CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-007-156

PLS 1011-Introduction to Political Science (GE Area E)

General Education Committee	**Date: 2/4/2016**
Executive Committee **Received and Forwarded**	**Date: 5/17/16**
Academic Senate	**Date:** <u>5/25/16</u> <u>**First Reading**</u> <u>**06/01/2016**</u> <u>**Second Reading**</u>

BACKGROUND:

The Political Science Department introduced a new semester length major course to satisfy the requirements of Area E: Develop Capacities for Continued Development and Life-long Learning

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area E.

RECOMMENDATION:

The GE Committee recommends approval of GE-007-156 (PLS 1011: Introduction to Political Science for Area E).

PLS - 1011 - Introduction to Political Science
C. Course - New General Education* Updated

o **__**READ BEFORE YOU BEGIN**__**

o

1. **Import curriculum data from the Catalog by clicking on the following icon ⬇. It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.**

2. **Turn the help text on by clicking on the following icon ⓘ .**

3. **All fields with an asterisk (*) are required fields. If left blank, the request will not be launched and cannot be acted upon.**

4. **Run and attach an impact report by clicking 🖥 to show all courses and programs impacted by this proposal.**

5. **Attach additional documentation by clicking ⊞.**

o **Department**

Political Science

o **Semester Subject Area**

PLS

Semester Catalog Number

1011

o **Quarter Subject Area**

None Selected

Quarter Catalog Number

o **Course Title**

Introduction to Political Science

o **Units***
(3)

o **C/S Classification***
C-05 (Seminar)

o **To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf**

o **Component***
Seminar

o **Instruction Mode***
Asynchronous Local
Face-to-Face
Fully Asynchronous
Fully Synchronous
Hybrid w/Asynchronous Component
Hybrid w/Synchronous Component
Synchronous Local
Web-Assisted

o **Grading Basis***

Graded Only

o **Repeat Basis***

May be taken only once

o **If it may be taken multiple times, limit on number of enrollments**

1

o **Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)**

o **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**

o **Choose appropriate type(s) of course(s)***

☑ **Major Course**

☐ **Service Course**

☑ **GE Course**

☐ **None of the above**

o **General Education Area / Subarea***

E

o **To view the General Education SubArea definitions, click http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf.**

o **I. Catalog Description**

o **Catalog Description**

Introduction to university and discipline of political science. Introduces students to skills and resources needed to be life-long learners through the examination of selected topics in political science, including the practice of critical thinking, research skills, and career development strategies

o **II. Required Coursework and Background**

o **Prerequisite(s)**

None

o **Corequisite(s)**

o **Pre or Corequisite(s)**

o **Concurrent**

o **III. Expected Outcomes**

o **List the knowledge, skills, or abilities which students should possess upon completing the course.***

A. Understand the nature and value of scholarly research and evidence-based knowledge

- Assess and develop basic skills and knowledge for being a successful young scholar in an academic environment

- Understand and explain the scope and expectations of political science scholarship and its subfields.

- Analyze the strengths and weaknesses in arguments by examining the research of scholars in political science and related disciplines.

- Present a position or argument in employing supportive evidence.

2. Make use of basic library and information literacy skills

- Identify and utilize library and scholarly resources to prepare an analysis of a relevant topic in the discipline and recognize how the social science perspective differs from journalism and popular media.
- Make appropriate use of technologies in academic studies the University's academic policies and programs

3. Demonstrate an understanding and commitment to their own learning and planning for academic success

- Understand their own learning styles and methods of learning best suited to them
- Develop a relationship with their advisors
- Complete a course and internship roadmap in consultation with their advisor
- Understand the resources on campus that support their emotional, academic, and financial well-being.

4. Develop an understanding of the relationship between their education and professional development

- Develop a plan for exploring career options
- Include internships and extra-curricular activities related to careers in their 4-year plan

5. Develop skills necessary to work with diverse communities and build a strong network of support

- Utilize faculty office hours for academic and career advising
- Participate in co-curricular activities with peers, staff, and faculty
- Participate in class discussions and activities in supportive and respectful ways.

