

# Political Science 100

Fall 2024

## Course Syllabus

**Lecturer:** Dr. Barbara Arneil

Office Hours: Buchanan C406 Wednesday 10:30-12:00 (or by appointment)

e-mail: [arneil@mail.ubc.ca](mailto:arneil@mail.ubc.ca)

### Course Objectives:

1. To develop an understanding of the key concepts in modern politics, as well as current 'post-modern' challenges.
2. To develop the capacity for critical thought, in both oral and written form.

### Course Description:

Political Science 100 is a course that will introduce you to the key concepts and ideas underpinning modern politics, as well as some key contemporary challenges. The course consists of a combination of lectures, group discussions and readings and is divided into two parts. In the first part of the course, we will examine two foundational concepts of modern politics: the **state** and **citizen**. Under this rubric, we will examine concepts such as ideology, sovereignty, authority, power, rights, and international relations. In the second part, we will examine two current challenges to the state and citizen: **globalization** and **identity politics** including feminism, multiculturalism and indigenous politics. Finally, we will examine the rise of **authoritarian, nationalist and populist** politics in recent years. In order to consider how these concepts impact our daily lives, every week you will meet in discussion groups led by a Teaching Assistant to engage in group discussion and debates. During the lecture, I use Iclicker Cloud to do polls and non-graded quizzes. To find out how to enable Iclicker Cloud for students on your mobile device, see instructions [here](#).

### Required Reading:

1. ***Introduction to Politics (Canadian Third Edition)***, Robert Garner, Peter Ferdinand, Stephanie Lawson and David B. MacDonald, Oxford University Press. **AVAILABLE AS EBOOK** through UBC bookstore. Purchasing the textbook provides you online resources for students. If you find a used copy of the Second Edition, that is fine too.
2. ***Online Supplementary Readings and Online Interviews***: Through Canvas, you will find articles, interviews chosen for this course. You may find these a little more challenging than the textbook, as they can include primary texts/interviews with key thinkers such as Plato or Machiavelli and span Ancient Greece to present day International Relations.

**Assessment:** Students will be assessed in the following way:

**Final Exam: 40% Discussion Group: 25% Midterm Quiz: 10% Essay: 25%**

**Final Exam (40%):** The Final Exam will be divided into two parts; a) identify and explain the significance of certain key concepts or ideas; b) choice of one essay-style question. You are responsible in the Final Exam for the material covered in the lectures as well as the weekly assigned readings for both the seminar and lectures, as listed below. In order to provide some guidance to you, a list of key concepts will be given to you for study purposes. **PLEASE NOTE that the Final Exam will be in person and you are required to take it at the time scheduled.**

**Discussion Group Attendance, Participation and Oral Presentations (25%):** Your work within the discussion group is a critical component of the course and is thus given a significant weighting in the overall assessment. During the course you will be required to make one oral presentation. You will be assessed by your discussion group leader (Teaching Assistant or T.A.) based on: attendance (5%), participation/contribution to class discussions (10%), oral presentation (10%). See section below on 'Discussion Groups' for more details on assessment.

**Essay (25%):** Essay topics will be provided on a list given to you in the third week of classes. The due date for the essay is **Monday November 18 5 p.m. Pacific Daylight Savings time on Canvas**. Late penalties will apply for papers submitted after the deadline. More information will be provided in the third or fourth week of classes on essays, format, referencing. You will also spend one of your discussion groups going over the essay with your TA.

**Midterm Quiz (10%):** There will be one midterm **multiple choice closed book** quiz worth 10% of your mark to test your knowledge of key concepts from lectures and readings. One of two key objectives of this course (as listed above) is to have an excellent foundation in the concepts used in the study of politics. This quiz will help to ensure you are learning the basic concepts and doing the reading. I will provide multiple versions of the quiz via Canvas with randomly selected questions to discourage academic dishonesty, but integrity is expected in all aspects of this course including online quizzes. **The quiz will be taken in person but accessed through Canvas during the regular lecture period on Tuesday October 22 so you will need to bring a laptop or phone to access your quiz.**

## **Land Acknowledgement**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

## **General Academic Policies**

Regular attendance at lectures or listening to lectures on your own time and participation in discussion groups is expected. Check the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other

procedures that may affect you. Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA then to the course instructor. If you remain unsatisfied with this process, you may proceed to the head of the department or further to a formal committee established in accordance with University policies. UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty.

### **Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course is your own and that it has not been submitted for credit in another course. Please note having other people do your assignments for you (either paid or unpaid) and/or the use of ChatGPT and/or any kind of generative AI tools are strictly prohibited in this course.

