

## CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

**COURSE NAME: POLS 101 Introduction to Political Science**

**FACULTY NAME: Christopher Sprecher**

**DATE SUBMITTED: 04/23/2023**

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REponsive CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
<p><b>Syllabus</b></p>	<p><i>General Overview</i></p> <p>This course introduces the scientific study of politics. The process of logic and scientific inquiry are presented to provide the student with the basic conceptual, statistical, and philosophical tools to conduct, criticize, and evaluate political arguments and research.</p> <p>The main focus of this course is to encourage students to think theoretically about politics, and how to make reasoned arguments.</p> <p>The best way to learn this material is to have read the assigned readings <b>BEFORE</b> the class date in which it is discussed. This will enable you to be familiar with the new concepts as I discuss them in lecture and for you to ask questions.</p> <p>I am available for office hours each week, as well as available electronically via email.</p>	<p><i>General Overview</i></p> <p>This course introduces the scientific study of politics. The process of logic and scientific inquiry are presented to provide the student with the basic conceptual, statistical, and philosophical tools to conduct, criticize, and evaluate political arguments and research.</p> <p>The main focus of this course is to encourage students to think theoretically about politics, and how to make reasoned arguments.</p> <p><b>The main focus of this course will be on the role that institutions play in the analysis of politics. How were rules and norms created to govern (and continue to govern) political behavior, in both democracies and non-democracies. In doing so, however, we will address who has traditionally had access to these institutions, who has been marginalized from full participation in political society, and how this imbalance has been</b></p>	<p>As the revision in red shows, I have planned on addressing systemic barriers to various cultures in politics around the world. The emphasis placed, as I have done in every iteration of this course I've ever taught, focuses on the role that governmental institutions provide and restrict access to government benefits.</p> <p>In the course I will address these issues in the context of African-American, Asian-American, Hispanic-American cultures, as well as their impacts on women of all cultures and LBGQT citizens. I examine the impact that institutions have on shaping the study of politics, regardless of country or government type, and how different governmental institutions shape rules and responses to minority groups in society.</p>

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		<p>and continues to be addressed and remedied.</p> <p>The best way to learn this material is to have read the assigned readings <b>BEFORE</b> the class date in which it is discussed. This will enable you to be familiar with the new concepts as I discuss them in lecture and for you to ask questions.</p> <p>I am available for office hours each week, as well as available electronically via email.</p>	
RESOURCES USED and where to find more information:			
<b>Course Units</b>	3	3	The course remains 3 units per the College catalog
RESOURCES USED and where to find more information:			
<b>Reading Assigned/Textbook</b>	<p><b>Books</b></p> <p>There is one required textbook for this course. It is available for free online on the website below.</p> <p><a href="https://openstax.org/details/books/introduction-political-science">https://openstax.org/details/books/introduction-political-science</a></p> <p>You will need to create an account with your Hancock e-mail address to access it.</p> <p>Hard copies will be available in the campus bookstore if you desire them.</p>	<p><b>Books</b></p> <p>There is one required textbook for this course. It is available for free online on the website below.</p> <p><a href="https://openstax.org/details/books/introduction-political-science">https://openstax.org/details/books/introduction-political-science</a></p> <p>You will need to create an account with your Hancock e-mail address to access it.</p>	<p>In the attached syllabus for spring 2024 I highlight in red the additional readings I've added to make the course more culturally responsive. These readings are somewhat American politics heavy, but the textbook does a good job of introducing many of these concepts in a comparative context, so I build upon the weaknesses that I perceive in the text. Below in red are the new detailed readings that address CRSE topics in more detail than the main textbook does.</p> <p style="color: red;"><b>THEORY AND IDEOLOGY</b></p> <ul style="list-style-type: none"> <li style="color: red;">• Marx, Karl and Friedrich Engels. <i>The Manifesto of the Communist Party</i>. (CV)</li> <li style="color: red;">• <i>Triumph of the Will</i> (clip) (CV)</li> </ul>

