



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER (CMO)
No. 51
Series of 2017

**SUBJECT : POLICIES AND STANDARDS FOR THE BACHELOR OF
ARTS IN POLITICAL SCIENCE (BA PoS) PROGRAM**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," and by the virtue of the Commission en banc Resolution No. 231-2017 dated March 28, 2017, and for the purpose of making relevant the general principles and guidelines for the operation of Bachelor of Arts in Political Science program in all Higher Education Institutions (HEIs) in the country, this set of policies and standards is hereby adopted and promulgated by this Commission.

**ARTICLE I
INTRODUCTION**

Section 1. Rationale

The rationale for adopting Competency-Based Learning Standards stems from the changing realities spurred by globalization. As specified under the CHED Memorandum Order (CMO) No. 46 series of 2012, otherwise known as Policy-Standard to Enhance Quality Assurance (QA) in the Philippine Higher Education Through an Outcomes-Based and Typology-Based QA, it underscores the shift in contemporary international education to lifelong learning, and from the concept of education as the transmission of expert knowledge to education as building learner competencies including learning how to learn. Thus the goal of lifelong learning has focused on "retraining and learning new skills/competencies that would enable individuals to cope with the demands of a rapidly changing workplace" and a complex, interdependent world.

Specifically, CHED strongly advocates a shift from a teaching- or instruction-centered paradigm in higher education to one that is learner- or student-centered, within a lifelong learning framework. The learner- or student-centered paradigm shifts from a more input-oriented curricular design based on the description of course content, to outcomes-based education in which the course content is developed in terms of learning outcomes. In this paradigm, students are made aware of what they ought to know, understand and be able to do after completing a unit of study. Teaching and assessment are subsequently geared towards the acquisition of appropriate knowledge and skills and the building of student competencies.

On the other hand, teachers remain crucial to the learning process as catalyst and facilitators of learning. Learning environment such as laboratories, facilities, libraries, etc. shape the learning experience of students and are deemed important since the process will enable the development and assessment of student learning competencies. The development and acquisition of the target learning competencies is the expected outcome of each academic program.

Section 2. Background on Globalization and Internationalization

An undergraduate degree in Political Science must constantly keep abreast with changes in the discipline's content, theory, and methodology and must also root itself in the constant changes in the national and global political landscape.

ARTICLE II AUTHORITY TO OPERATE

Section 3. Government Recognition

All private higher education institutions (PHEIs) intending to offer the Bachelor of Arts in Political Science must first secure proper authority from the Commission in accordance with this PSG. All PHEIs with existing BA PoS program are required to shift to an outcomes-based approach based on this PSG. State universities and colleges (SUCs), and local universities and colleges (LUCs) should likewise strictly adhere to the provisions of these policies and standards.

This CMO shall serve as a guide and standard for the establishment/transformation of the current Bachelor of Arts in Political Science (BA PoS) curriculum towards a learner or student-centered approach. Each higher education institution (HEI) shall be given ample space to innovate on the curriculum in line with their assessment of how best to achieve the set of learning outcomes in their particular contexts and their respective missions. The main objective for each of the HEIs is the achievement of learning outcomes through different strategies.

Graduates of the program can engage in teaching, research, government and foreign service, social development, risk analysis, political and policy analysis, public information, legal work, grant writing, and advanced studies in the social sciences and law.

ARTICLE III GENERAL PROVISIONS

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirements and the specific professional courses



Section 4. The sections that follow set minimum standards and other requirements and prescriptions that all HEIs must adopt. These standards are expressed as a minimum set of desired program outcomes. The curriculum is designed to meet those outcomes. The number of units is prescribed as the “minimum unit requirement” pursuant to Section 13 of RA 7722 (Higher Education Act of 1994). In designing the curricula, what is employed is a curriculum map.

Using an outcomes-based approach, appropriate curriculum delivery methods are also determined. Based on the curriculum and the means of their delivery, the physical resource requirements for the library, laboratories and other facilities and the human resource requirements in terms of administration and faculty are also proposed.

In recognition of the HEIs' vision, mission and contexts under which they operate, the HEIs may design curricula suited to their own needs. However, the HEIs must demonstrate that these curricula lead to the attainment of the required minimum set of outcomes. In the same vein, they have latitude in terms of curriculum delivery and in specifying and deploying human and physical resources as long as they attain the program outcomes and satisfy program educational objectives.

The HEIs can use the CHED Implementation Handbook for Outcomes-Based Education (OBE) and the Institutional Sustainability Assessment (ISA) as a guide.

ARTICLE IV DEFINITION OF TERMS

- a. **Competency** - is a statement of a set of related knowledge, attitudes and skills required to successfully perform a task that supports the desired program outcomes through a course or series of courses.
- b. **Course Outcomes** – the knowledge, values and skills all learners are expected to demonstrate at the end of a course.
- c. **Learning Outcomes** – outcomes of a specific lesson supporting the course outcomes.
- d. **Outcomes-based assessment** – indicators of the students' demonstration of their learning with agreed-upon and explicit criteria for assessing each outcome.
- e. **Outcomes-based assessment** – an approach that focuses and organizes the educational system.
- f. **Outcomes-based teaching and learning** – the constructive alignment of intended learning outcomes with essential content, appropriate learner-centered activities and outcomes-based assessment.
- g. **Program outcomes** – the knowledge, values and skills all learners are expected to demonstrate at the time of graduation.



ARTICLE V PROGRAM SPECIFICATION

Section 5. Degree Name

The degree program herein shall be called **Bachelor of Arts in Political Science (BA PoS)**.

