

	<b>School of Arts &amp; Science</b> <b>SOCIAL SCIENCES DEPARTMENT</b> <b>PSC 104</b> <b>Canadian Government</b> <b>Quarter 1/Fall 2011 (Sep-Dec)</b>
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## COURSE OUTLINE

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

### 1. Instructor Information

(a)	Instructor:	Mona Brash
(b)	Office Hours:	Wednesday and Friday, 11:30-12:30 or by appointment
(c)	Location:	Paul 237
(d)	Phone:	
(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) Text: Dyck, Rand. *Canadian Politics*. Concise Fifth Edition. Toronto. Nelson Education Ltd. 2012  
(ISBN 978-0-17-650343-7)
- (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>  
This is a helpful site for general information about government and politics in Canada.

## 4. Course Content and Schedule

**September 7** Introduction to Government and Politics  
Review Syllabus  
Attendance  
Key issues in Canada today  
Questionnaire

**September 9** Basics of government in Canada currently  
Responsible Government defined  
The Political System  
Introduction to Federalism

**Reading: Dyck, Chapter 1**  
*Q. How does government affect your life?*

**September 14** Geography  
Economic Cleavages, Conflicts, and Economic Development  
Regional Identities

**Reading: Dyck, Chapter 2, pp. 22-35**  
*Q. How do the different regions and their issues impact government and the political system?*

**September 16** Class cleavages  
Upper, middle, working  
The poor

**Reading: Dyck, Chapter 2, pp. 35-45**  
*Q. Should the government make a concerted effort to reduce poverty? How?*

**September 21** Pre-Confederation  
French/English history

**Reading: Dyck, Chapter 11, p. 258**  
Royal Proclamation, read preamble and sections beginning at “And Whereas, We are desirous, upon all occasions,” to end of document.  
[http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp\\_1763.html](http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html)

*Q. Why does the Royal Proclamation matter today? What did it promise aboriginal people? What are some of the early sources of French Grievance?*

**September 23** Quebec History  
French/English discontent, lead-up to federalism

**Reading: Dyck, Chapter 11, pp. 259-261**  
Lord Durham, Recommendations of Assimilation and Union, Parts 1 & 2 of recommendations  
<http://www2.marianopolis.edu/quebechistory/docs/durham/>

*Q. How might Durham’s report influence French/English interactions? What are some similarities between what he recommended for dividing powers and how Canada divides powers now?*

**September 28**      Lead up to Confederation  
**Reading:**      Dyck: Chapter 3, pp. 50-51, & 266 “Principles of the Constitution”  
*Q. Why did the colonies want to be a federally united “country”?*

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**September 30**      Constitution Act, 1867 (formerly the British North America Act)  
**Reading:**      Dyck, Chapter 11, pp. 261-263,  
                     Constitution Act, 1867, read Preamble and Sections 1-8  
                     [http://www.solon.org/Constitutions/Canada/English/ca\\_1867.html](http://www.solon.org/Constitutions/Canada/English/ca_1867.html)  
*Q. Is this act easy to understand? Why or why not?*

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**October 5**              Division of Power and federalism  
                                 Federal and Provincial Powers  
**Reading:**      Dyck, Chapter 12, pp. 288-294  
                     Constitution Act, 1867, read Sections 91 & 92  
                     [http://www.solon.org/Constitutions/Canada/English/ca\\_1867.html](http://www.solon.org/Constitutions/Canada/English/ca_1867.html)  
*Q. How do the federal and provincial powers differ? Which ones caught your attention?*

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**October 7**              Division of powers, concurrent  
                                 Federal provincial agreements  
                                 Types of federalism  
**Reading:**      Dyck, Chapter 11, pp. 294-308  
*Q. How does federalism accommodate provinces, how has federalism changed?*

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**October 12**            **\*\*Midterm\*\***  
                                 Material covered to date, short answer questions and one  
                                 essay question

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**October 14**            Lead up to 1982  
                                 Canada Act, 1982  
**Reading:**      Dyck, Chapter 11, pp. 263-264, 277  
                     Canada Act, 1982 at:  
                     [http://www.solon.org/Constitutions/Canada/English/Canada\\_Act\\_1982.html](http://www.solon.org/Constitutions/Canada/English/Canada_Act_1982.html)

