

ST. LOUIS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS-1000-02 Intro to Politics
3 Credit Hours
Spring 2021

Dr. Emmanuel Uwalaka

MWF: 1:10-2:00 pm

Classroom: ONLINE

@ **Welcome to the course**

Lecture notes, announcements, etc., will be via Blackboard. Lectures will be delivered via Zoom. There will be zoom office hour (TBA). Given the current circumstances, the best way to reach me is via zoom appointment, email, or telephone (314, 749-5917). I will endeavor to get back to you within 24 hours.

I. COURSE DESCRIPTION

The purpose of this course is to introduce beginning students in Political Science to the fundamental concepts, data and processes of politics, and selected methods of political analysis. Students will be introduced to the subfields of political science and the political systems of developed and developing countries.

II. REQUIRED BOOK(S) READINGS

Magstadt, Thomas M. Understanding Politics: Ideas, Institutions, and Issues. 13th Edition. Cengage Boston, MA 2021.

Daily reading of a major newspaper: The New York Times, The St. Louis Post-Dispatch, etc.

Additional reading assignments will be placed in the reserve collection of the University Library, if the need arises.

This syllabus is subject to revision where necessary.

III. COURSE OBJECTIVES

This course is designed to achieve the following objectives:

1. To introduce the student to the basic concepts and methods of Political Science as a discipline;
2. To provide the student with the necessary background and skills for a better understanding of the intricacies of government and politics;
3. To discuss the essential elements in the governing process through illustrations from various political systems; and

4. To provide the necessary foundation for advanced courses in Political Science.

IV. LEARNING OUTCOMES

After taking this course, students will be able to:

Explain differences in the normative and scientific approaches to political analysis

Recognize and apply major concepts in the study of political science

Students will be able to use their knowledge of political systems to engage effectively in political and social life

Identify the characteristics of developed and developing nations, and

Students will be able to distinguish among the diversity of traditions in the discipline

V. COURSE REQUIREMENTS

Fall 2020 College of Arts & Sciences Policies

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 through which SLU fulfills 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 full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will

be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office

Title IX

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/here4you>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Mandatory Statement on Face Masks (Fall 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

Attendance

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered “Authorized” absences (effective August 2020 through May 2021).

Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
4. Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class' diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
4. Respect others' time and life circumstances, which often don't allow for an immediate response to a question or comment.

Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor's discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Bereavement

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement.

Instructor will record your presence (online) for class from time to time. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points.

As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.

Students are reminded that this document is subject to revision(s) where necessary.

V1. EVALUATION

A. Methods

Quizzes, Blackboard discussion posts, class participation, midterm and final examinations will be used in evaluating the performance of students.

1. Students will be required to take the mid-semester and the final examinations.
2. Students are required to take all examinations as scheduled. Exams are primarily short essays and multiple-choice questions. Exams are not cumulative, that is, only the material since the last exam is included. Class participation will be determined by your constructive contributions to class through online presence during classes, discussions, questions and answers. Also, you will be expected to make discussion entries on Blackboard. I will prompt the class on a theme, issue, concept, etc. from the readings/lectures. You will be asked to post your comment and respond to at least two of your classmate's entries. You will be graded on the quality of your posts that elevate the discussion (more of this in class). There will be three quizzes.

B. Grading Scale and Distribution of Points

1. Quizzes..... 15 points
2. Blackboard discussion posts ..5 points
3. Mid-Semester Exam35
4. Final Exam 35
5. Class Participation 10

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	73-76 = C	
90-92 = A-	80-82 = B-	70-72 = C-	
87-89 = B+		77-79 = C+	60-69 = D
Below 60 = F			

NOTE: Final grades will not be changed unless there is an error in computation.

COURSE OUTLINE

Week 1

Jan. 29 Course Overview

Feb. 1 WHY STUDY POLITICS? & SUB-FIELDS OF POLITICAL SCIENCE

1. Self-interest
2. Self-improvement
3. Self-knowledge

Reading: Magstadt, Chap. 1, pp. 3-4, & 18-23

INTRODUCTION: THE STUDY OF POLITICS

Feb. 3 1. Towards a definition of Politics

Readings: Magstadt, Chap. 1, p. 4

Feb. 5, 8 2. Key Political Science Concepts: Power, Authority, Legitimacy, States, Nations, Political system, etc

Readings: Magstadt, Chap. 1, 4-13

Study Questions:

1. What is politics?
2. What is political science?
3. What are the classical definitions of politics and who are the key proponents?
4. What are the sources of legitimacy?

Week 2

Feb. 10, 12 THE STUDY OF POLITICS

How Politics is studied? Traditionalism, Behavioralism, and Post-Behavioralism

Readings: Magstadt, Chap. 1, pp. 13-17

Argyle, Nolan J., "Methods, "Science," and Politics: Modes of Analysis in Political Science" (will be sent to students via email)

Feb. 15 Is Political Science Really a "Science"?

Readings: Same as Aug 28, 31

Study Questions:

1. Which is the oldest approach to the study of politics?
2. What was the shortcoming of traditionalism in the study of politics?
3. At which University did the Behavioral approach begin and who was the key leader?
4. The Post-Behavioral approach emphasized what?

