

POLI 1100: Introduction to Political Science

Mondays and Wednesdays, 2:30-3:50 p.m.
Ryan Building 1044

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I General Information

Instructor: Dr. Elsa Piersig
Office Hours: Tuesdays, 10 a.m.-12 p.m.
Email: elsa.piersig@lakeheadu.ca
Office: Ryan Building 2039
Phone number: 807.343.8110 ext. 8033

II Course Description

The course introduces the scope, concepts, and methods of Political Science. Over the course of two semesters, we examine the role of political ideas and the institutional and social framework of political activity in Canada and beyond. The scope of the discipline takes us from political theories and ideas that cross borders to core political institutions that serve as the arena for political activity and exist within borders or across borders. Concepts are rooted in political theory and address ideas about power, equity and diversity, and the state or governance structure. One core concept, the political institution, is at the heart of political science and this course: institutions are designed to reflect a community's ideas and political theories, members work within institutions to create political change, and their rules shape members behaviour and the political and policy outcomes.

III Course Format

The course is synchronous, in-person, and combines lectures with in-class group discussion.

IV Learning Outcomes

1. **Field Survey:** By the end of this course, you will be able to describe the four main fields of political science and the main topics of study.
2. **Institutions and Power:** By the end of this course, you will be able to explain the concepts of power and political institutions and illustrate their importance for political science.
3. **Critical Thinking:** By the end of this course, you will be able to list and apply the five components of critical thinking to an argumentative essay by explaining an issue, assessing and organizing evidence, recognizing underlying assumptions, generating an argument, and identifying conclusions that logically flow from the argument.

4. **Research Basics:** By the end of this course, you will be able to demonstrate how to find, cite, and recognize reputable source.
5. **Event Analysis:** By the end of the 2026 fall semester, you will be able to observe a political event, explain the issue at stake, and predict possible future developments.
6. **Argumentative Essay:** By the end of the 2027 winter semester, you will be able to produce and identify the main components of an argumentative essay that critically assesses a contemporary public policy issue and core political institutions.
7. **Examination Writing:** By the end of this course, you will be able to assess and interpret multiple choice, short answer, and essay questions.
8. **Groupwork:** By the end of this course, you will be able to practice positive, constructive groupwork.
9. **Campus Engagement and Professionalism:** By the end of the course, you will be able to recognize, attend, and model collegial and professional behaviour that is an essential part of participating in university life.
10. **Written Communication:** By the end of this course, you will be able to write practice more concise and clear writing.

Semester Breakdown of Learning Outcomes

<i>Learning Outcome</i>	<i>Fall Semester – 2026</i>	<i>Winter Semester – 2027</i>
1. Field Survey	Comparative, Canadian, Political Theory	Canadian, Comparative, International Relations
2. Institutions and Power	Introduce power, domestic institutions	Power and society, international institutions
3. Critical Thinking Skills	Explanation, evidence, influence of context and assumptions	Thesis and argument, conclusions
4. Research Basics	Library resources, annotated bibliographies	Library resources, Microsoft Word, start to use journal articles
5. Event Analysis	Follow major political event occurring during the semester	
6. Argumentative Essay		Produce components and final argumentative essay
7. Exams	Multiple choice, ordering, and short answer questions	Multiple choice, ordering, short answer, and essay questions
8. Groupwork	In-class discussion, worksheets/activities, and event analysis	In-class discussion and worksheets/activities
9. Campus Activities and Professionalism	3 Bingo Activities encouraging academic/campus engagement	3 Bingo Activities encouraging academic/campus engagement
10. Written Communication	Event analysis assignments – implement instructor’s writing style suggestions	Argumentative essay assignments – implement instructor’s writing style suggestions

V Texts

- Brodie, Janine, Sandra Rein, and Malinda Smith. 2023. *Critical Concepts*. 6th Edition. Toronto: Oxford University Press. (Available online from [Vital Source](#) – \$49.61).
 - NOTE: Please purchase the year subscription to cover both semesters!
- Additional material as listed on Brightspace.

