

**Political Science 1020E Section 551**  
**Huron University College**  
**Introduction to Political Science**  
**Course Outline**

**Type:** Full Course (Essay) Sept. 10/18 to April 8/19  
**Antirequisites:** the former Politics 021F - 026G series  
**Room:** V208  
**Time:** Mondays 6.30pm-9.30pm

**Instructor:** Dr. Robert F. Jonasson Office: V125 Ext: 248 (please call only during office hours); E-mail address: [rjonasso@uwo.ca](mailto:rjonasso@uwo.ca) (please e-mail anytime)

**Office Hours:** Mondays 11.30am-1.30pm

**Required Readings:** (available at U.W.O. bookstore)

Eric Mintz, David Close and Osvaldo Croci. Politics, Power and the Common Good. 4th Ed. (Pearson Canada, Toronto: 2015.)

**Learning Objectives:**

Students should have definitional knowledge and understanding of political science, a rudimentary knowledge and understanding of the principal theories of political analysis, a preliminary knowledge and understanding of the principal fields of political analysis, a preliminary knowledge and appreciation of political science in the context of other disciplines, and an ability to search for, gather, review, and evaluate materials relevant to the core substantive learning objectives of Political Science 1020E.

**Structure: Political Science 1020E** is an introductory course in the field of politics. The course will cover a wide variety of topics, including Canadian politics, international politics, political theory, comparative politics and public administration. Each class will have a lecture and a discussion component. Participation is strongly encouraged. There will be 10 in-class assignments on Wednesdays (note the dates below). These assignments consist of:

**1/ Lecture Workshops.** In many weeks, the part of the Lecture period will feature a Critical Political Issues Workshop. Students will be organized into small teams (3-4) and work collaboratively to address major challenges arising from the weekly readings and lecture presentations. The task for each Workshop team is to produce strategies and solutions that respond creatively to the challenges facing governments and political communities. Each student will then write his/her own opinion to several questions (1-2 pages double-spaced minimum). These are pass/fail. **(10 percent).**

There are some make-up days for the above (see outline). No excuse is needed to use these. You don't have to let me know you missed any, just go to a make-up.

Pg.2 1020E outline

**Topics:** Readings are from the text. It may prove difficult at times to keep to the schedule below. Course notes will be posted to OWL.

Week 1: Sept. 10: Course outline (no readings); How to write an essay; extension and late policies (no readings); What is political science? (Ch.1);

Week 2 Sept. 17: Basic Concepts: Society, Gov't, Power (Ch.1); **Workshop #1**

Week 3: Sept. 24: Basic Concepts: Sovereignty, The State, The Nation, Nation-State (Ch.2);

Week 4: Oct.1: Basic Concepts: Law, Constitutionalism, (Ch.12);

Week 5: Oct. 8: holiday

Week 6: Oct. 15: Ideology; Liberalism (Ch 3); **Workshop #2**

Week 7: Oct. 22: Ideology: Conservatism (Ch.3); Ideology: Fascism (Ch.3);

Week 8: Oct.29: Ideology: Socialism, Communism (Ch.3); **essay due in class (at 6.30pm)**

Week 9: Nov.5: Ideology: Feminism and Environmentalism (Ch.4); **Workshop #3**

Week 10: Nov. 12: **mid-term in class 1 hour (6.30-7.30pm)**

Week 11: Nov. 19: International Politics (Ch.18); **Workshop #4**

Week 12: Nov.26: Forms of Gov't: Liberal Democracy (Ch.10); Totalitarianism, Authoritarianism (Ch.11); **Workshop #5**

Week 13: Dec.3: Forms of Gov't: Parliamentary Systems (Ch.14); Presidential Systems (Ch.15);

**Term 2**

Week 1: Jan.7: Forms of Gov't: Federalism, Canadian Federalism (Ch.13); **Workshop #6**

Week 2: Jan.14: The Political Process: The Political System, Political Culture (Ch.5);

Week 3: Jan. 21: The Political Process: Interest Groups (Ch 8.); **Workshop #7**

Week 4: Jan. 28: The Political Process: Political Parties (Ch.6);

Week 5: Feb. 4: The Political Process: The Media (Ch.8); **Workshop #8**

Week 6: Feb. 11: **essay due in class (at 6pm)**

Pg. 3 1020E outline

Feb. 18 - holiday

Week 7: Feb. 25: The Political Process: Elections and Electoral Systems (Ch.7);

Week 8: March. 4: The Political Process: Representative Assemblies (Ch.14); **Workshop #9**

Week 9: March 11: The Executive (Ch.15); **Workshop #10**

Week 10: March 18: The Political Process: The Administration (Ch.16); **Make-up Workshop**

Week 11: March 25: The Judiciary (Ch.12) **Make-up Workshop**

Week 12: April 1: lecture make-up (if necessary)

Week 13: April 8: review, exam discussion

**Final Exam:** (April Exam Period - time and place TBA)

- essay format; 2 hours

**Grade Breakdown:**

**Final Exam: 30% (TBA)**

**Mid-term: 10% (November 12/18 in class 6.30pm)**

**Essay 1: 25% (6-8 pages, double-spaced; due October 29/18) – thesis statements given below**

**Essay 2: 25% (6-8 pages, double-spaced; due February 11/19) – choose your own thesis statement (it must not duplicate any given in this outline)**

**Workshop participation and writings: 10% in total (1% each)**

## GENERAL COURSE RULES AND SUGGESTIONS

The following rules are to be taken very seriously. They will be strictly enforced. Every student must be treated fairly; the rules below will ensure that all students will be treated in a just manner. If you follow the rules and suggestions laid out here, you will have a much better chance of doing well in the course. If you break the rules, you will suffer certain consequences.

