

POLI-1100-YB: Introduction to Political Science

Course Outline

Fall/Winter 2019Y

Instructor: Zubairu Wai, PhD

Office: RB 2041

Office Hours: Tuesday & Thursday 1:30pm – 2:30pm (or by appointment)

Email: zubawai@lakeheadu.ca

Meeting: Tuesday & Thursday, 11:30AM-1:00PM, RC-0005

Course Description:

This course provides a broad critical introduction to politics and political science. It proposes an exploration of power and politics, the ideas, processes and practices that shape power relations, political beliefs, and the ‘everyday’ of political life. In this course, we will examine the social and cultural contexts of political activity, the role of ideas, institutions and values in political behaviour, and the relationship between power, social relations and politics. Adopting an interdisciplinary and critical perspective, the course will provide a broad overview of the scope, methods and concerns of political studies, the behaviour of political actors, the ideas that shape and inform their actions, the institutional contexts in which they operate, and the constraints on their actions. Some of the basic, but important, questions that the course will deal with include, the nature and meaning of power and politics; the way the ‘political’ is conceived and organized and how this impacts social relations; the organisation of states and governments; who holds and exercises governmental authority, how and why; why people obey such authority and why it collapses and politics turns violent; what the roles of ideas, institutions, culture are on political behaviour, and so forth.

Learning Objectives

This course is designed to provide students with the critical conceptual and analytical tools for engaging the broader questions about power and politics. It is also intended to help them develop critical skills for analysing political behaviour, understand the dynamics of political life, as well as engage the questions about power and politics they confront on an everyday basis.

After the successful completion of this course, students should:

- Have a broad critical understanding of power and politics;

- Be familiar with the fundamentals of, and key debates in political studies; the major theoretical approaches to the discipline and the scope, concepts, methods that frame analysis of political life;
- Appreciate the role of ideas, institutions, and values in politics; the institutional contexts within which governments function, and the challenges and uncertainties they face within the context of an ever-changing world, and the constraints on their actions;
- Be able to place political events in their proper analytical contexts and understand the power/knowledge regimes that shape discourses of power and politics;
- Appreciate the contested nature of politics and the social relations it makes possible.

Course Format, Requirements and Evaluation

The method of instruction will be lectures. Weekly lectures will focus on identified topics listed in the course schedule (see below). Lectures are not summaries of the assigned readings and should not be treated as such. Attendance and participation are crucial for success in the course. To make the best of the course, students are required to regularly attend classes, do the assigned readings before coming to class and take part in class discussions.

The final grade will be calculated in the following manner:

Attendance & Participation:	10%
Annotated Bibliography:	15%
Mid-term Exam:	20 %
Final Term paper:	25%
End of Year Exam:	30%

Attendance & Participation: (10 %)

Attendance and participation are crucial aspects of the course. All students are required to attend classes regularly, do the assigned readings before coming to class, and take part in class discussions. The attendance and participation marks will be determined by use of in-class participation and attendance. A record of attendance will be kept throughout the duration of the course.

Fall Assignments:

i. Annotated bibliography: (15%): Due Thursday 24 October 2019.

This assignment should be approximately 7-8 double spaced pages. It will have *two parts*: an analytical section and an annotated bibliography:

The first part of the assignment involves identifying a theme (any of the themes covered in the course such as gender and politics; social movements, political change, pop culture, indigenous

politics, race and inequality, diversity, and so on). These themes have been carefully selected because they reflect dominant domains in the discipline of political science.

1. Identify a theme/topic for investigation that we will/have covered in the course and why you chose it (one paragraph, about 100 words).
2. Develop a thesis statement on the topic (offers a concise summary of the main point/claim/argument of an essay).
3. Explain why your research question is important (one paragraph, about 100 words)
4. Develop three supporting arguments to support your thesis and briefly explain why they are important to your argument (about 75-100 words for each argument explanation).

*Part 1 should be about 2 pages in total: first 3 sections = about one page in length; section 4 = about one page in length.

