

WINTER 2021

385-101-LA

Introduction to Political Science

IMPORTANT INFORMATION

Academic Discipline for this Course

Political Science (Social Science)

Prerequisites

None

Evaluations

Position Papers: 40%

Midterms: 60%

Reading Material

Mintz, Eric, David H. Close, and Osvaldo. Croci. 2021 *Politics, Power and the Common Good: An Introduction to Political Science*, 6th Canadian Ed. Pearson.

About the instructor

- Name: Mark Paradis, PhD
- Email: MIO
- Class: Mondays and Thursdays 9:30-11:00
- Office hours: Mondays 12:15-13:15
- Office: Zoom
 - If you would like to attend office hours, please let me know the night before.

COURSE DESCRIPTION

This course focuses on the foundations and processes of political life. It builds the necessary theoretical as well as historical, geographical, and economic content knowledge required for understanding politics. It introduces students to the application of the basic terminology, concepts, and theories of politics, as well as to current facts and events of contemporary political life. The course also familiarizes the student with the rights, obligations, and process of informed citizenship at the local, regional, national, and international levels. For students who are going to continue in the discipline of political science, the course sets groundwork for the actualization of higher level abilities in Level II courses.

CLASS FORMAT

The course will be a mixture of recorded lectures and discussions/debates on Zoom.

For recorded lectures, links to videos will be placed on Lea by the start of the scheduled class time. Students may watch the video at a time of their choosing, but students are highly encouraged not to fall behind.

For Zoom discussions, students will be expected to join the Zoom meeting during the scheduled class time. Guidelines for Zoom discussions:

1. When not speaking, please mute yourself. This minimizes distracting background noise.
2. Even though we are not in a physical classroom together, please respect normal classroom etiquette.
3. To minimize the likelihood of miscommunications, students are encouraged to keep their webcams turned on. Facial cues are an important component of effective communication.

READINGS

Mintz, Eric, David H. Close, and Osvaldo. Croci. 2021 *Politics, Power and the Common Good: An Introduction to Political Science*, 6th Canadian Ed. Pearson.

- Invite Link: <https://console.pearson.com/enrollment/2hpfqx>

Additional readings will be provided on Lea. Students are encouraged to keep up to date with current political events.

EVALUATION

Position Papers (4 x 10%): 40%

- Students will prepare 4-5 page (*double-spaced, 12-pt font*) position papers for 4 of the class discussion topics (there are 5 discussions overall). In each paper students will summarize alternative viewpoints presented in the readings (approximately 1.5-2 pages) and then advance an argument about the issue (approximately 2.5-3 pages). For example, the argument may focus on which position is superior based on some normative or empirical perspective or how the different positions can be reconciled.
- Papers are always due on Lea by the start of class.
- Papers will be graded on the strength of the summary and the argument.
- **Note:** Papers 1-2 will be used to calculate the mandatory midterm assessment grade.

Midterms (3 x 20%): 60%

- Each test will cover approximately 5 weeks of material. Questions can be drawn from any of the material covered in class or in the assigned readings. Students will be judged on their understanding of the course concepts and on their ability to apply them to real world issues.
- *Test #1 will be used for the midterm assessment grade.*

SCHEDULE

This schedule is subject to change. I will inform you of any changes through email and/or in class.

Notes: **Asynchronous Lecture**; **Synchronous Discussion**; **Test**; **No Class**

WEEK 1

Monday, January 18 – **Introduction to the Course**

- Reading:

Thursday, January 21 – **Understanding Politics**

- Reading: Textbook, chapter 1

WEEK 2

Monday, January 25 – **Understanding the Nation-State**

- Reading: Textbook, chapter 2

Thursday, January 28 – **Political Ideology**

- Reading: Textbook, chapter 3

WEEK 3

Monday, February 1 – **Psychology of Ideology**

- Reading: Jost, John T., Christopher M. Federico, and Jaime L. Napier. 2009. Political Ideology: It's Structure, Functions, and Elective Affinities. *Annual Review of Psychology* 60: 307-337.

Thursday, February 4 – **U.S. Presidential Election Discussion**

- Assignment: Position Paper #1

- Reading: Norris, Pippa. 2021. “It Happened in America: Democratic Backsliding Shouldn’t Have Come as a Surprise.” *Foreign Affairs*, January 7. <https://www.foreignaffairs.com/articles/united-states/2021-01-07/it-happened-america>.

WEEK 4

Monday, February 8 – **Political Culture, Political Participation, and Political Socialization**

- Reading: Textbook, chapter 5

Thursday, February 11 – **Political Socialization: The Role of the Social Environment**

- Reading: Wasburn, Philo C. and Tawnya J. Adkins Covert. *Making Citizens: Political Socialization Research and Beyond*. Cham, Switzerland: Palgrave Macmillan, 61-81.

