



**POL 2201: Introduction to Political Science**  
**Alliant International University**  
**Spring Semester, 2012**  
**Class Times: Tuesday and Thursday 1-2:30PM**  
**Instructor: Dr. Roger López**  
**E-mail: [rglopez@aucegypt.edu](mailto:rglopez@aucegypt.edu)**  
**Grading: Letter**  
**Units: 3**

### **Alliant's Mission Statement**

Alliant International University educates citizens of the world, ensuring the acquisition of knowledge and competencies that are essential to live, lead and solve problems in a global society.

#### **I. Rationale:**

The focus of this course is on government and ideas. This includes an introduction to the long tradition of theorists who have focused their scrutiny on government and grappled with the questions their observations gave rise to. For example, what is the purpose of government? Is it to provide for the public good? To bring about particular distributions of goods? To enable citizens to pursue their interests? Or is it to create and preserve structures of feeling, and to reinforce cultural values? What is the relation of the state to the citizen? What is the source of political authority? In some cases, thinkers have tried to derive answers to contingent political issues from their views on these more abstract questions.

Ideas are also an integral part of the political process itself. Accordingly, our course will introduce us to several normative views on what government ought to be, on what the best or most defensible form of government is. In this connection, we will pay sustained attention to democracy and some of the justifications that have been offered for it. However, competing alternatives such as absolutism, plutocracy, theocracy, socialism, fascism and anarchy will also appear in our readings. The course will offer students a chance to develop a better understanding of the nature and value of the political life and to reflect on what form of government it is best to pursue.

Students will be required to participate actively and regularly; to work on their own and collaboratively, in writing and orally.

The International Relations major stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government, diplomacy and private and nongovernmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.

#### **II. Course Description, Purpose, Student Learning Outcomes and Assessments:**

##### ***A. Course Description***



Basic theories and practices which characterize political behavior in the national and international community.

***C. Specific Learning Outcomes and Assessment Methods***

Through this course, students will:

1) Develop close familiarity with some of the milestones in the history of political thought.  
Assessment Methods: Reading assignments, class participation, and examinations.

2) Acquire some proficiency in analyzing and evaluating arguments.  
Assessment Methods: Writing assignments and class discussion.

3) Become conversant with the methods of political science and some of the principal questions it deals with.  
Assessment Methods: Writing assignments and examinations.

4) Hone the skills in critical thinking and expository writing needed to produce formal academic papers.  
Assessment Methods: Writing assignments.

***D. Instructional Strategy***

Students in this course will be responsible for completing substantial readings prior to each class meeting. The instructor's lectures are meant to clarify and complement students' understanding of the readings. In addition to lectures, class time will also be devoted to discussion and student presentations.



**ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY**  
**SPRING SEMESTER 2012**

Jan. 17 -20 Tuesday – Friday  
New student orientation/Attendance is mandatory for new students

Jan. 23 Monday  
Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday  
Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

**Monday, February 6-- Constitution Day Holiday—NO CLASSES**

Feb. 17 Friday  
Last day to withdraw from Spring Semester Session 1 courses in good standing

Mar. 8 Thursday  
*Annual Student Leadership Conference*

Mar. 16 Friday  
Last day to withdraw from Spring Semester full-term courses in good standing

Mar. 18 Sunday  
Last day of Spring Session 1 courses

Mar. 19 Monday  
Instruction begins for Spring Semester Session 2 (8-week) courses

**Monday, March 19-- Benito Juárez Holiday—NO CLASSES**

Mar. 30 Friday  
Spring Semester Session 1 grades due to Registrar's Office

**Apr. 2 – 8 Monday – Sunday**  
**Spring Break. Classes do not meet**

Apr. 20 Friday  
Last day to withdraw from Spring Semester Session 2 courses in good standing. Spring Semester Session 1 grades available online.

