

**POLI 1103X/Y: Introduction to Government and Politics**  
**Fall 2018 – Dalhousie University**  
**Mondays, Wednesdays, and Fridays: 11:35am – 12:25pm**

**Classroom Location:** Henry Hicks Building, Room # 217

---

**Instructor:** Dr. M. Firmini

**Office:** Henry Hicks Building, Room 217

**Office Hours:** By Appointment

**Email:** [Marcella.Firmini@dal.ca](mailto:Marcella.Firmini@dal.ca)

---

This course is a general introduction to the study of politics. In this introductory course, you will be exposed to the fundamental concepts of political life. It will introduce you to a range of key issues and approaches that animate contemporary politics. Topics addressed will include:

- Fundamental concepts in political science;
- Political philosophies and the bedrocks of various ideologies;
- The nature and limits of democracy;
- The relationship between citizenship and political power;
- Forms of political participation and electoral systems;
- The relationship between politics and the media.

The course will begin by centering on the basic themes and concepts that help us analyze ‘politics’, society, political values, and institutions, and then moves to apply and understand those concepts as they relate to the Canadian context. It does so through a three dimensional approach:

**1. Political Thought:** What is ‘politics’? What is ‘political science’? What is the source of Canadian ways of thinking about ‘politics’ and ‘society’?

**2. Political Institutions and ‘actors’:** What are the rules (both informal and formal) that dictate what is permissible to, and desirable for, these ‘entities’ to do? How do the institutions of the state work? How do they affect us? How did we get to these rules? How does Canada understand and apply them? Do they still matter?

**3. Political values and outcomes:** *What* do we want from politics? *Why* do we want those particular things? Do ‘politics’ and how we think about it matter? Does ‘politics’ affect our everyday life? Does it matter in Canada and in Canadian society? Why (or why not)?

---

**Textbook and Readings:**

1. *Introduction to Politics* – Robert Garner, Peter Ferdinand, Stephanie Lawson, David B. MacDonald. Oxford University Press, 2<sup>nd</sup> Canadian Edition.
2. Other **required** readings, articles, and other works posted to Bright Space.

**Students are expected to do ALL readings which WILL BE part of the exams, quizzes, tests, and class discussions.**

---

---

## **Learning Objectives:**

The course aims to

- introduce students to the main concepts and themes that animate political science — their provenance, their content, their development, their contemporary relevance; their Canadian application;
- introduce students to mechanisms through which political preferences are formed, how those affect society, political structures and institutions in general and specifically in Canada; how the processes play out in Canada: elections, voting patterns, political parties, and electoral systems;
- describe and analyze how political institutions work, particularly the Canadian parliamentary system, federalism, and the powers of the executive, the legislative, and the judiciary;
- strengthen *critical* and *independent* thinking capacities;
- refine skills related to the evaluation of empirical evidence derived from literature produced in the discipline;
- lay the foundations which will prepare students for more advanced courses in political science.

## **Knowledge & Skills Acquisition & Application — Objectives:**

At the end of this course, students will be expected to be capable of competently

- explaining the main concepts related to the discipline of political science and apply them to real-life situations through independent analysis and critical thinking;
  - explaining the basic difference and importance between quantitative and qualitative methods in political science;
  - describing basic political philosophies (and their development) and recognize them in speech and/or thought when read or heard in the news or other outlets/venues; explaining their relevance to Canada;
  - recognizing and explaining diverse ideological paradigms;
  - explaining political preferences and their derivation;
  - describing different institutional arrangements, systems and regimes;
  - describing the institutional arrangements, structures, and functions in Canada;
  - recognizing and explaining electoral systems, political parties, and voting behaviour in Canada;
  - recognizing, describing, and operationalizing key concepts in the field of political science;
  - structure a logical, methodical, analytical oral argument and research paper related to the discipline;
  - communicating effectively in written and oral form.
-

## **FROM DALHOUSIE UNIVERSITY: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT**

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

### **University Statements**

#### *Academic Integrity*

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Click [here](#) to read more.

