

**Instructor: Dr. John Paul Tabakian**  
**Class: Section #0418 – 08/27/2012 to 12/08/2012 – Fridays – 9:00am to 12:00pm in INST 1003**  
**Office Hours: Fridays 12:10pm to 12:45pm**  
**Office Phone: (818) 364-7387**  
**E-mail: mission@tabakian.com (the most reliable way to reach me is by e-mail)**  
**URL: www.tabakian.com (use the site to download lost class handouts)**

### COURSE DESCRIPTION

Provides overall perspective of major political movements of history from the rising of Egyptian, Greek and Roman Empires to Fascism and Communism as seen by great political thinkers from Plato, Aristotle, and St. Augustine, Machiavelli, Marx, and Lenin.

### OUTCOMES AND OBJECTIVES

Students will have attained the following tools upon successful completion of this course:

- (1) Analyze the most important ideas and theories that have been developed from the time of the ancient Greeks to the present day.
- (2) Explain how these theories help to analyze politics today.
- (3) Compare and contrast the fundamental ideas behind Fascism and National Socialism.

### COURSE MATERIALS

All readings, including supplemental materials are available on our course website. No additional purchases are necessary. Course materials may be printed or downloaded to a computer, tablet, and/or a smart phone. Students are informed in advance that any documents, including downloadable handouts, graphics or text of any kind is the sole intellectual property of Dr. John Paul Tabakian, unless specifically mentioned otherwise. Every effort will be made by your instructor to cite all referenced materials.

**Students are advised that all course materials are made available as adobe acrobat files (pdfs).  
A free reader program can be found on adobe's product site at adobe.com.**



### REQUIRED TEXTBOOK

All course materials are available in electronic format on our course website.

1. Course Pack 1 to 7 (available on our course website and www.tabakian.com)
2. "Organic Laws of America" By: Dr. John Paul Tabakian

### ARTICLES

Students are responsible for reviewing instructor assigned articles.

### SUPPLEMENTAL TEXT

"Transparency: American Power In The 21<sup>st</sup> Century – Version Fall 2007" By John Paul Tabakian.

Note: This text is available online at www.tabakian.com.

### ASSIGNMENTS

**Three** essay assignments, **one** presentation of research subject, **one** research paper, **two** quizzes, and **one** final exam will serve as the assignments. There will be no makeup exams.

### FINAL EXAMINATION

**OUR EXAM IS SCHEDULED FOR DECEMBER 14, 2012 FROM 10:00AM TO 12:00PM. IT IS OPEN NOTES, BUT CLOSED BOOK.** The final exam may contain a combination of essay and multiple choice questions. **STUDENTS MUST BRING THEIR OWN SCANTRON AND #2 PENCIL.**

### ATTENDANCE

Students are required to attend class. Participation is mandatory. The instructor reserves the right to drop any student who misses two classes. Be sure to contact your instructor if you are going to be absent.

### DROPPING POLICY

Keep in mind that it is the responsibility of students to formally drop classes **AND** confirm their enrollment. Your instructor is not responsible for dropping anyone.

## **CHEATING**

Unauthorized material used during an examination (including electronic devices), changing answers after work has been graded, taking an exam for another student, forging or altering attendance sheets or other documents in the course, looking at another student's paper/scantron/essay/computer or exam with or without their approval is considered cheating. Any student caught cheating will receive a zero for the assignment/exam and referred to the Department chair and/or Student Services for further disciplinary action.

## **PLAGIARISM**

Plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources. This includes definitions found online on Wikipedia, materials from blogs, twitter, or other similar electronic resources. The following examples are intended to be representative, but not all inclusive:

- failing to give credit by proper citations for others ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions.

- failing to use quotation marks when quoting directly from another, **whether it be a paragraph, a sentence, or a part thereof**

- Paraphrasing the expressions or thought by others without appropriate quotation marks or attribution

- Representing another's artistic/scholarly works such as essays, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.

**First offense, you will receive a zero for the assignment in question. Any further offenses may result in expulsion from the class, as determined by the disciplinary action from the Office of Student Services.**

## **RECORDING DEVICES**

In the classroom- Section 78907 of the California Education Code prohibits the use of any electronic audio or video recording devices, without prior consent of the instructor. (including cell phones, laptops, MP3 players, and more).

## **REASONABLE ACCOMMODATIONS**

If you are a student with a disability and require accommodations, please send me a private email. The sooner I am aware of your eligibility for accommodations, the quicker I will be able to assist the DSP&S Office in providing them. For students requiring accommodations, the DSP&S Office at Mission College provides special assistance in areas like: registering for courses, specialized tutoring, note-taking, mobility assistance, special instruction, testing assistance, special equipment, special materials, instructor liaisons, community referrals and job placement. If you have not done so already, you may also wish to contact the DSP&S Office in Instructional Building 1018 (phone 818/364-7732 TTD 818/364-7861) and bring a letter stating the accommodations that are needed.

