



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psc.html>

Ω Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Marta Bashovski
(b)	Office Hours:	by appointment
(c)	Location:	DTB A311, UVic (other locations can be arranged)
(d)	Phone:	(250)891-4436
(e)	Email:	BashovskiM@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of this course the student will be able to describe and explain (and in some cases critically assess):

1. Describe the nature of political science, including key concepts: politics, governments, states, political cultures, and ideologies.
2. Identify basic governmental structures and processes: constitutions, federal and unitary systems, parliamentary and presidential systems, elections, politics and governance at the world level.
3. Identify basic political actors: political parties, interest groups, social movements, and the news media.
4. Describe 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.
5. Critically evaluate some aspect of political life. (Topics may change from semester to semester, but could consist of such things as democracy, human rights, civil disobedience, social democracy, political radicalism, etc.)

3. Required Materials

- (a) **Course Textbook:** Select chapters from: Eric Mintz, David Close, and Osvaldo Croci, *Politics, Power and the Common Good*, 4th ed. (Toronto: Pearson Prentice Hall, 2014). **(PPC in Course Schedule)**

- (b) **Course Readings:** There is an additional set of readings – mainly newspaper and other media articles – that I will be referencing in our lectures. These readings can be accessed through our D2L site and, in many cases, a Google search of the title.
- (c) There will also be a selection of **recommended and supplementary materials**, which will be noted below/and or on D2L, which are **not required**, but will be helpful to rounding out your understanding of the course and course assignments.
- (d) **Political Awareness:** Themes presented in the course will be made relevant through examples drawn from historical and current events in Canada and around the world. To keep engaged in the course material, and in my lectures, I expect you to consult a variety of news sources on a regular basis. Such sources might include national and international newspapers (e.g. *The Globe and Mail*, *National Post*, *New York Times*, *The Washington Post*, *The Guardian*, *The Vancouver Sun*, *The Toronto Star*), major weekly news magazines (e.g. *The Economist*, *Maclean's*, *Al Jazeera*, *Newsweek*, *Time*), television news programming (e.g. *CBC The National*, *PBS Newshour*, *BBC World News*, *Vice News*, *Democracy Now!*, *CNN*). Each of the sources mentioned above maintains an extensive online archive. While there are countless other sources of information online, do make sure those you consult are reputable. We'll spend some time in class discussing how to assess media sources.

4. Course Content and Schedule

"... why am I so interested in politics? If I were to answer you very simply I would say this: why shouldn't I be interested? That is to say, what blindness, what deafness, what density of ideology would have to weigh me down to prevent me from being interested in what is probably the most crucial subject to our existence, that is to say the society in which we live, the economic relations in which it functions, and the system of power which defines the regular forms and regular permissions and prohibitions of our conduct? The essence of our life consists, after all of the political functioning of the society in which we find ourselves. So I can't answer the question of why I should be interested; I could only answer it by asking why I shouldn't be interested." --philosopher Michel Foucault, in a debate with linguist and activist Noam Chomsky, 1971

Course Schedule*

*subject to change

Week 1: September 5-9 (Campbell)	Introduction, political preferences and ideologies
Week 2: September 12-16 (Bashovski introduction)	What is politics? What is the study of politics? Writing and talking about politics: how to succeed in this course (PPC Ch. 1) (recommended reading: Debbie Lisle, "How do we find out what's going on in the world?", available on D2L) Skills: Media: How (and where) do we find 'reputable' information? How do we assess the information we come across?
Part I: Theories of Politics	
Week 3: September 20 – 23	The nation-state and globalization Nations, states, countries: the unit of political organization and political thought? Challenges to the state system/state model What is globalization? (cultural, economic, political) Is globalization <i>new</i> ? (PPC Ch. 2)

Skills: Listening, reading, and note-taking: lectures and journal articles

Week 4: September 26 – 30

Political Ideologies and Political Concepts
Liberalism, Conservatism, Socialism, Communism
Essentially contested concepts in politics: power, freedom, equality, democracy, justice, property.