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	<p><i>Hardcover:</i> ISBN-13: 978-1-711470-68-9</p> <p><i>Digital:</i> ISBN-13: 978-1-951693-56-5</p>	<p>Hard copies will be available in the campus bookstore if you desire them.</p> <p><i>Hardcover:</i> ISBN-13: 978-1-711470-68-9</p> <p><i>Digital:</i> ISBN-13: 978-1-951693-56-5</p> <p>I will also be making some readings and recordings available outside of the textbook. They will be posted on Canvas and labeled (CV) on the syllabus.</p>	<p><a href="https://www.youtube.com/watch?v=Hu-CK47NM8E">https://www.youtube.com/watch?v=Hu-CK47NM8E</a> These two additional readings address the role of class struggle more in depth than the textbook does in its discussion of political ideology.</p> <p><b>THE STATE</b></p> <ul style="list-style-type: none"> <li>• Wendt, Alexander. 1992. Anarchy is What States Make of It” International Organization 46(02) (CV)</li> <li>• Long, Tom. 2022. A Small State’s Guide to Influence in World Politics. Oxford University Press. Chapter. 2 (CV)</li> </ul> <p>These two additional reading selections address the role of the state (as an organizing principle and international entity) from perspectives that are not the traditional Euro-centric foci of the state in political science.</p> <p><b>CONSTITUTIONS AND RIGHTS</b></p> <ul style="list-style-type: none"> <li>• Hannah-Jones, Nikole. 2021. “Democracy”, in <i>The 1619 Project</i>, created by Nikole Hannah-Jones. (CV)</li> <li>• Constitution of the Iroquois Nation (CV)</li> </ul> <p>These two pieces address the role of race/ethnicity in defining rights in a pluralistic society, and provides a different perspective on how non-</p>
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			<p>European groups organized society according to constitutional principles.</p> <p>CONSTITUTIONS AND RIGHTS (ii)</p> <ul style="list-style-type: none"><li>• Martin Luther King, Letter from Birmingham Jail (CV)</li><li>• – Fish, M. Steven. 2002. “Islam and Authoritarianism.” World Politics 55 (1): 4–10.(CV)</li><li>• Blues Brothers Illinois Nazi scene (clip). <a href="https://www.youtube.com/watch?v=ZTT1qUswYLO">https://www.youtube.com/watch?v=ZTT1qUswYLO</a> (CV)</li></ul> <p>These additional readings show how society in the United States has often disenfranchised minorities and how it can be overcome, as well as a comparison to Islamic law. Additionally, the film clip demonstrates how odious speech is also protected in the United States.</p> <p>Legislatures</p> <ul style="list-style-type: none"><li>• Anna Palmer, “So Did the Year of the Woman Really Change Anything?” Politico, Dec. 10, 2019 (CV)</li></ul>
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			<p>This piece provides a good discussion of the difficulties women face in trying to win office in the United States.</p> <p><b>INTERNATIONAL RELATIONS</b></p> <ul style="list-style-type: none"><li>• Huntington, Samuel. 1993. "The Clash of Civilizations". <i>Foreign Affairs</i> 72,3, pp. 22-49. (CV)</li><li>• Francis Fukuyama. 1992. "The End of History". <i>National Interest</i> (Summer). (CV)</li></ul> <p>These two pieces are controversial, but are an attempt in IR scholarship to provide a discussion on how foreign affairs should be conducted in a non-Western arena.</p> <p><b>INTERNATIONAL POLITICAL ECONOMY</b></p> <ul style="list-style-type: none"><li>• – Dabla-Norris, Era, et al. 2015. "Causes and Consequences of Income Inequality: A Global Perspective" International Monetary Fund 5-33. (CV)</li></ul> <p>This piece provides a great discussion of income inequality cross-nationally, and how the Global South has suffered because of it.</p>
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<b>RESOURCES USED</b> and where to find more information:			
<b>Instructional Methods</b>	<p><b><i>Teaching Philosophy</i></b></p> <p>Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange.</p>	<p><b><i>Teaching Philosophy</i></b></p> <p>Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange. <b>Each class period has a question posed to help guide you in thinking about the topic being discussed that day.</b></p>	<p>The addition of daily questions to guide readings allows the class to focus on a topic, and to permit myself as the instructor to guide the course on institutional issues that confront all cultures.</p> <p>In regards to Socratic exchange, I take a look at the news each morning and draw questions from the events of the day and pose them to students to get discussion started. In the past questions I have asked include:</p> <ol style="list-style-type: none"> <li>1. When examining the death penalty and 8<sup>th</sup> amendment issues, is there a disproportionate effect on minorities?</li> <li>2. Why does the constitution not mention women? How does this impact debates on abortion rights today?</li> <li>3. Why have we had so few minorities run for president? What factor does race play in presidential races?</li> <li>4. How can we improve turnout in elections among minority groups in the United States? What factors inhibit their participation?</li> <li>5. What impact did the Dobbs decision on abortion have on less affluent families?</li> <li>6. Would a person of color who practices a non-Judeo-Christian religion be able to win nationwide elected office.</li> </ol> <p>Questions that relate to CRSE that are guides in the syllabus</p>

