

	<p><i>School of Arts & Science</i> SOCIAL SCIENCES DEPARTMENT</p> <p>PSC 212 - 01 Law and Politics 2012 Winter</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Ross Lambertson		
(b)	Office Hours:	Monday, Tuesday, Wednesday, Thursday, 3:00-3:50; and by appointment		
(c)	Location:	Paul 226A		
(d)	Phone:	370-3373	Alternative (home) – 384-3390	
(e)	Email:	lamberts@camosun.bc.ca		
(f)	Website:	http://lambertson.wordpress.com/		

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 law and its relationships to politics;
2. the nature of human rights;
3. some important pre-Charter human rights cases in Canada;
4. the basic elements of the Charter – and a number of important legal cases;
5. the basic elements of anti-discrimination legislation – and a number of important legal cases;
6. both left-wing and right-wing critiques of the Charter and the judiciary.

3. Required Materials

Text: “Law and Politics – 2012” - a collection of readings for sale in the College bookstore. **Note: the readings are not always in the order we shall follow.**

4. Course Content and Schedule

Lectures: Tuesday and Thursday – 4:00-5:20 – Young 211.

5. Basis of Student Assessment (Weighting)

- (a) Assignments – one term paper, worth 40% of the final grade; this paper can be rewritten and resubmitted after your instructor has graded it. The higher of the two grades will be official.
- (a) *Quizzes – three multiple choice tests, each worth 20%, for a total of 60%.*
- (c) Exams – none during examination week.
- (d) Class participation – an optional 2%. This is only for students who contribute in a very positive way to the lectures (asking questions, constructively debating with the teacher). Any student who is too shy to speak out can still in theory achieve a perfect grade.

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. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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 on the College web site in the Policy Section.

TENTATIVE TIME-TABLE - All readings from “Law and Politics – 2012”

Tuesday	Jan 10	First class - Course Introduction.
Thursday	Jan 12	Lesson 1 - Heard, “The Judiciary: Politics, Law, and the Courts,”
Tuesday	Jan 17	Lesson 2 – Pre-Charter Protection of Human Rights
Thursday	Jan 19	Lesson 3 - Early Canadian egalitarian rights cases
Tuesday	Jan 24	Lesson 4 - Early Canadian libertarian rights cases
Thursday	Jan 26	Lesson 5 - The Bill of Rights, 1960
Tuesday	Jan 31	Lesson 6 - Anti-Discrimination laws
Thursday	Feb 2	Lesson 7 - The Charter of Rights and Freedoms.
Tuesday	Feb 7	TEST #1 - Lessons 1-7
Thursday	Feb 9	Lesson 8 - The Supreme Court (Part 1)
Tuesday	Feb 14	Lesson 9 - The Supreme Court (Part II)
Thursday	Feb 16	NO CLASS - reading break
Tuesday	Feb 21	Lesson 10 - Interest Groups
Thursday	Feb 23	Lesson 11 - Charter Sceptics / TERM PAPER DUE – 4:00 P.M.
Tuesday	Feb 28	Lesson 12 – The Criminal process and Drugs
Thursday	Mar 1	Lesson 13 - Hate
Tuesday	Mar 6	Lesson 14 - Religion
Thursday	Mar 8	Lesson 15 - Disabilities
Tuesday	Mar 13	TEST #2 - Lessons 8-15
Thursday	Mar 15	Lesson 16 - Euthanasia and assisted suicide
Tuesday	Mar 20	Lesson 17 - Labour rights
Thursday	Mar 22	Lesson 18 - Sexual Orientation
Tuesday	Mar 27	Lesson 19 - Pornography
Thursday	Mar 29	Lesson 20 – Gender / PAPER REWRITE DUE – 4:00 P.M.
Tuesday	Apr 3	Lesson 21 - Terrorism
Thursday	Apr 5	Lesson 22 – The federal division of powers
Tuesday	Apr 10	Lesson 23 - Aboriginal rights
Thursday	Apr 12	TEST #3 - Lessons 16 to 23

CLASSES

- There is no textbook, so the classes are based on a mixture of lecture notes, readings from the course pack, and newspaper articles on contemporary issues. This are all indicated in the lessons posted on this instructor's website at <http://lambertson.wordpress.com/>
- Students are expected to read the material *before* the lectures so they will be ready to ask and answer questions.
- Students are invited to participate, as much as is practical, in class discussion. The lecture format does not work very well unless there is a two-way flow of information, with students asking questions and (where appropriate) expressing disagreement with the instructor. Students should be active learners, not just passive recipients of information.
- Often a lecture will begin with a discussion of current issues (news of the day). This material will not necessarily be on the exam (see below), but it should help students gain an understanding of how the Canadian legal-political system operates.
- Unlike some of your instructor's previous courses, there will be no review classes. If possible, some sample pretests will be given out before the tests.
- 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.

