

**Political Science 1020E Introduction to Political Science**  
**Brescia University College, Western University**  
**2017-2018**

Instructor: Dr. Paul Barker  
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Class: Mon. 2:30-4:30, Wed. 2:30-3:30, Ursuline Hall, Room UH30  
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### **Course Description**

This is an introduction to the discipline of political science. The first term examines basic concepts in the study of political science and the belief systems which shape the way we think of government and politics. It also provides an overview of the types of governments found in various countries. The second term considers the institutions of government and how they carry out those functions necessary for any society to survive and flourish. Political parties, elections, interest groups, and the media – essential parts of the political process – are also discussed. The course ends with a look at two related issues: the governing of the world's poorer nations and the configuration of relations involving the dominant countries.

### **Learning Objectives**

By the end of the course, students will be able to do the following:

- Explain the significance of government and politics for the proper functioning of human societies.
- Apply the fundamental concepts in the study of politics and government to political events.
- Define and assess both the political ideologies of modern times and the basic forms of government.
- Analyze the way components of the political process interact with each other to produce government policies and programs.
- Demonstrate improved communication skills through writing assignments and class debates.

### **Competencies**

In pursuing and achieving the learning objectives, students also will develop competencies in several areas. The Brescia competencies are as follows:

*Communication:* The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

*Critical Thinking:* The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

*Inquiry and Analysis:* The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.

*Problem Solving:* The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

*Self Awareness and Development:* The ability to draw meaning, knowledge and value from honest and fair reflection and self evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

*Social Awareness and Engagement:* The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

*Valuing:* The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions

## **Course Materials**

The text for the course is Eric Mintz, David Close and Osvaldo Croci, *Politics, Power, and the Common Good: An Introduction to Political Science, 5<sup>th</sup> ed.* (Don Mills: Pearson, 2018). Additional readings will be posted on the course website (owl.uwo.ca).

## **Grading**

Reports on Reading# (Oct. 4, Nov. 13)	20%
Term Test (Dec. exam period)	20%
Essay (Mar. 12)+	20%
Participation@	10%
Final Exam (Apr. exam period)	30%

# two 750-word reports on readings selected from the weekly outline

+ 1500-word essay on an issue pertinent to political life

@ participation based on attendance and contribution to class discussions and debates

A late penalty of 2% per day is applied to the essay and the reports on readings. Additional details on the grading assignments will be provided in class.

## Weekly Outline

### First Term

#### Week 1

Sept. 11 Introduction

Sept. 13 What in the world is going on in politics?

Reading 1: William Galston, "The Populist Movement," *Journal of Democracy* 28:2 (April 2017), pp. 21-24

#### Week 2

Sept. 18, 20 Politics, Power, and the Common Good

Mintz, Close, and Croci, *Politics, Power, and the Common Good*, ch. 1

#### Week 3

Sept. 25, 27 Use and Effect of Power

Reading 2: Machiavelli, *The Prince* (New York: Penguin, 2003), 50-58

Reading 3: Dachner Keltner, *The Power Paradox* (New York: Penguin, 2016), 99-116

#### Week 4

Oct. 2, 4 Nation-State & the Prisoner's Dilemma

Mintz, Close, and Croci, *Politics, Power, and the Common Good*, ch. 2 (23-39)

Reading 4: Jonathan Wolff, *Political Philosophy*, 3<sup>rd</sup> ed. (Toronto: OUP, 2016), 6-17

#### Week 5

Oct. 9, 11 **Reading Week**

#### Week 6

Oct. 16, 18 Nation-State and Globalization (cont'd)

Mintz, Close, and Croci, *Politics, Power, and the Common Good*, ch. 2 (40-46)

Reading 5: Fred Hu and Michael Spence, "Why Globalization Stalled and How to Restart It," *Foreign Affairs* July/August 2017

**Week 7**

Oct. 23, 25 Ideologies of Liberalism & Conservatism

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 3 (49-62)

Reading 6: John Stuart Mill, "On Liberty," in J.M. Porter ed., *Classics in Political Philosophy* (Scarborough: Prentice-Hall, 1989), pp. 435-442

Reading 7: Russell Kirk, *Ten Conservative Principles* at <http://www.kirkcenter.org/detail/ten-conservative-principles/>

Reading 8: Are you a liberal or conservative thinker? At <http://www.people-press.org/quiz/political-typology/>

**Week 8**

Oct. 30, Nov. 1 Populism and Donald Trump

Reading 9: Jan-Werner Muller, *What is Populism?* (Philadelphia: University of Pennsylvania Press, 2016), Introduction