Section 6. Program Description

6.1 Program Outcomes

The program outcomes reflect the set of competencies and values the learners will be able to demonstrate at the time of graduation from the BA PoS program. The program outcomes shall flow from the respective mission/vision and graduate attributes of the higher education institutions and shall translate into the level of course outcome and learning outcomes (lesson/topic level). The program outcomes are achieved through a more detailed list of identified core competencies expressed as behaviors that can be observed and assessed. The competencies are a collection of related knowledge, attitude and skills required to successfully perform tasks that support the desired program outcomes of a course or series of courses.

These standards merely provide the core outcomes for the BA PoS program. Each institution shall be given the flexibility to design its own set of program outcomes depending on their thrusts, niches and strengths. There can also be institutional type-dependent outcomes. The focus of each institution can vary according to its dominant mission which may find expression in extensive research, professional training or relevant outreach/extension work.

On the other hand, the Commission in consultation with relevant stakeholders shall ensure that the core outcomes are responsive to the needs of the sector it serves. These outcomes are derived from a combination of both national and benchmarked standards such as the Philippine-Qualifications Framework (PQF), the CMO 46 series of 2012, and similar programs in the Asia-Pacific Region and other regions of the world in terms of quality standards.

The American Political Science Association, the first association of political scientists to distinguish the discipline from others, defines **Political Science as the study of governments, public policies and political behavior, using both humanistic and scientific perspectives and skills to examine all countries and regions of the world.** From this definition, it is important to emphasize that the discipline deals with a rather broad spectrum of concerns, understanding the links between the individual (micro) and the institutional (macro), and the connections between the national and global structures of policy making and politics. Political Science scholars, national professional associations with their distinctive traditions and interests, and scholarly outputs have also been growing in number throughout the world, as evidenced by the growing membership and activities reported by the International Political Science Association.



While the undergraduate program must conform to the minimum requirements set forth, Higher Educational Institutions (HEIs) that offer the program are given the latitude to add courses that are deemed necessary to allow the students a deeper exploration and understanding of the various fields in the discipline and equip them with the competencies necessary to assess and respond to a myriad of political concerns and problems that require particular policies, programs or in general, political action.

Program Outcomes:

Students in the discipline must exhibit the following competencies at the end of the undergraduate program. Graduates should be able to:

- a. compare, contrast and classify the major concepts in the discipline
- b. recognize and define the distinctiveness of the discipline, its sub-fields, theories and methods
- c. design and execute research inquiries using appropriate quantitative and qualitative methods guided by theories or conceptual frameworks
- d. demonstrate written, visual and oral presentation skills to produce and present analytical reports
- e. critique, judge and respond to current issues and problems based on a substantive understanding of the historical and contemporary developments in the national and global contexts
- f. develop a predisposition towards ethical political involvement and practice in various forms and on different levels of engagement

6.2 Competencies

To achieve the set program outcomes, the following core competencies are hereby identified:

Competencies	Details
Knowledge	1) articulate and deploy major concepts in the discipline 2) recognize and define the field, distinguish its sub-fields, theories and methods
Skills and Abilities	1) design and execute research inquiries using appropriate quantitative and qualitative methods guided by theories or conceptual frameworks 2) demonstrate written, visual and oral presentation skills to produce and present analytical reports 3) critique, judge and respond to current issues and problems based on a substantive understanding of the historical and contemporary developments in the national and global contexts
Attitude/Values	1) manifest a predisposition towards ethical political involvement and practice in various forms and on different levels of engagement



ARTICLE V CURRICULUM

Section 7. Curriculum Description

The institutions shall be given the flexibility to design their own curriculum based on the defined program outcomes and identified competencies.

Ideally, the Outcomes-Based/Competency-Based learning approach shall give flexibility to the institutions in the selection of courses. During the transition phase of moving towards student-/learner-centered approaches, the following common courses are provided below for the guidance of the departments.

Section 8. General Education, Major and Elective Courses

The curriculum for the program includes a set of general education courses, a defined set of major courses that the students are required to take courses in specific fields of the discipline that the student may wish to focus on, and elective courses taken from other social science or related degree programs.

The general education courses essentially prepare the students for the study of Political Science, refining their knowledge of the humanities, developing their reading and language proficiency, and providing requisite quantitative competencies.

Other Electives (in any discipline)

Section 9. Sample Curriculum

9.1 Components

Bachelor of Arts in Political Science

COURSES		UNITS
General Education	Shall follow the GEC-A requirements for the General Education Component: CMO 20 s 2013	36
Major Courses	Fundamentals of Political Science Introduction to Philippine Politics and Governance Philippine Public Administration Politics and Governance in Southeast Asia Introduction to Political Theory Introduction to Comparative Politics Introduction to International Relations Introduction to Political Analysis and Research Qualitative and Quantitative Analysis of Political Data Research or Practicum in Political Science	30
Political Science Electives		12
Other Electives		12
P.E		8
NSTP		6
Total		104



9.2 Sample Program of Study

This sample curriculum gives space for additional courses that will support student training and development goals. HEIs could offer courses that support their mission-vision based on typology (as professional institutions, colleges, or universities) as well as additional courses in line with the varied interests of students.

FRESHMAN YEAR			
First Semester		Second Semester	
Purposive Communication	3	Mathematics in the Modern World	3
Understanding the Self	3	Readings in Philippine History	3
Rizal	3	Art Appreciation	3
Fundamentals of Political Science	3	Introduction to Philippine Politics and Governance	3
Physical Education 1	2	Physical Education 2	2
	14		14
SECOND YEAR			
First Semester		Second Semester	
The Contemporary World	3	Science, Technology and Society	3
Ethics	3	Introduction to Political Theory	3
Introduction to Political Analysis and Research	3	Qualitative and Quantitative Analysis of Political Data	3
NSTP 1	3	NSTP 2	3
Physical Education 3	2	Physical Education 4	2
	14		14
THIRD YEAR			
First Semester		Second Semester	
Introduction to Comparative Politics	3	Introduction to International Relations	3
Philippine Public Administration	3	Politics and Governance in Southeast Asia	3
Interdisciplinary Elective 1	3	Interdisciplinary Elective 2	3
Political Science Elective	3	Political Science Elective	3
Free elective	3	Free elective	3
	15		15
FOURTH YEAR			
First Semester		Second Semester	
Interdisciplinary Elective 3	3	Political Science Elective	3
Political Science Elective	3	Free elective	3
Research or Practicum in Political Science	3	Free elective	3
	9		9



