

	<p><i>School of Arts & Science</i> SOCIAL SCIENCES DEPARTMENT</p> <p>PSC 105: sections 001 and 002 Introduction to Politics 2012 - Winter</p>
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COURSE OUTLINE

1. Instructor Information:

(a)	Instructor:	Ross Lambertson		
(b)	Office Hours:	Monday, Tuesday, Wednesday, Thursday, 3:00-3:50; and by appointment.		
(c)	Location:	Paul 226A		
(d)	Phone:	370-3373	Alternative (home) – 384-3390	
(e)	Email:	lamberts@camosun.bc.ca (I will not usually be accessing this from late Thursday afternoon until Monday.)		
(f)	Website:	http://lambertson.wordpress.com		

2. Intended Learning Outcomes:

At the conclusion of this course, each student will be able to:

1. Describe the nature of Political Science, including key concepts: politics, governments, states, political cultures, and ideologies.
2. Identify basic governmental structures: constitutions, federal and unitary systems, parliamentary and presidential systems, politics and governance at the world level.
3. Identify basic political actors: political parties, interest groups, social movements, the news media.
4. Critically evaluate the relationship between politics and the economy, the value of democracy (in both the developed and developing nations), and the future of politics at the world level.

3. Required Materials – for sale at the Camosun bookstore

Textbook: Eric Mintz, David Close, and Osvaldo Croci, *Politics, Power and the Common Good*, 3rd ed. (Toronto: Pearson Prentice Hall, 2012). Note that this edition is substantially different from the earlier edition that we used in the fall of 2010 and the winter of 2011. You should not try to get by with a secondhand copy of the second edition.

This new edition is for sale in the college bookstore, but it is also offered by CourseSmart as an e-textbook; the company claims that the printed version is \$104.95 but their version is only \$33.58. If you are interested in getting your textbook this way (and your instructor has no idea is this would be a good idea), you can begin by going to: <http://www.coursesmart.com/0132482444/?a=1773944>.

Term Paper Reading:

Dominique Moisi, “Globalization, Identity, and Emotions.” This is Chapter 2 of his book, *Geopolitics of Emotion: How Cultures of Fear, Humiliation, and Hope are Reshaping our World* (New York: Doubleday, 2009). This reading is for sale in the College bookstore, and the book is on reserve in the College library.

4. Course Content and Schedule

Classes are Monday/Wednesday (section 01) or Tuesday/Thursday (section 02) at 11:30 to 12:50 in Young 211. If you miss a class, you can come to the other section.

5. Basis of Student Assessment (Weighting)

- (a) Term paper – 30% (this paper can be rewritten and resubmitted after your instructor has graded it. The higher of the two grades will be official.)
- (b) Quizzes – 60% (three multiple choice tests, each worth 20%).
- (c) Exams – none during examination week.
- (d) Class attendance – 5% (for the full 5 points you need to attend at least 90% of the classes).
- (e) Project – 5% (observing politics in action; see the explanation later in this course outline).
- (f) Class participation – an extra 2% (only for students who contribute in a very positive way to the lectures (asking questions, constructively debating with the teacher). Any student who is too shy to speak out can still in theory achieve a perfect grade.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a “D” grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

