

*School of Arts & Science*

*Social Science Dept.*

**Political Science 106  
Canadian Politics - Winter 2005**

**COURSE OUTLINE**

---

The Approved Course Description is available on the web:

@<http://www.camosun.bc.ca/calendar/psc.php#104>

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

---

**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 226A
- (d) Phone – 370-3373    Alternative (home) – 384-3390
- (e) E-mail – [lamberts@camosun.bc.ca](mailto: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 – 2004-5” (for sale in the College bookstore; this is the same as the reading used last Fall for PS 104).

Readings:

“Can native sovereignty coexist with Canadian sovereignty?” – at p. 78 of Mark Charlton and Paul Barker, eds., *Crosscurrents: Contemporary Political Issues*, 4th. ed. (for sale in the College bookstore shortly after the course begins).

### 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%	

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### 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 **which includes plagiarism**. 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	Jan 10	First class - Introduction to the course
Wednesday	Jan 12	Seminar A - “Introduction to Basic Concepts” – p. 13 of this outline
Monday	Jan 17	Seminar B - “Introduction” (cont.)
Wednesday	Jan 19	Seminar C - “Introduction” (again)
Monday	Jan 24	Seminar D - Reading on “Native Sovereignty”
Wednesday	Jan 26	Lecture 1 - The Executive (Chapter 6)
Monday	Jan 31	Review - Pretest
Wednesday	Feb 2	<b>TEST #1</b> - Seminars A-D + Pretest
Monday	Feb 7	Lecture 2 - The Executive (cont.)
Wednesday	Feb 9	TBA
Monday	Feb 14	Lecture 3 - The Executive (again)
Wednesday	Feb 16	Lecture 4 - Parliament (Chapter 7)
Monday	Feb 21	Lecture 5 - Parliament (cont.)
Wednesday	Feb 23	Lecture 6 - Parliament (again)
Friday	Feb 25	<b>TERM PAPER DUE</b> - Office (P226A) – 10:00 AM
Monday	Feb 28	Lecture 7 - Public Administration (Chapter 8)
Wednesday	Mar 2	Lecture 8 - Public Administration (cont.)
Monday	Mar 7	Lecture 9 - Public Administration (again) + Pretest
Wednesday	Mar 9	<b>TEST #2</b> - Lectures 1-9
Monday	Mar 14	Lecture 10 - Administration of Justice (Chapter 9)
Wednesday	Mar 16	Lecture 11 - Administration of Justice (cont.)
Monday	Mar 21	Lecture 12 - Administration of Justice (again)
Wednesday	Mar 23	Lecture 13 - Parties, Interest Groups (Chapter 10)
Friday	Mar 25	<b>PAPER REWRITE DUE</b> - Office (P226A) – 10:00 AM
Monday	Mar 28	Lecture 14 - Parties, Interest Groups (cont.) / <b>PROJECT DUE</b>
Wednesday	Mar 30	Lecture 15 - Parties, Interest Groups (again)
Monday	Apr 4	Lecture 16 - Elections, etc. (Chapter 11)
Wednesday	Apr 6	Lecture 17 - Elections (cont.)
Monday	Apr 11	Lecture 18 - Elections (again) + Pretest
Wednesday	Apr 13	<b>TEST #3</b> - Lectures 10-18

## TENTATIVE TIME-TABLE FOR TUESDAY-THURSDAY CLASS

Tuesday	Jan 11	First class - Introduction to the course
Thursday	Jan 13	Seminar A - "Introduction to Basic Concepts" - p. 13 of this outline
Tuesday	Jan 18	Seminar B - "Introduction" (cont.)
Thursday	Jan 20	Seminar C - "Introduction" (again)
Tuesday	Jan 25	Seminar D - Reading on "Native Sovereignty"
Thursday	Jan 27	Lecture 1 - The Executive (Chapter 6)
Tuesday	Feb 1	Review - Pretest
Thursday	Feb 3	<b>TEST #1</b> - Seminars A-D + Pretest
Tuesday	Feb 8	Lecture 2 - The Executive (cont.)
Thursday	Feb 10	No class - Reading Break
Tuesday	Feb 15	Lecture 3 - The Executive (again)
Thursday	Feb 17	Lecture 4 - Parliament (Chapter 7)
Tuesday	Feb 22	Lecture 5 - Parliament (cont.)
Thursday	Feb 24	Lecture 6 - Parliament (again)
Friday	Feb 25	<b>TERM PAPER DUE</b> - Office (P226A) – 10:00 AM
Tuesday	Mar 1	Lecture 7 - Public Administration (Chapter 8)
Thursday	Mar 3	Lecture 8 - Public Administration (cont.)
Tuesday	Mar 8	Lecture 9 - Public Administration (again) + Pretest
Thursday	Mar 10	<b>TEST #2</b> - Lectures 1-9
Tuesday	Mar 15	Lecture 10 - Administration of Justice 1 (Chapter 9)
Thursday	Mar 17	Lecture 11 - Administration of Justice (cont.)
Tuesday	Mar 22	Lecture 12 - Administration of Justice (again)
Thursday	Mar 24	Lecture 13 - Parties, Interest Groups (Chapter 10)
Friday	Mar 25	<b>PAPER REWRITE DUE</b> - Office (P226A) – 10:00 AM
Tuesday	Mar 29	Lecture 14 - Parties, Interest Groups (cont.) / <b>PROJECT DUE</b>
Thursday	Mar 31	Lecture 15 - Parties, Interest Groups (again)
Tuesday	Apr 5	Lecture 16 - Elections, etc. (Chapter 11)
Thursday	Apr 7	Lecture 17 - Elections (cont.)
Tuesday	Apr 12	Lecture 18 - Elections (again) + Pretest
Thursday	Apr 14	<b>TEST #3</b> - Lectures 10-18

