



## POL101: INTRODUCTION TO POLITICAL SCIENCE

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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#### Course Description:

This survey course explores the nature of politics, political environments and culture, the organization of political activities, and various political systems. Special emphasis is placed upon three levels of politics: the individual, the state, and international community. The political systems and activities of many nations, past and present, will be explored. This course fulfills a general education Social and Behavioral Science requirement. This is an approved Colorado gtPathways course.

#### Course Overview:

This is a survey course exploring the nature of politics, political environments and culture, the organization of political activities, and various political systems. Special emphasis is placed upon three levels of politics: the individual, the state, and the international community. The political systems and activities of many nations, past and present, will be explored.

We will examine issues and debates in the context of the major ideologies, demonstrating the connection between political science and the issues that matter in our lives. Because politics—the political issues of the day—are what draw most people to the study of political science, we will look at key issues and ideas in the political world to capture your interest and to help you think like political scientists. Learning about politics is not a matter of being told the “truth” by a text or a teacher, but rather involves examining conflicting points of view. Therefore, this course tries to give different perspectives on the topics in the modules and hopes that you will examine them within the framework of the various ideologies introduced in the class.

#### Course Learning Outcomes:

1. Analyze perspectives on obtaining and retaining power.
2. Explain the process that nations follow to constitute and transfer authority.
3. Apply various theories supporting governmental institutions as developed worldwide.

4. Explain the functions and operations of political systems.
5. Discuss how differing systems and values compete and come in conflict with one another.
6. Discuss general approaches to the study of politics such as political philosophy, political systems theory and political economy.
7. Describe the political socialization process.
8. Analyze current critical issues in international relationships.
9. Explain the origins and principles of liberal democracy, democratic socialism, Marxism, communism and fascism.
10. Discuss the concepts of political development and problems facing developing nations.

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## COLORADO GTPATHWAYS COURSE

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**Colorado Guaranteed Transfer (GT) Pathways Course:** The Colorado Commission on Higher Education has approved POL101: Introductory to Political Science for inclusion in the Guaranteed Transfer (GT) Pathways program in the **GT-SS1** category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

The table in **Appendix A** details the specific alignment of Course Learning Outcomes and Assessments to gtPathways Content and Criteria requirements.

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## PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first seven days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

1. Riemer, N., Simon, D. W., & Romance, J. (2016). *The challenge of politics: An introduction to political science* (5th ed.). Washington, D.C.: CQ Press. ISBN-13: 978-1506323473
2. To look up definitions of terms and concepts used in this course, visit <http://www.encyclopedia.com/social-sciences-and-law/political-science-and-government/political-science-terms-and-concepts>

### Suggested:

1. Saylor Academy. (n.d.). *POLSC101: Introduction to political science*. Retrieved from <https://learn.saylor.org/course/view.php?id=46>

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Chapters 1 & 2 in *The Challenge of Politics: An Introduction to Political Science*
- Clapton, W., & Shepherd, L. J. (2017). Lessons from Westeros: Gender and power in Game of Thrones. *Politics*, 37(1), 5–18.
- Globan, I. S., & Ezgeta, M. (2017). How (fictional) politicians persuade and manipulate their viewers? The case of *House of Cards*. *Communication Management Review*, 2, 74-98. Retrieved from <https://hrcak.srce.hr/file/282455>
- Griffin, D. (2013). Citizens, representatives, and the myth of the decision-making divide. *Political Behavior*, 35(2), 261-287.
- TVF International. (2015). *Killing the king: The myth of the strong leader* [Video file].

#### Opening Exercise (0 points)

#### Discussion (25 points)

#### Mastery Exercise (10 points)

#### Portfolio Reminder (0 points)

A Portfolio Project is due at the end of Week 8 of this course. Read the complete Portfolio Project Description on the Week 8 Assignments page and review the Portfolio Project Rubric, which can be accessed from the Course Information page.

#### Option #1: Leadership Analysis

For your portfolio project, choose a current political leader (of a country other than the United States). You will provide background information on your chosen leader, explain how they came to power, describe the source and extent of their power, describe their leadership style (i.e. transactional,

transformational), and describe and evaluate at least two decisions they have made since coming to power.

### **Option #2: Comparative Political Analysis**

For your portfolio project, compare and contrast the government and political system of the United States with that of another country of your choice.

This week begin thinking about choosing your topic.

