

With clear minds and respect, we would like acknowledge that Champlain College Saint-Lambert is located on the unceded lands of the Kanien'kehá:ka Nation. The Kanien'kehá:ka people are acknowledged as the custodians of the lands and water on which we gather. Tiohtiá:ke/Montreal has long been a place of gathering for Indigenous peoples and we recognize the diversity of indigenous people who now reside on the land. We continuously recognize the importance of fostering positive relationships with the Indigenous peoples of the land and their future generations.

Introduction to Political Science

385-S01-LA

Course Information

Course title	Introduction to Political Science		
Course number	385-S01-LA		
Teacher:	Mark Paradis, PhD		
Class Hours:	Mondays, 8:00-9:30 in A-211; Wednesdays, 8:00-9:30 in A-211		
Office hour:	Thursdays from 12:30-13:30 in G-238		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	45		
Weighting:	2-1-3		
Modality:	Blended (30%)		
Prerequisites:	None	Co-requisites:	None

Ministerial Competency

0N09: Explain the main political foundations of community life in the 21st century.

Course Description

Politics determine who gets what, when, and how in society. Explore the institutions and processes of political life. Learn not only about basic concepts and theories of political science at the local, regional, national, and international levels, but also about current political events and issues. Topics include: democratic vs. non-democratic governments; rights and freedoms; political knowledge and political participation; and constitutions, laws, and legal systems.

Course Material

Mintz, E., Close, D., & Croce, O. (2021). Politics, power, and the common good: An introduction to political science (6th ed.). Pearson Collections (eTextbook: \$57.99).

Purchase link: https://www.pearson.com/en-ca/subject-catalog/p/politics-power-and-the-common-good-an-introduction-to-political-science/P200000002558/9780137596195?utm_source=copystudentlink&utm_medium=referral&utm_campaign=XXLEGP0423PCOM.

Additional readings will be made available on Lea.

Assessment Guidelines

Position Papers (4 x 10%) 40%

- Summative; English Literacy

Tests (3 x 10%) 60%

- Test 1: Date: February 26; Summative; Mid-Course Assessment
- Test 2: Date: April 9; Summative
- Test 3: Date: May 12; Summative; Final Summative

Assignment Descriptions:

Position Papers (summative; English proficiency):

- Students will prepare 2-3 page (double-spaced, 12-pt font) position papers for the 4 class discussion topics. In each paper, students will summarize alternative viewpoints presented in the readings (approximately 1-1.5 pages) and then advance an argument about the issue (approximately 1.5-2 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 on the discussion date.
- 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.

Tests (summative; final summative)

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

Style Guide

Students will be introduced to the APA and Chicago Manual Style in this course. They will be evaluated on their ability to reference and cite correctly.

Standards of Literacy and Proficiency in Written English

All classes and course material are given in English and students submit assessments in English. This does not apply to courses where the learning objectives specify that the language of instruction is other than English.

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written English in all areas of study and life. As such, in courses where the acquisition of English language skills is not the primary learning objective, 10% is included in the grading criteria of assessment tasks with substantial written components (response papers).

Schedule

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

Legend: Regular Classroom; No Class; Asynchronous Class; Assessment

Week	Monday	Wednesday
Week 1		January 22: <u>Content:</u> Introduction to the Course
Week 2	January 27: <u>Content:</u> Understanding Politics <u>Reading:</u> Textbook, chapter 1	January 29: <u>Content:</u> Understanding the Nation-State <u>Reading:</u> Textbook, chapter 2
Week 3	February 3: <u>Content:</u> Political Ideology <u>Reading:</u> Textbook, chapter 3	February 5: <u>Content:</u> Position Paper #1 Preparation (Asynchronous)
Week 4	February 10: <u>Content:</u> Free Speech vs. Hate Speech Discussion <u>Reading:</u> Articles available on Lea <u>Assignment:</u> Position Paper #1 <u>v</u>	February 12: <u>Content:</u> Psychology of Ideology <u>Reading:</u> 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.
Week 5	February 17: <u>Content:</u> Political Culture, Political Participation, and Political Socialization <u>Reading:</u> Textbook, chapter 5	February 19: <u>Content:</u> Political Socialization: The Role of the Social Environment <u>Reading:</u> Wasburn, Philo C. and Tawnya J. Adkins Covert. Making Citizens: Political Socialization Research and Beyond. Cham, Switzerland: Palgrave Macmillan, 61-81.

Week 6	February 24: <u>Content:</u> Test #1 Preparation (Asynchronous)	February 26: <u>Assignment:</u> Test #1
Week 7	March 3: READING WEEK	March 5: READING WEEK
Week 8	March 10: <u>Content:</u> Political Parties <u>Reading:</u> Textbook, chapter 6	March 12: <u>Content:</u> Voting and Elections <u>Reading:</u> Textbook, chapter 7
Week 9	March 17: <u>Content:</u> Position Paper #2 Preparation (Asynchronous)	March 19: <u>Content:</u> Privacy vs. Security Class Discussion <u>Reading:</u> Articles available on Lea. <u>Assignment:</u> Position Paper #2
Week 10	March 24: <u>Content:</u> Political Influence <u>Reading:</u> Textbook, chapter 8	March 26: <u>Content:</u> Socialization: The Mass Media <u>Reading:</u> Prior, Markus. 2013. Media and Political Polarization. Annual Review of Political Science 16: 101-127.
Week 11	March 31: <u>Content:</u> Socialization: Social Media and Soft News <u>Reading:</u> 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.	April 2: <u>Content:</u> Socialization: Soft News (episode screenings) <u>Reading:</u> None

