

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course POLS 355

Department Approval		
<u>Fred Lee</u> Department Chair	<u>Dec 5, 2013</u> Date	<u>flee@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>12-9-13</u> Date	
*If the dean does not approve the proposal, a written rationale should be provided to the General Education Program Subcommittee.		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair, General Education Program Subcommittee		_____ Date
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair of A2C2		_____ Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President of Faculty Senate		_____ Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Academic Vice President		_____ Date
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President		_____ Date
Please forward to Registrar.		
Registrar _____ Date entered		Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Political Science & Public Administration

Date 11/25/13

POLS 355

Political Ideologies & Debate

3

Course No.

Course Name

Credits

Prerequisites CMST 191 or CMST 192

GEP Goal Area(s):*

CORE GOAL AREAS

- ☐ Goal 1: Communication
☐ Goal 3: Natural Science
☐ Goal 4: Mathematics/Logical Reasoning
☐ Goal 5: History and the Social and Behavioral Sciences
☐ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity
☐ Goal 8: Global Perspective
☐ Goal 9: Ethical and Civic Responsibility
☐ Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories (list number of credits desired in appropriate category):

☒ Intensive:

- ☐ 1. Writing
☒ 2. Oral Communication
☐ 3a. Mathematics/Statistics
☐ 3b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a **General Education Program Approval Form**.

Department Contact Person for this Proposal:

Elissa B. Alzate

507-457-5404

ealzate@winona.edu

Name (please print)

Phone

e-mail address

[Revised 9-6-11]

WINONA STATE UNIVERSITY
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course POLS 355

Department Recommendation <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>Fred Lee</u> Department Chair	<u>Dec 5, 2013</u> Date	<u>flee@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved*		
<u>Mark Annul</u> Dean of College	<u>12-9-13</u> Date	
<small>*In the case of a dean's recommendation to disapprove a proposal, a written rationale for the recommendation to disapprove shall be provided to the University Studies Subcommittee.</small>		
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> No recommendation		
<hr/> Chair, General Education Program Subcommittee Date		
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<hr/> Chair of A2C2 Date		
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<hr/> President of Faculty Senate Date		
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<hr/> Academic Vice President Date		
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<hr/> President Date		
Please forward to Registrar.		
Registrar	Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]

WINONA STATE UNIVERSITY
PROPOSAL FOR UNIVERSITY STUDIES COURSES

Department Political Science & Public Administration

Date 12/5/13

POLS 355

Political Ideologies & Debate

3

Course No.

Course Name

Credits

Applies to: ☒ Major

☒ Minor

☐ Required
☒ Elective

☐ Required
☒ Elective

University Studies (A course may be approved to satisfy only one set of outcomes.):

Course Requirements:

Basic Skills:

- ☐ 1. College Reading and Writing
- ☐ 2. Oral Communication
- ☐ 3. Mathematics
- ☐ 4. Physical Development & Wellness

Arts & Science Core:

- ☐ 1. Humanities
- ☐ 2. Natural Science
- ☐ 3. Social Science
- ☐ 4. Fine & Performing Arts

Unity and Diversity:

- ☐ 1. Critical Analysis
- ☐ 2. Science and Social Policy
- ☐ 3. a. Global Perspectives
b. Multicultural Perspectives
- ☐ 4. a. Contemporary Citizenship
b. Democratic Institutions

Flagged Courses:

- ☐ 1. Writing
- ☒ 2. Oral Communication
- ☐ 3. a. Mathematics/Statistics
b. Critical Analysis

Prerequisites CMST 191 or CMST 192

Provide the following information (attach materials to this proposal):

Please see "Directions for the Department" on previous page for material to be submitted.

Attach a *University Studies Approval Form*.

