

	<p><b>School of Arts &amp; Science</b>  <b>SOCIAL SCIENCES DEPARTMENT</b></p> <p><b>PSC 104-02</b>  <b>Canadian Government</b>  <b>2006F</b></p>
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## COURSE OUTLINE

The Approved Course Description is available on the web @ \_\_\_\_\_

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly 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 Building, room 226A		
(d)	Phone:	370-3373	Alternative Phone:	Alternative (home) – 384-3390
(e)	Email:	<a href="mailto:lamberts@camosun.bc.ca">lamberts@camosun.bc.ca</a> (note that I will not usually be accessing this from late Thursday afternoon until noon on Monday)		
(f)	Website:			

### 2. Intended Learning Outcomes

*(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)*

Upon completion of this course the student will 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

(a)	Texts	<p>Robert and Doreen Jackson, <i>Canadian Government in Transition</i>, 4th edition (for sale in the College bookstore) Note that this is an updated version of the text last used for PS 106 in the Winter of 2006.</p> <p>“Introduction to Basic Concepts – 2006-7” (for sale in the College bookstore). This is similar to the reading used last Winter for PS 106, but there have been some revisions and additions). Former PS 106 students who do not want to purchase the new version, and who want to know exactly what additions and revisions have been made, should email the instructor and ask for a version with high-lighted changes.</p> <p>James Laxer, “Fake Left, Go Right,” from <i>The Walrus</i>, May 2006, vol. 3, no. 4. You can find this magazine in most libraries, but you can also buy a copy of the short article from the Camosun bookstore.</p>
(b)	Other	

#### 4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Lectures:

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

#### TENTATIVE TIME-TABLE FOR TUESDAY-THURSDAY CLASS

Tuesday	Sept 5	First class - Introduction to the course
Thursday	Sept 7	TBA
Tuesday	Sept 12	Lecture 1 - “Introduction to Basic Concepts” - p. 13 of this outline
Thursday	Sept 14	Lecture 2 - “Introduction” (cont.)
Tuesday	Sept 19	Lecture 3 - “Introduction” (again)
Thursday	Sept 21	Lecture 4 - “Introduction” (yet again)
Tuesday	Sept 26	Review - pretest
Thursday	Sept 28	<b>TEST #1</b> - “Introduction” + pretest
Tuesday	Oct 3	Lecture 5 - Chapter 2 (of textbook) - Context of Canadian Politics
Thursday	Oct 5	Seminar - Laxer, “Fake Left, Go Right.” See p. 2 of this outline.
Tuesday	Oct 10	TBA
Thursday	Oct 12	Lecture 6 - Chapter 2 (cont.)
Tuesday	Oct 17	Lecture 7 - Chapter 2 (again)
Thursday	Oct 19	Lecture 8 - Chapter 3 - The Canadian Constitution <b>TERM PAPER DUE: 4:30 P.M.</b>
Tuesday	Oct 24	Lecture 9 - Chapter 3 (cont.)
Thursday	Oct 26	Lecture 10 - Chapter 3 (again)
Tuesday	Oct 31	Lecture 11 - Chapter 3 (yet again)
Thursday	Nov 2	Review - pretest

Tuesday	Nov 7	<b>TEST #2</b> – Chapters 2 and 3 + pretest
Thursday	Nov 9	Lecture 12 - Chapter 4 - Federalism
Tuesday	Nov 14	TBA
Thursday	Nov 16	Lecture 13 - Chapter 4 (cont.)
<b>PROJECT DUE: 4:30 P.M</b>		
Tuesday	Nov 21	Lecture 14 - Chapter 4 (again)
Thursday	Nov 23	Lecture 15 - Chapter 5 - Nationalism and Regionalism
<b>TERM PAPER REWRITE DUE: 4:30 P.M.</b>		
Tuesday	Nov 28	Lecture 16 - Chapter 5 (cont.)
Thursday	Nov 30	Lecture 17 - Chapter 5 (again)
Tuesday	Dec 5	Review - pretest
Thursday	Dec 7	<b>TEST #3</b> - Chapters 4 and 5 + pretest

### CLASSES

- *The first four lectures are based primarily upon “An Introduction to Basic Concepts – 2006-7.” After that, they are based on the textbook, Robert and Doreen Jackson, Canadian Government in Transition, 4th edition*

- Lecture notes for each class will either be handed out ahead of time, or placed on the instructor’s website (which is in the process of being constructed).

- 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.

- Not everything in the textbook or the Lecture Notes will necessarily be covered in class. To some degree, you are responsible for learning the material on your own.