#### *Accessibility*

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). Click [here](#) to read more.

#### *Student Code of Conduct*

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Click [here](#) to read more.

#### *Diversity and Inclusion – Culture of Respect*

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Click [here](#) to read more.

#### *Recognition of Mi'kmaq Territory*

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

### **University Policies and Programs**

- Important Dates in the Academic Year (including add/drop dates)  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Scent-Free Program  
<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

### **Learning and Support Resources**

- General Academic Support - Academic Advising:  
[https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health Services: [https://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](https://www.dal.ca/campus_life/health-and-wellness/health-services.html)
- Counselling and Psychological Services: [https://www.dal.ca/campus\\_life/health-and-wellness/counselling.html](https://www.dal.ca/campus_life/health-and-wellness/counselling.html)
- Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Aboriginal Student Centre: [https://www.dal.ca/campus\\_life/communities/native.html](https://www.dal.ca/campus_life/communities/native.html)
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <https://www.dsu.ca/services/community-student-services/student-advocacy-service>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

---

## Important Reminders and Due Dates:

Due dates are highlighted

### Important Dates

#### Important Dates – Winter 2019

January 29 & 31: Writing Days & Tutorials

February 2: Munro Day

February 5: Quiz Two

February 7: Writing Project due

February 14 & 16: Midterm (Part 1 & 2)

February 19 - 23: Winter Study Break

March 5 & 7: Writing Days & Tutorials

March 16: Major Research Paper due

TBA: **Cumulative Both Terms: Final Exam**

---

## Assignments and Grading:

Quiz One (10%)

Writing Project (15%)

Midterm (Part 1 & 2) – **Cumulative** (25%)

Writing Project (20%)

Attendance (5%)

**Cumulative Final Exam** (25%)

---

## Summary of Assignment Requirements:

Further details about the assignments will be posted to Bright Space

- ✓ Quizzes, mid-term examinations, and the final examination *may* be composed of short answer questions, essay questions, multiple choice, and true/false or a combination of these.
- ✓ Writing projects consist of practicing the ‘art of academic paper writing’ piece-by-piece. We will begin with how to decide what to write about and proceed with the following:
  - How to formulate a research question;
  - How to research based on your question;
  - How to construct a bibliography;
  - How to choose and follow a methodology;
  - How to create an outline for your research;
  - How to read material and collect notes from it;
  - How to paraphrase and cite;

- How to prepare to write your paper;
- How to write the various parts of your paper: thesis statement, introduction, body & development of research question, writing effective conclusions, etc.
- Editing and proofreading;
- Know when to re-work; know when you're done!

You will submit writing projects. Details on content and formatting will be posted to Bright Space. These projects will include learning how to:

- Develop a research question;
- Develop an initial bibliography (a basic discussion about methodology. You'll learn more about this in Research Methods in your second year);
- Develop an outline for your research, a thesis statement and an introduction; development of your thesis;
- Submit a complete research paper (with effective conclusions. See details below).

✓ Research papers will be based on particular topics outlined on Bright Space.

- **Papers must be:**

1. Written in 12-point font (Times New Roman only).
2. 8-10 pages (spacing 2). Do not exceed this limit of ten pages or fail to meet the minimum of eight pages.
3. Papers must have a cover page with your name, course name and number, the date, and a title.
4. Formatted consistently in APA style.
5. ***DELIVERED IN CLASS ONLY.***
6. Writing Projects format will be outlined during tutorials.

