



COURSE OUTLINE

The course description is online @
<http://camosun.ca/learn/calendar/current/web/psc.html>

1. Instructor Information

(a)	Instructor:	Mona Brash
(b)	Office Hours:	4:30 - 5:30 pm Wednesday or by appointment
(c)	Location:	Ewing E258
(d)	Phone:	250-370-3499
(e)	Email:	BrashM@camosun.bc.ca

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) Texts

Jackson, Robert and Doreen Jackson. 2010. *Canadian Government in Transition*. 5th edition. Toronto: Pearson Canada.

Whittington, Michael and Glen Williams, eds. 2008. *Canadian Politics in the 21st Century*. 7th edition. Toronto: Thomson Nelson.

(b) Computer access is required as you will need to access some websites to read material for the course

(c) Forsey, Senator Eugene. *How Canadians Govern Themselves*:
<http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/index-e.asp>

4. Course Content and Schedule

September 7 Introduction to Government and Politics
Review Syllabus
Basics of government in Canada currently
Responsible Government defined
Key issues in Canada today

September 16 Context of Government, Political Concepts and Terms

Reading: Jackson Chapters 1 and 2 (excluding p. 40-45 Aboriginal issues which will be covered later)

Q. What are some of the issues faced by politicians and government in Canada?

September 23 Types of Legislation
Geographical, Social, and Historical Context of Pre-confederation

Reading: Jackson, Chapter 3 pp. 52-53 (Rule of Law and Common & Statutory Law)

Royal Proclamation

http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html

Lord Durham, Recommendations of Assimilation and Union, Parts 1 & 2

<http://www2.marianopolis.edu/quebechistory/docs/durham/>,

Q. Do these documents have any relevance today?

September 30 Confederation, Constitution Act 1867, Division of Powers,
Executive

Reading: Jackson, Chapter 3 pp. 51-58, Chapter 4 pp. 73-78, Chapter 6,
Whittington, Chapter 2

Assignment: Article Review due, 10 % (see Assignments section)

October 7 House of Commons and Members of Parliament
Senate and Senators

Reading: Jackson, Chapter 7
Whittington, Chapter 1

All of Bill S7: An Act to amend the Constitution Act, 1867 (Senate term limits)
<http://www2.parl.gc.ca/HousePublications/Publication.aspx?Docid=3932977&file=4>

Q. What are the differences between Members of Parliament and Senators? Are they equally legitimate?

October 14 _____ Judiciary
Court System
Role of the Courts
Review for mid-term

Reading: Jackson, Chapter 9 (183-185 & 199-204)
Whittington,

Q. Who should have the final say in legislation: Parliament or the courts?

October 21 _____ **MID-TERM Exam** (see Assignments)

Quebec (nationalism and regionalism)
Canada Act, 1982

Reading: Jackson, Chapter 5 pp. 94-96

October 28 _____ Constitution Act 1982
Charter of Rights and Freedoms

Reading: Jackson, Chapter 3 pp. 58-66 (up to Meech)
Whittington, pp. 367-370 Charter of Rights and Freedoms, Sections 1-14

Q. To whom do rights and freedoms apply?

Essay outline/bibliography due 15% (see Assignments)

November 4 _____ Charter of Rights and Freedoms
Reading Court Cases

Reading: Whittington, pp. 370-373, Charter of Rights and Freedoms, Sections 15-34
Whittington, Chapter 9

Q. Should Charter rights or freedoms be overridden by government?

November 11 No Class: Remembrance Day

November 18 Policy Process, Power and/or influence
Discussion: Group work and class discussion
Federalism: historical and current

Reading: Jackson, pp. 153-154 (again!), Chapter 4 pp. 78-92
Research topic provided in earlier class

Q. Who has the most and least influence in the policy process?

Discussion Outline due % (see Assignments)

November 25 Regionalism , Nationalism
Western Alienation
Quebec 1982-present

Reading: Jackson Chapter 5
Bill 1: An Act Respecting the Future of Quebec, 1995.
http://www.saic.gouv.qc.ca/publications/Positions/Part3/Document30_en.pdf
Reference Case: Quebec Secession
<http://scc.lexum.umontreal.ca/en/1998/1998rcs2-217/1998rcs2-217.html>

