

Political Science: Politics and Society (385-A1A-LA)
Fall 2018

Instructor: Mark Paradis, PhD

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Office Hours: Tuesdays: 14:00-15:00

Class: Tuesdays and Thursdays: 15:30-16:45

Course Description:

Every generation debates many 'hot' issues. Politics is a fundamental process of resolving these debates; and, within democracies, the public plays a key role in this process. This Complementary course provides students with a better understanding of some debates and how the public comes to understand them. Initially, we discuss how our personalities, families/friends, experiences, the media, and politicians shape our views on society. Later, we discuss current issues, including: economic inequality, resettlement of refugees, prostitution, privacy vs. security in the digital age, free speech vs. hate speech, and the responsibility to protect vulnerable peoples.

Evaluation

Midterm (September 27): 25%

The midterm exam covers all material and readings from classes 1-8.

Note: The midterm will be used to calculate the mandatory midterm assessment grade.

Position Papers (6 x 5%): 30%

Students will prepare 1.5-2 page (double-spaced, 12-pt font) position papers for each of the class discussion topics. In each paper, students will BRIEFLY summarize alternative viewpoints and then advance an argument about the issue (for example, which position is superior based on some normative or empirical perspective or how the different positions can be reconciled).

Debate Leadership: 15%

At the end of the semester, we will have a series of student-organized issue debates. Students will be divided into groups of approximately 4 students and each group will be responsible for leading a 30-minute presentation and debate on their topic.

Debate Meeting (October 9-11): 10%

In preparation for the student-organized debate, each group will meet with me to discuss their topic and their preliminary plans. For the meeting, each group must have selected their topic, determined an equitable division of labour for the project, and begun to identify possible structures for the debate.

Policy Paper (due November 27): 20%

For their group debate topic, each student must INDIVIDUALLY prepare a policy analysis paper. In this paper, students will present alternative potential policy solutions to a problem, devise a set of criteria for evaluating these solutions, evaluate the individual policies, and suggest the ideal policy. Papers must be a maximum of 8 pages, double-spaced, with a 12-pt normal font and 1-inch margins.

Readings

There are no textbooks to be purchased for this class. All readings will be made available on the Léa course page.

All assigned readings are mandatory. Additionally, students are encouraged to keep up to date with current political events.

Schedule

Week 1

Thursday, August 23

Class 01 – Introduction

Week 2

Tuesday, August 28

Class 02 – 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, August 30

Class 03 – 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 3

Tuesday, September 4

Class 04 – Socialization: The Mass Media

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

Week 4

Tuesday, September 11

Class 05 – 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, September 13

Class 06 – Socialization: Soft News (episode screenings)

Readings: None

Week 5

Tuesday, September 18

Class 07 – Public Opinion Perseverance

Reading: Taber, Charles S. and Milton Lodge. 2006. Motivated Skepticism in the Evaluation of Political Beliefs. *American Journal of Political Science* 50 (3): 755-769.

Thursday, September 20

Class 08 – Policy Analysis

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.

Week 6

Tuesday, September 25

Class 09 – Midterm Review; Debate and Policy Paper Introduction

Readings: None

Thursday, September 27

Class 10 – Midterm Exam

Readings: None

Week 7

Tuesday, October 2

Class 11 – Debate Group Formation

Readings: None

Thursday, October 4

Class 12 – In-class Debate Group Preparations

Readings: None

Week 8

Tuesday, October 9

Class 13 – No Class

Assignment: Debate Meeting (scheduled outside of class)

Readings: None

Thursday, October 11

Class 14 – No Class

Assignment: Debate Meeting (scheduled outside of class)

Readings: None

Week 9

Tuesday, October 16

Class 15 – Free Speech vs. Hate Speech class discussion

Assignment: Position Paper #1

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, October 18

Class 16 – Inequality for All screening

Readings: None

Week 10

Tuesday, October 23

Class 17 – Inequality for All screening

Readings:

Milanovic, Branko. 2018. There Are Two Sides to Today's Global Income Inequality. *The Globe and Mail*, January 22. <https://www.theglobeandmail.com/report-on-business/rob-commentary/the-two-sides-of-todays-global-income-inequality/article37676680/>.

Leonhardt, David. 2017. Our Broken Economy, in One Simple Chart. *The New York Times*, August 7. <https://www.nytimes.com/interactive/2017/08/07/opinion/leonhardt-income-inequality.html>.

Thursday, October 25

Class 18 – Inequality class discussion

Assignment: Position Paper #2

Readings:

Krugman, Paul. 2014. Why We're in a New Gilded Age. *The New York Review*, May 8. <https://www.nybooks.com/articles/2014/05/08/thomas-piketty-new-gilded-age/>.

