**PS 101 Principles of Political Science**

**DONNELLY COLLEGE**

**Term**

**Day/Time**

**Room**

**3 Credit Hours**

**INSTRUCTOR INFORMATION:**

Name:

Office hours:

Telephone:

E-mail address:

**COURSE DESCRIPTION:**

This course is a study of the structures, functions, and processes of American government. By the end of the course, the students should have the skills and knowledge to be discerning consumers of political information, better decision-makers, and more informed and politically-conscious citizens.

**PREREQUISITES:**

None

**REQUIRED TEXTBOOK & SUPPLIES:**

Bianco, William T., David T. Canon. American Politics Today. Sixth Essential Edition. W.W. Norton & Company.

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**LIBERAL ARTS PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values-upon successful completion of the Associate of Arts in Liberal Arts degree, the graduate should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
6. The ability to conduct research using sources, strategies, and approaches across disciplines. (AA)
7. Use of the scientific method. (AS)

**PS101: PRINCIPLES OF POLITICAL SCIENCE STUDENT LEARNING OUTCOMES:**

1. Using current events, articulate the importance of engagement with the political environment.
2. Identify the role and function of state and local government in the American political system.
3. Demonstrate familiarity with the structures, functions, and processes of American government.

|  |  |  |  |
| --- | --- | --- | --- |
| **Donnelly College**  **Learning Outcomes** | **Program Learning Outcomes** | **Student Learning Outcomes** | **Application and Assessment** |
| Students will communicate effectively in writing and speaking. | Students will have the ability to demonstrate proficiency and creativity in written and verbal communication. | Using current events, articulate the importance of engagement with the political environment. | 75% or higher on paper discussing a current issue and student’s plan of action. |
| Students will demonstrate proficiency in information literacy skills. | Students will demonstrate effective use of current technology in support of academic work. |  |  |
| Students will demonstrate competency in qualitative and quantitative problem solving. | Students will demonstrate proficient use of qualitative and quantitative methods in problem solving. |  |  |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | Students will demonstrate critical and analytical thinking across a range of disciplines. |  |  |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. | Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment. |  |  |
| Students will engage independently and effectively in lifelong learning. | Students will demonstrate the ability to conduct research, using sources, strategies, and approaches across disciplines. |  |  |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. |  |  |  |

**COURSE REQUIREMENTS:**

1. Four, two-page, double-spaced, typed papers. (100 pts.@, using rubric) 400 points

2. Midterm exam (short answer/multiple choice) 100 points

3. Class attendance 100 points

4. Journals (2 entries per week) 100 points

5. Civics Exam (100 question test) 100 points

6. Final Presentation (using rubric) 200 points

**GRADING POLICY:**

The final grade will be determined by adding the total number of points earned under the course requirements, using the grading scale.

Please note that any assignment submitted late will have ten points deducted. Late papers will be accepted no later than one week from the due date.

Opportunity will be provided for students to participate in extra credit activities worth 50 points. These points will be added to the total number of points in calculating the grade.

If the course goes online during the semester, the 100 points for the civics test will be replaced with completion of chapter outlines for each chapter covered.

**COURSE EXPECTATIONS/NORMS**:

1. Attend each class.

2. Take notes in class.

3. Arrive to class on time.

4. Read all assignments before coming to class.

5. Complete all scheduled assignments on time. Written assignments should be submitted through Canvas or Donnelly email.

6. Hand in all work typed and double-spaced with proper grammar, punctuation, and complete sentences.

7. Participate in current events discussion in each class. **Reading, watching, and/or listening to the news each day is mandatory!**

8. The use of electronic devices is limited to class-related tasks.

9. Communicate with the instructor throughout the semester.

10. CANVAS: Assignments, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis (i.e., 2x a week minimum.

11. If the course goes online during the semester, the course expectations/norms remain the same.

All communication regarding this course will be made via your Donnelly College email account. If you have questions about using Canvas, check the Online Student Guide available at https://community.canvaslms.com/doc/DOC-10701-canvas-student-guide-table-of-contents. For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

**GRADING SCALE:**

Grades will be assigned according to the following scale:

A: 90-100% 900-1000 points

B: 80-89% 800-899 points

C: 70-79% 700-799 points

D: 60-69% 600-699 points

F: Below 60% 599 points and below

**Journal Entries:**

Journal entries should be submitted via Donnelly email prior to the beginning of the class when they are due. No late entries will be accepted.

Format:

Date:

Topic:

Comments: (Your thoughts on the topic/issue).

**Final Presentation**

The presentation should include, but not limited to:

* A minimum of 2 power point slides/visual aides
* Presentation be 3-5 minutes in length
* An overview of the “issue” at hand
* A brief background of your congressman/woman and where they stand on the issue
* A summary of recent/current legislation
* Your analysis-do you agree or disagree with their position, why?
* How did you reach out to your rep? How did that go? What can your classmates do?
* The Final Presentation rubric will be used for scoring. It may be modified if we go online.