Reading 10: Uri Friedman, "What is a Populist? And is Donald Trump One?" *Atlantic Magazine*, February 2017

Reading 11: *Inaugural Speech of Donald Trump*

**Week 9**

Nov. 6, 8 Socialism and Fascism

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 3 (62-73)

Reading 12: Karl Marx and Friedrich Engels, *The Communist Manifesto* (Peterborough: Broadview Editions, 2004), 61-74

Reading 13: Terence Ball et al., *Political Ideologies and the Democratic Ideal* (Toronto: Pearson Canada, 2010), 152-163

**Week 10**

Nov. 13, 15 Feminism and Environmentalism

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 4

Reading 14: Hanna Rosin, "The End of Men," *Atlantic Magazine* June/August 2010

Reading 15: *James Damore Controversy*

**Week 11**

Nov. 20, 22 Democracy and Democratic Government

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 10

Reading 16: Jonathan Wolff, *Political Philosophy*, pp. 62-77

**Week 12**

Nov. 27, 29                      Non-Democratic Government: Hybrid and Authoritarian Regimes

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 11

Reading 17: Timothy Snyder, *On Tyranny* (New York: Tim Duggan Books, 2017), excerpts

Reading 18: *Dictator and Ultimatum Games*

**Week 13**

Dec. 4, 6                      Case of China

Reading 19: Suisheng Zhao, “The China Model: can it replace the Western model of modernization?” *Journal of Contemporary China* 19: 65 (June 2010)

**Second Term****Week 14**

Jan. 8, 10                      Constitution, Courts and Laws

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 12

**Week 15**

Jan. 15, 17                      Courts & Cases

Reading 20: Government of Canada, *The Judicial Structure* at <http://www.justice.gc.ca/eng/csj-sjc/just/07.html>

Reading 21: Government of Canada, *New Process for Appointments to Supreme Court of Canada* at <http://pm.gc.ca/eng/news/2016/08/02/new-process-judicial-appointments-supreme-court-canada>

**Week 16**

Jan. 22, 27                      Multiple Governments

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 13

Reading 22: Matthias Matthijs, “Europe After Brexit,” *Foreign Affairs* January/February 2017

**Week 17**

Jan. 29, 31                      Parliamentary Systems

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 14

Reading 23: Sarah Boesveld, “Katie’s Boat Rarely Rocks’: Meet the Most Influential Woman in Canadian Politics,” *Chatelaine*, August 4, 2017

**Week 18**

Feb. 5, 7                         Presidential and Semi-Presidential Systems

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 15

Reading 24: *Case Study in Presidential Bargaining*

Reading 25: R. Elgie, S. Moestrup, and Y-S. Wu, *Semi-Presidentialism and Democracy* (New York: Palgrave, 2011), ch. 1

**Week 19**

Feb. 12, 14                      Public Policy and Public Administration

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 16

Reading 26: *Public Policy Issue: Should the Minimum Wage Be Increased?*

**Week 20**

Feb. 19, 21                      Reading Week

**Week 21**

Feb 26, 28                      Political Culture, Political Participation, Political Socialization

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 5

Reading 27: Charlton and Barker, eds., *Crosscurrents*, 5<sup>th</sup> ed. (Toronto: Nelson, 2009), Issue 12 (mandatory voting)

**Week 22**

Mar. 5, 7                         Political Parties

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 6

Reading 28: Joanna Everitt, “Where are the Women in Canadian Political Parties?” in A-G. Gagnon and A.B. Tanguay, eds., *Canadian Parties in Transition*, 4<sup>th</sup> ed. (Toronto: UT Press, 2017)

**Week 23**

Mar. 12, 14                      Elections, Electoral Systems, and Voting Behavior

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 7

Reading 29: *Looking at the US Presidential Election of 2016*

**Week 24**

Mar. 19, 21                      Political Influence and Political Communication

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 8

Reading 30: *Managing the Media and Message Event Proposals*

**Week 25**

Mar. 26, 28                      Unconventional and Highly Conflictive Politics

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 9

**Week 26**

Apr. 2, 4                         Politics and Development in the World's Poorest Countries

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 17

**Week 27**

Apr. 9, 11                        Politics and Governance at the Global Level

Mintz, Close, and Croci, *Politics, Power and the Common Good*, ch. 18

Reading 31: Richard Haass, *A World in Disarray* (New York: Princeton, 2017), ch. 10

## 2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:  
<http://westerncalendar.uwo.ca/2017/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your



workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or

citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

### **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

### **7. SUPPORT**

#### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

#### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental\_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.