Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- X System General Education Requirements
- X Globalization/Global Issues Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).
- X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add POLS 141 Governments of the World to the list of courses approved to satisfy SGR #3 Social Sciences/Diversity and Globalization. This is a common course for the system and currently meets SGR #3 requirements for Black Hills State University and University of South Dakota.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
The components of the POLS 141 Governments of the World course correspond with SGR #3 and Globalization objectives, and thus the department seeks approval and inclusion of POLS 141 on the designated list of SGR #3 and Globalization courses.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
SGR #3 goals, Globalization goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. The course description is provided here for reference.

Course Description: POLS 141 Governments of the World: An introduction to political systems of the world emphasizing political philosophy and comparative government. The course focuses on democratic systems other than the United States, authoritarian systems and third world systems.
SGR #3 goal: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;
   As a result of taking POLS 141, students will be able to identify and explain basic concepts, terminology and theories in political science –particularly in comparative politics, which they could subsequently apply in their analysis of politics in advanced democratic countries of Europe and North America.

2. Apply selected social science concepts and theories to contemporary issues;
   As a result of taking POLS 141, students will be able to apply core concepts in democratization theory to the ongoing democratic transitions in the Middle East, and democratic consolidations in Latin America and East & South East Asia.

3. Identify and explain the social or aesthetic values of different cultures.
   As a result of taking POLS 141, students will be able to identify and explain the socio-political value systems of different regions in the world, that give rise to different forms of government, political party and interest representation systems.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

4. The origin and evolution of human institutions;
   As a result of taking POLS 141, students will be able to identify the origins and evolution of democratic governance institutions, from the early parliamentary experiences of England, to the latest democratic movements in the MENA region (Middle East & North Africa).

5. The allocation of human or natural resources within societies;

6. The impact of diverse philosophical ethical or religious views.

Each course meeting this goal includes the following student learning outcomes:
Required: #1, #2, and #3; At least one of the following: #4, #5, or #6.

Globalization goal: Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders. Students will be able to identify global issues and how they impact their
SGR #3 - POLS 141 Governments of the World

lives and discipline.

Student Learning Outcomes: As a result of taking courses meeting this goal, students will:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.
   As a result of taking POLS 141, students will be able to demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization.

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders.
   As a result of taking POLS 141, students will be able to interpret consequences of global issues through various forms of analysis. The case studies throughout the semester that focus on the UK, France, Russia, Mexico, Iran and the Arab World are particularly geared towards achieving this outcome.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation
Please see the following pages.

Course Syllabus

POLS 141- GOVERNMENTS of the WORLD
South Dakota State University, History & Political Science Department
Fall 2013
Assist. Prof. Evren CELIK WILTSE

Class Times: M W F 09:00 -09:50 am, Northern Plains Bio Lab, Room 0184
Office: 226 West Hall
Office Hours: T TH 13:00-15:00
Contact info: 688-4134 (Office); evren.wiltse@sdstate.edu

“Knowledge of self is acquired through the knowledge of others”

Catalog Description: This is an introduction to political systems of the world, emphasizing political philosophy and comparative government. The course focuses on democratic systems other than the United States, authoritarian systems and third world systems.

System General Requirement Statement: This course fulfills System Goal #3: Social Sciences/Diversity: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

Student Learning Outcomes: After successfully completing this course, students will be able to:
1. identify and explain basic concepts, terminology and theories in political science – particularly in comparative politics, which they could subsequently apply in their analysis of politics in advanced democratic countries of Europe and North America.
2. apply core concepts in democratization theory to the ongoing democratic transitions in the Middle East, and democratic consolidations in Latin America and East & South East Asia.
3. identify and explain the socio-political value systems of different regions in the world, that give rise to different forms of government, political party and interest representation systems.
4. identify the origins and evolution of democratic governance institutions, from the early parliamentary experiences of England, to the latest democratic movements in the MENA region (Middle East & North Africa).

This course also fulfills the Globalization Requirement:
Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation, education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.

Students will be able to identify global issues and how they impact their lives and discipline.