## **GRADING SYSTEM**

Your final grade for the course is the average of all letter grades for every assignment, quiz and the final exam! Points based on a percentage basis for all assignments as evaluated by the Instructor. Late assignments receive reduced points. Instructor reserves the right to occasionally post final deadlines for past due assignments. Tardiness reduces Participation points.

<b>Active Participation</b>	<b>A – F</b>
<b>Quiz #1</b>	<b>A – F</b>
<b>Quiz #2</b>	<b>A – F</b>
<b>Minor Paper #1</b>	<b>A – F</b>
<b>Minor Paper #2</b>	<b>A – F</b>
<b>Minor Paper #3</b>	<b>A – F</b>
<b>Student Presentation of Research Topic</b>	<b>A – F</b>
<b>Research Paper</b>	<b>A – F</b>
<b>Final Exam</b>	<b>A – F</b>

## Weekly Schedule of Topics & Course Calendar

**August 31<sup>st</sup>:** Lecture will introduce the course. The class will review Course Pack #1 (available online) so we can come to appreciate how classical political philosophy serves to explain why man is truly a political animal. **Read Course Pack #1 before coming to class on September 7<sup>th</sup>!**

**September 7<sup>th</sup>:** The class will continue our conversation about the fundamentals of political science. Even though there are no prerequisites for taking this class, it is vital that students have a basic understanding about the discipline. That is the basic premise behind Course Pack #1. Students must read Course Pack #1 before coming into class. **Read Course Pack #2 before coming to class on September 14<sup>th</sup>!**

**September 14<sup>th</sup>:** The theory of singular government deeply influenced founding fathers Thomas Jefferson, James Madison, Alexander Hamilton and even later political leaders like Abraham Lincoln to present leaders of today. John Locke's "Two Treatises on Government" articulates the basic principles of modern liberalism. Students will discover how greatly Locke and other great philosophers influenced the formation of our government.

**September 21<sup>st</sup>:** **QUIZ #1 WILL BE GIVEN TODAY! MINOR PAPER ASSIGNMENT #1 IS DUE!** Class discussion will then focus on the similarities between the concepts of democracy and capitalism. **Read Thomas Paine's "Common Sense" from Course Pack #3 before coming to class on September 28<sup>th</sup>!**

**September 28<sup>th</sup>:** Elites communicate in a different manner with masses than with fellow elites. Class discussion focuses on methods of elite manipulation and how members of the mass class engage in the same practice. Though the practices are similar, elites continue to maintain higher levels of legitimacy than most members of the mass class. **Read Thomas Paine's "American Crisis" from Course Pack #3 before coming to class on October 5<sup>th</sup>!**

**October 5<sup>th</sup>:** The class continues its discussion about various forms of elite communication. Influencing societal norms of behavior is a goal of elite communication, regardless if the target audience is elites or masses. **Read Ralph Waldo Emerson from "Self Reliance" and Henry David Thoreau "Walden" (up to page 87) from Course Pack #4 before coming to class on October 12<sup>th</sup>!**

**October 12<sup>th</sup>:** Rugged individualism is self-reliance. Some people consider this term to specifically concern capital wealth. There is more to this subject. It also refers to "returning back to nature" and the rejection of material goods. **Read the rest of Henry David Thoreau "Walden (pages 88 to 136)", Women's Rights Statement, "Seneca Falls" and Sojourner Truth's "Address" from Course Pack #4 before coming to class on October 19<sup>th</sup>!**

**October 19<sup>th</sup>:** Great debates continue about the government powers in all its forms. This debate continues to take place in various forms of content distribution. **Read Chief Joseph "Indian Perspective", The Dawes Act, Turner from "The Frontier" and Upton Sinclair's "The Jungle" (chapters 1 to 16) from Course Pack #5 before coming to class on October 26<sup>th</sup>!**

**October 26<sup>th</sup>:** Cosmopolitanism reigned strong from the days of our nation's founding to present. We will examine multiple points of view regarding the persistent expansionist policy of the United States from various perspectives. Elites would never have been able to maintain expansionist policies without mass support. Cosmopolitanism may explain why our founders finally agreed that it was necessary to have a strong central government without the restraints of a direct democracy. **Read Upton Sinclair's "The Jungle" (chapters 17 to 31) from Course Pack #5 before coming to class on November 2<sup>nd</sup>!**

**November 2<sup>nd</sup>:** **QUIZ #2 WILL BE GIVEN TODAY! MINOR PAPER ASSIGNMENT #2 IS DUE!** Class discussion focuses on last week's lecture about cosmopolitanism and the transition towards manifest destiny. **Read Palmer's "The Case Against The Reds", White's "The Red Scare", McCarthy's "Democrats & Communists" and Smith's Declaration of Conscience from "The Scopes Trial" from Course Pack #6 before coming to class on November 9<sup>th</sup>!**

**November 9<sup>th</sup>:** Our class will explore the development of the elite consensus: protection of private property, respecting liberty, and maintaining a limited government. We will then examine radical ideas presented by counter elites. **Read LeSeur's "Two Views of the Great Depression", Agree from "Let Us Now Praise Famous Men", FDR's "The Four Freedoms", Friedan from "The Feminine Mystique", Whyte from "The Organization Man", and Homes from "Nothing More To Declare" from Course Pack #7 before coming to class on November 16<sup>th</sup>!**

(Calendar Continues On Next Page)

## Weekly Schedule of Topics & Course Calendar (Continued)

**November 16<sup>th</sup>:** MINOR PAPER ASSIGNMENT #3 IS DUE! Class attempts to define “The American Persona” or how the average citizen views their role in the world. Domestic and foreign policies do not necessarily follow the same philosophical rationale. America’s rise to a major, super and its present hegemonic power position is due to various historical circumstances that require exploration.