WEEK 5

Tuesday, February 16 – **Free Speech vs. Hate Speech Class Discussion**

- Assignment: Position Paper #2
- Readings:
 - Shefman, Corey. 2015. Want to Protect Freedom of Expression? Strengthen Hate Speech Laws. *CBC News*, January 27. <https://www.cbc.ca/news/canada/manitoba/want-to-protect-freedom-of-expression-strengthen-hate-speech-laws-1.2933039>.
 - Sanders, Sam. 2018. Free Speech vs. Hate Speech. *NPR*, June 5. <https://www.npr.org/templates/transcript/transcript.php?storyId=616085863>.
 - Chemerinsky, Erwin. 2017. Hate Speech is Protected Free Speech, Even on College Campuses. *Vox*, December 26. <https://www.vox.com/the-big-idea/2017/10/25/16524832/campus-free-speech-first-amendment-protest>.

Thursday, February 18 – **Political Parties**

- Reading: Textbook, chapter 6

WEEK 6

Monday, February 22 – **Voting and Elections**

- Reading: Textbook, chapter 7

Thursday, February 25 – **Test 1**

WEEK 7

Monday, March 1 – **Reading Week (NO CLASS)**

Thursday, March 4 – **Reading Week (NO CLASS)**

WEEK 8

Monday, March 8 – **Privacy vs. Security Class Discussion**

- Assignment: Position Paper #3
- Readings:

- Bennett, Cory. 2015. Feinstein Vows to Offer Bill to Pierce Encryption. *The Hill*, December 9. <http://thehill.com/policy/cybersecurity/262658-feinstein-vows-to-offer-encryption-piercing-bill>.
- MacDonald, Raegan. 2015. UK IP Bill is a Threat to Privacy, Security, and Trust Online. *Open Policy and Advocacy: Mozilla's Official Blog on Open Internet Policy Initiatives and Developments*. <https://blog.mozilla.org/netpolicy/2015/12/04/uk-ip-bill-is-a-threat-to-privacy-security-and-trust-online/>.
- Granick, Jennifer S. 2017. Challenging Government Hacking: What's At Stake. *ACLU*, November 2. <https://www.aclu.org/blog/privacy-technology/internet-privacy/challenging-government-hacking-whats-stake>

Thursday, March 11 – **Political Influence**

- Reading: Textbook, chapter 8

WEEK 9

Monday, March 15 – **Policy Analysis and Intro to Paper**

- Readings:
 - Patton, Carl V. 1986. Being Roughly Right Rather than Precisely Wrong: Teaching Quick Analysis in Planning Curricula. *Journal of Planning Education and Research* 6 (1): 22-29.
 - National Collaborating Centre for Healthy Public Policy. 2012. *A Framework for Analyzing Public Policies: Practical Guide*. https://www.ncchpp.ca/docs/Guide_framework_analyzing_policies_En.pdf

Thursday, March 18 – **Socialization: The Mass Media**

- Reading: Prior, Markus. 2013. Media and Political Polarization. *Annual Review of Political Science* 16: 101-127.

WEEK 10

Monday, March 22 – **Socialization: Social Media and Soft News**

- Readings:
 - Barbera, Pablo, John T. Jost, Jonathan Nagler, Joshua A. Tucker, and Richard Bonneau. 2015. Tweeting from Left to Right: Is Online Political Communication More than an Echo Chamber? *Psychological Science* 26 (10): 1531-1542.
 - Baum, Matthew A. and Angela Jamison. 2011. Soft News and the Four Oprah Effects. In Robert Y. Shapiro and Lawrence R. Jacobs, eds. *The Oxford Handbook of American Public Opinion and the Media*. Oxford, UK: Oxford University Press, 121-137.

Thursday, March 25 – **Democracy and Democratic Government**

- Reading: Textbook, chapter 10

WEEK 11

Monday, March 29 – **Non-Democratic Government**

- Reading: Textbook, chapter 11

Thursday, April 1 – **Test 2**

WEEK 12

Monday, April 5 – **Easter Monday (NO CLASS)**

Thursday, April 8 – **The Constitution and the Courts**

Reading: Textbook, chapter 12

WEEK 13

Monday, April 12 – **Inequality for All screening**

- Reading: None

Thursday, April 15 – **Inequality Class Discussion**

- Assignment: Position Paper #4: Response to the film and reading
- Reading: Tanner, Michael D. 2016. Five Myths about Economic Inequality in America. *Cato Institute*, September 7. <https://www.cato.org/publications/policy-analysis/five-myths-about-economic-inequality-america#full>

