

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT PSC 104 Canadian Government Spring 2012</p>
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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:	Wednesday 11:35-12:35 or by appointment
(c)	Location:	Paul 237
(d)	Phone:	Please use email for contact
(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.

"I am actually surprised by how little teaching there is done in our primary and secondary schools about our rather unusual form of government ... Even as the dean of a law school, I'd be so surprised that students would come through, major in history or political science, and have so little understanding of our Constitution and our division of powers and our protection of rights and freedoms. We don't do as good a job as we should on that." (Governor General David Johnston in the December 24, 2012 Globe and Mail)

4. Course Content and Schedule

May 7 Introduction to Government and Politics

Review Syllabus
Attendance
Key issues in Canada today
Questionnaire

Break

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?

May 9 *Syllabus Quiz*****

Geography
Economic Cleavages, Conflicts, and Economic Development
Regional Identities

Reading: Dyck, Chapter 2, pp. 22-35

Russell, Peter in Globe and Mail. "Does it Matter if our Laws are Passed Legally?"

<http://www.theglobeandmail.com/news/opinions/opinion/does-it-matter-if-our-laws-are-passed-illegally/article2286544/>

Q. How do the different regions and their issues impact government and the political system?

Break

Class cleavages
Upper, middle, working
The poor

Reading: Dyck, Chapter 2, pp. 35-45

Choosing and Estimating a Poverty Line. World Bank. at:

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20242879~menuPK:435055~pagePK:148956~piPK:216618~theSitePK:430367~isCURL:Y~isCURL:Y,00.html>

Q. How should poverty be measured? Should the government make a concerted effort to reduce poverty? How?

May 14 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

Q. Why does the Royal Proclamation matter today? What did it promise aboriginal people?

Break

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://faculty.marianopolis.edu/c.belanger/quebechistory/docs/durham/>

Q. How might Durham's report influence French/English interactions? What are some of the early sources of French Grievance? What are some similarities between what he recommended for dividing powers and how Canada divides powers now?

May 16 **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"?

Break

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

Q. Is this act easy to understand? Why or why not?

Article Review Sample (for an in class practice, not your assignment article): Read: "Tar Sands: Dirty Oil and the Future of a Country." (Thomas Mulcair) At:

<http://www.irpp.org/po/archive/mar12/mulcair.pdf>

May 21 **No class, Victoria Day Holiday**

May 23 **Gender and Canadian government**

Reading: Dyck, Chapter 4, pp. 91-100

The Struggle for Equality in Parliament and Beyond (Sheila Copps) at:

<http://www.revparl.ca/english/index.asp?param=203>

Q. Have women achieved equality in government, politics, and business?

Break

Ethno cultural realities

Reading: Dyck, Chapter 4, pp. 84-91

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.theglobeandmail.com/news/politics/read-the-tory-ethnic-outreach-strategy/article1929269/?from=1931691>

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

Article Review Due

May 28 **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

Q. How do the federal and provincial powers differ? Which ones caught your attention?

Break

Division of powers, concurrent**Federal provincial agreements****Types of federalism**

Reading: Dyck, Chapter 12, pp. 294-308

Q. How does federalism accommodate provinces, how has federalism changed?

May 30 **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

Break

Canadian court system

Reading: Dyck, Chapter 16, pp. 404- 417

Outline and preliminary bibliography due

June 4 *****Midterm*****

Material covered to date, short answer questions and one essay question

Break

Charter of Rights and Freedoms in Constitution Act, 1982

Reading: Dyck, Chapter 11, pp. 266-270 (up to Fundamental Freedoms)
 Constitution Act, 1982, Charter of Rights and Freedoms,
 Preamble and Section 1, 24, 32 only at

http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Q. Are rights and freedoms in Canada absolutely guaranteed?

June 6 **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
 Constitution Act, 1982, Sections 2-15 in:

http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Break

Override (notwithstanding clause)
Implications of the Charter
Charter cases

Reading: Dyck, Chapter 11 pp. 278-282
 Constitution Act, 1982, Section 33 in:
http://www.solon.org/Constitutions/Canada/English/ca_1982.html

*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?*

June 11 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#tir>
[sg](#)

Q. How did these attempts at constitutional reform differ? Why did these attempts at constitutional reform change fail?

Break

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?

