POS 100: POLITICS AND GOVERNANCE (3 Units)
Department of Political Science
School of Social Sciences
Ateneo de Manila University - Loyola Schools
First Semester, SY 2016 - 2017

Section K: TTh 1400-1530 CTC 308; Section X: TTh 1530-1700 SOM 302
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Consultation Hours: D: By appointment only (Political Science Department, Room 300, 3rd Floor, Dr. Rosita and Ricardo Leong Hall)

Course introduction and objectives

The course provides an introduction to concepts used in the study of political actors, structures, processes, and outcomes. Primarily inspired by social and political theory, with an emphasis on interdisciplinary concerns, the course explores how political ideas frame and displace our own perspectives of the world. In particular, the course looks at the differences between democratic values and the sentiments that enables the rise of authoritarianism in the public and private spheres of life. The course ultimately provides students with the tools to study and critique the Philippine state, its constitution, governance, cultures, and realities.

Expected learning outcomes

At the end of the course, students will be able to, in terms of:

Knowledge - Critically understand key concepts in the study of politics in order to generate a coherent, rigorous, and substantive analysis of contemporary political life.

Skills - Maintain a mastery of these concepts in order to recognize the way that politics operates in their own academic discipline. Subsequently, this requires that students recognize the way that the political operates in everyday life.

Attitude - Value the key concepts learned in such a way that these same concepts can be used properly in different contexts. Students are also expected to be able to exemplify and justify their involvement in communal and political life.
Course outline, schedule, and texts

I. Defining Politics (Weeks 1 – 3)


II. Discourse, Power, Biopower (Week 4)


Recommended Readings:


III. Ideology and Hegemony (Week 5)


IV. Globalization, Climate Change, and the Anthropocene (Week 6)


V. Politics and Aesthetics: Focus on History and Remembering (Weeks 7 & 8)


VI. Democracy (Week 9)


VII. The State and Philippine Democracy

A. Four Elements of the State: (Week 9)


B. The 1987 Constitution of the Republic of the Philippines

B1. The Three Branches of Philippine Government (Weeks 10 to 11)


C. Preparing for Constitutional Change: Presidential vs Parliamentary Systems (Weeks 12 to 13)


VIII. Human Rights (Week 14)

The Universal Declaration of Human Rights


Review Sessions (Weeks 15 and 16 if time allows)

Classroom Policies

1. The maximum allowable absences (excused and unexcused) are nine class hours. Absences that exceed this automatically receives a grade of W (Withdrawal). Dean's Listers during the previous semester as well as students with a Cumulative QPI of 3.35 or above are allowed unlimited absences. **Students who intend to use this privilege must inform me beforehand.** Class attendance will be checked at the second bell. Students who arrive after the second bell are considered late. If a student is late, it is the responsibility of the student to approach me after class to make sure that I have correctly marked the students as 'late' instead of 'absent'. Three lates constitutes one cut. The written record of attendance is the final and definitive source for the counting of cuts. On exceptional cases, such as medical emergencies, onset of psychological illness, deaths in the family, etc., proof appropriate to the specific absence must be presented to me as soon as possible (e.g. medical certificate, letter signed by a legal guardian, etc.). Such exceptional cases will be dealt with on a case-by-case basis (for matters such as make-up exams, or catching up with missed lectures).

2. Procedures with regard to offenses involving dishonesty as per the Undergraduate Student's Handbook will be strictly enforced.

3. The class emphasizes class participation and discussion. As such, students are expected to have read the readings before coming to class. The discussion will center around the ideas presented in the readings, and their pertinence to current political realities and other historical events. As such, students are forewarned that coming to class without having read the readings will result in a very confusing and unproductive session.

4. Students may only use their laptops or any other device for note-taking. Students are also not allowed nor are they given permission to record the class proceedings. Students who are caught using their devices for surfing, chatting, recording the lecture, etc. will be reprimanded in class. Such incidents deviate from the flow of the class and is highly distracting to your colleagues. Students who wish to answer calls or texts during class may step out of the classroom. Students will not receive demerits if they properly follow this instruction. Students who abuse this provision will be asked to leave the classroom for the duration of the session and will subsequently be marked "absent" and hence, receive a cut.

5. Students may request for their class standing at any time before finals week. I will not entertain requests for extra credit or any other matter pertaining to the pre-final grade beginning a week before finals week.
6. I cannot emphasize enough that discussion is integral to the success of the class. As such, students are encouraged to air out their questions, opinions, and their arguments as long as these are relevant to the discussion. Everyone in the classroom should be respectful and courteous to his or her peers. Students are also encouraged to make ample use of their consultation privileges, given the complexity of some of the readings and the short amount of time we are given to discuss these.

7. Bonus points on any aspect of the course may be given when a student attends a talk, seminar, forum, activity, etc. designated by the teacher.

8. Given the timing of the requirements of the course (i.e. a substantial part of the final letter grade will be determined at the final days of the semester), students are hereby cautioned to keep track of their class standing at all times. More importantly, they are reminded not to slack off in fulfilling the work required in order to complete the said final requirements. **Both the group project and the rules of the final oral exam allows the student to begin working on these requirements from the first week of classes, and they are highly encouraged to do so.** Extra credit work *may be given* to boost the grades for online discussions, quizzes, and participation (albeit this happens very rarely) but it is not possible to gain extra credit points for the final oral exam and the class/group project.

