

Cerro Coso College
Course Outline of Record Report
10/07/2021

POLSC103 : Introduction to Political Theory

General Information

Author:	-
Course Code (CB01) :	POLSC103
Course Title (CB02) :	Introduction to Political Theory
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2207.00) Political Science
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000566781
Curriculum Committee Approval Date:	04/17/2015
Board of Trustees Approval Date:	06/11/2015
External Review Approval Date:	07/30/2015
Course Description:	This course is an examination of various theoretical approaches to politics, as well as basic political problems and their proposed solutions. The course also covers analysis of selected political theories and the relevance of theory to contemporary problems. Students are introduced to long standing debates over the nature of justice, the proper use of power, and the meanings of equality and freedom and their implications for the contemporary state and state policies.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Political Science
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Political Science
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Political Science Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Law, Public Policy, and Society Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Political Science Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Spring 2020 to Summer 2020

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Cerro Coso General Education Requirements

Area 2.2

Categories

Social &
Behavioral
Sciences
Economic and
Political

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

CSU General Education Certification

Area D.8

Categories

Social Sciences
Political Science

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area 4.H

Categories

Social and
Behavioral
Sciences Political
Science,
Government, and
Legal Institutions

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

Total 108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC070 - Introductory Composition

Students are expected to read and comprehend a college-level text book explaining sophisticated philosophies. In addition, they must critically analyze scholarly or professional arguments for research assignments.

Students in this course are required to write at least one research and/or analytical essay, as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from major errors.

The advisory level encourages students to have the skills necessary for success in these assignments.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Presentations (by students)
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value
Methods of Instruction	In-class writing
Rationale	No value
Methods of Instruction	Debate
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Group Work
Rationale	No value
Assignments	
<p>- A. Reading assignments in textbook and supplementary readings or materials. For example, it may be requested of students that they read the section in a textbook on how multiculturalism is challenging the principle of liberal individualism, and/or also read an excerpt from Chandran Kukathas' defense of liberal individualism, and be prepared to participate and follow along in a discussion on how liberal societies should deal with the reality of cultural pluralism. B. Analytical paper(s) on selected topics in Political Theory. For example, students may be required to write a paper applying Rawl's theory of Justice as Fairness to a contemporary policy debate related to an issue of distributive justice (minimum wage, affirmative action, etc.)</p>	
Methods of Evaluation	Rationale
Tests	A. examinations, including essay, multiple choice, and short answer questions, that measure students' ability to comprehend and/or describe key course concepts, and explain key theories. B. quizzes, including both multiple choice and short answer questions, that measuring students' ability to identify key terms and phrases as presented in reading assignments and class lectures and discussions.
Analysis of Primary Sources	C. short analytical papers (350 to 1000 words) demonstrating students' ability to analyze important course concepts and/or synthesize theoretical arguments into coherent positions. Example: Write a 500 to 700 word paper analyzing Nozick's criticism of Rawls' Veil of Ignorance thought experiment to decide whether Nozick's criticism effectively undermines the power of the thought experiment to justify the redistribution of material goods as a form of fairness.
Research Paper	D. longer paper (1500 to 2000 words) researching how other political philosophers and modern scholars of political theory have interpreted and critiqued a core component of a seminal argument in political theory. Example: Explain Plato's theory of the cave and its support of his assertion that philosophers are ones best suited for political leadership, and then find two different modern philosophers or authors who challenge the theory and two who use or incorporate the theory into their own work in order to evaluate the role the theory has played in modern philosophical discussions.
Equipment	
No Value	

Textbooks

Author	Title	Publisher	Date	ISBN
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This is the most current edition of this text.

Wolff, Jonathan. (2006) An Introduction to Political Philosophy, , Oxford University Press

This is the most current edition of this text. Hoffman, J., P. Graham. (2009) An Introduction to Political Theory, 2nd, Routededge

This is the most current edition of this text. Deutsch, Kenneth and Joe Fornieri. (2009) An Invitation to Political Thought, 1st , Cengage Learning

Other Instructional Materials

Description	Other: Rousseau. "The Social Contract, Discourse on the Origins of Inequality"
Author	
Citation	Introduction to Political Theory

Description	Other: Plato. "The Republic"
Author	
Citation	Introduction to Political Theory

Description	Other: Rawls. "A Theory of Justice"
Author	
Citation	Introduction to Political Theory

Description	Other: Locke. "Two Treatises on Government"
Author	
Citation	Introduction to Political Theory

Description	Other: Machiavelli. "The Prince, The Discourses"
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Author

Citation

Introduction to Political Theory

Description

Other: Marx. "Selected Writings"

Author

Citation

Introduction to Political Theory

Description

Other: Hobbes. "Leviathan"

Author

Citation

Introduction to Political Theory

Description

Other: Arendt. "The Human Condition"

Author

Citation

Introduction to Political Theory

Description

Other: Aristotle. "Politics"

Author

Citation

Introduction to Political Theory

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Evaluate the study of political theory, based on original texts and other sources, as a means for understanding important political phenomena.