Department Contact Person for this Proposal:

Elissa Alzate

Name (please print)

(507) 457-5404

Phone

ealzate@winona.edu

e-mail address

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: Political Science & Public Administration

Course: POLS 355 Political Ideologies & Debate

GEP Category Requested: Oral Communication Intensive, 3 credits

GEP Student Competencies addressed by course:

1. Earn significant course credit through extemporaneous oral presentations;
2. Understand the features and types of speaking in political science;
3. Adapt their speaking to field-specific audiences;
4. Receive appropriate feedback from teachers and peers, including suggestions for improvement;
5. Make use of the technologies used for research and speaking in political science;
6. Learn the conventions of evidence, format, usage, and documentation in political science.

Course Outline:

GEP Oral Communication Intensive (numbers in parentheses reflect the GEP student competencies addressed at that level—see competencies above)

1. What is Ideology? (2)
 - a. Political Ideology vs. Political Theory
 - b. Liberalism & conservatism in the US
2. Democracy & Ideology (1-4)
 - a. What is democracy?
 - b. Historical & philosophical foundations of democracy
 - c. Different types of democracy
3. Liberalism (1-4)
 - a. Classical Liberalism
 - b. Welfare Liberalism
 - c. Libertarianism
4. Conservatism (1-6)
 - a. Classical Conservatism
 - b. Economic conservatism
 - c. Social conservatism
 - d. Neoconservatism
5. Communism/Socialism (1-6)
 - a. Marxism
 - b. Communism in the USSR
 - c. Communism in China
 - d. Evolutionary Socialism
 - e. Christian Socialism

- f. Socialism vs. Welfare Liberalism
- 6. Liberation Ideologies (1-6)
 - a. Feminism
 - b. Black Liberation
- 7. Environmentalism (1-6)
 - a. Light Green vs. Dark Green
- 8. Fundamentalism (1-6)
 - a. Christian Fundamentalism
 - b. Radical Islamism
 - c. Islamic Fundamentalism in Iran & Egypt
- 9. Conclusion
 - a. End of Ideology?

Course Requirements:

Homework/Reading Quizzes	10%
In-class activities	10%
Journal	10%
Peer Review Comments	5%
Exams (2 exams, 15% each)	30%
Debates (2 debates)	35%
1 st debate: 15%	
2 nd debate: 20%	

Learning Activities:

Lecture: *Addresses GEP student competency 2.*

Through lecture, I will give students the substantive information they will need about the various ideologies and ways in which they are relevant to contemporary debates. I will also give them procedural information on effective presentations and debate techniques.

In-class activities: *Addresses GEP student competencies 1, 2, 3, and 4.*

Class discussion and informal small-group debates will provide students with the opportunity to apply ideological arguments to topics of public debate. Students will discuss how different sides of the argument would both use different theoretical points and frame the debate in various ways. They will have the opportunity to engage in the debates in small groups and will discuss what went well and what did not with the class as a whole. Small group debates are extemporaneous, and students earn credit through thoughtful participation not on the final product.

Journal: *Prepares students for GEP student competency 4.*

Students will write journal entries for each formal debate in which they are not presenting to ensure preparation and encourage thoughtful participation as audience members. Audience members will ask questions of the debating groups following their presentations. Journal entries will be about one paragraph in length and will summarize the policy issue under consideration and the main points of

the ideologies on each side of the debate. All journal entries will be recorded on D2L under Communications then Discussion.

Peer Review Comments: *Addresses GEP student competency 4.*

Audience members will complete an evaluation form for all formal debates.

Formal Debates: *Addresses GEP student competencies 1, 2, 3, 4, 5, and 6.*

Depending on class size, all students will participate in at least two formal debates throughout the semester. Students should take what they have learned in the readings, lecture, small group debate, and discussion and apply it to a different policy debate between different ideologies. Specific policy issues will change every semester to reflect various politically relevant issues. The ideologies being applied to those issues will remain the same, however.

The objective of these debates is to make students appreciate and become more comfortable with the various political ideologies and understand how different sides to important issues currently being debated in our political arena have distinct ideological foundations.

Each side of the debate should:

- Clearly explain the issue from their ideological perspective
- Why is the issue significant from this perspective?
- Explain the relevant ideological arguments/concepts underlying your argument
- Be persuasive! Why should the audience adopt your perspective rather than the opposing side(s)?

