

PSC 101

Introduction to Political Science

Fall 2012

1 Class Information:

- ⇒ **Instructor:** Nicholas P. Nicoletti
- ⇒ **Office:** 119 Caudell Annex
- ⇒ **Phone Number:** (716) 878-5649
- ⇒ **Email:** nicolenp@buffalostate.edu
- ⇒ **Class Time:** Tuesdays and Thursdays, 10:50 am — 12:05 am
- ⇒ **Room:** West 2, Bulger Communication Center
- ⇒ **Office Hours:** Tuesdays and Thursdays 12:30 pm — 2:00 pm OR By Appointment

2 Course Description:

Politics and government decision making affects individual citizens in a variety of ways. As citizens it is important to understand the setting and circumstances surrounding these decisions. This course is designed to introduce students to the core concepts and themes of Political Science. According to Van Belle and Mash (2010, p. 408), the authors of your textbook, **Political Science** is “the field of study characterized by a search for critical understanding of the good political life, significant empirical understanding, and wise political and policy judgements.” This particular definition is interesting in its emphasis on the *normative* aspects of politics. Politics and government policies can be defined as what government *ought* or *ought not* do, and *does* or *does not* do. Statements which introduce explicit judgment about what *should* be done are normative. A normative analyst draws a conclusion based on theory, data, and also his or her own judgments. For example, “Some government spending should be redirected from entitlements for older Americans to programs that alleviate poverty among children”. Positive or Empirical assertions are statements of fact, devoid of judgment. A positive analyst draws a conclusion without introducing an opinion as to whether it is a good or bad thing. For example “Raising the minimum wage will lead some employers to hire fewer low-skilled workers”. In sum, positive statements describe how the world *is*, while normative statements describes how the world *should be*.

Politics is an inherently normative enterprise. However, research in *political science* focuses on the positive nature of politics. Political scientists develop theories which attempt to explain how the world actually works. They then derive testable hypotheses from their theories and use real world data and experiments to test their predictions. In this class we will analyze government and politics through the positive lens of political science. However, since we will cover many aspects of government and politics there will be plenty of room for normative discourse.

Specific topics the class will explore include the nature and scope of politics; ideological foundations and political philosophy of government; and the modern nation state. The class will also discuss the American Polity in great detail, applying the ideas and concepts of political science to the American experience. We will also explore government structures and policies; including the structure of the modern “nation-state”, defense policy, economic policy, democracy, autocracy, constitutions and government design, elections, parties, bureaucracy, international politics and more. A portion of the class is centered on the comparative study of the governments of constitutional, totalitarian, and developing systems. We will also look at some of the challenges to modern nation-states, such as terrorism. Students will be introduced to political analysis and political science theory. The primary textbook I have chosen for this class tries to explain these concepts by using examples from popular culture, such as books and movies. The other textbook is a custom reader containing primary sources from political philosophy and political science. Together, these textbooks will introduce you to government and politics.

3 Course Expectations:

First, I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day!** Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply the concepts we cover throughout the class on both the Midterm and Final exams.

While I do not take attendance, I expect that students participate in class. Participation is worth 10% of your grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.** Also, late arrivals are annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all.** Late students will be taking a chance. Pop Quizzes are given at the very beginning of class. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. Thus, there are consequences for being late. Please give the class and I the courtesy and refrain from late arrivals unless absolutely necessary.

Unexcused absences on exam day will result in a forfeiture of all points for that exam. Make-ups can be scheduled only for students who pre-excuse their absences (that means before the exam, **not after**). An absence is only excused if supported by documentation either from University personnel or your physician. **There are absolutely no make-ups for pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

The Final Project is due at the beginning of the last day of class, which is Thursday December 6, 2012. A **hard copy** of the research paper must be submitted on the day it is due at the beginning of class (i.e. 10:50 am). Moreover, students are required to submit a digital copy to the "Turn It In" drop-box located under the *Lessons Tab* on ANGEL by 10:50 am on December 6, 2012 (see below for more details on similarity detection software). *Once the "Turn It In" drop-box closes, it will not be reopened.* Students will also be able to view their "Turn It In" report, so there will be no surprises when it comes to whether a student correctly cited a source or not. **Late papers will not be accepted.** More information on the research paper can be found below.