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 11

Tuesday, October 30

Class 19 – Prostitution discussion

Assignment: Position Paper #3

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, November 1

Class 20 – Debate Preparation

Readings: None

Week 12

Tuesday, November 6

Class 21 – Privacy vs. Security class discussion

Assignment: Position Paper #4

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, November 8

Class 22 – The Peacekeepers film screening

Reading: Bajoria, Jayshree and Robert McMahon. 2013. The Dilemma of Humanitarian Intervention. *Council on Foreign Relations*, June 12. <https://www.cfr.org/backgrounder/dilemma-humanitarian-intervention>.

Week 13

Tuesday, November 13

Class 23 – The Peacekeepers film screening

Reading: Arbour, Louise. 2008. The Responsibility to Protect as a Duty of Care in International Law and Practice. *Review of International Studies* 34 (3): 445-458.

Thursday, November 15

Class 24 – Humanitarian Intervention class discussion

Assignment: Position Paper #5

Reading: Fearon, James D. and David D. Laitin. 2004. Neotrusteeship and the Problem of Weak States. *International Security* 28 (4): 5-43.

Week 14

Tuesday, November 20

Class 25 – Refugees class discussion

Assignment: Position Paper #6

Readings:

Tyyska, Vappu, Jenna Blower, Samantha DeBoer, Shunya Kawai, and Ashley Walcott. 2017. The Syrian Refugee Crisis: A Short Orientation. *Ryerson Centre for Immigration and Settlement*, Working Paper No. 2017/2.

McCarthy, Shawn. 2017. Sizable Minority Says Canada is Accepting Too Many Refugees: Poll. *The Globe and Mail*, February 20. <https://www.theglobeandmail.com/news/politics/sizable-minority-says-canada-is-accepting-too-many-refugees-poll/article34087415/>.

Ferwerda, Jeremy, D.J. Flynn, and Yusaku Horiuchi. 2017. Explaining Opposition to Refugee Resettlement: The Role of NIMBYism and Perceived Threat. *Science Advances* 3 (9): 1-6.

Thursday, November 22

Class 26 – Group Debates

Week 15

Tuesday, November 27

Class 27 – Group Debates

Assignment: Policy Paper Due

Thursday, November 29

Class 28 – Group Debates

Week 16

Tuesday, December 4

Class 29 – Group Debates

Thursday, December 6

Class 30 – Group Debates

Late Assignment Penalty

Assignments must be handed in on time. Late assignments will be penalized 5% every 24 hours (including weekends). If an assignment is a week late, it will receive an automatic grade of 0.

Cell Phones in Classroom

Cell phones may not be used during class time. They must be stored in your pocket or in your bag.

Cheating and Plagiarism Policy

Cheating and/or plagiarism are serious academic offences. Punishment ranges from receiving the grade of zero for the plagiarized paper or the exam on which the cheating occurred, to a recommendation, in critical cases, that the student be withdrawn from the course. A student who repeatedly commits such offences may be told to leave the institution. An example of plagiarism is the submission of any work that is copied from

the Internet or from another student or based on material from a previous semester and submitted as your own. Anti-plagiarism software may be used by teachers to verify students' work.

Students are strongly advised to carefully read the Policy on Cheating and Plagiarism in the College Calendar or the Student Handbook. Offences are kept on file and will be reported to the Office of the Registrar for inclusion in the student's permanent record.

Class Attendance Policy

In accordance with College policy, students are expected to attend all class meetings and to arrive on time. Students are responsible for all course work, even for classes that they miss due to an "excused" or "unexcused" absence. An absence is defined as non-attendance for any reason, whether illness, emergency, or official leave. Unexcused absences, tardiness, and leaving class early are discouraged.

If you are absent more than ten percent (10%) of the total meeting time during the semester with an unexcused absence, you may be assigned a failing grade in the course. This is a 45-hour course; the limit of absences before reaching ten percent is five hours (5) hours. Any absence from class is detrimental to your progress; therefore, an "excused" absence is no less serious than an "unexcused" absence. As such, you are urged not to miss classes without good reason.

Attendance is mandatory at all tests scheduled in your Course Calendar; due dates for assignments must be respected. This rule may be deviated from on the grounds of illness necessitating confinement for 24 hours or more, death in the family, or other extreme emergencies. You will be required to furnish verification of circumstances by a note from the hospital, doctor, nurse, police officer (for an accident report or any other excuse involving the police), or dean, as appropriate, to the Registrar's Office should this be the case.

For more information about the College's Attendance Policy, please refer to the Course Calendar.

NOTICE: World Studies Students Only

Each semester, the Champlain World Studies Option provides a programme of Seminars during the Wednesday Activities Bloc. These Seminars are scheduled, whenever possible, every second or third week. Even though these seminars are considered to be on a voluntary basis, students intending to secure a *World Studies Certificate* on graduation are expected to attend a certain minimum of seminars every semester. Details of the World Studies Option requirements will be given in the first meeting with Faculty and Students in the second/third week of classes.