## 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

- This year the first classes will be seminars, with the students expected to come prepared to discuss a number of seminar questions (provided in Lesson One, at the end of this course outline).
- There will also be one seminar devoted to the term paper topic, “Can native sovereignty coexist with Canadian sovereignty?” the reading for which will be on sale in the bookstore. Students will be given some seminar questions a few days before the seminar.
- The purpose of seminars is to give students the chance to discuss new ideas together, to raise questions, and to answer collectively the questions posed by the instructor. The class will be broken down into small groups to facilitate discussion.
- **Students are expected to read the material and think about the seminar questions before they come to the seminars. Students who have not read the material will be asked to sit to one side and read the material on their own before joining a seminar group.**

## 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.
  - 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 – Paul 226A.
- 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 - "Can native sovereignty coexist with Canadian sovereignty?" Your primary source will be the **two** articles on the topic in *Crosscurrents*, but you must include as well any pertinent material handed out or discussed in the course.
- FORMAT - **two** typewritten pages, written in #12 font, preferably Times New Roman, double-spaced. Number your pages, and provide **footnotes** which identify clearly the source and page number of any information you provide; also include a **bibliography**. (Use the same style as the reading "Introduction to Basic Concepts – 2004-5," 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** of about one or two sentences, in which you state what the paper is about, including the position you intend to take;
  - (b) a **summary** of the two opposing points of view (about one page long);
  - (c) a **critical analysis** which explains why one of the points of view is superior (even if only marginally). You should also think for yourself as much as possible, and use, if possible, any pertinent material handed out or discussed in the course, including the "Introduction to Basic Concepts";
  - (d) a one sentence **conclusion**.
- 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 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. 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. 106 - SEMINAR A - GENERAL CONCEPTS

READING: “Introduction to Basic Concepts – 2004-5” (for sale in the bookstore). This is the same as the reading that was used for PS 104 last fall.

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

### KEY TERMS:

political science

definitions - lexical and stipulative

politics - lexical  
- stipulative - Kate Millett

science - empirical observation / not normative or metaphysical  
- 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: SEMINAR QUESTIONS** - (up to about page 18; some of these questions may have to be discussed in the next seminar)

1. What is a “correct” definition? Are all definitions either correct or incorrect?
2. Why, according to your “Introduction to Basic Concepts,” are some definitions “contested”?
3. Why did Kate Millett not use a lexical definition of politics?
4. What is meant by the “is/ought dichotomy”?
5. “There are limits to what science can learn about the world.” What are these limits?
6. “Abortion is wrong.” Is this statement (b) empirical, (c) normative, (d) something else (if so, what?).
7. “The rate of participation in federal elections has dropped to an unprecedented low level.” (a) is this statement (b) empirical, (c) normative, (d) something else (if so, what?).
8. “According to the latest Gallup Poll, a majority of Canadians do not believe that same sex marriage is a good idea.” Is this statement (a) empirical, (b) normative, (c) something else (if so, what?).
9. “Angels dance around my bed at night.” Is this statement (a) empirical, (b) normative, (c) something else (if so, what?).
10. “In order to achieve a more efficient form of democracy, the government ought to deny the vote to all citizens who cannot pass a basic test in political understanding.” Is this statement (a) empirical, (b) normative, (c) something else (if so, what?).
11. What makes science different from: (a) philosophy? (b) religion? (c) common sense?
12. Is Political Science really a kind of science?
13. Fill in the following blanks:
  - (a) an \_\_\_\_\_ is an educated guess about a relationship between variables.”
  - (b) “The fact that X is usually followed by Y is a statistical relationship, but not usually a \_\_\_\_\_ relationship.”

14. “Poor people are far less likely to vote than rich people.”  
 (a) this is an example of a \_\_\_\_\_ statement.
15. “Scientists try to \_\_\_\_\_ every hypothesis.” Choose one of the following and be able to explain your choice: (a) verify, (b) disverify, (c) test, (d) base their theories upon, (e) nota (none of the above)
16. Explain the iron law of oligarchy, using the following terms:  
 (a) testing, (b) tendency statement, (c) hypothesis, (d) empirical.
17. What was David Easton’s purpose in creating a nominal definition of politics?
18. What did it David Easton mean by “values” in his definition of politics?
19. What did David Easton mean by “authoritative” in his definition of politics?
20. What, according to “Introduction To Basic Concepts,” is the difference between “politics” and “government”?
21. Why have some societies not developed governments? Why have other societies developed forms of government?
22. Match up the following positions with the branches:
- |                                  |                                |
|----------------------------------|--------------------------------|
| <b>23. Government positions:</b> | <b>Branches of government:</b> |
| policeman                        | legislative                    |
| Prime Minister                   | executive                      |
| civil servant                    | judicial                       |
| Supreme Court of Canada          |                                |
| Parliament                       |                                |
24. What, is the difference between a “government” and a “state”?
25. Why have some societies developed governments but not states?
26. When did England become a state?
27. What is the significance of Magna Carta?
28. What is the significance of the Bill of Rights of 1689?
29. How does an ethnic nation differ from a civic nation?