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SGR #3 - POLS 141Governments of the World

Student Learning Outcomes: The world we are living in is progressively becoming a more interconnected and intimate space, thanks to the neck breaking pace of globalization. As the world shrinks, it becomes ever more important for the citizens to uncover the links that tie us all together in a systematic and analytical fashion. The purpose of this course is to equip you with the necessary skills to become smart and engaged citizens in a highly competitive global system. Students who successfully complete this course should be able to:

Student Learning Outcomes: Students will be able to:
1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis, particularly with the help of analytical tools that political science and comparative politics provides us with.
2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one’s own national borders. The case studies throughout the semester that focus on the UK, France, Russia, Mexico, Iran and the Arab World are particularly geared towards achieving this outcome.

Purpose and Scope of the Course: Throughout the semester, we will look at political systems around the world, highlighting similarities as well as differences among the countries. By following a comparative method, we can explore the patterns and regularities across the world.

Everyday, we are bombarded with massive quantities of information from all corners of the world. Taking this class will help you grasp the larger picture or the proverbial forest, instead of a narrow focus on each and every tree. Our comparative methodology would also complement your understanding of the American political system, for it will highlight both the similarities of the US with other advanced democracies -economic downturns, security concerns, etc.- and its unique aspects.

This course will introduce you to some of the basic concepts, theoretical approaches, and predominant issues in the subfield of comparative politics. Therefore, should you be interested in concentrating on Political Science, it would be a useful point of departure before taking advanced courses.

Instead of a country-by-country approach, this course will have a thematic focus. We tend to learn better when an issue is presented in the form of a question, or a puzzle. The puzzle that this course will try to tackle is, how do democracies emerge? After a brief discussion of comparative method, we will look at:
- Old and established democracies (UK, US, Continental Europe)
- Competing theoretical explanations: Institutionalism, political culture, etc.
- Consolidating democracies (Latin America, East Asia)
- New democracies (especially in the Middle East, since the Arab Spring)
- Mechanics of democratic governance: constitutions; unitary vs. federal systems; parliamentary vs. presidential system, etc.
- Can we export democracy? Universality versus particularist values
- Impact of globalization, latest debates on economic, political and social aspects of global interconnectedness

Office Hours and Open Door Policy: Aside from the posted office hours, feel free to stop by if you see my office door wide open, I am happy to have walk-ins!

Grading Scale: As established by the University: 100-90 → A 89-80 → B 79-10 → C 69-60 → D 59 and below → F

Components of Grade:
- Attendance and ACTIVE Class Participation: 10%
- Pop Quizzes: 10 %
- Midterm exam: 30 %
- Group Research Project and Presentation: 10%
- Writing Assignments: 10%
- Final exam: 30%

Attendance and ACTIVE Class Participation: Attending the lectures is of utmost importance for this class. However, just showing up, sitting in the back and daydreaming would not guarantee you the 10%. You are expected to do the readings in advance, and actively participate in classroom discussions. While this might sound rather unpleasant initially, you will soon realize that prior familiarity with the class material will immensely improve your in-class learning. You will feel more comfortable to speak up in class, which in turn would increase your grasp of the course material. Meaningful participation will make our classroom discussions a lot more lively and productive as well. Documentaries, movies, student presentations and guest lectures are all incorporated into this course in an effort to make you learning experience more interactive and engaging.

Class participation would also help you during the exams. If you do your weekly reading assignments, there won’t be any desperate attempts to cram the whole semester’s work in one night. In short, regular attendance and meaningful participation will certainly have a positive impact on your grade, whereas sporadic attendance will undermine your success.

Absence due to University approved activities: Please inform me one week prior to the event, bringing with you the official paperwork (trip absence card).

Pop Quizzes: As the name implies, these will be very short, unannounced exams in class. The purpose is to award those who chose to attend the classes. Throughout the semester we will probably have 5 or 6 quizzes. Your lowest one will be dropped when grades are calculated. No make up quiz will be offered under any circumstances.

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Midterm and Final Exams: Both exams will include questions in various formats. There will be short identifications, multiple choice questions, True-False section and essays. The purpose of this diverse format is to make everyone (essay writers as well as multiple choice types) feel comfortable with the exam. **NOTE:** Both exams weigh equally (30% each)!

Make Up Policy: Please make every effort to **NOT** miss a scheduled exam. Significant time and effort is spent on putting together the exams. Unless you have a compelling reason and the **paperwork to prove** that, I would strongly recommend you to **not** miss the exams.

