

## Latin American University of Science and Technology School of International Relations

<b>Course name</b>	<b>Theory of the State</b>
<b>Course code</b>	1C2021-070088G1
<b>Credits</b>	3
<b>Entry requirements</b>	N/A
<b>Modality</b>	Virtual
<b>Nature</b>	Theoretical-practical
<b>Duration and frequency</b>	Quarter, equal to thirteen class weeks
<b>Schedule</b>	Wednesday 6:30-9:30pm
<b>Classroom/Lab</b>	MS Teams / Blackboard
<b>Instructor</b>	Dennis P. Petri, PhD <a href="mailto:dpetrix316@ulacit.ed.cr">dpetrix316@ulacit.ed.cr</a>
<b>Administrative Instructions</b>	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

### **PURPOSE OF THE COURSE**

This course allows students to develop an advisory competency for decision-making on issues of international relations, based on the interpretation and application of the State theoretical foundations, in order to grasp and improve how the international system works. With faculty guidance, students develop their argumentative and critical skills, as well as integrating declarative knowledge increasingly throughout the course, by analyzing classical texts and authors, which are pivotal to the State Theory and Politics. Likewise, through debates, students develop the ability to assess the pertinence of their peers' analysis, to the point of being able to disagree with them and the professor, while substantiating their position in a solid, complete, and logical manner. And thanks to research, they also demonstrate their critical construction ability, their peer coaching skills, and their collaborative teamwork capabilities. Thus, they evaluate critically and promote the development of the Democratic governance and Rule of Law, amidst today's challenges worldwide, and propose possible consequences of these phenomena.

## COMPETENCES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

Competences	Subcompetences	Performance criteria
<b>DISCIPLINARY COMPETENCE</b>		
Advice for decision-making on international relations issues, based on interpretation and application of the State theoretical foundations, to grasp and improve the operation of the international system.	Analyze the main conceptual theoretical developments about the State and its various forms, components, and internal dynamics.	Analysis of classical texts with peers and professor, and debating the context of such works and authors, as well as their relevance to the study of the State and Democracy. In depth discussion, with peers and professor, of texts and authors that determine the evolution and current status of State Theory and Democracy.
	Promote the development of the Democratic Governance and Rule of Law for stability and harmony in the international system.	Critical, creative, and innovative analysis of the most relevant problems for the State and democracy, through a research report presentation, identifying its main challenges internationally. Coherent and creative promotion, by means of a final essay, of new theoretical relations that will foster the strengthening of the Democratic State of Law.
Advice for decision-making on international relations issues, based on interpretation and application of the State theoretical foundations, to grasp and improve the operation of the international system.	Analyze the main conceptual theoretical developments about the State and its various forms, components, and internal dynamics.	Analysis of classical texts with peers and professor, and debating the context of such works and authors, as well as their relevance to the study of the State and Democracy. In depth discussion, with peers and professor, of texts and authors that determine the evolution and current status of State Theory and Democracy.
<b>GENERAL COMPETENCES</b>		

Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.	It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution.  Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	Choose the best option according to the context using the information from the readings in the discussions and simulations.
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.  Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.

## **PLAN OF THE LEARNING EXPERIENCE**

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

### **Topic 1. Politics and political science**

- Rationale for studying political science.
- Political Science, Law, and International Relations. Scope limits and points of convergence.
- What is Politics? The public office arena.

## **Topic 2. Political science methodology**

- A science of politics? Epistemology of politics.
- The scope and method of political science.
- Comparing the method.

## **Topic 3. The State**

- The Concept of State.
- Building the modern State.
- Building the State in Latin America.
- Contemporary development and types of State.
- The Interstate system.
- The State and regional integration.
- State Theories.

## **Topic 4. Democracy**

- Origin of the term.
- Historical development: Greece, Monarchies, the Republic, and modern Democracy.
- Immediate antecedents of modern democracy.
- Direct and representative democracy.
- Democracy and totalitarianism.