*TENTATIVE TIME-TABLE – Monday/Wednesday class
(section 001)*

Monday Jan 9	First class - Introduction to the course	
Wednesday Jan 11	Lecture on Chapter 1 of the textbook	
Monday Jan 16	Seminar Questions for Chapter 1	
Wednesday Jan 18	Lecture on Chapters 2 and 3	
Monday Jan 23	Seminar Questions for Chapters 2 and 3	
Wednesday Jan 25	Lecture on Chapters 4 and 5	
Monday Jan 30	Seminar Questions for Chapters 4 and 5	
Wednesday Feb 1	Lecture on Chapter 6	
Monday Feb 6	Seminar Question on Chapter 6	
Wednesday Feb 8	Review	
Monday Feb 13	First Test (Chapters 1-6) and Term Paper discussion	Wednesday Feb 15 Lecture on Chapters 7 and 8
Monday Feb 20	Seminar Questions for Chapters 7 and 8	
Wednesday Feb 22	Lecture on Chapters 9 and 10	
		Term Paper Due – Office (P226A) – 5:00 P.M.
Monday Feb 27	Seminar Questions for Chapters 9 and 10	
Wednesday Feb 29	Lecture on Chapters 11 and 12	
Monday Mar 5	Seminar Questions for Chapters 11 and 12	
Wednesday Mar 7	Review	
Monday Mar 12	Second Test – Chapters 7-12	
Wednesday Mar 14	Lecture on Chapters 13 and 14	
Monday Mar 19	Seminar Questions for Chapters 13 and 14	
Wednesday Mar 21	Lecture on Chapters 15 and 16 / Project Due	
Monday Mar 26	Seminar Questions for Chapters 15 and 16	
Wednesday Mar 28	Lectures on Chapter 17 and 18	
		Term Paper Rewrite Due - Office (P226A) – 5:00 P.M.
Monday Apr 2	Seminar Questions for Chapter 17 and 18	
Wednesday Apr 4	Review	
Monday Apr 9	NO CLASS – EASTER	
Wednesday Apr 11	Third and Final Test – Chapters 13-18	

TENTATIVE TIME-TABLE – Tuesday/Thursday class (section 002)

Tuesday Jan 10	First class - Introduction to the course
Thursday Jan 12	Lecture on Chapter 1 of the textbook
Tuesday Jan 17	Seminar Questions for Chapters 1
Thursday Jan 19	Lecture on Chapters 2 and 3
Tuesday Jan 24	Seminar Questions for Chapters 2 and 3
Thursday Jan 26	Lecture on Chapters 4 and 5
Tuesday Jan 31	Seminar Questions for Chapters 4 and 5

Thursday	Feb 2	Lecture on Chapter 6
Tuesday	Feb 7	Seminar Questions for Chapter 6
Thursday	Feb 9	Review
Tuesday	Feb 14	First Test (Chapters 1-6) and Term Paper discussion
Thursday	Feb 16	NO CLASS - reading break
Tuesday	Feb 21	Lecture on Chapters 7 and 8
Thursday	Feb 23	Seminar Questions for Chapters 7 and 8 Term Paper Due – Office (P226A) – 5:00 P.M.
Tuesday	Feb 28	Lecture on Chapters 9 and 10
Thursday	Mar 1	Seminar Questions for Chapters 9 and 10
Tuesday	Mar 6	Lecture on Chapters 11 and 12
Thursday	Mar 8	Seminar Questions for Chapters 11 and 12
Tuesday	Mar 13	Review
Thursday	Mar 15	Second Test – Chapters 7-12
Tuesday	Mar 20	Lecture on Chapters 13 and 14
Thursday	Mar 22	Seminar Questions for Chapters 13 and 14 / Project Due
Tuesday	Mar 27	Lecture on Chapters 15 and 16
Thursday	Mar 29	Seminar Questions for Chapters 15 and 16 Term Paper Rewrite Due - Office (P226A) – 5:00 P.M.
Tuesday	Apr 3	Lecture on Chapters 17 and 18
Thursday	Apr 5	Seminar Questions for Chapters 17 and 18
Tuesday	Apr 10	Review
Thursday	Apr 12	Third and Final Test – Chapters 13-18

CLASSES

A. Recent political events or issues. Most classes will begin with a brief discussion by your instructor of some recent political event or issue (the news of the day). Feel free to bring up issues that you think are worth discussing. We may also discuss any Optional Readings listed in the Lesson Notes in your instructor's website at <http://lambertson.wordpress.com>.

