



## POLITICAL SCIENCE 101:

## INTRODUCTION TO POLITICAL IDEAS

Fall 2012

Prof. Gerry Boychuk

### GENERAL INFORMATION

Lectures: 1:00-2:20 Tuesday, Thursday  
AL 116

Prof. Boychuk  
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Office: HH 316

Office Hours:  
Thursday 9:30-11:30  
Or By Appointment

## Course Orientation:

The course focuses on a single – albeit crucial – question: what does it mean to make collective decisions *democratically*? While there are certain basic requirements which any collective decision-making system must meet in order to be considered democratic, the central argument of the course is that, beyond this basic minimum, people can reasonably differ about the most desirable form of democracy. Not only are there different models of democracy, there are also a number of radical critiques of the very notion of democracy itself. Thus, there is no such thing as “true” or “real” democracy; rather, democracy as an ideal remains complex, multi-faceted and, most importantly, contested. The course does not try to resolve this uncertainty or to argue that there is one “best” form of democracy. It argues instead that all models of democracy (participatory democracy, liberal democracy and elite democracy) involve important and unavoidable value trade-offs and, thus, the choice of model remains a matter of personal normative preference. Given this, the objective of the course is to provide students with an understanding of the different models of democracy as well as various radical critiques of conventional conceptualizations of democracy such that they are conversant in these debates and can recognize the normative underpinnings of the different models of democracy and critiques thereof.

## DISTRIBUTION OF MARKS

**Important Note: Grades in this course are assigned on the basis of achievement *not* on the basis of need. Needs-based requests for remarking will not be considered. [If students "need" a particular mark in the course, they need to do the work required to achieve that mark.]**

Tutorial Participation	15%
Mid-Term Exam October 16th (covers material from Sept.11 to Oct.4)	15%
Final Exam (date TBA by UW Exam Office)	40%
Paper (2000 words) [due via UW Learn, Tuesday, November 13th 11:59 pm]	30%

**TOTAL 100%**

### **iClicker Participation Grades (OPTIONAL) 10%**

The course will utilize iClicker technology in lectures. Participating students will receive participation grades for each course lecture date from September 18th to November 29th. Participation will be graded on a percentage basis each day based on the number of questions posed that day that are answered (there are no correct/incorrect answers.) The final participation grade will be based on the average of these grades (not including the lowest three grades for the term.) The 10% assigned for iClicker participation will, for participating students, replace an equivalent 10% of their lowest grade on any other component of the course and will be calculated automatically.

**Please note: it is a breach of academic integrity for a student to input answers in any iClicker than the one properly registered to that student. Any student doing so will automatically be referred to the Associate Dean of Arts, Undergraduate and will be subject to academic disciplinary measures.**

## Professor and Mrs. Kersell Scholarship in Political Science

**Description:** This scholarship is awarded annually to a full time student in the Faculty of Arts. The scholarship will be awarded to the student who achieves *the highest mark in PSCI 101*. Dr. John Kersell came to uWaterloo in 1967 and

taught Public Administration and Policy at the undergraduate and graduate levels. He helped begin the Canadian Studies program and retired in 1996. The intent of the scholarship is to promote the study of political science and to give financial support to students.

**Value: \$1500.00**

**Application Process:** No application is required.

## **A NOTE ON COURSE READINGS AND SUPPLIES**

Most of the course readings are included in the Custom Courseware -- Introduction to Political Ideas (Pearson: 2012). Custom Courseware will be available for purchase in the UW Bookstore as well as available on Course Reserves at Porter Library.

All other course readings for this course will be available electronically via UW Library reserves or UW Learn.

## **STUDENT RESPONSIBILITIES**

The primary challenge posed in this course is to master and integrate the distinct streams of material presented in the course including the lectures, readings, multimedia presentations, and seminar discussions. There are a number of important implications that flow from this: first, none of the distinct streams can serve as a sufficient substitute for any of the other streams; secondly, students must master the material in each of the individual streams; thirdly, students should actively think about and work toward integrating the materials. As just one example, the lectures will *assume* that students have done the associated reading for that class. Students may find that they will have difficulty understanding the lectures at various points if they have not completed the readings.

For all assignments, students are required, if requested, to provide a second copy of their assignment upon request of the instructor. *The instructor will not be responsible for lost or missing assignments.*

### **Participation Grading Guidelines**

Participation grades in the course count for 15% of the final course mark and will be awarded as an average of grades (out of 10) assigned each week for each of the 8 tutorials. TAs will assign a grade (out of 10) each week for each student and the grades for each week are to be posted on ACE so that students have ongoing feedback regarding their tutorial participation.