6. Develop the skills and commitment for responsible citizenry

- Understand social and political problems from the critical and knowledgeable perspective of political science
- Understand and engage in the role of citizen in a democracy

o **If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

B. These outcomes relate to the goals of the Political Science program by introducing students to library resources and skills and the requirements of academic research, including the use of evidence in making scholarly arguments. Students are also introduced to the basic concepts and questions of each subfield in political science.

o **Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

C. The course meets the description of GE Area E by:

This course equips learners for lifelong understanding and development of themselves as integrated social and psychological beings by engaging students in a study of their own learning styles and developing strategies for studying, time and stress management and the development of supportive communities on campus. In combining the reflection and study of themselves as individual learners with the study of Political Science as a discipline, students should gain the means to use scholarship to evaluate and address common social and political problems. By using a case study in Political Science on a topic accessible to freshmen students, such as environmental degradation, war, ethnic conflict, or money and political elections, students will understand and analyze the concrete importance of their discipline and the role it can play for citizens.

- **Describe how these outcomes relate to the associated GE Learning Outcomes listed below.***

  D. These outcomes are related to the GE Learning Outcomes for Area E by:

  1a) Introducing and developing the skills required for academic writing. Students will critically evaluate arguments about politics based on the quality of evidence, which in turn prepares students to write effectively for all audiences.

  4a) Developing an understanding of their own learning styles and enabling students to avoid anxiety and enjoy the intellectual challenges of their education. The political science readings that students will analyze in this class will introduce them to complex social and political problems and ways to address them personally and as citizens. Students will develop critical perspectives about the factors related to a community's well-being.

  4b) Developing an understanding of active citizenship that encourages learning and participation in a diverse society. Political Science studies also engage interdisciplinary perspectives because of the array of policies and problems that democratic government touches, including social, economic, and scientific problems.

  4c) Engaging students in co-curricular activities and class-room learning with their peers and with faculty and staff. Students will research the opportunities for internships in regional and national non-profit organizations and governments.

- **General Education Outcomes***
  Ia. Write effectively for various audiences
  IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)
  IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.
  IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

- **To view the mapping, click https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf**

- **IV. Instructional Materials**

- **Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.**
- **Instructional Materials***

  Faculty may select from a number of texts that introduce the discipline of Political Science and research in the field.   Faculty should have readings in the discipline, readings in student success, and a first year experience common read text or article related to politics, to which they can apply critical thinking skills. Examples of each are below.**Political Science readings:**

  Grigsby, E. (2012) Analyzing Politics: An introduction to political science, 5th edition. Toronto, Canada: Cengage.

  Mansbridge, J., (1983). Beyond adversary democracy. Chicago,IL: University of Chicago Press.Schmidt, D., (2010) Writing in Political Science: A practical guide, 4th edition. Boston, MA: Longman

  Shively, W.P. (2003), Power and Choice: An Introduction to Political Science. 8th ed. NY: McGraw Hill.

Student success readings:

Beiderwell, B. (2010) *College Success*. (online) Open Text Library.

Kuh, G., Kinzie, J., (2010). Student Success in College. San Francisco, CA: Wiley and Sons

Wahlstrom, C. (1999). Learning Success: Three Paths to Being Your Best at College and Life. Belmont, CA. Wadsworth Publishers.

Secondary Politics Readings

Faculty members are encouraged to use current scholarly articles or books in contemporary issues such as environmentalism, political alienation, terrorism and so forth. The articles noted below are examples only.

Blair, D., (2009). The child in the garden: An evaluative review of the benefits of school gardening. Journal of Environmental Education 40 (2), 15-38.

Bogard, C.J. and Sheinheit, I., and Clarke, R., (2008). Information they can trust: Increasing Youth Voter Turnout. PS Online 41 (3) 541-46.

