/class_homepages/geog_2002_sm06/Readings/civilwar_economist.pdf.

Foer, Franklin. "Soccer vs. McWorld." *Foreign Policy* (January-February 2004). Available online at <http://www.mafhoum.com/press6/177C34.htm>.

Friedman, Thomas L. Russia: Sort Of, But Not Really. *New York Times*, February 4, 2012.

Friedman, Thomas L. and Ignacio Ramonet. "Dueling Globalizations: A Debate Between Thomas L. Friedman and Ignacio Ramonet." *Foreign Policy* (Fall 1999). Available online at <http://www.sunysb.edu/sociology/faculty/Levy/Friedman%20and%20Ramonet.pdf>.

Gettleman, Jeffrey. "In Somalia, a Government on Life Support." *New York Times*, March 29, 2008. Available online at <http://www.nytimes.com/2008/03/28/world/africa/28iht-28somalia.11507956.html>.

Habyarimana, James, et al. "Is Ethnic Conflict Inevitable? Parting Ways Over Nationalism and Separatism." In *Readings in Comparative Politics*, edited by Mark Kesselman. Boston: Wadsworth Cengage Learning, 2010.

Heilbroner, Robert. "The Triumph of Capitalism." *New Yorker*, January 23, 1989: 98. Available online at http://www.newyorker.com/archive/1989/01/23/1989_01_23_098_TNY_CARDS_000351619.

Inglehart, Ronald and Pippa Norris. "The True Clash of Civilizations." *Foreign Policy* 135: (March-April 2003):62-70. Available online at <http://www.globalpolicy.org/component/content/article/162/27604.html>.

Kaplan, Robert D. "Oh! Kolkata!" *The Atlantic*, April 2008. Available online at <http://www.theatlantic.com/doc/200804/kolkata>.

LaFee, Scott. "Genetic Link Suggested in Voting Behavior." *San Diego Union Tribune*, May 30, 2008. Available online at http://www.signonsandiego.com/uniontrib/20080530/news_1n30vote.html.

Machiavelli, Nicolo. *The Prince*, Chapters XVII and XVIII. Available online at <http://www.constitution.org/mac/prince17.htm> and <http://www.constitution.org/mac/prince18.htm>.

Mansbach, Richard W. and Edward Rhodes. *Global Politics in a Changing World: A Reader*. Boston: Houghton Mifflin Company, 2006.

Muller, Jerry Z. "Us and Them." In *Readings in Comparative Politics*, edited by Mark Kesselman. Boston: Wadsworth Cengage Learning, 2010.

Newsweek Back Story. "When is a Country Not a Country?" *Newsweek*, June 1, 2009.

Plattner, Marc F. "Is Democracy in Decline?" *Journal of Democracy*, Vol. 26, No. 1, January 2015. Available online at: <http://www.journalofdemocracy.org/>.

Rodríguez, Francisco. "An Empty Revolution: The Unfilled Promises of Hugo Chávez." *Foreign Affairs* (March-April 2008). Available online at <http://www.foreignaffairs.com/articles/63220/francisco-rod%C3%ADguez/an-empty-revolution>.

Sengupta, Somini. "Indian Government Survives Confidence Vote." *The New York Times*, July 23, 2008. Available online at <http://www.nytimes.com/2008/07/23/world/asia/23india.html>.

Shinkle, Kirk. "Jeffrey Sachs on Beating Global Poverty." *U.S. News and World Report*, April 11, 2008. Available online at <http://www.usnews.com/money/business-economy/articles/2008/04/11/jeffery-sachs-on-beating-global-poverty.html>.

Shorto, Russell. "Going Dutch." *New York Times*, May 3, 2009. Available online at <http://www.nytimes.com/2009/05/03/magazine/03european-t.html>.

Sunday Times, The. "The Facebook Revolt of Iran's Youth isn't over yet." *The Sunday Times*, June 14, 2009. Available online at http://www.timesonline.co.uk/tol/news/world/middle_east/article6492998.ece.

Surowiecki, James. "After Rana Plaza." *The New Yorker*. May 20, 2013. Available online at http://www.newyorker.com/talk/financial/2013/05/20/130520ta_talk_surowiecki

Weiss, Rick. "No Daughters Need Apply." In *Global Politics in a Changing World: A Reader*, edited by Richard W. Mansbach and Edward Rhodes, section 14.2. Boston: Houghton Mifflin Company, 2006.

Zakaria, Fareed. "The Rise of the Rest." *Newsweek*, May 12, 2008. Available online at <http://www.newsweek.com/id/135380>.

Course Website and Email: Please check your PLNU email regularly for class announcements. You should also check Canvas for announcements, links, lecture PowerPoints, and assignments.

Academic Honesty:

Cheating and plagiarism absolutely violate the ideals and mission of the university, and are grounds for immediately failing the course and disciplinary action by the dean. Please note that the PLNU catalog has updated (as of 2012) the section on academic honesty. The new definition of academic dishonesty includes a broader range of examples, including cheating, plagiarism, falsification, aiding academic dishonesty, and malicious intent. The revision includes updated language about the response from faculty members and an appeal process for students. See the full policy in the undergraduate catalog.

Academic Accommodation:

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

Finally, the school does allow for an alternate final exam schedule if you are scheduled for more than three final exams on one day. You are authorized to contact each professor in order to work out an alternate time for one of those examinations. For this course, please contact me at least four weeks prior to the final exam.