

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGEWIDE COURSE SYLLABUS

CAMPUS: Terry Campus
DEPARTMENT: Social Sciences
COURSE: POL 111 Political Science
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES: ENG 051, RDG 051
CO-REQUISITES: None
COURSE HOURS and CREDITS: 3:0:3

COURSE DESCRIPTION:

This course focuses on the organization and operation of government at the various levels emphasizing involvement in the democratic process. The major purpose of the course is to provide the student with a working understanding of the structure and functioning of the formal political system on the local, state, national and international levels. The course is also designed to foster student involvement in the political process and to assist the student's clarification of his/her personal political value system.

TEXT: Cummings, M., Wise, D. Democracy Under Pressure. Harcourt.
MATERIALS: Student Study Guide
METHOD of INSTRUCTION: Telecourse only
MANUALS: Information Packet/Syllabus
DISCLAIMER: Student will need to have access to Comcast channel 24 or rent course videos from Campus Bookstore.

CORE CURRICULUM COMPETENCIES (CCC)

(Approved by President George and President's Council 8/25/98; Rev. 4/27/06)

The graduate will be able to:

1. Communicate clearly and effectively both orally and in writing.
2. Demonstrate effective problem solving and reasoning skills.
3. Work effectively in groups of people from diverse backgrounds.
4. Demonstrate ethical and professional understanding and conduct.
5. Apply appropriate information literacy skills to locate, evaluate and use information effectively.
6. Use computer technology appropriate to the field.
7. Use scientific and mathematical reasoning appropriate to the technology.

The Core Curriculum Competencies apply to all Associate Degree programs at the College. These are incorporated into each curriculum either by a course or by being integrated into coursework. These competencies are incorporated into each program review employer survey.

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES: (CCPO)

The student will be able to:

1. Discuss the ideological foundations of American (United States) democracy. (CCC 1, 2, 8)
2. Outline the development of democratic thought by tracing contributions of major social contract philosophers. (CCC 1, 2, 8)
3. Identify how the three branches of government evolved, interrelate and function. (CCC 1, 2)
4. Describe the factors affecting participation in the political process. (CCC 1, 2, 8)
5. Analyze the issues of civil liberties, rights and responsibilities within the diverse socio-political context. (CCC 1, 2, 8)
6. Express the interrelationship of international and national political issues. (CCC 1, 2, 8)
7. Describe an interdisciplinary perspective which may apply to contemporary socio-economic and political problems. (CCC 1, 2, 8)
8. Use critical thinking skills to evaluate different approaches to the study of public policy. (CCC 1, 2, 8)
9. Learn from real life experiences by participating in a political action project or attending a public meeting. (CCC 1, 2, 3, 8)
10. Formulate and express one's opinion of the political process orally and in writing. (CCC 1, 2, 8)
11. Develop an ability to critically review material related to political science. (CCC 1, 2, 5)

MEASURABLE PERFORMANCE OBJECTIVES: (MPO)

The student will be able to:

1. Discuss the ideological foundations of American (United States) Democracy.
 - 1.1 *Identify and discuss the ideological foundations of American Democracy.*
 - 1.2 *Describe the theories of government and the resultant compromises, which form the basis for the American Democracy.*
 - 1.3 *Explain the meaning of federalism as it relates to the government of the United States.*

2. Outline the development of democratic thought by tracing contributions of major contract philosophers.
 - 2.1 *Name the major social contract philosophers whose body of work contributed to our democratic process.*
 - 2.2 *Identify and explain the respective theories proposed by these social contract philosophers.*

3. Identify how the three branches of government evolved, interrelate, and function.
 - 3.1 *Name the three branches of our federal government.*
 - 3.2 *Identify the constitutional basis for each branch of government.*
 - 3.3 *List the duties and responsibilities of each branch of government.*
 - 3.4 *Discuss the checks and balances system as it relates to the three branches of government.*
 - 3.5 *Examine the strategy and powers that are unique to the President and Congress as they interact with each other.*
 - 3.6 *Analyze the effect of how presidential management style influences the structure and power of the office.*
 - 3.7 *Explain the powers of the institution known as the Supreme Court.*