Section 10. Sample Curriculum Map

Courses	a	b	c	d	e	f
Fundamentals of Political Science	L	L	O	P	O	L
Introduction to Philippine Politics and Governance	L	O	O	P	L	L
Philippine Public Administration	L	L	O	P	L	L
Politics and Governance in Southeast Asia	L	L	O	P	L	O
Introduction to Political Theory	L	L	O	P	O	L
Introduction to Comparative Politics	L	L	O	P	L	O
Introduction to International Relations	L	L	O	P	L	O
Introduction to Political Analysis and Research	L	L	L	P	O	O
Qualitative and Quantitative Analysis of Political Data	L	L	L	L	P	O
Research or Practicum in Political Science	L	O	P	P	P	P

Section 11. Sample Means of Curriculum Delivery

The BA Political Science department can employ a range of instructional methods that are particularly suited to the field:

- Use of a variety of appropriate teaching/learning methods and strategies based on learning objectives, learner characteristics, time requirements, involvement of communities, organizational dynamics, needs, and policies, available resources and instructional setting
- Selection of relevant topics and issues
- Samples of instructional methods well suited to the study of politics and governance:
 - active learning methods/cooperative learning
 - hands-on/participant observation and discovery
 - Theory-driven inquiry
 - community-based action research and problem solving
 - issue investigation
 - service learning
 - simulations and models
 - case studies
 - project-based learning
 - problem-based learning

Section 12. Sample Syllabi (Please see Annex A)

ARTICLE VI REQUIRED RESOURCES

Section 13. Program Administration

a. Dean and Department Head

The Dean of the College where the BA PoS program is offered should possess a doctorate degree in a social science discipline.



The head (chairperson, coordinator) of the division/department/unit offering the BA PoS program must have at least a master's degree in Political Science.

b. Faculty Qualifications

Full-time faculty members must have the following qualifications:

- Prior teaching experience at the tertiary level that may be waived for those who have a graduate degree
- A degree (BA, MA, Ph.D.) in the discipline of Political Science or its fields (e.g., International Relations/Studies, Political Economy, Public Administration/Policy, Government, Development Studies, etc.)

c. Percentage of Full-time faculty

There should be a minimum of five (5) full time faculty members, with at least two (2) having a Master's degree in the discipline of Political Science. The law degree (e.g., LIB, J.D.) is not equivalent to an advanced degree in the discipline.

d. Teaching Load

The teaching load of full-time faculty shall comply with CHED standards.

Section 14. Library

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for general education, major and elective courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the BA Political Science program.

Section 15. Facilities and Equipment

15.1. Classroom Requirements

For lecture classes, the ideal size is 30. Special lectures with class size of more than 30 may be allowed as long as the attendant facilities are provided.

15.2. Laboratory requirements

- a. For courses that require the use of a computer, a 1:1 computer-student ratio is required.
- b. There should be a separate instructional computer laboratory for the methods course (to learn social science statistics), with internet access.



Section 16. Admission and retention

Students must pass ALL their Political Science courses to remain in the program. Transferees from other schools or programs will only be admitted if their previous GPA is 2.5. or better for Political Science courses.

ARTICLE VII COMPLIANCE OF HEIs

Using the CHED Implementation Handbook for OBE and ISA as reference, an HEI shall develop the following items which will be submitted to CHED when they apply for a permit for a new program:

Section 17. A complete set of **program outcomes**, including its proposed additional program outcomes.

Section 18. Its proposed **curriculum** and its justification including a **curriculum map**.

Section 19. Proposed **performance indicators** for each outcome. Proposed monitoring and evaluation system for the level of attainment of each indicator.

Section 20. Proposed **outcomes-based syllabus** for each course.

Section 21. Proposed system of **program assessment and evaluation**.

Section 22. Proposed system of **Continuous Quality Improvement (CQI)** for the program.

For existing programs, the CHED shall conduct regular monitoring and evaluation on the compliance of HEIs to this PSG using an outcomes-based assessment instrument.

ARTICLE VIII TRANSITORY, REPEALING and EFFECTIVITY PROVISIONS

Section 23. Transitory Provision

All private HEIs, state universities and colleges (SUCs) and local universities and colleges (LUCs) with existing authorization to operate the Bachelor of Arts in Political Science program are hereby given a period of **three (3) years** from the effectivity thereof to fully comply with all the requirements in this CMO. However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2018-2019.

Section 24. Repealing Clause

All pertinent policies, rules and regulations or parts thereof that are inconsistent with the provision of this CMO are hereby repealed and/or modified accordingly.



Section 25. Effectivity Clause

This CMO shall take effect fifteen (15) days after its publication in the Official Gazette, or in two (2) newspapers of national circulation. This CMO shall be implemented beginning Academic Year 2018-19.

Quezon City, Philippines May 31, 2017.

For the Commission:



PATRICIA B. LICUANAN, PH.D.
Chairperson

Attachment:

Annex A – Sample Syllabi



**ANNEX A
SAMPLE SYLLABUS
INTRODUCTION TO POLITICAL THEORY**

A. Course Description

The course is basically an introduction to the subfield of political theory. It aims to examine how the political thinkers from western antiquity to early modern era focusing on their complex concepts, approaches, claims, issues, and nuances have structured the contemporary framing of and debates on the 'political'. The discussions in this course are structured to allow students to have a basic and critical understanding of the various issues and controversies that are discussed by political thinkers today.