## **Topic 5. Government**

- Government and the power of the state.
- The institutional design. The political regime.
- The State and the balance of power.
- Presidentialism and parliamentarism.

## **Topic 6. Political parties and party systems.**

- Political parties and special interest groups.
- The role of Political Parties and the crisis of representation.
- Single party, bipartisan, and multiparty systems.
- Political Parties, representation, and legitimacy.

## **Topic 7. Elections and electoral systems**

- Electoral regimes and institutional design.
- Representation systems.
- The value of the vote and the procedural element of democratic legitimacy.

## **Topic 8. Internationalization and the State**

- Sovereignty
- Transnational Regulatory Instructions

## **LEARNING ENVIRONMENT**

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### **Teaching methodology**

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of “reversed classroom”, or “flipped classroom”: the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

### **Learning resources**

The course has the following educational resources to continually support the teaching-learning process:

1. Classrooms-enabled computers, projection equipment and Internet access.
2. Online education platform: Blackboard (Bb), MS Teams.
3. Document Camera.
4. Recording equipment and sound amplification.
5. Virtual Library: EBSCO, from which you can access full-text articles.
6. Clickers, wireless personal response systems.
7. Computer labs with Internet access and applications for research.
8. Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

### **Contact with the Professor**

The privileged channel of communication between the Professor and the students is the question forum that will be created on Blackboard, so that all students can benefit from the answers to the questions. For personal inquiries only, the Professor can be contacted by email. Any inquiries sent by other means, including internal Blackboard messaging, will not be addressed.

### **Bibliography**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6ta. Ed.). Washington, D. C.: APA.

- Grigsby, E. (2009) *Analyzing Politics: An Introduction to Political Science*, Cengage Advantage Books, 4th edition
- Leibfried, S., Huber, E., Lange, M., Levy, J.D., Nullmeier, F. & Stephens, J.D. (2017). *The Oxford Handbook of Transformations of the State*. United Kingdom: Oxford University Press.
- Munroe, Trevor. (2002) *An introduction to politics: lectures for first-year students*. 3rd ed. Kingston, Jamaica: Canoe Press

## EVALUATION

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The course is graded according to the following assessment chart:

Activity	Percentage
LinkedIn Learning	5%
Analysis of classic texts	30%
Class participation	10%
Discussion forums	15%
Glossary	15%
Moxie	20%
Course evaluation (CEPA)	5%
<b>Total</b>	<b>100%</b>

### **LinkedIn Learning: 5%**

As part of the educational resources for this course, students have access to the LinkedIn Learning platform. The LinkedIn Learning platform offers free access to more than 15,000 virtual courses, which not only allow the course content to be supplemented, but also offers the possibility that once the courses on the platform are completed, the student's profile is automatically updated on the platform.

For this course, students must complete a LinkedIn Learning course, which is aimed at developing the skills and competencies necessary to excel in today's job market. In addition, a learning journal should be prepared where they make a synopsis of what they have learned and a reflection on how they think they can benefit from this knowledge and skills in their professional career.

The course is: *Become a Chief of Staff with Brian Rumao* - <https://www.linkedin.com/learning/become-a-chief-of-staff-with-brian-rumao/becoming-a-chief-of-staff?u=89245946>

A short report of 500 word will be used to evaluate this learning activity.

## Classical Text Analysis: 20%

In collaborative groups, students analyze and critique 1 classical work on State Theory and Political Science. Such works and authors are the following:

1. Herman Heller. State Theory.
2. Karl Marx. The Communist Manifesto.
3. Friedrich Hayek. The Road to Serfdom.
4. Robert Dahl. Polyarchy.
5. Maurice Duverger. Influence of electoral systems on political life.
6. Gabriel Almond y Sidney Verba. Political Culture.
7. David Easton. Categories for the systematic analysis of politics.
8. Anthony Downs. The economic theory of a political action in a democracy.
9. Niklas Luhmann. Social Systems: guidelines for a general theory.
10. Giovanni Sartori. Politics.

