



**DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS**

***POLI 201 L01 WINTER 2019  
INTRODUCTION TO GOVERNMENT & POLITICS***

**INSTRUCTOR:** Chris W. J. Roberts

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**OFFICE:** SS 702

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**OFFICE HOURS:** Tuesday & Thursday 1200-1300 or by appt

**COURSE DAY/TIME:** Tuesday & Thursday 0930-1045

**COURSE LOCATION:** ENA201

**COURSE PRE-REQUISITES:** None

**TUTORIAL/SEMINAR: DAY/TIME/LOCATION**

|       |          |               |        |
|-------|----------|---------------|--------|
| TUT 1 | Mondays  | 10:00 - 10:50 | SA 147 |
| TUT 2 | Tuesday  | 16:00 - 16:50 | SS 113 |
| TUT 3 | Thursday | 11:00 - 11:50 | SH 274 |
| TUT 4 | Friday   | 10:00 - 10:50 | SH 284 |
| TUT 5 | Friday   | 12:00 - 12:50 | SH 274 |

**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.” Fundamentally, the course will introduce students to the various exciting and dynamic fields of political science. These fields will be explored through 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, which also encompass a diverse range of sub-fields such as security studies, global political economy, and Indigenous politics. The course will also include a cross-cutting theme: “what can you do with a degree in political science?”

**COURSE OBJECTIVES & LEARNING OUTCOMES:**

This course is designed to help students develop a number of important skills towards becoming informed and critically engaged citizens and political observers in a dynamic and complex world. Upon completion, students will have begun to develop those conceptual skills plus 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 ongoing debates about the role of government in society.
- Understand the way in which political institutions and key actors have shaped the development of Canadian society, other countries, and international politics.

**Capacities:**

- The course also seeks to improve students’ communicative writing skills. To be a critical and aware person requires sharp listening, research, and observation skills, and, subsequently, clear and concise communication of understanding, ideas, and analysis. Applying 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 for developing your own views on course content and an opportunity to engage with and 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 and respectfully considering the viewpoints of others.

**REQUIRED TEXTBOOK:**

Robert Garner, Peter Ferdinand, Stephanie Lawson, and David B. MacDonald, *Introduction to Politics (Second Canadian Edition)*, Oxford University Press, 2017. **Please note:** you must use the Second Canadian Edition of this textbook. It is available new and used in the University of Calgary bookstore. Other supportive reading materials and assignment 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   |
|---|-----------------|---|
| <i>Participation (Tutorial &amp; TopHat)</i><br>Tutorial Participation (15%)<br>Tutorial Attendance (5%)<br>TopHat quizzes & surveys (5%) | 25%             | Throughout  |
| Two Midterm Tests (70 minutes)  | 15% + 15% = 30% | Feb. 14th & Mar. 21st   |
| Written Assignment #1   | 10%             | Friday, Feb. 8th (D2L Dropbox, 23:59)                                   |
| Written Assignment #2   | 10%             | Various topic-dependent deadlines in March & April (D2L Dropbox, 23:59) |
| Final Exam (two hours)  | 25%             | Set by Registrar  |
| Total   | <b>100%</b>     |   |

**COURSE SCHEDULE & TOPICS:** Schedule is tentative and may change as the need arises.

| <b>Week # / Date</b>              | <b>TOPIC</b>   | <b>READINGS – Textbook Chapters or D2L</b>   |
|-----------------------------------|--|--|
| <b>1 &amp; 2 (Jan 10, 15, 17)</b> | Introduction to the course & the study of politics   | <b>Textbook “Introduction”</b><br><i>*No tutorials*</i>  |
| <b>3 (Jan 22, 24)</b>             | Politics, sovereignty, & the state   | <b>Chapters 1</b><br><br><i>*Tutorial 1*</i>   |
| <b>4 (Jan 29, 31)</b>             | Power, authority, & democracy  | <b>Chapters 2 &amp; 3</b><br><br><i>*Tutorial 2*</i>   |
| <b>5 (Feb 5, 7)</b>               | Freedom & justice in the Western traditions  | <b>Chapters 4 &amp; 5</b><br><br><i>*Tutorial 3* - Assignment #1 due Friday</i>                              |
| <b>6 (Feb 12, 14)</b>             | Critical challenges to those Western traditions<br><br><b>Mid-Term 1</b>                         | <b>Tuesday - Chapter 6</b><br><i>*No tutorials this week*</i><br><br><b>Mid-Term 1 – Thursday, Feb. 14th</b> |
| <b>7 (Reading Break)</b>          | <b>No classes</b>  |  |
| <b>8 (Feb 26, 28)</b>             | Comparative Politics I: Historical & constitutional foundations of the contemporary nation-state | <b>Chapters 7 &amp; 8</b><br><br><i>*Tutorial 4*</i>   |
| <b>9 (Mar 5, 7)</b>               | Comparative Politics II: Presidents, Prime Ministers, & Legislatures                             | <b>Chapter 9</b><br><br><i>*Tutorial 5*</i>  |
| <b>10 (Mar 12, 14)</b>            | Comparative Politics III: Voting, Elections, Parties   | <b>Chapters 11 &amp; 12</b><br><br><i>*Tutorial 6*</i>   |
| <b>11 (Mar 19, 21)</b>            | Turning political power into public goods<br><br><b>Mid-Term 2</b>                               | <b>Chapter 10</b><br><i>*No tutorials this week*</i><br><br><b>Mid-Term 2 – Thursday, Mar 21</b>             |
| <b>12 (Mar 26, 28)</b>            | International Relations I: International Society?  | <b>Elements of Chapters 14-16</b><br><br><i>*Tutorial 7*</i>   |
| <b>13 (Apr 2, 4)</b>              | International Relations II: Security & Foreign Policy  | <b>Elements of Chapters 17 &amp; 18</b><br><br><i>*Tutorial 8*</i>   |
| <b>14 (Apr 9,11)</b>              | International Relations III: International Organizations & Global Political Economy              | <b>Elements of Chapters 19 &amp; 20</b><br><br><i>*Tutorial 9*</i>   |
| <b>Final Exam (2 hours)</b>       | <b>Scheduled by Registrar</b>  | <b>TBA – Between Apr 15-27</b>   |

