

POL2101

INTRODUCTION TO POLITICAL SCIENCE

Term 2 2018-2019

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Time and venue (Lecture): Thursday 1200-1400, LBY G02

Office location: WYL 114

Consultation Hours: Office hours, Tues 2:30pm-4:30pm, Wed 3:30pm-5:30pm

Course Aims and Intended Learning Outcomes (CILOs)

The course aims to introduce students to the basic concepts in the study of politics. It intends to promote students' appreciation of the role of politics in daily life and why it is important to get involved in exercising their responsibilities and duties as a global citizen.

Learning outcomes

- Understand political issues better with the concepts, theories and perspectives learned from the course; and
- Critically analyze political processes and evaluate events in local, national and international politics; and
- Compare and contrast various political ideologies and forms of government and governance; and
- Communicate political issues clearly and effectively in group work and individually, in oral as well as written forms.

Class schedule (Term 2 2018-2019)

Week	Lecture date	Lecture topic	Tutorial topic
1	January 24	What is politics?	No tutorial during the add/drop period
2	January 31	The modern state	Introduction / scheduling presentations
	February 7	No class due to public holiday	
3	February 14	Nations and nationalism	A guide to presentations
	February 21	No class due to Sports Day	
4	February 28	Political ideologies	A guide to doing course readings
5	March 7	Democracies and Democratization	Week 2 topic
6	March 14	Autocracies and authoritarianisms	Week 3 topic
7	March 21	*Mid-term	Week 4 topic
8	March 28	Party and Electoral Politics	Week 5 topic
9	April 4	Political systems I	Week 6 topic
10	April 11	Political systems II	Week 8 topic
11	April 18	Constitution and Legal Politics	Week 9 topic
12	April 25	Revision	

Assessment guidelines

Form of assessment	Proportion	Details
1. Oral presentation + discussion	20%	<p>Each student is required to give a 10 minute individual presentation on an assigned question/topic in English, followed by a Q&A session and further discussion. Each tutorial can have 3-4 individual presentations.</p> <p>During the presentation, presenters are encouraged <i>not</i> to read from a fully-written speech. This means that while they can present with notes, the notes should be written in point forms. The presentation slides or notes (its content and design) will be graded.</p> <p>In each presentation, another team of students (usually the team that did the previous presentation) is assigned as discussants. The role of the discussants is to critically review the presentation by questioning and commenting upon the ideas presented by the presentation team.</p>
2. Class attendance + participation	10%	<p>Up to 10% can be given to students with active, outstanding and quality participation in lectures and class discussions! Students' participation in all occasions will be assessed. Participation will also be a factor of consideration in rounding up or down students' grade in borderline cases in other components of assessment. Attendance in class is mandatory, but mere attendance without participation will lead to low score (≤ 3).</p>
3. Mid-term examination	20%	<p>Duration is 60 minutes. It will take the form of multiple choice questions and short questions.</p>
4. Final examination	50%	<p>Duration is 120 minutes. The final examination will take the form of both short questions and essay questions. Details will be provided in due course. You must take the final exam in order to pass this course.</p>

Readings

There are two textbooks for this course:

1. Heywood, Andrew. *Politics*, 4th edition. Basingstoke/New York: Palgrave Macmillan 2013.
2. Caramani, Daniele, ed. *Comparative Politics*, 3rd edition. Oxford: Oxford University Press, 2017.

Week 1	Introduction
Discussion/ tutorial topics	N/A
Required readings	N/A
Recommended resources	<ul style="list-style-type: none"> • Heywood, "What is Politics?" Chapter 1. • Gerardo L. Munck, "The Past and Present of Comparative Politics", <i>Kellogg Institute, Working Paper 330</i>, October 2006. • Daniele Caramani, "Introduction to Comparative Politics" (Ch.0), in Daniele Caramani, <i>Comparative Politics</i> 3rd edition, Oxford University Press.
Online resources	N/A
Week 2	The modern state
Discussion/ tutorial topics	Why do human beings create state? Are states evil?
Required readings	<ul style="list-style-type: none"> • *Heywood, "Politics and the State," Chapter 3.
Recommended resources	<ul style="list-style-type: none"> • Charles Tilly, "War Making and State Making as Organized Crime", in <i>Bringing the State Back In</i>, edited by P. Evans, D. Rueschemeyer, and T. Skocpol. Cambridge: Cambridge University Press, 1985, pp. 169-191. • Michael Mann, "The Autonomous Power of the State: its Origins, Mechanisms and Results", <i>European Journal of Sociology</i>, 25(2), 1984, pp. 185-213.

