

**POLI 100**  
**Introduction to Politics**

**University of British Columbia**  
**2023-2024 Term 2**

**Instructor**

Professor Vince Hopkins, PhD  
Lectures: Tue and Thu 9:30am-10:50am  
Location: Hennings 202  
Office Hours: Tue and Thu 8:45am-9:15am, 11am-11:30am, or by appt  
Office Location: Buch C318  
E-mail: vince.hopkins@ubc.ca  
Course web page: use CANVAS course page

**Teaching Assistants**

Ruby (Sik Tung) Ho [rubyhst@student.ubc.ca](mailto:rubyhst@student.ubc.ca) (Senior TA)  
Wajun (June) Brown [18junebrown@gmail.com](mailto:18junebrown@gmail.com)  
Micah Matsuno [micahsher12@gmail.com](mailto:micahsher12@gmail.com)  
Note: your primary contact is the TA who leads your tutorial session.

**Course Description**

Political issues and case studies, drawn from Canadian and international contexts, will be used to introduce students to central debates and concepts of politics and political analysis.

**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.

**Textbooks**



1. Atchison, A. L. (2021). *political science is for everybody: an introduction to political science*. University of Toronto Press: Toronto, ON. ("PISFE")



2. Graff, G. & Birkenstein, C. (2018). *They Say / I Say* (5th ed.). WW Norton. ("TSIS")

## Learning Objectives

- *Analyze* core concepts and debates in political science with a focus on the politics of division.
- *Apply* the mechanics of persuasive writing in academic contexts.
- *Critically* engage and reflect on key political debates through writing.

## Assessment

Attendance at every class is required. Students are responsible for material covered in lectures, class discussion, and in assigned readings.

Grades will be determined through:

- Lecture participation: 10%
- Midterm quiz: 15%
- Tutorial participation: 15%
- Essay: 30%
- Final exam: 30%

## Assessment in Detail

### *Lecture Participation*

10%

- I expect you to attend every class. Research shows that attending class can improve grades (Chen & Lin 2008, Tang et al 2020). Attendance is an easy way to boost your GPA—something that is especially important during your first years at university. Your classmates also expect you to attend class. Together, we'll use live, online polling to learn as a community. Your responses to these polls will be graded for completion, not for having the correct response. We'll use TopHat. You can subscribe to TopHat [here](#) and enroll in our course using join code [405132](#).

### *Midterm Quiz*

15%

- On Feb 29, you will complete a closed-book, multiple choice, online quiz. The midterm will take place during lecture. Evidence suggests that quizzes can improve student grades (e.g., Roediger et al 2011). Quizzes work by activating memory retrieval (Agarwal et al 2008), improving information retention (Yang et al. 2021), and helping you identify gaps in your learning.

### *Tutorial Participation*

15%

- Starting week two, you will be expected to attend weekly, in-person tutorial sessions. Please ensure you have registered in a tutorial session. Tutorials complement lectures. They're a space to dive deeper into certain topics and build skills. Your TA will base your participation grade on what you do during tutorial. At the end of each tutorial session, TAs will assign you a participation grade where 0 = no participation; 1 = minimal; 2 = good; and, 3 = excellent. Excellence in tutorial is a combination of being well-prepared, speaking up by actively engaging in respectful discussion, asking well-considered questions, and generally contributing

to a positive learning environment. If you have questions about what constitutes excellence, please speak with your TA. This component is worth 10%. You will also deliver one oral presentation at the end of term, worth 5%.

### *Essay*

30%

- You will write a 2000-word essay (total, including citations) based on a list of topics that I will provide. I will provide a grading rubric via Canvas. Your essay should follow the “They Say, I Say” structure, which we will discuss during the term. You will submit the essay in small steps, leading up to the final due date (note that these dates may be subject to change):
  - Jan 21: Submit selected topic from list available on Canvas (ungraded)
  - Feb 2: Identify 5 relevant sources (books or articles), including at least one scholarly source published in the last 5 years (5%)
  - Feb 19: Submit 300-word summary of what *others* say about your topic (5%)
  - Mar 4: Submit 300-word summary of what *you* say about your topic (5%)
  - Apr 1: Submit final essay (15%)

### *Final Exam*

30%

- There will be a final exam, divided into two parts. Part One will involve short-answer-style questions, where I ask you to identify/explain key concepts or ideas. Part Two will involve an essay-style question. The final exam is broad—any of the material covered in lecture or in assigned readings is fair game. During the semester, I will highlight key concepts or debates to facilitate your studying. NOTE: The final exam will be in-person and you are required to take it at the time scheduled. UBC should announce the date sometime during January or February.