B. Lectures. After the introductory lecture, the second class of each week (Wednesday for the 001 section and Thursday for the 002 section) will be primarily a lecture on one or two chapters in the textbook, focussing upon some of the **Key Terms** in the **Lesson Notes** in your instructor's website. (Note that this sequence changes for the 002 section, because of the Reading Break.) It is recommended that students read those chapters before coming to class. Remember, not everything in the **Lesson Notes** will be covered in class. To some degree, you are responsible for learning the material on your own.

C. Seminars. Except for the first week, the first class of each week (Monday for the 001 section and Tuesday for the 002 section) will be primarily a seminar on the previously-discussed chapter or chapters. This will be based upon the **Seminar Discussion Questions** in your instructor's website. In addition, students should also have done the **Review Questions** in the **Lesson Notes** in your instructor's website, checked the answers, and come to class with any questions about, or objections to, the answers. (These answers to the Review Questions are also in your instructor's website.)

For the first few classes at least the class will be broken down into a number of **small groups**, chosen at random. Each group will be given one or more **Seminar Questions** from the Lesson Notes, and expected to come up with some answers. Any students who have not read the pertinent chapters, and are not prepared to answer the study questions, should not sit with their assigned groups; instead, they should sit separately and read the required material.

C: Review. After each set of lectures and seminars, and just before a test, there will be a review class. The review class will give students a chance to ask questions about these materials in the textbook, and give your instructor a chance to cover **Key Terms** and **Seminar Discussion Questions** that need special attention.

D: Grades. Students are graded on the basis of tests, the term paper, class attendance, and class participation. Students who do not want to speak up in class are encouraged to participate by sending questions (as well as constructive criticism and comments) to the instructor, or speaking to him during office hours. This could be worth **two extra points**.

E: Work Expectations. Finally, remember the academic rule of thumb that a student should spend, on the average, about two hours of study for every hour of classroom time. A full load of five courses and fifteen hours of classroom time a week therefore translates into an additional thirty hours of study time per week, for a total of 45 hours. Of course, some students may not have to work as hard as other students, but you should not expect good grades if you are not able to devote considerable time to your studies.

MULTIPLE-CHOICE TESTS

- VALUE - There are three multiple-choice tests, each worth 20% of the final grade.
- DUE - See the timetable in this course outline.
- CONTENT - The tests will be based upon three things (but *not* the Optional Readings):
- a. The **Key Terms** in the Lesson Notes posted online (i.e. more than the Key Terms in the textbook).
 - b. The **Review Questions** in the Lesson Notes (answers posted online).
 - c. The **Seminar Questions** discussed in class.
- FORMAT - The multiple-choice tests will be done on special answer sheets (supplied by your instructor), which are marked by a computer. Please bring a soft-lead pencil and an eraser.
- Each question will be worth one point.
- AFTER - After each test you will be given the answers so that you will know immediately how well you have done. After the computer has marked the tests the grades will be posted outside your instructor's door. Since the computer is not infallible, please check to ensure that you have been given the grade you deserve.
- MAKE-UP TESTS - You are expected to write your tests at the scheduled times and place (i.e. in class). You will not be permitted to write at another time unless you have a reasonable excuse involving events beyond your control, such as illness, a death in the family, etc.

- **Should you miss a test, and have a reasonable excuse, come by your instructor's office during his office hours to write a make-up test. Also, if you are convinced that you can do better on a make-up style test, come to your instructor's office to write a make-up test. If you are trying the second time, you will be given the higher of the two grades.**
- **All make-up tests should be done within one or two weeks.**
- **A make-up test is not multiple-choice; it will be based on the same content as the regular test, but will consist of questions about Key Terms and Seminar Questions. Because your instructor needs to submit final grades soon after the end of the term, you will not be able to do a make-up test after the third test.**

TERM PAPER

VALUE - This is worth 30% of your final grade.

DUE - See the time-table in this course outline (including date for rewrite). Late term papers without a *written* explanation of a reasonable excuse (i.e. illness, a death in the family, etc.) may be penalized.

