

CAMOSUN COLLEGE
School of Arts & Science
Department
Political Science 106 – Winter 2004

Canadian Politics

**The Approved Course Description is available on the web
@<http://www.camosun.bc.ca/calendar/psc.php#104>**

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.

1. Instructor Information

- (a) Instructor - Ross Lambertson
- (b) Office hours - Monday, Tuesday, Thursday, 1:30-3:00, and by appointment
- (c) Location – Paul 228
- (d) Phone – 370-3373 Alternative (home) – 384-3390
- (e) E-mail – lamberts@camosun.bc.ca

2. Intended Learning Outcomes - At the conclusion of the course the student should be able to describe and explain (and in some cases critically assess):

- 1. the nature of politics, government, and the state, with special reference to Canada;
- 2. the political executive – Cabinet and Prime Minister;
- 3. Parliament – the Senate and the House of Commons;
- 4. the public service – departments and non-departmental agencies;
- 5. the justice system – courts, police, and administrative bodies;
- 6. political parties, ideologies, and interest groups;
- 7. the electoral system and elections

3. Required Materials

Texts:

(a) Robert and Doreen Jackson, *Canadian Government in Transition*, 3rd. edition (for sale in the College bookstore).

(b) “An Introduction to Basic Concepts – 2003-4” (for sale in the College bookstore; except for some minor changes, this is the same as the reading used last Winter for PS 106).

Readings:

Mark Charlton and Paul Barker, eds., *Crosscurrents: Contemporary Political Issues*, 4th. edition (for sale in the College bookstore).

4. Course Content and Schedule

Lectures:

- Monday and Wednesday class (section 01) – 11:00-12:20 – Young 211

- Tuesday and Thursday class (section 02) – 11:00-12:20 – Young 211

5. Basis of Student Assessment (Weighting)

(a) Assignments – one term paper, worth 40% of the final grade; this paper can be rewritten and resubmitted after your instructor has graded it. The higher of the two grades will be official.

(b) Quizzes – a multiple choice test worth 15%, one worth 20%, and a final test worth 20% – for a total of 55%.

(c) Exams – none during examination week.

(d) Other – a project involving attending a political event or interviewing someone in politics – worth 5%.

(e) Class participation – an optional 2%.

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%

A = 90 - 94%

A- = 85 - 89%

B+ = 80 - 84%

B = 75 - 79%

B- = 70 - 74%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = 0.0 - 49%

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

TENTATIVE TIME-TABLE FOR MONDAY-WEDNESDAY CLASS

Monday	Jan 5	First class - Introduction to the course
Wednesday	Jan 7	Lecture 1 - “Introduction to Basic Concepts” – p. 13 of this outline
Monday	Jan 12	Lecture 2 - “Introduction” (cont.)
Wednesday	Jan 14	Seminar - Reading A - see page 6 of this outline.
Monday	Jan 19	Lecture 3 - “Introduction” (again)
Wednesday	Jan 21	Review - Pretest
Monday	Jan 26	TEST #1 - Lectures 1-3; Reading A; pretest
Wednesday	Jan 28	Lecture 4 - The Executive (Chapter 6)
Monday	Feb 2	Lecture 5 - The Executive (cont.)
Wednesday	Feb 4	Seminar - Reading B
Friday	Feb 6	TERM PAPER DUE - Office (P228) – 11:00 AM
Monday	Feb 9	Lecture 6 - Parliament (Chapter 7)
Wednesday	Feb 11	Lecture 7 - Parliament (cont.)
Monday	Feb 16	TBA
Wednesday	Feb 18	Seminar - Reading C
Monday	Feb 23	Lecture 8 - Public Administration (Chapter 8)
Wednesday	Feb 25	Lecture 9 - Public Administration (cont.)
Monday	Mar 1	Review - Pretest
Wednesday	Mar 3	TEST #2 - Lectures 4-9; Seminars B-C; pretest
Monday	Mar 8	Lecture 10 - Administration of Justice 1 (Ch. 9)
Wednesday	Mar 10	Lecture 11 - Administration of Justice (cont.)
Friday	Mar 12	PAPER REWRITE DUE - Office (P228) – 11:00 AM
Monday	Mar 15	Lecture 12 - Parties, Interest Groups (Ch. 10)
Wednesday	Mar 17	Lecture 13 - Parties, Interest Groups (cont.)
Monday	Mar 22	Lecture 14 - Parties, Interest Groups (again)
Wednesday	Mar 24	Lecture 15 - Elections, etc. (Ch. 11)
Monday	Mar 29	Lecture 16 - Elections (cont.) / PROJECT DUE
Wednesday	Mar 31	Seminar - Reading D
Monday	Apr 5	Review - Pretest
Wednesday	Apr 7	TEST #3 - Lectures 10-15; Seminar D; pretest

