

	School of Arts & Science SOCIAL SCIENCES DEPARTMENT PSC 104 Canadian Government Winter 2011
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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 Tuesday or by appointment
(c)	Location:	Young 210 A
(d)	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) Text

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

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

(c) A useful source for basic information:

Forsey, Senator Eugene. *How Canadians Govern Themselves*:

<http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/index-e.asp>

Use index: <http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/toc-e.asp>

NOTE: Assignments are discussed on pages 7-10.

4. Course Content and Schedule

***January 11** **Introduction to Government and Politics**

Review Syllabus
 Basics of government in Canada currently (handout)
 Responsible Government defined
 Key issues in Canada today

***January 18** **Context of Government, Political Concepts and Terms**

Reading:

- Jackson Chapters 1 and 2 (excluding p. 40-45 Aboriginal issues which will be covered later)
- Watch video: Challenge of Diversity at <http://www.youtube.com/watch?v=v3omK4-kKA8>

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

Lecture: Context of government (what unites/divides Canadians?)

Exercise: What are the current issues provincially and federally in Canada?

***January 25** **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)
- Online:
 Royal Proclamation 1763, esp. last 2 pages
http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html
 Lord Durham, Recommendations of Assimilation and Union, **Parts 1 & 2 only**
<http://www2.marianopolis.edu/quebechistory/docs/durham/>,

Q. Do these documents have any relevance today?

Lecture: types of legislation

Discussion: Which sections of the Royal Proclamation 1763 are relevant today?

Discussion: Which sections of Durham's report resonate today?

Lecture: Impact of Durham's report (inc. French/English issues, federal system, municipal government, responsible government)

***February 1** **Confederation, Constitution Act 1867**

Reading:

- Jackson, Chapter 3 pp. 54-58, Chapter 4 pp. 73-75
- Constitution Act, 1867 Sections 1-8
http://www.solon.org/Constitutions/Canada/English/ca_1867.html

Q. What is the difference between federal and unitary systems? Why did Canada become a federation?

Lecture: Federalism vs. unitary system, reasons for federal system

Lecture: Role of Constitution,

Assignment due: Article Review 10%

***February 8 Constitution Act, 1867, Provincial and Federal Jurisdictions, Court System**

Reading:

- Jackson, Chapter 4 pp.75-78
- Jackson, Chapter 9 (183-185)
- Constitution Act, 1867 Sections 91 & 92
http://www.solon.org/Constitutions/Canada/English/ca_1867.html

Q. What are some of the enumerated federal and provincial powers?

Lecture: Division of powers

Exercise: Federal Ministries

Lecture: Court Cases related to disputed jurisdiction (fish farms, reproductive technology)

***February 15 Executive, House of Commons and Members of Parliament, Senate and Senators**

Reading:

- Jackson, Chapters 6 & 7
- Constitution Act, 1867 Section 9
http://www.solon.org/Constitutions/Canada/English/ca_1867.html

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

Lecture: Executive, conventions, Cabinet

Lecture: Members of Parliament
Senators

Discussion: Who should decide? Which is best, delegate or trustee model for representatives?

***February 22 Midterm exam, Other levels of government,**

Reading: none, please study for your exam

We will look at the following in class:

- City of Vancouver Homepage
<http://vancouver.ca/>
- Capital Regional District Members
<http://www.crd.bc.ca/about/members.htm>
- Capital Regional District Homepage
<http://www.crd.bc.ca/>
- Tsartlip First Nation homepage
<http://www.tsartlip.com/>

Midterm: material covered since beginning of course

Lecture: Other levels of government (municipal, regional, band), responsible or not? Terms?

***March 1 Federalism (contested, changing), Environmental jurisdiction Road to Constitution Act, 1982**

Reading:

- Jackson, Chapter 4, pp. 78-92
- Jackson, Chapter 3 pp. 56-60

Lecture: Federalism

Discussion: What is needed in a constitution?

Lecture: road to the Constitution Act, 1982

***March 8 Constitution Act, 1982, Sections 1-15, 24, 32**

Reading:

- Jackson Chapter 3, pp. 63-66
- Canada Act, 1982
http://www.solon.org/Constitutions/Canada/English/Canada_Act_1982.html
- Constitution Act, 1982 Sections 1-7, 15, 24, 32, 33
http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Q. Should Charter rights or freedoms be overridden by government? Who should decide: courts or elected politicians?

Lecture: Canada Act, 1982

Lecture: Charter key sections

Discussion: Should a government ever override rights or freedoms?

Who should be the final decision maker regarding law?

