

**CAMOSUN COLLEGE**  
*School of Arts & Science*  
*Department*

**Political Science 104 – Fall 2004**  
**Canadian Government**

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**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.*

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**1. Instructor Information**

- (a) Instructor - Ross Lambertson
- (b) Office hours - Monday, Tuesday, Wednesday, and Thursday, 2:00-3:00; and by appointment
- (c) Location – Paul Building, room 226A
- (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 geographical, historical, social, and international context of the Canadian political system;
- 3. the fundamental elements of the constitution, including its evolution;
- 4. federalism, including federal-provincial tensions;
- 5. the tensions between nationalism and regionalism, with special reference to Quebec and Western alienation.

### **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 – 2004-5” (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:

“Political Science Readings for Sections 01 and 02 – Fall 2004” – This is for sale in the College bookstore. NOTE: any students who have a copy of Mark Charlton and Paul Barker, eds., *Crosscurrents: Contemporary Political Issues*, 4th. ed. (used in previous terms) do not have to buy this collection of four readings.

### **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 30% 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 20%, one worth 25%, and a final test worth 20% -- for a total of 65%.
- (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%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

### 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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

## TENTATIVE TIME-TABLE FOR MONDAY-WEDNESDAY CLASS

Monday	Sept 6	NO CLASS - Labour Day
Wednesday	Sept 8	Introduction to the course
Monday	Sept 13	Lecture 1 – “Introduction to Basic Concepts” - p. 13 of this outline
Wednesday	Sept 15	Lecture 2 – “Introduction” (cont.)
Monday	Sept 20	Lecture 3 – “Introduction” (again)
Wednesday	Sept 22	Seminar 1 - Reading A - Health Care Systems (see page 6 of this outline. - see page 6 of this outline
Monday	Sept 27	Review - pretest
Wednesday	Sept 29	<b>TEST #1</b> - Lectures 1-3; Reading A; pretest
Monday	Oct 4	Lecture 4 - Chapter 2 - Context of Canadian Politics
Wednesday	Oct 6	Seminar 2 - Reading B - Individual vs. Collective rights
Monday	Oct 11	NO CLASS - Thanksgiving
Wednesday	Oct 13	Lecture 5 - Chapter 2 (cont.)
Monday	Oct 18	Lecture 6 - Chapter 2 (again)
Wednesday	Oct 20	Seminar 3 - Reading C - Americanization of our political culture <b>TERM PAPER DUE: 4:30 P.M.</b>
Monday	Oct 25	Lecture 7 - Chapter 3 - The Canadian Constitution
Wednesday	Oct 27	Lecture 8 - Chapter 3 (cont.)
Monday	Nov 1	Lecture 9 - Chapter 3 (again)
Wednesday	Nov 3	Review - pretest
Monday	Nov 8	<b>TEST #2</b> - Lectures 4-9; seminars B and C, and pretest
Wednesday	Nov 10	Lecture 10 - Chapter 4 – Federalism
Monday	Nov 15	Lecture 11 - Chapter 4 (cont.)
Wednesday	Nov 17	Lecture 12 - Chapter 4 (again) <b>TERM PAPER REWRITE DUE: 4:30 P.M.</b>
Monday	Nov 22	Lecture 13 - Chapter 5 - Nationalism and Regionalism
Wednesday	Nov 24	Lecture 14 - Chapter 5 (cont.) <b>PROJECT DUE: 4:30 P.M</b>
Monday	Nov 29	Lecture 15 – Chapter 5 (again)
Wednesday	Nov 30	Seminar 4 - Reading D - Native Sovereignty
Monday	Dec 6	Review - pretest
Wednesday	Dec 8	<b>TEST #3</b> - Lectures 10-15; Seminar D, and pretest

