



## GENERAL ELECTIVE

**Fall 2012**  
**Section(s): 01**  
**AHSS 2250**

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<b>Course Title:</b>	<b>Politics: An Introduction</b>
<b>Pre-requisites:</b>	<b>5.0 credits</b>
<b>Co-requisites:</b>	<b>None</b>
<b>Restrictions:</b>	<b>None</b>
<b>Credits:</b>	<b>0.50</b>
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	<b>3-0 (Lecture)</b>

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### Calendar Description:

This course is an introductory exploration of the forces determining the conduct of governments. After outlining the essence of government and the sources of its authority, the course examines the different forms of government. Also analyzed are the factors shaping public policy, such as interest groups, political parties, media, elections, and the courts. In this course, students will also consider the military, political, and economic facets of international relations.

## Course Learning Outcomes

On completion of this course the student will be able to:

1. Define government and differentiate it from society
2. Summarize distinctive conceptions of politics
3. Explain the importance of legitimacy and authority to the stability of governments
4. Analyze the process of political socialization
5. Recapitulate the key principles of leading political ideologies
6. Describe and contrast the Platonic/Aristotelian and contemporary classifications of regimes
7. Evaluate the condition of democratic forms of governance
8. Distinguish the different branches of government
9. Appraise the pros and cons of federal, unitary, presidential and parliamentary systems of governance using the U.S. and Canadian experiences as a guide
10. Explicate the nature and role of interest groups, parties, and the media in political life
11. Explain and critically evaluate the function of elections in democratic systems
12. Explain the nature and adjudication of a constitution, distinguishing between unwritten and written forms of the latter
13. Explain the security dilemma in international politics
14. Define the balance of power, distinguishing between unipolar, bipolar, and multipolar systems with historical and contemporary illustrations
15. Explicate the ideal of international law and the role played by the United Nations in furthering that ideal

## Learning Resources

### **Required Textbook(s):**

**Title:** *An Introduction to Government and Politics: A Conceptual Approach*

**Author:** Mark O. Dickerson, Thomas Flanagan, and Brenda O'Neill

**Edition:** Eighth

**ISBN-13:** 978-0-17-650042-9

**ISBN-10:** 0-17-650042-1

**Supplementary Text/ Other:** Additional readings related to the course paper will be posted on the course website and/or placed on reserve at the library.

## Course Schedule

### TOPICS AND STRUCTURE

<b>Week 1</b> <b>Date: Jan 07/13</b>	<b>Introduction to the Course</b>
<b>Week 2</b> <b>Date: Jan 14/13</b>	<b>Introduction to the Study of Politics: Issue and Concepts</b>  <i>Readings: Chapters 1-3 from the course textbook</i>
<b>Week 3</b> <b>Date: Jan 21/13</b>	<b>Ideologies: Liberalism, Conservatism, and Socialism</b>  <i>Readings: Chapters 9-12 from the course textbook</i>
<b>Week 4</b> <b>Date: Jan 28/13</b>  <b>Test 1 (10%)</b>	<b>Ideologies continued; test review</b>  <i>Readings: see Week 3</i>
<b>Week 5</b> <b>Date: Feb 4/13</b>	<b>Test 1: Concepts and Ideologies (10% of final grade)</b>  <b>Dividing and Concentrating Power: Different Approaches to Government</b>  <i>Reading: Chapter 16-17</i>
<b>Week 6</b> <b>Date: Feb 11/13</b>  <b>Draft paper due</b>	<b>Different approaches to government continued</b>  <b>Presidents and Prime Ministers: A Comparative Analysis</b>  <i>Readings: Chapter 20</i>  <b>*Draft paper due via online drop-box</b>
<b>Week 7</b> <b>Date: Feb 25</b>	<b>Authoritarian Regimes and Democratization</b>  <i>Readings: Chapters 18-19</i>
<b>Weeks 8-9</b> <b>Dates: Mar 4 and Mar 11</b>	<b>Test 2: Forms of Government, Liberal Democracies, Authoritarianism (15% of final grade) – Mar 4/13</b>  <b>Who Really Rules the World? International Relations: Perspectives and Issues</b> <i>Readings: Chapters 4 and 18</i>

<b>Week 10</b> <b>Date: Mar 18</b>	<b>Influencing the Political Process: Parties, Interest Groups, and the Media</b>  <i>Readings: Chapters 23-24</i>
<b>Week 11</b> <b>Date: Mar 25</b>	<b>Elections and the Electoral Process</b>  <i>Readings: Chapter 25</i>
<b>Week 12</b> <b>April 1</b>	<b>Review for final exam</b>  <b>*Final draft of paper due via online submission</b>

## Evaluation and Due Dates

Students will be evaluated in this course through:

Tests (Jan 28 and Mar 4)	25%
Written Assignment(s): Draft due in Week 6 and final in week 11	45%
Final Examination [ <b>DATE: During Exam Period</b> ]	30%
<b>Total</b>	<b><u>100%</u></b>

**NOTE:** All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

## Policy for Late Work

- Because the assignment for this course will be written in two drafts, the first draft must be submitted on time (otherwise, timely feedback from the instructor is not guaranteed). Late final drafts will be penalized at a rate of 10% per day and will not be accepted one week past the deadline.
- An assignment due date can only be extended and a missed test can only be made-up at the discretion of the instructor and after submission of compelling and documented evidence of a family, medical, or analogous emergency or crisis.
- The University of Guelph-Humber Academic Regulations shall apply to missed final exams.

## Drop Box Policy

- If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

## **Academic Policies**

### **Important University of Guelph-Humber Academic Regulations**

#### **Academic Integrity / Academic Honesty**

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2012-2013 Academic Calendar at: <http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

#### **Grading Procedures**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive

feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

### **Missed Final Exams / Deferred Privileges**

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

### **Accommodation Procedures**

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

#### **When students require test accommodations, they will:**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

[http://studentservices.humberc.on.ca/ssd/npn/fac\\_resp.htm](http://studentservices.humberc.on.ca/ssd/npn/fac_resp.htm).

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:  
<http://www.guelphhumber.ca/cstudents/policies/index.shtml>