WEEK 14

Monday, April 19 – **Multiple Governments**

- Reading: Textbook, chapter 13

Thursday, April 22 – **Parliamentary Systems**

- Reading: Textbook, chapter 14

WEEK 15

Monday, April 26 – **Prostitution Class Discussion**

- Assignment: Position Paper #5
- Readings:
 - Raymond, Janice G. 2003. 10 Reasons for Not Legalizing Prostitution. *Vancouver Rape Relief & Women's Shelter*, March 23. <https://www.rapereliefshelter.bc.ca/learn/resources/10-reasons-not-legalizing-prostitution>.
 - Reisenwitz, Cathy. 2014. Why It's Time to Legalize Prostitution. *The Daily Beast*, August 15. <https://www.thedailybeast.com/why-its-time-to-legalize-prostitution>.
 - Tavcer, D. Scharie and Jane Barker. 2018. Finding a Middle Ground on Prostitution. *Policy Options*, May 4. <http://policyoptions.irpp.org/magazines/may-2018/finding-a-middle-ground-on-prostitution/>

Thursday, April 29 – **Presidential System**

- Reading: Textbook, chapter 15

WEEK 16

Monday, May 3 – **International Development**

- Reading: Textbook, chapter 17

Thursday, May 6 – **International Politics**

- Reading: Textbook, chapter 18

WEEK 17

Monday, May 10 – **Test 3**

COURSE POLICIES:

To ensure that you have the best possible chance of succeeding in this course and that you have the best possible learning environment, the following policies are in effect:

Email/MIO ASSIGNMENTS: Assignments sent by email WILL NOT be accepted unless otherwise specified.

LATE assignments: One of the goals of CEGEP is to help you to develop skills in managing deadlines. All assignments are to be handed in on the day assigned at the beginning of class. Late marks will be given to all assignments received after class has begun, unless official documentation is presented to the Registrar's office. Late marks are as follows: 5% per day. Late assignments will not be accepted more than a week late.

CLASSROOM COMPORTMENT guidelines: The classroom is an educational environment. All students will be treated with respect, regarded as equals, and treated fairly without discrimination. On your part, you will be expected to respect your peers' right to learn in the best possible environment and to act as responsible adults. To this end, completing work unrelated to the course, private conversations, talking during lectures, sleeping, and any other disruptive behaviour is not permitted. In particular, the following are prohibited during class time: using cell phones for calling, texting or photography, listening to an iPod or other audio device, using a laptop for purposes other than note-taking or unrelated to the course (laptop users must sit in front row), chatting while teacher or classmates are speaking, passing notes to a classmate(s), doing work/reading material for another course, putting your head down on the desk, sleeping in class. **Note: Any meetings or discussions on Zoom are to be treated as if taking place in a classroom.**

ACADEMIC INTEGRITY and EVALUATION: The College has established a comprehensive policy on the evaluation of students, which spells out the criteria on literacy, plagiarism, cheating and attendance. This policy will be applied in the course. It is your responsibility to familiarize yourself with the policy. Key excerpts are printed in the current college calendar. Disciplinary action runs from receiving a zero grade on the work in question to expulsion from the college. Here's a more constructive solution: If you are having trouble with any part of this course, come see me as soon as possible. There are usually more solutions available if we address the problem early. You should retain all copies, rough drafts, notes etc. of all your work so that should you wish to appeal a grade, you will have evidence of your work. Save all of your work on your own data storage device.

ATTENDANCE, PUNCTUALITY AND PARTICIPATION are extremely important. They are an integral part of a positive attitude toward your academic responsibilities. Attendance has a proven positive effect on your success in the course. Students who miss more than 3 classes/meetings are usually unable to successfully pass the course because they have missed too much material. Avoid arriving late to class or leaving early as it distracts your fellow students and it will result in your being marked absent for the day. It is not enough to just hand your work in: you must attend classes and be "mentally" present during classes. Chronic absenteeism will affect your grade. If you miss a class, get the notes from a classmate. You can also see me during my office hours.

LITERACY: The proper use of English in all your work is very important and will affect your grade in this

course. If I cannot understand what you are trying to say, I cannot give you a grade. In addition to disciplinary content, such written work will also be evaluated for adequate writing style and mechanics. The correction of written English is part of the quality of the teaching offered at Champlain Saint Lambert. One of the goals of this course is for students to use and develop their English-language skills in reading and oral comprehension, speaking and writing. All assignments and papers must be typed, be presented in the correct form, be well-written and organized and be printed using a computer printer unless otherwise specified. Evaluation criteria applied are academic tone, appropriate disciplinary vocabulary, flow and clarity of style, continuity, correct paragraph and sentence structures, grammar, punctuation, spelling and use of adequate in-text and end-text documentation according to Chicago, in-text style. There are language tutors and other services available at the learning center for any Champlain students in need of help in this area. it is your responsibility to get the help you need.

CLEAR GRADING: Every evaluation method will contain clear grading criteria. Numerical grades will be assigned as follows, as per the College policy: 90-100% for work that is of outstanding quality, 80-90% for very good work quality, 70-79% good quality work, 60-69% work that is of satisfactory quality, and 0-59% for work that is of unsatisfactory quality (failure).