## **Module 2**

### **Readings**

- Chapters 3 & 4 of *The Challenge of Politics: An Introduction to Political Science*
- Gaumont, N., Panahi, M., & Chavalarias, D. (2018). Reconstruction of the socio-semantic dynamics of political activist Twitter networks—Method and application to the 2017 French presidential election. *PLoS ONE*, 13(9), 1–38.
- Keating, A., & Melis, G. (2017). Social media and youth political engagement: Preaching to the converted or providing a new voice for youth? *British Journal of Politics & International Relations*, 19(4), 877–894.
- Kiss, H., Rodríguez-Lara, I., & Rosa-García, A. (2017). Overthrowing the dictator: A game-theoretic approach to revolutions and media. *Social Choice & Welfare*, 49(2), 329–355.
- Mason, L. (2016). *Social identity and political behavior*. [Video file].
- TVF International. (2015). *Changing the world: Is activism a failed strategy?* [Video file].

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Critical Thinking (85 points)**

#### **Option #1: Generational Change in Political Socialization and Participation**

For this assignment, interview a family member, friend, neighbor, or coworker who is from an older generation (for example, if you are a Millennial, you might interview a Baby Boomer) about their political socialization and participation. Gain answers to the following questions:

- How did you first learn about politics? Did your family discuss politics or get involved in politics when you were growing up?
- As a young adult, how did you learn about political issues, candidates, etc.? How do you learn about politics today?
- Describe your level of political interest and participation as a young adult, and now.

Then, answer those questions yourself, and compare your answers to those of your interview subject. What similarities and differences do you see? What could account for the similarities and differences?

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Option #2: Political Socialization**

A variety of factors influence our political socialization. The following are common influences: family, peers, religion, socio-economic status, race/ethnicity, media, major life events, and education. Choose three of these, explain the role they play in political socialization, and describe their impact on your own political development.

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Mastery Exercise (10 points)**

### **Portfolio Milestone (10 points)**

By now you should have decided on a topic for your portfolio project. Indicate your choice in the discussion forum called "Portfolio Project Topics."

## **Module 3**

### **Readings**

- Chapters 5 & 6 in *The Challenge of Politics: An Introduction to Political Science*
- Albran, K. (2015, August 8). *Steve Martin - Death of Socrates* [Video file]. Retrieved from <https://www.youtube.com/watch?v=RVc8jwYexjE>
- Battaloglu, C., & Farasin, F. (2017). From democratization to securitization: Post-Arab Spring political order in the Middle East. *DOMES: Digest of Middle East Studies*, 26(2), 299–319.
- Gaffar, A. (2017). Democratization and the Arab Spring: A theoretical perspective. *Mediterranean Quarterly*, 28(3), 112–130.
- Imai, K., & Zeren, A. K. (2017). Democracy in the Middle East: Arab Spring and its aftermath. *International Journal on World Peace*, 34(2), 7–46.
- Moose9991. (2008, February 11). *The bill of rights* [Video file]. Retrieved from <http://www.youtube.com/watch?v=IQNiBQehwp8&feature=related>
- Najjar, N. (2017). *Aleppo's fall* [Video file].
- National Archives. (n.d.). *Declaration of Independence*. Retrieved from [http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)
- Noble Prize. (2017, December 17). 2009 Nobel Peace Prize Lecture by Barack Obama [Video file]. Retrieved from <https://youtu.be/AORo-YEXxNQ>
- Obama, B. (2009, December). Remarks by the President at the acceptance of the Nobel Peace. Retrieved from [http://www.nbcnews.com/id/34360743/ns/politics-white\\_house/t/full-text-obamas-nobel-peace-prize-speech/](http://www.nbcnews.com/id/34360743/ns/politics-white_house/t/full-text-obamas-nobel-peace-prize-speech/)

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

## **Critical Thinking (85 points)**

### **Option #1: The Arab Spring**

Analyze the successes and failures of the Arab Spring uprisings of 2010-2011. Choose one of the affected countries (Tunisia, Morocco, Syria, Libya, Egypt, Bahrain) and describe what led to uprisings in that country. What types of actions did citizens take, and what was the government's response? Then, evaluate the impact of the Arab Spring on that country, including the state of democratic reform there today.

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Option #2: Yemeni Civil War**

What led to the outbreak of civil war in Yemen in 2015? What has been the role of Iran, Saudi Arabia, the United States, and terror groups such as al Qaeda in the Yemeni Civil War? What issues must be resolved in order to end the civil war and restore peace? What can the international community do to support the peace process in Yemen?

