



## **POL SCI 103 Introduction to Political Science**

Fall, 2021  
MW (11am-12:15pm)  
CUN 151

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### **Course Description**

This will be an introduction course to the systematic study of politics and an introduction to how political scientists make sense of the political world. It will identify pressing social problems in the world, analyze potential solutions, and learn how to apply the analysis to your daily life. In service of this ultimate goal, this course will pursue four more proximate goals.

1. It will change the way you view politics. Rather than viewing the world of politics as idiosyncratic events, it will demonstrate that politics is a system. It will teach you how to study the system and make you a more thoughtful participant in it.
2. It will introduce you to big questions in the study of political science, how political scientists have answered those questions, and why these answers matter, and how we solve the most vexing problems facing society today.
3. It will teach you the fundamental concepts that form the foundation of the more advanced theories of politics introduced in later courses.
4. It will present various methods that political scientists use to build theories, generate hypotheses, and then empirically test those hypotheses.

### **General Education Requirement**

This course fulfills the Social Science General Education Requirement (GER) through its focus on: a) the study of intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development; and b) the study of human collectivities, organizations, institutions, and cultures, their infrastructures, and interrelationships.

## Prerequisites

There is no specific pre-requisite except for high-school civic education.

## Required Materials

There is no required text for the course. All the readings materials will be freely available through Canvas.

Therefore, students are required to have stable internet access in order to use the Canvas system (<https://uwm.edu/canvas/>). However, no special computer skills are required. In case students need technical help, contact UWM Help Desk (414-229-4040, [help@uwm.edu](mailto:help@uwm.edu)).

## Course Requirements

This is a 3-credit face-to-face course. In order to achieve the learning goals of the course, students are required to set aside a minimum of 6 hours each week for reading and learning the course materials, attending lectures, and working on other assignments.

### (1) Discussion Sessions

Discussion is central to this class. Debating is an excellent way of improving speaking skills and is particularly helpful in providing experience in developing a convincing argument. Such sessions aim to give you the chance to discuss over philosophically sensitive issues.

Beginning in the second week, there will be nine (9) in-class discussion sessions on Wednesdays. Each discussion materials will be uploaded in advance. Each session will cover specified topics and follow up with a Socratic-style discussion. Thus, each discussion will include two competing perspectives with the goal of contradicting each other's arguments.

There will be approximately 9 discussants each week. Each session will involve two groups and open with the one team presenting their arguments, followed by a member of the opposing team. This pattern will be repeated for the other speakers in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent and defending their arguments.

Discussants should speak slowly and clearly. There cannot be any interruptions. Discussants must wait their turns. The instructor may need to enforce the rules. Discussants are expected to form a cooperative argumentative dialogue based on asking and answering questions to stimulate critical thinking and to draw out ideas and underlying presuppositions.

The audience should be taking notes as the debate proceeds. When the formal debate is finished, members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the instructor.

The nine discussion sessions are scheduled as follows:

- W2: Do protests work?
- W3: Is it rational for an individual citizen to vote?
- W4: Do ideologies still matter?
- W5: Is lobbying a problem?
- W7: Is American democracy in decline?
- W8: Is globalization good or bad?
- W9: Can wars ever be just?
- W10: Do terrorists win?
- W11: Do international organizations matter?

Each student will present on one class discussion questions. Students presenting in a given week should talk to me after class the week before, in order to agree on what will be debated or what side of the debate will be studied. Each presenter will prepare their own talking points, and should never read long statements written by others. Presentation notes ( $\approx$  400 words) are due after class on the day that presentations are made. **I do not accept late papers.** Presentation notes and the discussion performance of the student are worth 10% of the final course grade. **For all other technical expectations** about writing a discussion notes, please see the "**Tips for Discussion Notes**" document uploaded on Canvas.

## (2) Exams

There are two in-class exams. Each exam is worth 30% of the final course grade. You will be given 75 minutes for the exam. Both exams will consist of one essay section. Second exam, however, (**not the first exam**) will consist of one multiple choice section in addition to the essay section.

Essay questions will be similar to our weekly topics. Thus, you will know all possible questions in advance. On the day the exam is due, I will randomly choose one of them for the exam. You are expected to write an integrative essay to address the selected question.

In the multiple-choice section of the second exam, you will be given various questions and arguments, and you are expected to find the dependent variable, independent variable, or research question of a paragraph or a sentence.