Week 3	Nations and Nationalisms
Discussion/ tutorial topics	How is nationalism reshaping global politics today? Is nationalism a force for the good?
Required readings	<ul style="list-style-type: none"> • *Heywood, "Nations and Nationalism," Chapter 5.
Recommended resources	<ul style="list-style-type: none"> • Ernest Gellner, <i>Nations and Nationalism</i>, Ithaca: Cornell University Press, 1983, pp. 1-7. • Benedict Anderson, "Introduction" (Ch.1) and "Cultural Roots" (Ch. 2), in <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London: Verso Books, 2006, pp. 1-36. • Anthony D. Smith, <i>Nationalism</i>. Cambridge: Polity Press, 2010 (Chapter 1-2).
Week 4	Political Ideologies
Discussion/ tutorial topics	What are ideologies, and how are they relevant to our daily lives? Discuss one ideology which you think has been influential in world politics.
Required readings	<ul style="list-style-type: none"> • *Heywood, "Political Ideas and Ideologies," Chapter 2
Recommended resources	<ul style="list-style-type: none"> • Michael Freeden, <i>Ideology: A Very Short Introduction</i>, Oxford: Oxford University Press, 2003.
Online resources	<ul style="list-style-type: none"> • Slavoj Zizek, The Pervert's Guide to Ideology - What is Ideology? https://www.youtube.com/watch?v=5Ch5ZCGi0PQ
Week 5	Democracies and Democratization
Discussion/ tutorial topics	Name a country and explain how it democratized.
Required readings	<ul style="list-style-type: none"> • *Heywood, "Democracy and Legitimacy," Chapter 4. • *Dankwart Rustow, "Transitions to Democracy: Toward a Dynamic Model", <i>Comparative Politics</i> 2(2), 1970 pp. 337-63.
Recommended resources	<ul style="list-style-type: none"> • Joseph Schumpeter, "Another Theory of Democracy", in <i>Capitalism, Socialism and Democracy</i>, London: Allen and Unwin, 1976, pp. 269-283.

	<ul style="list-style-type: none"> • Robert Dahl, “Democratization and Public Opposition”, in <i>Polyarchy: Participation and Opposition</i>, New Haven: Yale University Press, 1971, pp. 1-16. • Philippe C. Schmitter, and Terry Lynn Karl, “What democracy is and is not”, <i>Journal of Democracy</i>, 2(3), 1991, pp. 75-88. • Adam Przeworski and Fernando Limongi, “Modernization: Theories and Facts”, <i>World Politics</i> 49(2), 1997, pp. 155-183.
Online resources	<ul style="list-style-type: none"> • Freedom House – Freedom in the World 2018 https://freedomhouse.org/report/freedom-world/freedom-world-2018
Week 6	Autocracies and Authoritarianisms
Discussion/tutorial topics	Name a country and explain why this country remains authoritarian today.
Required readings	<ul style="list-style-type: none"> • *Paul Brooker, “Authoritarian Regimes” (Ch.6) , in Daniele Caramani, <i>Comparative Politics</i> 3rd edition, Oxford University Press. • *Jason Brownlee, “Introduction” and “The Political Origins of Durable Authoritarianism” (Ch.1), <i>Authoritarianism in an Age of Democratization</i>, Cambridge University Press, 2007.
Recommended resources	<ul style="list-style-type: none"> • Larry Diamond, “Election without Democracy: Thinking about Hybrid Regime”, <i>Journal of Democracy</i>, 13(2), 2002, pp. 21-35. • Steven Levitsky, and Lucan Way, “The Rise of Competitive Authoritarianism”, <i>Journal of Democracy</i>, 13(2), 2002, pp. 51-65.
Online resources	<ul style="list-style-type: none"> • The Current Democratic Recession: A Conversation with Larry Diamond https://www.youtube.com/watch?v=z-CziU2V7CY
Week 7	Mid-term
Scope	Both the readings and notes from week 2 to week 6 will be examined.

Week 8	Party and Electoral Politics
Discussion/ tutorial topics	Name a country and introduce its electoral system. Try to explain political outcomes in this country by the design of the electoral system.
Required readings	<ul style="list-style-type: none"> • *Heywood, "Representation, Elections and Voting" and "Parties and Party Systems", Chapter 9 and 10.
Recommended resources	<ul style="list-style-type: none"> • Ch.5 in Arend Lijphart, <i>Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries</i>. New Haven, Yale University Press, 1999.
Week 9	Political Systems I
Discussion/ tutorial topics	Name a country and tell us whether it is a presidential or parliamentary system. Explain how the system works and what kind of outcome it produces.
Required readings	<ul style="list-style-type: none"> • *Heywood, "Political Executives and Leadership", Chapter 13. • *Jose A. Chieub, <i>Presidentialism, Parliamentarism and Democracy</i>. Cambridge: Cambridge University Press, 2007, pp. 1-48.
Recommended resources	<ul style="list-style-type: none"> • Donald Horowitz, "Comparing Democratic Systems", <i>Journal of Democracy</i>, 1(4), 1990, pp. 73-79.
Week 10	Political Systems II
Discussion/ tutorial topics	Name a country and tell us whether it is a unitary or federal system. Explain how the system works and what kind of outcome it produces.
Required readings	<ul style="list-style-type: none"> • *Heywood, "Multi-level Politics," Chapter 17 (esp. pp. 380-385). • *Daniel J. Elazar, "Contrasting Unitary and Federal Systems", <i>International Political Science Review</i> 18(3), 1997, pp. 237-251.
Recommended resources	<ul style="list-style-type: none"> • Ch.10 in Arend Lijphart, <i>Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries</i>. New Haven, Yale University Press, 1999.
Week 11	Constitution and Legal Politics

