



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

Political Science 201-L01 Fall 2018
Introduction to Government and Politics

INSTRUCTOR: Daniel Voth
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OFFICE: SS740
EMAIL: professor.voth@ucalgary.ca
OFFICE HOURS: Wednesdays 11-12 or by appointment
COURSE DAY/TIME: Monday, Wednesday and Friday 14:00-14:50
COURSE LOCATION: ENC 70
COURSE PRE-REQUISITES: None.
TUTORIAL/SEMINAR: DAY/TIME/LOCATION: If the below information changes, please check your Student Centre record.

Tutorial #	Day and Time	Building and Room
TUT 1	Mondays 10:00-10:50	MS 319
TUT 2	Tuesdays 12:30 - 13:20	ES 920
TUT 3	Tuesdays 09:30 - 10:20	KNB 131
TUT 4	Thursdays 09:30 - 10:20	KNB 131
TUT 5	Fridays 11:00 - 11:50	KNB 131
TUT 6	Fridays 10:00 - 10:50	EDC 284

TEACHING ASSISTANTS:

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COURSE DESCRIPTION:

This course serves as an introduction to the basic language, theories and theorists, concepts, and institutions of politics and political science. It provides an overview of the ideas and institutions that make up what we conventionally call “government.” The course will have a general theme of introducing students to the exciting and dynamic fields of political science. This theme will be explored through the important, controversial, and in some cases long-standing, conflicts that have given rise to political enquiry in Canada and around the world. Those fields include Canadian politics, international relations, political theory and comparative politics. Two additional subfields will be explored, urban politics and Indigenous politics. The course will also include a sub-theme that explores “what can you do with a degree in political science?”

Course content will be provided through lectures, in-lecture discussions, tutorials, assigned readings, guest lectures and film.

The course will be led by Dr. Daniel Voth.

COURSE OBJECTIVES & LEARNING OUTCOMES:

This course is designed to help students develop a number of important skills that contribute to becoming citizens possessed with critical minds in a politically dynamic and complex world. Upon completion, students will have begun to develop conceptual skills, and two key capacities.

Conceptual:

- Communicate using a “conceptual vocabulary” of terms important to the political world in which we generally live, work and play.
- Be able to participate intelligently and knowledgeably in the ongoing debate about the role of government in society.
- Understand the way in which political institutions and key actors have shaped the development of Canadian society and international politics.

Capacities:

- The course also seeks to improve students’ communicative writing skills. Being a critical and aware person requires one to communicate concisely and clearly. Deploying concepts to everyday problems, situations or issues requires a focused brevity that zeros in on the heart of the relationship between a concept and a lived problem. In order to hone these skills students will be asked to deploy concepts in assignments with strict space constraints. These types of assignments encourage students to consider first, what parts of a concept apply the most to a particular problem, and second, how to communicate this relationship clearly and convincingly in a limited space.
- Tutorial sessions, led by a team of excellent Teaching Assistants (TAs), will provide students an opportunity to reflect on the course material, and then express those reflections in conversations with one’s peers. This is a critical building block to developing your own views on course content and an opportunity to learn from your peers. As such, tutorial attendance is mandatory and students should arrive at each session ready to practice contributing to the discussion and actively listening to the viewpoints of others.

REQUIRED TEXTBOOK:

Introduction to Politics (Canadian Edition), Robert Garner, Peter Ferdinand, Stephanie Lawson and David B. MacDonald, Oxford University Press 2017. (2nd Edition)

Please note, you must have the Canadian Edition of this textbook. It is available in the University of Calgary bookstore.

Other reading materials will be made available to students through the Desire to Learn (D2L) course website.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Tutorial: Participation (20%) and Attendance (5%)	25%	NA
Assignment #1	5%	October 5
Midterm Test	25%	October 22
Assignment #2	20%	November 19
Final Exam	25%	Registrar Set
Total	100.00%	

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises. Guest lectures may also disrupt this schedule.

Week #	TOPIC	READINGS	Comments
1 (Sept 7, 10, 12, 14)	Introduction to the Course		No Tutorials
2 (Sept 17 19 21)	The Study of Politics	Garner Intro, Plato's Cave (on D2L)	Tutorials Begin
3 (Sept 24 26 28)	The State, Power and Authority	Garner Ch 1+2	
4 (Oct 1 3 5)	Ideologies I	Garner Ch 4, 5	Assignment #1 Due
5 (Oct 10 12)	Ideologies II		No Class October 8
6 (Oct 15 17 19)	Midterm Review, Constitutions and Law	Garner Ch 8	
7 (Oct 22 24 26)	Legislatures	Garner Ch 9	Midterm
8 (Oct 29 31 Nov 2)	Votes, Voters, Elections, Parties	Garner Ch 11	Writing Workshop
9 (Nov 5 7 9)	Urban Politics	"The Shame of (Ignoring) the Cities" Available on D2L	
10 (Nov 12 14 16)			November 11-17, No Classes, Reading Break
11 (Nov 19 21 23)	International Relations	Garner Ch 14, Drezner on D2L	Assignment #2 Due
12 (Nov 26 28 30)	Politics of Gender/Indigenous Politics	TBD – Watch D2L	
13 (Dec 3 5 7)	Indigenous Politics Con't and Final Review	"True Spirit and Original Intent of Treaty 7" Available on D2L and Your Lecture and Reading Notes	December 7 will be an optional review class