VI Evaluation at a Glance

<i>Assignment/Course Component</i>	<i>Assignment Due Date</i>	<i>Percentage</i>	<i>Running Total</i>
Participation	Throughout the semester	15%	15%
Fall Syllabus Quiz	Monday, September 28, 2026	0.5%	15.5%
Winter Syllabus Quiz	Monday, January 11, 2027	0.5%	16%
Activity Bingo Sheet	3 activities due per semester	18%	34%
Event Analysis – Annotated Bibliography	Monday, October 5, 2026	2%	36%
Event Analysis – Individual Choice	Monday, November 9, 2026	10%	46%
Event Analysis – Event Fallout	Monday, November 30, 2026	5%	51%
Event Analysis Reflection	Monday, December 7, 2026	2%	53%
Fall Exam	December final exam period	10%	63%
Essay – Topic Selection	Monday, January 18, 2027	2%	65%
Essay – Annotated Bibliography	Monday, February 1, 2027	3%	68%
Essay – Introduction and Thesis	Monday, February 22, 2027	2%	70%
Essay – Outline and Key Points	Monday, March 8, 2027	3%	73%
Argumentative Essay	Monday, March 22, 2027	12%	85%
Argumentative Essay Reflection	Wednesday, March 31, 2027	5%	90%
Winter Exam	April final exam period	10%	100%

This course is designed to foster engagement and dialogue between learners and the course instructor in three ways:

1. Learners connect with the course instructor and each other through lecture, worksheets, and the activity bingo sheet.
2. The worksheets, event analysis, and argumentative essay submissions build off each other, providing learners/groups with constructive feedback for upcoming submissions.
3. Learners can critically review their work from each event analysis and argumentative essay submission assess the work in the two reflection assignments.

*** Remember, the course instructor is here to help! Please contact Elsa through email, office hours, the Course Questions discussion forum, or schedule a meeting.

VII Course Evaluation in Detail

Syllabus Quizzes – 1% of Final Grade – Start of each Semester (Week 4 and 15)

The Syllabus Quiz is a quick review of the course components and communication policies. Completing it indicates that the learner accept to undertake the course as described in the syllabus. The quiz must be completed to unlock the assignment dropboxes. Quizzes completed on time will receive 1% and all late submissions will result in a grade of 0.

- Fall Syllabus Quiz is due Monday, September 28, 2026
- Winter Syllabus Quiz is due Monday, January 11, 2027

Participation – 15% of Final Grade – Ongoing (Weeks 1-26)

Learners earn participation by attending class and engaging with the lectures, discussions, activities and worksheets, and completing the weekly surveys on the readings in preparation for class. The Participation grade is broken down into three parts:

Class Discussion – 5%

Learners earn participation grades through participating in activities and discussion with the class as a whole. Participation also includes asking questions! Questions on course material and assignments are always welcome!

Political science classes naturally involve politics – hence the (political) Event Analysis assignment. We will frequently refer to and discuss current events. It is a good idea to read the news on a regular basis to contribute to class discussion. *CBC.ca* and the *Guardian* are good free online sources, and the Library has a subscription to *The Hill Times* to get the paper emailed on Mondays and Wednesdays plus weekday political highlights for the day. For a quick snapshot of Canadian and world events, consider listening to [CBC's World Report](#) – the top stories in 10 minutes, updated every hour during the day.

Worksheets and Group Discussion – 5%

Classes will include time for completing the worksheets and peer discussion and feedback sessions. The worksheets integrate transferable skills, such as critical thinking skills and research/academic skills, with the course material and build towards the major course assignments.

- Learners must complete eight (8) worksheets each semester. There will be some extra each semester to make-up a missed worksheet.
- Worksheets are available on Brightspace at the start of class. If learners are unable to attend class, the worksheet can be submitted on Brightspace.
- Completed worksheets must be submitted in class or to the related Brightspace discussion forum within 24 hours of the class in which the worksheet was completed.
- Worksheets are assessed out of 2: not (0), partially (1), or fully completed (2).

Weekly Surveys – 5%

The surveys are based on the reading material for the week. Surveys open on Thursdays and are due by Sundays at 11:59pm. The surveys ask learners for feedback on the readings, such as identifying something new, previously covered or touched upon, and unclear (question).

- Learners must complete five (5) surveys per semester.
- Surveys are assessed out of 2: not (0), partially (1), or fully completed (2).
- Surveys are completed by 11:59pm the day before class. The learners, in conjunction with the instructor, may decide to alter the deadline.

Learners are encouraged to complete additional surveys and worksheets throughout the semester. Additional submissions scoring a 2 will drop previous submissions graded as a '1'.

