

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT PSC 290 Special Topics in Political Science Winter 2016</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:	Mon. 2:30-4, Tues. 4-5, Wed. 2:30-4, Thurs. 4:30-5:30, or by appointment		
(c)	Location:	Paul 237		
(d)	Phone:	Use email to contact		
(e)	Email:	Brashm@camosun.bc.ca		
(f)	Website:	n/a		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to describe, explain, and critically assess:

1. Critically analyze and evaluate the complex and competitive array of Political Science sources, both primary and secondary.
2. Identify the central themes, concepts, and issues relating to the course topic with a focus on power, authority, legitimacy, and governance.
3. Critically analyze and apply the tools of Political Science, including case studies and comparative analysis, to issues of the course topic.
4. Synthesize and present varying and often competitive positions concerning the course topic.
5. Demonstrate skills in research, in creating arguments, and in written and oral communication.

3. Required Materials

The Special topic for this semester is “PIPELINES AND POLITICS”

See Class Schedule or Online readings including:

- Court cases (Tsilhqot’in Nation v. British Columbia, Haida v. British Columbia)
- Federal government reports/legislation (including NEB Report re: Northern Gateway, Forging Partnerships: Building Relationships, Report of the Commissioner of the Environment and Sustainable Development)
- Non-government organizations’ reports and resolutions (including environmental organizations, scientists, notables)
- Newspaper articles

4. Course Content and Schedule

When doing your readings, pay close attention to links to related articles. Critically assess the veracity of each reading and the credibility of the author and sources of information.

January 11 Introduction, Administrative tasks, syllabus review, mock quiz

January 13 Explanation of core terms: Oil, Bitumen, Dilbit, LNG, Fracking
Reading: Uses of oil at <http://www.eia.gov/tools/faqs/faq.cfm?id=41&t=6>
 Oil Sands/Tar Sands at <http://ostseis.anl.gov/guide/tarsands/>
 Dilbit: what is it and what is it used for?
<http://www.nrdc.org/energy/files/tarsandssafetyrisks.pdf>
 LNG: <http://www.nrcan.gc.ca/energy/natural-gas/5679>

January 18 Case studies introduction: Northern Gateway/Enbridge, Keystone XL, Trans Canada, BC LNG, Energy East

January 20 Constitution and jurisdiction: Examine Constitution Acts 1867 and 1982 (who has power?)
Reading: Constitution Act, 1867, read sections 91, 92, and 132 at:
http://www.solon.org/Constitutions/Canada/English/ca_1867.html

January 25 *Short Quiz 1 – material covered to date*****
 Role of Courts: Examine Tsilhqot'in Nation v. British Columbia
Reading: Structure of Canadian Courts at
http://www.cscja-acjcs.ca/structure_of_courts-en.asp?l=4
 Tsilhqot'in Nation v. British Columbia (read up to Cases cited, then paras. 1-3, 153, and view map in Appendix at
<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/14246/index.do>

January 27 Business, BC and Federal Government responses post Tsilhqot'in Nation v. British Columbia
Reading: B.C.'s apology for hanging Tsilhqot'in war chiefs one step in a long healing process at
<http://www.theglobeandmail.com/news/british-columbia/bc-apology-for-hanging-tsilhqotin-war-chiefs-one-step-in-a-long-healing-process/article21307738/>
 Premier Clark's apology at p. 4861 at
<https://www.leg.bc.ca/documents-data/debate-transcripts/40th-parliament/3rd-session/20141023am-Hansard-v16n2#4860>
 Premier Clark's meeting with Chiefs at
<http://www.cbc.ca/news/canada/british-columbia/christy-clark-first-nations-leaders-hold-historic-meeting-1.2763280>
 Federal Government Response at <http://news.gc.ca/web/article-en.do?nid=862839>

February 1 Case Study: BC LNG, May 13, 2013 BC election

Reading: Election Platform of BC Liberals, p. 8-12 at

<http://files.flipsnack.com/iframe/embed.html?hash=fhcjsxt&wmode=window&bgcolor=EEEEEE&t=13660594461366059618>

Election Platform of BC NDP, Intro and p. 3 and 28 at

<http://www.bcnep.ca/files/BCNDP-Platform-2013-Web.pdf>

LNG Proposals: <http://www.newsroom.gov.bc.ca/ministries/natural-gas-development/factsheets/factsheet-lng-project-proposals-in-british-columbia.html>

February 3 Supporters and opponents of BC LNG (examine interest groups, opposition parties, key institutions, players, and issues [at federal, provincial, local, regional, and aboriginal levels], difference between power and influence.