Expected SLO Performance: 70.0

Social Science
PLOs for CSU GE COA

Describe the method of inquiry used by the social and behavioral sciences.

Social Science
IGETC PLOs

Describe the method of inquiry used by the social and behavioral sciences.

Social Science
Liberal Arts: Social & Behavioral Sciences
AA Degree

Identify and apply the Scientific Method used by social scientists to study human behavior.

Business Information Technolog
Law, Public Policy, and Society for
Transfer

Apply laws, public policy, and/or societal or ethical theories to develop a solution to a legal issue, a public policy issue, and/or a societal concern.

Analyze political theory and theoretical texts, compare and contrast the defining elements of each political theory and explain how it is relevant to contemporary issues.

Expected SLO Performance: 70.0

Assess the historical and social context surrounding the generation of political theories and analyze the different assumptions and values about "human nature" and "reality" embedded in each political theory.

Expected SLO Performance: 70.0

Social Science

Liberal Arts: Social & Behavioral Sciences AA
Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Evaluate the contribution of each political theory towards a comprehensive understanding of political life and political institutions.

Expected SLO Performance: 70.0

Outline

Course Outline

1. Introduction to Political Theory

- a) What is Political Theory and what is the nature of political inquiry
 - i. The question of human nature
 - ii. The question of which problems and issues are public or social in nature versus which ones are private or individual in nature
 - iii. The question of the role of the state/government in dealing with public problems
 - iv. The question of who should rule
 - v. The question of what constitutes justice; equality; and proper distribution of property
- b) The origins of western political philosophy and defining the categories of classical; modern; and contemporary political theory
- c) The significance of the philosopher in developing political theories
 - i. All philosophers are located in time and space; they are therefore shaped by the crisis faced in their eras and societies; and also by the norms and beliefs of their cultures.
 - ii. All philosophers have a methodology that makes assumptions about the way the world works that they believe to be both reasonable and universal

2. Classical Theory

- a) Plato's the Republic
 - i. The Cave Analogy
 - ii. The Noble Lie
 - iii. Gender Equality
- b) Aristotle's Politics
 - i. Man is a Political Animal
 - ii. Critique of Plato
 - iii. On Regimes; The Middle Class/Mixed Regime as Best
- c) Saint Augustine's City of God
 - i. The Two Cities
 - ii. Kingdoms as Dens of Robber Barons (Libido Dominandi)
 - iii. A People Defined by the Object of their Love
- d) Saint Thomas Aquinas
 - i. On Kingship
 - ii. Natural Law and Justice from the Summa Theologica
 - iii. Just War from the Summa Theologica

3. Modern Political Theory

- a) Nicolo Machiavelli's the Prince
 - i. Criminal Virtue (chapter 8)
 - ii. The Qualities of a Prince (chapters 14 - 19)
- b) Thomas Hobbes' the Leviathan
 - i. Hobbesian Nominalism
 - ii. Of the Natural Condition of Mankind
 - iii. Of the First and Second Natural Laws
 - iv. Of the Causes; Generation; and Definition of a Commonwealth
- c) John Locke
 - i. Of the State of Nature from Second Treatise
 - ii. Of Property from Second Treatise
 - iii. Of the Dissolution of Government from Second Treatise
 - iv. A Letter Concerning Toleration

- d) Rousseau's The Social Contract
 - i. The Civil State
 - ii. On the Social Contract and the General Will
 - iii. The Lawgiver
 - iv. Civil Religion
 - e) Edmund Burke's Reflections on the Revolution in France
 - i. The Sovereignty of the Present Generation and the Modern Social Contract
 - ii. The Relation of Moral Duties to Rights in Civil Society
 - iii. Are there Prepolitical Natural Rights
 - f) Karl Marx
 - i. The Materialist Conception of History from German Ideology
 - ii. The Alienation of Labor from Economic and Philosophic Manuscripts
 - iii. The Knell of Capitalist Private Property from Capital
 - g) John Stuart Mill
 - i. Of the Ultimate Sanction of the Principle of Utility from Utilitarianism
 - ii. Of the Limits to the Authority of Society over the Individual from On Liberty
4. Contemporary Political Theory
- a) John Rawls' A Theory of Justice
 - i. The Original Position
 - ii. The Two Principles of Justice
 - b) Robert Nozick's Anarchy; State; and Utopia
 - i. The Libertarian Theory of the State
 - ii. Entitlement Theory of Justice

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
 Online
 Hybrid

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

iTV All paper assignments, quizzes, and exams are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, quizzes, and exams, as well as some assessment of iTV class participation. Online all paper assignments assigned will be identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums, such as Front Page, Web Board, or Moodle. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts and exams. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work and exams, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays and exam questions used to assess Student Learning Outcomes.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

forums
 message
 chat

email
face2face
proctored
phone

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value