Activity Bingo Sheet – 18% of Final Grade – Activities due throughout both Semesters

The activity bingo sheet is designed to get learners trying things inside and outside of the classroom. Learners will have a choice of several activities and must complete a row, column, or diagonal line on the bingo sheet. The activities include:

- a) Take part in the Two-Eyed Seeing Walk (scheduled on Monday, September 21, 2026)
- b) Attend a research talk on campus or an academic-related event off campus.¹
- c) Visit office hours (the instructor's or Dr. Toby Rollo's, the department chair)
- d) Meet a librarian (preferably the political science librarian, [Janice Mutz!](#))
- e) Attend a student event (Law and Politics or another student society, orientation)
- f) Facilitate groupwork discussion on a worksheets
- g) Contribute a point in class/lecture
- h) Present groupwork to class (either from the Event Fallout or one of the worksheets)
- i) Ask a question during class or a research talk/academic-related event off campus
- j) Complete an online academic integrity matters module or another workshop

These activities help learners work on their groupwork, oral communication, and research skills. Absorbing information, asking questions, and presenting material is an important part of doing research and communicating findings in an academic or professional setting.

Learners are asked to write a journal entry for each of the activities they complete. Journal entries should describe the activity, discuss the experience (perhaps what was new or learned) and relate it to the course material and [learning outcomes](#). Learners should complete six (6) activities (three per semester), each valued at 3%. If students wish to complete one bonus activity, they can earn up to an extra 3% on their final grade. The due dates for the Bingo Activities are:

- Bingo Activity #1 – Monday, September 28, 2026
- Bingo Activity #2 – Monday, November 2, 2026
- Bingo Activity #3 – Monday, November 30, 2026

¹ Events should be related to political science or the social sciences and humanities. These can include a department event, an event for municipal elections this fall, or one of the panels for Lakehead's research week after the Winter Reading Week.

- Bingo Activity #4 – Monday, January 25, 2027
- Bingo Activity #5 – Monday, March 1, 2027
- Bingo Activity #6 – Monday, April 5, 2027
- Bonus Bingo Activity – Any time before or on Monday, April 5, 2027

More information available in the Bingo Activity Assignment Guide on Brightspace.

Event Analysis Assignments – 19% of Final Grade – Fall Semester

A significant portion of political science involves analyzing contemporary political events. What are the issues in an election? What is the impact of one party or another winning the most seats in an election? What are the events or developments that happened before the election and contribute to the issues discussed during the election? Of course, elections are high profile events in democracies, but are just one of many different types of political events. Political events can be the stuff of big ‘P’ politics involving the government, political parties, major corporate players and lobbyists. Or it can be little ‘p’ politics that are rooted in society and mobilize groups to create and sustain social and political change within local communities or beyond.

For the fall semester, learners will analyze a major political event individually and as part of a team. Learners will first complete an annotated bibliography of potential sources, and the individual assignment. Learners will then combine their individual efforts and analyze the potential fallout from the event as a team (i.e., political, economic, and social consequences).

<i>Component</i>	<i>Description</i>	<i>Length</i>	<i>Due Date</i>
Event Analysis Individual Assignment Selection	Sign-up for an event (list will be co-created between the instructor and learners) and individual assignment option (Event Explainer, Event Data, or Event Background).	N/A	Friday September 25, 2026
Event Analysis – Annotated Bibliography	Find 5 reputable sources that cover the event. Create a bibliography and describe what the source covers and why it is useful for the individual assignment.	1-1.5 pages	Monday, October 5, 2026
Event Analysis – Individual Assignment	Learners will either explain what is going on in the event and detail key actors and their goals, collect data to quantify the event and explain what it means/how it is used, or explain past developments that led to the event.	3-4 pages	Monday, November 9, 2026
Event Analysis – Event Fallout	Teams will combine their existing work to offer potential consequences of the event. What is the potential political, economic, and/or social fallout?	2 pages or presentation	Friday, November 30, 2026

NOTE: Good teamwork involves coming prepared. If the Individual Assignment is not completed by Monday, November 16, 2026, the learner will have to seek permission from the instructor to complete the Event Fallout submission individually.

All submissions will be graded use of course content, critical thinking skills (especially explanation and evidence), structure, and writing and grammar. As part of the evidence component of critical thinking skills, it is important to properly cite all sources employed in a submission. It is recommended to submit single-spaced documents in Times New Roman, 12 point font.

Event Analysis Reflection – 2% of Final Grade – Monday, December 7, 2026 (Week 12)

The Reflection Assignment is due following the team Event Fallout submission. It is an informal journal entry for learners to reflect on their experience and critically review their own work and thought processes/preconceptions about the assignment and the event. Learners are advised to think about the influence of their context and pre-existing assumptions that may have shaped their work. The suggested length is approximately 500-700 words. Questions will be provided.

NOTE: The Event Fallout assignment must be completed before the Event Analysis Reflection.

Fall Exam – 10% of Final Grade – Formal Exam Period (December 2026)

The Fall Exam is made up of a combination of multiple choice, short answer, and long answer questions. Details of the exam structure will be released closer to the exam date. The short and long answers will be graded on use of course content and drawing connections between different weeks of the course. Students will not be graded based on spelling and grammar.

