

WEEK	DATE	LOCATION	TOPICS	READINGS FROM W. PHILLIPS SHIVELY'S <i>POWER & CHOICE</i>
1	7 Jan	LH-111	Introduction	Red links on the course Web site: http://people.uncw.edu/lowery/pls401/index.htm
2	12	LH-111		1. Politics: Setting the Stage 2. Modern Ideologies & Political Philosophy
	14	LH-111		SETUPS: EXERCISE 1 – HTTP://WWW.ICPSR.UMICH.EDU/SETUPS/
3	19			MARTIN LUTHER KING, JR. HOLIDAY
	21	LH-111		SETUPS: EXERCISE 2
4	26	LH-111	Quiz 1	Introduction, Ch. 1 & Ch. 2
	28	LH-111		SETUPS: EXERCISE 3
5	2 FEB	LH-111	Quiz 2	3. The Modern State 4. Policies of the State
	4	LH-111		SETUPS: EXERCISE 4
6	9	LH-111	Quiz 3	5. Economic Policy & the Political Economy of the State 6. Political Choices: The Problems of Justice & Efficiency
	11	LH-111		SETUPS: EXERCISE 5
7	16	LH-111	Quiz 4	7. Authority & Legitimacy: The State & the Citizen 8. Democracy & Autocracy
	18	LH-111		SETUPS: EXERCISE 6
8	23	LH-111	REVIEW	
	25	LH-111	MIDTERM	
9	2 Mar	LH-111	Quiz 5	9. Constitutions & the Design of Government 10. Elections 11. Political Parties
	4			SETUPS: EXERCISE 7
10	9			SPRING VACATION
	11			
11	16	LH-111	Quiz 6	12. Political Interest Groups 13. Political Movements
	18	LH-111		SETUPS: EXERCISE 8
12	23	LH-111	Quiz 7	14. Parliamentary Government 15. Presidential Government
	25	LH-111		SETUPS: EXERCISE 9
13	30	LH-111	Quiz 8	16. Bureaucracy 17. Law & the Courts
	1 APR	LH-111		SETUPS: EXERCISE 10
14	6	LH-111	Quiz 9	18. Global Politics: Politics among States (and Others)
	8	LH-111	PRESENTATIONS	
15	13	LH-111	PRESENTATIONS	
	15	LH-111	PRESENTATIONS	
16	20	LH-111	PRESENTATIONS	
	22	LH-111	PRESENTATIONS	
17	27	LH-111	PRESENTATIONS	TERM PROJECTS DUE AT 5 PM
	29	LH-111	FINAL EXAM	3:00 - 6:00 PM – [BRING YOUR “CLICKER”]

MY PHILOSOPHY OF EDUCATION

I believe that good teachers can be best recognized by two traits. First, good teachers enjoy assisting their students in mastering knowledge. Hence, good teachers invest a great deal of time and effort in designing learning experiences (assignments, lectures, discussions, quizzes, exams, etc.) that motivate and bring out the best in students. *In other words, good teachers work hard to help their students.*

Second, good teachers also recognize their obligation to uphold academic standards. They meet their responsibility to their students, academic discipline, institution, and society to verify that the students they certify have mastered appropriate knowledge and skills. Only then do the grades, credits, and degrees granted have meaning, integrity, or worth. *Hence, good teachers expect hard work from their students and do not contribute to either grade inflation or erosion of academic standards.*

These two teaching traits are not contradictory. Good teachers exhibit both traits. They do this by clearly stating requirements, stressing high standards from the very beginning of class, and not wavering from that commitment to excellence. Once it is clear what the rules are -- and that those rules will not be capriciously bent -- then the good teacher works hard to aid student efforts to achieve those high standards. But, the good teacher also expects hard work from all students. *Mastery of knowledge and valuable skills is not an easy challenge. It requires significant effort on the part of the student as well as the teacher.*

UNCW STATEMENT ON ACADEMIC EXPECTATIONS FOR STUDENTS

In choosing UNCW, you have become part of our community of scholars. We recognize that *the UNCW learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The University expects you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge.* Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. *Our faculty and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours.* <<http://www.uncw.edu/uc/about-expectations.htm>>

STUDY HINTS

For this course, you are expected to complete the reading assignments (listed on the previous page) *before the class meets*. Learning experts suggest five ways to improve your study habits:

1) Budget your time

- A standard rule of thumb is 2 hours of study outside the classroom for each course credit hour.
- Notice that, if you are taking a normal full-time course load of 15 credit hours, you should budget a minimum of 30 study hours per week.
- Hence, your minimum class and study time together will total 45 hours per week -- easily the equivalent of a full-time (40 hour/week) job.

2) Maximize your learning efficiency

- Find a quiet location with no distractions.
- Find your best time of day for study. Research indicates that most adults are more efficient in the morning.
- Break up your study sessions. After 40 or 50 minutes, take a 5- or 10- minute break.

3) Read and listen critically

- Make marginal notes to yourself in the text and on the chapter outline that you printed from the course website.
- Be an active participant in class. Ask questions about anything that is not clear to you or that you disagree with.

4) Read and review daily

- Don't wait until the last day or weekend before an exam to try to cram.
- Read each chapter ahead of class discussion.
- Review your class notes and textbook notations after every class.

5) Recruit other students into a study group

- Compare study notes.
- Quiz each other on facts, concepts, and theories covered in your reading assignments.