



Department of Political Science

POLI 1060 Political Worlds:

Themes and Concepts

Fall 2022: September 6-December 7

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

The [Elders in Residence program](#) provides students with access to First Nations Elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre, 1321 Edward Street, or email Elders@dal.ca.

Contact Information:

Instructor: Darryl C. Eisan, MA

Office Hours: Via an MS Teams Appointment

E-mail: deisan@dal.ca

Telephone: 902.430.7363

Class Days and Time: Monday and Wednesday – 11:35 am – 12:55 pm

Class Location: Studley KILLAM LIBRARY MACME



Pre-Requisites for Course:

EXCLUSIONS: POLI 1001.03 and POLI 1002.03, POLI 1010.03, POLI 1015.03, POLI 1020.03, POLI 1025.03, POLI 1030.03, POLI 1035.03, POLI 1050.03, POLI 1100X/Y.06, POLI 1103X/Y.06

Course Communication:

Please check Brightspace daily for:

- Course Syllabus
- Weekly Materials (Overview, Learning Outcomes, Required Readings, PowerPoint Slides, Videos, Key Terms)
- Announcements
- Writing Assignments
- Etc.

When sending me e-mails, I request that you put the course code in the subject line, i.e., POLI 1060.

I will make every effort to respond to e-mails within 24-hours on weekdays.

If your issue is of an urgent nature, do not hesitate to call me. No text messages!

Remember that university prepares you for the working world, so please strive to be professional in your communications with me.

Please refer to me as 'Darryl.'

Ensure that your Banner e-mail address is up to date.

Brief Teaching Philosophy Statement:

I was and continue to be drawn to teaching at the university level because it is an excellent complement to my professional responsibilities with the Government of Nova Scotia. Moreover, the opportunity to provide students with practical, real-life perspectives on how government organizations work is a direct benefit to the university, our city, province, and country. Assisting youth is my prime motivator to teach, and it provides me with significant personal and professional satisfaction. Teaching at the university level keeps me up to date on current literature and research, and I am also energized by being on campus, interacting with students and networking with faculty. I am challenged by today's students and encouraged by their depth of knowledge.

I teach with a great deal of enthusiasm in the hope that this will inspire my students. I also want to be as engaging as possible, because I want students to be stimulated by the course content and not preoccupied with their smart phone devices or other distractions. This approach has resonated with my students and my attendance figures are consistently high. I want my students to become good writers, to feel comfortable in participating in class discussion and small group activities and presentations. I balance this strategy with practical examples that I draw on from my career in the Nova Scotia Public Service.

I strive to treat all students with respect and be sensitive to their opinions. This approach is critical in gaining the respect of your students and maintaining a high level of credibility in the classroom. I make every effort to be available to students outside of the classroom and I regularly encourage students to communicate with me with course related questions. I enjoy interacting with my students and getting to know them. This in my view is one of the more gratifying elements of teaching in a university.

Course Description:

As described in the 2022-23 Dalhousie University Undergraduate Calendar, in this introductory course, you will be exposed to the diverse worlds of political life. You will be introduced to a range of key issues and approaches that animate both research and contemporary politics in various parts of the world. Topics addressed will include: fundamental concepts in political science; political philosophies and the bedrocks of various ideologies; the nature and limits of democracy; the Canadian regime and American regime (how their 'governments and institutions work in comparison); forms of political participation; culture and socialization; and the relationship between politics and the media.

Learning Objectives:

POLI 1060 aims to:

- introduce students to the main concepts and themes that energize 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 foundation which will prepare students for more advanced courses in political science.

Description of Class Format:

POLI 1060 will be lecture driven using PowerPoint Slides that will outline the material, emphasize essential information and focus on key concepts, principles, and ideas.

POLI 1060 will comprise regular and meaningful interaction between the students and the Professor. As such, students are to prepare by completing the assigned readings and actively participate in class discussions.

Students are encouraged to approach the Professor with any questions and / or concerns at any time.

Learning Management System Site Information:

We will use this online course space <https://dal.brightspace.com/d2l/home/231871>.

Sign in with your NetID and password and look for the course: “POLI 1060 Political Worlds: Themes and Concepts.”

If you have trouble logging into Brightspace or have questions about how to use it, please contact the Help Desk at helpdesk@dal.ca.

More information on Brightspace can be accessed here:
https://www.dal.ca/academics/online_learning/getting-started-.html.

Learning Materials:

1. Robert Garner, Peter Ferdinand, Stephanie Lawson, and David B. MacDonald, **Introduction to Politics, Third Canadian Edition**, (Don Mills, Ontario: Oxford University Press, 2022) – available via the Dalhousie University Bookstore.
2. Additional required readings will be placed on Brightspace.