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, or typing assignments for other courses during this class. Cell Phones should remain off at the start of class. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Lessons" tab in ANGEL, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible professor I can be. I will often ask for your feedback during the course and I take your input seriously.

3.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicolenp@buffalostate.edu.edu
From: Your Email Address Here
Subject: Always Include a Subject Line

Dear Instructor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),
Jane/John Doe Student

4 Grading:

- * "Surprise" Quizzes on the Readings Due that Day: 15%
- * Midterm Exam: 25%
- * Final Exam: 25%
- * Final Project: 25%
- * Participation: 10%

5 Grading Distribution:

- ✓ A = 94 and Above
- ✓ A- = 90 — 93
- ✓ B+ = 87 — 89
- ✓ B = 84 — 86
- ✓ B- = 80 — 83
- ✓ C+ = 76 — 79
- ✓ C = 70 — 75
- ✓ D = 60 — 69
- ✓ F = 0 — 59

6 Required Readings:

- Van Belle, Douglas A., and Kenneth M. Mash. (2010). *A Novel Approach to Politics: Introducing Political Science through Books, Movies, and Popular Culture* Washington, D.C: CQ Press. ISBN-13: 978-0-87289-999-5 (2nd Edition).

- Scott, Gregory M. Editor. Nicoletti, Nicholas P. Compiler. (2012). *Choices: Custom Resources for Political Science, PSC100/101 Introduction to Political Science*. Boston, MA: Pearson. ISBN-13: 978-1-256-56555-0.

7 Academic Honesty:

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. The Buffalo State policy and definition for plagiarism is available at: <http://library.buffalostate.edu/research/plagiarism.php>. The Buffalo State policy for Academic Dishonesty can be found at www.buffalostate.edu/academicaffairs/x607.xml. The Buffalo State policy and procedure for Academic Misconduct can be found at www.buffalostate.edu/studentaffairs/x522.xml. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, or electronic devices of any kind (calculators can be utilized if necessary) are banned from all tests and quizzes. Students using electronic devices during tests and quizzes will fail the assignment.

8 Special Needs / Disability Services:

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the director of the Disabilities Services Office, 120 South Wing, 878-4500. Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. More information on students with disabilities can be found at: <http://www.buffalostate.edu/disabilityservices/index.xml>.

9 Academic Support Programs:

Buffalo State has great academic support programs which are completely free of charge! All services are accessible to all students. The academic support staff teaches, tutors, counsels and advises students in order to help them achieve their fullest academic, intellectual, and professional potential. You can get more information at www.buffalostate.edu/academicssupport.

10 Similarity Detection Software:

I will require students to use similarity detection software (e.g. *Turnitin.com*) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public internet, a proprietary collection of published articles, as well as every student paper previously

submitted to the detection software. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and / or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and / or to assist in the identification of acts of academic misconduct.

11 Participation:

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. While I will not take formal attendance, I will be keeping track of average participation rates. Participation is worth approximately 10% of your grade. Participation in large classes can be a very difficult thing to track. Nevertheless, I learn student names and faces fast, especially those that participate. In order to ensure each student's participation is taken into account, my policy is for students to log their own participation each class by tallying the number of times they participate on a half-sheet of paper. Each class, students should write their name and the date on a half-sheet of paper and simply tally the number of times they ask a question, make a comment or statement, or answer a question I pose. These papers will be handed in at the end of each class and I will record the results in the grade-book. The other half of the paper can often be used to answer the pop quiz questions for that day. If you did not participate during class, you do not need to turn-in the half-sheet of paper that day.