These essential texts are directly related to the various contents of the course, such that their analysis during class allows not only an adequate integration to the weekly topic, but also a much more in depth appreciation of the authors, which provides students with a greater theoretical and analytical toolbox to study current issues and forecast future ones. This critical analysis has two parts:

- Summary of the text: Students will write a two-page summary. On the first page, the main argument and the supporting premises. Therefore, no quote or index reference will be included. On the second page they will outline the central argument of the text or author, using an appropriately developed conceptual map.
- Critical analysis: Later, in the second part of the document, students will do a critical assessment of the text by answering the following questions: How much does the text or author contribute to the understanding of the State, its role, and democratic attributes? How does it relate to the texts and the theories discussed in previous sessions?

It is evaluated based on the following rubric:

**Classical text analysis Rubric**

Criteria		1	2	3	4	5
1	The document complies with form requirements (length, structure, and format).					
2	The summary contains the main argument of the author and the supporting premises.					
3	The critical analysis adequately answers reference questions.					
4	The document is appropriately written, in accordance with the proper grammatical structure of the English language.					

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5	The document follows the prescribed style and form, according to the APA manual.				
Total calculated based on 25 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.					

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

## Class participation: 10%

Students are expected to come to class on time and prepare the corresponding tasks every week. For instance, students must read the assigned required readings before coming to any session. Reading verifications will be carried every week by means of individual questions. Students are expected to understand the issues covered by each reading, do the reading schemes, write down doubts, and carry further research before coming to any session. During the sessions, students should be participating and collaborating with other students in a respectful manner, whether by voicing their questions and concerns, answering questions, and/or working on the assigned tasks. If the student is consistently distracted and not paying attention in class, marks will be deducted. **If the student is absent, he/she loses the 1% for the week.**

### Rubric for class participation

Criteria	Met (1)	Not met (0)
<b>1. Punctuality</b>	Arrives on time to class and stays in the classroom for the entire session period.	Arrives late to class and does not stay in the classroom for the entire session period.
<b>2. Preparation</b>	Comes prepared to class, having schematized the readings and raised doubts.	Does not come prepared to class, does not schematize the readings or raise doubts.
<b>3. Values</b>	Behaves in a respectful manner.	Does not behave in a respectful manner.
<b>4. Participation</b>	Contributes to the class raising comments that encourage discussion.	Participates only when requested by the teacher or does not get involved at all.
<b>5. Collaboration</b>	Cooperates with others, showing leadership, ethics, negotiation and initiative skills.	Does not demonstrate leadership, ethics, negotiation and initiative skills.
<b>TOTAL</b>	The total is calculated based on 5 points	

## Discussion forums 15%

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate individually in 3 virtual forums of 5% each.

## Rubric for the evaluation of virtual forums

Criteria	1	2	3	4	5
Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution.					
Community building through collaboration and interaction with other students by making at least 2 replies.					
Proper netiquette and mechanics of writing in English.					
Timeliness and participation with posts/replies.					
<b>TOTAL</b>					

Note: 1. Poor, 2. Sufficient, 3. Satisfactory, 4. Good, 5. Excellent.

### Moxie: 20%

Since 2020, ULACIT has its own Web channel called Moxie and produced by the students in alliance with the journalistic medium Delfino.cr. Its purpose is to provide them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It is called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them. If before there were printed student publications, now these initiatives are transferred to the digital space, allowing our students to experiment with digital publication in a web medium.

This course contributes with the content for Moxie Canal, through an article about problems or dilemmas defined by the teacher in the courses previously selected to make this contribution.