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **Mastery Exercise (10 points)**

### **Portfolio Milestone (10 points)**

#### **Options 1 & 2**

In Week 2 you decided on a topic for your Portfolio Project. Now, in Week 3, find a film or credible website about your topic, which you will review in Week 5. This resource can help you assess the credibility of a website: <https://uknowit.uwgb.edu/page.php?id=30276>. For films, in addition to the databases in the library (such as Films on Demand), visit PBS Frontline: <https://www.pbs.org/wgbh/frontline/watch/page/2/>. Provide the following information in the Week 3 Portfolio Project Discussion called "Supporting Media":

- Paste the URL or film title. Make sure to cite your media correctly in APA.
- Explain briefly why you chose this supporting media.

## **Module 4**

### **Readings**

- Chapters 7 & 8 of *The Challenge of Politics: An Introduction to Political Science*
- Allison, G. (2018). *Is war between China and the U.S. inevitable?* [Video file]. Retrieved from [https://www.ted.com/talks/graham\\_allison\\_is\\_war\\_between\\_china\\_and\\_the\\_us\\_inevitable](https://www.ted.com/talks/graham_allison_is_war_between_china_and_the_us_inevitable)
- Gueorguiev, D. D. (2018). Dictator's shadow: Chinese elite politics under Xi Jinping. *China Perspectives*, (1/2), 17–26.

- Hitler, A. (2001). *Munich -- Speech of April 12, 1922*.
- Lee, S. (2017). An institutional analysis of Xi Jinping's centralization of power. *Journal of Contemporary China*, 26(105), 325–336.
- Olcott, M. B., & Ottaway, M. (1999). *Challenge of semi-authoritarianism*. Carnegie Paper No. 7. Retrieved from <http://www.policyarchive.org/handle/10207/bitstreams/6578.pdf>
- Ottaway, M. (2007). Is democracy the answer? In C. H. Crocker (Ed.), *Leashing the dogs of war: Conflict management in a divided world* (pp. 603-618). Washington, D.C.: United States Institute of Peace Press.

#### **Opening Exercise (0 points)**

#### **Discussion (25 points)**

#### **Mastery Exercise (10 points)**

#### **Portfolio Reminder (0 points)**

By now, you should have a good idea of the direction you want to take with your portfolio project. This week, work on developing a thesis statement and outline.

### **Module 5**

#### **Readings**

- Chapters 9 & 10 in *The Challenge of Politics: An Introduction to Political Science*
- A&E Networks. (2017). *Heroin, terrorists, & kings of pain* [Video file].
- Donaghue, E. (2019, February 19). "El Chapo" will join these notorious prisoners at the "Alcatraz of the Rockies". Retrieved from <https://www.cbsnews.com/media/el-chapo-will-join-notorious-prisoners-at-supermax-alcatraz-of-the-rockies/>
- Ferreira, I. A. (2017). Measuring state fragility: A review of the theoretical groundings of existing approaches. *Third World Quarterly*, 38(6), 1291–1309.
- Manchanda, N. (2017). Rendering Afghanistan legible: Borders, frontiers and the “state” of Afghanistan. *Politics*, 37(4), 386–401.

#### **Opening Exercise (0 points)**

#### **Discussion (25 points)**

#### **Critical Thinking (100 points)**

##### **Option #1: Discuss a Media Representation of Your Topic Case Study**

Refer to the film you identified in Module 3 about the topic you have chosen for your Portfolio Project. Respond to the following:

- Summarize the film and describe the important information presented.
- Does this film depict your topic accurately?
- How does the information you find in the film compare to the information you have read in your textbook and discovered through your portfolio research?

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

## **Option #2: Discuss a Website Representation of Your Topic Case Study**

Refer to the film or website you identified in Module 3 about the topic you have chosen for your Portfolio Project. Respond to the following:

- Summarize the website and describe the important information presented.
- Does this website depict your topic accurately?
- How does the information you find in the website compare to the information you have read in your textbook and discovered through your portfolio research?