The second part involves compiling a critical annotated bibliography in support of theme you have selected. An annotated bibliography is a series of brief but critical summaries of academic sources. You should demonstrate ability to cite correctly using Chicago referencing style. Your sources should be chosen on the basis that they support your thesis and the arguments outlined in part one. You will need a minimum of 5 entries. The quality and diversity of your sources is very important and will be closely assessed. Your sources must be acceptable academic sources: specifically, books, book chapters, and peer-reviewed journal articles. **(No Wikipedia entries, or news articles, popular books, popular internet sites)**. As well, the quality of your annotations will be critically assessed based on the following:

1. A Brief summary of the source's main argument (one paragraph, about 100 words).
2. What the strengths/limitations of this source are (one paragraph, about 100 words).
3. How the source contributes to supporting your thesis statement and the supporting arguments (one paragraph, about 100 words).

Please note that all formatting guidelines (see notes below) apply to this assignment. This is a great opportunity to start thinking about a possible topic for your final essay. We will discuss this further in class.

ii. Mid-term exam (20%) will be conducted in class on **Thursday, 28 November 2019**. The exam will be an hour and half long (i.e. the duration of the class) and will be based on the materials covered in the course for the fall term. It will be a closed book exam consisting of a mixed bag of multiple choice and/or short answer questions.

Winter Term Assignments

iii. Final term paper (worth 25% of final grade) to be handed in class on **Thursday, 2 April 2020**; that is, the last day of lectures for the course. Building off assignment 1 in fall, students will complete a 10 – 12-page essay (approx. 2,500-3,000 words), not including the title page and bibliography of works cited.

iv. Final exam (worth 30% of final grade): This exam will be a three-hour test conducted at the end of the winter term. It will test students on the topics covered in the second half of the course. It will consist of two parts: Section one will consist of short answer questions which require students to define specific terms and critically discuss them; and section two will consist of essay type questions that require students to provide longer and detailed essay type answers.

[Note: The examination period is between April 6 and 16. There will be an end of year exam for this course. It is the responsibility of students to check with the office of enrolment services for the exact examination date for this course)

Notes on Written Assignments:

Written assignments are a major component of student evolution in the course and degree programme. The assignments are intended to test writing and analytical skills, as well as help develop and enhance those skills. Essays should develop a clear, coherent and systematic response (argument) to a research question posed on a chosen topic. Your essay will be evaluated based on your ability to construct a coherent and systematic argument, demonstrating critical thinking skills, supporting your argument with evidence. It should include an introduction with a clear and succinct thesis (a statement of the case/claim you are making), and arguments based on evidence drawn from academic sources to support your thesis. In addition to citation, formatting, and grammatical rules, all written work will be evaluated based on organisation, clarity of style, grasp of the topic, the systematic and coherent way ideas/arguments are presented, and the evidence provided to support arguments.

Please Note:

- It is the responsibility of every student to choose their own topics based on their individual interests. However, such topics should first be cleared with the instructor.
- All written assignments should have a title page indicating the title of the essay; the name of the student and their student number; the course number, the name of the instructor. All written work should be **doubled-spaced, Times New Roman 12-point fonts, 1-inch margin**. Manipulating the margins or font size will be penalised.
- All written work must be properly organised and free of spelling and grammatical errors. They must include appropriate citations and complete bibliography of work cited. Students

are required to cite all facts and figures that are not common knowledge, as well as ideas that are borrowed from other authors. Failure to do so will result in substantial penalty in calculating your assignment grade.

- For citation and referencing, use only the Chicago referencing style for all written work **(see the link below for a quick guide):**
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Also, it is recommended that students consider consulting reference books on research and writing. Two examples are:

1. Margot Northey, Lorne Tepperman and Patrizia Albanese, *Making Sense: A Student's Guide to Research and Writing: Social Sciences*, 4th ed. (Toronto: Oxford University Press, 2009).
2. Diane E. Schmidt, *Writing in Political Science: A Practical Guide*, 4th ed. (Boston: Longman, 2010).

- All written assignments must be submitted on the date specified in the course outline. Late submissions will be subject to a **penalty of 2% a day**, including weekends. Assignments will not be accepted two weeks after the due date. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation. In these circumstances, students may seek extension, prior to, not after, the due date. No retroactive extensions will be granted.