Criteria	Description of Criteria	2 Meets	1 Incomplete	0 Fails
A. Title	1. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
B. The article adequately problematizes the assigned topic and offers an original perspective.	2. In a maximum of 650 words, the student develops an original angle on the topic, recognizing its problematic or dilemma nature.	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3. Starts with a "hook": one or two sentences that offer an anecdote, fact, metaphor, question, image, scene or famous phrase about the problem or dilemma, that attract the interest of the reader.	1	0,50	0
	4. It offers the context that justifies the importance of addressing the issue.	1	0,50	0
	5. It concludes with the argumentative, clear and forceful thesis, which is logically linked to the	1	0,50	0

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	premises it exposes in the development.			
D. The development meets substantive criteria (depth).	6. Arguments are added or concatenated consistently, following a logical structure, using transitional phrases to clarify how the current argument is related to the previous and the next.	2	1	0
	7. The author uses a variety of arguments to support his point of view (by analogy, authority, generalization, conditional, disjunctive, emotional, moral if it refers to values and principles, by signs, based on data and statistics, based on definitions	2	1	0
	8. The author includes the counter argument in the discussion.	3	1.5	0
E. The development meets style and form criteria	9. Uses paragraphs of 5-7 sentences each.	1	0,50	0
	10. Uses the VERAS rubric to evaluate your sources of information.	1	0,50	0
	11. The author gives reason for the origin of ideas and evidence based on which he builds his argument, following the APA 7th edition standards.	1	0,50	0
F. The conclusion of the essay is well stated.	12. Picks up the thesis from the introductory paragraph.	1	0,50	0
	13. Highlight the evidence provided in the argument.	1	0,50	0
	14. Make a call to action; raises the reasons why the reader should accept its argumentative conclusion, be it because: <ul style="list-style-type: none"> <li>• You argue that there is a serious and imminent problem.</li> <li>• It shows that you have an effective and feasible plan.</li> <li>• Offers a plan that offers probable, significant and associated benefits.</li> <li>• Check that the plan offers no major or unforeseen inconveniences.</li> <li>• Justify that the balance is favorable to the advantages, in relation to the disadvantages.</li> <li>• Argues that there is no other more advantageous way.</li> <li>• Suggest results or consequences.</li> <li>• Establishes that no solution is perfect, but that the one offered is</li> </ul>	1	0,50	0

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	preferable.			
G. The article reflects good writing style	15. Understands the use of language economics and professional language.	1	0,5	0
	16. There are no spelling or writing mistakes.	1	0,50	0
<b>Total</b>				

### Rubric VERAS to evaluate the information

The academic production of MOXIE as a public exhibition and demonstration of the competencies of students at the university level, must be based on solid and reliable sources, from which they derive at the same time, the solidity of the evidence they support in the text the argumentative thesis. Hence, through the VERAS rubric, the relevance and solidity of the sources can be weighed.

Use the rubric below to evaluate each of your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Total the points to see if you should use this font.

CRITERIA	Source #1	Source #2	Source #3	Source #4
<b>Validity: Current information</b>				
-Do you specify a publication date? -When was the information published? -Was the information reviewed or updated by an authority in the field? -Is the information current or does it contain outdated data?				
<b>Accuracy: the veracity and reliability of the information</b>				
-Where does the information come from? -Is the source academic, specialized or scientific? -Is the information supported by evidence? -Does the author cite reliable sources? -Was the information validated by a panel of experts? -Is the tone objective and unbiased? -Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?				
<b>Relevance: the relevance of the information to your needs</b>				
Is the information relevant to the topic and directly related to your research question? What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one? • Could you say that the source represents the ideal option to support your points of view?				
<b>Authority: the source of the information</b>				

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Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university or company? Is there contact information, such as email? <ul style="list-style-type: none"> <li>• Does the URL reveal information about the author or source?</li> </ul>				
<b>Meaning: the purpose of existing information</b>				
¿ What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased? <ul style="list-style-type: none"> <li>• Does it reflect political, ideological, cultural, religious, institutional or personal biases?</li> </ul>				
<b>TOTAL</b>				
<b>Rating scale:</b> 45-50 Excellent  40-44 Good  35-39 Average  30-34 Barely Acceptable  -30 Unacceptable				

## Glossary 15%

In collaborative groups, the students will create their own glossary of terms related to the course. The glossary should include an original definition, a definition by a renowned scholar and a graphic representation of the term.