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### **Mastery Exercise (10 points)**

### **Portfolio Reminder (0 points)**

Your portfolio project research should be well underway by this point. This week, it would be a good idea to start putting together your reference page, ensuring that all references are in correct APA format. If you need help with APA, visit the Writing Center: <http://csuglobal.libguides.com/apacitations>

## **Module 6**

### **Readings**

- Chapters 9 (Review) & 11 of *The Challenge of Politics: An Introduction to Political Science*
- BBC. (2016). *World War Three: Inside the war room* [Video].
- Jo, H., & Simmons, B. A. (2016). Can the International Criminal Court deter atrocity? *International Organization*, 70(3), 443–475.
- Malu, L. N. (2017). Walking a tightrope: The International Criminal Court and conflict prevention in Africa. *African Security Review*, 26(1), 26–40.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Critical Thinking (100 points)**

#### **Option #1: International Criminal Court**

Read the articles by Malu (2017) and Jo and Simmons (2016), which are required reading for this week. What is the role of the International Criminal Court (ICC) in deterring political violence and human rights abuses? How effective has the ICC been in achieving this objective overall? Describe one specific case that has been brought before the ICC. What was the case about, what was the outcome, and what was the impact of this case? How could the effectiveness of the ICC be improved?

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.



## **Option #2: United Nations**

Imagine that you have been chosen to serve as the Secretary General of the United Nations. Write a speech in which you outline your interpretation of the role of the United Nations in addressing international concerns, and describe your vision for the United Nations' future. In your speech, address at least three current issues the UN is facing, and explain how you would like to see the UN address these issues.

Your paper should be 2-3 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least two scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

**Mastery Exercise (10 points)**

**Portfolio Reminder (0 points)**

If you haven't started writing your portfolio project yet, you should do so this week. Don't wait until the last minute! You'll want to give yourself enough time to work with the writing consultants if necessary, and to make any needed revisions. If you would like to schedule an appointment with a writing consultant, go here: <http://csuglobal.libguides.com/wcinfo>

## **Module 7**

### **Readings**

- Chapters 12 & 13 in *The Challenge of Politics: An Introduction to Political Science*
- Australian Broadcasting Corporation. (2017). *One love* [Video file].
- Human Rights Watch. (2018). World report 2018: Venezuela. Retrieved from <https://www.hrw.org/world-report/2018/country-chapters/venezuela>
- United States Department of State. (2017). Venezuela 2017 human rights report. Retrieved from <https://ve.usembassy.gov/wp-content/uploads/sites/105/VENEZUELA-2017-HUMAN-RIGHTS-REPORT.pdf>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Mastery Exercise (10 points)**

**Portfolio Reminder (0 points)**

Your portfolio project is due next week. Since there is no CT assignment this week, you should devote as much time as possible to finishing your portfolio project. Review your CT assignments in this class and note the weaknesses pointed out by your instructor. As you read over what you have written for your portfolio project, keep an eye out for these weaknesses and work with the writing consultants and your instructor to address them.

## **Module 8**

### **Readings**

- Chapters 14 & 15 in *The Challenge of Politics: An Introduction to Political Science*
- Australian Broadcasting Corporation. (2017). *Not everybody wants a goat* [Video file].
- Cowan, S. (2017). Universal basic income: Unworkable and unaffordable. *Policy*, 33(4), 14–20.
- Painter, A. (2016). Pragmatism, idealism and basic income: A transformative investment in human potential. *Juncture*, 22(4), 289–292.

#### **Opening Exercise (0 points)**

#### **Discussion (25 points)**

#### **Mastery Exercise (10 points)**

#### **Portfolio Project (330 points)**

#### **Option #1: Leadership Analysis**

For your portfolio project, choose a current political leader (of a country other than the United States). You will provide background information on your chosen leader, explain how they came to power, describe the source and extent of their power, describe their leadership style (i.e. transactional, transformational), and describe and evaluate at least two decisions they have made since coming to power.

#### **Required Elements**

1. Introduction with a Thesis Statement
2. Background Information:
  - Family and early life
  - Education
  - Professional background
  - Influences
3. Rise to Power:
  - Why did the leader seek power?
  - Explain how the leader came to power (election, coup, hereditary, etc.).
4. Source and Extent of Power:
  - Source: Constitution or other document(s), tradition, fear, etc.
  - Extent: Are there limits to what the leader can do? Who, if anyone, can check the leader's power? Is the leader accountable to anyone?
5. Leadership Style:
  - Using your own analysis as well as that of scholars, describe your subject's leadership style (i.e. transactional, transformational).
  - Evaluate the overall impact of this leadership style on the leader's actions and decisions.
6. Major Actions/Decisions:
  - Describe at least two major actions or decisions by the leader, including what was done, why, and the outcome.
  - How do these actions/decisions illustrate your subject's leadership style?
7. Your Overall Assessment of the Leader
8. Summarizing Conclusion