The grade (out of 10) will be comprised of an attendance grade (5 marks to be awarded to all students who attend) and a participation grade (5 marks.) Students who do not speak in a tutorial will receive no more than 5/10. The criteria for the remaining 5 marks are two-fold – that the student make an oral contribution in the tutorial and that the student's contribution demonstrates (at some point) an understanding/knowledge of the readings and/or multimedia presentation being discussed. If a student were to speak twice during a class (however briefly) and demonstrate (in a least one of their contributions) that they have done the associated or relevant readings and/or watched the associated multimedia presentation, they should receive full marks (5.)

No contribution 0

Single contribution, no knowledge of readings 1.5

Two (or more) contributions, no knowledge of readings/multimedia 3.5

Single contribution, knowledge of readings/multimedia 3.5-4 (depending on quality)

Two (or more) contributions, knowledge of readings/multimedia 5

## IT AIN'T ROCKET SCIENCE... (Tips to Success in PSCI 101)

### 1.) COME TO CLASS.

- Each 80 minute class represents roughly 4% of the entire course. Missing classes will make it extremely difficult for you to keep up with the material.
- PowerPoint lectures may be available online for a limited number of lectures. They are not a good substitute for attending class. (You rely on them at your own risk!!)

### 2.) DO THE OPTIONAL iCLICKER PARTICIPATION!

- iClicker participation grades are based on whether you input answers to discussion questions in class -- not whether those answers are right or wrong. Basically, as long as you come to class, these are essentially free grades that can replace a significant portion (10%!) of your lowest grade in the course!!

### 3.) ATTEND AND PARTICIPATE IN TUTORIALS.

- Each tutorial is worth roughly 2% of your final grade!!
- Don't expect good participation marks if you haven't done the readings!
- Most importantly, tutorials are designed to help students gain a stronger and deeper understanding of the material and concepts covered in the lectures. As such, students should expect tutorials to significantly contribute to their overall performance in exams and on the final paper!

### 4.) START DOING THE ASSIGNMENT EARLY!

- The assignment requires you to do lots of thinking. Don't expect that you will be able to do a good job of this if you try to do the assignment the day the assignment is due. Give yourself enough time to think things through.

**Important Note: Grades in this course are assigned on the basis of achievement *not* on the basis of need. Needs-based requests for remarking will not be considered. [If students "need" a particular mark in the course, they *need* to do the work required to achieve that mark.]**

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## THE FINE PRINT...A NOTE ON ACADEMIC OFFENSES, ETC.

### EXTENSIONS AND DEFFERALS

Extensions on the assignment or deferral of the mid-term or final exam will **ONLY** be granted in the case of **DOCUMENTED** medical emergency. Extensions will **NOT** be granted in **ANY** case on or after the due date.

Please note the following which appears in the University guidelines on final examinations: "**Student travel plans are not considered acceptable grounds for granting an alternative examination time.** The Registrar's Office is solely responsible for scheduling final examinations. **DO NOT** make travel plans before the UW exam schedule is released."

In NO case (including verified illness/emergency) will any student be allowed to write either the midterm or final exam in advance of the scheduled time.

## **Turnitin**

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. If a student does not want to have their assignment screened by Turnitin, they may simply inform their TA in writing (email) by Thursday, November 1st. In lieu of Turnitin screening, the student will be asked to have a brief discussion with their TA in person regarding the substance of their argument to demonstrate personal knowledge of the assignment and the argument developed therein.

## **ACADEMIC INTEGRITY:**

### **Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

### **Discipline:**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

### **Grievance:**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

### **Appeals:**

A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

## **ACCOMMODATION FOR STUDENTS WITH DISABILITIES:**

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

# ASSIGNMENT -- TERM PAPER

Read Paul Howe, Chpt. 10 "Engendering Engagement among Young Canadians: A Holistic Approach," pp.261-83 [available on UW e-Reserves] and provide a concise overview of his central argument *in regard to whether and why political participation by young Canadians is an important issue*. Offering evidence and argumentation supporting your conclusions, please identify the model of democracy which underpins Howe's argument. How might proponents of alternative models of democracy (or those espousing more radical critiques of democracy) react to Howe's argument and proposals?

The paper should be in acceptable university format with a maximum length of 2000 words (approx. 8 pages, double-space, 12 pt font.)

Papers are due (electronic submission via UW Learn) by 11:59 pm, Tuesday, Nov.13th. Late papers will be penalized by 5% per day or part thereof. Students are responsible for keeping a copy of their paper to resubmit upon request.