MULTIPLE-CHOICE TESTS

- VALUE** - there are three multiple-choice tests, each worth 20%.
- DATE** - See the timetable on page 2.
- CONTENT** The tests will be based upon the materials for the different lessons, which will be placed on your instructor's website as the course progresses. See <http://lambertson.wordpress.com/>
- 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.
- 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 that you deserve.
- MISSED TESTS** - You are expected to write your tests at the scheduled times and place (i.e. in class). A student will not be permitted to write at another time unless he/she has a reasonable excuse involving events beyond his/her control, such as illness, a death in the family, etc.
- MAKEUPS** - If you miss a test, or do poorly on a test, you can do a "makeup" test. This should be done within two weeks, and you can write it during your instructor's office hours. Remember, however, a make-up test will normally not be a multiple-choice test, but will consist of a number of terms, concepts, or legal cases that have to be defined and/or explained. This means that the test may take as long as one hour, depending upon how much you know and how fast you can write. If you are doing the test for the second time, the higher of the two grades will be the final grade.

TERM PAPER

- VALUE - One term paper, worth 40% of your final grade.
- DUE - See the time-table in this course outline. Either hand it in personally, or slip it under your instructor's office door (P-226A). 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 - **The Law and Politics of [any one of the topics in Lessons 12 to 23] in Canada.** You must provide:
- a short **history** of this topic, bringing it up to date (early 2012);
 - a summary of the **law** on this matter – statutes and major cases;
 - a description of the **politics** of this issue – parties and interest groups / different ideologies – liberal, conservative, feminist, etc.;
 - your own **evaluation** of the legal status quo – good or bad? Why?
- This paper should also **demonstrate how much you have learned from the course readings and lectures.**
- You must begin by using **the materials in the lesson for your topic.** Send an e-mail to your instructor if you want these materials in advance.
- You must also include **your own research**, going beyond the materials in the lesson, and bringing the topic up to date.
- FORMAT - all term papers must be *at least* six to eight typewritten pages, written in #12 font, preferably Times New Roman. Your instructor may read more than eight pages if he finds merit in what you have to say, but has the option of finishing after eight pages.
- you should provide citation **footnotes** and a **bibliography**. 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
- 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. You will not receive a better mark unless you pay close attention to the critical comments on your first draft. However, you will 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.

EVALUATION

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

“A” level work (95-100% = A+ / 90-100% = A / 85-89% = A-)

1. AMOUNT OF WORK/RESEARCH - 8.5 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, FOOTNOTES, BIBLIOGRAPHY - 8.5 to 10

- the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
- the work is well organized, and
- there are adequate footnotes, and a bibliography done according to the instructions.

3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8.5 to 10

- the student has demonstrated a superior understanding of all the prescribed materials.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8.5 to 10

- the student has developed superior ideas.

“B” level work (84-80% = B+ / 75-79% = B / 70-74% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 8

- the work is not quite maximum length, or
- the work deals with not quite enough of the prescribed reading materials.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 7 to 8

- 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, or
- there are adequate footnotes, and a bibliography done according to the instructions, but they have not been done quite correctly.

3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 8

- 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 8

- 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 6.5 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, FOOTNOTES, BIBLIOGRAPHY - 6 to 6.5 out of 10.
 - the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., or
 - the student misuses the apostrophe, or
 - the work is not well organized, or
 - there are few footnotes and bibliography; or they are not done correctly.
3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.5 out of 10.
 - this work shows a satisfactory 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 6.5 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, FOOTNOTES, BIBLIOGRAPHY - 5 to 5.5 out of 10.
 - the work is unsatisfactory; it is full of elementary errors, or
 - it is very poorly organized.
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, FOOTNOTES, BIBLIOGRAPHY) - less than 5 out of 10.
 - there are so many elementary errors 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 40.

- 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 4. (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 -- 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 very 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 your instructor and yourself.