

## **PSCI 1100**

# **Introduction to Political Science: Democracy in Theory & Practice**

May 2nd – June 13<sup>th</sup> Monday & Wednesday 8:35-11:25am

Class Facebook: Socially Scientific - Class Twitter: @sociallysci

**Instructor:** Dr. Tamara Kotar

Office hours: Wednesdays 11:30-12:30

Office Number: 613-520-2600 ext. 1657

Office: B645 Loeb- Wednesday 11:30-12:30

## **Course description**

In this course we will examine democracy, with special consideration of the role of groups and individuals. With an overall theme of democracy, we will also explore the Comparative Politics, Public Administration, Public Policy and Canadian Politics subfields in Political Science. Students will familiarize themselves with the theoretical tools to navigate complex debates. Students are compelled to raise their consciousness of core political ideas and apply their knowledge to research, advocacy, policy-making, action and change. My hope is that you find this course engaging and that you successfully complete this course with theoretical and analytical tools that you will employ in your future endeavors.

## **Learning Outcomes**

- Students are challenged to understand the foundations of democracy and apply this both domestically and globally.

- Students are compelled to develop their ability to engage in academic writing and research.

## **Core Questions & Themes**

These are the core questions and overarching themes we will explore throughout the course.

Is there a trade off between freedom and security?

Is there a trade off between liberty and equality?

How can we accurately compare diverse peoples, states and societies?

## **Required Texts**

Required Texts are available at The Carleton Bookstore

- O'Neil, Patrick, Essentials of Comparative Politics, 5th Edition, (Toronto: W.W. Norton, 2015).
- O'Neil, Patrick & Ronald Rogowski Essential Readings in Comparative Politics, 4<sup>th</sup> Edition, (Toronto: W.W. Norton, 2013).

Essentials of Comparative Politics is available at Course Smart

<https://goo.gl/kZnVgc>

## **Teaching Approach and Course Format**

This course takes advantage of both in-class and online components to enhance the learning experience. Students should pay special attention to the **Assignment Due Date Matrix below**, which clearly delineates assignment due dates and mark weight. The course is arranged by week on cuLearn. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

**\*\*In-depth description of assignment requirements can be found on cuLearn** in the assignment submission areas, in the Syllabus – Extended Version documents which can be found on cuLearn.

## Assignment Due Date Matrix

Assignment	Date	Share of Term Mark	Notes
<b>Syllabus Scavenger Hunt</b>	May 4 <sup>th</sup>	2%	
<a href="#">Map Quiz</a>	May 9 <sup>th</sup>	5%	
<a href="#">Blogs</a>	May 11 <sup>th</sup> May 18 <sup>th</sup> May 25 <sup>th</sup> June 1 <sup>st</sup>	51%	4 assignments worth 17% each. **There are 4 assignments due. Your best 3 results will count toward your final mark. Your worst mark will be eliminated.** Use <a href="#">My PSCI Blog Format</a> to easily create your blogs.
<b>In Class Feedback</b>	May 18 <sup>th</sup>	2%	Answer the feedback questions on cuLearn
<b>In Class Quiz</b>	June 6 <sup>th</sup>	40%	Short Answer = 5% each Long Answer = 15% each

**\*\*Blog assignments will only be marked if you have attended the class for the day of the assignment is due. If you have not attended the mark will automatically be 0.** Attendance will be taken. If you have not attended class for medical or family emergency reasons then you may do a 4 page essay on themes from the readings in addition to the assignment.

**For the [Seminar Schedule \(including readings\)](#) click here**

### CuLearn

**All of your written assignments are due via CuLearn drop boxes.** The syllabus and other relevant documents are also posted on CuLearn. Do not submit your assignments via email. The course is arranged by week on

cuLearn. When you click on a week, you will find the assignments for the week as well as any materials associated with it.

## **Social Media**

There is a Facebook page and a Twitter page for the course and you should join either one and make a habit of checking either one frequently. Beyond a requirement for some assignments, I regularly post articles relevant to the course and tips for students. Facebook – Socially Scientific. Twitter - @sociallysci (Socially Scientific).

\*If you prefer not to join the class Facebook or Twitter, a 6-page essay can be done in lieu of the Facebook/Twitter components for each assignment. The rest of the assignment must be done in full. The 6 page essay is a replacement for the social media portions of assignments only.