Course Assessments:

Course Requirement	Due Date	% Of Final Grade
INTRODUCTORY		
Self-Introduction	September 16	3%
CLASS ATTENDANCE, ETC.		
Attendance, Participation and Engagement	Assessed Throughout Term	5%
INDIVIDUAL WRITING ASSIGNMENTS		
Individual Writing Assignment #1	October 7	10%
Individual Writing Assignment #2	November 4	12%
Individual Writing Assignment #3	November 25	20%
EXAMS		
Mid-term Exam	6-8:30 pm ADT Wednesday, October 19 S C381 Room - 125	20%
End of Term Exam	During Formal Examination Period December 9-20	30%
TOTAL		100%

INTRODUCTORY

Self-Introduction - September 16 - 3%

Introduce yourself to me and make it interesting!

This Assignment is to be presented in paragraph form, be at least one–page in length, include a recent photo, i.e., a headshot (if you wish), and ideally address the following:

1. Name, number of years in university and number of years since high school graduation.
2. Where are you from?
3. What contribution do you want to make to your community, society, family, etc.?
4. Why are these contributions important to you?
5. What types of extracurricular activities are you involved in?
6. Aside from attaining a good grade, what are your expectations for POLI 1060?
7. Any issues / topics you would like to see addressed?
8. What could the Professor do to support your learning?
9. What media stories have you been following recently? (Minimum of three examples)
10. Confirm that you have read the Course Syllabus and accept it as the Learning Contract for POLI 1060.

CLASS ATTENDANCE, ETC.

Attendance, Participation and Engagement - Assessed throughout the Term - 5%

POLI 1060 is a combination of lecture and discussions. Classes sessions are conducted with the expectation that students attend classes having read all assigned materials in advance and are prepared to discuss materials.

Grading points will be based on attending class, class participation and overall engagement.

Students should try to be knowledgeable of current affairs as they to relate to the course material.

Current issues discussed in class are examinable material.

If you cannot attend class, you must inform the instructor by e-mail and state the reason.

Punctuality is always expected.

Do not interrupt the class/lecture by wandering in and out of the classroom.

INDIVIDUAL WRITING ASSIGNMENTS

October 7 - 10%, November 4 - 12% and November 25 - 20% = 42%

For these written assignments, students are expected to prepare properly structured papers that critically evaluate the assigned questions.

It is expected that students follow accepted norms of evidenced-based opinion writing and students are encouraged to be critical and provocative. This of course is contingent on your points being argued clearly, logically, and persuasively.

Since communication is an important skill, a high standard of writing will apply for these assignments, including the format, footnotes, and references.

Please see page 8 for specific grading criteria.

Individual Writing Assignment #1 - Newspaper Article Analysis - October 7 - 10%

Your task is to research current events in the media that are related to “Political Worlds: Themes and Concepts” and to develop a Newspaper Article Analysis.

Specifically, you are to:

1. Pick one of the following media sources:
 - <http://www.cbc.ca/>
 - <https://www.ctvnews.ca/>
 - <https://globalnews.ca/>
 - <https://nationalpost.com/>
 - <http://www.theglobeandmail.com/>
 - <http://thechronicleherald.ca/>
2. Log on to your chosen web site and search for titles that incorporate “Political Worlds” *or some variation*, and record how many ‘Results’ you get.
3. Pick five of the 2022 results of your search and create a Newspaper Article Analysis that relates to “Political Worlds: Themes and Concepts”.
4. **Each article** is to be:
 - a. Briefly summarized; and
 - b. Accompanied by at least a three-quarter page (single spaced typewritten) explanation / analysis of how it relates to the course material of POLI 1060, other elements of “Political Worlds” or government and politics in general.

Individual Writing Assignment #2 - November 4 - 12%

For Individual Writing Assignment #2, students are to prepare a properly structured paper that critically evaluates one of the following questions:

1. What is the role of politics in our lives? Is it a positive or negative activity (or perhaps neither, or both)? What is the basis for your position?
2. There is a saying that power corrupts, and absolute power corrupts absolutely. Do you agree? Is power something that should be tempered in society?
3. Are the current political systems enough to ensure that the environment is protected, or are significant changes required?

Word Count: Minimum: 1,200 words; Maximum: 1,500 words.

Students are to provide documented evidence in the form of at least **five** third party references taken from textbooks, academic journals, government sources, the news media or other literature to support their work.

The word limit is inclusive of quotations and students should present their ideas thoughtfully and succinctly. The bibliography is not counted as part of the word limit.

Individual Writing Assignment #3 – November 25 - 20%

For Individual Writing Assignment #3, students are to prepare a properly structured paper that critically evaluates one of the following questions:

1. What are some of the characteristics of “good governance”? What is the importance of the concept?
2. Would you take an active part in the life of a political party? How would you justify this activity (or lack of it) to your friends and family?
3. Some argue that the media reflect reality, while others argue that the media create reality. What do you think and why? What evidence supports or undermines your position?

