



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
AMY LINCH	ATL3	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **PLSC**

Number: **7**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(PLSC 7N) Contemporary Political Ideologies

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Ideologies

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

- Common Course

GE Learning Objectives

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Political Science (UPLA_PLSC)
Effective Semester:	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

This course provides a comparative analysis of the beliefs, values and ideas that constitute the major political ideologies in contemporary politics, such as liberalism, conservatism, socialism, anarchism, fascism and environmentalism. It considers what ideologies are, what they do, and how we can study them. Each ideology is examined as a tradition of thought with respect to its historical origin; the major ideas, thinkers, events and political activists associated with its genesis; and how it has developed and changed in response to new circumstances. Students learn to think about ideologies as distinct from parties, regimes and political actors, and to establish criteria for classifying them in order to observe their influence on and through political action and organization. The course will investigate how different ideologies understand the political community, the role of government, access to knowledge, institutional legitimacy and change. Students will learn to identify the value commitments various ideologies entail, as well as how those values shape the perception of political problems and the actions they necessitate.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

1. Introduction to Course and Concept - 1 week
2. Ideologies and political institutions - 1 week
3. Methods of studying Ideologies - 1 weeks
4. Liberalism - 2 weeks
5. Conservatism - 1 week
6. Socialism - 1 week
7. Communism, State Socialism - 1 week
8. Fascism - 1 week
9. Nationalisms - 1 week
10. Anarchism - 1 week
11. Feminisms - 2 weeks
12. Religious Fundamentalisms - 1 weeks
13. Ecologism - 1 week

Course Description:

This course provides a comparative analysis of the beliefs, values and ideas that constitute the major political ideologies in contemporary politics, such as liberalism, conservatism, socialism, anarchism, fascism and environmentalism. The course focuses on ideologies as traditions of thought developed through contentious political action with attention both to the unique features of each ideology and the ways that they overlap in theory and practice. It considers what ideologies are, what they do, and how we can study them. Each ideology is examined with respect to its historical origin; the major ideas, thinkers, events and political activists associated with its genesis; and how it has developed and changed in response to new circumstances. Students learn to

think about ideologies as distinct from parties, regimes and political actors, and to establish criteria for classifying them in order to observe their influence on and through political action and organization. As the belief systems that underlie or justify political action, ideologies include views about human nature, history, and the scope and purpose of government. Ideologies implicitly or explicitly suggest an ideal form of socio-political organization that articulates who owes what to whom and establishes criteria for evaluating the status quo. The course will investigate how different ideologies understand the political community, the role of government, access to knowledge, institutional legitimacy and change. Students will learn to identify the value commitments various ideologies entail, as well as how those values shape the perception of political problems and the actions they necessitate.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: AMY LINCH (ATL3)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon successful completion of the course, students will be able to

1. Demonstrate an understanding of the central themes of the political ideologies examined;
2. Critically read and analyse modern and contemporary texts by key thinkers;
3. Illustrate and evaluate the development of the central tenets of political ideologies;
4. Compare and contrast different ideological traditions;
5. Apply political ideologies to the analysis of real-world political, economic and social institutions.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

The specific method of assessment will necessarily vary with location and instructor. A reasonable assessment structure for the course might be the following.

20% Quizzes provide students with ongoing feedback regarding their grasp of the concepts and theories presented in lecture and course readings.

60% Exams assess students' mastery of the concepts and theories presented in the course and their ability to apply what they learn to novel situations through a combination of objective and essay questions.

20% Critical inquiry assignments, such as participation (in class or through online blogs, class exercises, clicker questions), group projects, and concept comparison or research papers, assess students' ability to critically reflect on the explanations of political phenomena presented in the readings.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course serves as a prerequisite for all upper-level political theory courses.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course fulfills a lower level requirement for the Political Science, International Politics and Social Data Analytics majors, and for the Political Science minor. It is a prescribed course for the Global Security minor. The course may be used by non-majors to fulfill the Inter-Domain general education requirement in the Social and Behavioral Sciences and Humanities.

A description of any special facilities:

N/A

Frequency of Offering and Enrollment:

The course is offered at least once a year with 35-90 seats per section.