## **Class Expectations**

Students are expected to (1) attend class having completed the assigned readings and (2) come prepared for thoughtful discussions. Students are kindly asked to be respectful during lectures by not conversing with their neighbours. Students who are conducting their own conversations during lectures will be asked to stop and/or leave. Students are expected to complete their online requirements by the due date.

## **Late Assignments**

All written assignments are due in the appropriate CuLearn drop boxes. Late assignments will be marked as a 0. Exceptions to this late assignment policy will be considered for medical reasons or family emergencies (with appropriate documentation).

## **Appeals**

If you would like reconsideration of an assignment grade, you must provide a

two page written explanation of why you believe the grade was incorrect. All requests of this type will be considered, but this may mean that your grade could be **lowered. No reconsiderations will be handled without following this procedure.** Final course grades are **not negotiable.** Grades will be changed only if there is a calculation or other technical error.

## Course Format Details

# Assignments

## Syllabus Scavenger Hunt

Since this course may have many features that you have not yet encountered in other classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions and win the scavenger hunt!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What do I need to know for the map quiz?
3. What are the 3 parts of the Blog assignment and what kind of knowledge does this assignment try to combine?
4. What part of the blog post do I post to Socially Scientific?
5. Do I have to attend class for my Blogs and discussion groups to be marked?
6. Under what subheading do I find the reading materials for each week?

## Map Quiz

Since we are discussing politics it is important that students are familiar with

the countries of the world and their capital cities where political decisions are often made. The goal of this assignment is to ensure familiarity with countries and capitals of the world. Students must know all of the countries and capitals.

### **In Class Map Quiz**

Be prepared to take the map quiz in-class on the due date. Students will be handed a package of blank maps (the ones below). Students will be provided with the names of 10 countries and 10 capital cities. Students will only fill in the names of the 10 countries and 10 capital cities that are asked for in the quiz and will place the names beside the corresponding numbers listed below the maps.

Below are blank maps that will be used for the in-class map quiz:

Africa	<a href="http://www.worldatlas.com/webimage/testmaps/africa.gif">http://www.worldatlas.com/webimage/testmaps/africa.gif</a>
Asia	<a href="http://www.worldatlas.com/webimage/testmaps/asia.gif">http://www.worldatlas.com/webimage/testmaps/asia.gif</a>
Europe	<a href="http://www.worldatlas.com/webimage/testmaps/europe.gif">http://www.worldatlas.com/webimage/testmaps/europe.gif</a>
Middle East	<a href="http://www.worldatlas.com/webimage/testmaps/mideast.gif">http://www.worldatlas.com/webimage/testmaps/mideast.gif</a>
South America	<a href="http://www.worldatlas.com/webimage/testmaps/samer.gif">http://www.worldatlas.com/webimage/testmaps/samer.gif</a>

### Map Quiz Study Tools

Below are some map studying resources. I encourage you to search out other maps and map testing sites as well and see what works best for you.

Sporcle

<http://www.sporcle.com/games/category/geography>

Lizardpoint – Map Quiz

<http://lizardpoint.com/geography/asia-caps-quiz.php>

World Map: [http://www.nationsonline.org/oneworld/map/world\\_map2.htm](http://www.nationsonline.org/oneworld/map/world_map2.htm)

Africa: <http://www.nationsonline.org/oneworld/map/africa-political-map.htm>

Central America & the Caribbean:

[http://www.nationsonline.org/oneworld/map/central\\_america\\_map2.htm](http://www.nationsonline.org/oneworld/map/central_america_map2.htm)

South America:

[http://www.nationsonline.org/oneworld/map/south\\_america\\_map2.htm](http://www.nationsonline.org/oneworld/map/south_america_map2.htm)

Asia:

[http://www.nationsonline.org/oneworld/asia\\_map.htm](http://www.nationsonline.org/oneworld/asia_map.htm)

Europe:

[http://www.nationsonline.org/oneworld/map/small\\_europe\\_map.htm](http://www.nationsonline.org/oneworld/map/small_europe_map.htm)

Middle East:

[http://www.lib.utexas.edu/maps/middle\\_east\\_and\\_asia/middle\\_east\\_pol\\_2012.pdf](http://www.lib.utexas.edu/maps/middle_east_and_asia/middle_east_pol_2012.pdf)

## My PSCI Blog

### Why this Assignment?

- My PSCI Blog posts will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussions.
- These assignments help students focus on how to write a succinct thesis, a key skill required for future success.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is the goal of this course, indeed it is the goal of higher education.
- It is a way to combine our exploration of political phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for the in-class quiz.
- These assignments help students focus on how to write a succinct thesis, a key skill required for future success.