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			<p>Question: The classics of political theory tend to emphasize Western philosophers. How does our understanding of politics increase if we examine non-Western philosophies as well?</p> <p>Question: If we move beyond the traditional Westphalian conceptions of the state, how do we see society organizing itself to survive politically?</p> <p>Question: Are political rights guaranteed to all segments of society, or do they evolve/devolve?</p> <p>Question: What factors explain why various minority groups minimize their participation in democratic politics? Is it different in non-democracies?</p> <p>Question: Do political parties 'function differently in non-democracies than democracies? What implications are there for minorities in both types of society?</p> <p>Question: Do single member district systems help or hurt minority parties?</p> <p>Question: Why has the US Congress been predominately white and male? Is there a difference in other countries?</p>
<b>RESOURCES USED</b> and where to find more information:			
<b>Assignments</b>	<p><i>Course Requirements and Grades</i></p> <p>In the course there will be 3 exams and 2 short writing</p>	<p><i>Course Requirements and Grades</i></p> <p>In the course there will be 3 exams, 2 short writing</p>	<p>The major change in grading that I have made for this course in the future is to bring back participation as a portion of the final course grade. Without counting student participation, students are quite quiet in class. I have reinstated participation points and will 1) again</p>

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	<p>assignments. Each exam is worth 100 points and the writing assignments are worth 100 points each. Thus there are 500 possible points available for the course. All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.</p> <p><b>Grading Scale</b></p> <p>The following scale will be used for calculating final grades for this course. Please note that I do not curve grades. Final grades are based out of 500 total points for the course.</p> <p style="text-align: center;">90-100- A 80-89- B 70-79- C 60-69- D 0-59- F</p>	<p>assignments and <b>class participation</b>. Each exam is worth 100 points and the writing assignments are worth 50 points each. <b>Class participation is worth 100 points</b> Thus there are 500 possible points available for the course. All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.</p> <p><b>Grading Scale</b></p> <p>The following scale will be used for calculating final grades for this course. Please note that I do not curve grades. Final grades are based out of 500 total points for the course.</p>	<p>keep track of student comments/questions/discussions in class. 2) have students do some on the spot small group debates in class to spark participation and debate 3) provide a mechanism for students to privately email me if they have a true aversion to speaking publicly.</p>
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	<p><b>***THERE IS NO GRADING CURVE IN THIS COURSE***</b>  <b>***THERE IS NO EXTRA CREDIT IN THIS COURSE***</b></p> <p><b>Required Readings</b></p> <p>Readings for the course are mainly from the textbook. I will be making use of videos occasionally in this class, both documentaries and full-length films. You are responsible for knowing the material presented via video.</p> <p><b>Attendance and Missed Assignments</b></p> <p>You are expected to attend class regularly and take notes. Although I will not take attendance, most of the material for the exams is taken from lecture. I will use material for lecture that is not covered in the readings. If you miss class, it is your responsibility to get the lecture notes from a classmate. I will not, <b>under any circumstances</b>, give my lecture notes to students.</p>	<p>90-100- A  80-89- B  70-79- C  60-69- D  0-59- F</p> <p><b>***THERE IS NO GRADING CURVE IN THIS COURSE***</b>  <b>***THERE IS NO EXTRA CREDIT IN THIS COURSE***</b></p> <p><b>Required Readings</b></p> <p>Readings for the course are mainly from the textbook. I will be making use of videos occasionally in this class, both documentaries and full-length films. You are responsible for knowing the material presented via video.</p> <p><b>Attendance and Missed Assignments</b></p> <p>You are expected to attend class regularly and take notes. Although I will not take attendance, most of the material for the exams is taken</p>	
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	<p>The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As a rule, I do not give makeup exams or quizzes, except in the case of extreme sickness or family emergency. If you must miss an exam due to illness or emergency, you must do everything in your power to notify me <b>before</b> the exam. I have provided you with an e-mail address that I check regularly. Thus, saying you are unable to contact me is not an excuse.</p> <p>All makeup examinations must be made up within a week of your return to class, or you will receive a 0 on the missed exam. I also require some form of documentation as to why you missed the exam. I will reiterate illness or family emergencies are the only excuses I will accept. All</p>	<p>from lecture. I will use material for lecture that is not covered in the readings. If you miss class, it is your responsibility to get the lecture notes from a classmate. I will not, <b>under any circumstances</b>, give my lecture notes to students.</p> <p>The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As a rule, I do not give makeup exams or quizzes, except in the case of extreme sickness or family emergency. If you must miss an exam due to illness or emergency, you must do everything in your power to notify me <b>before</b> the exam. I have provided you with an e-mail address that I check regularly. Thus, saying you are</p>	