Word Count: Minimum: 1,500 words; Maximum: 1,800 words.

Students are to provide documented evidence in the form of at least **seven** third party references taken from textbooks, academic journals, government sources, the news media or other literature to support their work.

The word limit is inclusive of quotations and students should present their ideas thoughtfully and succinctly. The bibliography is not counted as part of the word limit.

EXAMS

Mid-term - 6-8:30 pm ADT, Wednesday, October 19 - 20% - S C381 Room - 125

End of Term Exam - During Formal / Official Examination Period - December 9-20 - 25%

The Mid-term and End of Term Exams **will most likely** comprise Multiple Choice, True and False, Short Answer and Essay type questions.

The Mid-term Exam will cover material up to and including October 12.

The End of Term Examination is cumulative. No travel arrangements are to be made until after the official exam period schedule has been released by the Registrar's Office.

Grading of Written Work:

Written work will be assessed against the following criteria:

Thesis

- Clearly stated, creative, original, and insightful
- Presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory

Background, Course Content, Research, and Analysis

- Contains relevant background information
- Draws upon course readings, lecture material, external sources, and other research
- Includes a critical analysis of the sources used

Conclusions

- Are clear, creative, and insightful
- Contain a clear, cogent reiteration of and support for the central points of the thesis

Writing Style and Essay Structure

- Essay is very well organized
- Central ideas are presented very clearly, cogently, and effectively
- There is critical analysis and integration of ideas throughout the paper

Grammar and Mechanics

- Written in MS-Word
- All sources are cited accurately using APA style
- Inclusive of a separate title page
- Minimal spelling, punctuation, and grammatical errors
- Respects minimum and maximum word counts
- Type-written
- Single-spaced
- 12-pt Arial font
- One-inch-wide margins on all four sides

Due Dates and Late Assignments:

All Assignments are to be submitted in MS-Word (**not as a pdf document, or in pages, etc.**) and to Brightspace by 11:59 PM ADT the day they are due.

The required format for electronic submissions should include the student's first name, last name, and assignment name. For example, john_smith_essay#1 is the acceptable format.

If you are concerned that your Assignment was not successfully uploaded to Brightspace, e-mail your work directly to me before the deadline. It is the student's responsibility to double check their file uploads.

Students are responsible for knowing the due dates for all Assignments and Exams.

Deadline extensions or make-up assignments will not be given.

Drop Dates:

Last day to add/drop classes – September 16, 2022

Last day to drop without a “W” – October 3, 2022

Last day to drop with a “W” – November 1, 2022

Ground Rules:

1. To encourage free and open class discussions, I ask that students be open to, and respectful of, diverse perspectives, and offer comments or feedback in a constructive fashion. I also ask that any personal student experiences shared during the course be held in confidence.
2. Please refrain from having side-bar conversations during class.
3. Mobile phones and other communication devices are not to be used in class and should be turned off prior to entering the classroom. Texting in class is distracting to others and rude to the Professor and to your fellow classmates.
4. Laptops are NOT to be used for web browsing, messaging, entertainment, paper-writing for other classes, or for any purpose other than to learn the material in this class. If you distract the instructor or fellow students with your laptop, you may be asked to leave the class.
5. Students may bring beverages and food to class, but please be mindful of nut allergies and of disturbing classmates with noisy packaging, etc. Please also refrain from wearing scented hair or body products as many people are sensitive and/or have allergies to the chemicals found in these products. No food is allowed during exams.

6. Students who have special needs with respect to learning, physical disabilities, and cultural issues should speak with me at the beginning of the course so that any necessary accommodations may be arranged.
7. Please check the Dal website for weather-related cancellations. If on account of illness or other significant issue I need to cancel a class, I will e-mail students using the email address provided via Brightspace.

In addition, the following are considered unethical behaviours in this course:

1. Telling or lobbying me for a certain grade.
2. Asking for extra assignments or different weightings for the purpose of raising your grade.
3. Making fraudulent excuses to postpone Assignments or Exams.
4. Having someone impersonate you, do your work for you, or sign your name on work you did not do.

Weekly Schedule:

This section presents a weekly schedule identifying course topics, assigned readings, assignments, mid-term exams, tests, any other in-class assessments, and their due dates.