12 Course Schedule:

12.1 Week 1 - August 27 — 31, 2012

12.1.1 ⇒ August 28, 2012: Course Introduction and Overview

- ★ No Assigned Reading.

12.1.2 ⇒ August 30, 2012: Political Science and the Scientific Method

- ★ Van Belle and Mash (VBM)¹: Chapter 15: The Lastest and Best Chapter, The Study of Politics (362—371).
- ★ Choices: Chapter 1: Political Theories and Research Topics (1—20).

12.2 Week 2 - September 3 — 7, 2012

12.2.1 ⇒ September 4, 2012: Political Philosophy and Ideology

- ★ VBM: Chapter 1: Introducing the Ancient Debate, The Ideal versus the Real (1—37).

¹From here on out the Van Belle and Mash textbook will be denoted VBM.

12.2.2 ⇒ September 6, 2012: The Social Contract and Marxism

- ★ Choices: Chapter 2: The Social Contract, by Thomas Hobbes (21—29).
- ★ Choices: Chapter 3: State of Nature, State of War, by John Locke (31—39).
- ★ Choices: Chapter 4: The Communist Manifesto, by Karl Marx and Friedrich Engels (41—61).

12.3 Week 3 - September 10 — 14, 2012

12.3.1 ⇒ September 11, 2012: Why Government?

- ★ VBM: Chapter 2: Why Government? Security, Anarchy, and Some Basic Group Dynamics (38—65).

12.3.2 ⇒ September 13, 2012: Governing Society and Collective Action

- ★ VBM: Chapter 3: Governing Society, We Know Who You Are (66—88).
- ★ Choices: Chapter 14: The Logic of Collective Action, by Mancur Olson (211—212).

12.4 Week 4 - September 17 — 21, 2012

12.4.1 ⇒ September 18, 2012: The Government and Economics

- ★ VBM: Chapter 4: Government's Role in the Economy, The Offer You Can't Refuse (89—115).

12.4.2 ⇒ September 20, 2012: Government and Development

- ★ Choices: Chapter 9: Dictatorship, Democracy, and Development, by Mancur Olson (93—113).

12.5 Week 5 - September 24 — 28, 2012

12.5.1 ⇒ September 25, 2012: American Political Parties

- ★ Choices: Chapter 16: Politics and Parties in America, By John H. Aldrich (237—262).

12.5.2 ⇒ September 27, 2012: Institutions and Government Structures

- ★ VBM: Chapter 4: Structures and Institutions, Get Off Your #*\$%&#g and Build that #*\$%&#g Bike (116—140).

12.6 Week 6 - October 1 — 5, 2012

12.6.1 ⇒ October 2, 2012: American Political Thought and the Federalist Papers

- ★ Choices: Chapter 5: Federalist Paper No. 10, by James Madison (63—70).

- * Choices: Chapter 6: Federalist Paper No. 51, by James Madison (71—76).
- * Choices: Chapter 7: Federalist Paper No. 78, by Alexander Hamilton (77—84).
- * Choices: Chapter 8: An Economic Interpretation of the Constitution, by Charles A. Beard (85—91).

12.6.2 ⇒ October 4, 2012: Democratic Theory

- * Choices: Chapter 10: A Preface to Democratic Theory, by Robert A. Dahl (115—140).

12.7 Week 7 - October 8 — 12, 2012

12.7.1 ⇒ October 9, 2012: Democracy and Interest-Group Pluralism

- * Choices: Chapter 11: What Political Institutions Does Large-Scale Democracy Require (141—154).
- * Choices: Chapter 12: The End of Liberalism, By Theodore J. Lowi (155—178).

12.7.2 ⇒ October 11, 2012: MIDTERM EXAM

- * MIDTERM EXAM.

12.8 Week 8 - October 15 — 19, 2012

12.8.1 ⇒ October 16, 2012: The Executive

- * VBM: Chapter 6: The Executive (In Bad Spanish), El Grande Loco Casa Blanca (141—164).