B. Course Objectives

At the end of the semester, the students are expected to accomplish the following:

A. Knowledge Level

1. To know the rigors of the subfield of political theory.
2. To be familiar with those main political thinkers and their theories which constitute the 'Canon' of political theory.
3. To learn how to frame and problematize political issues and controversies.

B. Skill Level

1. To have the ability to understand and appreciate theoretical and philosophical discussions from books, texts, or articles on political theory.
2. To have the aptitude to identify and appreciate concepts, approaches, claims, issues and nuances in political theory.
3. To have the capacity to frame questions on and write papers about the evolution of political theorizing.

C. Attitude Level

1. To be mindful of the importance and relevance of the historical evolution of political theorizing.
2. To be aware of the various political issues across time that shaped the subdiscipline of political theory.
3. To be a proactive individual particularly at the ideational level of any political engagement.

D. Course Outline

The course is structured into six specific topics which include readings on political theory as political philosophy, the capturing of the political, emergence of the public space, the birth of the nation-state, sovereign state and the great revolutions. These topics cover the discussion on the underpinnings of political theory; the initial conceptualization of the political; the grand spatialization of politics; originary particularization of politics, justification of political power in the state; initial radicalization of the political.



E. Assigned Readings

Topic	Agenda	Readings
	Course Overview	Course Syllabus
1	Political Theory as Political Philosophy	Oakshoot, M. (2004) What is Political Theory? In M. Oakshoot, L. O'Sullivan (Ed.) <i>What is History? And other Essays</i> (pp. 391-402) Imprint Academic (Original work published in 1973). Sabine, G. (1939) What is Political Theory? <i>The Journal of Politics</i> 1 (1), 1-16. Strauss, L. (1942) What can we Learn from Political Theory? <i>The Review of Politics</i> 69 (2007), 515-529.
2	Ancient Greeks and the Early Roman Republic: The Capturing of the Political	Aristotle, (1985) <i>The Politics</i> . In C. Lord (Trans.). Chicago: University of Chicago Press. (Original work published in 350 B.C.) Plato (1968) <i>The Republic of Plato</i> . In A. Bloom (Trans.). Basic Books. (Original work published in 380 B.C.) Cicero, M. (1961) <i>De Re Publica, De Legibus</i> . C. Keyes (Trans.) London: W. Heinemann. (Original work published in 54 B.C.)
3	Medieval Period: Christianity's Public Space	St. Augustine of Hippo (1998) <i>City of God Against the Pagans</i> . In R.W. Dyson (Ed. and Trans.) Cambridge: Cambridge University Press. (Original work published in 426 A.D.). St. Thomas Aquinas (2002) <i>On Law, Morality and Politics</i> . R. Regan (Trans.) & W. Baumgarth & R. Regan (Eds.). Indiana: Hackett Publishing Company. (Original work published in 1485). St. Thomas More (1964) <i>Utopia</i> . In E. Surtz (Ed.). New Haven: Yale University Press. (Original work published in 1516).
4	Early Modern Era: Birth of the Nation- State	Machiavelli, N. (1996) <i>Discourses on Livy</i> . Chicago: University of Chicago Press. (Original work published in 1513). Machiavelli, N. (2000) <i>The Prince</i> . In Q. Skinner & R. Price (Eds.). Cambridge: Cambridge University of Press. (Original work published in 1532).



5	Modern Era: Sovereign State	Hobbes, T. (1996) <i>Leviathan</i> . R. Tuck (Ed.) Cambridge: Cambridge University Press. (Original work published in 1651).
		Locke, J. (1967) <i>Two Treatises of Government</i> . In P. Laslett (Ed.) Cambridge: Cambridge University Press (Original work published in 1699).
		Rousseau, J. (1994) <i>Discourse on the Origin of Inequality</i> . In F. Philip (Trans.) & P. Coleman (Ed.) Oxford: Oxford University Press. (Original work published in 1755).
6	In Transition: The Great Revolutions	Burke, E. (1910) <i>Reflections on the French Revolution</i> . London: J.M.Dent. (Original work published in 1790).
		Paine, T. (1992) <i>The Rights of Man</i> . G. Claeuys (Ed.) Indianapolis: Hackett. (Original work published in 1791).

Tocqueville, A. (1994) *Democracy in America*.
A. Ryan (Ed.). London: David Campbell.
(Original work published in 1838).

F. Recommended Readings

Topic	About	Readings
1	History of the subdiscipline of Political Theory.	Farr, J. (2008) <i>The History of Political Thought as Disciplinary Genre</i> . In J. Dryzek, B. Honig, & A. Phillips (Eds.) <i>The Oxford Handbook of Political Theory</i> (pp. 225- 242) Oxford: Oxford University Press.
2	Socrates and the Greek political thought.	Nichols, M. (1987) <i>Socrates and the Political Community: An Ancient Debate</i> . Albany: State University of New York Press.
3	Understanding the Medieval political thinking.	Canning, J. (1996) <i>A History of Medieval Political Thought, 300-1450</i> . London: Routledge.
4	Machiavelli and the Italian City- States.	Pocock, J. (1997) <i>The Machiavellian Movement: Florentine Political Thought and the Atlantic Republic Tradition</i> . Princeton: Princeton University Press.
5	The Nexus	Rapaczynski, A. (1987) <i>Nature and Politics:</i>



	between	<i>Liberalism in the Philosophies of Hobbes, Locke</i>
	Liberalism and	<i>and Rousseau</i> . Ithaca: Cornell University Press.
	Sovereignty	
6	The Politics in	Arendt, H. (1965) <i>On Revolution</i> . London: Penguin Group.
	Revolutions	
		Ball, T. (1995) <i>Reappraising Political Theory: Revisionist Studies in the History of Political Thought</i> . Oxford: Clarendon Press.
		Sabine, G. (1973) <i>A History of Political Theory</i> . Hinsdale, Illinois: Dryden Press.