- 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: SEMINAR:**

- There will be one seminar devoted to the term paper topic: Laxer, “Fake Left, Go Right.” (See p. 2 of this outline). Students will be given some seminar questions a few days before the seminar.

- The purpose of the seminar 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.

## 5. Basis of Student Assessment (Weighting)

*(Should be linked directly to learning outcomes.)*

- (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%

## 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 two things: <ul style="list-style-type: none"><li>a. the “Key Terms” in the “Lecture Notes” for the textbook.</li><li>b. any additional information included in a pretest.</li></ul> <p>- the Lecture and Seminar Notes will be handed out as the course progresses.</p>
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 you deserve.
MISSED TESTS	- You are expected to write your tests at the scheduled times and place. You will not be permitted to write at another time unless you have 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 consist of a number of “Key Terms” that have to be defined and/or explained.**

## REWRITE

**TESTS** - If things go terribly wrong on either the first or second test, or if you are convinced that you can do better on a short-answer type test, you may be able to \_\_\_\_\_ do a makeup test. Speak to your instructor, and set up a time for the makeup, but \_\_\_\_\_ do this as soon as possible. A rewrite test will consist of a number of “Key Terms” that have to be defined and/or explained. The higher of the two grades \_\_\_\_\_ will be the final grade.

## 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). 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 - Laxer, “Fake Left, Go Right.” See p. 2 of this outline. Write a summary and a critical analysis of this article.

FORMAT - **three** typewritten pages, written in #12 font, Times New Roman, double-spaced, with normal margins. The instructor will stop reading anything after the third page. Number your pages (the title page is not numbered), 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 “Introduction to Basic Concepts,” 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 article (about one page long);

**(c) a critical analysis which either agrees with, or disagrees with, the arguments of the author. In doing this, you should bear in mind the discussion of ideology in the “Introduction to Basic Concepts”;**

(d) a very short **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 close attention to 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 <i>process</i> of doing this is more important than the <i>product</i> . 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. - For Option A, do <i>not</i> do either a telephone or an email interview. The point is that you get a first-hand experience of some aspect of politics.  Option B - Write a five-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 may 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 <i>not</i> choose the same topic that you wrote on in a previous term (for example, if you took PS 106 last Winter). - Do <i>not</i> write about something you did before you took this course. - Do <i>not</i> 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. - 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 <i>not</i> 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.

**“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.

**“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.

**6. Grading System**



(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 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, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

## STUDENT CONDUCT POLICY

There is a Student 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, at Student Services and on the College web site in the Policy Section.

### *POL. SCI. 104 - NOTES ON LECTURES 1 to 4 - INTRODUCTION*

READING: "Introduction to Basic Concepts – 2006-7" (for sale in the bookstore). This is essentially the same as the reading that was used for PS 106 last winter, but there have been some changes. Former PS 106 students who want to know exactly what additions and revisions have been made should email the instructor and ask for a version with high-lighted changes.

#### 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 / theory  
  
- tendency statements  
- iron law of oligarchy - Roberto Michels

politics - power  
- Thomas Hobbes  
  
- David Easton - allocations of values  
- authoritative  
- coercion / legitimacy  
- society-wide  
  
- legislative, executive, and judicial behaviour

politics ...> government ...> state (sovereignty; internal and external)

## Max Weber's definition of sovereignty

- |   |   |
|---|---|
| political systems - Inuit<br>(Peter Farb) | - band – little social specialization - no government<br>(legislative, executive and judicial structures)       |
| - Cheyenne                                | - tribe – some social specialization - temporary government<br>(legislative, executive and judicial structures) |
| - Pacific N.W.                            | - chiefdom – considerable social specialization - permanent<br>government – no internal sovereignty             |
| - Aztecs                                  | - state – high level of social specialization – a government with<br>internal and external sovereignty          |
| - England                                 | - from feudalism to the modern state - Magna Carta, 1215, the Bill<br>of Rights, 1689                           |

## Aboriginal-European relations in North American - competing sovereignties

- Caledonia issue
- Oka

## Early Canadian history

- Treaty of Paris, 1763 – transfer of sovereignty to Britain
- British North America Act (BNA Act), 1867 – a new colony
- Statute of Westminster, 1931 – Canadian sovereignty

## nation-state vs. city-state

- civic nation
- ethnic nation

## constitution

## B. CANADIAN CONSTITUTION

### 1. written elements - certain laws

- Constitution Act, 1867 (BNA Act)
- 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  
MLAs
  - parliament - MPs / BC Legislative Assembly -
  - 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 / budget vote
  - Joe Clark's defeat (1979)
  - majority / minority / coalition government
  - party discipline
  - Gomery inquiry
  - Paul Martin's defeat (2005) / election defeat (2006)

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
    - etc.
  