12.8.2 ⇒ October 18, 2012: The Executive Continued

- * Choices: Chapter 15: The Power to Persuade, By Richard E. Neustadt (213—236).

12.9 Week 9 - October 22 — 26, 2012

12.9.1 ⇒ October 23, 2012: The Legislature

- * VBM: Chapter 7: The Confederacy of Dunces, Legislative Function (Not in Bad Spanish) (165—195).
- * Choices: Chapter 17: Congress: The Electoral Connection, by David R. Mayhew (263—268).

12.9.2 ⇒ March 21, 2012: Bureaucracy and Public Administration

- * VBM: Chapter 8: Brazilian Bureaucracy, Do We Even Need to Bother With the Jokes (196—215).

12.10 Week 10 - October 29 — November 2, 2012

12.10.1 ⇒ October 30, 2012: Bureaucracy and the Public Interest

- ★ Choices: Chapter 18: Bureaucracy and the Public Interest, by James Q. Wilson (269—283).

12.10.2 ⇒ November 2, 2012: Courts and the Law

- ★ VBM: Chapter 9: Courts and the Law, Politics Behind the Gavel (216—242).

12.11 Week 11 - November 5 — 9, 2012

12.11.1 ⇒ November 6, 2012: Attitudinal Model of Supreme Court

- ★ Choices: Chapter 19: The Supreme Court and the Attitudinal Model, By Jeffrey A. Segal and Harold J. Spaeth (285—322).

12.11.2 ⇒ November 8, 2012: Modern Democracy

- ★ VBM: Chapter 10: Not Quite Right, But Still Good, The Democratic Ideal in Modern Politics (243—272).

12.12 Week 12 - November 12 — 16, 2012

12.12.1 ⇒ November 13, 2012: Democracy and Political Knowledge

- ★ Choices: Chapter 20: Knowledge and the Foundation of Democracy, By Arthur Lupia and Matthew D. McCubbins (323—335).

12.12.2 ⇒ November 15, 2012: The Media and Politics

- ★ VBM: Chapter 11: Media, Politics, and Government, Talking Heads are Better than None (273—300).
- ★ Choices: Chapter 21: The News Media as a Political Institution (337—344).

12.13 Week 13 - November 19 — 23, 2012

12.13.1 ⇒ November 20, 2012: International Politics

- ★ VBM: Chapter 12: International Politics, Apocalypse Now and Then (301—339).

12.13.2 ⇒ November 22, 2012: THANKSGIVING RECESS NO CLASS

- ★ NO CLASS - ENJOY THE BREAK!

12.14 Week 14 - November 26 — 30, 2012

12.14.1 ⇒ November 27, 2012: Realism and Neo-Liberal Institutionalism

- ★ Choices: Chapter 22: A Realist Theory of International Politics, By Hans J. Morgenthau (345—358).
- ★ Choices: Chapter 24: Power and Interdependence, By Robert O. Keohane and Joseph S. Nye (377—414).

12.14.2 ⇒ November 29, 2012: Liberalism and the Democratic Peace Theory

- ★ Choices: Chapter 25: Liberalism and World Politics, By Michael W. Doyle (415—442).
- ★ Choices: Chapter 26: The Flawed Logic of the Democratic Peace Theory, By Sabastian Rosato (443—482).

12.15 Week 15 - December 3 — 7, 2012

12.15.1 ⇒ December 4 30, 2012: Political Culture

- ★ VBM: Chapter 14: Political Culture, Sex and Agriculture, Getting Rucked Explains it All (340—361).

12.15.2 ⇒ December 6, 2012: Political Culture and Social Capital

- ★ Choices: Chapter 28: An Approach to Political Culture, Gabriel A. Almond and Sidney Verba (491—518).
- ★ Choices: Chapter 29: Bowling Alone, Political Participation, By Robert D. Putnam (519—537).

12.16 Week 16 - December 10 — 14, 2012: Critique and Evaluation Period

12.16.1 ⇒ December 11, 2012: FINAL EXAM

- ★ FINAL EXAM, 9:40 am — 11:30 am.