Strauss, L & Cropsey, J. (1987) *History of Political Philosophy*. Chicago: University of Chicago Press.

G. Course Requirements

Class Participation	40%
Quizzes	30%
Graded Recitation	10%
Group	
Presentation	30%
Final Paper	30%
	100%

I. Class Participation (40%)

For the class participation, each student must always come to class prepared for the assigned readings and discussions on the issues of the day. This course heavily draws on the reading materials. The readings are the primary source of students to fully grasp the basic understanding of the topic to be discussed in class. Lectures and lecture notes are secondary only. Students are discouraged to rely on these secondary sources (listening in class and using lecture notes) to pass the course.

Aside from the assigned readings for the week, students must also keep themselves abreast of the current political developments. Each student is required to read the daily newspapers and watch the televised news reports. Current events will be useful in furthering students' understanding of the topics through the familiarization and application (through an engaged discussion with other people) of those ideas, claims and arguments discussed in class. They are also helpful in answering bonus questions and writing papers (see discussion below).

Quizzes. At the end of each topic, there will be a 50-point (25 items—two points each or 3 items—1-ten points and 2-twenty points) QUIZ to test the level of understanding of each student on the assigned readings and current events (the quiz may also be taken as a take-home exam type). In addition to lectures and lecture notes, mistakes in the quizzes are also considered as secondary source of knowledge in this course. Students are therefore encouraged to take note of and to learn from their mistakes in the quiz.



Graded Recitation. The graded recitation, on the other hand, encourages students to be critical in class through papers and other writing assignments. Recitation papers (think piece) will be used to gauge one's critical take on or understanding of the topic to be discussed (or that was discussed) in class.

BONUS POINTS: Each quiz usually has a bonus question worth five (5) points. Depending on the professor's specific conditions, students may also receive bonus points in the quiz for attending non-compulsory fora, lectures, etc.

II. Group Presentation (30%)

The group presentation allows students to have a first-hand experience of what political theorizing means today by giving them the opportunity to think about and act upon an intriguing or controversial issue of their choice based on the assigned topics covered by the course. The students will be grouped according to topics and will be asked to organize a panel discussion. Before the start of the class discussion of the topic, the group will make an oral presentation about their issue on the assigned topic for them.

1. The output is a group effort to come up with an issue that aims to further or deepen the discussion of a topic. With regard to the specifications, the class should strictly follow the detailed directions below:
 - a) During the first day, the **class shall be divided into four groups**. Each group should **choose their class project leader**. The class leader will be responsible in leading the group in conceptualizing the project, assigning the tasks, coordinating with the professor of the details of the class project and giving marks for the 30% of the class project grade (the 70% will come from the professor).
 - b) Second week of the semester, the group leaders should submit in a bond paper (A4 / 0.9 inch margin for the bottom side; 1 inch margin for the top, left and right sides / Times New Roman - 12 Font/ 1.5 spacing) **a basic proposal** which includes the tentative issue or controversy to be addressed by the group. The list should include at least three (3) issues or controversies with concise rationales, objectives, and tentative discussion outlines.
 - c) Upon receiving the approval from the professor, the group leaders are required to submit (same format above) **a full-blown proposal and bibliography** of books, journals and other materials that will be used in the preliminary output of the class. The proposal should include a brief introduction (what the presentation is all about), issue or problem (why is it a problem?), hypothesis (how can it be addressed?), theoretical and analytical frameworks (how does your system of ideas, claims or conjectures operate?) and significance (who benefit/s?). The bibliography—*American Psychological Association* (APA) Style—should have at least 10 materials. The second half of the initial output should indicate the outline of the discussion (what are the important questions raised regarding the topic? What are the important claims? Etc.) The proposal should be clear enough to convey the very points of the group regarding the topic.



- d) The framing of the discussions of the class project should also include the political, academic, and personal experiences.
2. Using the readings of the assigned topic, the group should present a discussion about the topic assigned to them. The discussion should be able to convey or focus on the main points of the group about the topic assigned to them: issue, claims, reasons why the group chose the issue, theoretical insights and practical insights. The presentation may be a debate, dialogue, reporting, talk, etc.
3. The class project will make up the 30% grade of each student. The criteria for grading the class project are as follows:
- | | | |
|-------------------------|-------|---|
| a. Punctuality | 10% | (submitting on time) |
| b. Planning Stage | 15% | (conceptualizing the issue or controversy; formulating goals or objective in addressing the problem; identifying the scope and limitations; and, presenting the general plan of action) |
| c. Pre-execution Stage | 15% | (detailed account of the plan of action) |
| d. Implementation Stage | 45% | (realization of the plan of action or ability to present a strong argument) |
| e. Assessment | 15% | (ability to send the message to and receive feedback from the audience) |
| | <hr/> | 100% |

III. Final Paper (30%)

The final paper aims to allow the students to engage the 'history' of political theory by interrogating and problematizing the claims and insights of those political theorists discussed throughout the semester. The paper is a research paper (A4/ 20-25 pages / 0.9 inch margin for the bottom side; 1 inch margin for the top, left and right sides / Times New Roman – Size 12/ double-spaced) that critically discusses a theoretical issue (either global, domestic, personal, etc.) to be chosen by a student (students are encouraged to use their group project as the basis of the topic of the research paper).

In the final paper, the student will be asked to think about and discuss a particular theoretical issue that can be used to interrogate or problematize the claims and insights of canonical political thinkers. The chosen issue should critically engage the claims and insights of those political theorists discussed throughout the semester by discussing the following: a.) the particular political theory chosen by the student; b.) location of the theory the discursive history of political theorizing; c.) the problem/controversy/gap of that theory; d.) the new framing or 'thinking' that is offered by the student; e.) possible connection and link or the new framing or 'thinking' that is being offered by the student to the existing canonical texts in political theory.



