

	<p><i>School of Arts & Science</i> SOCIAL SCIENCES DEPARTMENT</p> <p>PSC 104 – 01 and 02 Canadian Government 2009F</p>
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COURSE OUTLINE

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:	250-370-3373	Alternative Phone: (home) – 250-384-3390	
(e)	Email:	lamberts@camosun.bc.ca (note that I will not usually be accessing this from late Thursday afternoon until noon on Monday)		
(f)	Website:	camosun.ca/lambertson		

2. Intended Learning Outcomes

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) Beginning reading: “Introduction to Basic Concepts – 2009-10” (for sale in the College bookstore). This is similar to the reading used last winter for sections 01 and 02 of PSC 106, but with some additions). Former PSC 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.
- (b) Textbook: Robert and Doreen Jackson, *Canadian Government in Transition*, 5th edition (for sale in the College bookstore). Note that this edition just came out in the summer, so any secondhand copies (used for Political Science 104 in the fall of 2008 and for Political Science 106 in the spring of 2009) are now partly out of date.
- (c) Supplement to the textbook: “The Canadian Constitution – Selections” (for sale in the College bookstore). This is *part* of the *British North America Act, 1867* and the *Charter of Rights and Freedoms, 1982*. You can use any other source if you prefer.
- (d) Reading for the term paper: “How Canada Stole the American Dream,” *Maclean's* (July 7, 2008): 51-61. Some of this is available online, but you should either use the original print copy (on reserve in Camosun College’s library) or purchase it as a course pack from 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 300.

5. Basis of Student Assessment (Weighting)

- (a) Assignments – one term paper, worth 30% of the final grade; this can be rewritten and resubmitted. 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 – i. Project - attending a political event or interviewing someone in politics – worth 5%.
ii. Class participation – worth an optional 2%.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	Compulsory Withdrawal: 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.

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.

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.

For an interesting recent first-hand account of a federal politician's life, see Barry Campbell, "Politics as Unusual: A Legend is Born" (March 2008 issue of *The Walrus*), "Darkness Visible" (April 2008), and "Sanity Found" (May 2008). All three articles are available online and in print form in the Camosun library.

Student wanting some practical (rather than purely academic) analysis of Canadian politics might take a look at the following:

- C. Richard Tindal, *A Citizen's Guide to Government*
- Judith Reid, *The Effective Advocate: From Passion to Progress*

Students wanting a very detailed academic study of Canadian Politics might take a look at:

- Robert J. Jackson and Doreen Jackson, *Politics in Canada: Culture, Institutions, Behaviour and Public Policy*.

Copies of all these should be in the Camosun library.

TENTATIVE TIME-TABLE FOR MONDAY-WEDNESDAY CLASS

Monday	Sept 7	NO CLASS - LABOUR DAY
Wednesday	Sept 9	Introduction to the course
Monday	Sept 14	Lecture/ Seminar 1 - "Introduction to Basic Concepts" – pp. 1-8.
Wednesday	Sept 16	Lecture/ Seminar 2 - "Introduction" (cont.) – pp. 8-23.
Monday	Sept 21	Lecture/ Seminar 3 - "Introduction" (again) – pp. 24-30.
Wednesday	Sept 23	Lecture/ Seminar 4 - "Introduction" (yet again) – pp. 30-34.
Monday	Sept 28	Lecture/ Seminar 5 – "Introduction" (the last time) – pp. 34-47.
Wednesday	Sept 30	TEST #1 - "Introduction" / afterwards: discuss term paper
Monday	Oct 5	Lecture 6 - Chapter 2 (of textbook) - Context of Canadian Politics
Wednesday	Oct 7	Lecture 7 - Chapter 2 (cont.)
Monday	Oct 12	NO CLASS - THANKSGIVING
Wednesday	Oct 14	Lecture 8 - Chapter 2 (again)
Monday	Oct 19	Lecture 9 - Chapter 3 - The Canadian Constitution
Wednesday	Oct 21	Lecture 10 - Chapter 3 (cont.) TERM PAPER DUE: 4:30 P.M.
Monday	Oct 26	Lecture 11 - Chapter 3 (again)
Wednesday	Oct 28	Lecture 12 - Chapter 3 (yet again)
Monday	Nov 2	Review - pretest
Wednesday	Nov 4	TEST #2 - Chapters 2 and 3 + pretest
Monday	Nov 9	Lecture 13 - Chapter 4 - Federalism
Wednesday	Nov 11	NO CLASS - REMEMBRANCE DAY
Monday	Nov 16	Lecture 14 - Chapter 4 (cont.)
Wednesday	Nov 18	Lecture 15 - Chapter 4 (again) PROJECT DUE: 4:30 P.M
Monday	Nov 23	Lecture 16 - Chapter 4 (yet again)
Wednesday	Nov 25	Lecture 17 - Chapter 5 - Nationalism and Regionalism TERM PAPER REWRITE DUE: 4:30 P.M.
Monday	Nov 30	Lecture 18 - Chapter 5 (cont.)
Wednesday	Dec 2	Lecture 19 - Chapter 5 (again)
Monday	Dec 9	Review - pretest
Wednesday	Dec 11	TEST #3 - Chapters 4 and 5 + pretest

