

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Introduction to Political Science

Code No.: POL 105-3

Semester: Fall/Winter

Program: Various Post-Secondary

Author: The Social Sciences Department

Date: January 2004 Previous Outline Dated: January 2003

Approved: \_\_\_\_\_  
Dean Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 3 hours/week

Total Credit Hours: 45

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For additional information, please contact Dean,  
School of Health and Human Services  
(705) 759-2554, Ext. 603/689

**I. COURSE DESCRIPTION:**

The aim of this course is to make Canadian politics a meaningful subject matter for all students. We will discuss the sources of our political system and examine the structure of government at all levels. The students will identify issues and problems in Canada and question how they are dealt with by government. This will lead to an increased awareness of the ever-changing political scene in Canada and to greater participation in the political process.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****A. Learning Outcomes:**

1. Recognize the major issues of Canadian politics
2. Identify the origins and shaping of the Canadian political system
3. Explain the party system in Canada and our electoral process
4. Describe the operation of the Canadian parliamentary system
5. Explain the meaning and significance of federalism in Canada and describe the framework of the Constitution
6. Criticize the use and abuse of power in government
7. Define Canada's political and economic relationship with the world
8. Evaluate Canada's chances of survival as a nation

**B. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, students will demonstrate the ability to:

1. Recognize the major issues of Canadian politics.

**Potential elements of the performance:**

- Clarify the concept of representative democracy
- Explain federalism
- Identify the political regions of Canada

2. Identify the origins and shaping of the Canadian political system.

**Potential elements of the performance:**

- Examine the geography of Canada as it relates to population, resources and economic strength
- Describe the role of business in Canada from 1867 to the present
- Identify the influence of the United States on Canada's culture and politics
- State the relationship between English and French Canada historically and today

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

3. Explain the party system in Canada and our electoral process.

**Potential elements of the performance:**

- Investigate the attributes of various political parties and their ideologies
- Analyze the Canadian electoral system - current practices and proposed reforms

4. Describe the operation of the Canadian parliamentary system.

**Potential elements of the performance:**

- Outline the functions of the three branches of government
- Describe how legislation is passed in Parliament

5. Explain the meaning and significance of federalism in Canada, and describe the framework of the Constitution.

**Potential elements of the performance:**

- Relate the origins of the concept of federalism in Canada
- Describe the separation of federal and provincial powers under the Constitution Act
- Examine the different sections of the Constitution and evaluate the strengths and weakness of particular areas, particularly the Chart of Rights and Freedoms

6. Criticize the use and abuse of power in government.

**Potential elements of the performance:**

- Explain the powers of the Prime Minister and the Cabinet
- Describe the authority of Parliament and become cognizant of its checks and balances

7. Define Canada's political and economic relationship with the world.

**Potential elements of the performance:**

- Identify Canada's international economic trading partners (e.g. N.A.F.T.A., Pacific Rim countries)
- Describe Canada's roles, past and present, both militarily and diplomatically

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

8. Evaluate Canada's chances of survival as a nation.

### Potential elements of the performance:

- Describe regional development and inequalities across Canada
- Explain the question of bilingualism and Quebec's constitutional requirements
- Relate the issues that Native people see as important and need to be resolved

## III. TOPICS:

1. Issues in Canadian politics
2. The history of politics in Canada
3. Political parties
4. The Canadian electoral process
5. The Canadian Parliamentary system
6. Federalism
7. The Constitution
8. Powers in government
9. International relations
10. Questions of Canadian survival as a nation

## IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Canadian Politics - An Introduction, by Tom Chambers, Thompson Educational Publishing, Inc.
2. Additional resources as required, to be handed out in class by instructor, or located in the Learning Resource Centre (Library)

## V. EVALUATION PROCESS / GRADING SYSTEM: MAJOR ASSIGNMENTS AND TESTING

Tests	75%
Written Project	15%
Oral Presentation	5%
Attendance & Participation	5%
<b>Total</b>	<b>100%</b>

**TIME FRAME**

Introduction to Political Science (POL 105-3) involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

**METHOD OF ASSESSMENT (GRADING METHOD):**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

- VI.** If a student misses a test due to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person, or in writing **prior** to the assigned due date or test time. The College touch-tone/24-hour voice mail number allows you to immediately notify the professor with your name, message, and phone number.

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements for the assignment or test. Phone, or come by the professor's office, or leave a note under his/her office door with a telephone number where you can be reached. **Failure to do so will result in a zero grade.**

Notification policy in brief: **Mutual respect, courtesy, and accountability.**

Students are responsible for obtaining any materials missed due to absenteeism.

## **VII. SPECIAL NOTES:**

### Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

### Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

## **VIII. PRIOR LEARNING ASSESSMENT**

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.