The students are encouraged to consult with the instructor (starting second week of the semester) to discuss the tentative issue, thinkers, existing claims, and about how to approach and proceed with the research paper.

The research paper is due during the final examination week.

G. Grading System*

A	92-100
B+	87-91
B	83-86
C+	79-82
C	75-78
D	70-74
F	69-BELOW

*No rounding-off

H. Classroom Policies:

General Policies:

At the start of the semester, each student has the right to be oriented about the course syllabus. Students are free to give suggestions about the items in the syllabus. Once approved by the class, all that is written in the syllabus must be strictly observed. **Any questions about the course should be directed first to the syllabus.** Lastly, as long as it does not go against the policies of the university, the syllabus should always be in favor of the students.

Policies for the Students:

- 1) During the first week, the class should assign a 'class beadle'. The class beadle is responsible in coordinating with the professor regarding class announcements and other communications. He/she will make sure that all lights are turned off and blackboard is cleaned at the end of every meeting. Also, he/she will help the professor in making sure that all students will have the copy of the required readings for each topic. Lastly, he/she will represent the class on all issues related to the course.
- 2) The class should have a Facebook group account. All announcements and other important matters (e.g. uploading questionnaires for take-home quizzes, papers; announcement regarding schedules; class standing updates, etc.) shall be made through our Facebook group account.
- 3) Some of the readings (in Pdf form) are uploaded in the Rizal Library E-Reserve (username: aaguirre / password: aguirre_a). Readings that are not in the E-Reserve are found in the Rizal Library (Reserve section under 'Aguirre – PoS 162').
- 4) Class attendance will be checked at the second bell. Students who will arrive after the second bell are considered late. Upon entering the classroom, the late student should make sure that the professor is informed about his/her tardiness (to be marked as 'late', instead of an 'absent', in the class attendance). The professor will always rely on his class record when it comes to class attendance. Three (3) tardies will be recorded as one cut. A student who incurs more than six (6) cuts will automatically get a W grade (or be considered as dropped). Only Dean's Listers are entitled to unlimited number of cuts.



- 5) Any student who fails to attend the class should see the professor with a Medical Certificate and/or a Letter from a Guardian. Failure to bring any of these will automatically extinguish the appeal to be excused from class.
- 6) An excused cut only entitles a student to request a make-up exam or brief lecture from the professor. An excused cut is still a cut.
- 7) Each student is encouraged to participate every meeting. Everyone is invited to air his or her views or understanding about the subject matter discussed in class.
- 8) Students are expected to bring the class syllabus and assigned readings every meeting. Students not having any of these materials in class will be marked absent.
- 9) Students are expected to be attentive always in class. A student who is caught doing something (i.e., reading books or journal articles from other subjects, browsing the net, making unnecessary noise in class, etc.) that is NOT related to the course will be marked absent.
- 10) Each student should get his or her own quiz notebook (blue book) for the semester. Failure to bring his or her blue book on quiz day will automatically get a ten-point deduction (in the quiz).
- 11) During the quiz and final examination, all things should be in front of the classroom.
- 12) Each student should refrain from using his or her cellphone or other entertainment/communication devices while in class. Laptops or any electronic devices used for taking down notes are allowed inside the classroom.
- 13) Any form of academic dishonesty will be dealt accordingly (see the pertinent rules on the Ateneo Student Handbook; 2010 Ateneo Code of Academic Integrity; Ateneo Magna Carta of Student Rights). Any student who is suspected to have committed cheating will be requested to see the professor in the Department. The student will be given the chance to air his or her side.
- 14) Students should always treat their professor and classmates with courtesy and respect.
- 15) Each student should avoid going out of the room during class hours.
- 16) Food and drinks are allowed inside the classroom. Provided that he/she will clean his/her desk after class.

Policies for the Professor:

- 1) The professor must always be present every meeting. He will inform the class (through the e-group or class beadle) if he will be late or absent for the day.
- 2) At the start of every meeting, the professor is expected to give a brief commentary on the current events.
- 3) The professor should try his best to return the quiz notebook (blue book) or take home exams a week before the next quiz. He should inform the students of the correct answers for the quiz. Any questions, clarifications or comments about the quiz should be communicated to the professor either by seeing him personally after the class or writing him by email or through the class beadle. Failure to do so, within that day, automatically extinguishes his/her right to inform the professor about his or her questions, clarifications or comments regarding the quiz.
- 4) The professor should inform the class about the coverage of the quiz.
- 5) The professor's lecture notes will only be uploaded (in the class e-group account) a day before the quiz.



- 6) The professor should always make sure that he is available for consultation. The students' right to consult with the professor should be respected at all times. Students may also request for a tutorial session depending on the schedule or availability of the professor.
- 7) The professor is required to post an update of the class standing in the e-group.
- 8) The professor should inform each student about his or her class standing (upon request). Any student who starts to exhibit poor performance in class (quizzes, etc.) will be informed immediately.
- 9) The professor is discouraged to go out of the room during class hours.



**ANNEX A
SAMPLE SYLLABUS
FUNDAMENTALS OF POLITICAL SCIENCE**

Course Description

The course is an introduction to the scope and methods of political science. It provides an understanding of the central concepts that deal with the nature of politics and the parameters of political analysis; the various analytical and theoretical frameworks and approaches that deal with how politics is studied and how political understanding is acquired; the wide range of methodologies used in the systematic analysis of politics; as well as the core theoretical and methodological questions and issues in the discipline.