Assignment due: Outline and preliminary Bibliography for major paper 10% & 5 %

***March 15 Policy Process Presentations: Power and/or influence**

Reading:

- Jackson, pp. 152-156, use chart in text (p. 156) to aid in your discussion
- Various readings related to your topic, you have to do the research

Group Presentations:

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	“	“	“
Role of Media	“	“	

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

1. what is their place/function within our system of politics and government
2. where is their influence most felt in the policy process
3. 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

Discussion: Who has the most/least say? What factors determine this?

Discussion Outline due 5%

***March 22 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- read from beginning to Cases Cited and paragraphs 55-60 (re: Federalism)

<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?

Discussion: what are some examples of regionalism and nationalism

Lecture: Quebec 1982-present

***March 29 Attempts to Change the Structure and Institutions of Government (Meech, Charlottetown, current bills)**

Reading:

- Jackson, Chapter 3 pp.61-62 (amendment), 66-71
- *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 some of the lessons learned from Meech and Charlottetown?

Lecture: amending formula, post 1982 amendments

Lecture: Meech and Charlottetown

Discussion: How can change be made to government structure and institutions?

Major paper due 30% (see Assignments)

***April 5 Aboriginal issues, treaties, sovereignty**

Reading:

- Jackson. Chapter 2 pp. 40-45
- Nisga'a Treaty <http://ainc-inac.gc.ca/ai/mr/is/nit-eng.asp>
- 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 support and others not support the BC Treaty Process?

Lecture: Types of treaties

Lecture: other views of treaties

***April 12 Last Class**

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?*

What can we analyze about this? Who are the players? What misinformation is there in the story? How might it end?

Update current events in Canadian Politics and Government

Review for final exam

Date TBA Final Exam 20%

OPTIONAL LINKS TO USEFUL SITES

Parliament of Canada

<http://www.parl.gc.ca/common/index.asp?Language=E>

Government of Canada

<http://canada.gc.ca/home.html>

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/>

Role of the Governor General:

Bonga, Melissa. *The Coalition Crisis and Competing Visions of Canadian*

<http://www2.parl.gc.ca/Sites/LOP/Infoparl/english/issue.asp?param=198&art=1378>

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

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

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.

Assembly of First Nations <http://www.afn.ca/>

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)

[Sliammon First Nation Agreement in Principle](#)

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

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

Union of BC Indian Chiefs <http://www.ubcic.bc.ca/>

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 25%
- (f) Final exam 25%

NOTE: ALL ASSIGNMENTS IN TIMES ROMAN 12 FONT

(a) Article Review (10%) due February 1

Read: The Increasing Disconnect Between Canadians and their Parliament by Michael Chong at:

<http://www.irpp.org/po/archive/sep10/chong.pdf>

For this assignment you should, in a properly structured 2-3 page paper, 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%) February 22, based on material covered to date

(c) Outline and preliminary bibliography for major assignment (see below numeral

e) (10% + 5%) due March 8

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 March 15

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	“	“
Role of Media	“	“

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

4. who are these stakeholders
5. what is their place/function within our system of politics and government
6. where is their influence most felt in the policy process
7. 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 (25%) due March 29

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

1. Essay

Choose from these topics:

a) Choose a current issue in Canada. Explain the issue, the levels of government involved and why, and assess the role each will play in determining its outcome. Include a discussion of the division of powers in a federation.

- (examples: Afghanistan mission, Long Form Census, Security regulator, Fish Lake, Sewage Treatment in Greater Victoria, Fish Farms)

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) Explain the relationship between the courts and the federal government in the outcome of the Omar Khadr case. Where do they conflict and why? What are some possible outcomes of the issue? Explain legislative versus judicial supremacy as it applies here.

e) You may choose your own topic but you must clear it with me by February 15. Be prepared to explain why you want to write about this topic and how you will approach it.

--or--

2. Policy Analysis Paper

This assignment requires you to identify a problem and suggest 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)

--or--

3. Portfolio

YOU NEED TO DISCUSS THIS TOPIC WITH ME BY January 25th, 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.
 - Times Roman 12 Font
 - 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
- do not cite Wikipedia, Dictionary.com and online or offline Encyclopaedias as sources for your research. The paper will afford you the chance to look at some scholarly sources.
- 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 25% TBA

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

Note that none of these assignments are group work, except for the Policy Process presentations. 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
90-100	A+	
85-89	A	
80-84	A-	
77-79	B+	
73-76	B	
70-72	B-	
65-69	C+	
60-64	C	
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.
0-49	F	Minimum level has not been achieved.

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.