	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.	
Week 12	April 7: <u>Content:</u> Test #2 Preparation (Asynchronous)	April 9: <u>Assignment:</u> Test #2
Week 13	April 14: <u>Content:</u> Democracy and Democratic Government <u>Reading:</u> Textbook, chapter 10	April 16: <u>Content:</u> Non-Democratic Government <u>Reading:</u> Textbook, chapter 11
Week 14	April 21: EASTER MONDAY	April 23: <u>Content:</u> Position Paper #3 Preparation (Asynchronous)
Week 15	April 28: <u>Content:</u> Prostitution Class Discussion <u>Reading:</u> Articles available on Lea <u>Assignment:</u> Position Paper #3	April 30: <u>Content:</u> Constitution and the Courts <u>Reading:</u> Textbook, chapter 12
Week 16	May 5: <u>Content:</u> Inequality for All Film Screening <u>Reading:</u> None	May 7: <u>Content:</u> Inequality for All Film Screening (continued) <u>Reading:</u> None <u>Assignment:</u> Position Paper #4
Week 17	May 12: <u>Assignment:</u>	

College and Departmental Policies

Attendance

In conformity with IPESL section 3.4, attendance at all classes, labs, workshops, fieldtrips, internship placements and learning team activities is mandatory to the process of learning.

Each student is registered in a specific academic program. All program courses contribute to the overall development of the student. By being present for all classes, students benefit from the learning process designed by the teacher, the acquisition of a deep understanding of the course content, involvement with peers, the subject matter, and the successful completion of assessments that measure the achievement of the learning outcomes.

Attendance is recorded by teachers for clientele confirmation and matters of safety and health.

Assessment Accommodation & Make-up Assessments

In conformity with IPESL section 4.12, when a teacher in the Day Division is informed by the Registrar's Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes.

The form of the make-up assessment will be determined by the course teacher and may include, but is not limited to deadline extension, deferred test, alternate assessment, and re-weighting of grades. Processes for re-assessments or re-submissions of individual assessments will be at the discretion of the department that offers the course.

Make-up assessments may require special consideration and extra time to complete. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in an alternative form or format. An alternative assessment must measure the achievement of the same course learning outcomes.

No assessment accommodations are required for absences that are not college-approved.

Academic Integrity

In conformity with IPESL section 6.1, plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself or another with a dishonest academic advantage.

Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. Common forms of plagiarism found in assessments include copying or paraphrasing texts and media published in print or online without citing its source, or the unauthorized or unethical use of Artificial Intelligence.

A student will be accused of cheating and plagiarism if they copy or include another person's work as their own, receive unauthorized assistance on any type of assessment, take credit for work they did not create, or share work with other students who may use it as their own.

In conformity with IPESL section 6.2, teachers in the Day Division report cases of plagiarism and/or cheating to the Registrar's Office. When a student is accused of cheating, plagiarism, or the unauthorized or unethical

use of Artificial Intelligence, the teacher is responsible for informing the student of the accusation and immediately assigning a grade of zero for the assessment in question.

Artificial Intelligence (AI) Usage and Academic Integrity

Students are allowed to use AI tools such as ChatGPT, Gemini, and Microsoft Copilot for generating ideas and initial drafts. However, all AI-assisted content must be reviewed, edited, and properly cited by the student. Failure to disclose AI assistance will be considered plagiarism.

AI tools are intended to augment your learning experience. AI tools should not, and are generally not suited to, replace your role as a student. For example, generative AI tools can be highly beneficial in generating and structuring ideas through an iterative conversational process. However, AI tools should not be used to write final essays (and will often produce sub-optimal essays).

Student Academic Concerns and Appeals

In conformity with IPESL section 7.1, if a student has concerns about assessment methods, criteria, weighting, accommodations and/or deadlines that are inconsistent with the course outline, they should speak with the teacher. If the issue is not resolved, the student can contact the department coordinator from the department to which the course belongs. The department will apply its internal process for reviewing course outlines and assessment criteria. If the student's concern is not resolved, they may contact the DAA who will ensure that the IPESL has been applied.

In conformity with IPESL section 7.2, if a student wants to have a grade explained and/or reconsidered during the semester, prior to the exam period, they should speak with their teacher or communicate through MIO about their concerns within one week after receiving the grade. If, after communicating with the teacher, the issue is not resolved, the student can contact the department coordinator to which the course belongs and the departmental internal process for reviewing assessment grades will be applied. If the concern is not resolved, the student can contact the Registrar's Office to complete and submit an appeal form. The form will be forwarded to the DAA who will ensure that the IPESL has been applied.

In conformity with IPESL section 7.3, appealing a final grade is a serious process which involves the student, the teacher of the course for which the grade is being appealed, the Registrar's Office, the Department Coordinator, and the respective mark review committee. In the case of reporting a calculation error, the student is encouraged to speak with the teacher or communicate through MIO to resolve the situation.

To appeal a final grade, the student completes an appeal form, provides a valid reason for the appeal, and submits it with supporting documentation to the Registrar's Office. The deadline to submit an appeal of a final grade is indicated in the academic calendar. The Registrar's Office forwards the appeal to the department coordinator who then relays the information to the department's Mark Review Committee. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

Institutional Code of Student Conduct

<https://www.champlainsaintlambert.ca/wp-content/uploads/2022/12/Institutional-Code-of-Student-Conduct.pdf>

Institutional Policy on the Evaluation of Student Learning (IPESL)

<https://champlainsaintlambert.ca/ip esl/>

Additional Resources

Academic Support – Tutoring

Tutoring is available, free of charge, on an individual or group basis. Please contact the Learning Center via this link <https://clctutoring.ca/home> Room B-300, Library, Upper Floor) to schedule a meeting with a tutor. You can also make an appointment at the Writing Centre for help with English writing skills by clicking [here](#).