Writing pieces declared as “one pagers” are given randomly during a learning phase and are designed as an opportunity for the student to demonstrate technical command of the relevant concepts/ideas/terminology and to continue to work with the ideas of politics, governments, states, political cultures, social movements and ideologies that underpin the course objectives. In all likelihood, the “one-pager” will be based on readings from Poli Sci 105, in addition to lectures, discussions, and guest speakers during a particular learning phase.

Students will receive a rating for each one pager, but will receive final assessment for the one pagers as a whole. This means that students should feel free to test, to take risks and to see this writing as both assessment of learning and assessment for learning.

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| --- | --- | --- | --- | --- | --- |
| **Exceptional 9-10** | **Excellent 8-8.9** | **Very Good 7-7.9** | **Good 6-6.9** | **Fair 5-5.9** | **Below 5** |
| The one pager is exceptional; an insightful, vivid, critical, creative, logical, and detailed synthesis on the readings and topics of the day in relation to the student’s evolving definition of politics and government structures. | The one pager is excellent; a vivid, critical, logical, and detailed synthesis on the reading and topic of the day in relation to the student’s evolving definition of politics and government structures  All elements are included. | The one pager is very good; a logical and detailed synthesis on the reading and topic of the day in relation to the student’s evolving definition of politics and government structures. Writing emphasizes either more personal or more technical writing, rather than a synchronized harmony of both.  Most elements are included. | The one pager is good; an adequate synthesis on the reading and topic of the day in relation to the student’s evolving definition of politics and government structures. Writing is missing a clear sense of understanding of the terms from a personal perspective or may demonstrate some gaps in learning.  Many elements are included. | The one pager is fair; some attempt to write a synthesis on the reading and topic of the day in relation to the student’s evolving definition of politics and government structures. The writing appears rushed and demonstrates significant gaps in learning.  Many elements are included. | The one pager is basic; any attempt that is made to write a synthesis on the reading and topic of the day in relation to the student’s evolving definition of politics and government structures is limited.  Some elements are included. |
| Required elements:   * Written from a thoughtful, personalized perspective * Writing is starting from the given prompt and expands in a purposeful way * Specific reference to topics, readings, class discussions and previous assignments * Strong connections between topics, readings, class discussions and previous assignments * Furthering the development of the student’s understanding of politics, governments, nation-states, political cultures, social movements & ideologies * Inclusion of relevant, related literature * Clear, professional, well written, included reference list when appropriate | | | | | |

**One Pager #2: What political systems and governing structures are best?**

**Topics**:

* Political Parties – in Canada and the USA
* Political Culture, Socialization and Participation
* Parliamentary System v. Presidential System
* Electoral Systems, Elections and Campaigns

**Prodding Questions**

* Do you take an active part in the life of a political party? How do you justify this activity (or lack of it)? How rational is it?
* Are parties’ programs becoming more difficult to distinguish from each other? Are they becoming less ‘ideological?’
* To what extent does a party leader impact the success of a political party?
* What criteria have you used, or do you think you should use, in deciding how to vote? Should you vote for the best leader, the best party, or the best candidate?
* Discuss the differences between Democratic Party and Republican Party in the United States of America.
* In what ways can voter turnout be improved and how can this impact an election?
* In regards to political socialization, which has more influence – the family, school, the peer group and/or mass media?
* Is the monarchy a relevant institution to Canada (and Canadians) and should we resolve to keep it? If not, should Canadians then adopt something closer to the American system? Something else? Explain.
* Does the parliamentary system give too much power to the prime minister? Discuss.
* What system of governance is best – the American Presidential System or the Canadian Parliamentary System?
* Discuss the benefits and drawbacks of ‘party solidarity’ in Canada’s parliamentary system.
* To what extent has the electoral system (the electoral college) in the USA led to the polarization of American politics?
* Should British Columbia (and/or Canada) change its First-Past-The-Post electoral system? Explain. If so, what is the best alternative? Note – there won’t be another referendum in BC for a very long time (one occurred in 2019), but if there was….
* How would you interpret the outcome of the last federal election (October 2019)? Did voters send a clear message about the direction they want their government to follow? Explain.
* To what extent do social movements effect change in institutions of power? Consider two examples from recent years (ex. March for Our Lives, Black Lives Matter, Idle No More, #MeToo, Climate Strikes, etc) and discuss how effective the movements have been. Ultimately, are there limitations to social movements in effecting change or not?
* Assess the BC, Canadian and one other jurisdiction’s (Quebec? USA?) government response to the Covid-19 pandemic.