Reading: Speech from the Throne at 1410

<https://www.leg.bc.ca/documents-data/debate-transcripts/40th-parliament/2nd-session/20140211pm-Hansard-v5n1#1191>

Opposition:

<http://www.cbc.ca/news/canada/british-columbia/skeena-river-first-nations-oppose-petronas-lng-plant-near-prince-rupert-1.2824967>

<http://www.vancouverobserver.com/news/mass-opposition-squamish-lng-plant-sparks-calls-citizens-vote>

<http://canadians.org/blog/council-canadians-opposes-lng-agenda-british-columbia>

Support:

<http://treaty8.bc.ca/current-affairs/lng-liquefied-natural-gas/>

<http://www.cbc.ca/news/canada/british-columbia/nisga-a-nation-signs-lng-pipeline-benefits-deal-with-b-c-1.2844672>

February 8 No Class – Family Day**February 10 Keystone XL: Opponents and supporters, interest groups, opposition parties, key institutions, players, and issues [at federal, provincial, local, regional, and aboriginal levels], role of celebrities, difference between power and influence.**

Reading: The project:

<http://keystone-xl.com/about/the-keystone-xl-oil-pipeline-project/>

Opponents:

<http://www.nrdc.org/energy/keystone-pipeline/>

<http://www.nrdc.org/energy/keystone-pipeline/tar-sands-stories/>

https://secure.sierraclub.org/site/SPageNavigator/NAT_KXL_Petition.htm;jsessionid=E20CB7DA7DC3567DDDC09D8DF60D14.app234a?gclid=CP6Y_ffL-8ICFRSIfgodBCgAYw

<http://350.org/campaigns/stop-keystone-xl/>

Supporters

<http://buildkxlnow.org/communities-thankful-pipelines-year/>
<http://buildkxlnow.org/wp/wp-content/uploads/2014/11/CEA-Letter-in-Support-of-HR-5682-KXL-Nov-2014.pdf>
<http://news.nationalpost.com/2014/12/04/new-jersey-governor-chris-christie-kicks-of-canadian-visit-with-support-for-keystone-xl-praise-for-harper/>

February 15 Case Study: Keystone XL (examine bilateral relationship, US Constitution {who has the power}, international forces

Reading:

US Constitution Article 1, Section 7, at

<http://www.montpelier.org/constitution/us-constitution>

Bills Vetoed at

<http://www.senate.gov/reference/Legislation/Veto/vetoCounts.htm>

Harper won't take no for an answer at

http://www.huffingtonpost.ca/2013/09/26/stephen-harper-keystone-pipeline-new-york_n_3993549.html

<http://www.usatoday.com/story/news/politics/2015/02/24/obama-keystone-veto/23879735/>

http://www.nytimes.com/2015/03/05/us/senate-fails-to-override-obamas-keystone-pipeline-veto.html?_r=0

February 17 Test # 2 on material covered to date

February 22 Northern Gateway/ Enbridge Proposal

Reading: detailed overview of project pp. 2-7 in Volume 1at

<http://www.gatewayfacts.ca/About-The-Project/Project-Overview.aspx> (click on both tabs)

NEB description at

<http://gatewaypanel.review-examen.gc.ca/clf-nsi/bts/prjct-eng.html>

Paper Proposal and Preliminary bibliography due

February 24 Northern Gateway/Enbridge: Supporters (industry, international, influence/lobbying)

Federal government: Lobbyists, Ministers' statements, advertising

Reading: CAPP

<http://www.capp.ca/canadian-oil-and-natural-gas/canadian-economic-contribution>

[http://www.timescolonist.com/opinion/editorial-knowledge-goes-into-dumpster-](http://www.timescolonist.com/opinion/editorial-knowledge-goes-into-dumpster-1.785468)

[1.785468](http://www.timescolonist.com/opinion/editorial-knowledge-goes-into-dumpster-1.785468)

Northern Gateway/Enbridge: Opponents (governments, opposition parties international)

Aboriginal positions, duty to consult, ngo's, engo's, celebrities

Reading: <http://infographics.idlelist.com/the-perilous-journey-of-the-northern-gateway-pipeline/>
http://awsassets.wwf.ca/downloads/ubc_infographic_web.pdf
<http://www.theglobeandmail.com/news/british-columbia/bc-to-northern-gateway-no/article19213866/>
<http://www.newsroom.gov.bc.ca/2012/07/statement-by-premier-christy-clark.html>
<http://www.coastalfirstnations.ca/programs/anti-oil-tanker-campaign>

February 29 Eyford Report, Municipal/Local government, UBCM (jurisdiction, response to proposal)

Reading: Haida Nation v. British Columbia (Minister of Forests) read up to Cases cited at

<http://scc-csc.lexum.com/scc-csc/scc-csc/en/item/2189/index.do>

Forging Partnerships, Building Relationships (Douglas R. Eyford) pp. 6-10 and 32-45 at

<https://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/www/pdf/publications/ForPart-Online-e.pdf>

March 2 National Energy Board Report & Responses

Reading: NEB Report

Cabinet Response

<http://gatewaypanel.review-examen.gc.ca/clf-nsi/dcmnt/dcsnsttmnt-eng.html>

March 7 *TBA*****

*****Comparative analysis due*****

March 9 Trans Canada twinning proposal- case study focusing on role of local governments, local organizations

Reading: Project overview at

<http://www.transmountain.com/project-overview>

March 14 Response of Vancouver, Burnaby, and Southern Vancouver Island municipalities (including court injunction application, engo's, SLAPP suits)