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

Recertification under new General Education standards as an Inter-Domain course that fills the requirement of GH and GS.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Critical and Analytic Thinking

This course develops critical and analytic thinking by challenging students to conceptualize ideologies as objects of social science inquiry in a way that enables us to observe them across different historical contexts. Students are introduced to different conceptions of ideology in general and of political ideologies as more limited, action oriented systems of beliefs about collective life. They examine the advantages and limitations of approaches to ideologies within social science, and are invited to recognize how the conception of what ideologies are is tied to the reason for understanding them and approaches to measuring them. The course fosters students' understanding of how ideologies are reflected in the power structure of a society as the taken for granted of common sense and how the structure of political power shapes the range of political ideologies available to political actors.

Global Learning

Topically, this course advances the objective of global learning by cultivating students' understanding of how ideologies create and reflect critical differences in people's perception of collective problems and the solutions they imagine to those problems. Understanding ideologies as constellations of commitments - to what the world is, how it should be, and people's obligations to change it - enables students to communicate more effectively with people whose views are different than their own. The course fosters respect across difference by presenting ideologies on their own terms and giving students tools to recognize the commitments and expectations that structure their own orientation to the world. It highlights how political concepts, such as freedom and equality, are endowed with meaning within those structures so they can see the values that people hold and the logic that connects those values to strategies for organizing collective life. This also enables students to identify commonality and difference in political order, ideas and movements across time, place and culture. Understanding ideologies also promotes students' ability to engage as community members and leaders in a global world by enhancing their understanding of how others might regard them, particularly how views and policy preferences that they regard as self evidently beneficial, others might see as wrong or even dangerous. In this respect, understanding different ideologies supports students' ability to anticipate and respond to people with whom they share political institutions as well as to those with whom they have no affiliation but nonetheless mutually influence through their actions as citizens of a world with limited resources

Social Responsibility and Ethical Reasoning

Studying ideology helps students to see their own attitudes and opinions in historical perspective. It reveals how new ideas create new ways of being in the world as they coalesce into traditions of thought. Poverty, gender oppression, or slavery, which most of us regard as injustice, are understood as urgent problems requiring action because of the development of ideas and their comprehensive elaboration across political, social and economic dimensions of society. Ideologies shine light on the world in ways that introduce us to new possibilities and provide the basis for cooperative action that can make those possibilities a reality. They can also be used to dominate and exclude, to pursue power on the behalf of a particular class, ethnic or racial group or state. Understanding ideology allows us to take responsibility for our ideas and beliefs, to break the spell they hold over us so that we can see ourselves and others more clearly and respond to our common problems more effectively. By examining political ideologies as historically contextualized movements, and as resources for creating, justifying and challenging power, the course supports students ability to situate themselves in the political world and make claims on it in solidarity with others.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Critical thinking and analytic reasoning will be assessed through exams and written assignments that require students to, for example, apply different approaches to conceptualizing ideologies, compare ideologies, or develop the meaning of a political

concept within several different ideologies.

Global learning will be assessed through exams and possibly group projects or journals that require students to, for example, construct political concepts from the point of view of different political ideologies; describe the relationship between cultural, historical and economic factors and the ideologies of political regimes, movements and revolutions; and identify similarities and differences in the expression of ideologies such as liberalism, socialism, anarchism, feminism and fascism across political contexts at the global scale.

Social Responsibility and Ethical Reasoning will be assessed through quizzes and exams that require students to identify the connections between political action and values, how ideologies responded to specific historical circumstances. Students will also be required to critically evaluate ideologies with respect to how they conceptualize social responsibility and structure ethical reasoning. This may take the form of class discussion or written assignments.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas**
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses**
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities**
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range**
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities**

What components of the course will help students achieve the domain criteria selected above?

Methods of inquiry: the course develops historical analysis and interpretive skills, which are important methods of inquiry in the humanities fields. It teaches student to look at texts from the standpoint of the meaning and significance of the elements of the argument to the whole, of the argument to its own contemporaries and of the argument and the theorist to the tradition of political thought. It also teaches student to evaluate claims about the text and about the world in the absence of a definitive basis for resolving disagreement.