TOPIC - Dominique Moïsi, "Globalization, Identity, and Emotions." See page two of this course outline. You can make references to other sources if you wish, but you will be judged mostly on your ability to **explain and evaluate the material in the above reading.**

FORMAT - **Three** typewritten pages (plus one page for the title and your name, and another page for the **endnotes** and **bibliography**), written in #12 font, Times New Roman, double-spaced, with normal margins. Your instructor will stop reading after the third page. Number your pages (the title page is not numbered). In doing your endnotes and a bibliography, refer if necessary to "Camosun College Department of Humanities History Style Guide," which can be found at:
http://camosun.ca/learn/programs/history/style_guide.pdf

- In writing your paper, follow this **outline:**

In writing your paper, follow this outline:

- (a) an **introduction** of about one or two sentences, in which you state what your paper is about, including the position you intend to take;
- (b) a **summary** of the article (at least a page and a half);
- (c) a **critical analysis** that explains what is good and/or bad about the article, using as much as possible anything we have looked at in the course (e.g. the textbook, news of the day, etc.).
- (d) a very short **conclusion.**

HELP - You may consult with your instructor before writing (bring him questions, a summary, or a rough draft).

REWRITE - You may rewrite the paper if you are not satisfied with your mark. You will not receive a better mark unless you pay close attention to the critical comments on your first draft. However, you will not lose points by attempting a rewrite; the higher of the two marks will be used.
- If you miss the deadline for submitting the paper the first time, you may submit it with the "rewrites." However, this is **not** recommended, since most students need the experience of writing the paper the first time.

PROJECT

VALUE - This is worth 5% of the final grade. It will be marked on a pass/fail basis. The *process* of doing this is more important than the *product*. The purpose is to get you to learn something about politics from a source other than a formal textbook.

CONTENT - Write a one or two page report about how you observed politics in action –interviewed a political figure (federal, provincial, or municipal), visited an NGO (non-governmental organization), attended a political meeting, went to the Court House, sat in on Question Period at the Legislative Assembly, etc.
- If you want to talk to someone in an NGO, here are *some* possibilities; all of them have websites, so you can get some preliminary information and a contact name. Make sure that you do not get an organization from Victoria, Australia.

Victoria Status of Women Action Group
Western Canada Wilderness Committee, Victoria Chapter
[Greater Victoria Cycling Coalition](#)

Wise Democracy, Victoria
Gay & Lesbian Health Victoria
Environmental Law Centre (UVic)
Amnesty International [in Victoria](#)
Council of Canadians, Victoria Chapter
B.C. Civil Liberties Association (has some board members in Victoria)
Vancouver Island Public Interest Research Group (VIPIRG)
The Fraser Institute – has a free student conference each fall in Victoria
The Vancouver Island Human Rights Coalition – headquarters in
Victoria

- WARNING
- Do *not* do either a telephone or an email interview; do *not* just watch TV, listen to the radio, take something from the Internet, etc. Get away from all electronic sources!
 - Do *not* write about something you did before you took this course.
 - Do *not* choose something that you need or want to do for some other reason; in other words, if you are an active Liberal, do not write your report on a Liberal constituency meeting; if you have a project for another course do *not* submit it for this course, etc. Try to find something that is interesting; broaden your horizons.
 - If you are going to interview someone, it is recommended (but not mandatory) that you consider doing your “research” on this topic with several other students. Group reports, however, will *not* be accepted – write your own interpretation.

EVALUATION

Your written work (except for your project report) will be graded as follows:

“A” level work (90-100% = A+ / 85-89% = A / 80-84% = A-)

1. AMOUNT OF WORK/RESEARCH - 8 to 10
 - the work is long enough (close to the maximum) and
 - it deals with all the prescribed reading materials (and additional research, if called for).
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, ENDNOTES, BIBLIOGRAPHY - 8 to 10
 - the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
 - the work is well organized.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8 to 10
 - the student has demonstrated a superior understanding of all the prescribed materials.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8 to 10
 - the student has developed superior ideas.