Required Texts

Rand Dyck and Christopher G. Anderson (eds.) *Studying Politics: An Introduction to Political Science* 5e (Toronto: Nelson 2016)

Janine Brodie and Sandra Rein (eds.) *Critical Concepts: An Introduction to Politics* 4e (Toronto: Pearson 2009)

Addition Readings on D2L

Students with Special Needs

Students with special needs may request accommodations in accordance with the Senate Policy on Students with Disabilities. Such students should at the earliest opportunity advise the Student Accessibility Services, and the instructor of such needs so that appropriate arrangements can be made to accommodate their needs. Those who encounter extenuating circumstances which may

interfere with the successful completion of the course should, as soon as possible, discuss these circumstances with the instructor and the Student Accessibility Services.

Lakehead Policy on Academic Dishonesty

As academic integrity is crucial to the pursuit of university education, students are always expected to uphold the academic honour code and are advised to familiarise themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation, submitting the same assignment in two different courses, and so forth. In order to make sure that a degree awarded by Lakehead University is a reflection of the honest efforts and individual academic achievement of each student, Lakehead University treats cases of academic dishonesty very seriously and severely penalises those caught in violation of the university's policy on academic honesty. Please make sure that you are familiar with the regulations regarding instructional offences.

Policy on Electronic Devices

Cell phones are distracting and therefore should be turned off and kept out of sight during lectures. The instructor will assume that a visible phone is being used. In such a scenario, the offending student may be asked to leave the class. As well, audio or video recording of lectures by students is only allowed with the prior consent of the instructor or as part of an approved accommodation plan. Where permission is sought and granted, recorded material should be used solely for the student's private use, and not to be used or distributed for any other purpose without prior written consent from the instructor.

Email Policy:

While I welcome emails from students, they are not a substitute for in-person communication. My scheduled office hours are stated in this outline. If you cannot make those times, you can always schedule to meet at times outside the office hours. Email will be answered within two business days. Except where instructed to do so or prior permission has been granted by the instructor, students are discouraged from submitting any class assignments by email. Please use email only for quick queries and to set up appointments out of regularly scheduled office hours. All students are required to have a valid Lakehead e-mail address. It is your responsibility to maintain your email address in good working order. The University expects you to correspond with your professor through your official university email address, and not through other email accounts such as Hotmail or yahoo. Failure to receive important class announcements and messages from your professor because of a faulty email account (for example, an account which screens out emails as junk mail; bounced messages because of overloaded caches) are not legitimate excuses. Forwarding your Lakehead email to a Hotmail, Gmail, Yahoo or other type of email accounts is not advisable. In some cases, messages from your Lakehead addresses sent to Hotmail, or Yahoo accounts may be filtered as junk mail, which means that emails from your professor may end up in your spam or junk mail folder.

COURSE SCHEDULE: (FALL 2018)

Week 1 (Sept 3 & 5): Introduction to the Course

Readings

Christopher G. Anderson, 'Studying Politics: An Introduction'; Chapter 1 in Textbook, pp. 2-31

Week 2 (Sept. 10 & 12): Power and Politics

Readings

Janine Brodie, 'Power and Politics,' in Janine Brodie and Sandra Rein (eds.) *Critical Concepts: An Introduction to Politics 4e* (Toronto: Pearson 2009), pp. 2 - 22

Video: Clip from Devil Wears Prada

[Note: 16 September is the final date of registration]

Weeks 3 (Sept. 17 & 19): Traditions of Political Thought

Readings

Richard Sigurdson, 'Thinking about Politics: Ideas and Ideologies in Politics'; Chapter 2 in Textbook, pp. 34-54

Week 4 (Sept 24 & 26): Political Ideologies I

Readings

Richard Sigurdson, 'Thinking about Politics: Ideas and Ideologies in Politics'; Chapter 2 in Textbook, pp. 54-68

Week 5 (Oct. 1 & 3): Political Ideologies II

Readings

Video: This is England (in D2L)

Janine Brodie and Alexa DeGagne, 'Neoliberalism' in Janine Brodie, Sandra Rein & Malinda Smith (eds.) *Critical Concepts: An Introduction to Politics 5e* (Toronto: Pearson 2009), pp. 60-76