2. Greater Victoria
  - Victoria
  - Oak Bay
  - Saanich
  - Esquimalt
  - etc.
  - CRD
    - solid waste management
    - affordable housing
    - blue boxes
    - etc.
  
3. vote (franchise)
  - Canadian citizenship
  - 18 years old
  - six months residency and/or
  - property ownership
  
4. voting for
  - mayor
  - councillors
  - school trustees
  - CRD representatives (if a rural voter)
  
5. Parties .... organizations
  - Vancouver
    - Non-Partisan Association (NPA)
    - Committee of Progressive Electors (COPE)
  - Victoria
    - Victoria Civic Electors (VCE)

## D: Ideology

LEFT	CENTRE	RIGHT
Extreme	mainstream (liberal-democracy)	Extreme

commu- nism	social democracy	liberalism	conservatism	
anar- chism				
	New Democratic Party  Bloc Québécois Green Party	Liberal Party	Conservative Party	

Economic Freedoms:

Com- munists	New Democratic Party	Liberal Party	Conservative Party	Fascists
- the working class comes first	- skeptical about business - strong support for welfare state	- pro business - moderate support for welfare state	- pro business - limited support for welfare state pro business	- the nation comes first

Political Rights:

Commu- nists	New Democratic Party	Liberal Party	Conservative Party	Fascists
- rule by an elite	- support democracy  - strong on most individual liberties  - a strong anti-militarist tradition	- support democracy  - moderately strong on most individual liberties  - middle-of-the road on military issues	- support democracy  - a tendency to put law and order ahead of individual liberties  - pro military	- rule by dictator

Social Values:

Commu- nists	New Democratic Party	Liberal Party	Conservative Party	Fascists
- no minority rights	- very strong on rights of minority groups	- moderately strong on rights of minority groups	- skeptical about rights of minority groups; especially feminists, gays and lesbians, aboriginals	- no minority rights

Skyner - mental health and ideology

language - reds / pinkos / commies / fellow travellers  
- Tories / red Tories / Grits  
- rouges / bleues  
  
- imperialist running dogs  
- commie  
- fellow traveller

- godless socialists
- bleeding hearts
- “fascists”
- connotation / denotation

## DISCUSSION QUESTIONS:

Your instructor may, during the course of his lectures, ask you to provide the answers to the following questions:

1. What is a “correct” definition?
2. Is Political Science really a science?
3. What was David Easton’s purpose in creating a nominal definition of politics?
4. Why have some societies not developed governments? Why have other societies developed different forms of government?
5. What is the significance of Magna Carta?
6. How does the Canadian constitution control the exercise of political power?
7. When (if ever) did Canada become a democracy?
8. What are some of the strongest argument for left-wing policies? for right-wing policies?

## LECTURE NOTES

Don Cherry, the hockey commentator on coach’s corner for the CBC’s Hockey Night In Canada, Has Been Called “ The Stephen Harper we would never dare to vote for in reality, a national conscience we only act on at the joke. Which is so typically Canadian. We’re too timid to do what we really want. We vote for the right wing only when it doesn’t matter. “

Don Cherry was recently (winter 2005) voted the the most beautiful mind in a National Post poll. In a CBC poll recently he was a finalist in the vote for the greatest Canadian.

- “The people that voted for me don’t think I have a beautiful mind, and they don’t think I’m the greatest Canadian. What it is a hard-working guy who finally gets somebody he can vote for that’s right wing. Finally, they can vote for somebody that’s like them I’m the only one that speaks the mind of the right, and of the hard-working guy that gets up in the morning, 6:00 o’clock , works until 430, the middle class guy,’ he pronounces solemnly.”

- “Cornering the coach,” Globe and Mail, December 10, 2005.

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Political colors - in addition to Liberals and Conservatives

- CHRISTIAN HERITAGE - purple
  - LIBERTARIANS - brighter green than the Green Party
  - ANIMAL ALLIANCE ENVIRONMENT VOTERS - very dark green
  - NEW DEMOCRATS - green and orange
  - COMMUNIST PARTY OF CANADA - read
  - MARXIST-LENINISTS - red and yellow
  - MARIJUANA PARTY - brownie-greenie-yellowish
  - PROGRESSIVE CANADIAN PARTY - blue and taupe
  - BLOC QUEBECOIS - blue and white
  - CANADIAN ACTION - red and white and baby blue
- "Dear Diary..." - we've Globe and Mail account, December 14th, 05, page A-7