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## LECTURE SCHEDULE

### **Tuesday, Sept 11th: Introduction to the Course**

Multimedia: *Beyond Elections*

### **Thursday, Sept 13th: Democracy -- Defining the Basics**

Multimedia: *Please Vote for Me*

### **Tuesday, Sept. 18th Democracy -- Majoritarian Democracy**

Multimedia: *Please Vote for Me*

Reading: Custom Courseware, Chpt.1, pp.1-5 ONLY, Chpt.7 What Democracy is...and Is Not.

**SEMINAR #1 (Sept.20-22): Is the documentary, *Please Vote for Me*, optimistic about the prospects for**

**democracy in China? Why or why not? Is it optimistic about democracy more generally? Why or why not? What vision of democracy underpins this movie? Should the adults/teachers at the school have taken a stronger role in running the classroom's "democratic" experiment? Why or why not? Would this be "democratic"?**

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## **Thursday, Sept. 20th Elite Democracy -- An Introduction**

Multimedia: *The American Ruling Class* (Cont'd)

Reading: Custom Courseware, Chpt.3 The Liberal Democratic Process

## **Tuesday, Sept. 25th: Elite Democracy (Cont'd)**

Multimedia: *The American Ruling Class*

Reading: Custom Courseware, Chpt.11 The Irony of Democracy, 214-35.

**SEMINAR #2 (Sept.27-28): What, according to Chpt.11, is the "irony of democracy"? What vision of ordinary citizens underpins the vision of democracy in this chapter? Is this a convincing depiction of ordinary citizens? Why or why not?**

## **Thursday, Sept.27th: Elite Democracy**

MultiMedia: The American Ruling Class

## **Tuesday, Oct. 2nd: Elite Democracy**

MultiMedia: The American Ruling Class

## **Thursday, Oct. 4th: Liberal Democracy -- An Introduction**

MultiMedia: TBD

## **Tuesday, Oct. 9th: Liberal Democracy**

Reading: Chpt.1, pp.5-20, Chpt.2, pp.21-49.

**SEMINAR #3 (Oct.11/12): Is the movie, *The American Ruling Class* convincing in making the argument that there is such a thing as a singular American ruling class? Is it convincing in its implicit argument about whether this is a good or bad thing? What vision of what democracy *should* look like underpins this movie?**

## **Thursday, Oct.11th: Liberal Democracy -- Individual Rights**

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## **Tuesday, October 16th MIDTERM**

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### **SEMINAR #4 (Oct. 18/19): Writing an Essay**

## **Thursday, Oct. 18th: Liberal Democracy (cont'd)**

## **Tuesday, Oct.23rd: Participatory Democracy**

Reading: Carole Pateman, Participatory Democracy Revisited. [Available via UW e-Reserves.]

Multimedia: *Beyond Elections*

### **SEMINAR #5 (Oct.25/26): Discussion of Paul Howe, "Engendering Engagement."**

## **Thursday, Oct.25th: Participatory Democracy**

Multimedia: *Beyond Elections*.

## **Tuesday, Oct.30th: Declining Political Participation**

Multimedia: *Beyond Elections*

Reading: Custom Courseware, Chpt. 8, pp. 148-57.

### **SEMINAR #6 (Nov.1/2): Do you think that the participatory mechanisms examined in the video *Beyond***



***Elections* could be meaningfully implemented in Canada -- especially given trends of declining political participation?**

## **Thursday, Nov.1: Declining Political Participation**

Reading: Custom Courseware, Chpt.9, pp. 158-88.

## **Tuesday, Nov. 6th and 8th: Enhancing Participatory Democracy**

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**PAPERS DUE! Tuesday, Nov.13th 11:59 pm.**

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## **Tuesday, Nov. 13th and Thursday, Nov.15th: Radical Critiques of Democracy -- Marxism**

Multimedia: *Miss Representation*

Reading: Chpt.4, Chpt.5, and Chpt.6, pp. 77-134.

**SEMINAR #7 (Nov.15/16): Do you think that the vision of democracy presented in Carole Pateman's, *Revisiting Participatory Democracy*, seems workable in Canada? Desirable?**

## **Tuesday, November 20th and Thursday, Nov. 22nd: Radical Critiques of Democracy -- Feminism**

Multimedia: *Miss Representation*

Reading: Custom Courseware, Chpt. 10, pp. 189-200 ONLY.

**SEMINAR #8 (Nov.23/24): Does the video *Miss Representation* provide grounds to be optimistic that gender equality can be achieved through existing political structures? What ideas about democracy underpin the central argument of the video?**

## **Tuesday, Nov. 27th: Radical Critiques of Democracy -- Environmentalism and Deep Ecology**

Reading: Custom Courseware, Chpt.10, pp. 200-12.

## **Thursday, Nov.29th Conclusion and Review**