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Students are expected to attend every class session and be on time for every class session. Absences, late arrivals, and early departures may contribute to the final grade a student earns. Each academic program has a policy stating how many absences are permitted before the instructor will expect the student to withdraw from the course.

Instructors will include the specific attendance policy in the syllabus for the class and adhere to the policy for the duration of the course. If a student has exceeded the number of al-lowed absences, faculty may initiate an administrative withdrawal based on non-attendance. If a student is absent for two consecutive weeks, they are to be administratively withdrawn from their course within a week of the last absence..

**All students will be asked to self-report if they must quarantine or have been exposed to COVID-19 by filling out the COVID-19 Incident Report Form**.

In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic and Stu-dent Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

**Students are allowed no more than five unexcused absences in PS 101, Principles of Political Science.** The course is very discussion-centered. When absent, much information discussed in class is missed and is not possible to make it up.

Accommodation of Religious Observances:

Donnelly College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations and other course requirements. Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

**EMPOWER: Attendance, mid-term and Final grades will all be recorded in the Empower system. Students should go to Empower for official information about attendance and grades.**

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

|  |  |
| --- | --- |
| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks | 7 weekdays before the end of class |
| 4 to 5 weeks | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Current Events Papers** | | | | | |
|  | **50-41** | **40-31** | **30-21** | **21-0** | **Points Earned** |
| **Completeness**  **Insight**  **Detail** | Student was **always** complete, insightful, provided sufficient detail and linked theory from class to topic | Student was **usually** complete, insightful, provided sufficient detail and linked theory from class to topic | Student was **rarely** complete, insightful, provided sufficient detail and linked theory from class to topic. | Student was **never** complete, insightful, provided sufficient detail or linked theory from class to topic. | \_\_\_\_\_\_ |
| **Grammar**  **,**  **Capitalization, Spelling Punctuation, Subject-verb agreement, Correct verb tense, no run-on sentences, No fragments, Clear organization and flow, Concise conclusion offered** | Student did an excellent job with the majority or all of the grammatical consideration listed | Student did an above average job with most or all of the grammatical considerations listed. | Student did an adequate job with most of the grammatical consideration listed. | Student did a below average job with most of the grammatical considerations listed. | \_\_\_\_\_\_ |

**Final Presentation Rubric: 200 Points**

3-5 minute power point presentation.

Topic: Voter to Voter Project

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 20-15 | 14-10 | 9-5 | 4-0 | Points Earned |
| **Introduction & Overview (10%)** | Student introduced him/herself and gave a brief overview of project | Student failed to introduce him/herself but gave a brief overview of project | Student introduced him/herself but failed to give a brief overview of project | Student failed to introduce him/herself and failed to give a brief overview of project | \_\_\_\_\_\_\_\_ |
| (Points Earned) | 60-50 | 49-39 | 38-29 | 28-0 |  |
| **Preparation (30%)**  Defined as:  \* Cue card use only (no  reading)  \* Materials ready  \* Familiarity with equipment  \* Overall knowledge of  subject matter  \* Correct grammar/spelling  on visual aids | Student did an **excellent** job preparing for presentation & did an **exceptional** job answering questions posed | Students did an **adequate** job preparing for presentation and/or did a **sufficient** job answering questions posed | It was obvious that the student **did not allot enough time** preparing for presentation and/or **did not do an adequate** job answering questions posed | Student was **not prepared** for presentation and/or **failed or did poorly** answering questions posed | \_\_\_\_\_\_\_\_ |
| **Communication & Engagement (30%)**  Verbal communication:  \* Enunciating words  \* Voice pitch/tone/clarity  \* Proper English used  Nonverbal communication:  \* Eye contact  \* Movement is purposeful  and does not distract from  the presentation  \* Overall enthusiasm for  subject matter | Student did an **excellent** job demonstrating verbal and nonverbal communica-tion skills to connect with audience, convey message & answer questions posed | Student did an **adequate** job demonstrating verbal and nonverbal communica-tion skills to connect with audience, convey message & answer questions posed | Student did a **below average** job demonstrating verbal and nonverbal communica-tion skills to connect with audience, convey message & answer questions posed | Student **failed** or did a **poor** job demonstrating verbal and nonverbal communica-tion skills to connect with audience, convey message & answer questions posed | \_\_\_\_\_\_\_\_ |
| **Applicability of Topic (30%)** | Student did a **superb** job of applying the topic of the presentation to course objectives and theory | Student did a **good** job of applying the topic of the presentation to course objectives and theory | Student did a **fair** job of applying the topic of the presentation to course objectives and theory | Student did a **poor** job of applying the topic of the presentation to course objectives and theory | \_\_\_\_\_\_ |

**TENTATIVE COURSE CALENDAR:**

The schedule is subject to change based on the progress or needs of the class.