Feb. 17 NO CLASS ASH WEDNESDAY

Week 3

COMPARATIVE POLITICAL SYSTEMS

Models and Theories

Feb. 19 UTOPIAS: MODEL STATES

What are Utopias? Politics, the art of the possible

Readings: Magstadt, Chap. 3, pp. 52-53

Feb. 22, 24 UTOPIA: MODEL STATES (Contd)

1. Plato's *Republic*

2. Francis Bacon's *New Atlantis*

Readings: Madstadt, pp. 54-57

Feb. 26, Karl Marx's Classless Society

Mar. 1 Readings: Magstadt, 58-61

Mar. 3 B. F. Skinner's *Walden Two: Psychology is the Answer & Utopia Revisited*

Reading: Magstadt, Chap. 3, pp. 61-6

Study Questions:

1. Why compare?
2. What is political theory?
3. What is an ideology?
4. What are Utopias and what functions do they perform
5. What is social-engineering?

Week 4

Mar. 5, 8 CONSTITUTIONAL DEMOCRACY: A POPULAR ALTERNATIVE

1. Democratic Constitutions
2. Democracy as Responsive Government
3. Democracy as Limited Government
4. Democracy as Effective Government

Readings: Magstadt, Chap. 4

Study Questions:

1. What is a constitution?
2. What is the difference between "written" and "unwritten constitution"?
3. How did the terms responsive, limited, and effective government end up in U.S. Constitution?

Week 5

Mar. 10, 12 AUTHORITARIAN STATES: TRADITIONAL RULE

1. Basic Types of Non-democratic Government
2. Characteristics
3. Authoritarian Governments & Politics
4. Myths

Readings: Magstadt, Chap. 5

Mar. 15 TOTALITARIAN STATES: FAILED UTOPIAS

1. The Essence of Totalitarianism
2. The Revolutionary State of Totalitarianism
3. The consolidation of Power
4. The Transformation of Society
5. The Human Cost of Totalitarianism
6. The Faces of Totalitarianism
7. The Longevity of Totalitarian Regimes

Reading: Magstadt, Chap. 6

Study Questions:

1. What are the six myths of authoritarian states?
2. What is the difference between an authoritarian state and a totalitarian state?
3. Why are these types of political systems undemocratic?
4. Give examples of undemocratic states in modern times

Mar. 17 **Review for the Mid -Term Examination**

Mar. 19 **MID-TERM EXAMINATION**

Week 6

Mar. 22, 24, 26

CONTEMPORARY POLITICAL SYSTEMS

FORMS OF DEMOCRACY: THE UNITED STATES AND GREAT BRITAIN

1. Democratic Institutions: an American Perspective
2. The American Model
3. The British Model: Why is the Prime Minister regarded as *Primus Inter Pares* (First among Equals)?
4. American & British Systems Compared
5. Strengths & Weaknesses

Readings: Magstadt, Chap. 7

Study Questions:

1. Why is the British Prime Minister regarded as First among Equals (Primus Inter Pares)?
2. Who holds executive power in the British system?
3. What are the differences between Great Britain's Parliamentary system and U.S Presidential system?

Mar. 29, 31

VIDEO: (THE MAGNIFICENT AFRICAN CAKE) & Quiz

You will watch the video. You will have a quiz on the video the next day.

Week 7

Apr. 2, 5, 7 PROBLEMS OF DEVELOPMENT: Progress and Poverty in a Global Age

1. Developing Countries: The "Third World"
2. Developing Nations & Historical Perspective
3. Challenges to Political Development
4. Motives for Development
5. Social, Economic, and Psychological Barriers to Development
6. Obstacles to Economic Development

Reading: Magstadt, Chap. 9

Study Questions:

1. Conceptualize the term development?
2. What are the "crises of political culture?"

POLITICS BY CIVIL MEANS: CITIZENS, LEADERS, AND POLICIES

Week 8

Apr. 9, 12 POLITICAL CULTURE

1. Definitions
2. The Civic Culture

POLITICAL SOCIALIZATION: BECOMING A CITIZEN

1. Definition
2. Agents

Reading: Magstadt, Chap. 10

Study Questions:

1. Define an ideal civic culture?
2. Which is the primary agent of socialization and why?

POLITICAL PARTICIPATION: THE LIMITS OF DEMOCRACY

Week 9

Apr. 14, 16 Public Opinion & Measurement

Readings: Magstadt, Chap. 11, pp. 328-332

Apr. 19, 21

Electoral systems & Who Participates for What, When, and Why?

Readings: Magstadt: Chap. 11, pp. 332-349

Study Question:

1. How do political scientists measure public opinion?
2. What is wrong when politicians say the American public?
3. Define a population, sample, random sample, and stratified sample?

Apr. 23 **CLASS DISCUSSION:** Topic will be provided a week before class
Week 10

INTERNATIONAL LAW

Apr. 26, 28 Historical Development
Readings: Mingst & Co, Essentials of International Relations, pp. 246-247 (Will be posted on Blackboard)

Apr. 30, Functions and Sources of International Law

May.3 Readings: Mingst & Co. pp. 247-250 (Will be posted on Blackboard)

Study Questions:

1. What was the Treaty of Westphalia?
2. What is the Westphalian State system?
3. What are the primary sources of international law?

Week 11

May. 5, 7 Compliance and Enforcement
Limitations of International Law
Readings: Magstadt, pp. 606-610
Mingst, pp. 250-257.

Study Questions:

1. Why do States obey international law?
2. How are international law enforced?
3. What is the difference between municipal law and international law?

May. 10 **Finals Review**

May. 17 **FINAL EXAM** **12:00-1:50 pm**