Group Presentation: Throughout your professional careers, you will be put in situations where you’ll need to work as part of a team. The purpose of this assignment is to sharpen your skills as productive participants in a group setting. Details of the assignment and possible topics will be provided in class. The gist of the assignment is to choose a particular country, and analyze its current state of democracy from a particular theoretical perspective. Essentially, you will try to answer: “What is the state of democracy in …?” You may choose countries with strong and established democratic traditions, such as United Kingdom, Switzerland and France, or recently emerging and consolidating democracies such as Mexico, Brazil or Turkey. Your presentation should also highlight which theoretical approach best applies to the facts of your case. Basic sections of your presentation should include the following:

- Brief introduction/background about your case
- The state of democratic progress
- Application of theoretical arguments to the facts of your case
- Current debates/challenges to democracy relevant to your case
- Your analysis/critical evaluation of the state of democracy in …
- Conclusions

Writing Assignments: You will have two options as your writing assignment for this class. Hopefully you will find one of them a better fit for your personal writing skills and academic interests.

Research paper Option: This is the more traditional track for writing: a 12-15 page research paper. Possible topics and detailed guidelines will be distributed in class. You are expected to put sufficient amount of effort to it from the beginning of semester. I will expect regular visits from the paper writers and a flow of their progress in the form of annotated bibliography, outline and drafts of papers, before turning in the final paper in last week of November.

Blog Option: Alternatively, you may choose to write blog entries (approximately 2-3 pages long) based on the readings, documentaries or movies that we covered during that week. I will expect a total of 5 **blogs** from you, which if you decide to evenly spread throughout the semester, would amount to writing a blog entry every other week. You need to turn in at least two blog entries by **mid-semester**. We will then post those on a course blog that we will create and fellow classmates can comment on the entries. If you prefer the blog option but are not comfortable with making your work public, please let me know. We can certainly accommodate your privacy concerns, by posting your work as anonymous.

Academic Honesty: Please do not resort to any dishonest means in order to pass this class or get a better grade. What I value the most is intellectual honesty. Contact me in advance if you are having difficulties with this course. Every problem has a solution, as long as you come and contact me in a timely manner. Plagiarism in writing assignments or attempts to cheat in the exams will be punished by the appropriate authorities and SDSU policy, student academic performance shall be evaluated solely on academic basis and students will be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to the academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of college which offers the class to initiate a review of the evaluation.

Americans with Disabilities Act (ADA) Statement: Any student who feels s/he may need an accommodation based on the impact of disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Freedom of Learning Statement: Students are responsible for learning the content of any course in which they are enrolled. Under BOR (1:11) and SDSU policy, student academic performance shall be evaluated solely on academic basis and students will be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to the academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of college which offers the class to initiate a review of the evaluation.

Course Material:
Following 3 books will constitute the bulk of readings for this class. Aside from the books, we will have some journal articles and book chapters that complement the textbooks. I will try to send you either the link, or PDF copies of these articles in advance. Copies will also be made available at the library reserve.

* Power and Choice: An Introduction to Political Science, Phil Shively, McGraw-Hill, any edition will do.
* Persepolis: The Story of a Childhood, Marjane Satrapi, Pantheon, 2004
  (This is the first book of the Persepolis set. It is a black-and-white comic book that would make an easy read on a weekend)

Web sources:
[www.freedomhouse.org](http://www.freedomhouse.org) for reliable information on democratic progress in the world, individual country reports on political rights and civil liberties.

[CIA World Factbook](http://www.cia.gov/cia/), for basic political information of individual countries.

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*Human Development Index* to gauge the state of socio-economic development in each country.

**Flow of the Semester:** (Please keep in mind that there could be minor changes to this flow, based on the academic needs and preferences of the class.)

**Week I:** Introduction to Comparative Method  
Ishiyama, Chapter I  
Dogan and Pelassy, *How to Compare Nations*, pp.5-23

**Week II:** The Modern State  
Recommended Movie: *Queen Margot (La Reine Margot)*, Director Patrice Chereau, 1994  
Recommended Novel: *Birds Without Wings*, Louis de Bernieres, Knopf, 2004

**Week III:** Democracy, Historical Perspective  
Ishiyama: Chapter 2  

**Week IV:** Democratic Transitions/Economic Development and Democracy  
Ishiyama: Chapter 3  
Shively: Chapter 7  

**Week V:** Political Culture and Democracy  
Ishiyama: Chapter 4  
Mark Howard Ross, “Culture in Comparative Analysis”, in *Comparative Politics: Rationality, Culture & Structure*, eds M. Lichbach & A. Zuckerman

Attention, Research paper writers! Annotated bibliographies are due this week.