Week 6 (Oct. 8 & 10): States & Governments

Readings

Christopher G. Anderson, 'States and Governments: Perpetual Works in Progress'; Chapters 3 in Textbook, pp. 70-94

Arjun Chowdhury, 'Regime Change and Persistence' Chapter 14 in Textbook, pp. 390-416

Week 7 (Oct. 15 & 17): [FALL STUDY BREAK: 14 – 18 October; NO CLASS]

Week 8 (Oct. 22 & 24): Constitutions

Reading

Stephen Phillips, 'Designing and Limiting Governments by Constitutions'; Chapter 6 in Textbook, pp. 152-180

[Note: Annotated Bibliography due on Thursday 24 October]

Week 9 (Oct 29 & 31): Branches of Government III: Legislature

Reading

David Docherty and John Kurt Edwards, 'Legislatures: Centre Stage but not Top Billing', Chapter 8 in Textbook, pp. 218-245

Week 10 (Nov. 5 & 7): Branches of Government II: Executive

Reading

Stephen Phillips, 'The Political Executive and Bureaucracy' Chapter 7 in Textbook, pp. 182-216

Week 11 (Nov. 12 & 14): Branches of Government III: Judiciary

Reading

Matthew Hennigar, 'The Judiciary: Politics, Law, and the Courts' Chapter 9 in Textbook, pp. 248-274

Week 12 (Nov. 19 & 21): Citizenship and Political Participation

Reading

Amanda Bittner, 'Democracies in Action: Elections, Political Participation and Citizens' Power'; Chapter 10 in Textbook, pp. 276-303

Additional readings in D2L

Week 13 (Nov 26 & Nov. 28): Political Parties and Electoral Politics

Readings

Anna Esselment, 'Political Parties: Imperfect but Essential', Chapter 11 in Textbook, pp. 304-330

[End of Fall Term Exam 28 November, in Class]

COURSE SCHEDULE: (WINTER 2019)

Week 1 (January 7 & 9): Political Culture and Socialisation

Reading

Andrew Heard, 'Political Culture and Socialisation: The Media and Other Mind Shapers', Chapter 5 in Rand Dyck (ed.) *Studying Politics: An Introduction to Political Science 4e* (Toronto: Nelson 2012), pp 102-131

'Socialisation', Chapter 11 in *Introduction to Sociology: 2nd Canadian Edition*, pp. 208-254 (adapted by William Little) Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/> (On D2L)

Week 2 (January 14 & 16): Nationalism, Diversity, and Identity

Reading

Yasmeen Abu-Laban, 'States and Nations: Cultural Pluralism, Nationalism, Identity', Chapter 4 in Textbook, pp. 96-120

Rita Dhamoon, 'The Politics of Diversity', in Janine Brodie and Sandra Rein (eds.) *Critical Concepts: An Introduction to Politics 4e* (Toronto: Pearson 2009), pp. 212-224

Week 3 (January 21 & 23): Indigenous People and the State

Reading

Isabel Altamirano-Jimenez, 'Indigenous Peoples,' Chapter 17 in Janine Brodie and Sandra Rein (eds.) *Critical Concepts: An Introduction to Politics 4e* (Toronto: Pearson 2009), pp. 225-236

John Burrows, 'Questioning Canada's Title to Land: The Rule of Law, Aboriginal Peoples and Colonialism', Chapter 5 in *Recovering Canada: The Resurgence of Indigenous Law*, (Toronto: University of Toronto Press, 2002), pp.