Discussion/ tutorial topics	What is the importance of the constitution to democracy? Can democracy survive without constitutionalism?
Required readings	<ul style="list-style-type: none"> • *Heywood, "Constitutions, Law and Judges," Chapter 15. • *Jon Elster and Rune Slagstad, eds. <i>Constitutionalism and Democracy</i>, Cambridge: Cambridge University Press, 1988 (Introduction)
Recommended resources	N/A
Week 12	Revision

Notes

Academic Dishonesty and Plagiarism Policy

“Plagiarism is an attempt to pass off the work of others (in particular the writing of others) as one's own.”

Plagiarism is an act that comprises the following: (1) *Deliberately using or incorporating the work of others, including printed and online resources, in one's own work without proper citation or acknowledgement; and (2) Subsequently submitting such work for academic credit or presentation.*

The use of other's work may include such practices as copying source materials word by word, paraphrasing or translation of source materials, citing other's works without proper citations or acknowledgements, etc. The University takes plagiarism very seriously. If a student engages in any academic misconduct, he or she may be subject to academic disciplinary action. Examples of such action, depending on the severity of the misconduct, may include but not limit to grade reduction, being given a failing grade, or dismissal from the program or the University.

Course Rules and Communication

- Students are required to visit the **Moodle Platform** and check their **student e-mail accounts** on a regular basis for on-going communications and instructions from the Lecturer and Tutor.
- Please upload all your assignments through the **Turnitin system in the Moodle platform**. In addition, please submit a hardcopy to the instructor.
- Attendance requirement: students are required to attend classes. Failure to attend classes on a regular basis may result in failure of the course.

Important Notes

- Students are expected to spend a total of 7 hours (i.e. 3* hours of class contact and 4* hours of personal study) per week to achieve the course learning outcomes.
- Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarized ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- Students are required to submit writing assignment(s) using Turnitin.
- To enhance students' understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

Assessment rubrics

Class attendance and participation (10%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Class participation (5%)	Participates regularly and enthusiastically	Participates now and then	Participates only when asked by the instructor	Participation is nil or almost nil
Expression (5%)	Expression of ideas or opinions is consistently factually accurate, logical and clear	Expression of ideas or opinions is generally factually accurate, logical and clear. Lapses were rare and minor in nature	Expression of ideas or opinions is generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions are not expressed logically, and are characterized by significant factual inaccuracies and lack of clarity

Group Presentation and discussion (20%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Organization (4%)	Students presents information in logical, interesting sequence which I can follow	Students present information in logical sequence which I can follow	Difficulty following presentation because students jump around	Cannot understand presentation because there is no sequence of information
Subject Knowledge (4%)	Students demonstrates full knowledge by answering all questions with explanations and elaboration	Students are at ease answering questions, but fail to elaborate	Students are uncomfortable with information and are able to answer only rudimentary questions	Students do not have grasp of information; students cannot answer questions about subject

Graphics (4%)	Students' graphics explain and reinforce screen text and presentation	Students' graphics relate to text and presentation	Students occasionally uses graphics that do not support text and presentation	Students use superfluous graphics or no graphics
Content (4%)	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.
Articulation (4%)	Students' uses clear voices and correct, precise pronunciation of terms.	Students' voices are generally clear. Student pronounces most words correctly	Students' voices are generally too low. Students incorrectly pronounce a number of terms	Students mumble, incorrectly pronounces many terms.

Midterm (20%)

Criteria	Excellent A, A-	Good B+, B, B-	Fair C+, C, C-	Pass – Failure D+, D, F
Comprehension of the relevant concepts (10%)	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
Application of concepts to the topic (5%)	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed

	all aspects of the topic		aspects of the topic	
Expression (3%)	Expression of ideas is consistently accurate, logical and clear	Expression of ideas is generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas is generally accurate, logical and clear, but with a number of minor lapses	Ideas are not expressed logically, and are characterized by significant inaccuracies and lack of clarity
Quality of English in the Exam (2%)	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors

Examination (50%)

Criteria	Excellent A,A-	Good B+, B,B-	Fair C+,C,C-	Pass – Failure D+, D, F
Comprehension of the relevant concepts (20%)	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
Application of concepts to the topic (20%)	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to all important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed

Expression (5%)	Expression of ideas is consistently accurate, logical and clear	Expression of ideas is generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas is generally accurate, logical and clear, but with a number of minor lapses	Ideas are not expressed logically, and are characterized by significant inaccuracies and lack of clarity
Quality of English in the Exam (5%)	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors