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| ABU_KKK_01-15.jpg | **ECTS Course Description Form** |
| **PART I ( Senate Approval)** |
| **Offering School**  | **College of Business**  |
| **Offering Department** | **Political Science and International Relations**  |
| **Program(s) Offered to** | **BA Political Science and International Relations** |  |
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| **Course Code**  | **POLS 318** |
| **Course Name** | **Issues and Institutions in Political Representation**  |
| **Language of Instruction** | **English**  |
| **Type of Course** | Area Elective  |
| **Level of Course** | **Undergraduate**  |
| **Hours per Week** | **Lecture:** 3 | **Laboratory:** | **Recitation:**  | **Practical: 1** | **Studio:** | **Other:** |
| **ECTS Credit** | 6 |
| **Grading Mode** | Standard Letter Grade |
| **Pre-requisites** | None  |
| **Co-requisites** | None  |
| **Registration Restriction** | Only undergraduate students |
| **Educational Objective** | This course aims to familiarize students to different perspectives on political representation, main factors influencing political representation as well as the main institutions and issue areas within this field.  |
| **Course Description** | What is political representation, who is a political representative? Is everyone equally represented in politics? If not, which groups are represented well and which ones less so in political arena? To what extent are politicians accountable to peoples’ voices? What are the significant institutions in political representation? This course aims at answering these and other relevant questions in its critical examination of the democracies of today’s world. This course will start with the ontological controversy to the act of political representation. The students will thereafter be familiarized to the classical conceptualizations of political representation with a particular emphasis on historical processes and different approaches. The representation of politically disadvantaged groups with ethnic and/or racial minorities and women in particular will be discussed next. After the mid-term week, relevant institutions such as parties, electoral regimes, and discursive opportunities will be discussed in detail. Utmost importance will be paid to the democratic dissatisfaction, which opens the way toward the growth of populist movements and radicalization throughout the world. Detailed discussions are made on the basis of the essential and recent scholarly work on the subject area. This course relies on the **problem based learning (PBL)** approach. This approach is mainly built upon active student participation to the in-class debates. It requires all students to read the assigned course material and contribute to the discussions. PBL approach combines lectures with active seminar discussions. Discussion topics for each week are specified in the syllabus. |
| **Learning Outcomes**  | **LO1** | Identify the basic concepts in the subject area of political representation. |
| **LO2** | Explain the historical processes in the subject area of political representation. |
| **LO3** | Analyze the role of institutional structures  |
| **LO4** | Identify the main issue areas in the field of political representation  |
| **LO5** | Evaluate the representativeness of governmental mechanisms.  |
| **LO6** | Apply the theoretical and conceptual knowledge to real life examples in the field of political representation  |
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| **PART II ( Faculty Board Approval)** |
| **Basic Outcomes (University-wide)** | **No.** | **Program Outcomes** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **PO1** | Ability to communicate effectively and write and present a report in Turkish and English.  | X |   |  |  |  |  |
| **PO2** | Ability to work individually, and in intra-disciplinary and multi-disciplinary teams. | X |  |  |  | X | X |
| **PO3** | Recognition of the need for life-long learning and ability to access information, follow developments in science and technology, and continually reinvent oneself. |  |  |  |  | X | X |
| **PO4** | Knowledge of project management, risk management, innovation and change management, entrepreneurship, and sustainable development. |  |  |  |  | X | X |
| **PO5** | Awareness of sectors and ability to prepare a business plan. |  |  |  |  |  |  |
| **PO6** | Understanding of professional and ethical responsibility and demonstrating ethical behavior. |  |  |  |  | X | X |
| **Faculty Specific Outcomes** | **PO7** | Knowledge of social science research design and execution | X |  |  |  |  |  |
| **PO8** | Understanding of mathematics, statistics and economics as it relates to each discipline |  |  |  |  |  |  |
| **PO9** | Awareness of inter-disciplinary approaches in social sciences |  |  |  | X |  |  |
| **PO10** | Ability to relate different issues in the social sciences to contemporary events |  |  |  | X | X | X |
| **PO11** | Ability to analyze in written and oral form issues related to the social sciences |  |  |  | X | X | X |
| **PO12** |  |  |  |  |  |  |  |
| **Discipline Specific Outcomes (program)** | **PO13** | Understanding of the philosophical and theoretical foundations of political science | X | X |  |  |  |  |
| **PO14** | Understanding of the philosophical and theoretical foundations of international relations |  |  |  |  |  |  |
| **PO15** | Understanding of the social and historical dynamics that inform political processes at domestic and international levels |  | X | X |  |  |  |
| **PO16** | Knowledge of qualitative and quantitative social science methodology |  |  |  |  |  |  |
| **PO17** | Ability to demonstrate written and oral understanding of content relative to historical, theoretical and contemporary issues in political science |  | X |  | X | X | X |
| **PO18** | Developing a critically constructive approach to current problems in the field of political science |  |  |  |  | X | X |
|  | **PO19** | Awareness about global inter-connectivity and power divisions within this inter-connected structure |  |  |  |  | X | X |
| **Specialization Specific Outcomes** | **PO N….** |  |  |  |  |  |  |  |
| **PART III ( Department Board Approval)** |
| **Course Subjects, Contribution of Course Subjects to Learning Outcomes, and Methods for Assessing Learning of Course Subjects** | **Subjects** | **Week** |  | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **S1** | 1 | A General Introduction to Political Representation  | X |  |  |  |  | X |
