



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

PSC-105-001
Introduction to Politics
Summer 2019

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Cody Willett		
(b) Office hours	Tuesday and Thursdays from 3:30 – 4:30 PM (or via appointment)		
(c) Location	Paul 334, Lansdowne Campus		
(d) Phone	250.507.1197	Alternative:	
(e) E-mail	willettc@camosun.bc.ca		
(f) Website			

2. Intended Learning Outcomes

Upon completion of this course a 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 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

Select chapters from: Eric Mintz, David Close, and Osvaldo Croci, *Politics, Power and the Common Good*, 5th ed. (Toronto: Pearson, 2018).

A course pack created from the necessary chapters is available at the Lansdowne Campus book store. Copies of the textbook are available at the reserve desk of the school's library.

4. Course Content and Schedule

ORGANIZATION OF THE COURSE:

Class 1: May 7	Introductions, D2L, Eduroam, Course Outline overview & writing workshop
Class 2: May 9	Ch. 1 – Understanding politics <i>RQ1 – Due May 9 by 11:30 AM</i>
Class 3: May 14	Ch. 2 – The Nation-State and Globalization <i>RQ2 – Due May 14 by 11:30 AM</i> SE1: Due May 15 at 11:59 PM
Class 4: May 16	Ch. 3 – Liberalism, Conservatism, Socialism & Fascism <i>RQ3 – Due May 16 by 11:30 AM</i>
Class 5: May 21	Ch. 4 – New Perspectives: Feminism and Environmentalism <i>RQ4 – Due May 21 by 11:30 AM</i> SE2: Due May 22 at 11:59 PM
Class 6: May 23	Ch. 5 – Political Culture, Participation & Socialization <i>RQ5 – Due May 23 by 11:30 AM</i>
Class 7: May 28	Group Debate performance – Socialism or Fascism? Group Debate performance – Extinction or Rebellion? Personal Argument write-up: Due May 28 at 11:30 AM
Class 8: May 30	Ch. 6 – Political Parties <i>RQ6 – Due May 30 by 11:30 AM</i> Optional SE re-write due by 11:59 PM on June 2
Class 9: June 4	Ch. 7 – Elections, Electoral Systems & Voting Behaviour <i>RQ7 – Due June 4 by 11:30 AM</i>
Class 10: June 6	Ch. 7 – Continued Elysia Glover: Guest Speaker SE3: Due June 7 at 11:59 PM
Class 11: June 11	Ch. 8 – Politics and Development in the Global South <i>RQ8 – Due June 11 by 11:30 AM</i>
Class 12: June 13	Ch. 9 – Politics and Governance at the Global Level <i>RQ9 – Due June 13 by 11:30 AM</i> SE4: Due June 14 at 11:59 PM
Class 13: June 18	Course Review and Political Action Project presentations
Class 14: June 20	Political Action Project write-up: Due June 20 at 11:59 PM No Class!

5. Basis of Student Assessment (Weighting)

Marks will be determined on the basis of the following work:

1. Reading Quizzes – 10% (1.1% per quiz)

With each new chapter, students will be asked to take an online multiple-choice quiz that accompanies the textbook. The quizzes will cover the reading for a chapter and must be completed prior to the start of that week's class. Students may take each quiz twice. The online submission window will close one hour prior to the start of that class – typically Tuesdays and Thursdays at 11:30 AM.

2. Short Essays – 40% (10% per assignment)

Students will write four short essays of approximately 400 words each. A choice of four questions for each essay will be posted in the Short Essays section of the D2L content page. Students will choose one

of the four questions and do their best to answer it in a well-crafted essay format. Late assignments will be penalized 10% per day. Students will be permitted to rewrite one of the first two submitted short essays. For more information, see the Short Essays section of the D2L content page.

3. **Debate project** – 30% (10% Personal Argument write-up, 20% Group Debate performance)
Students will be organized into one of four groups, each representing an opposing side of two debate topics: Socialism or Fascism? / Extinction or Rebellion? During class time on May 16, 21 and 23, students will work with their debate team to come up with arguments in support of their side, anticipating and refuting the arguments of the opposing side, and distributing these arguments among the participants of each group (attending all days is mandatory to receive full marks for the Group part of the project). Before their debate performance on May 28, each student will submit a write-up of their Personal Argument through the Debate Project section on D2L. For more information, see the Debate Project section of the D2L content page.

4. **Political Action Project** – 15% (5% Peer-oriented presentation, 10% Project write-up)
Students will choose a form of political action to take during the semester and outside of the classroom. All projects must be approved by the instructor, however, prior to being initiated to count toward this assignment. Students will seek to use what they've learned from the course material to deepen their understanding of the political action they are engaging in and will submit a 500 word writeup reflecting on their experience through the Political Action Project section on D2L. In addition, students will present what they learned from their political experience to each other at the end of the course. For more information, see the Political Action Project section of the D2L content page.

5. **Engagement Guide** – 5%
All students are asked to make a meaningful contribution to class activities and demonstrate engagement with the topics studied in the course. There are numerous ways for students to express their engagement. For more information, see the Engagement Grading section of the D2L content page.

6. Grading System

- Standard Grading System (GPA)
 Competency Based Grading System

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

PSC 105-001 Introduction to Politics D2L webpage
<https://online.camosun.ca/d2l/home/150180>

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library,

and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.