Knowledge of major cultural currents, issues and developments through time: The course introduces students to traditions of political thought that have informed social organization, government structures, and party platforms. The course shows the development of these ideas through people's interpretation and reinterpretation of what they value in light of changing circumstances. It approaches ideologies as a mechanism of collective action and as reflection on and manifestation of ideas about who humans are, what they owe to each other, the limits of their knowledge and how to best organize their common concerns in relation to the answers to those questions.

Become familiar with groups, individuals, etc.: Source texts and historical analysis of the movements associated with specific ideologies introduce students to political thinkers, leaders, and activists as well as their ideas and significant moments of political conflict and transformation.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas**
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences**
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings**
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

What components of the course will help students achieve the domain criteria selected above?

Methods of inquiry: The course explicitly focuses on different approaches to studying ideologies and how they construct ideologies as an object of knowledge. It develops the advantages and limitations of a positional approach to ideologies from the standpoint of measurement and research, and considers alternative models and research strategies that capture the significance of the internal structure of an ideology to its meaning. Focus on how ideology contextualizes human action and informs the meanings that people apply to their actions introduces students to the significance of the perceptual frame of the researcher in establishing what is observed. It helps students to be better social scientists through a clearer understanding of the relationship of meaning to what human behavior is and the different vantage points from which it might be categorized and labeled.

Explain how social and behavioral researchers use concepts, etc.:

While the texts for this course are commonly understood to belong to the humanities they are also important to the development of the concepts, categories and normative justifications in political science. They contribute to articulation of ideas such as justice, democracy, rights, the state, citizenship and society. Understanding these ideas as historical formulations and as continually contested contributes to students understanding of the challenges of social science given the ineliminable dimension of human

meaning in its objects of study. The specificity of social science concepts is also developed through examination of what ideologies are and how we can identify them. Students learn to distinguish between the ordinary language definition of ideology and a social science conception. They see different ways of conceptualizing ideologies and their advantages and disadvantages for different research questions.

Describe the ways in which different factors may interact to influence behaviors and/or institutions:

In this course ideologies are presented in relation to the historical circumstances of their emergence and as influences on subsequent political and social development. Because of their dual nature as determinants of human behavior and institutions and as generated by human beings, studying ideologies in historical context advances this objective.

Recognize social, cultural, political and or ethical implications:

The social, cultural, political and ethical implications of work in the social and behavioral sciences are foregrounded in investigating how different ideologies understand justice, the purpose and powers of the state, and citizen entitlements and responsibilities. The emphasis on the values and principles that ground a particular ideology or that are manifest through its strategies for achieving other goals also advance this objective.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The subject matter of the course - how humans organize themselves and distribute resources to achieve collective goals - is derived from political science. The "data" for investigating this subject is drawn from the humanities, at least insofar as it is concerned with normative questions. The texts themselves are taught in different courses in the humanities disciplines under different organizing objectives. The specifically social science emphasis of this course is its focus on political institutions and the role of ideas in the creation and exercise of political power. The social science aspect of the course is also developed through attention to the mode of inquiry and in the use of specific cases of political conflict.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

The two domains are entwined throughout the course. The questions and concerns are based in political science but the approach is historical, interpretive and normative. Each course topic is developed through a combination of source texts, an historical overview of the ideology's emergence and development, and contemporary examples of how the ideology is informing political action.