Argumentative Essay – 22% of Final Grade – Ongoing throughout the Semester

The argumentative essay identifies, explains, and takes a position on an important political issue. The suggested issues/topics will be released in January 2027. Learners are welcome to select their own issue, provided it relates to the Winter Semester's topics and is approved by the instructor.

The argumentative essay is submitted in parts to help keep learners on track and receive feedback. The table below shows the component parts and their due dates. The first and third components are optional (Essay Topic Selection and Outline of Key Points). The weight for these submissions will be shifted to the final Argumentative Essay submission.

<i>Component</i>	<i>Description</i>	<i>Length</i>	<i>Due Date</i>
Essay Topic Selection (OPTIONAL)	Select a topic and include a brief description of how the essay may tackle the topic, such as a specific part of the topic to narrow the focus.	0.5 pages	Monday, January 18, 2027
Annotated Bibliography	Find 5 sources on the topic, 2 of which must be academic. Evaluate each based on their context and assumptions and utility for the final essay.	1-1.5 pages	Monday, February 1, 2027

Introduction and Thesis Statement	Draft an introduction featuring a hook, a high level overview of the topic, and thesis statement featuring the supporting arguments.	1 page	Monday, February 22, 2027
Outline of Key Points (OPTIONAL)	Revise the introduction and thesis statement and develop an outline of the key sections of the essay. Include 1-2 supporting points per section.	1.5-2 pages	Monday, March 8, 2027
Argumentative Essay	Argumentative essay on a selected topic related to the course material.	4 pages	Monday, March 22, 2027

The Argumentative Essay must include *3 relevant academic sources* beyond the textbook, feature a thesis statement that ties the entire paper together, and demonstrate a strong understanding of the chosen topic. The essay will be evaluated based on balance and the appreciation of the appropriate counterarguments, clear organization and coherence, and spelling and grammar.

Argumentative Essay Reflection – 5% of Final Grade – Wednesday, March 31, 2027

The Argumentative Essay Reflection is due following the essay submission. Learners must critically review their own work and use the Argumentative Essay Rubric to assign a grade to the essay. Learners must justify their rubric selections by evaluating their work. In justifying the grade, learners should also highlight what they learnt about the topic, its connection to course material, experiences with the assignment(s), and how their context and pre-existing assumptions about the topic shaped their work. The suggested length is 750-1000 words.

NOTE: The Argumentative Essay must be completed before submitting the Reflection Assignment.

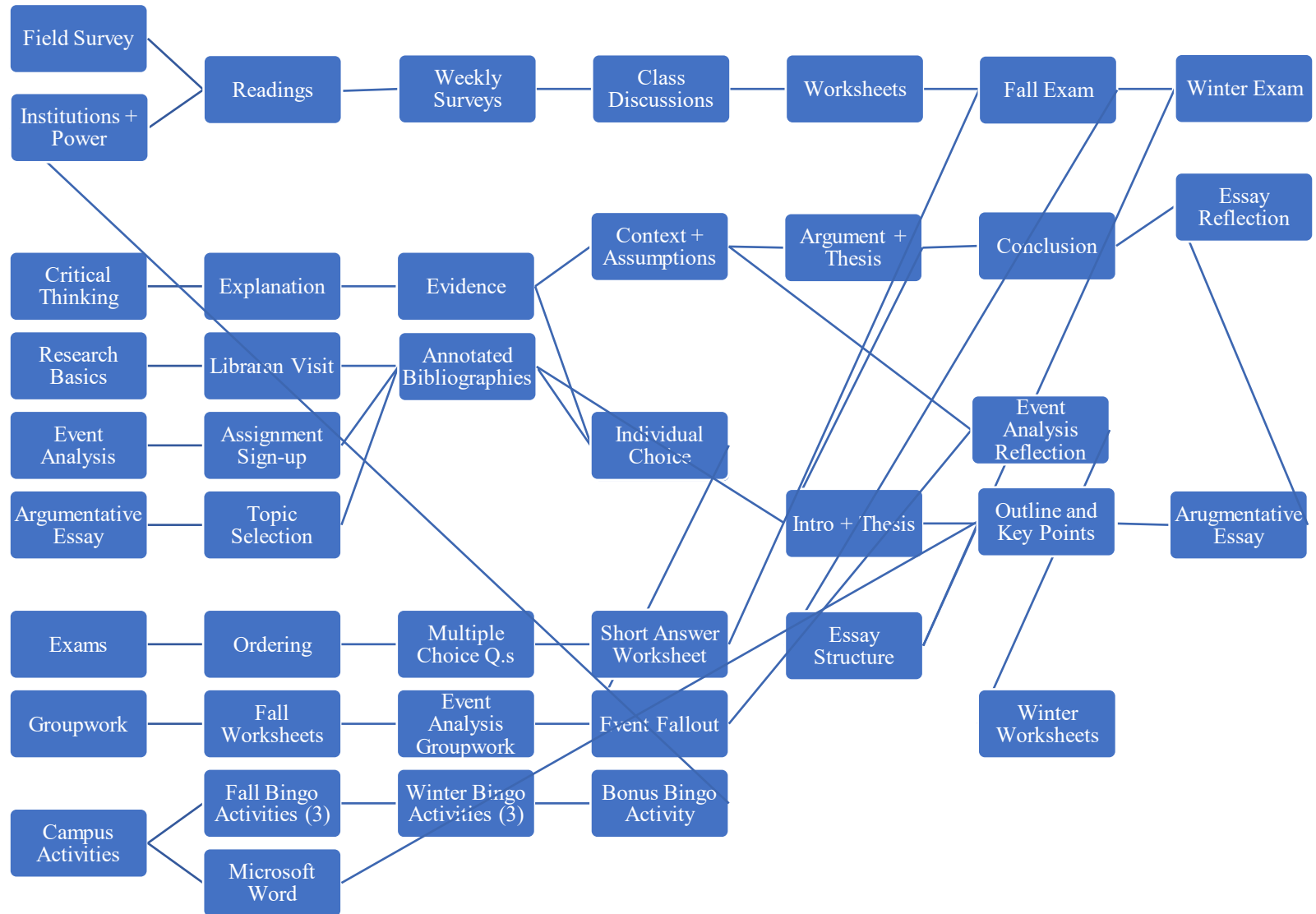
The instructor will accept the grade without modifications if the analysis is justified and well-thought through. The instructor will grade the Argumentative Essay Reflection.