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	<p>makeup exams are essay exams.</p> <p><b>Incompletes</b></p> <p>I will only grant an incomplete if 75% or more of the coursework has been completed, and at the time the student's grade is 2.0 or better. My policy on incompletes is as follows. <b>Incompletes will only be given in extreme circumstances and must be completed within six weeks of the semester's end, or the portion of the class that is unfinished becomes a 0.0.</b> If you feel that you warrant an incomplete, you must contact me <b>at least</b> a week prior to the final exam. Once the final exam has been given, I will not grant Incompletes for the course, regardless of the reason.</p> <p><b>Expectations</b></p> <p>(1) Students are expected to attend class regularly, even when attendance is not an explicit part of the course's grade. If you are not responsible enough to come to</p>	<p>unable to contact me is not an excuse.</p> <p>All makeup examinations must be made up within a week of your return to class, or you will receive a 0 on the missed exam. I also require some form of documentation as to why you missed the exam. I will reiterate illness or family emergencies are the only excuses I will accept. All makeup exams are essay exams.</p> <p><b>Incompletes</b></p> <p>I will only grant an incomplete if 75% or more of the coursework has been completed, and at the time the student's grade is 2.0 or better. My policy on incompletes is as follows. <b>Incompletes will only be given in extreme circumstances and must be completed within six weeks of the semester's end, or the portion of the class that is unfinished becomes a 0.0.</b> If you feel that you warrant an incomplete, you must contact</p>	
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	<p>class regularly, or if you feel that you have higher priorities in life than attending a lecture for which (or your parents) are paying good money, then do not be surprised if the instructor starts to show you the same amount of respect that you have shown for him or her.</p> <p>(2) Students are expected to have read the assigned material before coming to class. Each student in class will benefit from having read the material before hearing my lecture, because the lecture will be reinforcing prior knowledge instead of introducing new topics. The entire class also benefits when students are prepared -- the quality of discussion will be higher, students can ask better questions, and the class period will not be burdened by a focus on basic issues that should have been answered by the readings.</p> <p>(3) Inside the classroom, students are expected to devote their full attention to the course. This means that distractions like newspapers, magazines, beepers, and cellular phones <b>will not be</b></p>	<p>me <b>at least</b> a week prior to the final exam. Once the final exam has been given, I will not grant Incompletes for the course, regardless of the reason.</p> <p><b>Expectations</b></p> <p>(1) Students are expected to attend class regularly, even when attendance is not an explicit part of the course's grade. If you are not responsible enough to come to class regularly, or if you feel that you have higher priorities in life than attending a lecture for which (or your parents) are paying good money, then do not be surprised if the instructor starts to show you the same amount of respect that you have shown for him or her.</p> <p>(2) Students are expected to have read the assigned material before coming to class. Each student in class will benefit from having read the material before hearing my lecture, because the lecture will be reinforcing prior knowledge instead of introducing new</p>	
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	<p><b>tolerated.</b> If you insist on reading the newspaper or being accessible by beeper or cell phone during the class period, please do so at home (or somewhere else outside of the classroom); such activities only serve to disrupt the course and to distract people who really want to be there. This also means that talking with your neighbors or passing notes during class will not be tolerated. If you absolutely must talk about last night's party or your plans for the weekend, please do so outside of the classroom, so that you do not disturb students who actually attend class to learn the material.</p> <p>I want you to be familiar with significant current political events, and exam questions may assume that knowledge or may directly ask about those events. Each of you may, then, want to pay close attention to newspapers and periodicals that have adequate coverage political events.</p> <p><b>Plagiarism</b></p> <p>As commonly defined, academic</p>	<p>topics. The entire class also benefits when students are prepared -- the quality of discussion will be higher, students can ask better questions, and the class period will not be burdened by a focus on basic issues that should have been answered by the readings.</p> <p>(3) Inside the classroom, students are expected to devote their full attention to the course. This means that distractions like newspapers, magazines, beepers, and cellular phones <b>will not be tolerated.</b> If you insist on reading the newspaper or being accessible by beeper or cell phone during the class period, please do so at home (or somewhere else outside of the classroom); such activities only serve to disrupt the course and to distract people who really want to be there. This also means that talking with your neighbors or passing notes during class will not be tolerated. If you absolutely must talk about last night's party or your plans for the</p>	
