COURSE SYLLABUS

Course Number: POS 2001
Prerequisite(s):
Course Title: Introduction To Political Science
Course Credit: 3
College: Arts & Sciences
Course Hours: 3
Department: History & Political Science
Required Text(s): Governing: An Introduction to Political Science, 8th edition, by Austin Ranney
(Also See References)
Supplies:
Faculty Name: William Proctor
Term and Year: Fall 2008
Place and Time: Tues & Thurs. 2:00 – 3:15
Office Location: 408 Tucker Hall
Telephone: 412-7547
E-mail: wmproctor@famu.edu

Office Hours | Monday 8:00-10:00 | Tuesday 11:00-12:30 2:00-4:00 | Wednesday 11:00-12:30 | Thursday 11:00-12:30 | Friday 11:00-12:30 | Saturday
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Course Description

To present students with a comprehensive overview of the historical events, values, and factors that shaped and has affected American society. A careful examination of economic, political, religious, and cultural dynamics will be highlighted. Therefore the development of the students’ analytical, integrative, and interpretative skills is chief among the goals of this course.

Course Purpose

The purpose of this course is to introduce students to the basic concepts, principles, and practices used in political science.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
DIVERSITY

• CF 1

• Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 8 | I: 3, 8 |
| CF: 1.3 (S,D) | Accepts and fosters diversity. | F: 5 | I: 3, 8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5 | I: 5 |

TECHNOLOGY

• CF 2

• Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4 | I: 6 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology | F: 2 | I: 6 |

VALUES

• CF 3

• Through this focal area, the FAMU professional education candidate will:
**Critical Thinking**

- CF 4
  - Through this focal area, the FAMU professional education candidate will:

| CF: | 4.1 (K) | Understand a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 4 | I: 4 |
| CF: | 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F: 2, 4 | I: 4 |
| CF: | 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1, 4 |
| CF: | 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**Professionalism**

- CF 5
  - Through this focal area, the FAMU professional education candidate will:

| CF: | 5.1 (K) | Knows the content | F: 8 | I: 1 |
| CF: | 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F: 4, 8 | I: 4, 7 |
| CF: | 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 5 | I: 9 |
| CF: | 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 1, 8 | I: 5 |
| CF: | 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: | 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 2 | I: 6, 9 |

**Overall Goals of the Course**

To help the student identify the prosperities that are universal to the governing process in all human societies and to understand the nature and consequences of the major variations in those processes among different nations.

**Specific Behavioral Objective**

The Following are the content objectives:

1. Describe what a government is and what governments do and how they differ from other social organizations. (SSS 3.4; FASAC – 4.6, and NCSS – A6)
2. Describe modern political philosophies including Liberalism and conservatism among others.(SSS – 3.1, 3.4; FASAC – 4.2, and NCSS A1)
3. Understand different models of Democracy and Authoritarianism(SSS-3.2 and NCSS 2.3)
4. Explain and describe the nature of political parties and party systems SSS 3.8; FASAC – 4.5, 4.4, and NCSS A5
5. Discuss governmental structures, authorities and processes. (SSS – 3.1, 3.4; FASAC – 4.2, and NCSS A1)
6. Explain politics among and between nations. (SSS-3.5, 4.13; FASAC 4.6)

National, State, and PEU Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Florida Educator Accomplished Practices (FEAPs)

1. ASSESSMENT
   1.1 The pre-professional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. COMMUNICATION
   2.1 The pre-professional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

4. CRITICAL THINKING
   4.1 The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. DIVERSITY
The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. KNOWLEDGE OF SUBJECT MATTER
8.1 The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

1. Knowledge of Geography

4. Analyze and interpret geographic information from maps, charts, and graphs.

3. Knowledge of Political Science

1. Identify the features and principles of the United States Constitution, including the Bill of Rights, the separation of powers, checks and balances, and federalism.
2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
4. Identify the elements and functions of state and local government in the United States.
5. Analyze the guiding concepts, principles, and consequences of U.S. foreign policy.
6. Compare elements, structures, and functions of various political systems.
7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

Topical Outline

COURSE OUTLINE
What is Politics?
Universal Characteristics of Politics
What Governments do
What is government?
How Governments differ from other social Organizations
Modern Political Ideologies
Democracy and Authoritarianism
The Electoral Process

Midterm

Governmental structures, authorities, and Processes
   Legislative processes
   Executive processes
   Law and judicial processes
International Political Systems
   Nature of international politics
   Making foreign Policy
Human Rights
   Conflict over police power
   Conflict over the status of women
   Conflict over the status of African Americans

Final Exam

Teaching Methods

Lecture/Discussion Approach
Inquiry/Problem Solving Approach
Course Evaluation

Grading

1. Midterm Exam  50%
2. Final Exam  50%

Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
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Course Policies

STUDENTS with DISABILITIES:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center. (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to: (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own. (b.) Using the views, opinions, or insights of another without acknowledgment. (c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”
Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

PARTICIPATION and ATTENDANCE:
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive an ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates. Absences will be excused for emergencies with proper documentation from the Dean’s office.
**GORDON RULE REQUIREMENT:**
This rule applies to all students prior to receipt of an Associate in Arts degree from a Florida public community college or university or prior to entry into upper division of a Florida public university. For the purpose of this rule, a grade of "C" or better shall be considered successful completion. All students entering FAMU are required to meet the Gordon Rule requirement. In order for this class to meet its portion of the Gordon Rule requirement, at least 3,000 words must be written and submitted. For further information, visit the following web sites:

http://www.firn.edu/doe/rules/6a-103.htm

**FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):**
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

**Tentative Course Calendar**

Week 8: Mid-term exam

Week 16: Final Examination

**References, Supplemental Materials, and Student Support Available**