## Resources

Leadership Styles:

Khan, Z. A., Nawaz, A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Journal of Resources Development and Management*, 16, 1-7. Retrieved from [https://www.researchgate.net/publication/293885908\\_Leadership\\_Theories\\_and\\_Styles\\_A\\_Literature\\_Review](https://www.researchgate.net/publication/293885908_Leadership_Theories_and_Styles_A_Literature_Review)

Nanjundeswaraswamy T. S., & Swamy D. R. (2014, February). Leadership styles. *Advances in Management*, 7(2), 57-62. Retrieved from [https://www.mnsu.edu/activities/leadership/leadership\\_styles.pdf](https://www.mnsu.edu/activities/leadership/leadership_styles.pdf)

van Eeden, R., Cilliers, F., & van Deventer, V. (2008). Leadership styles and associated personality traits: Support for the conceptualisation of transactional and transformational leadership. *South African Journal of Psychology*, 38(2), 253-267. Retrieved from <http://uir.unisa.ac.za/bitstream/handle/10500/14595/Leadership%20styles%20and%20associated%20personality%20traits.%20Support%20for%20the%20conceptualisation%20of%20transactional%20and%20transformational%20leadership.pdf?sequence=1&isAllowed=y>

Your paper should be 8-10 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least 10 scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

### Option #2: Comparative Political Analysis

For your portfolio project, compare and contrast the government and political system of the United States with that of another country of your choice.

### Required Elements:

Introduction with a thesis statement

1. Type of government (i.e. representative democracy, monarchy, theocracy, dictatorship, etc.)
2. Source of the government's power (i.e. Constitution or other written document or documents)
3. Branches or components of government
  - Structure
  - Function
  - Powers
4. How leaders/major officials are chosen
5. Political parties
6. Role in global politics, such as membership in international organizations (United Nations, NATO, etc.)
7. Citizens
  - Requirements for citizenship
  - Rights of citizens
  - Requirements to vote

- Voter turnout in most recent election
8. Relationship between the United States and the other country, including any current conflicts or disagreements
  9. Your assessment of the strengths and weaknesses of each country's government and political system
  10. Summarizing conclusion

Your paper should be 8-10 pages in length and conform to *CSU-Global Guide to Writing and APA*. Include at least 10 scholarly references in addition to the course textbook. The CSU-Global Library is a good place to find these references.

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## COURSE POLICIES

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Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### Course Grading

20% Discussion Participation  
 0% Opening Exercises  
 8% Mastery Exercises  
 37% Critical Thinking Assignments  
 35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

### Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

### Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.

## APPENDIX A

### Colorado General Transfer Pathways Alignment

Course Learning Outcomes	GT Pathways Competencies & Content Criteria	Assessment Methods
<p><b>CLO1.</b> Analyze perspectives on obtaining and retaining power.</p>	<p><b>CCa.</b> Demonstrate knowledge of economic or political systems.</p> <p><b>CT1.</b> Explain an Issue</p> <p>a. Use information to describe a problem or issue and/or articulate a question related to the topic.</p> <p><b>CT2.</b> Utilize Context</p> <p>a. Evaluate the relevance of context when presenting a position.</p>	<p><b>For CT1a. Discussion 1</b> – Students are asked to discuss political behavior and perceptions of politicians.</p> <p><b>Portfolio Project</b> – Students evaluate the economic potential of a non-European country, or consider a fragile state and create a plan to stabilize its development.</p> <p><b>For CT1. Discussion 5</b> – Students are asked to explain the relationship between a state’s form of government and the larger global community.</p> <p><b>Module 4 Portfolio Milestone</b> – develop a thesis and topic statement.</p> <p><b>For CT2. Module 5 Critical Thinking</b> Students are asked to discuss widely held views and assumptions about a particular country.</p> <p><b>Portfolio Project</b> – Students are asked to present a state within the larger global context.</p> <p><b>Discussion 8</b> – Students are asked to evaluate an alternative economic approach and recommend ways of improvement.</p>
<p><b>CLO2.</b> Explain the process that nations follow to constitute and transfer authority.</p>	<p><b>CCa.</b> Demonstrate knowledge of economic or political systems.</p> <p><b>CT2.</b> Utilize Context</p> <p>b. Identify assumptions.</p>	<p><b>For CCa. Discussion 3</b> – Students are asked to consider the process by which African states might transition to democracy.</p> <p><b>Module 3 Critical Thinking</b> Students are asked to evaluate key political theories and apply them to current events.</p> <p><b>For CT2b. Discussion 3</b> – Students are</p>