Apr. 23 Monday  
Registration for Summer Term and Fall Semester begins

**Tuesday MAY 1—HOLIDAY—NO CLASSES**

May 7 Monday  
Last day to register for Summer Term without paying a late fee

May 13 Sunday  
Last day of Spring Semester full-term courses

**Tuesday MAY 15—HOLIDAY—MEXICO CAMPUS CLOSED**

May 14-20 Monday – Sunday  
Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

May 20 Sunday  
Last day of Spring Semester Session 2 courses

May 25 Friday  
Spring Semester full-term grades due to Registrar's Office



**June 1 Friday**  
Spring Semester Session 2 grades due to Registrar's Office

**June 8 Friday**  
Spring Semester grades available on-line

COMMENCEMENT CEREMONIES--TBA  
ASM Grade Scale

<b>Grade</b>	<b>Per cent</b>
A	100 – 95%
A-	94% – 90%
B+	89% – 87%
B	86% – 84%
B-	83% – 80%
C+	79% – 77%
C	76% – 74%
C-	73% – 70%
D+	69% – 67%
D	66% – 64%
D-	63% – 60%
F	Less than 60%

**Principal Rubrics:**

1. Class Participation (10% of semester grade): Preparation, presentation, and participation in the class should demonstrate your capacity to successfully demonstrate the identified outcomes. Class questions will focus on your preparation and participation, which will be evaluated on the basis of five criteria:

<b>Class Participation Rubric</b>	Clear Evidence	Minimal Evidence points	No Evidence
Preparation, Familiarity & Reflection on reading	Student exhibits substantial familiarity with the reading	Student demonstrates a basic familiarity with the reading.	Student demonstrates a lack of preparation and familiarity with the reading.
Understanding of Readings	Student has a clear understanding of the reading.	Student has minimal understanding of the reading.	Student lacks a basic understanding of the reading.
Contribution to Others Learning	Student contributes to the learning of others.	Student makes minimal contribution to the learning of others.	Student failed to contribute to the learning of others.
Clarity & Originality of Contribution	Student's contribution is clear and original.	Student's contribution is minimal.	Student contribution lacks clarity and originality.

2. Presentations (10% of semester grade):

Objectives for this type of presentation include

1. Quality of oral presentation,
2. Focused, relevant research presented in a student-friendly manner,
3. Defense of one's analysis,
4. Response to questions,

5. Prompting relevant dialogue on important issues.

3. Research Papers Scoring Rubric (40% of semester grade):

<b>Grading Criteria: Format</b>	Excellent	Proficient	Poor
Grammar & Punctuation	The paper has no major grammatical and punctuation errors and very few minor errors. Any minor errors do not interfere with the understanding of the paper.	The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable.	The paper has so many basic grammar errors that the paper cannot be readily understood.
Style of paper	Presentation style assured real learning by reader and engaged the reader.	Presentation style was adequate to advance reader learning.	Style of paper was confusing to reader. (0 points)
Presentation of research and design to class	Presentation was engaging for classmates.	Presentation was interesting but lacked clarity and explanation	Presentation lacked clarity and was not engaging of fellow students in the class
Adherence to APA style	Paper demonstrated full adherence to APA style.	Paper demonstrated partial adherence to APA style.	Paper failed to utilize APA style.

<b>Grading Criteria: Content</b>			
Organization	Writing is clear, logical, and very organized around a developed thesis.	Writing has minimal organization and a basic thesis statement.	The paper is unclear with no organization.
Support	Every important point is clearly supported by strong evidence.	The use of evidence is minimal, but it does support the thesis.	The paper does not attempt to support a thesis.
Analysis	Analysis shows a strong relationship between evidence and thesis.	Analysis of the evidence stretches its meaning in an attempt to support the thesis.	The paper does not attempt to explain how the content relates to the thesis.