4. Describe the factors affecting participation in the political process.
 - 4.1 *Identify factors which have allowed for political socialization of certain groups and the exclusion of others from the political process.*
 - 4.2 *List basic factors that affect participation in the political process.*
 - 4.3 *Discuss ways in which citizens may become active in the political process.*
 - 4.4 *Examine the different types of interest groups and the role they play in our democratic society.*
 - 4.5 *Evaluate how participation in interest groups and interest group influence should fit within the framework of democracy.*
 - 4.6 *Describe the primary responsibilities of political parties and how individuals can get involved in party activities.*

5. Analyze the issues of civil liberties, rights, and responsibilities within the diverse socio-political context.
 - 5.1 *Explain the concept of civil liberties.*
 - 5.2 *Compile a list of commonly accepted and debated civil liberties.*
 - 5.3 *Discuss both the rights and responsibilities associated with being a citizen of the United States.*
 - 5.4 *Assess the role of the media in providing a forum for the discussion of civil liberties.*
 - 5.5 *Describe the symbiotic and adversarial relationship between the press and the government.*

6. Express the interrelationship of international and national political issues.
 - 6.1 *Explain how discussions and policies made at the national level can affect international decisions and policies.*
 - 6.2 *Cite specific examples of the interrelatedness of national and international policy making.*
 - 6.3 *Describe the roles of the President (and advisors) and Congress in influencing foreign policy.*
 - 6.4 *Explain the factors and influences that shape domestic policy and the policy's impact on the people in the United States.*
 - 6.5 *Identify the key issues of contemporary foreign policy and the competing viewpoints on these issues.*

7. Describe an interdisciplinary perspective, which may apply to contemporary socio-economic and political problems.
 - 7.1 *Discuss the meaning of an interdisciplinary perspective toward the study of government.*
 - 7.2 *State the importance of using such a perspective.*

8. Use critical thinking skills to evaluate different approaches to the study of public policy.
 - 8.1 *Define public policy.*
 - 8.2 *Discuss the importance of public policy and how such policy is achieved.*
 - 8.3 *Use critical thinking and problem-solving skills to determine how to evaluate the effectiveness of public policy decisions.*

9. Learn from real life experience by participating in a political action project or by attending a public meeting.
 - 9.1 *Participate in one of the politically oriented activities identified by course guidelines.*

- 9.2 *Complete a corresponding writing assignment documenting your involvement in a politically oriented activity.*
10. Formulate and express one's opinion of the political process orally and in writing.
- 10.1 *Formulate a personal opinion of the American political process based upon factors studied during the Political Science course.*
- 10.2 *Complete assigned writing assignments in order to express your overall opinion of the American political process.*
11. Develop an ability to critically review material related to political science.
- 11.1 *Analyze a current political issue (at the National, State, or local level) by reading numerous accounts of the same issue.*
- 11.2 *Complete a writing assignment, which adheres to stated guidelines and conveys your understanding of a current political issue.*

EVALUATION CRITERIA:

Students will demonstrate proficiency on all Measurable Performance Objectives at least to the 75% level. The final course grade will be derived from:

Examinations: (MPOs 1-8) **60%**

You will complete three examinations. The exams may contain a variety of question types including multiple choice, matching, true/false, short answer, and essay. The questions will reflect the competencies within this course syllabus and student study guide. You are expected to complete tests within the time parameters and guidelines of your instructor. Make-up exams may not be in the same format as the scheduled exam. You must contact the instructor for details as to where and when to complete the make-up exam.

Magazine Summary: (11.1; 11.2) **15%**

You will write a 3-4-page summary of a current national or local political issue. The information for this issue is to be obtained from multiple national or local newsmagazines and/or professional sources such as Newsweek, Time, U.S. News and world Report, and articles or editorials from the New York Times, the Washington Post, or the Wall Street Journal. Other sources may be used with the permission of the instructor. Attach a photocopy of the articles to the back of the summary.

Public Meeting: (4.4; 9.1; 9.2) **15%**

You will gain first-hand experience of the American Political System in action by attending a political meeting and completing a meeting paper. (The form for the meeting report is attached.)

Participation: (MPOs 1-11) **10%**

You will complete an assigned activity and/or written assignment for each chapter. Your instructor will give specific requirements as the assignments are made.

See Measurable Performance Objectives for detailed expectations and requirements.

Grades will be computed using the following scale:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

4. Discuss your reactions to the total process.