Week 1 - September 7

- **Topic: Course Orientation**
 - Preparation
 - Review the Course Syllabus and the expectations for POLI 1060

Week 2 - September 12 and 14

- **Topics: Introduction and Politics and the State**
 - Preparation
 - Garner et al, Introduction, pp.1-20 and chapter 1, pp. 21-40
 - Note
 - Self-Introduction due by 11:59 PM ADT, Friday, September 16

Week 3 - September 19 and 21

- **Topic: Political Power, Authority, and the State**
 - Preparation
 - Garner et al, chapter 2, pp. 41-56

Week 4 - September 26 and 28

- **Topic: Democracy and Our Relationship to the State**
 - Preparation
 - Garner et al, chapter 3, pp. 57-77

Week 5 - October 3 and 5

- **Topic: Freedom and Justice**
 - Preparation
 - Garner et al, chapter 4, pp. 78-98
 - Note
 - Individual Writing Assignment #1 – Newspaper Article Analysis due by 11:59 pm ADT, Friday, October 7

Week 6 - October 12

- **Topic: Traditional and Western Ideologies**
 - Preparation
 - Garner et al, chapter 5, pp. 99-124
 - Note:
 - Monday, October 10 is Thanksgiving Day – University Closed - No class

Week 7 - October 17 and 19

- **Topic: Alternative Ideologies**
 - Preparation
 - Garner et al, chapter 6, pp. 125-152
 - Note:
 - Mid-term Exam - Wednesday, October 19, 6-8:30 PM – S C381 Room - 125

Week 8 - October 24 and 26

- **Topic: Institutions and States**
 - Preparation
 - Garner et al, chapter 7, pp. 153-176

Week 9 – October 31 and November 2

- **Topic: Key Elements of the State: Laws, Constitutions, and Federalism**
 - Preparation
 - Garner et al, chapter 8, pp. 177-198
 - Note
 - Individual Writing Assignment #2 is due 11:59 pm ADT, Friday, November 4

Week 10 - November 7-11

- **Fall Study Break – No Classes**

Week 11 - November 14 and 16

- **Topic: Legislatures and Legislators**
 - Preparation
 - Garner et al, chapter 9, pp. 199-222

Week 12 - November 21 and 23

- **Topic: Bureaucracies, Policymaking, and Governance**
 - Preparation
 - Garner et al, chapter 10, pp. 223-238
 - Note
 - Individual Writing Assignment #3 is due 11:59 pm ADT, Friday, November 25

Week 13 - November 28 and November 30

- **Topics: Voting, Elections, and Political Parties**
 - Preparation
 - Garner et al, chapters 11, pp. 239-261

Week 14 - December 5-7 (classes will take place on Monday, December 5 (regular meeting date) and Tuesday, December 6 (to make-up for Thanksgiving).

- **Topic: Catch-up and Review**

- Preparation
 - Prepare your own specific review questions.
- Task
 - Think about these questions:
 - What have I learned?
 - How can I use this learning to understand *Political Worlds: Themes and Concepts* going forward?
 - How can I best prepare for the End of Term Exam?
- Note
 - End of Term Exam - During Formal / Official Examination Period – December 9-20

[Dalhousie is scent free](#) - Thank you for helping us all breathe easier!

Appendix

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 Regulations](#), [Academic Regulations](#))

Grade Scale and Definitions

Grade	Grade Point Value		Definition	
A+	4.30	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	4.00	85-89		
A-	3.70	80-84		
B+	3.30	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	3.00	73-76		
B-	2.70	70-72		
C+	2.30	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	2.00	60-64		
C-	1.70	55-59		
D	1.00	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" or "C+" is required).
F	0.00	0-49.9	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or

		irrelevant use of the literature.
INC	0.00	Incomplete
W	Neutral and no credit obtained	Withdrew after deadline
ILL	Neutral and no credit obtained	Compassionate reasons, illness
P	Neutral	Pass
TR	Neutral	Transfer credit on admission
Pending (PND)	Neutral	Grade not reported

University Grading Practices

The [Grading Practices Policy](#) outlines the university's commitment and professors' responsibilities on how grading will be achieved. The policy applies to all credit-bearing courses at both the undergraduate and graduate levels at the university.

Academic Integrity:

At Dalhousie University, we are guided in all 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 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.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize, and cite information for use in assignments is called being “information literate”. Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to a plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

ACCESSIBILITY

The Student Accessibility Centre (Halifax Campus) and the Student Success Centre (Agricultural Campus) are Dalhousie’s centres of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the [Student Accessibility Centre](#) (dal.ca/access) and/or make arrangements to discuss with the instructor.

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

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.

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).

Learning and Support Resources:

- [Undergraduate Advising Office](#)
- [Writing Centre](#)
- [Studying for Success Program](#)
- [Indigenous Students](#)
- [Black Students](#)
- [International Students](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Student Health & Wellness](#)
- [Human Rights and Equity Services](#)
- [Dalhousie Student Advocacy Services](#)
- [Dalhousie Ombudsperson](#)
- [Fair Dealing Guidelines](#)
- [Dalhousie University Libraries](#)
- [Copyright Office](#)
- [E-Learning website](#)