ASSIGNMENTS

Assignment #1:

The first assignment will ask you to answer a set question in a *four* (4) paragraph essay. A four paragraph essay is similar to the more conventional five paragraph essay, with the exception that one of the body/idea paragraphs has been removed.

You may choose one of two questions:

- 1) Should the voting age be lowered in Canada? Why or why not?
- 2) Are elections necessary to have democracy? Why or why not?

This assignment must include:

- An Introductory paragraph
- A central thesis statement formed into one complete sentence. The thesis statement must articulate what this assignment is going to argue (and must appear in the intro paragraph)
- Two** body paragraphs that offer argumentation on different, but related points supporting your thesis.
- Sentences transitioning and/or linking one body paragraph to the next
- A concluding paragraph in which students provide a summation of their ideas. This paragraph needs to be clearly connected back to their central thesis statement.
- Conform to the formatting requirements listed below
- Be ***no more*** than 800 words, formatted into double spaced pages
- Cite two (2) scholarly sources (if you would like, one of those may be the writing of a major political thinker covered in class)

In this first assignment students will also be required to integrate and cite two different scholarly sources. The intention here is to encourage you to engage with the services and holdings of the Ucalgary library early in the term. Students will receive training on the “hierarchy of scholarly sources” to allow you to make an informed decision about which material is appropriate to use. **Please Note:** to *integrate* a source means to show a connection between the source and your argument. This connection must be explicit and clear.

The goal of this assignment is to practice creating a well-planned out and succinctly argued essay. Every decision from your topic to thesis statement to integration of sources must be planned. Some students think of it as a jigsaw puzzle: the final product is the full picture, but each individual component (thesis, intro, citations, body paragraphs, conclusion) must fit with the other components in order for your reader to know what the full picture is.

Assignment #2:

Assignment #2 builds on Assignment #1. In the previous assignment students practiced building a basic argument in a four paragraph format. The care and focus that was needed in crafting those four paragraphs now must be repeated with a more complex argument. In Assignment #1 your two points or ideas were constrained to a paragraph each. In Assignment #2 you must develop your points or ideas using multiple paragraphs. In this way, the two (or three) points that you wish to make will be discussed and developed using multiple, but equally focused and

developed paragraphs.

The topics and questions will be provided to students at a time after the completion of the first assignment.

This assignment must include:

- An Introduction
- A central thesis statement formed into one complete sentence. The thesis statement must articulate what this assignment is going to argue (and must appear in the introduction)
- Two or three points/ideas that offer argumentation on different, but related points supporting your thesis
- Sentences transitioning and/or linking one point or idea to the next
- A conclusion in which students provide a summation of their ideas. Your conclusion needs to be clearly connected back to your central thesis statement.
- Conform to the formatting requirements listed below
- Be ***no more*** than five (5) double spaced pages
- Cite and integrate five (5) scholarly sources

Essay Style and Formatting

Students must use APA (author date) citation style. One week of tutorials will be devoted to a writing workshop where students will be asked to bring rough drafts of their second assignment introductory paragraph. The purpose of the workshop is to draw on the expertise of tutorial leaders and the critical insight of your peers to improve your essays and incorporate the feedback you received on your first assignment.

Essays will be graded on a percentage scale mirroring the course's letter grade/percentage scale. Guidelines for what different quality essays look like can be found on D2L.

Format: All Essays must be:

- Type written (except where an exception has been granted by the instructor or a TA)
- Double Spaced
- Size 12 Times New Roman Font
- Left and Right Margins set at 1" or 2.54 cm
- Top and Bottom Margins set at 1.25" or 3.17 cm

Submission: All assignments must be uploaded to D2L by **23:59 (11:59 PM)** on the day that they are due. Never hand in a copy of your paper to your TA, or to a mailbox or by email. Please upload your assignments to the appropriately named dropbox. D2L will give you a confirmation message and send a confirmation email once the file has been successfully uploaded. **PLEASE NOTE**: If you **do not** receive a message that the upload is successful, and **do not** receive an email confirming that it is successful, then the upload was likely **NOT** successful. Please try again. Not successfully uploading your assignment and missing the deadline **will result** in late penalties. Please hold onto your confirmation email until the end of term.