Major Assignment due (Essay/Portfolio/Court Case)

June 13 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?*

Break

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?

June 18 **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

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

Break

Court Cases re: aboriginal rights

June 20 **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?

Break

Globalization

International Organizations

International Agreements

Reading: Dyck, pp. 121-128

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

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?

Final Exam: Date to be determined later either June 25, 26, or 27 (1 ½ hours),

5. Basis of Student Assessment (Weighting)

a) Syllabus quiz	May 9	2% _____
b) Article Review	May 23	13% _____
c) Outline and preliminary bibliography	May 30	10% _____
d) Midterm	June 4	25% _____
e) Major Paper	June 11	25% _____
f) Final Exam	June 25/26/or 27	25% _____
Total:		_____/100

(You can keep track of your grades by entering them here ↑)

Assignment Details

(a) May 9: Syllabus Quiz 2%– questions regarding information in your syllabus

(b) May 23: Article Review (13%):

Read: The Struggle for Equality in Parliament and Beyond (Sheila Copps) at:
<http://www.revparl.ca/english/index.asp?param=203>

For this assignment you should, in a properly structured paper of 2-3 pages, include:

- Introductory paragraph
- Body (multiple paragraphs)
 - Brief synopsis of the article (no more than ½ page)
 - Provide a clear explanation of the author's thesis and structure of the author's argument.
 - Critically review and analyze the work (was it properly organized, can any of the points be interpreted differently, were there errors in it, did it assume prior knowledge, was the author credible, were there sources...)
 - What is the value of the article (to whom would it be useful, does it add to the discussion of the issue)?
- Concluding paragraph
-

(c) May 30: Outline and preliminary bibliography for major assignment (5% + 5%), 1-2 pages, read Major Assignment (on p. 8-11)

1) Provide an outline, in point form,

- Times Roman 12 font
- Page numbers
- Explain 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, in Chicago Manual of Style (how-to at:

<http://camosun.ca/libguides.com/chicago> or
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)
- **Note: Wikipedia is not an acceptable academic source**

(d) June 4: Mid-term exam (25%) Based on material covered to date

(e) June 11: Major Paper (25%)

You have a **choice** from 3 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) Examine and analyze current sovereigntist politics in Quebec. What is the state of the sovereignty movement in Quebec currently? Compare this to the 1980's and 1990's.
- 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 (examine cabinet ministers, leadership contestants, and/or 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, a specific election (provincial or federal) or some other variable.
- d) Examine the Government of Canada's stance on the Kyoto Accord. Explain its history in terms of Government of Canada policy. Provide an analysis of how the current stance affects Canada's image in the world.

e) Examine the Enbridge/Northern Gateway pipeline proposal. Discuss the jurisdictional issues involved. What role do the municipalities, provinces, band councils, and federal government play in terms of the division of powers? What role do citizens have? Who will decide whether this project proceeds or not?

f) You may choose your own topic but you must clear it with me by **May 28**. Be prepared to explain why you want to write about this topic and how you will approach it.

-or-

2. Portfolio

YOU NEED TO DISCUSS, in person only, THIS TOPIC WITH ME no later than **May 16th**. 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. 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 a two to three page essay, explain why this case matters in terms of government in Canada. Include a follow-up of any government actions taken in response to the case. (for example, it may analyze the role of federalism the division of powers, the relationship between the courts and government, result in change to laws...)

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

Choose from these cases:

- Edwards v. A.-G. Can (1930), Are women persons? (in relation to Senate)
<http://www.chrc-ccdp.ca/en/browseSubjects/edwardspsc.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>
- Rodriquez v. British Columbia (Attorney General) Right to assisted suicide?
<http://scc.lexum.org/en/1993/1993scr3-519/1993scr3-519.html>
- 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>

All, whether Essay/Portfolio/Court Case, will follow a specific format. This way, you need not worry about how to present your work or your citations. The focus can then be on your research, analysis, and writing.

- Essay length: 5-7 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, Times Roman 12 font
- 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
- 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 after the midterm
- format will be discussed in last class

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.

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

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

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.