Jackson, R and Sinclair, S.J., (2012). Contemporary Debates on Terrorism. Florence, KY: Routledge.

Leonard, A., (2010). The Story of Stuff. New York, NY: Free Press.

Meyers, J. (2008). The aftermath of environmentalism. American Prospect 16(10), 5-7.

Stolle, D., Hooghe, M. and Micheleth, M. (2006) Politics in the Supermarket: Political Comsummerism as a Form of Political Participation. International Political Science Review, 26 (3), 245-269.

Young, Iris. (2011). Responsibility for Justice, Oxford, England: Oxford University Press.

o **Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information,http://www.cpp.edu/~accessibility**

o **<u>V. Minimum Student Material</u>**

o **List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.**
o **Minimum Student Material***

   Textbooks, notebooks, and access to library and computer research resources

o **<u>VI. Minimum College Facilities</u>**

o **List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.**
o **Minimum College Facilities***

   Classroom for lecture/discussion with audio-visual and Internet capabilities.

o **<u>VII. Course Outline</u>**

- o **Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.**
- o **Course Outline***

- What is political science and what is politics?

- Political science subfields and faculty in political science

- Analysis of a particular problem in politics, such as terrorism or climate change (this problem can be used throughout the class to develop in-depth and varied political science perspectives on the problem)

- Ideology: conservatism, liberalism, socialism, fascism, feminism and environmentalism

- Introduction to the tools of political scientists

- o Proprietary databases and scholarly resources

- o Political science research questions and hypotheses

- o Literature review basics

- o Citations and art of avoiding plagiarism

- o Writing in the discipline: research and position papers

- Skills for young scholars

- o Managing the college experience: academic calendar, stress management, financial aid, extra curricula resources, etc.

- o Creating a personal roadmap to graduation.

- o Course work, internships, and scholarly conferences

- o Interviewing and conferring with faculty

- o Resources: career center, writing center, health and counseling offices,

- o Critiquing others and collaboration with peers.

- o **VIII. Instructional Methods**

- o **Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**
- o **Instructional Methods***

Lectures/discussion with active student involvement. A variety of in-class group activities to build community and participation skills. Students will be required to participate in co-curricular activities and make use of resources on campus. Faculty will lead discussions building on these experiences to facilitate learning

- o **IX. Evaluation of Outcomes**

- o **Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.***

Evaluation will be a function of essay exams, quizzes, class participation, presentations regarding campus activities and interviews, annotated bibliography, and reflective essays.

- o **Describe the meaningful writing assignments to be included.***

Essay exams, reflective essay, annotated bibliography.

- o **Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.***

This class is a part of the PLS program assessment plan. The courses in this plan are the 1011 Introduction to Political Science Resources, all the 2000 level introductory courses, the 3000 level methods course, and the Senior Capstone classes: Thesis and Internship. At the end of this class the students will be given an ungraded test or assignment to assess whether they are able to understand Political Science as a discipline, identify resources on campus supporting student success, use basic library and research skills, and understand the how data and evidence is used in Political Science.

methods of evaluation	Library skills	Quant. data analysis	Qual. data analysis	Oral argument	Written argument	Learn from experience	American govt./ PA	IR/ Comp	Legal / theory
Essay exams	X		X		X		X	X	X
Quizzes	X	X	X		X		X	X	X
Discussion				X		X	X	X	X
Reflective essays	X	X	X		X		X	X	X
Annotated bibliography	X	X	X				X	X	X
Presentations				X		X			

- o **If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.***

D. Alignment of evaluation methods with GE Area E SLO's

Method of evaluation	SLO 1a	SLO 4a	SLO 4b	SLO 4c
Essay Exams	X	X	X	
Quizzes		X	X	
Discussion		X	X	
Reflective essays	X		X	X
Annotated bibliography	X	X	X	
Presentations		X	X	X

- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**