TENTATIVE TIME-TABLE FOR TUESDAY-THURSDAY CLASS

Tuesday	Jan 6	First class - Introduction to the course
Thursday	Jan 8	Lecture 1 - "Introduction to Basic Concepts" - p. 13 of this outline
Tuesday	Jan 13	Lecture 2 - "Introduction" (cont.)
Thursday	Jan 15	Seminar - Reading A - see page 6 of this outline.
Tuesday	Jan 20	Lecture 3 - "Introduction" (again)
Thursday	Jan 22	Review - Pretest
Tuesday	Jan 27	TEST #1 - Lectures 1-3; Reading A; pretest
Thursday	Jan 29	Lecture 4 - The Executive (Chapter 6)
Tuesday	Feb 3	Lecture 5 - The Executive (cont.)
Thursday	Feb 5	Seminar - Reading B
Friday	Feb 6	TERM PAPER DUE - Office (P228) – 11:00 AM
Tuesday	Feb 10	Lecture 6 - Parliament (Chapter 7)
Thursday	Feb 12	No class - Reading Break
Tuesday	Feb 17	Lecture 7 - Parliament (cont.)
Thursday	Feb 19	Seminar - Reading C
Tuesday	Feb 24	Lecture 8 - Public Administration (Chapter 8)
Thursday	Feb 26	Lecture 9 - Public Administration (cont.)
Tuesday	Mar 2	Review - Pretest
Thursday	Mar 4	TEST #2 - Lectures 4-9; Seminars B-C; pretest
Tuesday	Mar 9	Lecture 10 - Administration of Justice 1 (Ch. 9)
Thursday	Mar 11	Lecture 11 - Administration of Justice (cont.)
Friday	Mar 12	PAPER REWRITE DUE - Office (P228) – 11:00 AM
Tuesday	Mar 16	Lecture 12 - Parties, Interest Groups (Ch. 10)
Thursday	Mar 18	Lecture 13 - Parties, Interest Groups (cont.)
Tuesday	Mar 23	Lecture 14 - Parties, Interest Groups (again)
Thursday	Mar 25	Lecture 15 - Elections, etc. (Ch. 11)
Tuesday	Mar 30	Lecture 16 - Elections (cont.) / PROJECT DUE
Thursday	Apr 1	Seminar - Reading D
Tuesday	Apr 6	Review - Pretest
Thursday	Apr 8	TEST #3 - Lectures 10-15; Seminar D; pretest

CLASSES

A. LECTURES

- The lectures will follow the tentative time-table, and students are expected to read the material *before* the lectures so they will be ready to ask and answer questions.
- The purpose of the lectures will be:
 - to discuss the political news of the day,
 - to explain the more difficult concepts,
 - to look at things from other perspectives,
 - to bring things up to date,
 - to express disagreement with the textbook,
 - to give students a chance to ask questions,
 - to give students a chance to disagree.
- Often a lecture will begin with a discussion of current political issues.
- Review classes, just before a test, will give students a chance to ask questions and give the instructor to focus on anything not yet covered in class. The instructor will also try to provide students with copies of *pretests* that will be discussed in the review classes. These pretests will consist of sample questions that might be on the exam; they will be based on the key terms, as well as current political issues discussed in class.

B. SEMINARS

- The purpose of the seminars is the same as the lectures, but to give students even more chances for participation.
- Note that the “Class Notes” that are handed out contain “Seminar Questions.” Students are expected to come prepared to answer these questions.