		<p>asked to consider a transition to democracy.</p> <p><b>Module 5 Critical Thinking</b> Students are asked to discuss widely held views and assumptions about a particular country.</p>
<p><b>CLO3.</b> Apply various theories supporting governmental institutions as developed worldwide.</p>	<p><b>CCb.</b> Use the social sciences to analyze and interpret issues.</p> <p><b>CT2.</b> Utilize Context</p> <p><b>b.</b> Identify assumptions.</p> <p><b>CT2.</b> Utilize Context</p> <p><b>c.</b> Analyze one's own and others' assumptions.</p>	<p><b>For CCb. Discussion 2</b> – Students discuss the concept of global citizenship.</p> <p><b>Module 3 Critical Thinking</b> Students are asked to evaluate key political theories and apply them to current events.</p> <p><b>Discussion 6</b> – Students are asked to consider the nature of multilateralism.</p> <p><b>For CT2b. Module 3 Critical Thinking</b> Students are asked to evaluate key political theories and apply them to current events.</p> <p><b>For CT2c. Discussion 3</b> – Students are asked to consider a transition to democracy.</p> <p><b>Portfolio Project</b> – Students evaluate the economic potential of a non-European country, or consider a fragile state and create a plan to stabilize its development.</p>
<p><b>CLO4.</b> Explain the functions and operations of political systems.</p>	<p><b>CCc.</b> Explain diverse perspectives and groups.</p> <p><b>CT1.</b> Explain an Issue</p> <p><b>a.</b> Use information to describe a problem or issue and/or articulate a question related to the topic.</p>	<p><b>For CCc. Module 3 Critical Thinking</b> – Students are asked to consider various approaches to political life.</p> <p><b>Module 5 Critical Thinking</b> Students are asked to discuss widely held views and assumptions about a particular country.</p> <p><b>For CT1a. Module 6 Critical Thinking</b> Students are asked to consider state behavior and globalization.</p> <p><b>Portfolio Project</b> – Students evaluate the economic potential of a non-European country, or consider a fragile state and create a plan to stabilize its development.</p>
<p><b>CLO5.</b> Discuss how</p>	<p><b>CCc.</b> Explain diverse</p>	<p><b>For CCc. Discussion 1</b> – Students are</p>

<p>differing systems and values compete and come in conflict with one another.</p>	<p>perspectives and groups.</p> <p><b>CT2. Utilize Context</b></p> <p>a. Evaluate the relevance of context when presenting a position.</p> <p><b>CT2. Utilize Context</b></p> <p>c. Analyze one's own and others' assumptions.</p>	<p>asked to discuss political behavior and perceptions of politicians.</p> <p><b>Module 3 Critical Thinking</b> Students are asked to evaluate key political theories and apply them to current events.</p> <p><b>For CT2a. Module 2 Critical Thinking</b> Students are asked to write a paper that evaluates the process of political decision-making, morality, and responsibility.</p> <p><b>For CT2c. Discussion 2</b> – Students are asked to consider the pros and cons of global citizenship.</p> <p><b>Module 3 Critical Thinking</b> Students are asked to evaluate key political theories and apply them to current events.</p>
<p><b>CLO6.</b> Discuss general approaches to the study of politics such as political philosophy, political systems theory and political economy.</p>	<p><b>CCb.</b> Use the social sciences to analyze and interpret issues.</p> <p><b>CT2. Utilize Context</b></p> <p>b. Identify assumptions.</p>	<p><b>For CCb. Module 6 Critical Thinking</b> Students are asked to consider state behavior and globalization.</p> <p><b>Module 2 Critical Thinking</b> Students are asked to write a paper that evaluates the process of political decision-making, morality, and responsibility.</p> <p><b>Discussion 6</b> – Students are asked to consider the nature of multilateralism.</p> <p><b>For CT2. Discussion 2</b> – Students are asked to consider the pros and cons of global citizenship.</p> <p><b>Module 3 Critical Thinking</b> – Students are asked to consider political philosophies and their current application.</p>
<p><b>CLO7.</b> Describe and discuss the political socialization process.</p>	<p><b>CCc.</b> Explain diverse perspectives and groups.</p> <p><b>CT1. Explain an Issue</b></p> <p>a. Use information to describe a problem or issue and/or articulate a question related to the topic.</p>	<p><b>For CCc. Discussion 3</b> – Students are asked to consider a transition to democracy.</p> <p><b>Module 3 Critical Thinking</b> Students are asked to evaluate key political theories and apply them to current events.</p> <p><b>For CT1a. Module 4 Portfolio Project</b></p>



