

**POL101 – Climate Change, Power, and Social Transformations
2017-18
Monday 12-2
Professors Matthew Hoffmann and Donald Kingsbury**

Administrative Details:

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Course Overview :

This course explores fundamental concepts of politics and political science like power, authority, institutions, and the state. As a gateway to the political science program, this course seeks to get you in the political science mindset and to introduce you to thinking like a political scientist. This requires that you have the right vocabulary and conceptual foundations, but also that you use them concretely, to explore crucial issues and questions the world faces today.

The first semester, taught by Professor Hoffmann, will grapple with the politics of climate change as the organizing theme for the term. Climate change is one of the defining challenges of our time and solving it or at least avoiding the worst consequences of the problem may require a fundamental transformation in how we live—how we organize our economies, transportation, and energy systems. There is no easy solution and there is still uncertainty about how big the effects of climate change will be and when and where we can expect to see them. Our challenge is to try and grasp the political implications and dynamics of climate change. We will explore why it is hard to address climate change and the way climate change is now a part of politics at every level (individual, municipal, provincial, national, global). At the end of the Fall semester, you will **not** know what the solution to climate change is, but you will have a better appreciation of the politics of this significant issue and be better equipped to take part in ongoing debate and response.

The second semester, taught by Professor Donald Kingsbury, explores a number of enduring questions and concepts that animate the study of politics. Each week carries its own theme in which we will explore a cluster of ideas that inform, question, or extend core aspects of contemporary global politics. Emphasis will be given to concepts that concern power and inequality, political transformation and social change, and the changing practices of democracy and political community in late capitalism. By balancing theory and the study of comparative politics, the Spring semester aims to develop students' conceptual toolbox and to expose them to challenges and opportunities afforded by globalization and development. Among other case studies, students will study contemporary Latin American social movements, colonization and decolonization in North America, issues surrounding refugees and immigration, and the challenges our increasingly urbanized world pose for state-focused disciplines like political science.

In addition to introducing you to thinking like a political scientist, this course will help you learn to study like a political scientist. We will introduce a number of skills that you will need for the rest of your political science courses—reading like a political scientist; developing, supporting, and, assessing arguments like a political scientist; and writing like a political scientist.

Throughout this course (with a good deal of hard work) you will (among other things):

- Be expected to engage with political science scholarship, be able to assess the arguments being made, and develop arguments using that scholarship.
- Be introduced to a number of central concepts in political science.
- Be introduced to and expected to develop a number of skills important for political science:
 - Learn how to read and assess academic articles in political science.
 - Learn how to construct an argument and support it with reasons and evidence.
 - Learn how to construct and write a political science essay.
- Be made aware of the academic resources available to you at the University.

Requirements:

Your final grade will be determined by your performance in these areas:

1. Reading Journal (10%)
2. Tutorial Participation (10%)
3. Midterm Test (20%)
4. Argumentative Essay (20%)
5. Research Essay (20%)
6. Final Examination (20%)

1. Reading Journals (10%)

The assigned readings for this course are **mandatory**. The reading is crucial to understand what is going on in lecture and one of the objectives of this class is for you learn how to and practice reading like a political scientist. In addition, the readings and lectures complement one another—you will not succeed by doing either alone. In order to help you keep up with the readings and practice reading critically, you will keep a reading journal over the course of the term. The reading journal entries are designed to help you learn to map the arguments in political science articles, which will also help you develop your own arguments in your essays. The mapping is described on a resource sheet (which includes a template) on blackboard, but essentially each reading journal entry is a **maximum** of 250 words and it includes the following:

1. Thesis of the reading (1-2 sentences)
2. Description of 1-2 arguments made in support of the thesis (1-2 sentences each).
3. Description of the evidence that supports the arguments (1-2 sentences each).
4. A criticism of or question about the reading (1-2 sentences)

You must complete 20 journal entries over the course of the term (1 per week for weeks 2-11 and 14-23). When there is more than one reading for the week you may choose one of the readings to do the journal on (PLEASE NOTE: you are still responsible for the material in readings that you do not include in your journal). Journal entries must be uploaded to Blackboard before the start of lecture for the week. *We will be using the journal function on Blackboard for this assignment.*

The reading journals are primarily for you to practice reading like a political scientist and to help you keep up on your reading over the course of the term (THESE ARE EASY MARKS TO ACHIEVE). Keeping up like this and having a summary of the term's reading will help you significantly on your exam preparation. The journal will be marked as a whole at the end of each semester and each entry in the journal will receive a grade as follows:

- 1 = journal entry is complete and done with some thought.
- 0 = journal entry is incomplete, late, or shows no thought.

2. Tutorial Participation (10%)

Tutorials are your chance to discuss the issues we tackle in lecture in a small group setting and to augment and extend the material you receive in lecture. The tutorials will also include significant skill building activities (reading, critical reflection, writing). These are for your benefit and you have a great set of TAs there to help guide you through the course. Take advantage of the tutorials. Come ready to discuss and ask questions and participate. You are being graded on participation in tutorial and you receive zero points for days that you are not there. These discussions are integral to the class experience. We learn as much from talking to one another as through any other method. We realize that not everyone is comfortable talking in front of one's peers, but we expect some effort to be made. Participation in online discussions set up for the course can count as participation. Please see your TA if this is a serious concern.

It might be helpful to keep the following questions in mind in preparing for class:

What are the central points or arguments being made in the readings?
How does the week's reading relate to other material examined in the course?
How do you evaluate the authors' positions?