Students will be assigned to groups, and each group will represent one ideological stand on the issue being debated. Although students will defend their position in groups, students will be individually responsible for preparation and presentation.

Students will be assessed according to the following rubric:

<u>Criteria</u>	<u>% of Debate Grade</u>
Introduction	15
<ul style="list-style-type: none">• Attention-getting opener• Brief overview of policy issue from your ideological perspective• Clear policy position	
Body	50
<ul style="list-style-type: none">• Information clearly organized• Correctly identify ideological perspective• How ideological argument relates to the policy issue & debate• Specific implications• Persuasive	
Conclusion	15
<ul style="list-style-type: none">• Summary of take-home points• Statement of relevance to audience• Memorable: persuasive call to action	
Q&A	10

- Ask question or challenge the points of the other group
- Respond clearly to questions or challenges from the other group or audience
- Demonstrate comfort with ideology

Supplementary Aids

5

- Clarify main points without distracting
- Proofread

Works Cited Page

5

- Cite all sources consulted
- Use APSA format of citation

Penalties:

You will lose between 5-30 points for not following the principles of good public speaking:

- Dress professionally
- Speak loudly & clearly
- Maintain eye contact with audience
- Avoid reading!! (from notes or the screen)

Your presentations should involve everyone in the group. All group members should be involved in each stage of the process: organization and designing of the presentation are as important as delivering the presentation itself. Group members who are absent or late will not receive credit for the debate.

Oral Communication Student Competencies	How Addressed in Course	Assessment Plan
1. Earn significant course credit through extemporaneous oral presentations;	This course allows students to earn significant credit through extemporaneous oral presentations through participation in several informal, small group debates (in-class activities to count for 10% of the course grade) and formal debates (at least 2 per student for a total of 35% of their course grade). The formal debates require advance preparation but also incorporate an extemporaneous element by requiring students to counter arguments from the other group's presentation and also to answer questions from the audience.	Multiple speaking assignments; grading rubric includes an evaluation of the extemporaneous nature of the presentation.
2. Understand the features and types of speaking in political science;	This course is designed to give students a deeper appreciation of public debate. Students will become better consumers of the ideologies underlying various topics of contemporary public debate and will also better appreciate various methods of persuasion and argumentation in such public debates.	Multiple speaking assignments; grading rubric includes an evaluation of different elements, including informational presentation, application of theoretical concepts, and persuasiveness.
3. Adapt their speaking to field-specific audiences;	Students will learn through participation in both the informal and formal debates how to shape one's argument to fit various audiences: party loyalists, political scientists, general public, political elites, etc.	Multiple speaking assignments; grading rubric includes an evaluation of the sources used in researching the topic; grading rubric also includes separate components for evaluating addressing the opposing sides of the debate as well as the general audience.
4. Receive appropriate feedback from teachers and peers, including suggestions for improvement;	In the informal, small group debates, students will receive immediate feedback from their peers on the content, structure, and presentation of their ideological positions. For the formal debates, students will receive detailed feedback from the professor on the same elements as above. Students in the audience will be required to provide feedback for select debates, arranged by the instructor to ensure that all students both give and receive peer reviews for their formal presentations.	Journal entries ensure audience members are prepared for the debates and can participate in the Q&A section of the debates. All students are required to write peer review comments for other students, and this constitutes 5% of their own grade. Peer evaluations of debates will be distributed to students following the debates.
5. Make use of the technologies used for research and speaking in political science; and	Students will use the technology available to them to prepare for and present their arguments in the debates. They will be required to utilize legitimate news sources on the internet for background on the policies. They will also have their choice of presentation software (Prezi, PowerPoint, etc.) and will be given instruction on more and less effective ways of using it.	Grading rubric includes an evaluation of supplementary aids used in their debates and sources and use of evidence during the debates.
6. Learn the conventions of evidence, format, usage, and documentation in political science.	For each formal debate, students will be required to submit a works cited page to be formatted in APA format to document all sources consulted for their debate.	Multiple speaking assignments; grading rubric includes an evaluation of the sources themselves and the use of evidence during the debates.