		<p><b>Milestone</b> Students are asked to outline the history of a state.</p> <p><b>Module 6 Portfolio Project Milestone</b> – Students are asked to identify a state’s foreign policy challenges.</p>
<p><b>CLO8.</b> Analyze current critical issues in international relationships.</p>	<p><b>CCb.</b> Use the social sciences to analyze and interpret issues.</p> <p><b>CT2.</b> Utilize Context</p> <p>a. Evaluate the relevance of context when presenting a position.</p> <p><b>CT5.</b> Understand Implications and Make Conclusions</p> <p>a. Establish a conclusion that is tied to the range of information presented.</p> <p><b>CE2.</b> Civic Knowledge</p> <p>a. Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.</p>	<p><b>For CCb. Discussion 6</b> – Students are asked to consider the nature of multilateralism.</p> <p><b>Module 2 Critical Thinking</b> Students are asked to write a paper that evaluates the process of political decision-making, morality, and responsibility.</p> <p><b>For CT2a. Module 4 Portfolio Milestone</b> Students are asked to outline the history of a state.</p> <p><b>Portfolio Project</b> – Students evaluate the economic potential of a non-European country, or consider a fragile state and create a plan to stabilize its development.</p> <p><b>For CT5. Module 3 Critical Thinking</b> – Students are asked to consider political philosophies and their current application.</p> <p><b>Module 6 Portfolio Project Milestone</b> – Students are asked to identify a state’s foreign policy challenges.</p> <p><b>For CE2a. Discussion 7</b> – Students are asked to consider the problem of what the United States should do about human rights abuses.</p> <p><b>Portfolio Project</b> – Students evaluate the economic potential of a non-European country, or consider a fragile state and create a plan to stabilize its development.</p>
<p><b>CLO9.</b> Discuss and explain the origins and principles of liberal</p>	<p><b>CCa.</b> Demonstrate knowledge of economic or political systems.</p>	<p><b>For CCa. Discussion 4</b> – Students are asked to discuss various governing styles.</p> <p><b>Discussion 2</b> – Students discuss the</p>

<p>democracy, democratic socialism, Marxism, communism and fascism.</p>	<p><b>CT1.</b> Explain an Issue</p> <p>a. Use information to describe a problem or issue and/or articulate a question related to the topic.</p> <p><b>CT2.</b> Utilize Context</p> <p>b. Identify assumptions.</p>	<p>concept of global citizenship.</p> <p><b>For CT1a. Module 1 Portfolio Project Milestone</b> Students are asked to identify a key problem facing a state of their choice.</p> <p><b>Module 6 Portfolio Project Milestone –</b> Students are asked to identify a state’s foreign policy challenges.</p> <p><b>For CT2b. Discussion 6 –</b> Students are asked to consider multilateralism and the assumptions that go with it.</p>
<p><b>CLO10.</b> Discuss the concepts of political development and problems facing developing nations.</p>	<p><b>CCb.</b> Use the social sciences to analyze and interpret issues.</p> <p><b>CCc.</b> Explain diverse perspectives and groups.</p> <p><b>CT2.</b> Utilize Context</p> <p>a. Evaluate the relevance of context when presenting a position.</p> <p><b>CT2.</b> Utilize Context</p> <p>c. Analyze one’s own and others’ assumptions.</p> <p><b>CT5.</b> Understand Implications and Make Conclusions</p> <p>a. Establish a conclusion that is tied to the range of information presented.</p> <p><b>CT5.</b> Understand Implications and Make Conclusions</p> <p>b. Reflect on implications and consequences of stated conclusion.</p> <p><b>CE2.</b> Civic Knowledge</p> <p>a. Connect disciplinary knowledge to civic engagement through one’s own participation in civic life, politics, and/or government.</p>	<p><b>CCb and CCc. Portfolio Project –</b> Students evaluate the economic potential of a non-European country, or consider a fragile state and create a plan to stabilize its development.</p> <p><b>For CT2a. Module 2 Critical Thinking</b> Students are asked to write a paper that evaluates the process of political decision-making, morality, and responsibility.</p> <p><b>For CT2c. Module 5 Critical Thinking</b> Students are asked to discuss widely held views and assumptions about a particular country.</p> <p><b>For CT5a. Discussion 5 –</b> Students are asked to explain the relationship between a state’s form of government and the larger global community.</p> <p><b>Discussion 8 –</b> Students are asked to evaluate an alternative economic approach and recommend ways of improvement.</p> <p><b>Portfolio Project –</b> Students evaluate the economic potential of a non-European country, or consider a fragile state and create a plan to stabilize its development.</p>