So, if you read all the materials weekly and take notes by attending lectures, there is no much to do for being ready for the exam. You just need to understand the logic of writing integrative essays. All lecture slides will be uploaded to Canvas weekly. **For all other technical expectations** about exam grading and writing an integrative essay, please see the "**Tips for Exams**" and "**Tips for Integrative Essays**" documents uploaded on Canvas.

The question pool for the first exam is as follows:

- Why do we need government?
- Why do people vote?
- Why do we divide into liberals and conservatives?
- Why do we need non-governmental actors in politics?

The question pool for the second exam is as follows:

- Why are some countries democratic while others not?
- Why are some countries rich and other countries poor?
- Why do states go to war?
- Why do groups go to war?
- Why do we need international organizations?

### **(3) Policy Report**

In order to maximize learning experience, you will research one of the two contemporary issues in the U.S. (polarization, economic inequality, or environment). This 2-page policy report is worth 20% of your final grade.

All policy papers will be uploaded online through canvas as a PDF file. **I do not accept late papers.** The format of the analysis will require students to define the political problem, assemble evidence, map the stakeholders, construct a policy suggestion, and confront their respective trade-offs. I will announce all other technical expectations in the policy report guideline.

### **(4) Extra Credit**

You probably hope to see a movie this fall, right? You have the opportunity to raise your final grade by up to 2% through watching a movie! Simply follow these steps:

- Watch "The Last King of Scotland",
- Take notes on political aspects,
- Turn in a two to three paragraph summary
  - The first paragraph will summarize, in your own words, the political significance/features/ event(s) observed in the film.
  - In the next paragraph(s), relying on the film, briefly discuss what explains the stability and breakdown of authoritarian regimes.
- Due: Dec 19, 2021

## Grading

The final course grading will be based upon four parts:

Presentation	10%
Attendance	10%
Exams	60%
Policy Report	20%
Extra Credit	2%

### Important Deadlines

Exam I - October 13, 2021  
 Exam II - November 29, 2021  
 Policy Report - December 19, 2021  
 Extra Credit - December 19, 2021

### Letter Grade Distribution

$\geq 93.00$	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	$\leq 59.99$	F

### Pass-Fail Option

Students who take this course under the Pass/Fail option must receive a grade of C or better in order to obtain a Pass on their final grade. A final grade of “incomplete” will only be given under exceptional circumstances and is solely at the discretion of Instructor Orhan. However, students may submit their thought papers early.

### Make-ups

As a general rule, make-ups for any course requirements will not be given. Students who miss requirements because of scheduled activities of an official University student organization, a religious holiday, or a verifiable illness should contact Instructor Orhan in advance so that alternative arrangements can be made.

For additional information about the UWM University policies see the Secretary of the University web site at: (<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>).

## Attendance

Students who regularly attend will receive the highest attendance grades. If you miss a section, you will receive credit as if you participated in that section if and only if: (1) you missed the section for reasons beyond your control, i.e. illness, scheduled athletic event, or family emergency (see also COVID-19 Policies below); (2) you notify your instructor prior to the scheduled section or demonstrate why advance notification was impossible; and (3) you write a one-page commentary on the lecture video for that section and submit it electronically to your instructor by 11:59 p.m. on the Friday following the section you missed. The one-page commentary will count as your attendance for the week.

## Instructor Availability

If you would like to meet with me or Cassidy Jeann Welch, feel free to contact us via email and make an appointment. Teams meeting is available. Email is a convenient way to continue contact between instructor and student. You should take advantage of this opportunity but should also do so in a professional manner. Please refer to the document, Email Etiquette, (uploaded to Canvas) to understand how to write a professional email.

## Statement of Respect

This introductory class will provide various opportunities students to interact with other students. This class will represent a diversity of individual beliefs, backgrounds, and experiences. In doing so, all the class discussions are expected to be civil, rational, and respectful of others' opinions. Please do not intimidate, patronize, or ridicule anyone else during the course of class activities.

## Classroom Policies

No form of academic dishonesty will be tolerated. UWM has detailed its policies on academic integrity (<https://uwm.edu/deanofstudents/conduct/academic-misconduct/>). You should acquaint yourself with policies concerning cheating, fabrication, plagiarism, and academic interference. Any submission of work in this course constitutes a certificate that the work complies with university policies on academic integrity.