The course introduces students to ways of studying the relationship between ideas, institutions and political behavior. It examines ideologies as objects of social science inquiry, building and applying criteria for identifying ideologies as traditions of thought and classifying political actors on the basis of those criteria. It introduces students to fundamental dimensions of social science such as classification and typologies, and cultivates understanding of the epistemic commitments that different approaches to studying ideas entail.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Political theory bridges the humanities and the social sciences. The course will be taught by political theorists with expertise in political science, a social science field, and specialization in the history of ideas with respect to the questions and concerns of political science.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Exams, essays and reflective exercises such as journals and blog posts will be used to assess students' ability to apply integrative thinking. Exams will test students' understanding of, for example, the historical emergence of political ideologies; the relationship between different formulations of political entitlement and obligation and the political, social and economic regimes that engendered them; the assumptions about knowledge that ground different political ideologies and approaches to studying them; and the way that ideologies organize concepts in mutually defining relationships to create an environment for thinking about political life. Essays may, for example, ask students to bring the world views of different ideologies into critical engagement by examining a particular issue, such as poverty, national security, or climate change, from the standpoint of each ideology. Reflective exercises, such as journals and blog posts, assess students ability to see the relationship between the texts associated with different ideologies as traditions of thought and the way that those ideas are expressed in institutions and political action. These shorter exercises assess students ability to think about ideologies as tools of power and how what they construct as common sense influences what we think needs to be explained, what we deem to be problems, and the scope of our imaginations for how we can act individually and collectively.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification

BA: Foreign/World Lang (All)

This course satisfies three credits of the nine required credits in the six central B.A. fields by virtue of satisfying the GE requirements in the Humanities (GH) and Social and Behavioral Sciences (GS).

Campuses That Have Offered (PLSC 7) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

Master Syllabus

Course Abbreviation and Number: PL SC 007 Contemporary Political Ideologies

Credits: 3

Prerequisites/Co-requisites/Concurrent Requirements/Recommended Preparation: None

Course Attributes/Designations: (GS), (GH), (BA)

General Education Learning Objectives:

CRITICAL AND ANALYTICAL THINKING – *the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.*

GLOBAL LEARNING – *the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.*

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – *the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.*

General Humanities Student Learning Criteria

- *Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas*
- *Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range*
- *Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities*

General Social Science Learning Criteria

- *Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas*
- *Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings*
- *Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems*
- *Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences*

Course Description:

This course provides a comparative analysis of the beliefs, values and ideas that constitute the major political ideologies in contemporary politics, such as liberalism, conservatism, socialism,

anarchism, fascism and environmentalism. The course focuses on ideologies as traditions of thought developed through contentious political action with attention both to the unique features of each ideology and the ways that they overlap in theory and practice. It considers what ideologies are, what they do, and how we can study them. Each ideology is examined with respect to its historical origin; the major ideas, thinkers, events and political activists associated with its genesis; and how it has developed and changed in response to new circumstances. Students learn to think about ideologies as distinct from parties, regimes and political actors, and to establish criteria for classifying them in order to observe their influence on and through political action and organization. As the belief systems that underlie or justify political action, ideologies include views about human nature, history, and the scope and purpose of government. Ideologies implicitly or explicitly suggest an ideal form of socio-political organization that articulates who owes what to whom and establishes criteria for evaluating the status quo. The course will investigate how different ideologies understand the political community, the role of government, access to knowledge, institutional legitimacy and change. Students will learn to identify the value commitments various ideologies entail, as well as how those values shape the perception of political problems and the actions they necessitate.

Course Learning Objectives:

Upon successful completion of the course, students will be able to

1. Demonstrate an understanding of the central themes of the political ideologies examined
2. Critically read and analyze modern and contemporary texts by key thinkers
3. Illustrate and evaluate the development of the central tenets of political ideologies
4. Compare and contrast different ideological traditions
5. Apply political ideologies to the analysis of real-world political, economic and social institutions

Course Topics

1. Introduction to Course and Concept
2. Ideologies and political institutions
3. Methods of studying Ideologies
4. Liberalism
5. Conservatism
6. Socialism
7. Communism, State Socialism
8. Fascism
9. Nationalisms
10. Anarchism
11. Feminisms
12. Religious Fundamentalisms
13. Ecologism

Assessment

The specific method of assessment will necessarily vary with location and instructor. A reasonable assessment structure for the course might be the following.

20% Quizzes that provide students with ongoing feedback regarding their grasp of the concepts and theories presented in lecture and course readings.

50-60% Exams that assess students' mastery of the concepts and theories presented in the course and their ability to apply what they learn to novel situations through a combination of objective and essay questions.

20-30% Critical inquiry assignments, such as participation (in class or through online blogs, class exercises, clicker questions), group projects, and concept comparison or research papers, that assess students' ability to critically reflect on the explanations of political phenomena presented in the readings.