(PPC Ch. 3)

Skills: Summarizing a text, noting citations

Week 5: October 3 – 7

Challenges to Prevailing Ideologies
Feminism and Gender
Postcolonialism and cultural difference
Case study: “Burkini ban” in France

(PPC Ch. 4, p. 83-90)

(Young, *Postcolonialism: A Very Short Introduction*, p.1-26 available on D2L)

(Sheryl Garratt, “What it really means when we criminalize clothes,” *The Guardian*, available on D2L)

(James McAuley, “France’s Top Administrative Court Overturns Burkini Ban,” *The Washington Post*, available on D2L)

Skills: Choosing a research topic and doing research online

**Week 6: October 11 – 14
(October 13, 55 min class)**

Challenges to Prevailing Ideologies
Indigenous political thought and settler colonialism
Environmentalism and materialism

Case study: Idle No More

(PPC Ch. 4, p. 90-100)

(Joyce Green, “TOWARDS A DETENTE WITH HISTORY: CONFRONTING CANADA’S COLONIAL LEGACY,” available on D2L)

(Pamela Palmater, “Why are we Idle No More?”, available on D2L)

(Wab Kinew, “Idle No More Is Not Just an “Indian Thing”, available on D2L)

Skills: Thesis statements

Part II: Politics within the nation-state

**Week 7: October 17 – 20
(Bashovski away October 20)**

Political Representation
Parliamentary vs. presidential systems, federalism and the division of powers, constitutions, the judiciary
(selections from Garner/Ferdinand/Lawson/MacDonald “Legislatures and Legislators,” and “Law, Constitutions and Politics” (on D2L))

Unit Quiz 1: Theories of Politics, Wednesday, October 19

**Week 8: October 25 – 28
(Bashovski away all week)**

Political Parties in Canada and the United States

Guest Speaker(s): TBA

(PPC Ch. 6)

Skills: Making an outline

Week 9: Oct. 31 – Nov. 4

Political Culture and Participation

Changing political participation in Canada and the US

Populism, protest and dissent

Case study: Black Lives Matter

(PPC Ch. 5)

(Patrisse Cullors: “#BlackLives Matter will continue to disrupt the political process” (on D2L))

(George Yancey and Judith Butler, “What’s wrong with ‘All lives matter?’” (on D2L))

(Watch: Kendrick Lamar at The Grammys 2016 (link on D2L);

Listen: Kendrick Lamar, “The Blacker the Berry” (link on D2L))

Skills: Doing scholarly research

**Week 10: November 7 – 10
(November 10 short class)**

Elections

The history of voting in Canada and the United States: who gets to vote? How do elections work?

Comparative Case Study: Canada vs. US electoral and party systems

- US Presidential election

(PPC Ch. 7)

Skills: Citations and citation styles

Op-Ed due: November 10, 11:59 pm.

Part III: International Politics

Week 11: November 14 – 17

The international system

States in the international system: Sovereignty

International organizations and global governance

Globalization and challenges to sovereignty

(PPC Ch. 18)

(Recommended reading: Stuart Elden: “Why is the world divided territorially?”, available on D2L)

Unit Quiz 2: Politics within the nation-state, Wednesday, November 16

Skills: Organizing your research

Week 12: November 21 – 25

War and Conflict

Historical wars and ‘new wars’, security, humanitarian intervention

Case Study: Conflicts in the Middle East

(PPC Ch. 18)

(Scott Anderson, “Fractured Lands: How the Arab World came apart,” *New York Times Magazine* (on D2L))

Skills: Editing and Proofreading

Week 13: Nov. 28 – Dec. 2

International Development and Inequality

Globalization and the world economy, global wealth inequality and the ‘developing world,’ international migration

(PPC Ch. 17)

(Watch: “Global Wealth Inequality”, link on D2L)

Skills: Oral presentations

Research essay due: December 2, 11:59 pm.

Week 14: December 5 – 9

Debate preparation and review

Unit Quiz 3: International Politics, Tuesday, December 6

Debate Preparation essay due: December 7, 11:59 pm

In-class debate: December 8

Week 15: December 12 – 16

Review and Take-Home Final Exam

Take-home final exam open on D2L: December 12th, 9:00 am

Take-home final exam due: December 15th, 11:59 pm.