### **Academic Concessions and Accommodations:**

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. If you are concerned that you will not be able to complete a single piece of coursework (oral presentation, assignment, quiz) in Poli 100 only, please speak with your TA or me. As the instructor I will make final decisions on academic concessions. If your circumstances are impacting all or even more than one course's assignments, please get in touch with your own Faculty's advising office. If you are an Arts student, experiencing something impacting all your course work, see information on Arts Advising: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/> and/or complete Arts Academic Advising's [online academic concession form](#), so an advisor can evaluate your case. If you are a student in another Faculty, consult [your Faculty's webpage on academic concession](#). If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession. UBC is also committed to the academic success of students with disabilities through accommodations. UBC's policy on Academic Accommodations aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and create a welcoming environment. Students needing an accommodation should meet with an advisor in the Center for Accessibility <https://students.ubc.ca/about-student-services/centre-for-accessibility> to determine what accommodations/services you are eligible for.

# Political Science 100 Schedule

## Part I: Modern Politics: States and Citizens

Lecture Topics	Assigned Readings/Videos	Discussion Group Debate Topic
<b>Week I.</b> <u>Intro to Course</u>	Thursday September 5 No Readings	<b>No Meetings</b>
<b>Week II.</b> <u>What is Politics?</u>	<b>Sept. 9-13</b>	<b>1<sup>st</sup> Meeting</b>
Lec. 1. What is Politics?	a. Plato 'The Analogy of the Cave' from <i>The Republic</i> , Ch. VII b. Machiavelli, 'What Fortune Can Effect in Human Affairs' <i>The Prince</i>	Introductions
Lec. 2. Modern Politics	Watch/read: Can Pollsters be Trusted?	
<b>NB: Monday September 16:</b> Last Day to Drop Courses for Term 1 (without a 'W' standing)		
<b>Week III.</b> <u>The State</u>	<b>Sept 16-20</b>	<b>2<sup>nd</sup> Meeting</b>
Lec. 3. The Modern State	a. Read <i>IP</i> , Ch. 1	<i>Debate: Dirty hands are necessary in politics.</i>
Lec. 4. Power, Authority, Sovereignty	a. Read <i>IP</i> , Ch. 2 b. Watch Foucault vs. Chomsky	
<b>Week IV.</b> <u>The State: Modern Political Ideologies</u>	<b>Sept. 23-27</b>	<b>3<sup>rd</sup> Meeting</b>
Lec.5 Modern Ideologies/Liberalism	a. Read <i>IP</i> Ch. 5	<i>Election Debate: 'My priorities in this election are...'</i>
Lec. 6 Republicanism/Conservatism Socialism/Marxism	a. Read Karl Marx, Excerpts from <i>Communist Manifesto</i>	
<b>Week V.</b> <u>The Citizen: Origins and Rights</u>	<b>Oct. 1- 4</b>	
<b>NB: Monday Sept. 30. Monday Discussion Groups Cancelled</b>		<b>4<sup>th</sup> Meeting All Other Groups</b>
Lec. 7 Citizens: Introduction	<i>IP</i> , Ch. 3	<i>Debate: Voting should be mandatory.</i>
Lec. 8 Citizens: Practise of Rights	<i>IP</i> , Ch. 4	
<b>Week VI.</b> <u>The Citizen: Democracy and Participation</u>	<b>Oct. 7-11</b>	<b>5<sup>h</sup> Meeting: All Other Groups</b>
Lec. 9 Citizens: Participation	No readings	<i>Debate: Political polarization is threat to democracy</i>
Lec 10. Citizens: Protest		

**Week VII. International Relations Oct. 15-18**

**Monday Oct. 14 Thanksgiving No discussion groups**

**6<sup>th</sup> Meeting**

*Debate: Nuclear Weapons are the greatest global security threat.*

Lec. 11 IR and Security *IP, Ch. 14, 17*

Lec 12 IR: New Threats *IP. Ch. 15-16*

**Week VIII. MIDTERM Week Oct. 21-25**

**7<sup>th</sup> Meeting** *Essay Review*

**Tuesday OCT 22 MIDTERM QUIZ in Classroom (MUST BRING LAPTOP)**

**Thursday OCT 24 NO LECTURE**

## **Part II: Contemporary Challenges to Modern States and Citizens: Globalization, Populism/Authoritarianism and Identity Politics**

Lecture Topic	Assigned Readings	Discussion Group Topic
<b>Week IX. <u>Globalization</u></b>	<b>Oct. 28- Nov. 1</b>	<b>8<sup>th</sup> Meeting</b> <i>'Globalization, on balance is a good thing.'</i>
Lec 13. Globalization	'Globalization' Keohane and Nye <i>Foreign Policy</i> , No. 118, Spring 2000	
Lec 14. Globalization and Financial Crises	<i>IP</i> , Ch. 20	
<b>Week X. <u>Globalization and Post-Modernism</u></b>	<b>Nov. 4-8</b>	<b>9<sup>th</sup> Meeting</b> <i>'Representation in Parliament should mirror Canada's social diversity'</i>
Lec 15. Globalization: Lessons and Theories (No reading)		
Lec 16. Intro to Po-Mo	a. 'The Madman' Nietzsche b. 'Power' Foucault.	
<b>Week XI. <u>Identity Politics</u></b>	<b>Nov 13-17</b>	<b>No Discussion groups all week</b>