I take plagiarism and academic misconduct very seriously. Not knowing that you were committing academic misconduct is not a valid defense; it is my understanding that you will learn the rules or ask me. Consider this your only warning.

Any student with disabilities of any kind (e.g. physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact Instructor Orhan and the Accessibility Resource Center (<https://uwm.edu/arc/>, Mitchell 112, [archelp@uwm.edu](mailto:archelp@uwm.edu), 414-229-6287) at the beginning of the course. In addition, students can refer to <https://uwm.edu/secu/syllabus-links/> for more detailed information on university-wide policies.

## COVID-19 Policies and Accommodations

UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID19 pandemic. As a member of our campus community you are expected to abide by the Panther Community Health and Safety Standards and the Interim COVID-Related Health Safety Rules (SAAP 10-12), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM sponsored activity. Please visit (<https://uwm.edu/coronavirus/>) With respect to instructional spaces (classrooms, labs, performance spaces, etc.):

- Six-foot social distancing must always be maintained.
- Masks are always required on campus, with limited exceptions—environments where hazards exist that create a greater risk by wearing a mask (for example, when operating equipment in a lab with the risk of a mask strap getting caught in machinery, or when flammable materials are being used).
- A student who comes to class without wearing a mask will be asked to put on a mask or to leave to get one at a mask handout station. Failure to do so could result in student conduct processes.
- You should check daily for COVID symptoms by completing the self-check at (<https://uwm.edu/coronavirus/symptom-monitor/>). Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the CDC's Website for more information about COVID-19 symptoms.

Students who test positive for or who are diagnosed based on symptoms with COVID-19 should complete this Dean of Students form:

[https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout\\_id=4](https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout_id=4).

By doing so, students will get information on resources, help UWM identify individuals they may have come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited as appropriate.

### COVID Attendance Policy

Do not attend class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19.

Students who miss class due to the above conditions will not be penalized for their absence and will not be asked to provide formal documentation from a healthcare provider.

If you are unable to attend class, take the following steps.

- Notify me in advance of the absence or inability to participate.
- Participate in class activities online and submit assignments electronically, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstances, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

#### Face-to-Face Class Recording

Depending on how our class unfolds, some of our class sessions may be audio-visually recorded for students who are unable to attend in person due to COVID-related issues. Students who participate during an in-person class session are agreeing to have their audio/video or image recorded.

#### Potential for Reversion to Fully Online Instruction

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

## Detailed schedule and weekly learning goals

The topics covered this semester and readings required for each appear below. The material in this class will unlock at the start of each unit.

### UNIT 1: THE SCIENCE OF POLITICS

#### WEEK 1

- 09 / 06, LABOR DAY (No Class)
- 09 / 08, What is political science? How do we scientifically study politics?
  - Cameron, Charles. (2009) "What is Political Science?" In *A Quantitative Tour of the Social Science*, ed. Andrew Gelman and Jeronimo Cortina. Cambridge University Press, 207–222.

### UNIT 2: HOW DO WE GOVERN OURSELVES?

#### WEEK 2

- 09 / 13, Why do we need government?
  - Tilly, Charles. 1985. "War Making and State Making as Organized Crime." In *Bringing the State Back In*, ed. Peter Evans, Dietrich Rueschemeyer and Theda Skocpol. Cambridge University Press, 169-191.
- 09 / 15, Discussion: Do protests work?

#### WEEK 3

- 09 / 20, Why do people vote?
  - Sarlamanov, Kire, and Aleksandar Jovanoski 2014. "Models of voting." *Researchers World* 5 (1): 16-24.
- 09 / 22, Discussion: Is it rational for an individual citizen to vote?

#### WEEK 4

- 09 / 27, **Why do we divide into liberals and conservatives?**
  - Lee, Ben and Kim Knott 2020. How And Why Ideologies Are Shared And Learned (<https://crestresearch.ac.uk/resources/how-and-why-ideologies-are-shared-and-learned/>).
- 09 / 29, **Discussion:** Do ideologies still matter?