Winter Exam – 10% of Final Grade – Formal Exam Period (April 2027)

The Final Exam is made up of a combination of multiple choice, short answer, and essay questions. Details of the exam structure will be released closer to the exam date. The short answer and essay questions will be graded on use of course content and drawing connections between different weeks of the course. The emphasis on the winter semester, but learners are encouraged to tie in material from the fall semester. Students will not be graded based on spelling and grammar.

The essay must feature a formal structure, including an introduction, body paragraphs (one for each supporting argument), and a conclusion. The introduction and conclusions should be streamlined and leave most of the essay for the supporting body paragraphs. A good introduction avoids general statements about the world and lays out the essay's main question or issue followed by a thesis that answers the selected essay prompt. The thesis statement should feature the main justifications for the argument and may list some possible consequences flowing from the thesis.

VIII Learning Outcomes and Concept Assessments Map



IX Course Schedule and Topics

Week	Topic	Field	Description	Readings	Worksheets and Assignments
Part I: Introductory Weeks					
Week 1 Sept. 9	Course Overview	Academic Professionalism	• Introduction to the course and syllabus • Critical Thinking Skills Rubric (foundation for grading rubrics) • Groupwork and participation	• Syllabus • Critical Thinking Skills Rubric	• Fall Syllabus Quiz due Monday, Sept. 28
Week 2 Sept. 14, 16	Indigenous Peoples (Part I)	Canadian, Comparative	• Four main fields of political science • Politics, the state, and governance • Bingo activity introduction • Indigenous Peoples – two-eyed seeing, the Medicine Wheel	• Altamirano-Jimenez. 2023. “Indigenous Peoples, Land, and UNDRIP.” In Brodie et al., Chapter 6	• Medicine Wheel Worksheet
Week 3 Sept. 21, 23	Studying Politics and Indigenous Peoples (Part II)	Canadian, Comparative	• Two-Eyed Seeing Walk (Sept. 21) – Meet at Lake Tamblyn (near firepit) • Conceptions of power • Critical Thinking Skills: Explanation • Event Analysis assignments	• Brodie. 2023. “Governing Ideas.” In Brodie et al., Chapter 1	• CT Skills Explanation Worksheet • Event Analysis Individual Assignment sign-up
Week 4 Sept. 28	Research Skills	Academic Professionalism	• Librarian Janice Mutz visit • Citation, referencing, and annotated bibliographies • OneNote for notes, research • Political Institutions • Wednesday, Sept. 30: National Day for Truth and Reconciliation (University closed)	• Tour the library website! Home Page Lakehead University Library Website	• Syllabus Quiz due – Monday, Sept. 28 • Survey on Monday’s class, due Tuesday, Sept. 29 • Bingo Activity #1 – Monday, Sept. 28 • Annotated Bibliography Worksheet