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100%

## **Grading**

This course is cumulative—delays of weeks or even days can jeopardize your ability to do your best work. You are required to attend every class. 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. As your instructor, I will provide an opportunity to make up work or examinations missed without penalty (Policy # 65).

UBC is committed to the academic success of students with disabilities. UBC’s policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an Access and Diversity advisor to determine what accommodations/services you are eligible for.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made first to the TA in writing and then the course instructor. When making such a request, here’s what I’ll ask you to do. First, please wait 5 days before reaching out. Take this time to reflect on the comments you received and the description of the assignment. Second, send

your TA an email with a written summary that details your questions, or what areas you are struggling with. If I have provided a grading rubric, please use that rubric as a “roadmap” to help the TA understand your questions. In your email, please include some times when you are available for a 10-15 minute meeting. 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.

All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

## **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 and your work on essays, exams, and other projects. 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. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others’ work (including A.I. tools, such as ChatGPT) as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person’s permissible contribution. If you are uncertain, consult your instructor or TA. Academic communities depend on their members’ honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others’ work (including A.I. tools, such as ChatGPT) as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean’s Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean’s Office. After an interview in the Dean’s Office, your case may be forwarded to the President’s Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members’ living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor’s prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

## TurnItIn

In accordance with departmental policy, in this course you will be required to submit your research paper in electronic form to a service called TurnItIn. UBC subscribes to this service that checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves. Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use the first 5 digits of your student number as an alias instead. For more information on TurnItIn, reasons for its use, and general policies, see the UBC Vice President Academic and Provost web site, at:

<http://www.vpacademic.ubc.ca/integrity/turnitin/index.htm>

Students are required to submit one electronic copy on CANVAS and submit the same paper electronically to TurnItIn.

Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit:

<http://www.indiana.edu/%7Ewts/pamphlets/plagiarism.shtml> and/or:

<http://sja.ucdavis.edu/files/plagiarism.pdf>

The following directions are taken directly from the UBC VP Academic website:

To submit your paper to TurnItIn, log on to the TurnItIn site, at: [www.turnitin.com](http://www.turnitin.com)  
You will be asked to create a unique "user profile," consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the course ID (42042050) and the enrollment key (poli-100-003).

Once added to a course, you will be able to submit your "research paper" to the service. You will be asked to provide your name and student number, as well as some details about your assignment. This information will be used only to identify your submission to your instructor. Please ensure that there is NO IDENTIFYING INFORMATION included in the text of your assignment, including headers. This is for your own privacy (if you do submit identifying information by mistake and you are not concerned, you can leave it as is). You will be asked to cut and paste (text only) the body of your assignment, and the bibliography into separate fields within the website. Simply confirm the submission, and TurnItIn will issue a receipt (via e-mail). If you encounter difficulties submitting your bibliography, do not be concerned. The important element is the body (text) of the paper.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use the first 5 digits of your student number as an alias instead. Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn's archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

## Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

### **Reach out and ask for help if you need it**

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert> For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

### **Respectful University Environment**

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full UBC Statement on Respectful Environment for Students, Faculty and Staff is available at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor. If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

### **Equity and Harassment**

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has

encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all- genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

**Resources are available at**

Sexual Assault Support Centre, (SASC)  
249M, Student Union Building, UBC  
604-827-5180  
[sasc@ams.ubc.ca](mailto:sasc@ams.ubc.ca)  
<http://amssasc.ca>  
Equity and Inclusion Office  
2306 – 1874 East Mall (Brock Hall)  
604.822.6353  
[equity@equity.ubc.ca](mailto:equity@equity.ubc.ca)  
<http://equity.ubc.ca>

**Outline and Readings:** Lectures will roughly correspond to the following schedule.

*Week 1*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Jan 9	Intro and welcome to the course 🙌	None
Thurs, Jan 11	Why study Political Science? (and not just because it's awesome!)	PSIFE: "Introduction", pgs 1-9  TSIS: "Introduction", pgs 1-16  Video: "The Urgency of Intersection," by Kimberlé Crenshaw ( <a href="#">here</a> ).