**Nov. 12 : No Lecture (Remembrance Day/Midterm Break)**

17. Identity Politics + Gender a. *IP* Ch. 6

b. Review Instruction sheet for Gender on Planet Earth exercise

**Week XII. Identity Politics Nov. 18-22**

**NB - Monday November 18 (5 pm Pacific Daylight Savings time) – Essay Due to Canvas Online**

18. Identity Politics Constance Grady 'The Waves of Feminism' **10<sup>th</sup> Meeting: Review Course**

19. Liberal Multiculturalism Will Kymlicka 'Multiculturalism'

**Week XIII. Radical Multiculturalism and Indigenous Politics Nov 25-29**

20. Radical Multiculturalism Edward Said, Excerpt Documentary **11<sup>th</sup> Meeting** *Populism is a form of identity politics*
21. Indigenous Politics
- a. Assimilation: Residential Schools
  - b. Dispossession from the Perspective of Indigenous Peoples

**Week XIV: Populism and Course Review Dec. 2-6 12<sup>th</sup> Meeting –Monday Discussion Groups ONLY**

22. Populism, Authoritarianism: Responding to Globalization and Old/New Identity Politics?
- a. Sarah Churchwell 'America's Original Identity Politics'
  - b. Amy Chua 'How America's identity politics went from inclusion to division'
23. Last lecture- Course Review

---

## Political Science 100

### Discussion Groups Information

#### **I. Introduction:**

The discussion group is an important component of Political Science 100. While the lectures provide you with an overview of the basic concepts in western politics and the readings provide you with a more in-depth analysis, the discussion group is a forum that allows you to develop and articulate your **own** ideas about the concepts that we are studying. Discussion groups provide an opportunity to focus on contemporary and concrete issues through debates between students, as well as a chance to consider in more depth issues arising from either the lectures or readings. Through the discussion group you should learn how to present oral arguments, listen carefully to other students and build upon their contributions, introduce material that you have read into the discussion, and most importantly, develop your own capacity to think actively and critically about the ideas which are being presented to you, not only in this class but in society as a whole. The discussion group allows you to explore in more depth all of the concepts introduced in the lectures and readings. Because it is meant to involve students in discussion and not be a mini-lecture, the numbers are limited to 18 per discussion group. The weekly discussion group is fifty minutes. During the term you will be responsible for a 5-7 minute oral presentation in the form of either a debate or a role playing exercise. In addition to the oral presentation, you are responsible for doing the assigned reading in preparation for the discussion group, and participating in the discussion when you can make a useful contribution.

Your work in the discussion groups will be assessed. Because the skills you learn in the discussion group are important, they are given a significant weighting in your overall mark (25%). This 25% is made up of a mark for attendance (5%), oral presentation (10%) and your participation in and contributions to the discussion (10%). In the two sections that follow, you will find detailed comments on how your oral presentations and participation will be assessed.

#### **II. Participation in Group Discussion:**

##### **A. What are Discussion Groups?**

During the discussion group, there will be a chance for all students to engage in debate, guided by the Teaching Assistant (TA). You will begin with a formally structured debate, followed by a general group discussion of the ideas contained in the debate, the lectures and the readings assigned for that week. It is important that you do the readings prior to the discussion group and try to incorporate them in to your contributions to the discussion. As well you should practice listening to what other students and the instructor have to say and build your comments on their contributions. Finally, and most importantly, the class discussions will allow you to develop and articulate your own point of view, in relation to other viewpoints. Ultimately you should be learning to develop your own critical

perspective on the world of politics, and the capacity to present this viewpoint to a group of your peers. This particular skill will be used throughout your life and is an important one to learn.

## **B. How will I be assessed?**

### **1. Attendance:**

The first and most basic method of assessment will be attendance. For this reason, TAs will be taking attendance each week. It will be worth 5% of your mark.

### **2. Participation in class discussions:**

Attendance is not enough. You must also participate in class discussions. This will be worth 10% of your mark. Your participation will be assessed not simply on the number of times you talk, but on your capacity to articulate your own point of view, to actively listen, to synthesize different students' ideas in your own contribution and/or to incorporate material from the readings into the discussion.