13 Final Project: 2012 Presidential Election Issue Paper

The Final Project is designed to allow students to expand their knowledge about government and politics by researching an interesting topic pertaining to the 2012 Presidential Election. The prepared topics range from important American issues to pressing international events. Students will prepare a 6 to 7 page paper which explores the political issue with a focus on the political science research on the topic. This project will help students acquire valuable knowledge necessary to make good political decisions in the upcoming election. Below are a list of topics from which students can choose. Students can choose to entertain the topic broadly or pick a specific issue and research it in detail.

13.1 Topic List

- † The Wars in Afghanistan, and/or Iraq, the War on Terrorism, Nuclear Proliferation, and National Defense.
- † International Trade, including tariffs, the World Trade Organization and the Development Agenda, European Union Monetary Crisis, etc.
- † Education Policy.
- † Gun Rights/Gun Control.
- † Health-Care, including free-market solutions, universal health-care, and other possible reforms/solutions.
- † Immigration, including states' rights to enact strict legislation, legal and illegal immigration, and possible solutions.
- † Economic Crisis, including Financial Services Regulation. monetary policy and the Federal Reserve, unemployment, inflation, etc.
- † Taxation Policies.
- † Social Security, including privatization, the future of the program, generation (in)equality.
- † Courts and Constitutional Issues, specifically federal court issues.
- † Energy Policy, including oil, alternative energy, subsidies of new technologies, etc.
- † American policies toward Latin America.
- † American policies toward The People's Republic of China (PRC), including trade, defense, Taiwan, etc.
- † Government Spending and the Scope of Government.
- † Equal Rights, Including Gay and Lesbian Rights, Gay Marriage, Civil Rights, etc.
- † Environmental and Economical Concerns, including global warming, natural resource dependence, carbon footprint, etc.
- † Alternate Student Choice (see proposal instructions).

13.2 Assignment Outline

13.2.1 Problem Definition (Approximately 1 Page)

In the first section of the paper students should outline the issue/problem in detail. Why is this issue important to the United States, International Community, or set of specific Target Groups? What is the current state of the problem? Students should research specific indicators (such as GDP per capital, inflation, unemployment, poverty rate, current laws, military casualties, trade deficits (imports/exports), court decisions, etc.) which paint a picture of the current state of the issue. The essence of this section discusses why this issue is important.

This section is worth 5 out of the 25 total points.

13.2.2 What Are the Candidates Issue Positions/Solutions to the Problem? (Approximately 1 to 2 Pages)

In this section students should research the presidential/vice presidential candidates' issue positions. What are the candidates solution to the problem? This section must go beyond "surface" statements and research detailed proposals. A great place to start is the candidates' website, but also consider campaign speeches, presidential debates, interviews with the media, etc.

This section is worth 5 out of the 25 total points.

13.2.3 What Does the Political Science Research Say? (Approximately 2 to 3 Pages)

In this section students must research and cite at least 4 peer-reviewed scholarly journal articles from political science/policy sciences journals published in the last 12 years (i.e. from 2000 to 2012). Each article should outline a theory and/or empirical test regarding your chosen issue and be relevant to the cause, solution, or policy alternatives of your chosen topic. This section of the paper should also integrate class material with your chosen issue. Is there anything we have learned this semester that pertains to your chosen issue? This section is very important and should make-up a considerable portion of the assignment.

This section is worth 10 out of the 25 total points.

13.2.4 Your Position on the Issue (Approximately 1 Page)

This section will conclude the assignment by allowing students to take a position on the issue. Students should avoid taking a completely normative or value-laden stance and focus on why you took the stance you did based on positive research and what you know about political science. This section will be difficult for some students, but it is important to think like a political scientist when writing this section (i.e. focus on the research not value judgements or ideology).

This section is worth 5 out of the 25 total points.

