LOS ANGELES MISSION COLLEGE

Political Science 5 – Western Political Thought
Fall 2014 – Syllabus – Section #3283

Instructor: John Paul Tabakian, Ed.D.
Class: Section #3283 – 09/01/2014 to 12/21/2014
Wednesdays – 3:30pm to 6:40pm – INST 1003
Office Hours: Mondays 6:50pm to 7:50pm – INST-Faculty Office
Office Phone: (310) 421-8532
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.

POLICY ON "Ws"
Date to drop **without** a "W" by Internet only is Sunday, September 14, 2014!
Date to drop **with** a "W" by Internet only is Sunday, November 23, 2014!

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.

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 18, 2014 FROM 5:30PM TO 7:30PM. 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.

Active Participation	**A – F (10% of final grade)**
Quiz #1	**A – F (10% of final grade)**
Quiz #2	**A – F (10% of final grade)**
Minor Paper #1	**A – F (10% of final grade)**
Minor Paper #2	**A – F (10% of final grade)**
Minor Paper #3	**A – F (10% of final grade)**
Student Presentation of Research Topic	**A – F (10% of final grade)**
Research Paper	**A – F (20% of final grade)**
Final Exam	**A – F (10% of final grade)**

Weekly Schedule of Topics & Course Calendar

September 4th: 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.

September 11th: 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 next week.**

September 18th: 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 25th: 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 next week.**

October 2nd: 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 next week.**

October 9th: 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 next week.**

October 16th: 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, "Senaca Falls" and Sojourner Truth's "Address" from Course Pack #4 before coming to class next week.**

October 23rd: 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 next week.**

October 30th: 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 next week.**

(Calendar Continues On Next Page)

Weekly Schedule of Topics & Course Calendar (Continued)

November 6th: 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 next week.**

November 13th: 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 next week.**

November 20th: 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 27th: STUDENT PRESENTATIONS!

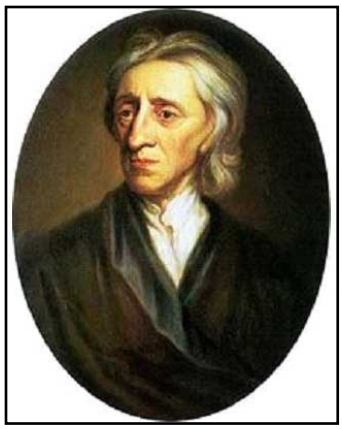
December 4th: FINAL RESEARCH PAPERS ARE DUE!

December 18th: FINAL EXAM FROM 5:30PM TO 7:30PM!

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**
Content & Development *supporting materials and ideas*	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
Organization & Structure *Organization of paper and paragraphs*	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
Format (includes images) *MLA, APA, Chicago*	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.
Theoretical Arguments	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.
Grammar, Punctuation & Spelling	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.



John Locke's "Two Treatises on Government" is perhaps the first to articulate the basic principles of modern liberalism. Furthering his explanation of the basis of morality as to how it justifies the holding of property, John Locke examines how one can and can not morally possess material goods. He states that the law of nature demands that no one shall waste or spoil anything that others could use. Arguing that one's claims to the products of the earth is in truth owned in common by all, the right of subsistence cannot justify waste, for one does not own the Earth. Exercising natural law, he further states that justice demands excesses to be provided for others in order to assure their sustenance (Locke, Second Treatise, V, 25). The cultivation of land may make it the property of a man, but the fruits produced must be put to good use either through sale, or by giving it to others in order to insure that there shall be no waste. This argument is not inherently mentioned in his conception of a social contract, but it does constitute the common agreement that man must engage with his fellow man in order to assure not only order, but also a just society based on the laws of nature (Locke, Second Treatise, V, 26).

Students are asked to contemplate the following question: "How does John Locke's argument that justice demands the provision of sustenance for those in need when our society is founded on the notion that private property is to always be respected?" Your task for this paper is to address the following points:

1. Read John Locke's "Two Treatises on Government". **– NOTE: THIS IS COURSE PACK #2.**
2. Come to terms with John Locke's understanding of man's natural rights in contrast to those relinquished when entering into a social contract. Does this entail releasing one's absolute rights to their property?
3. John Locke supports the conception of a social contract, but seems to favor a more activist role for the government in assuring equality through political activism. Does this mean his willingness for the weakening of private property rights? Is this issue more of a concern today than 100 years ago?
4. Come to terms with your own philosophical belief system. Do you agree or disagree with John Locke's assertions?

ALL OF THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:

1. TYPED!
2. Five pages. NOTE: You can type till your heart's content.
3. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
4. Written well **in your own words**.
5. Papers must be submitted according to the posted due date on the course calendar.

PAPER LAYOUT: It is recommended that your paper be laid out in the following manner:

1. Coversheet: Paper title, name, class, section number, e-mail address and instructor's name.
2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader (Dr. T) what you are writing about all while thinking about the following phrase "Here is the path I'm taking you down and here is why!"
3. Body: This is the "guts" of your paper.
4. Conclusion: State how the American Political System can be improved.

ABOUT CITING: The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.

In their quest for designing a viable representative government, the Founding Fathers dedicated themselves to careful study of the political philosophy of Europeans. Focusing primarily on British political thinkers from the 16th and 17th century, the Founding Fathers focused primarily on the natural rights of man, which in turn varied according to the individual philosopher studied. Over the course of their study, the Founding Fathers openly discussed their opinions with one another and having an open debate for all to witness. All contributors of this debate sought a proper balance of national power that could both protect individual liberty while also protecting civil liberties. The Federalist Papers was the platform utilized for this debate. Audience members included both elites and the masses whose support was vital.