## COURSE COMPONENTS:

### **TWO SHORT WRITTEN ASSIGNMENTS (2 x 10% = 20%)**

**Assignment #1:** The first assignment will ask you to answer ONE of the following questions 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.

- 1) *Should voting be mandatory in Canada as it is in some other countries? Why or why not?*
- 2) *Should direct democracy mechanisms be used more frequently in Canada? Why or why not?*
- 3) *Should Canada change its electoral system from the current “first-past-the-post” plurality system to some kind of a proportional representation system? 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 addition to one source provided on D2L for each question.

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.

The REST Rubric will be used to grade both written assignments:

**Research:** 3 – Meets research requirements and uses appropriate, consistent citations  
**Execution:** 2 – Covers style, spelling, grammar, punctuation, & attn to detail (proofread!)  
**Structure:** 2 – Good introduction, logical flow/paragraphs  
**Thinking:** 3 – How well do you make your point through evidence, logic, and argument?

**Total:** /10

**Assignment #2:** For the second assignment you will have some topic options with variable deadlines that link to themes in class after reading break. Full details will be discussed in class, tutorials, and posted on D2L. You will have three weeks from when a new topic option is posted to submit to D2L Dropbox. Assignments will always be due on various Saturdays by 23:59.

These assignments will be tied to comparative politics and international relations course themes, and require a bit more research. The word count will be a maximum of 1000 words plus reference list. You thus have some flexibility to select a topic of interest and/or a deadline that better fits your schedule. Your TA will also be available for guidance prior to the due date.

**Submissions:** 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.

**Essay Style and Formatting:** Students must use APA (author date) or another approved in-text citation style. There will be tutorial sessions to help you learn how to evaluate sources, use them in your work, and cite and reference properly.

### ***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 5% per day (including weekends). 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 (25%)***

You will earn class participation marks in three ways.

**1) TopHat (5%)** – TopHat is an online application that allows students to answer questions in class, in real time, via smart phones, iPads, and laptops. There can be questions that have points assigned to participation and/or correctness. TopHat keeps an average percentage score for you during the term. At the end of the term, that score is converted into a grade out of 5. So, if your average in TopHat at the end of the term is 80%, you'll get four out of five.

**2) Tutorial attendance (5%) and quality participation (15%)** – 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 or evidence (the core characteristic for all social and natural sciences). As such, students should attend each tutorial having completed all readings for the theme under discussion.

The contributions in tutorials will be assigned by your TA: 20% of your final grade will come from tutorials: 5% for attendance, and 15% for the quality of your participation.

Please read the evaluation criteria for tutorials on D2L.

### ***MID-TERM EXAMINATIONS (2 x 15% = 30%)***

Two mid-term exams will be done in class, the first on Thursday, Feb. 14th, and the second on Thursday, March 21st. They will be multiple-choice tests done on computer scored sheets, and be scheduled for 70 minutes.

***Note: These will be a closed book exams. No notes, laptops, cell phones, etc., will be allowed.***

### ***FINAL EXAMINATION (25%)***

A Registrar-scheduled Final Exam (2 hours) in multiple-choice format will be cumulative for the whole course but weighted more heavily on topics after the second mid-term.

***Note: This will be a closed book exam. No notes, laptops, cell phones, etc., will be allowed.***

## **GRADE SCALE:**

The following grading scale will be used:

|                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| <b>A+ (95+)</b>   | <b>B+ (80-84)</b> | <b>C+ (66-69)</b> | <b>D+ (54-57)</b> |
| <b>A (90-94)</b>  | <b>B (75-79)</b>  | <b>C (62-65)</b>  | <b>D (50-53)</b>  |
| <b>A- (85-89)</b> | <b>B- (70-74)</b> | <b>C- (58-61)</b> | <b>F (0-49)</b>   |

## INSTRUCTOR GUIDELINES

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

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. If you have not received a reply to an email from the instructor within 24 hours, please resend. It is important for students to also check D2L and their email regularly for course updates and announcements.

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. Sending/receiving texts, browsing the internet, and using social media is extremely disruptive to others and will not be tolerated.

## IMPORTANT POLICIES AND INFORMATION

### Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a

Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

*Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.*

#### Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons 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](http://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/](http://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](http://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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Campus Mental Health Resources:**

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

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