### How to do this Assignment?

**You must attend the class for the My PSCI Blog Posts to be graded.**

**Attendance will be noted.** If you do not attend class the assignment will not be marked. If you miss the class, even for unforeseen reasons, you may hand in a 4-page, double-spaced paper in addition to the assignment within a week of the due date. The paper will be an extension of your discussion of the readings for that Blog Post assignment. If you do not hand it in by that time, your mark will remain 0.

The assignments are due via CuLearn at **11:55pm on the due date**. The submission spaces will be entitled #1 Blog, #2 Blog.

There is a template provided below, you can choose to use the template or not to use it. What is important is that you have the format that is provided below.

There are 4 assignments due but only **the 3 highest marks out of the 4 assignments will count** toward your final mark. **Your worst mark will be eliminated.** This is an opportunity to get your best work recognized.

**To organize your Blog Post** you can cut and paste the **My PSCI Blog Format** provided below for each post into your own word document and fill in the material required.

## **My PSCI Blog Post Format**

### **Part I- Lecture/Tutorial Discussion**

For the discussion component you will discuss what we talked about in the lecture and/or tutorial group in the class before the due date.

For this part of the assignment you will identify and describe one or two ideas/concepts/issues dealt with in class (lecture or discussion group) that attracted interest and explain why. Anything we discuss that

piques your interest can be used, for example even the difference between a Quarter Pounder with cheese and a Royale with cheese. It all depends on what we discuss.

You should have a thesis and try to include other scholarly work.

**15-20 sentences**

## **Part II- Discuss Readings**

For the discuss the readings component you will write about one of the readings for the day the assignment is due.

Provide a brief reaction to one of the readings for the due date. As part of this, using your own words, tell me the main point (thesis) of the reading. Describe an idea or issue developed in the article that intrigues you and that you would like to discuss further in class. Create 2 questions that relate to the article and larger issues discussed in the class.

**15-20 sentences**

## **Part III- Social Media**

**1.** Post 2 media items (articles, radio or video clips) that relate to issues discussed during this class or in the readings. You should post to the class Facebook – Socially Scientific Twitter - @sociallysci . This ensures that we are connecting scholarly ideas with current phenomena. The idea is that you share resources that you have found to be useful in your explorations of the topics discussed in class. Explain why each link you post enhances your understanding of the topic discussed in class or the readings. **Ensure that your posts are not offensive or explicit, but rather that they contribute to respectful and engaging collegial dialogue.** Ensure that your posts are well organized, visually pleasing

(i.e. nicely formatted) and do not include your student number on the social media post.

### **2-3 sentences for each posting**

\* Do not post your whole assignment on onto Facebook or Twitter. However, include the link and text of your post in the assignment you hand into CuLearn.

2. For your cuLearn submission cite and comment on a link posted by anyone else (from any class or even the prof.) on Socially Scientific that you found interesting. If you choose you can post this commentary online.

### **2-3 sentences**

\* Do not post your whole assignment on onto Facebook or Twitter.

## **In Class Feedback**

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about. Students will answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in today's class?
2. What question is at the top of your mind at the end of today's class?
3. What have you enjoyed learning about most in the class so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What aspects of the syllabus, assignments or assignment structure work well for you and what would you recommend changing?

## **In Class Quiz**

The In Class Quiz will be based on a combination of what we have discussed in lectures, the work you have done in assignments as well as reading

materials.

The format will be:

2 Short Answers worth 5% each.

Essay Answer, 2 essays worth 15% each

Students will have a choice of 2 questions to answer out of 4

**\*\*There will be no make-up quiz\*\***

## Seminar Schedule

### Introduction

#### Class 1: May 2<sup>nd</sup>

Course structure, assignments and expectations.

Introduction to Comparative Politics.