5. Basis of Student Assessment (Weighting)

Reading Quizzes – 10%

With each new chapter of the textbook and our additional readings you will be asked to take an online multiple-choice quiz. The quizzes will cover the reading for that week and must be completed **prior** to the start of that week’s class. The online submission window will close one hour prior to the start of that week’s first class – Monday at 8:55 AM. *The first reading quiz will be due by Thursday, September 15th at 8:55 AM.

Unit Quizzes – 10%

At the end of each of our units (Theories of Politics, Politics within the Nation-State, International Politics), we will have an in-class short answer quiz where you will be asked to select 3 (out of 5) terms or concepts, define them and explain their significance in two paragraphs per question. These quizzes will take place on **October 19 (Theories of Politics), November 16 (Politics within the nation-state), December 6 (International Politics).**

Op-Ed Assignment – 15%

For this assignment, you will write an “op-ed” style piece of public speech. Effective examples of these forms of public speech respond to an immediately unfolding event from the past year and connect it to broader social, political, and economic problems that we have studied in this class. The point of this style of writing is to communicate an opinion about a current event to a broad audience. Successful “op-ed” writing is brief, succinct, and direct. Given the nature of this style of writing, citations and expansive research are not necessary. Focus your energy on clearly explaining the incident you have selected and developing a specific line of argument. To be successful in this assignment, you will have to plan carefully. You don’t have a lot of time to build your argument, but you need to be convincing. Clearly explained examples—both of the incident you are discussing and the structures you are connecting it to—will be key! Your “op-ed” will be written as a traditional short essay that would be submitted to a newspaper. You have a strict word limit of 650 words. I will distribute a list of topics for the “op-ed”s by the end of September. They will also be available in the Assignment section on D2L. This assignment is **due through the D2L dropbox on November 10.**

Research Essay – 25%

For your final research essay, you will take up the argument you developed in your “op-ed” assignment and expand it into a researched, academic paper. This paper (6-7 double-spaced, 12

pt Times New Roman font, about 1250-1500 words, in a consistent citation style) is **due on D2L on December 2**. We will work on research and writing skills through weekly exercises, so the research paper should provide you with a chance to apply these skills. The paper will be graded on a variety of factors, including argumentation, research, organization, style, grammar, spelling and punctuation. The essay must contain an introduction with a concise thesis statement. Even though it is only a single sentence, the thesis is the most important part of a paper. It should clearly explain clearly the argument advanced by your paper so that your reader knows in advance what to expect in the pages that follow. All of the research findings and ideas that you present in your paper should be organized in a clear and compelling manner and should contribute to demonstrating your thesis. You may find the supplementary readings in the essay assignment guide, to be posted on D2L, a helpful starting point for your research.

Debate preparation and presentation – 10%

All students will participate in a debate, in class on **Thursday, December 8th**. You will sign up for Pro/Con sides by November 1. The day before the debate, **Wednesday, December 7th**, each student will submit a 250-word debate preparation essay on D2L. I will say more about this assignment in November and upload details on our course D2L in the Assignment Section.

Take-Home Final Exam – 30%

A final exam will consist of two take home essays due at **11:59 pm on Thursday, December 15th**. You will have four days to compose two essays of no more than 600 words in length each. You will answer two short essay questions (from a choice of six) which draw from themes covered since the beginning of the semester. Essays will be submitted through the course's Drop box. For more information, see the Assignment section of the D2L content page.

Late Policy and Absences: Assignments must be submitted by 11:59 pm on the due date through D2L. If you are unable to submit the assignment by the due date, you have one week's grace period in which to submit it. However, I will deduct 10% from your assignment grade. After one week, I will deduct 10%, plus an additional 5% per day late (including weekends).

If you are absent from more than two classes due to illness, accident, or family affliction, please let me know. If illness, accident, or family affliction requires you to miss a quiz during the term, or to be late submitting a course assignment, please let me know and request a deferred quiz or due date (does not apply to Reading Quizzes which can be completed at your leisure throughout the term). I will generally require documentation from a health professional to support the request. Travel plans and heavy workload do not constitute valid reasons for deferrals or extensions.

This course is hard work, especially if you care anything about it. I want to reward your best efforts, good planning, and diligent application. But remember: **Life is more important than school**. You are always welcome to talk with me about your situation and your options, and I will do my best to listen and, if appropriate, direct to you potentially helpful resources.

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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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 the College web site in the Policy Section.