Q. What is the difference between regionalism and nationalism? What are some examples of each?

Major paper due 30% (see Assignments)

December 2 Aboriginal issues, treaties, sovereignty

Reading: Jackson. Chapter 2 pp.40-45
BC Treaty Commission website at <http://www.bctreaty.net/>
Union of BC Indian Chiefs Open Letter to Carole James (*in opposition to BC Treaty Process*)
http://www.ubcic.bc.ca/News_Releases/UBCICNews10310701.htm

Q. Why do some aboriginal people not support the BC Treaty Process?

December 9

Last Class

Update current events in Canadian Politics and Government
Review for final exam

Reading: Read the front page/lead stories of one of the major daily newspapers

Q. What is the “issue of the day” in Canadian politics and government?

Date TBA

Final Exam 20%

OPTIONAL READINGS

Links to Parliament of Canada Legislation:

<http://www.parl.gc.ca/LEGISINFO/index.asp>

This site will give you links to recent Senate and House of Commons legislation

Guide to using LEGISINFO:

<http://www2.parl.gc.ca/Sites/LOP/LEGISINFO/index.asp?Language=E&list=faq#proc>

Constitutional Documents

Maton, W.F. *The Solon Law Archive*. This site has most of the Constitutional documents we will be looking at.

<http://www.solon.org/>

Quebec

Quebec History. Marionopolis University.

<http://www2.marianopolis.edu/quebechistory/index.htm>

Native Governance:

Alfred, Taiaiake. 1999. *Peace, Power, and Righteousness: an indigenous manifesto*. Oxford University Press: Don Mill.

Alfred, Taiaiake. 2005. *Wasase: indigenous pathways of action and freedom*. Broadview Press: Toronto.

Indian and Northern Affairs. <http://www.ainc-inac.gc.ca/>

Nisga'a Treaty http://www.ainc-inac.gc.ca/pr/info/nit_e.html

BC Treaty Commission <http://www.bctreaty.net/>

Inc. links to: [Tsawwassen First Nation Final Agreement](#)

[Maa-nulth First Nations Final Agreement](#)

[Lheidli T'enneh First Nation Final Agreement](#) (not ratified)

5. Basis of Student Assessment (Weighting)

- (a) Article Review 10%
- (b) Mid-term exam 20%
- (c) Outline and Preliminary bibliography for major assignment (10% + 5%) 15%
- (d) Outline for discussion of Policy Process 5%
- (e) Major paper 30%
- (f) Final exam 20%

(a) Article Review (10%) due September 30

Read Andrew Heard's article, The Governor General's Decision to Prorogue Parliament: A Dangerous Precedent at

<http://www.sfu.ca/~aheard/elections/prorogation-2008.html>

For this assignment you should, in a properly structured paper of 500-700 words in length, do the following:

- Have an introductory paragraph, body, and concluding paragraph
- Demonstrate a clear understanding of the author's thesis and structure of the author's argument.
- Demonstrate appropriate language usage and grammatical structure.
- Critically evaluate the author's position, and where necessary provide documented evidence to support your position.
- The final product should include, a title page, your name and the date; a 2-3 page critical evaluation; and where necessary footnotes or endnotes to document ideas taken from other authors.

We will discuss this article in class in terms of the above questions.

(b) Mid-term exam (20%) October 20, based on material covered to date

(c) Outline and preliminary bibliography for major assignment (see below numeral e) (10% + 5%) due October 28

Provide an outline, in point form,

- describing what your topic will be
- What is the objective of the assignment, what do you intend to explore?
- Include a hypothesis explaining what your argument will be
- What are some of the sources you intend to use (in general terms)?

Provide, in Chicago Manual of Style:

- 3 primary sources
- 2 secondary sources

(d) Outline for discussion of Policy Process (5%) due November 18

Students will be randomly assigned one of the following:

Role of Bureaucracy in development of policy		
Role of Prime Minister	“	“
Role of Cabinet	“	“
Role of Senate	“	“
Role of Citizens	“	“

Each person will be in one of the groups and will participate in discussing the following:

1. who are these stakeholders
2. what is their place/function within our system of politics and government
3. where is their influence most felt in the policy process
4. when do they have the most/least influence

Hand in an Outline: summary of points, in point form, 1-2 pages, typed, submitted individually based on your research, include sources

(e) Major Paper (30%) due November 25

You have a choice from 3 options below for this assignment.