EXTENSIONS

Extensions will not be granted in the 72-hour period leading up to an assignment's deadline, except in cases of an emergency and only if accompanied by documentation. Learning to manage one's time is a key component of university life, and students are expected to plan out their term work accordingly.

LATE PENALTIES

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated equally. Late papers, those without an extension granted by the TA or instructor, will be docked 3% per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. This includes both assignments. A description of the calculation of grades can be found below. A note of caution: computer failure is not grounds for an extension. Always back-up your work in order to avoid last-minute catastrophes.

WRITING

Written assignments are often required in Political Science courses and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>

PARTICIPATION

In addition to lectures and course readings, the course includes weekly discussion groups called tutorials. These tutorials will be led by your TA. The purpose of these discussion sessions is to create an environment to talk about and work/think through the key (and often controversial) elements of course material (lectures, readings, films etc.) with your peers. Tutorials are an important tool for realizing both the conceptual vocabulary and capacity goals of the course. For example, just like learning a language, one needs to practice *using* the key terms in the correct context to better understand the concept. Also, in order to develop one's critical thinking skills, one must develop one's own ideas about the concepts we are studying. In this way students will practice building **informed** oral arguments in the weekly tutorials. Tutorials will deploy discussion techniques like small group discussions, brainstorming sessions, large group roundtables, simulations, and debates. Students will be asked to actively listen to their peers, and to consider the strengths and weaknesses of viewpoints they may not share, and practice weaving together one's ideas with the readings and lecture material, and the viewpoints of one's peers. Agreeing or disagreeing with an idea is a start, but the tutorial is a chance for you to hone your ability to succinctly say *why* you agree or disagree using course material, and potentially be convinced by new arguments. As such, students should attend each tutorial having completed all readings for the theme under discussion.

Given the importance of this task, contributions in tutorials will account for ¼ of your final grade. The contributions in tutorials will be assigned by your TA. 25% of your final grade will come from tutorials: 5% for attendance, and 20% for the quality of your participation.

Please read the evaluation criteria for tutorials on D2L.

MID-TERM EXAMINATION (25%)

(In class): A multiple choice, closed book quiz to test your knowledge will be held during the term covering all lectures and readings up until that point. Please see below for instructions on what to do if you are legitimately unable to attend the Mid-term. Please note: Students who miss the scheduled midterm and are granted a second date to write **are not** guaranteed the same format or style of examination. For example, a multiple choice midterm may become a short and/or long answer writing based midterm.

FINAL EXAM

Closed Book Multiple Choice Final Exam (25%)

90 Minute Final Exam scheduled by the registrar. This exam will be closed book, and will consist of multiple choice questions, in the same style as the midterm. The multiple choice exam will only include material covered after the midterm.

You are responsible in the Midterm and Final Exam for the material covered in the lectures as well as the weekly assigned readings. **You are required to take the final exam as scheduled by the Registrar.** If an emergency arises, you must get permission from Enrolment Services (see below) for any deferment or change.

GRADE SCALE: The following grading scale will be used:

A+ (90-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-89)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

INSTRUCTOR GUIDELINES:

Any modification to a student's progression through the course stemming from a medical ground must be taken to the Student Accessibility Services (SAS). Simple matters like single extensions, or single excused absences can be handled by the instructor or TA in accordance with the instructions above. **Any** requests for accommodation of any sort must be received with documentation no later than **two** business days from the incident, deadline, or quiz/exam date. Accommodation requests received after this point will not be considered by the instructor.

Students requiring assistance are encouraged to speak to the instructor during class or during office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments.

The instructor takes a particularly dim view of plagiarism. Please familiarize yourself with the plagiarism guidelines below and in the University Calendar. In addition, every permitted detection method will be used to guard against cheating.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Browsing the web or watching videos during lecture is extremely disruptive to others around you and will not be tolerated.

All parents with infants are welcome in class. Nursing babies are also welcome in class at any time. I would ask that parents with children sit closer to the door such that if their little ones become restless the parent(s) can step outside to see to their child's needs with minimal disruption to the rest of the class. All students are asked to help create a welcoming, supportive environment for parents, and parents are asked to contribute to a considerate environment for other learners in the class.

If a student feels that their work has been unfairly graded, the student must submit written argumentation to the instructor about precisely where/how the awarded grade and feedback is out of alignment with the evaluation criteria on D2L. Students must also argue why their assignment *is* consistent with the assignment instructions outlined in the syllabus, (and discussed in class), as well as the resources on D2L. All normal timelines set out in the University Calendar continue to apply. Students' grades are arrived at through thoughtful consideration of the submitted work, and after providing in-text and general feedback. A generous and reciprocal educational environment calls for students to challenge grades by offering equally thoughtful argumentation on why the grade and feedback may be out of alignment with the evaluation criteria.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head.

Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>