Part II: Institutions					
Week 5 Oct. 5, 7	Constitutions and the Three Branches of Government	Comparative, Canadian	• Why are constitutions important? • Key regime types and institutional organization • Critical Thinking Skills: Evidence	• Wilton. 2023. "Constitutions and Institutions." In Brodie et al., Chapter 11	• Annotated Bibliography – Monday, Oct. 4 • Political Institutions Worksheet • CT Skills Evidence Worksheet
THANKSGIVING AND FALL READING WEEK					
Week 6 Oct. 19, 21	The Electoral System	Comparative, Canadian	• Why do electoral systems matter? • What are the key differences between electoral systems? • Event Analysis Group Meeting 1	• Leifso and Raphael. 2023. "Elections and Electoral Systems." In Brodie et al., Chapter 12	• Electoral Systems Worksheet and voting activity
Week 7 Oct. 26, 28	Political Parties	Comparative, Canadian	• What do parties do? Where can we find parties? • How are parties organized? • Why are the different kinds of parties? • Event Analysis Group Meeting 2	• Raphael et al. 2023. "Political Parties." In Brodie et al., Chapter 13	• Event Analysis Group Meeting 1
Week 8 Nov. 2, 4	Digital Democracy and Politics	Comparative, Canadian	• Digital technology vs. digital politics • Has digital technology changed politics? (Especially political participation) • Critical Thinking Skills: Influence of Context and Assumptions	• Small and McNabb. 2023. "Digital Technology and Democracy." In Brodie et al., Chapter 14	• Bingo Activity #2 (Monday, Nov. 2) • Event Analysis Group Meeting 2 • CT Skills Context and Assumptions worksheet

Week 9 Nov. 9, 11	Bureaucracies	Comparative, Canadian	• What is a professional bureaucracy? • Bureaucratic structure – the civil military • What are the key characteristics of bureaucracy and why are they important? • Guest speaker: Dr. Lucas Jerusalemiec	• Leifso. 2023. "Bureaucracies." In Brodie et al., Chapter 15	• Event Analysis Individual Assignment due –Monday, Nov. 9 • Bureaucracy Worksheet • Multiple Choice Worksheet
Part III: Ideas					
Week 10 Nov. 16, 18	Western Traditional Political Theory	Political Theory	• What is political theory? • Major ideas about political authority and organization from Ancient Greeks to early moderns • Liberalism and liberal democracy	• Epp. 2023. "Enduring Ideas." In Brodie et al., Chapter 2	• Event Analysis Group Meeting 3 • Early Modern Liberal Thinkers and Concepts Timeline Worksheet
Week 11 Nov. 23, 25	Ideology: Liberal Democracy and its Critics	Political Theory	• Capitalism and liberal revolutions • Liberal democratic theory • Radical critiques form the 20th century and contemporary challengers • Short answer questions	• Kellogg. 2023. "Democratic Ideas." In Brodie et al., Chapter 3 • Rein. 2023. "Radical Ideas." In Brodie et al., Chapter 4 – especially sections on Radical Ideologies and Isms for Today	• Event Fallout due – Monday, Nov. 23 • Short Answer (Define and State the Significance) Worksheet
Week 12 Nov. 30, Dec. 2	Liberal Democracy and Critics (continued) + Political Theory from Beyond the West	Political Theory	• Radical and critical theory • Ideas, Ideology, Hegemonic Ideology (Western centrism) • Beyond Western centrism, provincializing the West • Glocalization	• Rein. 2023. "Radical Ideas." In Brodie et al., Chapter 4 - especially sections on radical ideas, ideas to ideology • Mahdavi. 2023. "Non-Western Ideas." In Brodie et al., Chapter 5	• Bingo Activity #3 – Monday, Nov. 30 • Long Answer (Compare and Contrast) Worksheet