TENTATIVE TIME-TABLE FOR TUESDAY-THURSDAY CLASS

Tuesday	Sept 8	First class - Introduction to the course
Thursday	Sept 10	TBA
Tuesday	Sept 15	Lecture/ Seminar 1 - "Introduction to Basic Concepts" – pp. 1-8.
Thursday	Sept 17	Lecture/ Seminar 2 - "Introduction" (cont.) – pp. 8-23.
Tuesday	Sept 22	Lecture/ Seminar 3 - "Introduction" (again) – pp. 24-30.
Thursday	Sept 24	Lecture/ Seminar 4 - "Introduction" (yet again) – pp. 30-34.
Tuesday	Sept 29	Lecture/ Seminar 5 – "Introduction" (the last time) – pp. 34-47.
Thursday	Oct 1	TEST #1 - "Introduction" / afterwards: discuss term paper
Tuesday	Oct 6	Lecture 6 - Chapter 2 (of textbook) - Context of Canadian Politics
Thursday	Oct 8	Lecture 7 - Chapter 2 (cont.)
Tuesday	Oct 13	TBA
Thursday	Oct 15	Lecture 8 - Chapter 2 (again)
Tuesday	Oct 20	Lecture 9 - Chapter 3 - The Canadian Constitution
Thursday	Oct 22	Lecture 10 - Chapter 3 (cont.) TERM PAPER DUE: 4:30 P.M.
Tuesday	Oct 27	Lecture 11 - Chapter 3 (again)
Thursday	Oct 29	Lecture 12 - Chapter 3 (yet again)
Tuesday	Nov 3	Review - pretest
Thursday	Nov 5	TEST #2 - Chapters 2 and 3 + pretest
Tuesday	Nov 10	Lecture 13 - Chapter 4 - Federalism
Thursday	Nov 12	TBA
Tuesday	Nov 17	Lecture 14 - Chapter 4 (cont.)
Thursday	Nov 19	Lecture 15 - Chapter 4 (again) PROJECT DUE: 4:30 P.M
Tuesday	Nov 24	Lecture 16 - Chapter 4 (yet again)
Thursday	Nov 26	Lecture 17 - Chapter 5 - Nationalism and Regionalism TERM PAPER REWRITE DUE: 4:30 P.M.
Tuesday	Dec 1	Lecture 18 - Chapter 5 (cont.)
Thursday	Dec 3	Lecture 19 - Chapter 5 (again)
Tuesday	Dec 8	Review - pretest
Thursday	Dec 10	TEST #3 - Chapters 4 and 5 + pretest

CLASSES

A: LECTURE/SEMINARS - The first five classes will be based upon “An Introduction to Basic Concepts – 2009-10.” See the tentative timetable in this course outline.

- These classes will be broken down into two parts: a short lecture followed by a seminar.
- Students will be given study questions (seminar tests) which they are supposed to answer in the seminars. Copies of the seminar tests will be handed out ahead of time, and also placed on the instructor’s website (camosun.ca/lambertson). The class will be broken down into small groups (seminars) to facilitate discussion.
- Any students who have not read the reading material for the day, and are not prepared to answer the study questions, should not sit with their assigned groups; instead, they should sit together and read the required material.

B: LECTURES - The rest of the classes are lectures, based on the textbook, Robert and Doreen Jackson, *Canadian Government in Transition*, 5th edition.

- Lecture notes for each class will be handed out ahead of time, and also placed on the instructor’s website (camosun.ca/lambertson).
- 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 the second and third tests, 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 (like the seminar tests) 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.

C: WORK LOAD - Finally, remember the academic rule of thumb that a student should spend, on the average, about two hours of study for every hour of classroom time. A full load of five courses and fifteen hours of classroom time a week therefore translates into an additional thirty hours of study time per week, for a total of 45 hours.

