This class is designed to introduce students to the academic study of politics. A primary objective of the course is that students will learn to differentiate among the various fields of Political Science including Political Theory, American Politics, Comparative Politics and International Relations. The course thus prepares students to select coursework within the Political Science major appropriate to their interests and career goals. Additionally, the course aims to assist in the development of the analytical tools necessary for successful completion of the Political Science major. In particular, the course emphasizes learning to identify and evaluate arguments and the evidence that underpin them in both academic journals and newspaper articles. Finally, the course provides the opportunity to explore various opportunities related to the study of political science at the undergraduate level and as future careers.

**Course Objectives**
- Develop an understanding of the concept of Politics
- Learn to differentiate between the various fields of Political Science
- Explore opportunities related to the study of Politics
- Learn to identify arguments in newspaper articles and scholarly journal articles

**Social Science Core Requirement:**
This course fulfills the social science core requirement. Such courses must fulfill the following student outcomes:
- Students will acquire conceptual tools and methodologies to analyze and understand their social world.
- With these tools, they will be able to act in their world more effectively and become forces for positive change.
- They will gain a better understanding of human diversity.
- Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

**Course Requirements**
Successful completion of this course requires attendance at lectures, active participation in course discussions, completion of all reading assignments in a thoughtful and thorough manner, and completion of five short papers. Finally, students are required to evaluate the class at the end of the semester. Students should also feel welcome to share comments, concerns or suggestions about the course with the instructor at any time.

**Attendance Policy/Participation Grade:**
Students are expected to attend all class sessions and participate actively in discussions in order to gain full participation credit. The professor will provide guidance on what types of comments in class discussions are beneficial for fulfillment of the participation grade. Three unexcused absences are allowed before the student’s grade is impacted.

**Reading Assignments:**
Students are expected to complete ALL reading assignments. Student progress toward this goal will be evaluated through class discussions as well as the final assignment.
Written Assignments:
There are five written assignments for this course. They are detailed below. All written assignments will be done in Times New Roman font, size 12 with one-inch margins. Assignments are to be double-spaced with the exception of headers, which are single-spaced. Always include page numbers. Do not make grammatical or language errors. All written assignments will be submitted through the course webpage on Blackboard.

Writing Assistance:
If you understand the outline of an assignment, but are having trouble making progress with it, I suggest you take advantage of the services offered at the Student Success Center in the BSC or Pius library. For this course, it makes particular sense to consult one of the center’s trained writing consultants. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-3484 or visit http://www.slu.edu/writingservices.xml.

Required Texts:

Grade Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
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<tr>
<td>Assignment 1</td>
<td>5%</td>
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<tr>
<td>Assignment 2</td>
<td>15%</td>
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<tr>
<td>Assignment 3</td>
<td>10%</td>
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<tr>
<td>Assignment 4</td>
<td>20%</td>
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<tr>
<td>Final Assignment</td>
<td>25%</td>
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</tbody>
</table>

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
</tr>
<tr>
<td>B-</td>
<td>83-86</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
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<tr>
<td>C-</td>
<td>73-76</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
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</tbody>
</table>

Laptop Policy:
I do not allow open laptops in my classroom during class time for any purpose.

Letters of Recommendation:
Students who anticipate seeking letters of recommendation from the professor should consult her webpage for guidelines on the appropriate procedure. The page is: http://annmariewainscott.com/blog/2013/5/14/rules-for-letters-of-recommendation
Written Assignments:

Assignment One: Mini-Autobiography
Write a two-page essay on your interest in politics and the study of politics. Include answers to some of the following questions in your response. Essays will be graded on language and following directions, not for content. There are no right or wrong answers to these questions.

1. How would you define politics?
2. When did you first become interested in politics?
3. What political events have you followed with the most attention?
4. How did you follow them? Did you read the newspaper? Did you watch the news? Did you listen to the radio?
5. What is your current system for following the news?
6. What current or recent news stories are you the most interested in?
7. What are your current study skills?
8. Evaluate your high school experience. What did you do well? What would you like to do differently in your college career?
9. What are some of your short-term (at college and/or in your twenties) and long-term career goals?
10. What skills or knowledge do you hope to acquire from the study of politics?

Assignment Two: Dream Job
1. If you could have any job in the field of politics, what would it be?
2. Find a biography of three individuals who currently have or have previously had your dream job. Save them to a word file.
3. Identify commonalities among their trajectories. Highlight in yellow on biography.
4. Identify unique aspects of their career path. Highlight in green on biography.
5. Create an outline for an essay describing the similarities and differences in their career paths. Include a third section describing a career path that interests you and what you are doing at present to pursue that path.
   a. The outline should go like this:
      i. Introduction:
         1. What is the point of this essay?
         2. Whose biographies are being compared?
         3. Summarize similarities in one sentence
         4. Summarize differences in one sentence
      ii. Similarities
      iii. Differences
      iv. Possible Career Path
         1. What are you planning to do here at SLU?
         2. Which field of political science would best prepare you for this job?
         3. What are you planning do in the years immediately following SLU?
         4. What would you like to be doing in 10 or 20 years?
      v. Conclusions: What have you learned from this exercise?
6. Write a two-page double-spaced essay following this outline.