13.3 Due Date(s)

13.3.1 Paper Proposal

Paper proposals must be turned in on **September 13th** for approval; this should be a brief half-page description of your chosen topic and include a reference sheet containing about 3 sources referencing your issue choice. You may choose a topic from the topic list or present your own topic not on the list. The proposal should be typed and double spaced. The proposal can be as detailed as you like, but must contain your chosen issue, a brief description of the issue/problem, and 3 sources properly cited in a professional

citation style (see below). Failure to submit a proposal could result in the failure of the assignment.

13.3.2 Final Copy Submission

A **hard copy** of your paper is due at the beginning of class (10:50 am) on Thursday December 6th. Late papers will not be accepted. A **digital copy MUST** be submitted to the “Turn It In” drop-box on ANGEL by 10:50 am on Thursday December 6th. Early papers are always accepted. Remember, I want two copies of the paper, *a hard copy and a digital copy*, both must be on-time (i.e. at the start of the last day of class).

13.4 Citations

All direct quotes, paraphrased text, and ideas must be cited in your paper. As a general rule, if you got an idea from somewhere, you should cite the source. I have given you several examples of the American Political Science Association Citation Style in this syllabus. The References section gives examples of how to cite books and journal articles. The Course Description section gives examples of how to do use “in-text” citations. You may also use footnotes or endnotes, but your paper must follow a professional citation style (APSA, APA, MLA, Chicago, etc.). Instructions on how to use these styles can be found at the University Library web-site at: http://library.buffalo.edu/asl/tutorials/citing_stylemanual.html or here at <http://dept.lamar.edu/polisci/DRURY/drury.html>.

Your paper should cite approximately 10 different sources. **You must have at least 4 citations from peer-reviewed academic journals (see the What Does the Political Science Research Say? section above).** Other sources can include relevant newspaper articles, books, presidential debates, speeches, interviews, etc. ***Wikipedia is not an OK citation, DO NOT CITE Wiki in you bibliography!*** Moreover, do not use information from *Wikipedia* and fail to cite it; it will become apparent that you used this source when I look at your “Turn it In” report. Citing a Wiki will result in loss of points on this assignment. *Wikipedia* is an OK place to look for ideas, but you should follow up with original sources.

Paper Format

All papers must follow these strict formatting guidelines. Your grade will be impacted if you do not follow these standards.

- ✓ No more than 7 double spaced pages of text (not including your endnotes or reference section).
- ✓ Times New Roman, 12 Point Font.
- ✓ 1 inch margins top and bottom.
- ✓ 1 inch margins left and right.
- ✓ Minimal grammatical and spelling errors (no internet/texting slang please).

- ✓ The paper should be segmented into the appropriate sections (i.e. Problem Definition, Candidate Positions, Political Science Research, Student Position).

The last bullet is important. I want the paper to be broken up into each section listed above, just like this syllabus is broken-up into sections. In addition, all papers should be edited for appropriate spelling and grammar. Formatting, grammar, and spelling count toward your grade.

14 Student Learning Outcomes (SLOs) for intellectual Foundation (IF) Courses

14.1 Learning Outcomes

Students will demonstrate:

1. The ability to describe accurately the critical social environments, behaviors, and social issues in the context of the course subject matter.
2. An understanding of the basic concepts and terminology of a social science and the ability to apply them.
3. A basic knowledge of methods of gathering evidence in the social sciences and an understanding of what constitutes acceptable and appropriate evidence.
4. An ability to evaluate the implications of social diversity.²
5. The ability to articulate and critically evaluate varying positions taken on social science topics

References

- Scott, Gregory M., ed. 2012. *Choices: Custom Resources for Political Science PSC 100/101 Introduction to Political Science (Compiled by Nicholas P. Nicoletti)*. Boston, MA: Pearson.
- Van Belle, Douglas A. and Kenneth M. Mash. 2010. *A Novel Approach to Politics: Introducing Political Science through Books, Movies, and Popular Culture*. Washington, D.C.: CQ Press.

²This may include domestic, international and historical approaches.