1/ Do not be disruptive in class. After one warning, you will be asked to leave. Continual behavioral problems may lead to more severe consequences (eg. removal from the course).

2/ Come to class on time.

3/ Ask questions intelligently. The prof will let you know when questions can be asked (i.e. later in the lecture). Do not ask questions for the sake of asking them (i.e. to show 'interest', to 'stick out' etc.). Questions should contribute to the lecture. Questions about course material can usually be answered in this course outline.

4/ All grade values in the course outline are 'set in stone'. There will be no re-weighting or bell-curveing. No extra assignments will be given. No items will be omitted from the final grade.

5/ All due dates (eg. essays, assignments, tests, exams) in the course outline are 'set in stone', unless they are moved to a later date by the instructor. Under no condition will due dates be made *earlier* than the dates indicated in the course outline.

6/ Do not assume your past (eg. past grades, experience level, age) is the key to your future performance. Profs assume everyone wishes high grades. Please do not indicate to the prof that you need or expect a certain grade in the course.

7/ All essays must be handed to the instructor in-class on the due date.

8/ All late papers must be handed into the essay drop-off box outside the office of the Arts and Social Sciences Administrative Assistants' office, Room A116.

9/ The late penalty is 2% per working day (weekends do not count). **In all cases, the stamped date is the date which will be considered definitive when assigning late penalties. There is no exception to this rule.**

10/ The instructor has never lost a paper and will not accept that as an excuse. If you leave a paper in the drop box, you are advised to email the instructor to ensure that the paper has come into his possession. In other words, YOU are responsible for your paper up to and until the INSTRUCTOR has determined that he is in possession of it. Do not let other students hand in your papers unless you are willing to take the risk that it might not get to its destination.

11/ Emailed papers will only be accepted if you have been given *specific permission* by the instructor that this is acceptable. If you seek such permission you should make the request to the instructor. This option is only for the most rare and unusual circumstances and is subject to the complete discretion of the instructor.

12/ As indicated in the policy of the dept., there are some legitimate excuses which may allow students to get limited extensions for essays, tests and exams. **ALL EXCUSES MUST BE ACCOMPANIED BY AN OFFICIAL NOTE (eg. doctor's note) which is shown to Academic Counselling.** Dates must be present to indicate the time period the student was affected. **Academic Counselling must approve your request before I will.**

13/ If an extension is warranted, the prof and the student will negotiate a time frame for submission. This time frame cannot be just what the student wants.

14/ I take all marking very seriously and I am unwilling to change a grade unless I have made a real error (eg. marked you down for a statement which is not wrong; marked you down for a grammatical error which is not wrong). Subjective feelings are not a valid basis for an appeal (eg. "I think you are too hard on me"; "I have never had a mark this low"). An appeal must go to me first. Your grade may go up, stay the same or go down (I would give then you an average of the old grade and the new grade). You may go down if I discover critical things I missed the first time.

**All appeals must be put into writing. I may take a day or more to make my decision. I do not discuss with students about their papers on the day I hand them back.**

15/ If you are a student with a serious concern, whether valid or not, and you are unable to keep up with the course for a long period of time, the prof strongly advises that you drop the course. Students who get too far behind generally do not finish in any case or receive an uncharacteristically low grade. Sometimes unfortunate events occur in our lives; try to persevere, but if you cannot, it is no shame to reduce your course load in certain situations.

**16/ If you are absent for any of the graded assignments, you MUST seek accommodation from Academic Counselling in order to be accommodated.**

17/ Please do not ask the instructor for final grades (or final exam grades). These must be released by the Registrar's Office first.

18/ I will give students basic references (for jobs, student exchange programs etc.) if their grade is above 75% in a class in which I have taught them (final grade). **For all post-graduate references (law school, grad school, teachers' college etc.) and scholarships, students must have completed at least 2 courses (half or full) with me beyond 1020E and have a grade of 80% or better (as an average in the courses). If students took 1020E with me, they may or may not factor the grade in this class into their average, but they will need 2 more classes (half or full).** However, good character is an important consideration for promotion as well. I do not promote opportunists (eg. those who ask for higher grades without merit) or those with 'entitlement' attitudes. Make sure you give me at least 3 weeks notice for any deadlines and always give me all forms and postage. **I will do a maximum of 4 paper/online references for a student in a term.**

**FIRST TERM POL.SCI. 1020E ESSAY**

**Length:** 6-8 pages double-spaced

**Due date:** Monday, October 29/18 (hand in it in during class)

**Lost Assignments:** It is your responsibility to have other copies of your paper.

**Advice:** Please see essay writing document on OWL.

**Appeals:** You may see me about your grade (but not on the day I return your work), but be aware that I mark carefully! YOU MUST PUT ALL CONCERNS IN WRITING. I will only change a grade if you prove to me that I am in error about certain pieces of factual information in your paper (bring documents to prove). Please remember that I do not give grades according to your personality - try not to be personally offended by what you consider a poor grade.

**Essay questions/ thesis statements**

Choose one as the core argument of your paper (you may take the reverse of each).

First term:

- 1/ Canadians are generally more comfortable with the welfare state than Americans.
- 2/ The United Nations has mainly been a success as an international organization.
- 3/ Fascism is likely to return as a major ideology in the 21<sup>st</sup> century.
- 4/ Some forms of feminism are in conflict with the basic ideas of liberalism.
- 5/ Nigeria is an example of a fragile liberal democracy.
- 6/ Courts in the United States are too activist and are usurping the powers of elected legislatures in that country.
- 7/ In many Western European countries, multicultural policies are not integrating immigrants very well.
- 8/ The Canadian House of Commons does not adequately carry out its functions and should be reformed.



The Appendix to Course Outlines is posted on the OWL course site.