C. READINGS (all from *Crosscurrents*):

- A: “Is School Choice Beneficial?” – pp. 409-426.
- B: “Is the Prime Minister Too Powerful?” - pp. 186-205.
- C: “Should Representation in Parliament Mirror Canada’s Social Diversity?” - pp. 252-281.
- D: “Should Canada Adopt Proportional Representation?” - pp. 428-451.

MULTIPLE-CHOICE TESTS

- VALUE - There are three multiple-choice tests, worth a total of 55%; the first is worth 20%, the second is worth 25%, and the third is worth 20% of the final grade.
- DUE - See the timetable in this course outline.
- CONTENT - The tests will be based upon three things:
- the “Key Terms” in the “Lecture Notes” for the textbook.
 - the “Key Terms” in the “Seminar Notes” for the readings in *Crosscurrents*.
 - any additional information included in a pretest.
- the Lecture and Seminar Notes will be handed out at the course progresses.
- FORMAT - The multiple-choice tests will be done on special answer sheets (supplied by your instructor), which are marked by a computer. Please bring a soft-lead pencil and an eraser.
- Each question will be worth one point.
- AFTER - After each test you will be given the answers so that you will know immediately how well you have done. After the computer has marked the tests the grades will be posted outside your instructor’s door. Since the computer is not infallible, please check to ensure that you have been given the grade that you deserve.
- MISSED TESTS - You are expected to write your tests at the scheduled times and place. A student will not be permitted to write at another time unless he/she has a reasonable excuse involving events beyond his/her control, such as illness, a death in the family, etc.
- Should you miss a test, and have a reasonable excuse, please consult with your instructor in order to arrange a make-up test. This should normally be done within one week of missing your test. A make-up test will normally not be a multiple-choice test, but will consist of a number of “Key Terms” that have to be defined and/or explained.

TERM PAPER

- VALUE** - One term paper, worth 40% of your final grade.
- DUE** - See the time-table in this course outline (including date for rewrite). The paper must be submitted by 5:00 PM on the due date. Either hand it in personally, or slip it under your instructor's office door (P-228).
- WARNING:** Any work handed in late without a *written* explanation of a reasonable excuse (i.e. illness, a death in the family, etc.) will be penalized.
- TOPIC** - "Is School Choice Beneficial?" (Seminar A). Your primary source will be the two readings on the topic in *Crosscurrents*,
- FORMAT** - *at least* from three to six typewritten pages, written in #12 font, preferably Times New Roman. Number your pages, and provide **footnotes** when you summarize and explain any material; also provide a **bibliography**. (Use the same style as the reading "Introduction to Basic Concepts – 2003-4," and refer if necessary to "Political Science Papers -- Guide to Footnotes and Bibliography," which is on reserve in the Camosun Library).
- In writing your paper, follow this outline:
- (a) an **introduction**, in which you state what the paper is about, including the position you intend to take;
 - (b) a **summary** (about two pages long) of the first article, by Mark Holmes;
 - (c) a **critique** of the article, either supporting or attacking it (or partially supporting and partially attacking it). In writing this, you should make reference to the arguments in the second article (by Kari Delhi), but you should also think for yourself as much as possible. In addition, use any pertinent material handed out or discussed in the course, including the "Introduction to Basic Concepts";
 - (d) a **conclusion** which sums up the entire paper.
- HELP** - you may consult with your instructor before writing (bring him questions, a summary, or a rough draft).
- REWRITE** - you may rewrite the paper if you are not satisfied with your mark. This version should be marked "REWRITE" and stapled to the original version. Note that you will not receive a better mark unless you pay attention to most or all of the critical comments on your first draft. However, you will certainly not lose points by attempting a rewrite; the higher of the two marks will be used.

