I Locator Information:

Instructor: 
Office Hours: 
Class Hours: 
Office: 
Location: 
Phone:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: POLI 200 (3-3-0) Introduction to Political Science: The study of the basic principles and concepts of political science with emphasis on the nature and function of political systems. Various approaches to the study of politics and the relationship of political science to other social sciences will be examined.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.


V. Student Learning Outcomes

Primary Core Student Learning Outcome (Scientific Literacy: Social Science): Students will create and assess hypotheses using research methods, interpret and express the results of observation and experimentation, understand the fundamental concepts of natural and social sciences, and apply scientific knowledge to situations common to daily life to promote physical and psychological well-being.

Upon completion of this course, students will be able to:
1. Understand the basic concepts of political science and its relevance to social studies;
2. Construct political research agenda and design;
3. Create and analyze hypotheses on political realities;
4. Integrate political issues and information from various sources;
5. Understand moral and scientific concepts of political information and databases;
6. Apply scientific knowledge to political phenomena and questions;
7. Develop full awareness of reasoning behind principles of civic engagement and academic honesty;
8. Cite materials according to a consistent style using APA, MLA or APSA.

VI. Course Requirements and Evaluation Criteria

a. Grading Scale

The university grading scale applies as following:

A = 93% - 100% - Exceptionally High
B = 83% - 92% - Good
C = 73% - 82% - Satisfactory  
D = 64% - 72% - Marginally Passing  
F = 63% or less - Failing

b. Attendance Requirements:  
   Students are expected to attend the classes punctually. In Case You (students) Are Late or Absent:  
i. Official document is required for your absence excuse.  
ii. 15 minutes late to class and leaving class 15 minutes earlier will be considered to be absent unless you get prior approval by the instructor.  
iii. NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” (NO SHOW) or “EA” (EXCESSIVE ABSENCES) grades. After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.  
iv. Children are not permitted in the classroom. Guests must have prior approval by the instructor.  
v. It is your responsibility to get the course notes, handouts, and assignments should you miss class or be late;

WARNING ABOUT CLASS WITHDRAWALS:  
   ➢ When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.  
   ➢ If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.  
   ➢ STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

c. Graded Assignments and Value of Each Assignment  
   Students will be evaluated (graded) as indicated below:  
   Short writing assignment 15%  
   Peer responses 15%  
   Research project/Presentation 20%  
   Midterm Examination/Simulation 35%  
   Final Examination: 15%  

   There is no “I” (incomplete) grade for this course.

d. Policy on Missed or Late Assignments  
   Students are expected to take or submit assignments/tests on the date specified on the instructor’s request. The instructor reserves the right to deduct points for late assignment or not to accept late work. There is NO MAKEUP for midterm and final exam.

e. Other  
   Cell Phone and Electronic Entertainment Devices (Read carefully): NO LIVE CELL PHONES are permitted in the classroom (except with prior permission of the instructor). Likewise, no electronic game, CD player or other amusement or entertainment devices are permitted in the classroom. Any student coming to class with a live phone or entertainment devices WILL BE asked to leave the class promptly. We want the learning process to be carried out with as little interruptions and distractions as possible.

No Grade Change for the Class: unless the grade was submitted to university in error from the instructor. However, you have the right to appeal your grade to university:  
   http://www.uncfsu.edu/plret/FINALfinalpartI1104.pdf (Page 53: Grade Appeal)
Grade Change and Appeal: (Read carefully): Please read the grade change policy from FSU:

Plagiarism/Cheating: Students are expected to uphold the school’s standard of conduct relating to
academic honesty. Students assume full responsibility for the content and integrity shall be that a
student’s submitted work, examinations, reports, and projects must be that of the student’s own work.
Students shall be guilty of violating the honor code if they: (1) Represent the work of others as their
own; (2) Use or obtain unauthorized assistance in any academic work; (3). Modify, without instructor
approval, an examination, paper, record, or report for the purpose of obtaining additional credit;
(4). Give unauthorized assistance to other students; (5). Misrepresent the content of submitted work.
The penalty for violating the honor code is severe. Any student violating the honor code is subject to
receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student
is unclear about whether a particular situation may constitute an honor code violation, the student
should meet with the instructor to discuss the situation.

Course Structure: Class time will consist of a mixture of lecture, discussions, library sessions, and group
activities. The main focus of the class will be discussions of the assigned chapters and any related issues. Effective
class discussion will require that everyone prepare for class sessions, develop inquiry skills, and evaluate
information. I expect each of you to be prepared by having completed the assigned readings before coming to class.

Assignments: A variety of assignments may be given during the course of the semester. One of the
assignments in the course will consist of a two-part Pre-Test / Post-Test. The assignment will be used to test student
knowledge of basic information literacy skills. As such, the assignment will include questions designed to test the
students’ knowledge about identifying what information is needed for a given question, understanding how the
information is organized, identifying the best sources of information for a given need, where to locate sources, and
how to evaluate sources. Each individual instructor will be responsible for administering the Pre/Post tests and the
test results will be collected by the course certification coordinator.

A second assignment for the course will be a library assignment and research project. There will be
flexibility in how each course faculty member assigns this work, but each library assignment will allow students to
organize, sort, evaluate, and retrieve academic information as well as cite sources appropriately. Part of this
assignment will involve an information literacy session for the class with a librarian, either in the library or in the
class. Each individual instructor will be responsible for scheduling the session with a librarian and for the initial
assessment/grading of the assignment.