|  |  |  |
| --- | --- | --- |
| **Class Meeting** | **Classroom/Laboratory Protocol** | **Assignments** |
| Aug. 17 | Introduction.  Discuss course syllabus, expectations/objectives.  Review CANVAS for class.  Preliminary discussion: what is politics and why is it important? |  |
| Aug. 19 | Donnelly College Convocation |  |
| Aug 24 | Discuss current events.  Key concepts in PoliSci: power, politics, social science, normative v. empirical, government, scarcity |  |
| Aug 26 | Discuss current events.  “Understanding American Politics”  Key concepts in Political Science | Read Chapter 1.  *ASSIGN: Paper 1: Should the federal/state/local government compel citizens to wear masks/receive vaccinations due to the Delta variant of COVID? Why/why not? Be sure to use research. Due Sept. 9* |
| Aug 31 | Discuss current events.  Types of Government | Read excerpts from Aristotle  **2 journal entries due.** |
| Sept. 2 | Discuss current events.  Discuss “The Constitution and the Founding”. | Read Chapter 2. |
| Sept. 7 | Discuss current events.  Liberalism and the role of government  Review the Declaration of Independence, the U.S. Constitution using the National Archives website.  https://www.archives.gov | Read excerpts from liberal thinkers  Watch Crash Course Philosophy #37  **2 journal entries due.**  *ASSIGN: Final presentation: -Identify an issue you care about, research where your national Representative or Senator stands on the issue, reach out to them, and give your classmates a call to action* |
| Sept. 9 | Discuss current events.  Review the Bill of Rights using the National Archives website. Review Amendments to the U.S.  Rwanda’s constitution | **Paper 1 is due.**  Research Rwanda’s constitution before class |
| Sept. 14 | Discuss current events.  Discuss “Federalism”  Federalism and power-sharing: US v. Rwanda | Read Chapter 3.  **2 journal entries due.**  *ASSIGN: Paper 2: Research paper on civil rights/liberties. Due Sept. 30* |
| Sept. 16 | Discuss current events.  Discuss “Civil Liberties”. | Read Chapter 4. |
| Sept. 21 | Discuss current events.  Civil liberties, cont’d; compare and contrast Rwanda | **2 journal entries due.** |
| Sept. 23 | Discuss current events.  Discuss “Civil Rights”. | Read Chapter 5 |
| Sept. 28 | Civil Rights cont’d; compare and contrast Rwanda | **2 journal entries.** |
| Sept. 30 | Discuss current events.  View Rep. John Lewis’ March on Washington speech and his Commencement Keynote Address (2014) at Emory University. | **Paper 2 is due.**  *Paper 3: Read John Lewis’ last opinion essay. What issue is important to you? What are you going to do about it? Due Oct. 19.* |
| Oct. 5 | HOTEL RWANDA MOVIE- take notes | **2 journal entries due.** |
| Oct. 7 | **MIDTERM EXAM.** |  |
| October 12 | Discuss current events.  Discuss Public Opinion and the Media.” | Read Chapter 6.  **2 journal entries due.** |

|  |  |  |
| --- | --- | --- |
| Oct. 14 | Discuss current events.  Review media today, including social media.  Discuss role of media in Rwandan genocide | Bring Left to Tell to class |
| Oct. 19 | Discuss current events.  Discuss “Political Parties”. | **Paper 3 is due.**  Read Chapter 7.  **2 journal entries due.** |
| Oct. 21 | Discuss current events.  Review the Democratic and Republican 2020 Party Platforms.  Rwandan Political Parties | *ASSIGN: Paper 4: Compare/contrast US politics w/ Rwandan politics. Details TBD* |
| Oct 26 | Discuss current events.  Discuss “Elections”. | Read Chapter 8.  **2 journal entries due.** |
| Oct 28 | Discuss current events.  Elections, cont’d/ Rwandan elections |  |
| Nov. 2 | Discuss current events.  Discuss “Interest Groups”. | Read Chapter 9.  **2 journal entries are due.** |
| Nov. 4 | Discuss current events  View “United States of A.L.E.C.” (Bill Moyers)  Discuss how to study for citizenship test. |  |
| Nov. 9 | Discuss current events.  Prepare questions for Common Read Author visit (REQUIRED) | **2 journal entries are due.**  **Paper 4 is due.** |
| Nov. 11 | Discuss current events  Discuss Common Read Author visit  Justice discussion |  |
| Nov. 16 | Discuss current events.  Discuss “Congress”. | Read Chapter 10  **2 journal entries due.** |
| Nov. 18 | Discuss current events.  Discuss “The Presidency”. | Read Chapter 11. |
| Nov 23 | Take the citizenship test.  Discuss current events.  Discuss “The Courts”. | Read Chapter 13.  **2 journal entries due.** |
| Nov 25 | Thanksgiving – No class |  |
| Nov 30 | Catch up day/ Foreign Policy | **2 journal entries due** |
| Dec. 2 | Discuss current events.  Course review. |  |
| Dec. 7 | **Final Presentations.** |  |
| Dec. 9 | **FINAL EXAM** |  |

Good Faith Agreement:

“I pledge to monitor myself for the symptoms of COVID-19 and to observe the 3 “Ws” while on campus: Wash my hands, watch my distance and wear a mask. I will look out for others and encourage them to stay committed to keeping everyone healthy and I will participate in contract tracing to preserve the wellness of the Donnelly Community.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_