PROJECT

- VALUE - this is worth 5% of the final grade. This will be marked on a pass/fail basis. The *process* of doing this is more important than the *product*. The purpose is to get you to learn something about politics from a source other than a formal textbook.
- DUE - See the time-table in this course outline.
- CONTENT - Write a one-page report about how you observed politics in action – that is, interviewed a political figure, visited an NGO (non-governmental organization), attended a political meeting, went to the Court House, sat in on Question Period at the Legislative Assembly, etc.
- Early in the first month your instructor will post a list of suggestions for student projects. If you have any other ideas, or wish to get started immediately, please speak to your instructor.
- WARNING - Do *not* choose the same topic that you wrote on in a previous term (for example, if you took PS 104 last Fall).
- Do *not* write about something you did before you took this course.
- Do *not* choose something that you would normally do; in other words, if you are an active Liberal, do not write your report on a Liberal constituency meeting. But try to find something that is interesting; broaden your horizons.
- Do *not* do either a telephone or an email interview. The point is that you get a first-hand experience of some aspect of politics.
- If you are going to interview someone, it is recommended (but not mandatory) that you consider doing your “research” on this topic with several other students. Group reports, however, will not be accepted -- write your own interpretation.
- FORMAT - This should be written in standard English, preferably done on a typewriter or computer. It is not necessary to have citations or a bibliography. However, you *must* include the following information:
- (a) the date of your project;
 - (b) the name of the person or persons involved (if an interview);
 - (c) a summary of what transpired;
 - (d) a telephone number for future contacts, if you have chosen a topic not on the original list.

EVALUATION

Your written work (except for your project report) will be graded as follows:

“A” level work (95-100% = A+ / 90-100% = A / 85-89% = A-)

1. AMOUNT OF WORK/RESEARCH - 8.5 to 10
 - the work is long enough (close to the maximum) and
 - it deals with all the prescribed reading materials (and additional research, if called for).
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 8.5 to 10
 - the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
 - the work is well organized, and
 - there are adequate footnotes, and a bibliography done according to the instructions.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8.5 to 10
 - the student has demonstrated a superior understanding of all the prescribed materials.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8.5 to 10
 - the student has developed superior ideas.

“B” level work (84-80% = B+ / 75-79% = B / 70-74% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 8
 - the work is not quite maximum length, or
 - the work deals with not quite enough of the prescribed reading materials.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 7 to 8
 - the work is at a high level, but there are still some errors in spelling, punctuation, etc., or
 - the work is well organized, but could be better, or
 - there are adequate footnotes, and a bibliography done according to the instructions, but they have not been done quite correctly.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 8
 - the student has demonstrated a high level of understanding of all the prescribed materials, but it could be better.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 7 to 8
 - the student has developed some ideas that, although not yet superior, are at a high level.

EVALUATION (cont.)

“C” level work (65-69% = C+ / 60-64% = C)

1. AMOUNT OF WORK/RESEARCH - 6 to 6.5 out of 10.
 - the work is satisfactory, but fairly short, or
 - the work does not really cover enough of the required readings.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY) - 6 to 6.5 out of 10.
 - the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., or
 - the student misuses the apostrophe, or
 - the work is not well organized, or
 - there are few footnotes and bibliography; or they are not done correctly.
3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.5 out of 10.
 - this work shows a satisfactory understanding of the material, but not much more than this; it is sometimes not clear or just plain wrong, or leaves out some important points.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 6 to 6.5 out of 10.
 - the student has tried to develop some ideas, but they are not well-reasoned and/or they are not based on correct information.

“D” level work (50-59%)

1. AMOUNT OF WORK/RESEARCH - 5 to 5.5 out of 10.
 - the work is unsatisfactory, it is below minimum length, or
 - the work shows inadequate use of the mandatory readings.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY) - 5 to 5.5 out of 10.
 - the work is unsatisfactory; it is full of elementary errors, or
 - it is very poorly organized.
3. UNDERSTANDING (WHAT YOU SHOW ME) - 5 to 5.5 out of 10.
 - the work is unsatisfactory; the student has misunderstood several major points, or
 - has omitted several major points.
4. IDEAS (INCLUDING CRITICAL ANALYSIS)- 5 to 5.5 out of 10.

- the student has made almost no attempt to develop ideas, or the ideas are inadequate.

EVALUATION (cont.)