1. Essay

Choose from these topics:

a) If the Senate is elected, how will its role change? Will this enhance government in Canada or not? Be sure to discuss current proposals for reform and whether this is being debated currently or not.

b) What are the pros and cons of minority governments in Canada? Include discussions of responsible government, votes of confidence, and the last 3 minority governments.

c) Some people say that the role of Governor General should be abolished. Should this happen or not? Be sure to discuss the ramifications of abolishing it if this is the argument. If it should not be abolished, how can the role be enhanced/better understood/more accepted? Be sure to include a discussion of the GG's role in the December 2008 prorogation.

d) You may choose your own topic but you must clear it with me by October 14. Be prepared to explain why you want to write about this topic and how you will approach it.

2. Policy Analysis Paper

This assignment requires you to identify a problem and suggesting a solution to the problem.

You will do the following:

- define the problem
 - why is the current policy a problem?
- provide background to the problem and its context
- explain policy alternatives to address the problem
 - are there costs (economic and/or social) to consider?
 - are there other policies that impact the alternatives?
 - are lengths and stages of implementation deciding factors?
- evaluate the alternatives
- recommend a solution/policy to address the issue/problem
- explain why this is the best alternative
 - point out any negative impacts of the alternative

(adapted from Charlton, Lucille. *Research and Writing in Political Science*. Thomson Nelson. 2006)

3. Portfolio

YOU NEED TO DISCUSS THIS TOPIC WITH ME BY September 30, in person. You may submit a portfolio based on a **current political issue in which you** are involved or in which are going to be involved.

This portfolio will be a binder with the following:

- An introduction of two to three pages explaining what the issue is, why and how you are involved in it, and how you have addressed or intend to address the issue (lobby for policy change, lobby for retention of a policy, lobby for a new policy). You must state what parts of the Constitution of Canada relate to this issue.
- Copies of material related to the issue (legislation, media articles)
- Copies of your letters, speeches, etc. lobbying for your position
- Copies of responses to your lobbying efforts
- A 3-4 page essay (following the format noted above) describing what you wanted to do, what you did, the response of those whom you addressed regarding the issue, and what you learned about the political process and decision making. Does our Constitution allow for the resolution of the issue consistent with your point of view?

For all, whether Essay/Policy Paper/Portfolio:

- Essays/Policy Papers/Portfolios will follow a specific format. This way, you need not worry about which way to present your work or your citations. The focus can then be on your research, analysis, and writing.
 - Essays/Policy papers length: 6-8 pages (TITLE PAGE, FOOTNOTES AND BIBLIOGRAPHY are extra pages)
 - Portfolio length: as above
 - USE DEFAULT MARGINS AND INDENT FIRST SENTENCE OF PARAGRAPHS rather than spaces between paragraphs
 - be double-spaced
 - be typed
 - have page numbers
 - use Chicago style citations with footnotes or endnotes (your computer is programmed for these – it's easy –in Help, just type in “*About Footnotes and Endnotes*”!)
http://www.chicagomanualofstyle.org/tools_citationguide.html
 - have a bibliography
 - have a title page with your name, student number, title, course name

Be sure to keep a copy of your essay on disc or hard drive.

(f) Final Exam 20% TBA

- will cover material from classes after Quiz 1
- format will be discussed in last class (short answer and short essay)

Note that none of these assignments are group work. They are each to be done individually. You are encouraged to ask librarians for help with your research. Be sure to read the College's policy on plagiarism at <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

Late Policy

Assignments are due in class and will be handed to me in person.

After that, I will only accept your paper if you have a legitimate excuse (e.g. medical, family, death of person close to you) and/or bring a Doctor's note or note from Student Services (Counselling). Please notify me of a problem immediately and we will make alternate arrangements for you to complete your work.

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	<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.

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 the College web site in the Policy Section.