**4. Final Examination Rubrics (30% of semester grade):**

<b>Short Questions</b>	<b>Answer</b>	<b>Superior-Exceeds Expectations</b>	<b>Proficient-Meets Expectations</b>	<b>Poor-Below Expectations</b>
Student uses relevant concepts to answer the question		Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits understanding of the concepts/information		Student clearly and completely exhibits knowledge of the relevant concepts. (10 points)	Student exhibits basic knowledge of the relevant concepts used in the response. (5 points)	Student clearly lacks a basic understanding of the relevant concepts. (0 points)
The response is well-written.		The response is highly readable.	The response is basically understandable.	Response is not understandable.
<b>Essay Question</b>		<b>Superior-Exceeds Expectations</b>	<b>Proficient-Meets Expectations</b>	<b>Poor-Below Expectations</b>



Student uses relevant concepts to answer the question	Student uses multiple relevant concepts to respond to the question, beyond those mentioned in the question itself.	Student uses the concepts that are specifically mentioned in the question.	Student does not use all the concepts that are specifically mentioned in the question.
Student exhibits understanding of the concepts/information	Student clearly and completely exhibits knowledge of the relevant concepts.	Student exhibits basic knowledge of the relevant concepts use in the response	Student clearly lacks a basic understanding of the relevant concepts.
The response is well-written.	The response is highly readable.	The response is basically understandable and consists of at least 3 full paragraphs. (2 points)	Response is not very comprehensive/

**III. Course Readings and Materials:**

Required Texts:

- Tremblay, et al., Mapping the Political Landscape: An Introduction to Political Science. Thomson & Nelson, 2004. ISBN: 978-0176224479
- Mansfield, Harvey C., A Student’s Guide to Political Theory. Christendom Press, 2000. ISBN: 1-882926-43-9

Readings not included in these texts will be available from the instructor.

Course Requirements:

(1) Participation (30%):

- a. Active participation in discussion and engagement in lectures (10%)
- b. Reading Responses (10%): Each week students will submit short (under 200 words) reading responses.

c. Presentation: Individually or in groups, each student will take responsibility for conducting a class on a topic of his or her choice

(2) First Assignment (15%): A five-page paper is due February 21. An optional rewrite is due March 7.

(3) Second Assignment (25%): A seven-page paper is due in class on April 10 in paper and electronic forms. The revised paper (required) is due on April 24.

(4) Final Examination, a comprehensive test that will integrate the topics of the course

**IV. Policies and Procedures:**

Punctual attendance will be mandatory in this class. Students who exceed the allowed number of absences will automatically fail the course. However, I will allow students to cancel up to two absences with a note from their health care providers. After the official start of the class period, there will be a ten minute grace period during which students can

enter class and sign the attendance sheet. Students who arrive after that grace period will be considered late. Two late arrivals or early departures will count as an absence.

**Missing work:**

Students who do not submit their writing assignments may submit them for credit within two class meetings after the due date if they can provide medical justification for the delay. Makeups for the final examination will not be given for reasons other than documented illness. For example, personal problems, deadlines in other classes, deaths in the family or commitments outside the university will not be taken to excuse students from any obligation in this class.

**Classroom civics 101:**

Students are expected to conduct themselves in a manner that is respectful of the class and propitious to serious learning. It is impossible to exhaustively spell out what this entails, but as a rule of thumb, you should focus your attention on the class discussion and not hinder other participants from doing the same. Mid-class entrances and departures are distracting. If you must arrive late, please do so as quietly as possible. If you leave early, don't come back before the next class. Private conversations undermine the lecture and group discussion. Audible devices, such as pagers, alarms and mobile phones should be turned off if you're going to bring them at all. If any such device audibly interrupts the class, the class will momentarily adjourn and we will immediately segue to a quiz that will be worth 1% of everyone's semester grade.