#### WEEK 5

- 10 / 4, **Discussion:** Is lobbying a problem?
- 10 / 6, **Why do we need non-governmental actors in politics?**
  - *How do citizens connect with their government?*, UShistory.org (<https://www.ushistory.org/gov/5.asp>)

#### WEEK 6

- 10 / 11, **Methodological Class: Dependent and Independent Variables**
- 10 / 13, **Exam I**

### UNIT 3: BIG QUESTIONS IN THE STUDY OF POLITICS

#### WEEK 7

- 10 / 18, **Why are some countries democratic while others not?**
  - Wucherpfennig, Julian, and Franziska Deutsch. 2009. "Modernization and Democracy: Theories and Evidence Revisited." *Living Reviews in Democracy* 1-9.
  - Ross, Michael L.. 2001. "Does Oil Hinder Democracy?" *World Politics* 53 (3): 325–337.
  - Fish, M. Steven. 2002. "Islam and Authoritarianism." *World Politics* 55 (1): 4–10.
- 10 / 20, **Discussion:** Is American democracy in decline?

## WEEK 8

- **10 / 25, Why are some countries rich and other countries poor?**
  - Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup. 2001. “The Geography of Poverty and Wealth.” *Scientific American* 284 (3): 70–75
  - Acemoglu, Daron. 2003. “Root Causes: A Historical Approach to Assessing the Role of Institutions in Economic Development.” *Finance and Development* 40 (2): 26–30.
  - Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *The American Economic Review* 91 (5): 1369–1377.
- **10 / 27, Discussion:** Is globalization good or bad?

## WEEK 9

- **11 / 01, Why do states go to war?**
  - Fearon, James. 1995. “Rationalist Explanations for War.” *International Organization* 49(3): 379–383.
  - Maoz, Zeev, and Bruce Russett. 1993. “Normative and Structural Causes of Democratic Peace, 1946–1986.” *The American Political Science Review* 87 (3): 624–627.
  - Mueller, John. 2009. “War Has Almost Ceased to Exist: An Assessment.” *Political Science Quarterly* 124 (2): 297–321.
- **11 / 03, Discussion:** Can wars ever be just?

## WEEK 10

- **11 / 08, Why do groups go to war?**
  - Sambanis, Nicholas. 2001. “Do ethnic and Nonethnic Civil Wars Have the Same Causes?” *Journal of Conflict Resolution* 45 (3): 259–268.
- **11 / 10, Discussion:** Do Terrorists Win?

## WEEK 11

- **11 / 15, Why do we need international organizations?**
  - March, James G., and Johan P. Olsen. 1998. “The Institutional Dynamics of International Political Orders.” *International Organization* 52 (4): 943–969.
  - Hurd, Ian. 1999. “Legitimacy and Authority in International Politics.” *International Organization* 53 (2): 379–408.
- **11 / 17, Discussion:** Do international institutions matter?

**WEEK 12**

- 11 / 22, No Class
- 11 / 24, Thanksgiving (No Class)

**UNIT 4: CONTEMPORARY ISSUES**

**WEEK 13**

- 11 / 29, Exam II
- 12 / 1, Polarization
  - Iyengar, Shanto, et al. 2019. "The Origins and Consequences of Affective Polarization in the United States." *Annual Review of Political Science* 22: 129–131 and 134-141.
  - Abramowitz, Alan I., and Kyle L. Saunders. 2008. "Is Polarization a Myth?" *The Journal of Politics* 70 (2): 542–555.

**WEEK 14**

- 12 / 06, Economic Inequality
  - Semega, Jessica, et al. 2019. "Income and Poverty in the United States: 2018." *U.S. Census Bureau* 1-11. (<https://www.census.gov/content/dam/Census/library/publications/2019/demo/p60-266.pdf>).
  - Dabla-Norris, Era, et al. 2015. "Causes and Consequences of Income Inequality: A Global Perspective" *International Monetary Fund* 5-33.
  - Autor, David H.. 2014. "Skills, education, and the rise of earnings inequality among the "other 99 percent"." *Science* 344 (6186): 843–851.
- 12 / 08, Environment
  - Cary Funk and Brian Kennedy. 2020. How Americans see climate change and the environment in 7 charts, PewResearch Center: Climate, Energy Environment, April 21.
  - Bolsen, Toby, James N. Druckman, and Fay Lomax Cook. 2015. "Citizens', Scientists', and Policy Advisors' Beliefs about Global Warming." *Annals of the American Academy of Political and Social Science* 658 (March).

**UNIT 5: WORKING AS A POLITICAL SCIENTIST**

**WEEK 15**

- 05/13, Why political science?

**Policy Reports due by Sunday, Dec 19, 11:59pm**