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**October 19**            Canadian court system  
                                 Charter of Rights and Freedoms in Constitution Act, 1982  
**Reading:**      Dyck, Chapter 11, pp. 266-270 (up to Fundamental Freedoms)  
                     Charter of Rights and Freedoms, Preamble and Section 1 only at  
                     [http://www.solon.org/Constitutions/Canada/English/ca\\_1982.html](http://www.solon.org/Constitutions/Canada/English/ca_1982.html)  
*Q. Are rights and freedoms in Canada absolutely guaranteed?*

**October 21** Charter of Rights and Freedoms in Constitution Act, 1982  
 Fundamental Freedoms, Democracy and Mobility rights, Legal rights,  
 Equality rights,  
**Reading: Dyck, Chapter 11, pp. 270-277**

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**October 26** Override (notwithstanding clause)  
 Implications of the Charter  
 Charter cases  
**Reading: Dyck, Chapter 11 pp.278-282**  
*Q: When is it acceptable for the Government of Canada to use Sec. 33?  
 What options allow legislators to have the final say in legislation?*

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**October 28** Meech Lake Accord  
 Charlottetown Accord  
**Reading: Dyck, Chapter 3, pp. 62-65**  
**Meech Lake Accord, Preamble only at**  
<http://www.solon.org/Constitutions/Canada/English/Proposals/MeechLake.html>  
**Charlottetown Accord, Preface and Index only at**  
<http://www.solon.org/Constitutions/Canada/English/Proposals/CharlottetownConsensus.html#tirs>  
*Q. How did these attempts at constitutional reform differ? Why did these attempts at constitutional reform change fail?*  
**\*\*Major Assignment outline and preliminary bibliography due\*\***

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**November 2** Quebec 1981-present  
 Quebec Secession  
 Government response to Quebec referendum  
**Reading: Dyck, Chapter 3, pp. 65-69**  
**Quebec Secession Reference Case, Part IV. Summary of Conclusions, paras. 148-156 at:**  
<http://www.canlii.org/en/ca/scc/doc/1998/1998canlii793/1998canlii793.pdf>  
*Q. Can Quebec separate from Canada under constitutional or international law?*

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**November 4** **\*\*Midterm # 2\*\***  
**Material covered since last midterm**

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**November 9** Gender and Canadian government  
**Reading: Dyck, Chapter 4, pp. 98-100**  
**Canadian Board Diversity Council 2010 Annual Report Card at:**  
[http://www.boarddiversity.ca/images/stories/cbdc\\_report02-13-final-low.pdf](http://www.boarddiversity.ca/images/stories/cbdc_report02-13-final-low.pdf)  
*Q. Have women achieved equality in government, politics, and business?*

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**November 11 – Remembrance Day No class**

**November 16** Ethno cultural realities

**Reading:** Dyck, Chapter 4, pp. 84-91  
 Statistics Canada, 2006 Census: Immigration, citizenship, language, mobility and migration at:

<http://www.statcan.ca/Daily/English/071204/d071204a.htm>

UN calls Canada racist for 'visible minorities' tag at:

<http://www.canada.com/topics/news/national/story.html?id=f469b36e-c587-40e7-98e5-3aa50a371318&k=23802>

**Kenney, Jason.** Breaking Through: Building the Conservative Brand  
 Conservative Ethnic Paid Media Strategy at

<http://www.cbc.ca/news/politics/inside-politics-blog/2011/03/the-kenney-letter-and-breaking-through.html>

*Q. Should we categorize people in Canada according to color, ethnicity or culture?*

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**November 18** Municipal government

BC municipal elections, November 19<sup>th</sup>

**Reading:** Bish, Robert. Local Government in BC. Sections 1.4 and 1.5

<https://ubcm.civicweb.net/Documents/DocumentList.aspx?ID=2317>

*Q. What are municipal governments? What are their roles and responsibilities? What are the issues in your local community?*

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**November 23** Aboriginal Peoples