**November 23<sup>rd</sup>:** NO CLASS! THANKSGIVING HOLIDAY (NOVEMBER 22<sup>ND</sup> TO 25<sup>TH</sup>)

**November 30<sup>th</sup>:** STUDENT PRESENTATIONS BEGIN!

**December 7<sup>th</sup>:** RESEARCH PAPER IS DUE! STUDENT PRESENTATIONS CONTINUE!

**December 14<sup>th</sup>:** FINAL EXAM FROM 10:00AM TO 12:00PM!

**NOTE: Topics and dates are subject to change. Announcements will be made in class. Students are responsible for adjusting the calendar. The instructor makes no guarantees that online access to course materials will always be available.**

### RUBRIC FOR ALL ESSAY ASSIGNMENTS

	Needs Improvement 1 point	Adequate 2 points	Proficient 3 points	Excelling 4 points
<b>Content &amp; Development</b> <i>supporting materials and ideas</i>	Content is incomplete. Research is missing. Major points are not clear and/or persuasive.	Content is somewhat accurate or persuasive. Research is inadequate or does not address main points or thesis. Paper presents major points, but support is lacking.	Content is mostly accurate and persuasive. Research is adequate, timely and addresses main points and thesis. Paper presents major points with adequate support.	Content is entirely accurate and persuasive. Research is extensive, timely and addresses main points and thesis. Paper presents major with proper support
<b>Organization &amp; Structure</b> <i>Organization of paper and paragraphs</i>	Information in the assignment is disorganized and not logically or effectively structured. Paragraph construction is improper. Sentences do not relate with one another.	Information in the assignment is mostly disorganized and barely logically/effectively structured. Paragraph construction is somewhat proper. Sentences are somewhat related to one another.	Information in the assignment is mostly organized and logically/effectively structured. Most paragraphs are properly constructed. Most paragraphs include an introductory sentence, explanations or details, a concluding sentence/impact and transition.	Information in the assignment is entirely organized and logically/effectively structured. All paragraph construction is properly with evident and smooth transitions throughout. All paragraphs include an introductory sentence, explanations or details, a concluding sentence/impact and transition
<b>Format</b> <i>(includes images) MLA, APA, Chicago</i>	Assignment lacks most elements of correct formatting. Assignment is under word length. Student did not attempt to document sources.	Assignment follows some elements of correct formatting. Assignment is barely within word length. Student attempted to document sources, but many are not in MLA/Chicago/APA format.	Assignment follows most elements of proper formatting. Assignment is mostly within word length. Student was somewhat successful with documenting sources in MLA/Chicago/APA format.	Assignment follows all elements of proper formatting. Assignment is either within or surpasses word length. Student documents all sources according to MLA/Chicago/ APA format.
<b>Theoretical Arguments</b>	Student demonstrates no understanding of the field. Student does not balance theoretical arguments. Student demonstrates a strong bias towards either one particular theory or personal opinion. Paper contains no reference of course texts or other relevant literature.	Student demonstrates little understanding of the field. Some effort made to balance theoretical arguments. Student demonstrates some bias towards either one particular theory or personal opinion. Paper contains some reference of course texts or other relevant literature.	Student demonstrates understanding of the field. Student balances various theoretical arguments. Student demonstrates little bias towards one particular theory or personal opinion. Student properly references most points made in the paper requiring citation of course texts or relevant literature.	Student demonstrates a strong understanding of the field. Student balances various theoretical arguments. Student demonstrates no bias towards one particular theory or personal opinion. Student properly references all points made in the paper requiring citation of course texts or relevant literature.
<b>Grammar, Punctuation &amp; Spelling</b>	Student shows very little mastery of mechanics. Numerous errors in capitalization, punctuation, spelling, and grammar greatly interfere with meaning. Paper contains large number of slang or personal pronouns.	Student shows average mastery of mechanics. Some errors in capitalization, punctuation, spelling, and grammar interfere with meaning. Paper contains some slang, and or personal pronouns.	Student shows above average mastery of mechanics. Spelling, capitalization, punctuation, and grammatical errors are minor and do not interfere with meaning. Paper contains no slang or personal pronouns.	Student shows excellent mastery of mechanics. Spelling, capitalization, punctuation, and grammar are correct. Student uses no slang, or personal pronouns.