You are expected to be an active participant in class discussions and exercises. Active participation entails:

- initiating a topic or question
- providing information and examples to clarify a point
- trying to synthesize or summarize a part of the discussion
- seeking clarification where one is unsure
- adding to and amending what others have said
- respectfully offering positive and negative reactions to others' points
- seeking the positions (or clarification of positions) from other students
- contributing to small group work in a constructive manner

Tutorials offer you a chance explore ideas, and we expect disagreements will arise. That is a good thing: we often learn more when our positions are challenged. However, we insist that debates remain focused on ideas, not on the persons expressing them. *Ad Hominem* attacks on a person's race, gender, religion, sexual orientation, or ability have no place in the classroom and will not be tolerated. Treat your colleagues with respect and expect the same in return.

3. Midterm (20%) – Schedule TBA during fall final exam period

The midterm exam covers all reading material, lectures, and tutorials from the first 12 weeks of the course. The exam **may** include multiple choice, short answer, and short essay questions. An exam study guide will be provided.

4. Argumentative Essay (20%) – Paper Proposal (5%) due on October 23 by 5pm on BB, Final Paper (15%) due on December 7 by 5pm on BB.

A full assignment description and guideline will be discussed in week 2 and uploaded to Blackboard.

5. Research Essay (20%) – Annotated Bibliography (5%) due dates TBA

A full assignment description and guideline will be discussed in week 14 and uploaded to Blackboard.

6. Final Exam (20% of the final grade) – Date TBD during winter final exam period

The exam is NOT cumulative. It covers all reading material, lectures, and tutorials from the **second** 12 weeks of the course. It may include multiple choice, short answer, and short essay questions.

Policies and Expectations:

What you can expect from us:

- We will strive to be fair at all times.
- We will be enthusiastic.
- We will be prepared for classes.
- We will be available and accessible outside of class.
- We will treat everyone with respect at all times and create a safe atmosphere for learning and communication.

What We expect from you:

- Proper preparation for class and hard work
- Academic honesty.
- Respect for classmates, the professor, and TA's. We will be discussing some controversial issues in this class, and I expect that you will conduct yourself civilly.

1. Laptop/Tablet Policy

This lecture will be a laptop and tablet free zone. There is now significant research available showing that laptop/tablet use in lectures disturbs those around the laptop/tablet user and has negative effects on the laptop/tablet user's performance on tests *even when the laptop is used appropriately for note-taking*. This is in addition to the copious evidence that the kind of multitasking that usually accompanies laptop/tablet use in the classroom hurts academic performance. We have therefore decided that laptops/tablets cannot be used in lecture. Please do not bring them to lecture or leave them in your bag.

There are two exceptions to this rule. If you have an Accessibility accommodation that requires laptop use or if you are a notetaker for Accessibility you may use a laptop or tablet to take notes in the lecture.

2. Late Assignments and Rough Drafts

If you cannot meet a deadline, it is best to talk to your TA in advance—we are not unreasonable if you have valid conflicts, but are less likely to be sympathetic once a deadline has passed. Late proposals and essays will be penalized 10% **per calendar day** beginning with the day of the missed deadline. Late journal entries are not accepted.

3. Email Etiquette

There are 1100 students in this course, so the potential for overwhelming email traffic is a distinct possibility. We value communication with students, but please keep the following in mind:

- You are likely to get a quicker response from your TA than from your professors.
- Do not expect instant replies (especially in the evening) or replies over the weekend.
- Please check the syllabus and class intranet page before sending questions on class logistics. WE WILL NOT RESPOND TO EMAILS THAT CAN BE ANSWERED BY READING THE SYLLABUS
- Email is great for clarification questions and for setting up appointments with your TA or professor. Substantive questions are best handled face to face in office hours.
- Please be professional in your communication.

5. Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are

expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

6. Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services as soon as possible. I will work with you and Accessibility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The Accessibility Services office is located at 455 Spadina Ave, 4th Floor, Suite 400 (next to the camps bookstore). In addition to drop in-services Accessibility Services staff can be contacted via email at accessibility.services@utoronto.ca and phone at (416) 978-8060. Additional resources can also be found at: <https://www.studentlife.utoronto.ca/as>.

7. Blackboard

We will make extensive use Blackboard for announcements, submitting and returning assignments, links to required reading, exam reviews, and online discussions. You should check the course page *at least* once per week.

8. Help with writing

All undergraduate students taking courses in the Faculty of Arts and Science are eligible to use any of the five college writing centres: Innis College, New College, University College, Victoria College and Woodsworth College Writing Centres. Students may book up to TWO appointments per week. For information about writing centre appointments, visit <http://writing.utoronto.ca/news>. To learn more about how writing centres work, visit <http://www.writing.utoronto.ca/writing-centres/learning>.

More than 60 Advice files on all aspects of academic writing are available from www.writing.utoronto.ca/advice. Printable PDF versions are listed at www.writing.utoronto.ca/about-this-site/pdf-links.

Please also familiarize yourself with the helpful guide "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources. These pages are all listed at www.writing.utoronto.ca/advice/using-sources.

9. Turnitin

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site

Required Texts and Reading:

The following texts are required and should be purchased/accessed through the library. Specific and additional readings will be noted on the semester-specific schedules posted to Blackboard.

1. Harriet Bulkeley and Peter Newell *Governing Climate Change 2nd Edition* Routledge Press 2015. (BN in the schedule below).

2. John S. Dryzek, Richard B. Norgaard, and David Schlosberg (eds) *Oxford Handbook of Climate Change and Society* Oxford University Press. AVAILABLE ON-LINE THROUGH THE UT LIBRARY