“B” level work (77-79% = B+ / 73-76% = B / 70-72% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 7.9
 - the work is not quite maximum length, or
 - the work does not deal with quite enough of the prescribed reading materials.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, ENDNOTES, BIBLIOGRAPHY - 7 to 7.9
 - the work is at a high level, but there are still some errors in spelling, punctuation, etc., or
 - the work is well organized, but could be better.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 7.9

- the student has demonstrated a high level of understanding of all the prescribed materials, but it could be better.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 7 to 7.9

- the student has developed some ideas that, although not yet superior, are at a high level.

EVALUATION (cont.)

“C” level work (65-69% = C+ / 60-64% = C)

1. AMOUNT OF WORK/RESEARCH - 6 to 6.9 out of 10.

- the work is satisfactory, but fairly short, or
- the work does not really cover enough of the required readings.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, ENDNOTES, BIBLIOGRAPHY) - 6 to 6.9 out of 10.

- the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., (especially abusing the apostrophe), or
- the work is not well organized, or
- there need to be more endnote citations.

3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.9 out of 10.

- this work shows a basic understanding of the material, but not much more than this; it is sometimes not clear or just plain wrong, or leaves out some important points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 6 to 6.9 out of 10.

- the student has tried to develop some ideas, but they are not well-reasoned and/or they are not based on correct information.

“D” level work (50-59%)

1. AMOUNT OF WORK/RESEARCH - 5 to 5.5 out of 10.

- the work is unsatisfactory, it is below minimum length, or
- the work shows inadequate use of the mandatory readings.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, ENDNOTES, BIBLIOGRAPHY) - 5 to 5.5 out of 10.

- the work is unsatisfactory; it is full of elementary errors, or
- it is very poorly organized, or
- there are no adequate endnotes and/or no bibliography.

3. UNDERSTANDING (WHAT YOU SHOW ME) - 5 to 5.5 out of 10.

- the work is unsatisfactory; the student has misunderstood several major points, or
- has omitted several major points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 5 to 5.5 out of 10.

- the student has made almost no attempt to develop ideas, or
- the ideas are inadequate.

EVALUATION (cont.)

“F” level work (below 50%)

1. AMOUNT OF WORK/RESEARCH - less than 5 out of 10.

- the paper is below minimum length, or
- the paper deals with less than half of the mandatory material.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, ENDNOTES, BIBLIOGRAPHY - less than 5 out of 10.

- there are so many elementary errors and/or omissions that this is unacceptable, or
- the student has committed an act of plagiarism or quasi-plagiarism.

3. UNDERSTANDING (WHAT YOU SHOW ME) - less than 5 out of 10.

- this shows no real understanding of the main points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - less than 5 out of 10.

- there is no real attempt to develop any ideas.

All grades

5. FINAL GRADE: _____ out of 30.

- The FINAL GRADE is *not* an average of the four grades. It primarily based on the lowest grade of the first three criteria, multiplied by 3. (Your grade for “Ideas” will also be taken into consideration, although primarily for papers which are B+ or A level.)

- Your instructor sees the term papers as involving a set of hurdles, each of which is equally important. To receive a passing grade you must pass each one of these hurdles. For example, to receive an “A” you must do first-rate work at each level, to get a “B” you must do at least second-rate work at each level, and so forth. This is not the usual way of marking papers, but it can be defended on the basis that each student can rewrite his/her paper for a higher grade, and in doing so can concentrate upon improvements where they are most needed.

- Your paper should be a carefully-written draft, representing your best effort without detailed help from the instructor. When you get it back, you will receive comments about how to improve it, and you can decide whether or not you want to put in the extra work required to raise your grade. The process of writing a paper for this course should, therefore, be seen as involving an extended conversation between you and your instructor.