Students are to contemplate the following question: "How effective was the openly held debate initiated by the Founding Fathers? Would their agenda have been successful even if they decided against informing the masses of the need for revolution? Which of the readings assigned so far do you think had the most influence over the Founding Father's philosophy? Your task for this paper is to address the following points:

1. Review "The Organic Laws Of America" while paying particular attention to the author's introduction and "The Federalist Papers". Also, read Thomas Paine's "Common Sense" and "American Crisis" – **COURSE PACK #3.**
2. Identify those primary concerns expressed by the Founding Fathers. Does their strategy of manipulating the masses coincide with their call for liberty?
3. Do you believe that Thomas Paine makes a strong case for rebellion? Which of Paine's texts makes the strongest case?
4. Internal revolts can come at any time. What particular circumstances must occur for you to join in a rebellion?

ALL OF THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:

1. TYPED!
2. Five pages (coversheet not included). NOTE: You can type till your heart's content.
3. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
4. Written well **in your own words**.
5. Turned in no later than November 2, 2012. LATE PAPERS WILL NOT BE ACCEPTED!
6. If you opt to e-mail your final paper I ask that you send it as a file attachment. Microsoft Word is preferred. Email the assignment as an attachment to: mission@tabakian.com.

PAPER LAYOUT: It is recommended that your paper be laid out in the following manner:

1. Coversheet: Paper title, name, class, section number, e-mail address and instructor's name.

2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader what you are writing about all while thinking about the following phrase "Here is the path I'm taking you down and here is why!"

3. Body: This is the "guts" of your paper.

4. Conclusion: State how the American political system can be improved.

ABOUT CITING: The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.

Students are to contemplate the following question: "What is rugged individualism from the perspective of the authors we have currently read?" Which of the readings assigned so far do you think had the most influence over our country's definition of rugged individualism? Your task for this paper is to address the following points:

1. Identify those authors that you wish to cover.
2. Which author's arguments more closely match today's conception of rugged individualism?
3. Provide your own definition of rugged individualism.

ALL OF THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:

1. TYPED!
2. Five pages (coversheet not included). NOTE: You can type till your heart's content.
3. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
4. Written well **in your own words**.
5. Turned in no later than Wednesday, November 16, 2012. LATE PAPERS WILL NOT BE ACCEPTED!
6. If you opt to e-mail your final paper I ask that you send it as a file attachment. Microsoft Word is preferred. Email the assignment as an attachment to: mission@tabakian.com.

PAPER LAYOUT: It is recommended that your paper be laid out in the following manner:

1. Coversheet: Paper title, name, class, section number, e-mail address and instructor's name.
2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader what you are writing about all while thinking about the following phrase "Here is the path I'm taking you down and here is why!"
3. Body: This is the "guts" of your paper.
4. Conclusion: State how the American political system can be improved.

ABOUT CITING: The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.

LOS ANGELES MISSION COLLEGE

Political Science 5 – Western Political Thought
John Paul Tabakian, Ed.D.
Research Paper Assignment #3

TOPIC

Our Founding Fathers considered the protection of minority rights as those few individuals who retained control over society. These individuals were property holders, policy makers or those who possessed positions of power. Many today believe that minority rights are protecting special classes as those who posses certain ethnic traits or other characteristics. As monarchies and despots primarily ruled the world, America's Founding Fathers properly came to reason that their intent to establish a successful republican government would in fact be an anomaly. Of primary concern was to gather the support of man to subscribe to this new "social contract" thereby relinquishing some rights for the betterment of society. These elites sought to establish a new power structure to assure their position as American elites and not subjects to the Crown. Convincing the masses to join in this revolution required careful manipulation of the masses.

Students are asked to contemplate the following question: "What were the primary motivating factors for America's Founding Fathers to rebel against England?" Your task for this paper is to do address the following points:

1. America's Founding Fathers identified themselves as elites requiring protection against majority factions. Were they more concerned about overreaching government power or the mass class? What measures did the Founders engage to manipulate the masses to support the American Revolution and elite control over public policy?
2. One may argue that elites still govern our society. If so then how do today's elites manipulate the masses to maintain legitimacy? Are the measures identical to those undertaken by our Founding Fathers?
3. Identify significant specific instances where the degree of legitimacy bestowed on elite leaders has dipped. What would happen if the majority of citizens lose faith in policy makers? Would the result be the destruction of our system or would nothing change?
4. What is your opinion about protecting minority rights against majority factions? Do the various checks and balances of our system protect "the people" or today's ruling class? Has the system really changed throughout our nation's history?

ALL OF THE FOLLOWING DIRECTIONS MUST BE FOLLOWED. THE PAPER MUST BE:

1. TYPED!
2. Twelve to fifteen pages (coversheet not included). NOTE: You can type till your heart's content.
3. The paper should have 1-inch margins with a font size of 11 or 12 and be double-spaced.
4. Written well **in your own words**.
5. Turned in no later than November 2, 2012. LATE PAPERS WILL NOT BE ACCEPTED!
6. If you opt to e-mail your final paper I ask that you send it as a file attachment. Microsoft Word is preferred. Email the assignment as an attachment to: mission@tabakian.com.

PAPER LAYOUT: It is recommended that your paper be laid out in the following manner:

1. Coversheet: Paper title, name, class, section number, e-mail address and instructor's name.

2. Introduction: Begin your paper with an introduction that tells the reader how your paper is going to be laid out. Never assume the reader already knows about the subject you are writing about. Tell the reader what you are writing about all while thinking about the following phrase "Here is the path I'm taking you down and here is why!"

3. Body: This is the "guts" of your paper.

4. Conclusion: State how the American political system can be improved.

ABOUT CITING: The last section of your paper should contain a bibliography of reference materials used for this paper. There are various style formats available for use, including APA, Chicago, etc. Students need only to utilize the suggested style when listing their resource materials.