Week 13 Dec. 7	Conclusion	Comparative, Canadian, Theory	• Review of power, political institutions, and political theory • Exam outline • Concept maps	• Review readings, lecture notes, worksheets	• Event Analysis Reflection – Monday, Dec. 7 • Concept Map Worksheet
Fall Final Exam Period	Fall Exam	Comparative, Canadian, Theory	• Exam composed of multiple choice, ordering, and short answer questions • Exam covers fall material	• Review readings, lecture notes, worksheets	• Exam scheduled by the university
HOLIDAY BREAK BETWEEN FALL AND WINTER SEMESTERS					
Week 14 Jan. 4, 6	Welcome Back!	Academic Professionalism	• Re-introduction to course and syllabus • Argumentative Essay assignments • Fall semester content re-cap (four fields, political institutions, critical thinking skills) • State-society relations introduction	• Review Syllabus and Critical Thinking Skills Rubric • Argumentative Essay Guide	• Winter Syllabus Quiz due Monday, Jan. 11
Week 15 Jan. 11, 13	Political Culture and Socialization	Comparative, Canadian	• Political culture • Political socialization • Participation of civil society and private actors in state-society relations	• MacLean et al. 2020. "Political Socialization and Political Culture." In <i>Politics</i>. Eds. MacLean, Wood, and Turnbull. Chapter 8 – link on Brightspace	• Winter Syllabus Quiz – Monday, Jan. 11 • Political Culture Diagram/Concept Map Worksheet

Week 16 Jan. 18, 20	Gender and Sexualities	Comparative, Canadian	• Who can participate in political life? • What is gender? The gender binary and gendered and sexual relationships • Big 'P' and little 'p' politics • Professional skills: MS Word overview	• DeGagne. 2023. "Genders and Sexualities." In Brodie et al., Chapter 8	• Essay Topic Selection – Monday, Jan. 18 • Intersectionality Worksheet
Week 17 Jan. 25, 27	Race and Politics	Comparative, Canadian	• What is race? Race science, colonialism, and white settler society • Canadian political science and race • Professional skills: MS Word formatting	• Smith. 2023. "The Politics of Race." In Brodie et al., Chapter 7	• Bingo Activity #4 – Monday, Jan. 15 • Race and Ethnicity Worksheet • Racism Scavenger Hunt Worksheet
Week 18 Feb 1, 3	Disability	Comparative, Canadian	• What is disability? Universality and disability • Universal design • Critical Thinking Skills: Argument and Thesis	• Titchkosky. 2023. "Disability: A Peculiar Politics." In Brodie et al., Chapter 9	• Essay Annotated Bibliography – Monday, Feb. 1 • CT Skills Argument and Thesis Worksheet
Week 19 Feb. 8, 10	Citizenship and Borders	Comparative, Canadian	• Citizenship as historical concept, status, and rights • How borders and migrations challenge citizenship	• Gabriel. 2023. "Citizenship and Borders." In Brodie et al., Chapter 10	• Migration/Immigration Case Study Worksheet
FAMILY DAY AND WINTER READING WEEK					
Week 20 Feb. 22, 24	International Relations (IR)	IR	• Re-call liberalism, socialism, definitions of what is 'political' • Classical IR theory and case-study application • Re-call conceptions of power (from Week 3)	• McMahon. 2023. "International Relations." In Brodie et al., Chapter 16	• Essay Introduction and Thesis Statement – Monday, Feb. 22 • IR Case Study and Classical IR Theory Worksheet

Week 21 Mar. 1, 3	IR and International Orders	IR	• Critical IR theory and case-study application • International orders • Current international order	• Shrivastava. 2023. "International Orders." In Brodie et al., Chapter 17	• Bingo Activity #5 – Monday, Mar. 1 • Essay Structure Worksheet
Week 22 Mar. 8, 10	International Orders vs. Political Economy	IR	• Critiquing the international order • Political economy: supporting vs. critiquing the international order	• Persaud. 2023. "International and Global Political Economy." In Brodie et al., Chapter 18	• Essay Outline and Key Points – Monday, Mar. 8 • CT Skills Logical Conclusions Worksheet
Week 23 Mar. 15, 17	Political Economy and Political Ecology	IR	• Global politics, political economy and ontology vs. epistemology • Professional skills: Editing in MS Word	• Adkin. 2023. "Political Ecology." In Brodie et al., Chapter 19	• Essay Info Exchange Worksheet
Week 24 Mar. 22, 24	Political Ecology: Old Problem, New Ways		• Core elements of political ecology • Big picture: ecology and major international and domestic problems • Institutional reform and ecological citizenship	• 'My Parkdale is gone': how gentrification reached the one place that seemed immune Cities The Guardian	• Argumentative Essay – Monday, Mar. 22 • Fossil Fuel Capitalism Worksheet
Week 25 Mar. 31	Conclusion	All	• Conclusion – Exam preparation	• Review readings, lecture notes, worksheets	• Essay Reflection – Wednesday, Mar. 31
Week 26 April 5	Conclusion	All	• Conclusion – Four fields review	• Review readings, lecture notes, worksheets	• Bingo Activity #6 – Monday, April 5
Winter Final Exam Period	Winter Exam	All	• Exam composed of multiple choice, ordering, short answer, and essay questions • Exam focuses on winter material with connections to fall content	• Review readings, lecture notes, worksheets	• Exam scheduled by the university