Scott Rutherford, 'Colonialism and the Indigenous Present: An Interview with Bonita Lawrence', *Race & Class*, 52:1 (2010): 9-18

Week 4 (Jan. 28 & Jan. 30): Gender and Politics

Reading

Linda Trimble, 'Gender and Politics,' in Janine Brodie and Sandra Rein (eds.) *Critical Concepts: An Introduction to Politics 4e* (Toronto: Pearson 2009), pp. 183-196

'Gender, Sex, and Sexuality', Chapter 12 in *Introduction to Sociology: 2nd Canadian Edition*, pp. 505-545 (adapted by William Little) Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/> (On D2L)

Week 5 (Feb. 4 & 6): Race, Class, and Social Inequality

Reading

‘Social Inequality in Canada’, Chapter 9 in *Introduction to Sociology: 2nd Canadian Edition*, pp. 380-428 (adapted by William Little) Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/> (On D2L)

‘Race and Ethnicity’, Chapter 11 in *Introduction to Sociology: 2nd Canadian Edition*, pp. 456-503 (adapted by William Little) Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/> (On D2L)

Picard, A. ‘Rich, v. poor: The Lives We Can Expect from Our Income,’ *The Globe and Mail*, November 25, 2009.

< <https://www.theglobeandmail.com/life/health-and-fitness/rich-v-poor-the-lives-we-can-expect-from-our-income/article793139/>>

[Note: 7 February 2020 is the final date to withdraw from this course without academic penalty]

Week 6 (Feb. 11 & 13): Media and Popular Culture

Reading

‘Media and Technology’, Chapter 8 in *Introduction to Sociology: 2nd Canadian Edition*, pp. 343-379 (adapted by William Little) Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/> (On D2L)

Ruth Adams, ‘The Englishness of English Punk: Sex Pistols, Subcultures, and Nostalgia,’ *Popular Music and Society* 31:4 (October 2008): 469-488

Karin L. Stanford ‘Keepin’ It Real in Hip Hop Politics: A Political Perspective of Tupac Shakur’, *Journal of Black Studies* 42:1 (January 2011): 3-22

Week 7 (Feb 18 & 20): [WINTER STUDY BREAK: 17 – 21 FEBRUARY; NO CLASS]

Week 8 (Feb. 25 & Feb. 27): Contentious Politics and Social Movements

Readings

Rachel LaForest, ‘Civil Society: The Study of Power, Intrigue, Passion’, Chapter 14 in Textbook, pp. 332 – 361

‘Social Movements and Social Change’, Chapter 21 in *Introduction to Sociology: 2nd Canadian Edition* pp. 912-944 (adapted by William Little) Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/> (On D2L)

Week 9 (March 3 & 5): Environmental Politics and World Ecology

Reading

Laurie E. Adkin, 'Environmental Politics,' Chapter 18 in Janine Brodie and Sandra Rein (eds.) *Critical Concepts: An Introduction to Politics* 4e (Toronto: Pearson 2009), pp. 237-249

Ramachandra Guha, 'Radical American Environmentalism and Wilderness Preservation: A Third World Critique,' *Environmental Ethics* 11, No. 1 (Spring 1989), pp. 71-83

Week 10 (March 10 & 12): Politics of Food

Reading

Eric Schlosser, 'Fast Food Nation Part 1: The True Cost of Americas Diet'

<<http://www.rollingstone.com/culture/news/fast-food-nation-part-one-the-true-cost-of-americas-diet-19980903>> (On D2L)

Video: Food Inc. (on D2L)

Week 11 (March 17 & 19): Global Politics: Violence, War and (Dis)order

Readings

Claire Turenne-Sjolander, 'International Relations: Global Anarchy, Conflict, and Cooperation', Chapter 15 in Textbook, pp. 418 - 442

Sandy Irvine, 'Security in Pieces: Approaches to the Study of Security in International Politics', Chapter 16 in Textbook, pp. 444 - 469

Week 12 (March 24 & 26): International Development and Global Inequality

Readings

Michelle Bonner, 'The Politics of Development,' Chapter 13 in Textbook, pp. 364 - 388

'Global Inequality', Chapter 10 in Introduction to Sociology: 2nd Canadian Edition pp. 429-455 (adapted by William Little) Retrieved from <https://opentextbc.ca/introductiontosociology2ndedition/> (On D2L)

Video: Life and Debt (On D2L)

Week 13 (March 31 & April 2): Conclusion: Taking Stock [What did we miss?]

[Note: Final paper due on April 2]

[Note: The examination period is between 2 and 19 April 2020. There will be a final exam for this course. It is the responsibility of students to check with the Registrar's office for the exact examination date for this course]