Expected Learning Outcomes

At the end of the semester, the student should be able to:

Knowledge

- Explain, and critique the concepts, theories, approaches, and subfields of Political Science
- Differentiate, and appraise the relevance, contribution, and utility of the different theoretical approaches and methodologies used in the study of Politics

Skills

- Show dexterity in using the approaches and analytical perspectives of Political Science in examining contemporary social issues and/or problems
- Compose analyses of the strengths, weaknesses, and contributions to the field of the approaches and analytical perspectives in the study of Politics

Attitudes

- Acknowledge the complex nature of Political Science as an academic field
- Defend the significance of Political Science as a distinct way of comprehending society.

Course Outline and Texts¹

I. Critical thinking about politics

a. The “political” and “science” in political science

“What’s ‘Political’ About Political Science?”, in Colin Hay, *Political Analysis: A Critical Introduction*. Houndmills, Basingstoke, Hampshire: Palgrave, 2002.

Leftwich, Adrian. “Thinking Politically: On the politics of Politics”, in Adrian Leftwich, ed., *What is Politics: The Activity and its Study*. Cambridge: Polity Press, 2011.



Teehankee, Julio C. "The Study of Politics in Southeast Asia: The Philippines in Southeast Asian Political Studies" *Philippine Political Science Journal* 35.1 (2014): 1-18.

*Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 1995, Introduction.

*Stoker, Gerry. "Designing Politics: A Neglected Justification for Political Science" *Political Studies Review* 11.2 (2013): 174-81.

b. Critical concepts

i. Power

"Divided by a Common Language? Conceptualising Power", in Colin Hay, *Political Analysis: A Critical Introduction*. Houndmills, Basingstoke, Hampshire: Palgrave, 2002.

*Farfán, José Antonio Flores and Anna Holzscheiter. "The Power of Discourse and the Discourse of Power", in Ruth Wodak, Barbara Johnstone, and Paul Kerswill, eds. *The SAGE Handbook of Sociolinguistics*. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE Publications, 2011.

ii. Modern (Nation-)State

Held, David. "Central Perspectives on the Modern State" in McLennan *et. al.*, eds. *The Idea of the Modern State*. Open University Press, 1984.

Smith, Martin J. *Power and the State*. Houndmills, Basingstoke, Hampshire: Palgrave MacMillan, 2009, chapters 4 and 12.

*"A Model of State-Society Relations", in Joel S. Migdal, *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World*. Princeton: Princeton University Press, 1998.

– First Written Exam –

II. Studying politics II: Approaches

a. Normative, Traditional/Institutional, Structural-Functional

Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 1995, Chapters 1 and 2.



Almond, Gabriel A. "A Developmental Approach to Political Systems," *World Politics* 17.2 (January 1965): 183-214.

Peters, B. Guy. *Institutional Theory in Political Science: The New Institutionalism*, 3rd ed. New York and London: The Continuum International Publishing Group, 2012, chapter 1.

*Cammack, Paul. *Capitalism and Democracy in the Third World: The Doctrine for Political Development*. London and Washington: Leicester University Press, 1997, chapter 3.

*Easton, David. *A Systems Analysis of Political Life*. Chicago: University of Chicago Press, 1979.

b. Pluralism, Elitism, Marxism

Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 1995, Chapters 11, 12, and 13.

Smith, Martin J. *Power and the State*. Houndmills, Basingstoke, Hampshire: Palgrave MacMillan, 2009, chapter 3.

*Stepan, Alfred. "Liberal-Pluralist, Classic Marxist, and 'Organic Statist' Approaches to the State," in *Arguing Comparative Politics*. Oxford: Oxford University Press, 2001.

– Second Written Exam –

III. Studying politics III: Analytical perspectives

a. Behavioralism, Rational Choice/Action Theory

Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*, 2nd ed. Houndmills, Basingstoke, Hampshire, London: Palgrave Macmillan Press Ltd, 2002, Chapters 2 and 3.

*Gunnell, John G. "The Reconstitution of Political Theory: David Easton, Behavioralism, and The Long Road to System," *Journal of the History of the Behavioral Sciences* 49.2 (Spring 2013): 190-210.

*Lewis, Orion and Sven Steinmo. "Taking Evolution Seriously in Political Science," *Theory in Biosciences* 129 (2010): 235-45.



b. New institutionalism/s

Hall, Peter A. and Rosemary C. R. Taylor. "Political Science and the Three New Institutionalisms," *Political Studies* 44.5 (1996): 936-957.

Leftwich, Adrian and Kunal Sen. "'Don't Mourn: Organize': Institutions and Organizations in the Politics and Economics of Growth and Poverty-Reduction," *Journal of International Development* 23 (2011): 319-337.

*Aspinwall, Marl D., and Gerald Schneider, "Same Menu, Separate Tables: The Institutional Turn in Political Science and the Study of European Integration," *European Journal of Political Research* 38: 1. January 2000: 1-36.

*Peters, B. Guy. *Institutional Theory in Political Science: The New Institutionalism*, 3rd ed. New York and London: The Continuum International Publishing Group, 2012, chapter 2 – 9.

c. Interpretive Theory/Discourse Theory

Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*, 2nd ed. Houndmills, Basingstoke, Hampshire, London: Palgrave Macmillan Press Ltd, 2002, Chapter 6.

Theory and Methods in Political Science. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 1995, Chapter 6.

"The Challenge of Postmodernism", in Colin Hay, *Political Analysis: A Critical Introduction*. Houndmills, Basingstoke, Hampshire: Palgrave, 2002.

"Conclusion: Critical-Political-Analytical" in Colin Hay, *Political Analysis: A Critical Introduction*. Houndmills, Basingstoke, Hampshire: Palgrave, 2002.

*Foucault, Michel. *The Archaeology of Knowledge and The Discourse on Language*. A. M. Sheridan Smith, trans. New York: Pantheon, 1972.

d. Feminism/s

Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*, 2nd ed. Houndmills, Basingstoke, Hampshire, London: Palgrave Macmillan Press Ltd, 2002, Chapter 5.

Theory and Methods in Political Science. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 1995, Chapter 5.