- **Papers that do not meet these criteria will not be accepted.**

- **10% daily deduction (including weekends) for late papers unless justified by medical note or other attenuating circumstances.**



## Dalhousie Grading Scheme:

A+	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89		
A-	80-84		
B+	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73-76		
B-	70-72		
C+	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60-64		
C-	55-59		
D	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

## Rules and Policy Regarding Cell Phone and Computer Etiquette:

1. The use of cellular phones and all other electronic gadgetry is **not permitted** during class.
2. **Recording devices of ANY kind are NOT permitted.**
3. No inappropriate use of the internet or technology devices while in class.
4. During exams and quizzes, all phones, computers, and electronic gadgets **must be turned off and stored away.**
5. Use of laptops for taking notes during lectures is permitted; *however*, should complaints arise regarding inappropriate or distracting web browsing during class, the use of laptops will be restricted. Use them wisely.
6. **Phone calls, texts, Snap Chat, You Tube, Facebook, Twitter, and ALL other forms of social media usage are NOT permitted inside the classroom.**

---

### Statement on Academic Integrity (Source: Dalhousie University):

“At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

#### What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to seek assistance to ensure that these standards are met.

#### How can you achieve academic integrity?

[T]he following are **some ways** that you can achieve academic integrity:

- Make sure you understand Dalhousie’s policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Be sure not to plagiarize, intentionally or unintentionally
- Clearly indicate the sources used in your written or oral work. This includes ideas, figures of speech, graphical representations, diagrams, videos, and images.
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed...previously [and] submitted for another assignment

#### Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me (or the TA); also:

- Academic Integrity website <http://academicintegrity.dal.ca/>
- Writing Centre

([http://www.dal.ca/campus\\_life/student\\_services/academic-support/writing-and-study-skills.html](http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html))

#### What will happen if an allegation of an academic offence is made against you?

I am **required** to report every suspected offence... If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence. All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the [academicintegrity.dal.ca](http://academicintegrity.dal.ca) website. **Ignorance of such policies is no excuse for violations”.**

**Plagiarism, therefore, is considered a serious academic offence. No excuse is acceptable for plagiarism and NO AMOUNT OF PLAGIARISM WILL BE TOLERATED AND THUS WILL BE REPORTED IMMEDIATELY.**

For more information, see: [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

---

---

### **Requests for Student Accommodation (Source: Dalhousie University):**

“Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca)

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class”.

---

### **Course Reminders:**

- ✓ Review Etiquette and Rules
- ✓ Review Assignment Summaries
- ✓ Review Plagiarism Warnings
- ✓ Keep handy the *Important Dates*
- ✓ **No alternative dates for quizzes/exams/due dates will be set except for serious medical conditions**
- ✓ **No assignments will be given for extra credit.**
- ✓ Be advised that lectures will cover large portions of material that will not be posted on BrightSpace.
- ✓ **DO NOT book any travel before the exam schedules are known.**
- ✓ Late assignments without justification will be attributed late penalties of 10% per day after the due date including weekends
- ✓ **All projects and papers MUST BE DELIVERED IN CLASS.**
- ✓ Familiarize yourself with course ‘Drop Dates’. These can be found here: [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

— — — — — **WINTER 2019** — — — — —

---

## **January 2018: WELCOME BACK!**

### **8: The Canadian Founding**

*\*Booklet handed out today*

1. Bright Space: Reading # 19 – *Features of Canada* (Government of Canada Web link)
2. Booklet: pp. 1-2
3. Booklet: pp. 47-48



4. Bright Space: Reading # 19a – *A Crown of Maples* (Government of Canada PDF)

### **10-12: Branches & the Canadian State**

1. Bright Space: Continue Reading # 19a – *A Crown of Maples* (Government of Canada PDF)
2. Bright Space: Reading # 20 – *Centre for Constitutional Studies* (Link)
3. Booklet: pp. 8-19

### **15-17: Parliament and Federalism**

1. Booklet: pp. 3-6
2. Booklet: pp. 7-8
3. Booklet: pp. 21-23 & 46
4. Textbook: Review Chapter 8 – pp. 160-182
5. Bright Space: Finish Reading # 19a – *A Crown of Maples* (Government of Canada PDF)

### **19-22: Federal Institutions**

1. Booklet: pp. 32-40
2. Bright Space: Reading # 20a – *Constitutional Conventions* (A. Heard)
3. Bright Space: Reading # 20b – *Federalism and Democracy* – J. Smith (Federalism)

