

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT PSC 104 Canadian Government Winter 2013</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:	Thurs. 4:30-5:30, Wed & Fri 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

January 10

Introduction to Government and Politics

Review Syllabus

Attendance

Key issues in Canada today

Questionnaire

Break

Basics of government in Canada currently

Responsible Government defined

Reading: Reviewing blue sheet

January 17

*****Syllabus Quiz*****

The Political System

Introduction to Federalism

Reading: Dyck, Chapter 1

Q. How does government affect your life?

Break

Geography

Economic Cleavages, Conflicts, and Economic Development

Regional Identities

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

Hirsch, Todd. Battling ghosts: Can a Trudeau win in Alberta?

at <http://www.irpp.org/po/archive/nov12/hirsch.pdf>

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

January 24

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?

Reading: “Realizing Canada’s Promise in Partnership with Indigenous Peoples” in Policy

Options (August 2012) at <http://www.irpp.org/po/archive/aug12/jamieson.pdf>

Break

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?

January 31

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?

Break

Union Act

Discuss Article “Realizing Canada’s Promise in Partnership with Indigenous Peoples”

****Article Review Due****

February 7

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?

February 14

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?

February 21

READING BREAK NO CLASS

February 28

Midterm: on material covered to date

Break

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?

March 7

Division of powers cont'd, concurrent powers**Federal provincial agreements****Types of federalism**

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

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

Break

Lead up to 1982**Canada Act, 1982****Constitution 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
 Constitution Act, 1982 Section 52
http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Canadian court system

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

*****Outline and preliminary bibliography due*****

March 14

Charter of Rights and Freedoms in Constitution Act, 1982

Reading: Dyck, Chapter 11, pp. 266-271 (up to Democratic and Mobility rights)
 Constitution Act, 1982, Charter of Rights and Freedoms,
 Preamble and Sections 1, 2, 24, 32 only at
http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Q. Are rights and freedoms in Canada absolutely guaranteed? What are your fundamental freedoms?

Break

Charter of Rights and Freedoms in Constitution Act, 1982

Democratic and Mobility rights, Legal rights, Equality rights,

Reading: Dyck, Chapter 11, pp. 271-277
 Constitution Act, 1982, Sections 3-15 in:
http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Q. What are your legal and equality rights?

March 21

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 would it be acceptable for the Government of Canada to use Sec. 33?
 What options allow legislators to have the final say in legislation?*

Break

Amending the Constitution

Reading: Dyck, Chapter 3, p. 64
 Constitution Act, 1982, Sections 38-48 (scan these) in:
http://www.solon.org/Constitutions/Canada/English/ca_1982.html

Q. What is something related to Canadian government that should be changed? Bring a suggestion to class and we will relate it to the amending formulae.

March 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#tirsg>

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)*****

April 4

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?

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?

April 11

Aboriginal issues, treaties, sovereignty

Reading 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

United States**American Influence on Policies and Culture****Globalization****International Organizations and Agreements****Reading:** Dyck, Chapter 5, pp. 107-119, 121-128*Q. How does the USA impact/influence Canada in terms of government policies and culture?**Q. How do events in the world influence Canadian governments?***Final Exam:** Date to be determined later (1 ½ hours),**5. Basis of Student Assessment (Weighting)**

a) Syllabus quiz	Jan. 17	2% _____
b) Article Review	Jan. 31	13% _____
c) Midterm	Feb. 28	25% _____
d) Outline and preliminary bibliography	March 7	10% _____
e) Major Paper	March 28	25% _____
f) Final Exam	TBD	25% _____
Total:		_____/100

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

Assignment Details**All assignments will be completed using the following:**

- USE DEFAULT MARGINS
- Type
- Double-space
- Times Roman 12 font
- Include page numbers
- Use Chicago style citations with footnotes or endnotes (your computer is programmed for these – it’s easy –in Word “Help”, just type in “*About Footnotes and Endnotes*”!) http://www.chicagomanualofstyle.org/tools_citationguide.html
- Include a bibliography
- Include a title page with your name, student number, title of assignment, course name

Details for Assignments

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

(b) Article Review (13%):

Reading: “Tar Sands: Dirty Oil and the Future of a Country.” (Thomas Mulcair) At:

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

For this assignment, 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
 - 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

On a separate page, in addition to the review of the article, in one properly structured paragraph, on its own page, identify something in the article that you did not understand.

You will not undertake to understand it for this assignment; simply raise a point of confusion or total lack of understanding of one of her points.

(c) Mid-term exam (25%) Based on material covered to date

(d) Outline and preliminary bibliography for major assignment (5% + 5%), 1-2 pages, read Major Assignment (on p. 9-12)

1) Proposal:

In 1-2 pages:

- Describe what your topic will be
- Why did you choose this topic?
- What is the objective of the assignment, what do you intend to explore/find out?
- 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**

You will attach marked outline to major paper

(e) 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 **sovereignist politics in Quebec**. What is the state of the sovereignty movement in Quebec currently? Compare this to the 1980's and 1990's. Include an analysis of the Sept. 4, 2012 election.
- c) Examine the Government of Canada's bill C-31 on Refugees (latest version <http://www.parl.gc.ca/LEGISINFO/BillDetails.aspx?Language=E&Mode=1&billId=5383493> , summary at <http://www.cdp-hrc.uottawa.ca/projects/refugee-forum/documents/c31summaryjanetcleveland.pdf>) **in terms of the new designation, irregular arrivals**. What is the rationale for the bill? Provide an analysis of how opposition parties and non-governmental organizations are reacting to the new policy.
- d) 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?

e) You may choose your **own topic** but you must clear it with me by **January 31**. 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 **Jan. 31st**. 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) Cut and paste the following and in **point form**, in no more than 2 pages, answer the following:

Particulars of the Case

1. What was the date of the case? What was the date of the judgement?
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)? (who is challenging who?)
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:

Auton v. British Columbia (2004): funding for Autism treatment

<http://scc.lexum.org/en/2004/2004scc78/2004scc78.html>

B. (R.) v. Children's Aid Society (1995) Seizing children for blood transfusions (Jehovah's Witness)

<http://scc.lexum.org/en/1995/1995scr1-315/1995scr1-315.html>

Genereux, R. v., Is a separate military court independent?

<http://scc.lexum.org/en/1992/1992scr1-259/1992scr1-259.html>

Lax Kw'alaams Indian Band v. Canada (Attorney General). Do pre-contact customs, practices, and traditions support a commercial fishery?

<http://scc.lexum.org/en/2011/2011scc56/2011scc56.html>

Multani v. Commission scolaire Marguerite –Bourgeoys, 2006. Does the child, Gurba, have a religious or equality right to wear a kirpan in school?

<http://www.canlii.org/eliisa/highlight.do?text=multani&language=en&searchTitle=Federal+-+Supreme+Court+of+Canada&path=/en/ca/scc/doc/2006/2006scc6/2006scc6.html>

Rodriquez v. British Columbia (Attorney General) Right to assisted suicide?

<http://scc.lexum.org/en/1993/1993scr3-519/1993scr3-519.html>

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
- Double-spaced
- Typed, Times Roman 12 font
- Include 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
- Include a bibliography
- Include 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.

Attach marked outline to major paper when you submit it.

(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 is 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. Click on The complete [set of documents](#)...

<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.

Do not hesitate to ask for help when you need it.

- [Planning your education](#)
- [Getting your coursework done](#)
- [Campus life](#)
- [Personal support](#)
- [Work and housing](#)
- [Getting around](#)

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.