**Week VI:** Democracy and International Dynamics/Waves of Democracy  
Ishiyama, Chapter 6  
Huntington: Selections from *The Third Wave*  
Discussion: *Persepolis: The Story of a Childhood*, Marjane Satrapi

**Week VII:** Mechanisms of Democratic Governance:  
A) Constitutions & Territorial Arrangement of Government  
Ishiyama, Chapter 9  
Shively, Chapter 9

**Week VIII:** Review ☞ Midterm Exam  
Attention Blog Writers! This is mid-semester. You should’ve turned in at least two blog entries by now.

**Week IX:** Mechanisms of Democratic Governance:  
B) Parliamentary and Presidential regimes  
Shively Chapters 14, 15  
Recommended TV Shows: *Yes Minister*, if you like dry British humor; *Borgen*, if you like Scandinavian political suspense

**Week X:** Mechanisms of Democratic Governance:  
C) Interest Groups, Pluralism, Corporatism, Social movements  
Shively Chapters 12 & 13  
Recommended Movie: *Citizen Ruth*, Director Alexander Payne, 1996

Attention, Research paper writers! Draft papers are due

**Week XI:** Democracy Promotion: Globalization & Role of International Actors  
Eric Hobsbawn “Spreading Democracy” Foreign Policy, Sept-Oct.2004  
Foreign Affairs, Special Issue on Arab Spring; Zoltan Barany, “Comparing the Arab Revolts, The Role of Military”, *Journal of Democracy*, 22 (4), 2011

**Week XII:** Globalization: Universalism versus Cultural Particularity  
Foreign Affairs, Special Issue on Arab Spring; Zoltan Barany, “Comparing the Arab Revolts, The Role of Military”, *Journal of Democracy*, 22 (4), 2011

**Week XIII:** Student presentations  
Thiinking Thanksgiving!

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Week XIV: Student presentations

*Blog writers: you should’ve turned in at least 5 blogs by now.

Final Discussions, Review

*Final Exam, as scheduled by SDSU

Guidelines & Rubric for Class Presentations: Throughout your professional careers, you will be in situations where you’ll need to work as part of a team. This assignment is an exercise to sharpen your skills as productive participants in a group setting. Your team will prepare a 25-30 minute presentation, and subsequently we will open the floor for discussion.

This presentation will measure your grasp of the State of Democracy in the particular country of your choice. Specifically, you’ll need to demonstrate how democratic process is impacted by the social, economic and political dimensions of Globalization. Please use the Freedom in the World Map below as a reference, while choosing your country. Remember, you CANNOT choose the US for this assignment. The purpose of this assignment is to:

- measure your grasp of the intertwined relationship between globalization and democracy
- evaluate your comprehension of global & regional trends in economic development and political democracy (i.e. in Latin America, MENA, Sub-Saharan Africa, South & South East Asia)
- assess your comprehension of a specific country, and how it converges with or diverges from the regional and global trends.

If your choice is one of the established democratic countries, such as Canada or Norway, you need to look at the current challenges and debates in that country regarding democracy. For example: Is everyone content with the democratic politics in Canada? Are there any groups that feel disenfranchised, such as the indigenous groups, immigrants, etc. How is the democratic system accommodating such challenges?

If you choose a country from the “Partly-Free” group (marked Yellow on the map), such as Mexico, Guatemala, Colombia, Turkey, Pakistan, Morocco, etc, you need to look in what ways this country is failing to reach the minimal definition of electoral democracy. Is it political freedoms, civil-military relations, compromised elections, authoritarian leaders, lack of socio-economic development, etc…

Finally, if your country is from the “Not Free” group (marked Purple on the map), such as Russia, Iran, Saudi Arabia, Egypt, etc, you’ll need to explain us the main factors that hinder democratic progress in this country.

Your presentations should reflect a strong comprehension of the country, current debates over democracy in that country, and how they are impacted by social, economic and political aspects of globalization. What are the main democratic challenges? If the country has not yet established a minimally democratic regime, what are its prospects to achieve a democratic form of government? Finally, where do they fit in the global trend towards development and democratization?