Participation: As stated above, a portion of your grade will also include unsolicited (voluntary) class
participation. I take participation as a serious component of your grade. Participation means being actively engaged
in class discussions on a regular and continuous basis. Participation includes participating in and leading class
discussion, asking and answering questions, and in-class activities. Speaking only a few times during the semester
will not allow you to receive full participation credit. If you come to class and do not participate I will assume that
you have not read and are not prepared for class. Shyness, being uncomfortable, and or fear are no excuse for not
participating. This is important: Simply showing-up for each class, being attentive, and taking notes will not count
toward class participation. Leaving before the end of class may result in loss of participation points. Worksheets
and in-class group discussions will be included as participation points. The majority of your points will be based on
verbal participation - so, without verbal participation you will not be able to receive full credit for participation.
Please understand the importance of participation for this class upfront at the start of and throughout the entire
semester. After grades have been posted is not the time to try to earn (be given) points for participation.

Rubric for writing: 4 CLA Scoring Criteria

1. Analytic Reasoning & Evaluation - Interpreting, analyzing, and evaluating the quality of information. This entails
identifying information that is relevant to a problem, highlighting connected and conflicting information, detecting
flaws in logic and questionable assumptions, and explaining why information is credible, unreliable, or limited.
2. Writing Effectiveness - Constructing organized and logically cohesive arguments. Strengthening the writer’s position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence).

3. Writing Mechanics - Facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).

4. Problem Solving - Considering and weighing information from discrete sources to make decisions (draw a conclusion and/or propose a course of action) that logically follow from valid arguments, evidence, and examples. Considering the implications of decisions and suggesting additional research when appropriate.

Information literacy skills will be incorporated into course assignments. The ACRL literacy standards are:

1. Standard One: The information literate student determines the nature and extent of the information needed;
2. Standard Two: The information literate student accesses needed information effectively and efficiently;
3. Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system;
4. Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose; and,
5. Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.
VII. Academic Support Resources
Blackboard: [http://blackboard.uncfsu.edu/](http://blackboard.uncfsu.edu/)
Websites of Instructor: [http://www.uncfsu.edu/ghp/Personnel/lheem.htm](http://www.uncfsu.edu/ghp/Personnel/lheem.htm)
Smarthinking Student Site: [http://www.smarthinking.com/](http://www.smarthinking.com/)

VIII. Course Outline and Assignment Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Political Science Contents</th>
<th>Assignments/Activities</th>
</tr>
</thead>
</table>
| 1    | Poli 200 Syllabus Review – Introduction to Politics and Political Science. What is Politics & Government? | Read Ch 1
      |                            | Complete Study Guide   |
|      |                            | Quiz                   |
|      |                            | Information literacy/Inquiry skills orientation | |
| 2    | Theories                   | Read Ch 2              |
      | Classical Theorists        | Complete Study Guide   |
|      |                            | University Writing Center orientation | |
| 3    | Political Ideologies       | Read Ch. 3             |
      | What is Ideology           | Complete Study Guide   |
      | Major Ideologies           | Peer review/Editing process |
      |                            | Library session        | |
| 4-6  | States                     | Study Guide            |
      | Institutionalized Power    | Short writing exercise  |
      | Unitary or Federal Systems | Peer review practice    |
      | Electoral Systems          | Online search tools     | |
      | Comparing French and Germany Variations | |
      | States and Economy         |                         | |
| 7    | Rights                     | Study Guide            |
      | Constitution in the Modern World | Library session  |
      | The Dangers of Changing Constitutions | Online-JSOR search   |
      | Canada’s New Constitution  | Research agenda and design |
      | The Adaptability of the U.S. Constitution | Qualitative and quantitative methodology |
| 8    | TEST I – Chapters 2 and 3  | Test                   |
|      | TEST II – Chapters 5, 6 & 7 | Test                   |
| 9    | Regimes                    | Read Ch. 8             |
      | Representative Democracy    | Study Guide            |
      | Democracy in Practice: Elitism and Pluralism | Group simulation on academic honesty |
      | Totalitarianism, Authoritarianism | Short writing exercise   |
      | Why Democracies Fail?       |                         | |
| 10   | Political Culture          | Read Ch. 9-10          |
      | What is political culture?  | Study Guide            |
      | The Decay of Political Culture | Library session       |
      | Political Subcultures       | Pre/post test          |
      | Political Socialization    | ACRL Library Standards |
      | Public Opinion             |                         | |
      | What is Public Opinion     |                         | |
      | Public Opinion Poll        |                         | |
      | Interest Groups            |                         | |
| Week 11 | Executive and Bureaucracy  
| Presidents and Prime Ministers  
| Judiciaries: the Court, Bench, the Bar and Structures | Read Ch. 11  
| Assignments –  
| Study Guide |
| Week 12 | TEST III – Chapters 8-11 |
| Week 13 | Political Economy  
| System Breakdown  
| Political Violence  
| Terrorism  
| Revolutions | Read Ch. 12-15  
| Study Guide  
| Short writing exercise  
| Peer review practice  
| Group simulations |
| Week 14-15 | International Relations  
| Power and National Interests  
| Types of National Interests  
| Why War?  
| U.S. Foreign Policy | Read Ch. 16-18  
| Group simulations  
| Research completion and power point file submission |
| Week 16 | Class Presentations |
| | FINAL EXAM – Chapters 1 - 18 |

**IX. Bibliography**


**Please complete and submit to instructor during the first class session.**

**Course Syllabus**

**Acknowledgement Form**

**Student’s Name:** ____________________________

*(Please print)*

I have read and understand the terms, explanations and expectations as set for in this syllabus as presented by the Professor for this class. Furthermore, I understand the attendance and tardy policies.

**Student’s Signature:** ____________________________

**Email Address:** ____________________________

**Student’s Phone Number(s):** ____________________________