The list of terms will be provided by the professor in due time and the assignment will be graded using the following rubric:

### Rubric for evaluating the Glossary

Criteria	Met (1)	Not met (0)
<b>1. Organization</b>	The glossary is organized, well-structured and has a clean format.	The glossary is not organized, without structured and doesn't follow the format.
<b>2. Vocabulary</b>	It includes all the words stipulated for this assignment.	Does not include all the words stipulated for this assignment
<b>3. Creativity</b>	The graphic representations are creative and related to the content.	The graphic representations are not creative and/or not related to the content.
<b>4. Grammar</b>	No spelling &/or grammar mistakes.	The glossary has grammar or Noticeable spelling & grammar mistakes.

<b>5. Citation</b>	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.
<b>TOTAL</b>	The total is calculated based on 5 points	

## Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the education model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

## COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission.

As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.

Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

## **INSTITUTIONAL POLICIES**

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### **Compulsory attendance**

ULACIT is committed to ensure that its students successfully complete their curriculum. Active participation is a key factor in the learning processes, so attendance to the courses is mandatory. If a student is inexcusable absent for three or more lessons, he automatically fails the course (Student Regime Regulations, Chapter IX). The excuse of absences only proceeds for health or labor reasons, based on official documents. The excuse is processed directly by the teacher, who has discretionary powers to accept or not the excuse. Regardless of the nature of the absence, the evaluation activities carried out on the day of absence are not replaced.

### **Academic Honesty Policy**

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

### **English integration Level**

ULACIT is a bilingual university. Therefore, the degrees that include English-taught courses use Spanish and English language resources, depending on the location of the course in the curriculum. In the courses marked with the word "English" on the academic offering, students can submit their projects and other assignments in English. The courses in bilingual careers are completely taught in English. In the bachelor and postgraduate degrees, reading English literature is compulsory, although the courses may incorporate additional readings in Spanish.

### **Creating a culture of respect**

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.

- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period, students should consult with their faculty for specific regulations and sanctions that could be implemented.

### **Attention to diversity**

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact [diversidad@ulacit.ac.cr](mailto:diversidad@ulacit.ac.cr)

### **Claims**

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account [@ulacit.ed.cr](mailto:@ulacit.ed.cr) the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.

## Co-curricular activities

ULACIT designs a series of events that are articulated with the Academic Pensum, which is developed outside of school hours and whose purpose is to increase the student's personal, professional, social and civic knowledge and skills through meaningful experiences in interaction with the community. Students participate in the definition of their contents, planning, organization and evaluation. Some of the activities are “Sellos Verdes”, which means that they are valid as a graduation requirement; others are voluntary.

## COURSE SCHEDULE

Week	Topic	Readings	Assignments
1	<b>Topic 1. Politics and political science</b>	Monroe Ch. 5 & Grisby Ch. 3	
2	<b>Topic 2. Political science methodology</b>	Grisby Ch. 2	LinkedIn Learning (individual)
3	<b>Topic 3. The State</b>	Monroe Ch. 6, 7 & 8	
4	<b>Topic 3. The State</b>	Monroe Ch. 6, 7 & 8	
5	<b>Topic 4. Democracy</b>	Monroe Ch. 9	
6	<b>Topic 4. Democracy</b>	Monroe Ch. 9	
7	<b>Topic 5. Government</b>	Monroe Ch. 10	
8	<b>Topic 5. Government</b>	Monroe Ch. 11	
9	<b>Topic 6. Political parties and party systems.</b>	Grisby Ch. 9	Moxie (individual)
10	<b>Topic 6. Political parties and party systems.</b>	Grisby Ch. 9	
11	<b>EASTER</b>		
12	<b>Topic 7. Elections and electoral systems</b>	Monroe Ch. 1,2,3&4	
13	<b>Topic 7. Elections and electoral systems</b>	Monroe Ch. 1,2,3&4	CEPA (individual)
14	<b>Topic 8. Internationalization and the State</b>	Leibfried Ch. 10&15	Glossary (collective) Classical Text Analysis (collective)