While tackling these questions, make sure you have sufficient references to the core concepts and theoretical approaches that we cover in class regarding democracy and globalization. For a thorough analysis, a significant portion of your presentation should be allocated to the political implications of social, economic, and cultural globalization.

The keys to success in group presentations are:

- form your team & chose your presentation topic early on
- meet regularly with your team mates
- inform the professor about your progress, ask help whenever you need
- use quality resources
- practice your slide show prior to your big day!

Feel free to contact me any time. Good luck everyone!

Grading Rubric:

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<th>Criteria</th>
<th>Excellent (A)</th>
<th>Very Good (B)</th>
<th>Average (C)</th>
<th>Insufficient work for a passing grade</th>
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<tr>
<td>Content: 70%</td>
<td>*Addresses current debates on the state of democracy in Country X. *Includes comprehensive analysis of the various impacts of Globalization. *Places the country in the larger regional context. *Illustrates solid comprehension of domestic politics in Country X. *Uses high quality, up-to-date resources *Valid &amp; timely examples are used</td>
<td>*Addresses most of the current debates on democracy, but misses some. *Impact of Globalization is included, but in a limited manner *Good comprehension of domestic politics in Country X *Not all resources are of the same quality *Some examples are included</td>
<td>*Content of the presentation is very mediocre *It offers scant mentioning of Globalization. *Weak comprehension of domestic political dynamics *Most resources are non-academic *Not enough examples included</td>
<td>*Presentation is not prepared or is very poorly done *Hardly addresses the main democratic debates in Country X *Little or no mentioning of Global dynamics &amp; impact of Globalization *Poor comprehension of subject *Random internet resources, no concrete examples</td>
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<tr>
<td>Form: 30%</td>
<td>*Slides are prepared in a professional manner *Nice flow of presentation</td>
<td>*Slides are good but as compelling *Nice flow and coordination</td>
<td>*Slides have poor quality (i.e. long paragraphs with no visual aids)</td>
<td>*No presentation, or a last minute work *Lack of coordination among</td>
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Course Form #11
AAC Feb2007
SGR #3 - POLS 141 Governments of the World

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
   NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

SGR Goal ___ #1: Written Communication ___ #2: Oral Communication ___ #3: Social Sciences/Diversity ___ #4: Humanities and Arts/Diversity ___ #5: Mathematics ___ #6: Natural Sciences x Globalization

1. SGR/global Course prefix, number, and title: POLS 141 Governments of the World
2. Number of Credits: 3
3. Faculty member’s name, department, college: Evren Wiltse, History & Political Science Dept., School of Arts & Sciences
4. Department Head: April A. Brooks
   (Electronic signature indicates approval)

DOES THIS SYLLABUS CONTAIN:

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<th>DOES THIS SYLLABUS CONTAIN:</th>
<th>Y</th>
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<th>COMMENTS</th>
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<td>Course Prefix, Number Title, Credit Hours</td>
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<td>Academic Term, Year</td>
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<td>Course Meeting Time and Location</td>
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<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
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<td>Course Description: Course description here (from paperwork)</td>
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<td>Course Prerequisites: None</td>
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<td>Description of Instructional Methods</td>
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<td>Lecture, discussion, on line activities</td>
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<td>Course Requirements</td>
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<td>Various texts are used; instructors choose</td>
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<td>Course Goals see below</td>
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<td>Student Learning Outcomes (SLOs)</td>
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<td>Tentative Course Outline/Schedule</td>
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<td>How SLOs Are Assessed/Covered in Course Schedule</td>
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GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING ARE THE GOAL(S) DO THE MEASURABLE LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE

ое excellent communication & coordination among team members
* Interactive & engages with class (Q & As)
* Some engagement with classmates

* Poor communication & coordination among team members
* No Q & A with classmates