History

Current realities

**Reading:** Dyck, Chapter 4, pp. 74-84

**Handout from last lesson: (Constitution Act, 1867, Section 91.24, Constitution Act 1982, Sections 25 and 35, Aboriginal rights)**

*Q. What are some of the historical bases of aboriginal realities in Canada? What are treaties?*

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**November 25** Treaties

Nisga'a Treaty

BC Treaty Process (Maanulth, Tsawassen)

**Reading:** BC Treaty Commission (briefly scan it) at: <http://www.bctreaty.net/>

*Q. Why was the BC Treaty Commission established? What do treaties look like?*

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**November 30** Aboriginal issues, treaties, sovereignty

**Reading** 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*) at:

[http://www.ubcic.bc.ca/News\\_Releases/UBCICNews10310701.htm](http://www.ubcic.bc.ca/News_Releases/UBCICNews10310701.htm)

*Q. Why do some aboriginal people not support the BC Treaty Process or other treaties in Canada?*

**\*\*Major Assignment due (Essay/Policy Paper/Portfolio/Court Case)\*\***

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**December 2**      United States  
                          American Influence on Policies and Culture

**Reading:**      Dyck, Chapter 5, pp. 107-120

*Q. How does the USA impact/influence Canada in terms of government policies and culture?*

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**December 7**      Globalization  
                          International Organizations  
                          International Agreements  
                          Terrorism

**Reading:**      Dyck, pp. 121-128

**Definition of Terrorism at:**

<http://justice.gc.ca/antiter/sheetfiche/terrordefp1-terreurdefp1-eng.asp>

**Scan the Anti-Terrorism Act, FAQ's at:**

<http://justice.gc.ca/antiter/faqs-faq-eng.asp>

*Q. How do events in the world influence Canadian governments?*

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### **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 are the main issues in Canadian government and politics today?*

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**Final Exam: Date to be determined later**

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## **5. Basis of Student Assessment (Weighting)**

**(a) October 12: Mid-term exam (20%) Based on material covered to date**

**(b) October 28: Outline and preliminary bibliography for major assignment (10% + 5%)**

1) 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?
- What are some of the sources you intend to use (in general terms)?

2) Provide a properly structured paragraph explaining what your hypothesis/thesis/argument will be.

3) Provide, in Chicago Manual of Style (how-to at:

<http://camosun.ca.libguides.com/chicago> or

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) )

- 3 primary sources
- **Primary sources** are the basic materials for conducting original research in a given discipline. For the historian, they include documents such as letters, diaries, autobiographies, newspaper and magazine articles, speeches, eyewitness accounts, photographs and

sketches, and census data. For the scientist, primary sources might be notes on an experiment or a sheet of calculations. For the literary critic, the primary source is the text of the poem, play, or story. In the art of argument—the business of the critical essay—fair and compelling evidence is needed in order to substantiate any claim, whether it be the interpretation of a poem or a judgment on a historical figure. Primary sources constitute the best **evidence**. Original research is only made possible by collection, discovery, and recovery of primary documents and materials.

- 2 secondary sources
- **Secondary sources** are books and articles and documentaries that draw on primary sources and interpret them. When you are first researching a topic of interest, the fastest way to come to an understanding of your subject is to read secondary sources. Critical reading of these materials will also give you a sense of how other researchers have approached your research topic, which may give direction to your own argument—either toward or away from established perspectives or conclusions. Academic writing will require you to consult secondary sources to support and direct your own analysis. Most important to the student researcher, good secondary sources will **lead you** to the primary documents and resources noted in a bibliography or footnote. (source: RMC POE 206 CD)

**(c) November 4: Mid-term exam (20%) Based on material covered since 1<sup>st</sup> midterm**

**(d) Major Paper (25%) due November 30**

You have a **choice** from 4 options below for this assignment.

**1. Essay**

Choose from these topics:

- a) Choose a province or region of Canada. Examine its historical and/or current grievances. How have they been or not been accommodated in our federal system?
- b) Should Quebec be recognized as a distinct society? Why or why not? Include an examination and analysis of current sovereigntist politics in Quebec.
- c) How are women portrayed by the media in Canadian politics? Examine and analyze women who have been in or attempted to be in federal and provincial politics (think cabinet ministers, leadership contestants, party leaders). Are there stereotypical comments and coverage? Is the coverage the same as of men? For example, you could focus on a particular time, a specific party, comparisons of the National Post and Globe and Mail, or some other variable.
- d) How have global issues influenced the Kyoto Accord? Examine Canada's role in this Accord up to the present. Include a discussion of the issues surrounding the environment in our federal system.
- 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.

