

WINTER 2022

IMPORTANT INFORMATION

Academic Discipline for this Course

Political Science (Social Science)

Prerequisites

None

Evaluations

Position Papers: 20%

Midterm: 25%

Debate Meeting: 5%

Debate Leadership: 15%

Policy Paper: 35%

Reading Material

No textbook; all readings available on Lea

About the instructor

- Name: Mark Paradis, PhD
- Email: MIO
- Class: Tuesdays and Thursdays 14:00-15:30
- Classroom: Online and A-114
- Office hours: Thursday: 12:30-13:30
- Office: Zoom and G-238

385-A1A-LA

**Political Science:
Politics and Society**

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 current debates and how the public comes to understand them. The course will include a theoretical exploration of how our personalities, families/friends, experiences, the media, and politicians shape our views on society. The course will also include discussions of current issues, including: economic inequality, resettlement of refugees, prostitution, privacy vs. security in the digital age, free speech vs. hate speech, and the politics of pandemics.

CLASS FORMAT

This course will be a mixture of lectures and class discussions. For the first three weeks of the semester, the course will be held online. Classes will be a mixture of asynchronous lectures and synchronous discussions. For the remainder of the semester, the class will be held in person.

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.

EVALUATION

Position Papers (4 x 5%): 20%

- Students will prepare 1.5-2 page (*double-spaced, 12-pt font*) position papers for 4 of the 6 assigned class discussion topics. In each paper students will BRIEFLY summarize alternative viewpoints presented in the readings 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).
- Papers are always due on Lea by the start of class.
- For the papers, 5 points represents an excellent response, 4 represents a good response, 3 is a fair response, 2 is a poor response, 1 is a very poor response, and 0 is for papers not submitted or papers that do not follow the instructions at all. For the first paper, students will receive comments to help them correct mistakes for future papers.

- **Note:** Papers 1-4 will be used to calculate the mandatory midterm assessment grade.

Midterm (February 24): 25%

- The midterm exam covers all material and readings from the lectures.
- **Note:** The midterm will be used to calculate the mandatory midterm assessment grade.

Debate Meeting (March 24): 5%

- 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.

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.

Policy Paper (due May 10): 35%

- 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 7 pages, double-spaced, with a 12-pt normal font and 1-inch margins.

SCHEDULE

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

Legend: Online (synchronous); Online (asynchronous); Regular Classroom; No Class

Tuesday, January 18 – Intro to the Course

- Readings: None

Thursday, January 20 – Psychology of Ideology

- Readings: 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.

Tuesday, January 25 – 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, January 27 – 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.

Tuesday, February 1 – Privacy vs. Security Class Discussion

- Assignment: Position Paper #2
- 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, February 3 – Socialization: The Mass Media

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

Tuesday, February 8 – Refugees Class Discussion

- Assignment: Position Paper #3: Response to the readings
- 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, February 10 – 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.

Tuesday, February 15 – Prostitution Class Discussion

- Assignment: Position Paper #4: Response to the readings
- 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, February 17 – Socialization: Soft News (episode screenings)

- Readings: None

Tuesday, February 22 – Public Opinion Perseverance

- Readings: 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, February 24 – Midterm

- Readings: None

Tuesday, March 1 – Reading Week

Thursday, March 3 – Reading Week

Tuesday, March 8 – The Decline of Democracy Lecture

- Readings: Mickey, Robert, Steven Levitsky, and Lucan Ahmad Way. 2017. “Is America Still Safe for Democracy? Why the United States is in Danger of Backsliding.” *Foreign Affairs* 96 (3): 20-29.

Thursday, March 10 – The Decline of Democracy Discussion

- Assignment: Position Paper #5: Response to the readings and lecture

Tuesday, March 15 – Policy Analysis; Debate and Paper Intro

- 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 17 – Debate Group Formation

Tuesday, March 22 – Debate Group Preparation

Thursday, March 24 – In-class Debate Group Meeting with Instructor

- Assignment: Debate Meeting

Tuesday, March 29 – Debate Group Preparation

Thursday, March 31 – Debate Group Preparation

Tuesday, April 5 – COVID-19 Response In-Class Discussion

Thursday, April 7 – Inequality for All screening

- Readings: None

Tuesday, April 12 – Friday Schedule

Thursday, April 14 – Inequality for All screening

- Readings: None

Tuesday, April 19 – Inequality Class Discussion

- Assignment: Position Paper #6: Response to the film and reading
- Readings:
 - 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>
- Readings: None

Thursday, April 21 – Group Debate Preparation

- Readings: None

Tuesday, April 26 – Group Debate

- Readings: None

Thursday, April 28 – Group Debate

- Readings: None

Tuesday, May 3 – Group Debate

- Readings: None

Thursday, May 5 – Group Debate

- Readings: None

Tuesday, May 10 – Group Debate

- Assignment: Policy Paper
- Readings: None

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).