**Policy Regarding Plagiarism**

*Plagiarism is citing, quoting, or paraphrasing the works of others without proper textual and bibliographic citations. It is the responsibility of students to understand the rules of proper use of the intellectual production of others, and the forms of proper citation in academic works. For example, students must not copy and paste written sources from the internet, and present these sources as their own work. Plagiarism constitutes a violation of university ethics rules.*

*Documented cases of plagiarism will have the following consequences. In the first instances the student may fail the written assignment that was plagiarized or the course, at the discretion of the class instructor. In the first instance of plagiarism the Program Director will create a file with a copy of the plagiarized work. In the second instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider suspension from the university for one semester. In the third instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider dismissal from the university.*

*If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director.*

**Appendix: Alliant Mission, Values, Professional Practices and Competencies**

**A. Alliant Mission**

**Description:** Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

**Purpose:** The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

## **B. Alliant Core Values**

**Description:** The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

**Purpose:** The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

## **C. Alliant Professional Practice University Components of Excellence from the Mission**

**Description:** The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

**Purpose:** The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

## **D. Professional Practice Competencies**

**Description:** The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

**Purpose:** The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.

## **V. Course Outline**

Jan. 24: Politics as discipline

Reading: Tremblay, Chs. 1 and 2

Jan. 26: Conspectus of Political Theory

Reading: Mansfield (all)

Jan 31, Feb 2: Citizens and their rulers

Reading: Plato's Republic, Books I, V – VIII; Louis Menand "The Unpolitical Animal"

Feb. 7 and 9: Majority rule  
Reading: John Locke (selections)

Feb. 14 and 16: Democracy and autonomy in the aggregate  
Reading: J. J. Rousseau (selections); Richard Wollheim, “A Paradox in the Theory of Democracy”

Feb. 21, Feb. 23: Absolutism and the origin of the civil state  
Reading: Thomas Hobbes, Leviathan

Feb. 28 and Mar. 1: Variations on democratic themes  
Readings: Tremblay, Chapter 14; Aristotle (selections); J.S. Mill (selections); Amy Gutmann and Dennis Thompson, “Why Deliberative Democracy?”

Feb. 28 and Mar. 1: The Tyranny of the Majority?  
Reading: John C. Calhoun (selections); J.S. Mill (selections); T.M. Scanlon, “The Difficulty of Tolerance”

Mar. 6: Further on liberty  
Reading: TBA

Mar. 8: Politics and the Pursuit of Interests  
J.S. Mill (selections); Jeremy Bentham (selections); John Harris, “The Survival Lottery”

Mar. 13: Liberalism and Conservatism  
Reading: Tremblay, Ch. 4; T. H. Green; Michael Oakeshott

Mar. 15: Fascism  
Reading: Tremblay, Ch. 6; Alfredo Rocco

Mar. 20 and 22: Socialism

Reading: Tremblay, Ch. 5; Robert Owen, “Address to the Inhabitants of New Lanark”; Marx & Engels (selections)

Mar. 27 and 29: Feminism  
Reading: Tremblay, Ch. 7; Marilyn Frye; Susan Moller Okin, “Justice and Gender: An Unfinished Debate”

Apr. 10 and 12: Globalization  
Reading: Tremblay, Ch. 15; John Micklethwait and Adrian Wooldridge; Pat Buchana

Apr. 17 and 19: Citizenship and political participation  
*Alliant Mexico 2011*



Tremblay, Ch ; Loren Lomasky and Geoffrey Brennan, “Is there a Duty to Vote?; Danielle Allen (selections)

Apr. 24: Varieties of anarchism

Readings: Murray Rothbard; Mikhail Bakunin

Apr. 26: Religious fundamentalism

Reading: Tremblay, Ch. 17; Sayyid Qutb; Ayatollah Ruhollah Khomeini

May 3: Nations and nationalism

Reading: Tremblay, Ch. 17; George Kateb

May 8 and 10: Global politics

Michael Walzer, “Governing the Globe”; Thomas Nagel, “The Problem of Global Justice”

May 15: Review

**May 17: Final examination**

### **Reminder that Syllabus is Subject to Change**

The preceding is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

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