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:
- a. the “Key Terms” in the “Lecture Notes” for the textbook. Copies will be handed out ahead of time, and also placed on the instructor’s website (camosun.ca/lambertson).
 - b. any material in a seminar test or pretest. Copies of these also will be handed out, and placed on the instructor’s website (camosun.ca/lambertson).
- 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, come by your instructor’s office during his office hours to write 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, and may take up to one hour.
- REWRITE TESTS** - If things go terribly wrong on either the first or second test (but not usually the third test), or if you are convinced that you can do better on a short-answer type test, come to your instructor’s office during his office hours to write a make-up test. 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.) may be penalized.
- TOPIC - **Is Canada a better place to live than the United States -- and why?** - base this upon the reading from *Maclean's*, "How Canada Stole the American Dream" (see page 2 of this course outline). It is not necessary to do any other research, although you should also use any pertinent material provided in this course.
- FORMAT - **three** typewritten pages (plus one page for the title and your name, and another page for the endnotes and bibliography), written in #12 font, Times New Roman, double-spaced, with normal margins. The instructor will stop reading after the third page. Number your pages (the title page is not numbered). You also should provide **endnotes** and a **bibliography**. This means that every time you explain a point you should have an endnote citation that mentions the page; the bibliography should list any sources you are using. Refer if necessary to "Camosun College Department of Humanities History Style Guide," which can be found at: http://camosun.ca/learn/programs/history/style_guide.pdf
- In writing your paper, follow this **outline**:
- an **introduction** of about one or two sentences, in which you state what your term paper is about, including the position you intend to take;
 - a **summary** of the main points in the *Maclean's* article (about 1½ pages).
 - an **analysis** - is Canada really a better place to live? Is this objectively true or primarily a value judgment (or a bit of both)? To what extent is this the result of government or political culture or other factors?
 - 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. 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.
- If you miss the deadline for submitting the paper the first time, you may submit it with the "rewrites." However, this is **not** recommended, since most students need the experience of writing the paper the first time.

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 or two page report about how you observed Canadian politics in action –interviewed a political figure (federal, provincial, or municipal), 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. Do *not* do either a telephone or an email interview.
- If you want to talk to someone in an NGO, here are *some* possibilities; all of them have websites, so you can get some preliminary information and a contact name. Make sure that you do not get an organization from Victoria, Australia.
 - Victoria Status of Women Action Group
 - Western Canada Wilderness Committee, Victoria Chapter
 - Greater Victoria Cycling Coalition
 - Wise Democracy, Victoria
 - Gay & Lesbian Health Victoria
 - Environmental Law Centre (UVic)
 - Amnesty International in Victoria
 - Council of Canadians, Victoria Chapter
 - B.C. Civil Liberties Association (has some board members in Victoria)
 - Vancouver Island Public Interest Research Group (VIPIRG)
 - The Fraser Institute – has a free student conference each fall in Victoria
 - The Vancouver Island Human Rights Coalition – headquarters in Victoria
- WARNING - Do *not* choose the same topic that you wrote on in a previous term (for example, if you took PSC 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.
 - 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 - The point of the exercise is that you actually *do* something; the writing of the report and its format is secondary.

EVALUATION

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

“A” level work (90-100% = A+ / 85-89% = A / 80-84% = A-)

1. AMOUNT OF WORK/RESEARCH - 8 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, ENDNOTES, BIBLIOGRAPHY - 8 to 10
 - the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
 - the work is well organized.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8 to 10
 - the student has demonstrated a superior understanding of all the prescribed materials.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8 to 10
 - the student has developed superior ideas.

“B” level work (77-79% = B+ / 73-76% = B / 70-72% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 7.9
 - the work is not quite maximum length, or
 - the work does not deal with quite enough of the prescribed reading materials.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, ENDNOTES, BIBLIOGRAPHY - 7 to 7.9
 - 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.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 7.9
 - 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 7.9
 - 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 6.9 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, ENDNOTES, BIBLIOGRAPHY - 6 to 6.9 out of 10.
 - the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., (especially abusing the apostrophe), or
 - the work is not well organized, or
 - there need to be more endnote citations.
3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.9 out of 10.
 - this work shows a basic 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 6.9 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, ENDNOTES, BIBLIOGRAPHY - 5 to 5.5 out of 10.
 - the work is unsatisfactory; it is full of elementary errors, or
 - it is very poorly organized, or
 - there are no adequate endnotes and/or no bibliography.
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, ENDNOTES, BIBLIOGRAPHY) - less than 5 out of 10.
 - there are so many elementary errors and/or omissions 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 30.

- 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 3. (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. For example, 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 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 you and your instructor.

POL. SCI. 104 - NOTES ON LECTURE/SEMINAR #1

READING: "Introduction to Basic Concepts – 2009-10," pp. 1-8.

This reading, which is for sale in the bookstore and on reserve in the library, is essentially the same as the reading that was used for sections 01 and 02 of PSC 106 last winter, but there have been some changes. Former PSC 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:

political science

definitions - lexical and stipulative

politics - lexical
- stipulative - Kate Millett

science (a) examination of the physical world
- empirical observation
- empirical statements (including ends-means statements)
- not normative statements (including metaphysical statements)

(b) particular rules of investigation
- going beyond common sense

(c) creating explanations that can be tested
- data / hypothesis / testing / conclusion / theory
- tendency statements
- iron law of oligarchy - Roberto Michels