### What is Democracy?

#### Class 2: May 4<sup>th</sup>

##### Required Readings

- O'Neil – Essentials of Comparative Politics – Textbook  
Chapter 5, Democratic Regimes
- O'Neil et. al. – Essential Readings in Comparative Politics Chapter 5  
Fareed Zakaria, A Brief History of Human Liberty, from The Future of Freedom

### Democracy, People & Societies

#### Class 3: May 9<sup>th</sup>

##### Required Readings

- O'Neil – Essentials of Comparative Politics – Textbook  
Chapter 3, Nations & Society
- O'Neil et. al. – Essential Readings in Comparative Politics

## **Democracy, Ethnic Conflict & Genocide**

### **Class 4: May 11<sup>th</sup>**

#### **Required Readings**

- O'Neil et. al. – Essential Readings in Comparative Politics  
Chapter 5, Alfred Stepan, Juan J Linz and Yogendra Yadav, The Rise of "State-Nations"
- O'Neil et. al. – Essential Readings in Comparative Politics,  
Chapter 3 James d. Fearon & David D. Latin, Ethnicity, Insurgency, and Civil War

## **Democracy, Public Administration & Public Policy**

### **Class 5: May 16<sup>th</sup>**

#### **Required Reading**

- Lindblom, Charles, E, The Science of Muddling Through, Public Administration review, vol 19, no. 2, Spring 1959.  
Available: <https://goo.gl/aRgsde>
- O'Neil et. al. – Essential Readings in Comparative Politics
- Chapter 4, Abhuit Banerjee and Lakshmi Iyer, History, Institutions and Economic Performance: the Legacy of colonial Land Tenure Systems in India.

## **Democracy, Canadian Government & Politics**

### **Class 6: May 18<sup>th</sup>**

#### **Required Reading**

- Cutler, Fred & Matthew Mendelsohn, Unnatural Loyalties or Naïve Collaborationists: The Governments and Citizens of Canadian Federalism in Gerald Kenerman and Philip Resnick eds.

Insiders & Outsiders: Essays in Honour of Alan C. Cairns,  
Vancouver, 2005, Vancouver: UBC Press  
Available: <http://goo.gl/QnsT70>

## **Democracy & Democratization**

### **Class 7: May 25<sup>th</sup>**

#### **Required Readings**

- O'Neil – Essentials of Comparative Politics – Textbook  
Chapter 8, Advanced Democracies
- O'Neil et. al. – Essential Readings in Comparative Politics, Chapter 8  
Alexis de Tocqueville, Author's Introduction, from Democracy in America

## **Communism & Post Communism**

### **Class 8: May 30<sup>th</sup>**

#### **Required Readings**

- O'Neil – Essentials of Comparative Politics – Textbook  
Chapter 9, Communism and Postcommunism
- O'Neil et. al. – Essential Readings in Comparative Politics,  
Chapter 9, Karl Marx and Friedrich Engels, Manifesto of the Communist Party

## **Non-Democratic Regimes**

### **Class 9: June 1<sup>st</sup>**

#### **Required Readings**

- O'Neil – Essentials of Comparative Politics – Textbook  
Chapter 6: Non Democratic Regimes
- O'Neil et. al. – Essential Readings in Comparative Politics  
Chapter 6, Steven Levitsky and Lucan A Way, The Rise of Competitive

## Authoritarianism

### In Class Quiz

**Class 10: June 6<sup>th</sup>**

### Globalization

**Class 11: June 8<sup>th</sup>**

#### Required Readings

- O'Neil – Essentials of Comparative Politics – Textbook  
Chapter 11: Globalization and the Future of Comparative Politics
- O'Neil et. al. – Essential Readings in Comparative Politics  
Chapter 11: Dani Rodrik, Is Global Governance Feasible? Is it Desirable?

### Course Wrap-up

**Class 12: June 13<sup>th</sup>**

#### Required Readings

- O'Neil et. al. – Essential Readings in Comparative Politics  
Chapter 2 Francis Fukuyama, The Necessity of Politics, from The Origins of Political Order

### Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment.

Keep this in mind when writing your assignments.

<b>Thesis &amp; Explanation of subject - 70%</b>
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
<b>Use of Scholarly Literature - 25%</b>
Scholarly literature is employed to strengthen arguments.

Definitions and terms should be used properly.
Jargon should be kept to a minimum.
<b>Structure of Assignment - 5%</b>
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

### **These questions are utilized to assess written assignments**

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

### **Academic Accommodations**

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The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation

arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.