X Course Procedures and Policies

Assignment Submission

- All assignments are due on Brightspace. Learners are responsible for ensuring that the correct file has been uploaded. Assignments should be uploaded as Microsoft Word documents (not PDFs) to the appropriate online dropbox by 11:59 p.m. on the due date.
- The recommended length for an assignment reflects both the expected effort of the learner and the time available to the course instructional team for providing feedback. Please respect the recommended length. Assignments over or under the expected length by 10% will receive a reduction in the assigned grade.
- Lakehead offers MS Office 365 (including Word, Excel, PowerPoint, OneNote, etc.) for free from the Technology Services Centre: [Office 365 | Lakehead University](#).

Citation is Required!

- Citing is important for a) giving credit where credit is due (intellectual property), b) justifying evidence, and c) avoiding plagiarism. Find more about academic integrity [here](#).
- Learners must use proper citation for all evidence and arguments derived from sources other than themselves. Citation is required for all sources beyond the course material.
- The preferred citation format is an in-text option such as MLA, Chicago Author-Date system, or the [Canadian Journal of Political Science](#) guide. Please avoid APA.

Late Penalties and Extensions

- Late assignments will lose 3% per day, inclusive of weekends and holidays.
 - Universities are professional workspaces that foster critical engagement and professional development, including time and project management. Deadlines both mimic demands in the workplace and are assigned by course instructors to help manage their own workload across all their courses and research/university responsibilities.
- Learners may find an extension necessary due to extraordinary circumstances. This is understandable, and identifying how to balance all the requirements of university life is a skill in and of itself. If an extension is needed, please email the professor and *recommend a new due date before* the deadline. The professor will accept all reasonable extension requests. Please note:
- **Extension requests must be made by email and have a recommended new due date.**
- Extensions requested or confirmed by the professor after the deadline must come with a [Self-Declaration Form](#). If no form is submitted, a minor penalty will be imposed.
- Learners are asked to keep in mind that many of the assignments are linked and should consider how the extension will impact other work. An appropriate schedule can be worked out if necessary.

Communication

- Please make use of email, discussion forums, lectures, and office hours to get in touch.
 - All email communication must be via official Lakehead University e-mail accounts.
 - Email formatting basics:
 - Please use a formal greeting, such as ‘Hi,’ ‘Hello,’ or ‘Dear’ and *include the name of the person* to whom the email is addressed.
 - Use multiple paragraphs to breakout the content – doing so improves readability and highlights information!
 - Emails that look like a quickly typed text message may not get a response.
- There is no expectation of email responses for *anyone* in the course after regular business hours – both for learners and the instructor.
- Suggested communication options for questions/comments:
 - Lakehead University email for technical concerns, course procedures,
 - Lectures and office hours, or scheduled meetings for substantive questions,
 - Submit general questions to the Course Questions discussion forum,
 - Schedule a meeting with the instructor for personal questions and issues.

XI Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. This can happen to any of us, and everyone can benefit from support when feeling overwhelmed or struggling to cope. If you or anyone you know needs help with difficult life events, anxiety, or depression, please reach out to Student Health and Wellness. The office offers free, confidential services to Lakehead students. You can find more information here: [Health Services | Lakehead University](#).

XII Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. An accommodation could be needed for health, religious obligations, student activities pregnancy, or (dis)abilities. For an accommodation request, please contact me as soon as the need for accommodation is known to exist.

Accommodation for Students with (Dis)Abilities

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with

disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please visit Student Accessibility here: [Support for Students with Disabilities | Lakehead University](#)

XIII Sexual Violence Policy

As a community, Lakehead University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Lakehead's Sexual and Gender-Based Violence Response Policy. For more information and/or support, visit: [Sexual Violence | Lakehead University](#)

XIV Academic Integrity

Academic integrity is an essential element of a productive and successful academic career. Lakehead's [Academic Integrity Code](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. It is a good idea to familiarize yourself with the university's academic integrity rules.

Plagiarism

The Academic Integrity Code defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to, the following: books, articles, papers, websites, literary compositions and phrases, performance compositions, research findings, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement; and
- Failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Use of Generative Artificial Intelligence – Prohibited

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variants Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E.

Any use of GenAI systems to produce assignments for this course is not permitted. All work submitted for evaluation in this course must be the student's original work. The submission of any work containing AI generated content will be considered a violation of academic integrity standards (“Use of Unauthorized Materials”).

Intellectual Property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).