*Week 2*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Jan 16	Foundations of Politics	PSIFE: Ch 1, pgs 13-36  TSIS: "But as Several Sources Suggest", pgs 203-231 (you can skip the exercises)
Thurs, Jan 18	Guest visit from UBC library team member	

*Week 3*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Jan 23	Political Theory, I	PSIFE: Ch 2, pgs 37-55  TSIS: "They Say", pgs 19-28 and "Her Point Is", pgs 32-42
Thurs, Jan 25	Political Theory, II	

*Week 4*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Jan 30	Ideologies	PSIFE: Ch 3 pgs 57-78
Thurs, Feb 1	Civil Society & Social Movements	PSIFE: Ch 4, pgs 79-104

*Week 5*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Feb 6	Political Parties, I	PSIFE: Ch 5, pgs 105-128  TSIS: "As He Himself Puts It", pgs 47-55 and "Yes/No/Okay/But", pgs 57-71
Thurs, Feb 8	Political Parties, II	



*Week 6*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Feb 13	Electoral Systems & Representation	PSIFE: Ch 6, pgs 129-157
Thurs, Feb 15	What is Comparative Politics?	PSIFE: Ch 7, pgs 161-184

*Week 7 (mid-term week—no class)*

*Week 8*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Feb 27	Executives	PSIFE: Ch 8, pgs 185-208  TSIS: “And Yet”, pgs 72-79 and “Skeptics May Object”, pgs 82-94
Thurs, Feb 29	MIDTERM	

*Week 9*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Mar 6	Legislatures	PISFE: Ch 9, pgs 209-232
Thurs, Mar 8	Courts and the Law	PISFE: Ch 10, pgs 233-258

*Week 10*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Mar 12	Public Policy, I	PISFE: Ch 11, 259-279  TSIS: TSIS: “So What? Who Cares?”, pgs 96-106 and “As a Result”, pgs 107-122
Thurs, Mar 14	Public Policy, II	

*Week 11*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Mar 19	What is International Relations?	PISFE: Ch 12, 283-306
Thurs, Mar 21	International Political Economy	PISFE: Ch 13, 307-330

*Week 12*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Mar 26	International Law and Human Rights, I	PISFE: Ch 15, pgs 353-376  TSIS: “You Mean I Can Just Say It That Way?”, pgs 123-137 and “What I Really Want To Say Is”, pgs 138-148
Thurs, Mar 28	International Law and Human Rights, II	

*Week 13*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Apr 2	Security and Conflict	PISFE: Ch 14, pgs 331-352
Thurs, Apr 4	International Organizations	PISFE: Ch 16, pgs 377-400

*Week 14*

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Tues, Apr 9	Wrapping Up	PISFE: “Conclusion”, pgs 401-409
Thurs, Apr 11	Looking forward!	PISFE: “Appendix”, pgs 411-413

### **Works Cited**

Agarwal, P. K., Karpicke, J. D., Kang, S. H., Roediger III, H. L., & McDermott, K. B. (2008). Examining the Testing Effect with Open- and Closed-Book Tests. *Applied Cognitive Psychology: The Official Journal of the Society for Applied Research in Memory and Cognition*, 22(7), 861-876.

Chen, J., & Lin, T. F. (2008). Class Attendance and Exam Performance: A Randomized Experiment. *The Journal of Economic Education*, 39(3), 213-227.

Roediger III, H. L., Agarwal, P. K., McDaniel, M. A., & McDermott, K. B. (2011). Test-enhanced Learning in the Classroom: Long-term Improvements from Quizzing. *Journal of Experimental Psychology: Applied*, 17(4), 382.

Tang, L., Li, S., Auden, E., & Dhuey, E. (2020). Who benefits from regular class participation?. *The Journal of Economic Education*, 51(3-4), 243-256.

Yang, C., Luo, L., Vadillo, M. A., Yu, R., & Shanks, D. R. (2021). Testing (quizzing) Boosts Classroom Learning: A Systematic and Meta-Analytic Review. *Psychological Bulletin*, 147(4), 399.