St. Denny, Emily. "The Personal is Political Science': Epistemological and Methodological Issues in Feminist Social Science Research on Prostitution," *Journal of International Women's Studies* 16.1 (2014): 76-90.

*Herschinger, Eva. "Political Science, Terrorism and Gender," *Historical Social Research* 39.3 (2014): 46-66.

*Veneracion-Rallonza, Ma. Lourdes. "Women's Naked Body Protests and The Performance of Resistance: Femen and Meira Paibi Protests Against Rape," *Philippine Political Science Journal* 35.2 (2014): 251-68.

e. (Post-)colonialism/s

Hall, Stuart. "When Was 'The Post-Colonial'? Thinking at the Limit", in Iain Chambers and Lidia Curti, eds. *The Post-Colonial Question: Common Skies, Divided Horizons*. London: Routledge, 1996.

Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 2005.

Yu-Jose, Lydia N. "Japan's Soft Power Viewed Through The Lens of the Philippines' Commemoration of Historical Events," *Philippine Political Science Journal* 33.2 (December 2012): 146-60.

*Rafael, Vicente L. *White Love and Other Events in Filipino History*. Quezon City: Ateneo de Manila University Press, 2000.

**"Metropolitan Dreams", in Neferti Xina M. Tadiar, *Fantasy-production: Sexual Economies and Other Philippine Consequences for the New World Order*. Quezon City: Ateneo de Manila University Press, 2004.

f. Ecologism

Heywood, Andrew. *Political Ideologies: An Introduction*, 3rd ed. Houndmills, Basingstoke, Hampshire: Palgrave MacMillan, 2003, chapter 9.

Pope Francis. *Encyclical letter "Laudato Si" of the Holy Father Francis on Care for Our Common Home*.
http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html



IV. Studying politics III: Subfields²

a. Methods: Quantitative and Qualitative

Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 1995, Chapters 7, 8.

Theory and Methods in Political Science, 2nd ed. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 2002, Chapters 11.

*Byman, Alan. "The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology?" *The British Journal of Sociology* 35.1, March 1984: 75-92.

b. Comparative Politics

Marsh, David, and Gerry Stoker, eds. *Theory and Methods in Political Science*. Houndmills, Basingstoke, Hampshire, London: Macmillan Press Ltd, 1995, Chapter 9.

c. International Relations

Jackson, Robert and Georg Sorensen. *Introduction to International Relations*. Oxford: Oxford University Press, 2003, selected chapters.

d. Global Politics

Heywood, Andrew. *Global Politics*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2011, selected chapters.

Course Requirements

Quizzes ³ , Exercises	20%
Three (3) Written Exams ⁴	60%
Course Essay ⁵	<u>20%</u>
	100%

² Additional inputs will be given by resource persons to be invited to discuss their respective subfield of interest/expertise.



Course Requirements	
Quizzes ³ , Exercises	20%
Three (3) Written Exams ⁴	60%
Course Essay ⁵	20%
	100%

Grading System⁶

A	92-100
B+	87-91
B	83-86
C+	79-82
C	75-78
D	70-74
F	69 and below

Classroom policies

- Attendance will be checked during each meeting after the second bell. Students who arrive after their names have been called twice will be marked late. The school policy on overcuts will be strictly enforced (that is, for a MWF regular semester class, the maximum number of cuts is nine (9); on the 10th cut the student will get a W). No make-up papers for quizzes or activities missed due to an unexcused absence. Excused absences include the following: hospitalization (with medical certificate), official school activity (competition, conference with letter from coach or ADAA or home department). Students included in the Dean's List, as well as those who have a cumulative QPI of 3.35 and above, have unlimited cuts.
- If the teacher is not in class at the prescribed time, the students should wait quietly inside the classroom for 10 minutes. If the teacher is still absent after this time, the students may consider themselves dismissed. However, if the class is notified, through the class beadle, of the teacher's time of arrival, the students are obliged to wait until the time designated. If the teacher fails to arrive at the appointed time, the students may consider themselves dismissed.

³ A quiz on a particular topic will be given only after the said topic is assigned or discussed in class.

⁴ A written and sit down exam of assigned readings designed to evaluate understanding of theories and concepts and to test critical analysis skills (or reasoning and argumentation skills) of students. Each exam is worth 100 points. The grade for this component will be computed by getting the total score for the three exams, dividing that score by 300 (which is the highest total possible score), and multiplying the quotient by 60 (since this component is worth 60%).

⁵ The students are required to write an essay on any of the approaches/analytical perspectives discussed in class. The students are required to analyze both the strengths and weaknesses of the approach/perspective in terms of its relevance and utility in the study of politics and to assess the approach's theoretical and methodological contribution to the discipline of political science by reviewing **at least three (3) recent texts (circa 2006 forward)** that use and/or connected to such an approach/perspective. The essay should be written on an **A4-sized paper, double-spaced, Californian FB 11, one-inch margin on all sides**, and should be **seven (7) to 10 pages in length**. The deadline of submission will be negotiated and announced in class.

⁶ The rules for rounding up grades are as follows: If the tenths digit is less than 5, the grade remains the same; if the tenths digit is greater than 5, the grade is rounded up to the nearest unit; if the tenths digit is 5 and the digit preceding it is odd, the grade remains the same; if the tenths digit is 5 and the digit preceding it is even (including zero), the grade is rounded up to the nearest unit.



3. In case classes are cancelled without prior notice (e.g., due to inclement weather), students should check their respective class's electronic mail group and/or the Department of Political Science bulletin board for any messages regarding the assignment for the next meeting.
4. Behavior that prevents or disrupts the process of learning is unacceptable. The teacher has the discretion to send a student out of the classroom for unacceptable behavior; in such a case, the student will be penalized with a cut.
5. Other policies in the Student Handbook will be enforced should the situation arise (e.g., academic dishonesty, etc.).