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	<p>dishonesty/plagiarism consists of passing off as one's own ideas, the words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed — a book, an article, material off the web, another student's paper — all constitute plagiarism unless the source of the work is full identified and credited. It is important when using a phrase, a distinctive idea or concept, or a sentence from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries grave consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. The full consequences of scholastic dishonesty will be pursued consistent with College policy. If you have any questions, please consult the course instructor. Be especially</p>	<p>weekend, please do so outside of the classroom, so that you do not disturb students who actually attend class to learn the material.</p> <p>I want you to be familiar with significant current political events, and exam questions may assume that knowledge or may directly ask about those events. Each of you may, then, want to pay close attention to newspapers and periodicals that have adequate coverage political events.</p> <p><b>Plagiarism</b></p> <p>As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, the words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the</p>	
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<p>careful with your written assignments to make certain that all sources are explicitly acknowledged in writing. If you plagiarize in this course, you will fail the course. Period.</p> <p><b>Grading and Course Requirements</b></p> <p>Your course grade is based on your performance on 3 exams, discussion board activity and a participation grade. The distribution of your final grade in the class is as follows: There are a total of 500 points.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">Exam 1</td> <td>100 points</td> </tr> <tr> <td>Exam 2</td> <td>100 points</td> </tr> <tr> <td>Exam 3</td> <td>100 points</td> </tr> <tr> <td>Short Writing</td> <td></td> </tr> <tr> <td>Assignments</td> <td>200 points</td> </tr> </table> <p><b>Exams</b></p> <p>The exams will cover any material from the previous exam through the day before the exam. They will include short essays and multiple choice. Each exam is worth 100 points.</p>	Exam 1	100 points	Exam 2	100 points	Exam 3	100 points	Short Writing		Assignments	200 points	<p>material is borrowed — a book, an article, material off the web, another student's paper — all constitute plagiarism unless the source of the work is full identified and credited. It is important when using a phrase, a distinctive idea or concept, or a sentence from another source to credit explicitly that source either in the text, a footnote, or endnote.</p> <p>Plagiarism is a violation of academic and personal integrity and carries grave consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated. The full consequences of scholastic dishonesty will be pursued consistent with College policy.</p> <p>If you have any questions, please consult the course instructor. Be especially careful with your written assignments to make certain that all sources are explicitly acknowledged in writing. If you plagiarize in this course, you will fail the course. Period.</p> <p><b>Grading and Course Requirements</b></p>	
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	<p><b>Short Writing Assignments</b></p> <p>At two times in the course, I will assign you a short (5 page) writing assignment on a topic relevant to what we have studied. It will be typed, a week from the date it is handed out. Each assignment must answer the question asked and provide 5 external citations that are not from the textbook. I will discuss the writing assignments in more detail in the second week of class.</p>	<p>Your course grade is based on your performance on 3 exams, discussion board activity and a participation grade. The distribution of your final grade in the class is as follows: There are a total of 500 points.</p> <p style="text-align: center;">Exam 1 100 points Exam 2 100 points Exam 3 100 points Short Writing Assignments 200 points</p> <p><b>Exams</b></p> <p>The exams will cover any material from the previous exam through the day before the exam. They will include short essays and multiple choice. Each exam is worth 100 points.</p> <p><b>Short Writing Assignments</b></p> <p>At two times in the course, I will assign you a short (5 page) writing assignment on a topic relevant to</p>	
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		<p>what we have studied. It will be typed, a week from the date it is handed out. Each assignment must answer the question asked and provide 5 external citations that are not from the textbook. I will discuss the writing assignments in more detail in the second week of class.</p>	
RESOURCES USED and where to find more information:			
<b>Activities</b>	See Above	See Above	See Above
RESOURCES USED and where to find more information:			
<b>Instructional Methods</b>	<p>Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange.</p>	<p>Since this is a smaller class, I utilize both lecture and small group activities. My teaching style is a combination of lecture and Socratic exchange. <b>Each class period has a question posed to help guide you in thinking about the topic being discussed that day.</b></p>	<p>The addition of daily questions to guide readings allows the class to focus on a topic, and to permit myself as the instructor to guide the course on institutional issues that confront all cultures.</p>
RESOURCES USED and where to find more information:			
<b>Classroom Environment</b>	<p>Classroom is predominately lecture, with students at fixed seats. Students are encouraged to participate, and are informed that the classroom, while open for spirited debate, will not tolerate any sort of abusive language.</p>	<p>Classroom is predominately lecture, with students at fixed seats. Students are encouraged to participate, and are informed that the classroom, while open for spirited debate, will not tolerate any sort of abusive language</p>	<p>This has been my policy throughout my entire teaching career and won't change.</p>
RESOURCES USED and where to find more information:			