## TENTATIVE TIME-TABLE FOR TUESDAY-THURSDAY CLASS

Tuesday	Sept 7	First class - Introduction to the course
Thursday	Sept 9	TBA
Tuesday	Sept 14	Lecture 1 - "Introduction to Basic Concepts" - p. 13 of this outline
Thursday	Sept 16	Lecture 2 - "Introduction" (cont.)
Tuesday	Sept 21	Lecture 3 - "Introduction" (again)
Thursday	Sept 23	Seminar 1 - Reading A - Health Care Systems (see page 6 of this outline.
Tuesday	Sept 28	Review - pretest
Thursday	Sept 30	<b>TEST #1</b> - Lectures 1-3; reading A; pretest
Tuesday	Oct 5	Lecture 4 - Chapter 2 (of textbook) - Context of Canadian Politics
Thursday	Oct 7	Seminar 2 - Reading B - Individual vs. Collective rights
Tuesday	Oct 12	Lecture 5 - Chapter 2 (cont.)
Thursday	Oct 14	Lecture 6 - Chapter 2 (again)
Tuesday	Oct 19	Lecture 7 - Chapter 3 - The Canadian Constitution
Thursday	Oct 21	Seminar 3 - Reading C - Americanization of our political culture <b>TERM PAPER DUE: 4:30 P.M.</b>
Tuesday	Oct 26	Lecture 8 - Chapter 3 (cont.)
Thursday	Oct 28	Lecture 9 - Chapter 3 (again)
Tuesday	Nov 2	Review - pretest
Thursday	Nov 4	<b>TEST #2</b> - Lectures 4-9; pretest
Tuesday	Nov 9	Lecture 10 - Chapter 4 - Federalism
Thursday	Nov 11	NO CLASS - Remembrance Day
Tuesday	Nov 16	Lecture 11 - Chapter 4 (cont.)
Thursday	Nov 18	Lecture 12 - Chapter 4 (again) <b>PAPER REWRITE DUE: 4:30 P.M.</b>
Tuesday	Nov 23	Lecture 13 - Chapter 5 – Nationalism and Regionalism
Thursday	Nov 25	Lecture 14 - Chapter 5 (cont.) <b>PROJECT DUE: 4:30 P.M.</b>
Tuesday	Nov 30	Lecture 15 – Chapter 5 (again) /
Thursday	Dec 2	Seminar 4 - Reading D - Native Sovereignty
Tuesday	Dec 7	Review - pretest
Thursday	Dec 9	<b>TEST #3</b> - Lectures 10-14; 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 - (in “Political Science Readings for Sections 01 and 02 – Fall 2004”; they can also be found in the book *Crosscurrents*):

- A: “Does the United States Have a Better Health Care System than Canada?” - p. 358
- B: “Should individual rights take precedence over collective rights?” - p. 38
- C: “Is the political culture of Canada becoming Americanized?” - p. 2
- D: “Can native sovereignty coexist with Canadian sovereignty?” - p. 78

## MULTIPLE-CHOICE TESTS

- VALUE - There are three multiple-choice tests, worth a total of 65%; 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 30% 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 -- Dunlop 260.
- 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** - "Should individual rights take precedence over collective rights?" (Seminar B). Your primary source will be the material on the topic in *Crosscurrents*, but you must include as well any pertinent material handed out or discussed in the course; this includes the other seminars, if appropriate.
- FORMAT** - two to three typewritten pages, written in #12 font, preferably Times New Roman, double-spaced. Number your pages, and provide citations in the form of **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** of the first article (by Trudeau);
  - (c) a **critique** of the article, either supporting or attacking it (or partially supporting it and partially attacking it). In writing this, make reference to the arguments in the second article (by Marshall), 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 - Choose either option A or B:
- Option A - Write a one-page report about how you observed Canadian politics in action (federal, provincial, or municipal) – 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.
- Option B - Write a two or three-page report based on the internet website of an NGO (non-governmental organization) active in Canadian politics. You must provide a detailed summary of its policies and its activities, then give an analysis as to why you think that it is (or is not) worthy of your support and/or membership.
- There should be a list of some potential contacts for both Option A and Option B posted on the office door of your instructor. If you want further suggestions, please speak with him.
- WARNING - Do *not* choose the same topic that you wrote on in a previous term (for example, if you took PS 106 last Winter).  
- 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. Try to find something that is interesting; broaden your horizons.  
- For Option A, 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 - Your instructor’s usual obsession with grammar, punctuation, syntax, and citations is suspended for this project, although he would very much appreciate that you try not to mangle the Queen’s English. However, the point of the exercise is that you actually do something; the writing of the report is secondary.

## 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"