Course Form #11
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### OUTCOMES MET BY THE COURSE)*

| Goal as listed in the latest College Catalog SGR #3 | YES |
| List all SLOs for the Goal met by this course | YES |
| As a result of taking this course, students will: | |
| Students will understand the organization, potential, and diversity of the human community through study of the social sciences | YES | T Examinations W Written work D Discussion S Student Presentations |
| Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts | YES | T Examinations W Written work Discussion Student Presentations |
| Apply selected social science concepts and theories to contemporary issues | YES | T Examinations W Written work D Discussion S Student Presentations |
| Identify and explain the social or aesthetic values of different cultures | YES |
| In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following: | |
| The origin and evolution of human institutions; The allocation of human or natural resources within societies; The impact of diverse philosophical, ethical or religious views. | YES | T Examinations W Written work D Discussion S Student Presentations |
| Globalization | |
| Students will understand globalization and how it affects the human community. | YES | T Examinations W Written work D Discussion S Student Presentations |
| Students will: | |
| 1) Demonstrate a basic understanding of globalization, including outlining the benefits and cost implications of globalization. | YES | T Examinations W Written work D Discussion |
| 2) Interpret consequences of global issues through various forms of analysis | YES | T Examinations W Written work D Discussion S Student Presentations |

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

**ASSESSMENT METHODS INCLUDED TO MEASURE THE SLOs LISTED? (YES/NO)**

| Related to each Student Learning Outcome+ |
| T Examinations W Written work D Discussion S Student Presentations |

**OUTCOMES MET BY THE COURSE)**

**ASSESSMENT METHODS INCLUDED TO MEASURE THE SLOs LISTED? (YES/NO)**

**RELATED TO EACH STUDENT LEARNING OUTCOME+**

**POLS 141 Governments of the World (Dr. Wiltse)**

Course Form #11
AAC Feb2007
PART 1: Multiple Choice: Please CIRCLE the correct answer: (30 pts)

1. Historically, which social class below had been the strongest supporter of democratic rights in Europe?
   A) Bourgeoisie
   B) Clergy
   C) Aristocrats
   D) Royal families

2. According to the World Values Surveys, which advanced industrial democracy below has the highest percentage of people who state that they believe in God?
   A) Sweden
   B) Norway
   C) Italy
   D) US

3. Despite its fascist ideology and horribly discriminatory policies, why did the Hitler regime gain legitimacy and support in the eyes of most Germans?
   A) Because Germans didn’t know what Hitler was doing, they weren’t aware of the death camps.
   B) Because the Hitler regime could deliver results (better economy, jobs, increasing living standards, etc.)
   C) The society was not disturbed by the racism of the Hitler regime.
   D) They were coerced to follow the fascist party and its policies.

4. Among the royal families below, which one has real political power to rule?
   A) Norwegian royal family
   B) The British royal family
   C) The Saudi royal family
   D) The Danish royal family

5. Which country below does not have an authoritarian form of government?
   A) Brazil
   B) Islamic Republic of Iran
   C) Cuba
   D) Russian Federation

6. Which statement below is INCORRECT about Samuel Huntington and his democratic waves theory?
   A) Democracy tends to spread from one country to the next, expanding across regions.
   B) Democracy is irreversible. Once a country becomes democracy, it stays that way.
   C) Democratic waves are usually followed by reverse waves, which bring authoritarianism.
   D) The third democratic wave included Spain, Portugal, Southern Europe, as well as Latin America.

7. Which country below has the earliest and most gradual transition to democracy?
   A) US
   B) UK
   C) Canada
   D) France

8. According to Barrington Moore, why is feudalism NOT conducive to a democratic political system?
   A) It is static, unproductive, and does not generate enough surplus for vast amounts of capital accumulation
   B) Its ascriptive class divisions does not allow social mobility or egalitarian class dynamics
   C) It is a rural system, does not have the progressive class forces of urban sector (bourgeoisie + working classes)
   D) All of the above are correct

9. Which nations score the highest on both secular values and self-expression values, according to the World Values Survey?
   A) Latin American Countries
   B) Protestant European countries
   C) US, UK and the English speaking countries
   D) Confucian Asian countries

10. Which groups/nations listed below does NOT have an independent state?
    A. Armenians
    B. Persians
    C. Kurds
    D. Arabs

PART 2: Please place each country to the appropriate box according to the Freedom in the World Map of 2012. (30 pts)
PART 3: ESSAY QUESTION: (40 pts) Select only ONE of the questions below. Make sure you address ALL PARTS of the Question.

1. When we discussed the waves of democracy, international factors were mentioned among the causes of democratic transition in certain countries. Please apply this principle to the US involvement in Afghanistan. In your opinion, can the US intervention in Afghanistan bring democracy to this country? Please use historical cases to compare and contrast with the Afghan case.