

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-3</u>
Action <u>Approved</u>
Date <u>12-1-88</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE PS 111 American Politics
DEPARTMENT Political Science
CONTACT PERSON John F. Sitton

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

John F. Sitton
~~Department Curriculum Committee~~
Charles D. Cohen
College Curriculum Committee
Charles D. Cohen
Director of Liberal Studies
(where applicable)

Richard J. Heagy
Department Chairperson
[Signature]
College Dean

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
Date Submitted to UWUCC _____		

CHECK LIST -- SOCIAL SCIENCES

Knowledge Area Criteria which the course must meet:

- X Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- X Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- X Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- X Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Social Science criteria which the course must meet:

- X Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- X Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- X Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

Additional Social Science criteria which the course should meet:

- X Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- X Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone. 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no.

If so, which General Education course(s)? PS 111

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> X </u>	<u> </u>
2. Literacy—writing, reading, speaking, listening	<u> X </u>	<u> </u>
3. Understanding numerical data	<u> </u>	<u> </u>
4. Historical consciousness	<u> </u>	<u> X </u>
5. Scientific inquiry	<u> </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> X </u>	<u> </u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> X </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> </u>
2. Use of computing technology	<u> </u>	<u> </u>

PART II. Explanations of the liberal studies goals that PS 111 American Politics will fulfil.

- A. 1. In this course we discuss various positions on central issues of public policy and analyze, on a level suitable for the introductory course, the ways in which political decisions are made. This vicarious understanding of the issues involved in major policy decisions stimulates the critical capacity of the students and deepens their sense of the gravity and multidimensional character of political issues.
2. The required readings are as much as can be demanded of introductory students. Very importantly, class discussion is strongly encouraged and relatively easy to obtain, given the subject matter. Both speaking and listening to the political perspectives of others is expected.
4. A secondary goal of the course is to develop some historical knowledge of various political issues and figures. To that end, a discussion of the origins of the Constitution, the development of political parties, etc. is an essential part of this course. One of the substantive readings mentioned (Hofstadter) is a straightforward historical account of various major political figures.
6. Political issues are quite frequently ethical issues. It is insisted that students develop an appreciation for the different value positions underlying different political policy issues. It is also important to discuss the relationship between civil liberties and tolerance, and civil rights/affirmative action and justice.
- B. This hardly needs explanation. A basic understanding of American political institutions and processes is an essential part of education, especially at a public university. This course is not only necessary for the development of 'well-rounded' individuals but also for the development of good citizens.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

PART III.

A. Those teaching the course will exchange syllabi and will meet at least once a semester to discuss the course and its fulfillment of the Liberal Studies criteria and to recommend to each other or the department any necessary changes.

✓ B. This is an introductory course in American politics. As such, the increasing participation of women and minorities in American political life is brought into the course content in a variety of ways. In the discussion of current developments, it would be difficult to avoid examining the contributions of the political campaigns of Geraldine Ferraro and Jesse Jackson or of women and minority interest groups. Feminist and minority political issues are specifically addressed in the section on civil rights.

✓ C. See syllabus.

✓ D. Beginning majors in political science are encouraged to quickly acquire quantitative skills in research methods.

E. 1. Political issues quite often include the most important ethical issues facing a society. It is in the political arena that ethical differences are often fought out or, paradoxically, rendered 'non-political'.

2. Politics is not only about making decisions but also about how the public agenda is formulated. As such a specific kind of decision-making and its context are the subject matter of this course.

3. Discussion in political science courses is strongly encouraged and relatively easily obtained.

4. The present domestic and world political situation is resulting in imaginative responses to a variety of questions. One way this is communicated in the introductory course is by examples of how other countries handle political problems similar to those of the United States. Comparison encourages creativity instead of fatalism bred by isolation.

5. The study of basic political institutions and personalities allows students to read a newspaper more intelligently and follow political controversies with some sophistication. Especially the knowledge of political institutions provides a basis for continued learning.

6. As an introductory course in politics, this should be obvious. Each day's newspaper provides a rich fund of illustrations for the discussion of political institutions and processes.

GENERAL SYLLABUS FOR LIBERAL STUDIES APPROVAL

PS 111 American Politics

3 credits
no prerequisites

Introduction to American national government and politics, emphasizing the Constitution, the political party system, the Congress, the Presidency, and the courts. Considerable discussion of problems in national-state relations, civil rights, foreign policy, and social and economic policies.

Course Objectives:

The major goal of this course is to introduce students to the fundamental institutions of American government and to the dominant political processes in the United States. This entails analysis of these institutions and processes and also analysis of conflicting opinions about them. It also entails strengthening the students' grasp of American political history. A secondary goal of this course is to accustom students to follow contemporary political issues and feel comfortable discussing them critically in class.

Course Outline:

A. American Democracy: The Ideal

1. Contemporary Democratic Theory
2. The Declaration of Independence
3. The Constitution
4. Civil Liberties and Civil Rights

B. Political Processes

1. Political Socialization and Public Opinion
2. Interest Groups
3. Political Parties
4. Campaigns and Elections

C. National Governmental Institutions

1. Congress
2. The Presidency
3. The Bureaucracy of the Executive Branch
4. The Supreme Court and the National Judiciary

D. Public Policy

1. Economic Policy
2. Foreign Policy

Evaluation Methods for the Course:

The evaluation methods will of course differ from instructor to instructor, however they will usually be some combination of written exams (objective, short answer, and/or essay), short papers, and periodic quizzes.

Required Readings: (examples of works that have been used)

textbooks:

- e.g. Fred Harris. America's Democracy: The Ideal and the Reality. 3rd Edition. Chicago: Scott Foresman Publishing, 1987.
or, James MacGregor Burns, J. W. Peltason, and Thomas E. Cronin. Government by the People. 13th Edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1987.

optional readers:

- e.g. Robert E. DiClerico and Allan S. Hammock, editors. Points of View: Readings in American Government and Politics. 2nd Edition. New York: Random House, 1987.
or, George McKenna and Stanley Feingold, editors. Taking Sides: Clashing Views on Controversial Political Issues. 4th Edition. Guilford, CN: The Dushkin Publishing Group, 1985.

substantive non-text work:

- e.g. Richard Hofstadter. The American Political Tradition. New York: Vintage Books, 1974 [originally 1948].
or, Robert B. Reich. Tales of a New America. New York: Vintage Books, 1987.
or, Frances Fox Piven and Richard Cloward. The New Class War. New York: Pantheon Books, 1982.
or, Jonathan Kwitny. Endless Enemies. 2nd Edition. New York: Penguin Books, 1986.

possibly required reading of a daily newspaper (New York Times, Christian Science Monitor) or weekly news magazine (Newsweek, Time, The Nation).