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<b>Grading Policies</b>	<p>All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.</p>	<p>All course materials are graded by me. In the event you are dissatisfied with your grade on any component, you must write up a statement explaining why you think your grade should be changed and submit it to me. I will then review the grade once your statement has been received, along with the ORIGINAL exam or paper. Please realize that I reserve the right, upon regarding your exam or essay, to increase or decrease the grade.</p>	<p>This is the same grading policy I've had for over twenty years. Students have the right to contest their grade, and seek redress if they are still dissatisfied.</p>
<p>RESOURCES USED and where to find more information:</p>			
<b>Learning Goals</b>	<p><i>Course Objectives</i></p> <ul style="list-style-type: none"> <li>• Comprehend the scope and methods of the field of political science</li> <li>• Learn to think analytically and critically about political events, institutions, policies, and issues.</li> <li>• Become familiar with the political approach to thinking, including steps appropriate to problem solving and theory generation.</li> </ul>	<p><i>Course Objectives</i></p> <ul style="list-style-type: none"> <li>• Comprehend the scope and methods of the field of political science</li> <li>• Learn to think analytically and critically about political events, institutions, policies, and issues.</li> <li>• Become familiar with the political approach to thinking, including steps appropriate to problem solving and theory generation.</li> <li>• Understand the political philosophies of the frame</li> </ul>	<p>Course objectives and student learning outcomes are drawn from the College's catalog.</p>

## CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

	<ul style="list-style-type: none"> <li>Understand the political philosophies of the framers of the Constitution and the nature and operation of the United States political institutions and processes under the Constitution as amended and interpreted, and how these compare to other political systems.</li> <li>Become knowledgeable about the American political system in comparative perspective.</li> </ul> <p><b>Student Learning Outcomes</b></p> <p>Students will be able to describe the major concepts used in the study of political science; evaluate how individuals participate in, and effect, political actions; and compare the ideas behind different forms of government systems and their implications.</p>	<p>of the Constitution and the nature and operation of the United States political institutions and processes under that Constitution as amended and interpreted, how these compare to other political systems.</p> <ul style="list-style-type: none"> <li>Become knowledgeable about the American political system in comparative perspective.</li> </ul> <p><b>Student Learning Outcomes</b></p> <p>Students will be able to describe the major concepts used in the study of political science; evaluate how individuals participate in, and effect, political actions; and compare the ideas behind different forms of government systems and their implications.</p>	
<p>RESOURCES USED and where to find more information:</p>			

**\*\*\*Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:**

- Seek-out, recognize, and address bias within the curriculum components.
- Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.
- Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.
- Highlight power dynamics, privilege, and historical oppression.

## CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

- Utilize multiple perspectives from different cultural groups.