



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**PSC-105-002**  
**Introduction to Politics**  
**Fall 2019**  
**11:30-12:50, Young 201**

## **COURSE OUTLINE**

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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.*

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### **1. Instructor Information**

- (a) Instructor:** Roberta Jenkins
- (b) Office hours:** Tuesdays and Thursdays from 10:15 – 11:15 AM (or via appointment)
- (c) Office Location:** Young 302, Lansdowne Campus
- (d) Office Phone:** 250-370-3658
- (e) E-mail:** [JenkinsR@camosun.bc.ca](mailto:JenkinsR@camosun.bc.ca)

\*Please note that the phone number listed will only be answered during office hours. Email is the most reliable way to contact the instructor. Emails will be answered within 24 hours on week days. Email will not be answered on weekends.

### **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

Textbook (available in the campus bookstore):

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

Supplementary readings, news items and videos will be posted on D2L as they become relevant.

### 4. 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 in the textbook, students must complete an online multiple choice quiz that accompanies the reading for that chapter only. The quizzes must be completed **prior** to the start of the appropriate 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 Tuesday at 10:30 AM.

#### 2. Class Engagement: 25% (2.5-5% per assignment)

Students (individually or as part of a group) will complete a variety of in-class activities designed to encourage team work and critical analysis of class materials. Assignments may include thematic questions, visual summaries, short essays or multi-media presentations related to case-studies, videos or supplementary readings provided throughout the term. All assignments will help to clarify specific intended learning outcomes of the course in the real world, while activating different learning profiles. Clear expectations and evaluation criteria will be provided along with working time **in class** for each activity. Any work that is incomplete at the end of class time may be finished as homework, due at the beginning of the following week's class. Any assignments not handed in by the deadline will be assessed a 20% penalty at the start of the following class (ie. 2 days late), or a 50% penalty at the start of the following week's class (ie. 1-week late). No late assignments will be accepted beyond 1 week.

Students must also complete a brief self-evaluation at the end of each class. This will take approximately 5 minutes only, and will be kept by the instructor for redistribution each class. This evaluation paper is a reflective tool, to give individuals an opportunity to think about areas in which they have excelled or which need attention for that specific class, and to give the instructor feedback on what aspects of the class are working well or need to be revised. Additionally, it is an opportunity to have an informal conversation with the instructor, as comments will be reviewed each class and responded to as needed. Thoughtful completion of this evaluation will count as 1 engagement assignment, regardless of how students choose to evaluate themselves.

#### 3. Group Presentation: 20%

Working in teams of 4, students will prepare a maximum 12 minute presentation related to one weekly class theme. Each week a different team will present to the class. Dates/themes will be assigned on September 5. Presentations should clearly and simply illustrate some aspect of their assigned theme, and should use a current case study to help show the relevance of the topic to the real world. Appropriate citations must be included for all images and information. Analysis should be thoughtful and concise. Every team member must have a significant, identifiable role in the presentation (preferably, but not necessarily, a speaking role). Presentations may take any form desired by the students (simple oral, powerpoint/prezi or other slide generator, video, documentary or other), but must work as a unified and coherent work (not a collection of 4 independent works

showcased one after another). Any presentations longer than 12 minutes but shorter than 15 minutes will be penalized at 5% per additional minute. Teams will be cut off at 15 minutes regardless of completion and graded on the contents of those minutes only. A detailed breakdown of assignment expectations will be available on D2L under the assignments section.

4. **Essay:** 30% (Thesis Proposal: 5%, Annotated Bibliography: 10%, Completed Essay: 15%)  
Each student will be asked to compose an independent research essay of approximately 2500 words by **November 21, 2019**. Prior to completion of the essay, there are two preliminary writing stages to help students craft their final argument that will each be marked independently of the final work.

The first stage is to identify an appropriate research question related to one or more class themes and create a 1-page proposal of how you plan to address that theme in your essay. This thesis proposal is worth 5%, and is due on **September 26, 2019**. The proposal may be rewritten once to either try to improve the evaluated score or to change topics. Students must have their proposal accepted by the instructor to proceed to stage 2.

The second stage is to produce an annotated bibliography of research materials that will be used to complete the final essay. This is due **October 24, 2019**, and is worth 10%. An annotated bibliography is a list of citations to books, articles, documents or other artefacts related to your thesis that are each followed with a short paragraph that describes and evaluates their content (the 'annotation'). The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited (Aug 15, 2019, <https://guides.library.cornell.edu/annotatedbibliograph>).

Feedback will be provided on the annotated bibliography to help students produce a high quality final essay. Although rewrites of this stage are not permitted, students who specifically address significant gaps identified in their feedback in their completed essay will receive up to a 25% improvement in their annotated bibliography score.

The final essay must be double spaced, in a standard 12-point font with regular margins. Any recognized citation style may be used, as long as it is used consistently throughout the essay. Any plagiarism will be assessed a grade of 0 and no rewrites will be permitted.

Late work at any stage will be penalized 10% per day. A complete description of the assignment will be available on D2L under the assignments section.

5. **Final Exam:** 15%

A final exam will consist of one part multiple choice and one part short essay. Students will have 80 minutes to compose their answers. Questions will draw from themes covered since the beginning of the semester. The final will occur on the final day of class, **December 5**. Location will be announced mid-semester.

## 5. Course Content and Schedule

### ORGANIZATION OF THE COURSE:

Week 1: Sept. 3 & 5	Introductions, Assignments Overview, Self-Evaluation Writing Workshop
Week 2: Sept. 10 & 12	Ch. 1 - Understanding Politics <i>RQ1 – Due Sept. 10 by 10:30 AM</i>
Week 3: Sept. 17 & 19	Ch. 2 - The Nation-State and Globalization <i>RQ2 – Due Sept. 17 by 10:30 AM</i>
Week 4: Sept. 24 & 26	Ch. 3. – Liberalism, Conservatism, Socialism & Fascism <i>RQ3 – Due Sept. 24 by 10:30 AM</i> <b><i>Thesis Proposal due Sept. 26 at the start of class</i></b>
Week 5: Oct. 1 & 3	Ch. 4 – Feminism and Environmentalism <i>RQ4 – Due Oct. 1 by 10:30 AM</i>
Week 6: Oct. 8 & 10	Ch. 5 – Political Culture, Participation & Socialization <i>RQ5 – Due Oct. 8 by 10:30 AM</i>
Week 7: Oct. 15 & 17	Ch. 5 Continued Guest Speaker: Amy Levine
Week 8: Oct. 22 & 24	Ch. 6 – Political Parties <i>RQ6 – Due Oct. 22 by 7:30 AM</i> <b><i>Annotated Bibliography due Oct. 24 at the start of class</i></b>
Week 9: Oct. 29 & 31	Ch. 7 – Elections, Electoral Systems, and Voting <i>RQ7 – Due Oct 31 by 10:30 AM</i>
Week 9: Nov. 5 & 7	Ch. 8 – Politics and Development in the “3rd World” <i>RQ8 – Due Nov. 5 by 10:30 AM</i>
Week 10: Nov. 12 & 14	Ch. 8 Continued
Week 11: Nov. 19 & 21	Ch. 9 – Politics and Governance at the Global Level <i>RQ9 – Due Nov. 19 by 7:30 AM</i> <b><i>Final Essay due November 21 by 11:59pm</i></b>
Week 12: Nov. 26 & 28	Ch. 9 Continued
Week 13: Dec. 3 & 5	Course Review and Final Preparation (Dec. 3) <b><i>Final Exam December 5</i></b>

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

## 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.