“F” level work (below 50%)

1. AMOUNT OF WORK/RESEARCH - less than 5 out of 10.
 - the paper is below minimum length, or
 - the paper deals with less than half of the mandatory material.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY) - less than 5 out of 10.
 - there are so many elementary errors that this is unacceptable, or
 - the student has committed an act of plagiarism or quasi-plagiarism.
3. UNDERSTANDING (WHAT YOU SHOW ME) - less than 5 out of 10.
 - this shows no real understanding of the main points.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - less than 5 out of 10.
 - there is no real attempt to develop any ideas.

All grades

5. FINAL GRADE: _____ out of 40.

- The FINAL GRADE is *not* an average of the four grades. It primarily based on the lowest grade of the first three criteria, multiplied by 4. (Your grade for “Ideas” will also be taken into consideration, although primarily for papers which are B+ or A level.)

- Your instructor sees the term papers as involving a set of hurdles, each of which is equally important. To receive a passing grade you must pass each one of these hurdles -- to receive an “A” you must do first-rate work at each level, to get a “B” you must do at least second-rate work at each level, and so forth. This is not the usual way of marking papers, but it can be defended on the basis that each student can rewrite his/her paper for a higher grade, and in doing so can concentrate upon improvements where they are most needed.

- Your paper should be a very carefully written draft, representing your best effort without detailed help from the instructor. When you get it back, you will receive comments about how to improve it, and you can decide whether or not you want to put in the extra work required to raise your grade. The process of writing a paper for this course should, therefore, be seen as involving an extended conversation between your instructor and yourself.

POL. SCI. 104 - NOTES ON LECTURES 1 to 3 - INTRODUCTION

READING: “Introduction to Basic Concepts – 2003-4” (for sale in the bookstore). Except for some minor changes, this is the same as the reading that was used for PS 106 last winter.

- All students should also begin reading Chapter 1 of the text (Jackson and Jackson).

KEY TERMS:

A. GENERAL CONCEPTS

political science

definitions - lexical and stipulative

politics - lexical
- stipulative - Kate Millett

science - empirical observation / not normative
- rules of investigation - data / hypothesis / testing / conclusion

- tendency statements
- iron law of oligarchy - Roberto Michels

politics - Easton - allocations of values
- authoritative - coercion
- legitimacy
- society-wide

Inuit - politics in bands

Cheyenne - government in tribes - legislative, executive and judicial behaviour

Aztecs - state / sovereignty

England - European state - Magna Carta, 1215
- Bill of Rights, 1689

nation-state vs. city-state - civic nation
- ethnic nation

constitution

B. CANADIAN CONSTITUTION

1. written elements - certain laws

- a. Constitution Act, 1867 (BNA Act)
- b. Constitution Act, 1982
- c. the Charter
- d. others

2. unwritten elements - certain traditions, conventions, principles

- “foundational constitutional principles” (*Québec Secession Reference*):

a. federalism (vs. unitary states)

b. democracy

i. representative government

- parliament - MPs
- monarch (head of state) / constitutional monarchy
- House of Commons / Senate

ii. responsible government

- cabinet
- prime minister or premier (head of govt.)
- public service
- non-confidence motion

iii. universal suffrage

c. constitutionalism and the rule of law

- rule of law - *Roncarelli* case
- constitutionalism - *Patriation Reference* case
- judicial review
- judicial independence

d. minority rights

- BNA Act - denominational schools, etc.
- Charter

C: Municipal Politics

1. jurisdiction
 - subject to provinces
 - administration and passing by-laws
 - local roads
 - sewers
 - water
 - zoning bylaws

2. Greater Victoria - Victoria
 - Oak Bay
 - Saanich
 - Esquimalt
 - etc.

3. vote (franchise)
 - Canadian citizenship
 - 18 years old
 - six months residency and/or
 - property ownership

4. municipal govt. - mayor
 - councillors
 - school trustees

D: Ideology

ideology

liberal democracy

left vs. right

- economic freedoms
- political rights
- social values

- conservatives
- social democrats
- liberals

- communists
- fascists

- Skinner - mental health and ideology

language

- reds / pinkos / commies / fellow travellers
- Tories / red Tories / Grits
- godless socialists
- bleeding hearts
- "fascists"