### **24-26: Legislatures**

1. Booklet: pp. 41-45
2. Booklet: pp. 24-29
3. Textbook: Chapter 9 – *Legislatures and Legislators*, pp.183-204
4. Link: Reading # 20c – *How a Bill Becomes Law*. Government of Canada

### **29 & 31: Writing Days & Tutorials**

- Content & Form
- \**Review for Quiz*

---

## **February 2018**

**2: Munro Day – No Class**

### **5: QUIZ – Cumulative from January 8, 2018**

---

### **7-9-12: American Political Thought and American Government**

\**Writing Project Due on the 7th*

\**Review for Mid-term*

1. Bright Space: Reading # 21 – *Declaration of Independence* (T. Jefferson, link)
2. Booklet: pp. 24-29

3. Bright Space: Reading # 21.0 – *Securing Liberty: The Purpose and Importance of the Bill of Rights* (J. Postell)

---

## **14: MID-TERM Part 1 & 16 MID-TERM Part 2** (Cumulative from January 8, 2018)

---

### **Winter Study Break: 19-23**

## **26-28: The Judiciary**

1. Booklet: pp. 30-31
  2. Bright Space: Reading # 21.1 – *Canada's System of Justice* – pp. 1-6 & 9-21 (Department of Justice, pdf)
- 

## **March 2018**

## **2: Canadian Charter of Rights and Freedoms**

1. Booklet: pp.12-19
2. Bright Space: Reading # 21.1a – *Canadian Charter of Rights and Freedoms* (link)
3. Bright Space: Reading # 21.1b – *The Charter Dialogue* – Hogg and Bushell
4. Bright Space: Reading #21.1c – *Dialogue or Monologue?* E. Morton

## **5 & 7 & 9: Writing Days & Tutorials**

- Continue readings from March 2
- Content and Form

## **12: Representation**

1. Bright Space: Reading # 21.1d – Excerpt from H. Pitkin *Theories of Representation*.

## **14-16: Participation and Citizenship**

1. Bright Space: Reading # 21a – *Citizenship* (Marcus Sehlmeier)
2. Bright Space: Reading # 21b – Link to *The Canadian Encyclopedia*

## **\*COURSE RESEARCH PAPER DUE ON THE 16<sup>th</sup>**

## **19-21-23: Political Parties**

1. Bright Space: Reading # 22 – *Canadian Political Parties* (Weblink)
2. Booklet: 35-36
3. Textbook: Chapter 11 – *Voting, Elections, and Political Parties*, pp. 222-237

## **26-28: Elections & Voting Systems**

1. Bright Space: Reading # 23 – *Electoral Reform* (Global News, link)
2. Textbook: Chapter 11 – *Voting, Elections, and Political Parties*, pp. 218-222
3. Bright Space: Reading # 24: *The Case for Compulsory Voting* (M. Harb)
4. Bright Space: Reading #25: *Does Compulsory Voting Lead to...* (Loewen et al)

— ~ — **30: University Closed – No Class** — ~ —

---

## **April 2018**

### **2-4: International Relations (Guest Speakers)**

1. Textbook: Chapter 15 - *Traditional Theories of International Relations*, pp. 303-321
2. Textbook: Chapter 16 - *Alternative Approaches to Int'l Relations*, pp. 322--8 & 335-41
3. Textbook: Chapter 19 - *International Organizations*, 383-403
4. Textbook: Chapter 14 – *Sovereignty, the State, and the Int'l Order*, pp. 299-302

### **6: Political Violence and Terrorism**

1. Textbook: Chapter 17 – *Security and Insecurity*, pp. 342-361

### **9: Concluding Thoughts**

1. Textbook: Chapter 21 – *Conclusion*, pp. 425-432.

*\*Review for Final Exam*

*\*Final exam is cumulative for the entire course since September 5<sup>th</sup>, 2017.*

**Final Exam as per Registrar's Calendar. Check online for details on the date, location, and time.**

---