9. Any other concern with regard to classroom policies will be discussed and agreed upon on a case-by-case basis. I reserve the right to make changes to the syllabus (including the readings), as long as these changes are not inimical to the goals of the course.

10. I will assign a class beadle. The beadle is responsible for class coordination especially with regard to photocopying of readings, scheduling of classes, creation of the class Facebook group, and other similar responsibilities. The beadle is the only person authorized to contact me outside office hours and during weekends.

11. If you are a person with disability, please approach me so we could discuss accessibility to the materials, discussions, etc.

### Course Requirements

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>A 92 - 100</td>
</tr>
<tr>
<td>Group Project</td>
<td>25%</td>
<td>B+ 87 - 91</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
<td>B 83 - 86</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>25%</td>
<td>C+ 79 - 82</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>C 75 - 78</td>
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<tr>
<td></td>
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<td>D 70 - 74</td>
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<td>F 69 and below</td>
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*No curving*. Grades and above are rounded up.

### Breakdown of Class Requirements:

**Final Oral Exam - 25%**

Students are required to take a final oral exam. The oral exam gauges the student's mastery of the class material and their ability to discuss the concepts discussed in class in a logical and coherent manner, and to provide relevant examples that elucidates on these concepts. **The students are to write their own thesis statements.** The components of the final oral exam grade will be
given at an appropriate time. The final oral exam process is as follows:

a. The venue for the sign-ups will be announced at an appropriate date. Students are not allowed to assign proxies for signing up. Once the sign-up sheet is collected, that will be considered final. Students are allowed to change the schedule only if there is a valid reason (i.e. conflict with a final exam scheduled by the University Registrar), provided also that the student accepts that a reschedule, regardless of the circumstances, warrants the lowering of the student's final oral exam grade by half a letter grade (A to B+, B+ to B ... D to F).

b. The oral exam is **open notes**. You may bring in anything that would help you complete the exam.

c. Students are expected to arrive at the oral exam venue **5 minutes** before their scheduled time. Examinees are expected to be quiet while waiting for their turn to take the oral exam. No dress code for the exam (except for the LS dress code, where appropriate).

d. Each student is allotted **9 minutes** to speak. Upon entering the room, the student will give me a copy of his/her thesis statement and then begin speaking. He/she will then randomly pick a topic to discuss. The student will then read the thesis statement and then begin the discussion. The timer will begin as soon as the student begins reading the thesis statement. Hint: signpost please. The student may sit, walk around, or stand while giving the speech. I will then ask follow-up questions after the discussion.

**Module Quizzes – 25%**
Quizzes on the course material are unannounced.

**Online Discussion - 25%**
I will post questions for everyone in the class Facebook group related to current events and/or a set of readings. Students are then to reply with their comments and/or answer to the question. There is no minimum nor maximum number of words for each comment, although students must be able to write an essay of an appropriate length based on the material (i.e. too short an essay will receive demerits). I primarily base the grade for this component on the rigor and quality of the reply. Students are also encouraged to reply to each other’s comments, and to reply in turn (i.e. have an actual conversation regarding the question). All other factors (who posted first, the comment which gets the most likes, or is liked by myself does not factor in the grade). There will be a deadline for each round of discussion and these are announced in the post itself or in class.

**Group project (Wikipedia Project) - 25%**

25% of the grading component asks that the students contribute substantively to a currently existing but not very well-written article in Wikipedia or to create a new page where one does not exist. The following explains in detail the process to be followed:

**I. Pre-Midterm Season**
1. During the first week of classes, the class will be divided into two groups or more. The groups must recommend an existing article or topic of their choice, subject to the approval of the instructor. Deadline for topics or suggestions and their approval for this project is any time before the Wiki seminar.
2. The students will then be asked to attend a Wikipedia seminar (schedule TBA) to be conducted by a Wikipedia editor/ambassador to learn the basics of how to edit a Wikipedia article, the Wikipedia editorial process, on how to write in a neutral and encyclopedic way, etc.

3. After the first week, the class/group will then have to come up with a rough outline, a preliminary bibliography (minimum of 5 reputable academic sources), and a preliminary list of links or other sources of material that you would like to add.

4. **Sandbox work.** After the approval of the topic, and the submission of the requirements mentioned above, groups must have a sandbox WP page for writing and drafting. As the project progresses, the sandbox should begin to look like a working draft of the WP article that the class wishes to live post. This includes a more fleshed out outline, a Table of Contents, and some material at each level of the article.

5. **Live Posting.** The article will have to be posted live. This would mean that the public will now have access to it and it will then be commented on through the WP editorial process by WP editors. Students at this time are expected to have considered the instructor's comments as well as other feedback relevant to the success of their article.

6. Students are expected to work on additional research, writing, editing, and on selecting image/s, map/s, etc. that adheres to the Wikipedia guidelines for the class'/group's entry. Students may work on their articles at any time.

**II. Finals Week**

7. At the beginning of the period for final oral exams, all articles are considered final. Thus, it is expected that the students have made the proper changes, and have worked on the article for the allotted time period before finals week.

Students will be graded based on the following criteria (50% of the grade for this component):

1. Appropriate use of research in order to find relevant and diverse sources.
2. Organization of the entry and content.
3. Whether the research is well-supported and well-researched.
4. How the group addressed the comments of the instructor and the WP community.

**50% of the grade will be based on the confidential evaluation of your groupmates. The details will be discussed at an appropriate time.**