| **S2** | 2 | History of Political Representation  |  | X |  |  |  | X |
| **S3** | 3 | Universal Suffrage  |  | X |  |  |  | X |
| **S4** | 4 | Functions and Views of Representation  | X |  | X |  |  | X |
| **S5** | 5 | Political Representation of Ethnicities and Races  |  |  |  | X | X | X |
| **S6** | 6 | Female Representation  |  |  |  | X | X | X |
| **S7** | 7 | Democratic Accountability Parties and Representation |  |  | X | X | X | X |
|  | 8 | Mid – Term  | X | X | X | X | X | X |
| **S8** | 9 | Parties and Representation  |  |  | X | X | X | X |
| **S10** | 10 and 11  | Electoral Systems and Representation  |  |  | X | X | X | X |
| **S11** | 12 | Discursive Opportunities in Political Representation |  |  | X | X | X | X |
| **S12**  | 13 | The Role of Social Media in Political Representation  |  |  | X | X | X | X |
|  | **S13** | 14 | Political Representation and Democracy |  |  | X | X | X | X |
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| **Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules**  | **No.** | **Type** | **Weight** | **Implementation Rule** | **Make-Up Rule** |
| **A1** | **Exam** | 30% + 40% | There will be one mid-term and one final exam for this course. Exam time and location will be announced in the class and through student information system. | A make-up exam will be granted for any missed exams, if the student presents a valid excuse. |
| **A2** | **Quiz** | - | - | - |
| **A3** | **Homework** |  |  |  |
| **A4** | **Project** |  |  |  |
| **A5** | **Report** |  | - | - |
| **A6** | **Presentation** |  | - | - |
| **A7** | **Attendance/ Interaction** | 20%  | This course relies on the **problem based learning (PBL)** approach. This approach is mainly built upon active student participation to the in-class debates. It requires all students to read the assigned course material and contribute to the discussions. PBL approach combines lectures with active seminar discussions. Discussion topics for each week are specified in the syllabus. | Students are expected to be present at least in 70% of the classes and actively participate to the discussions in the class.  |
| **A8** | **Class/Lab./****Field Work** |  | - | - |
| **A9** | **Other** | 10% PBL Discussions  | Every week, there should be at least one student leading the discussion.  | Students will be given a postponement if they present a valid excuse. |
| **TOTAL** | **100%** |
| **Evidence of Achievement of Learning Outcomes** | 1. Show ability to comprehend the basic concepts and historical processes of political representation
2. Show ability to communicate effectively in subjects of political representation
3. Show ability to comprehend main issue areas within the field of political representation
4. Show ability to apply the theoretical and conceptual knowledge to real life examples in the field of political representation
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| **Method for Determining Letter Grade** | A letter grade is determined based on the total score calculated by using the weights of assessment methods. The following table is used for the final grade: Letter grade is determined using the table below:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total points** | 100-95 | 94-90 | 89-85 | 84-80 | 79-75 | 74-70 | 69-65 | 64-60 | 59-55 | 54-50 |
| **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D |

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| **Teaching Methods, Student Work Load** | **No** | **Method** | **Explanation** | **Hours** |
| ***Time applied by instructor*** |
| **1** | **Lecture** | Lecturing and utilizing chalkboard/whiteboard. Power point presentations and videos are used if necessary. Sample questions and answers to strengthen learning. In class exams. | 18 |
| **2** | **Interactive Lecture** | This course relies on the **problem based learning (PBL)** approach. This approach is mainly built upon active student participation to the in-class debates. It requires all students to read the assigned course material and contribute to the discussions. PBL approach combines lectures with active seminar discussions. Discussion topics for each week are specified in the syllabus. | 16  |
| **3** | **Recitation** |  |  |
| **4** | **Laboratory** |  |  |
| **5** | **Practical** | Students apply the models and concepts discussed to real – life cases through in-class assignments.  | 8  |
| **6** | **Field Work** |  |  |
| ***Time expected to be allocated by student*** |
| **7** | **Project** | - |  |
| **8** | **Homework** | Doing the readings assigned for each week and preparing for the PBL discussions. 6hrs of pre-class learning is expected from students for each week. | 74 |
| **9** | **Pre-class Learning of Course Material**  | New subjects are learned by watching videos or reading course notes before class.  | 20 |
| **10** | **Review of Course Material** | Review of the subjects before the exam. | 30 |
| **11** | **Studio** | - |  |
| **12** | **Office Hour** | Tuesday and Wednesdays, 10:30-12:00. If this office hour does not suit the students, they can send an email to make an appointment via email (Nermin.aydemir@antalya.edu.tr) | 14 |
| **TOTAL** |  *180*  |
| **IV. PART** |
|  | **Name** | Nermin Aydemir Çavuş |
| **E-mail** | Nermin.aydemir@antalya.edu.tr  |
| **Phone Number** | 0242 245 2209 |
| **Office Number** | A2-69  |
| **Office Hours** | Mondays 14.30-16.30 and Thursdays 16.00-17.30. If this office hour does not suit you, please send an email to make an appointment via email (Nermin.aydemir@antalya.edu.tr).  |
| **Course Materials** | **Mandatory** | A collection of readings such as book chapters, academic articles, and policy briefs and official reports are listed in the syllabus.  |
| **Recommended** | A collection of readings such as book chapters, academic articles, and policy briefs and official reports are listed in the syllabus. |
| **Other** | **Scholastic Honesty** | Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in a disciplinary action. |
| **Students with Disabilities** | Reasonable accommodations will be made for students with verifiable disabilities.  |
| **Safety Issues**  |  |
| **Flexibility** | Circumstances may arise during the course that prevents the instructor from fulfilling each and every component of this syllabus; therefore, the syllabus is subject to change.  Students will be notified prior to any changes.  |