**-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, in person only, THIS TOPIC WITH ME no later than September 30.

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 which level(s) of government 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 federal system allow for the resolution of the issue consistent with your point of view?

-or-

## **4. Analyze a court case**

A) Provide the hyperlink to the case from a court database.

B) In **point form**, in no more than 2 pages, answer the following:

Particulars of the Case

1. What was the date of the case?
2. In which court was the case heard?
3. Was the case heard in another court previously? If so, which one(s)?
4. How many judges were on the panel of the case?



5. Who is the appellant(s) and who is the respondent(s)?
6. Are there any interveners? If so, who are they?
7. Which policy or law is being challenged?
8. Reason for judgment
9. What was the ruling of the court?
  - What is the basis of the reason for judgment?
  - Is it the same as the ruling of the lower court (if applicable)?
  - Was the ruling unanimous or were there dissenting opinions?

C) In three to four pages, explain why this case matters in terms of government in Canada. (for example, it may analyze the role of federalism the division of powers, the relationship between the courts and government...)

(informed by: MacIvor, Heather. *Canadian Politics and Government in the Charter Era*. Thomson Nelson. University of Windsor. 2006.

**Some cases you may consider:**

- Canada (Prime Minister) v. Khadr, 2010 SCC 3, Does Canada have to request the repatriation of Omar Khadr, currently imprisoned in Guantanamo Bay?  
<http://scc.lexum.org/en/2010/2010scc3/2010scc3.pdf>
  - Edwards v. A.-G. Can (1930), Are women persons? (in relation to Senate)  
<http://www.chrc-ccdp.ca/en/browseSubjects/edwardspe.asp>
  - Genereux, R. v., separate military court  
<http://scc.lexum.org/en/1992/1992scr1-259/1992scr1-259.html>
  - Haida Nation v. British Columbia (2004), Aboriginal rights (logging)  
<http://csc.lexum.org/en/2004/2004scc73/2004scc73.pdf>
  - McIvor (2007), Status regarding Indian women  
<http://www.courts.gov.bc.ca/jdb-txt/sc/07/00/2007bcsc0026.htm>
  - Saanichton marina v. Tsawout Band (1989), Do Douglas Treaty rights prohibit the construction of a marina?  
<http://www.mandellpinder.com/pdf/pdf-our-firm/saanichton-marina.pdf>
  - Victoria (City) v. Adams, Homelessness and the right to shelter (camp outside, in the City of Victoria)  
<http://www.courts.gov.bc.ca/Jdb-txt/SC/08/13/2008BCSC1363.htm>
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### For all, whether Essay/Policy Paper/Portfolio/Court Case:

- 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: 5-6 pages (TITLE PAGE, FOOTNOTES AND BIBLIOGRAPHY are extra pages)
  - A note on being succinct:
    - "I have made this letter longer than usual because I lack the time to make it shorter." -- Blaise Pascal
  - Portfolio length: explained in #3
  - Court Case: explained in #4
  - USE DEFAULT MARGINS AND INDENT FIRST SENTENCE OF PARAGRAPHS rather than large 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://camosun.ca.libguides.com/chicago>  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](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 2<sup>nd</sup> midterm
- 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.

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### Links to useful sites:

#### Supreme Court of Canada

<http://www.scc-csc.gc.ca/>

#### 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>

**Library of Parliament Research Publications**

<http://www.parl.gc.ca/About/Library/VirtualLibrary/ResearchPublicationsArchives-e.asp>

**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:**

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

Nisga'a Treaty [http://www.ainc-inac.gc.ca/pr/info/nit\\_e.html](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)  
[Sliammon First Nation Agreement in Principle](#)

**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
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### 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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<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.
<b>IP</b>	<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 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<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](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 the College web site in the Policy Section.