Assignment Three: Opportunities for students of politics
1. Search the Internet for scholarships, grants or internships that interests you. Pick and study three.
2. Come to class on 23 September prepared to discuss the three opportunities.
3. During class on 23 September you will decide which opportunity to focus on for the benefit of the class. The goal is that each student examines a different opportunity.
4. Answer the following questions about the opportunity. Use this template; do not write in paragraph form.
   a. Name:
   b. Summary of benefits:
   c. Application Deadline:
   d. Appropriate time to apply (Freshman, Senior, anytime?)
   e. Prerequisites or requirements:
   f. Duration:
   g. Details of benefits:
   h. Application process:
   i. Possible ideas of things one could do while a student at SLU to make oneself more attractive as a candidate:
   j. Why does this opportunity appeal to you?
   k. Does the applicant have to be an American citizen?

Assignment Four: Newspaper Assignment
1. Pick an ongoing news story related to politics that interests you.
2. Read one article about it to prepare for each week of class for a total of ten articles. Screen-capture the article or copy and paste the text of the article into a Word file.
3. Outline each article
4. Identify:
   a. The journalist’s argument
   b. The evidence that is given to support the argument
5. Finally, write a four-page essay:
   a. Identify themes in how the issue is discussed. What are the commonalities among the various articles?
   b. Identify differences among the articles.
   c. Which article do you think did the best coverage of the issue?
   d. Finally, explain how a political scientist would study this problem. Identify the field or fields that would be interested in the issue and highlight the concepts that might interest them. For example, if the news story that you followed was Immigration reform, the larger concept of interest may be “legislative reform.”

Final Assignment
2. Write an outline for the article. Highlight:
   a. The main argument of the article. Can you find an actual quote from the article? Can you restate it in your own words?
   b. Any caveats to the argument
   c. The evidence that is used to support it.
3. Write a two-page essay following the above outline, summarizing details in your own words. In your conclusion, discuss if you are convinced by the author. If so, what evidence was the most convincing? If you are not convinced, what evidence would have been more convincing?

Remember, it is not necessary to understand every idea in a journal article. The important skill to develop is the ability to find the article’s main argument and the evidence used to support it. Then, use your own judgment to evaluate the article. Was the scholar convincing?
Required Syllabus Statements:

University Statement on Academic Integrity:
Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:


Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:

http://www.slu.edu/x12657.xml

College of Arts and Sciences Statement on Academic Integrity:
The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of 0 for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: http://www.slu.edu/x12657.xml
Title IX Statement
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy www.slu.edu/here4you.

Student Success Center:
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Disability Services Academic Accommodations:
Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.
Reading Schedule
All readings in parentheses are due on the day that they are listed

Weeks One and Two: Introduction
22 August: Introduction to course and syllabus
24 August: What is politics? (Miller 1)
26 August: Mini-Autobiography due – Share in class
29 August: (Miller 2)
31: August: (Miller 3)
2 September: Lecture/activity: What is a journal article? How do you read it?

Weeks Three and Four: The discipline of Political Science
5 September: LABOR DAY – NO CLASS
7 September: Lecture: The history of the academic discipline of political science
12 September: Lecture: What is a newspaper article? How do you read it? How do you keep up with the news? How are current events related to the academic study of politics? (Bring an interesting newspaper article to class)
14 September: In class activity: outlining newspaper articles (Bring four articles to class for your Newspaper assignment)
16 September: Dream Job assignment due – Share in class

Weeks Five and Six: Political Theory
19 September: (Miller 4)
21 September: (Miller 5)
23 September: Class workday on Opportunities assignment (bring three options)
26 September: (Miller 6)
28 September: (Miller 7)
30 September: Opportunities assignment due – Share in class

Weeks Seven and Eight: American Politics (and Baseball)
3 October: Lecture: American politics and methodological disputes
5 October: Bring to Class (Simon, Herbert. Human Nature in Politics: The dialogue of Psychology with Political Science. The APSR 79(2): 293-304)
7 October: (Insider Baseball, Joan Didion, The New York Review of Books)
10-14 October: Midterms week
In class movie: Moneyball (Nate Silver’s Braying Idiot Detractors...)

Weeks Nine and Ten: Comparative Politics
17 October: FALL BREAK – NO CLASS
21 October: Newspaper assignment workday
24 October: Lecture: Introduction to Comparative Politics
26 October: (Excerpts from Munck, Gerardo L., and Richard Snyder. 2007. Passion, Craft, and Method in Comparative Politics.)
28 October: Newspaper assignment due – Share in class

Weeks Eleven and Twelve: International Relations
31 October: Lecture: Introduction to International Relations (Wilkinson Introduction)
2 November: (Wilkinson 1)
7 November: (Wilkinson 2)
9 November: (Wilkinson 3)
11 November: (Wilkinson 4)

Weeks Thirteen and Fourteen
14 November: (Wilkinson Conclusion)
16 November: Reviewing the four fields
18 November: Faculty Roundtable (Prepare 3 questions)
21 November FINAL ASSIGNMENTS DUE – discuss in class
23-25 November: THANKSGIVING BREAK – NO CLASS

Weeks Fifteen and Sixteen
28 November Lecture “What I tried to accomplish with this class”
30 November Evaluations
2 December: Final discussion
5 December: Make-up day