		<p><b>For CT5b. Discussion 8</b> – Students are asked to evaluate alternative economic approach and recommend ways of improvement.</p> <p><b>For CE2a. Discussion 7</b> – Students are asked to consider the problem of what the United States should do about human rights abuses.</p>
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**CLO** – Course Learning Outcome

**CC** – gtPathways Content Criteria

**CT** – gtPathways Critical Thinking Competency

**CE** – gt Civic Engagement

Collectively, the general education requirements in Social & Behavioral Sciences are designed to help students acquire a broad foundation in social science knowledge and the ability to apply this understanding to contemporary problems and issues.

Specifically, the Social & Behavioral Sciences requirement helps students:

1. Apply Social & Behavioral Science tools, approaches, and skills to complex social and global issues.
2. Analyze how individuals, groups, communities, or cultures relate or interact with each other and/or the natural world.

**Content Criteria for Designating a Social & Behavioral Science Course as GT Pathways:**

The content of a GT Pathways Social & Behavioral Science course shall be designed to provide content knowledge in one of the following areas:

**Economic or Political Systems**

Students should be able to:

- a. Demonstrate knowledge of economic or political systems.
- b. Use the social sciences to analyze and interpret issues.
- c. Explain diverse perspectives and groups.

**Civic Engagement Competency** in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

**Student Learning Outcomes (SLOs)**

Students should be able to:

**Critical Thinking**

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

**Student Learning Outcomes**

Students should be able to:

1. Explain an Issue
  - a. Use information to describe a problem or issue and/or articulate a question related to the topic.
2. Utilize Context
  - a. Evaluate the relevance of context when presenting a position.
  - b. Identify assumptions.
  - c. Analyze one's own and others' assumptions.
5. Understand Implications and Make Conclusions
  - a. Establish a conclusion that is tied to the range of information presented.
  - b. Reflect on implications and consequences of stated conclusion.

**Civic Engagement**

1. Diversity of Communities and Cultures
  - a. Discuss how their own attitudes and beliefs compare to those of other cultures and communities.
2. Civic Knowledge
  - a. Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

### 3. Civic Values and Commitment

- a. Create a personal value system that aligns with civic actions and addresses the responsibilities of an active citizen in society.
- b. Examine the role of established systems and structures that reproduce patterns of support and/or patterns of inequity over time.

### 4. Civic Communication

- a. Express, listen, and adapt ideas and/or messages based on others' perspectives.

### 5. Civic Reflection through Civic Action

- a. Reflect on one's participation in and contribution to civic activity.

### 6. Civic Context/Structures (suggested for service learning/enrichment programs/study abroad)

- a. Demonstrate the ability to work across and within community contexts and/or structures to achieve a civic aim.

### **Additional Requirements for Designating a Social & Behavioral Science Course as GT Pathways:**

A course in the Social & Behavioral Sciences must show evidence of significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research. Assigned writing, for instance, need not be limited to polished paper writing but might include low-stakes write-to-learn or write-to-engage for purposes of enhanced learning. Research suggests that students learn and retain more when they write about what they are learning.<sup>1</sup> Additionally, students can learn a great deal about content through revision processes associated with writing that focus on responding to a peer or instructor's advice and revising to demonstrate their growing understanding of a subject.<sup>2</sup>

<sup>1</sup> Gingerich, Karla, Julie Bugg, Sue Doe, Christopher A. Rowland, Tracy L. Richards, Sara Jane Tompkins, and Mark A. McDaniel. 2014. "Active Processing via Write-to-Learn Assignments: Learning and Retention in Introductory Psychology." *Teaching of Psychology*, 41. 4 (October 2014). 303-308.

<sup>2</sup> Cavdar, Gamze and Sue Doe. 2012. "Learning through Writing: Teaching Critical Thinking Skills in Writing Assignments." *PS: Political Science and Politics* 45.2. 1-9.