- *Articulating clearly your own point of view:* This is perhaps the most important task for you to achieve. To read and think through the different points of view on any given question and then consider your own view, after weighing all of the evidence for and against. Critical thinking is the first step; trying to articulate this point of view and harness your arguments in a lucid and succinct fashion is the second step. The capacity to make oral arguments in a persuasive manner will be a skill you use throughout your academic and working lives. Use this forum as a place to practice this critical skill.
- *Active Listening/Synthesizing Other Students' Viewpoints:* Beyond being able to articulate your point of view, is the added skill of synthesizing some of the points made by other students in your group, within your own contribution. Indeed, the best discussions occur when students listen and try to learn from what each other is saying; building on ideas towards a consensus, if possible. For example, rather than saying: 'I believe socialism is a dead ideology' you might say: 'Manjeet stated that socialism seems to have failed in most states that have tried it. It seems to me that she has provided good evidence of how socialism, when it is actually implemented has basically failed. Socialism, therefore, is a dead ideology'. You will only be able to do this if you are listening carefully to what others are saying.
- *Incorporating the Readings into Your Contribution to the Discussion:* During discussions, it is always better to be able to use the readings you have been assigned to bolster your argument, or to challenge other points of view.

## **III. Oral Presentations**

During the term you will be required to make an oral presentation of about 5-7 minutes, at the beginning of the class. Your oral presentation is worth 10% of your mark and will take one of the following forms:



1. **Debate:** Most students will be assigned to be in a debate on a specific proposition (every week but one). You will have 4 minutes to put your position either pro or con. In the first round: pro will go first and con second; in the second round you have 2 minutes each to rebut the opponent's position. In order to provide a rebuttal, you should consider a few points in advance you might use (but not present as part of your first round) and also listen to the other student's presentation and take notes while he/she is speaking. Do your own research to support your case as well and prepare yourself to counter your opponent's arguments.
2. **Role-Playing (Week IV):** In the Federal Election debate exercise, you are still doing an oral presentation but you will take on the role of representative of a particular party. So speak as if you are a representative of a given political party. You have five minutes to make your presentation to the class. The goal is to lay out the main priorities of your party as if you are at a campaign event with the representatives from the other party.

### B. How is the Oral Presentation Assessed?

The key to an excellent presentation is to begin with a strong central thesis, or argument. Consider what are the main points that support your central thesis and lay those out in the introduction (i.e. 'The three main points that I advance today to support my thesis are: 1...2....3.....) or my three main priorities as a representative of my political party is... Then provide relevant evidence for your thesis and key points in a clear, concise and interesting way. Finally at the end, make sure you have a conclusion. If possible, you should present rather than read your ideas. Finally, students often try to fit too much into a short presentation: practice timing to make sure you are within your time.

## IV. Schedule and Topics for Discussion Groups and Debates:

Wk Dates	Lecture Topic	Discussion Group Topic	Student Names
I Sep 2-6	Intro	No Discussion groups	
II. Sep 9-13	What is Politics?	Introductions and Assignment of Oral Presentations	Dates
III. Sep 16-20	State	<b>Debate the Proposition</b> Dirty Hands are Necessary in politics.	Pro _____ Con _____
IV. Sept 23-27	State: Modern Political Ideologies	<b>Federal Election Debate:</b> My party's priorities will be....	Conservative Party _____ Liberal Party _____ NDP _____ Green _____
V. Oct 1-4	Citizen:	<b>Debate the Proposition:</b> Voting should be mandatory.	Pro _____ Con _____
VI. Oct 7-11	Citizen: Participation	<b>Debate the Proposition</b> Political polarization is threat to democracy.	Pro _____ Con _____

VII. Oct. 15-18 International Relations	<b><i>Debate the Proposition:</i></b> Nuclear weapons are the greatest global security threat.	Pro _____ Con _____
VIII. Oct 23-27	<b>Essay Writing Review Session</b>	
IX. Oct 28 - Nov 1 Globalization	<b><i>Debate the Proposition</i></b> Globalization, on balance, is a good thing.	Pro _____ Con _____
X. Nov 4-8 Identity Politics	<b><i>Debate the Proposition</i></b> Representation in Parliament should mirror Canada's gender, social and ethnic diversity.	Pro _____ Con _____
XI. Nov 11-15 Post mo/Identity	<b>NO DISCUSSION GROUPS all week – MIDTERM BREAK</b>	
XII. Nov 18-22 Identity Politics	<b><i>Extra Session/Course Review in Discussion Group</i></b>	
XIII. Nov 25-29 Indigenous Politics/Populism Authoritarianism	<b><i>Debate the Proposition</i></b> Populism is a form of identity politics	Pro _____ Con _____
XIV Dec. 2 – 6 <b>Review</b>	<b>MONDAY DISCUSSION GROUPS ONLY MEET.</b>	