Reading: http://business.financialpost.com/2014/09/02/keystone-2-0-how-mounting-opposition-is-threatening-kinder-morgans-trans-mountain-project/?_lsa=872f-886a
http://www.huffingtonpost.ca/carol-linnitt/burnaby-mountain-b_6219848.html
<http://www.cbc.ca/news/canada/british-columbia/kinder-morgan-protests-more-protesters-arrested-as-test-drilling-starts-1.2845878>

March 16 TBA re: Refineries

*****Essay due*****

March 21 Energy East/TransCanada proposal

Reading: Project Overview at

<http://www.energyeastpipeline.com/home/the-project/>

March 23 Energy East – support and opposition

Reading:

Support: <http://action.energyeastpipeline.com/>

<http://www.cbc.ca/news/politics/energy-east-alberta-s-jim-prentice-goes-pipeline-woeing-1.2856824>

Opposition: <http://environmentaldefence.ca/issues/tar-sands/energy-east>

<https://secure.canadians.org/ea-action/action?ea.client.id=1899&ea.campaign.id=31200>

March 28 No Class

March 30 Eyford Report #2

Reading: A New Direction: Advancing Aboriginal and Treaty Rights pp. 2-6, 80, 84-88

at http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ-LDC/STAGING/texte-text/eyford_newDirection-report_april2015_1427810490332_eng.pdf

April 4 Cumulative Impacts

Treaty 8 Infringement Claim at

<http://www.canadianenergylawblog.com/2015/03/13/bc-first-nation-commences-treaty-8-infringement-action-against-province/>

http://www.ratcliff.com/sites/default/files/news_articles/2015-03-03%20Notice%20of%20Civil%20Claim.PDF

April 6 Presentations (based on research papers)

April 11 Presentations (based on research papers)

April 13 Presentations (based on research papers)

Current status of projects studied, current political situation

5. Basis of Student Assessment (Weighting)

Assignments

a) Media Assignment	ongoing	__15%
b) Test # 1	January 25	__ 5%
c) Test # 2	February 17	__10%
d) Preliminary bibliography/Essay proposal	Feb. 22	__10%
e) Comparative analysis	March 7	__10%
f) Essay	March 16	__25%
g) Presentation (individual)	April 6, 11, or 13	__ 5%
h) Final Exam	TBA	__20%
	Total	____ (100)

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://camosun.ca.libguides.com/chicago>
- Include a bibliography
- Include a title page with your name, student number, title of assignment, course name, date

a) Media Assignment (2 - 3 1/2 pages total)**ongoing: 15%**

- Choose a story related to pipelines and politics from a reputable source (online or print)
- Introduce the story to the class on your chosen day (sign-up sheet to be circulated in class on Jan. 11 & 13). Explain what the story is about and who the main actors in the story are. This will be a 5 minute presentation (maximum).
- Submit a hard copy for marking **and** email the assignment to me the morning of your date. It is your responsibility to present on the day for which you signed up.
- Complete the following, in 1 – 2 pages:
 - A) **Answer in complete sentences (in one to five sentences per question)**
 1. **What** is the story about?
 2. **Source** (name of source including reporter or author if available, date).
 3. What **prominence** is the story given (what page number and placement or time in broadcast – ex. Leading headline, buried in back page...). What does the prominence (or not) tell you?
 4. **Why** did the story catch your attention? Was there a sensational title, an attention getting photo, words in the title that were of interest...
 5. Who are the **political** players noted, if any? From which level of government are they?
 6. Who are the **non-political** players noted, if any?
 7. Are the players credible or do they have any biases?

B) Answer in a few properly structured paragraphs (1 to 1 & 1/2 pages):

10. What does this story and the way in which it is presented say about the relationship amongst government, ngo’s, and citizens in the issue presented? Who has the power, authority, and/or legitimacy in this story?

b) Test # 1**January 25: 5%**

- Based on material covered to date

c) Test # 2**February 17: 10%**

- Based on material covered since last test

d) Preliminary bibliography and Essay proposal**February 22: 10%**

Read Assignment (f) on page 9

1) Proposal:

In 1-2 pages:

- Describe what your topic will be.
- Why did you choose this topic? Why did you choose this project, this supporter, and this opponent?
- What is the objective of the assignment, what do you intend to explore/find out?
- How will you approach your research, what are the types of sources you intend to use (in general terms)?

2) Provide, in full Chicago Manual of Style (how-to at: <http://camosun.ca.libguides.com/chicago>)

- 3 primary sources

1. **Primary sources** are the basic materials for conducting original research in a given discipline. They include documents such as letters, diaries, autobiographies, newspaper and magazine articles, speeches, eyewitness accounts, photographs and sketches, and census data. Compelling evidence is needed in order to substantiate any claim. 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

1. **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)

e) Comparative analysis of Cabinet Ministers**March 7: 10%**

Choose 2 similar ministries, one federal and one provincial (environment, Aboriginal Affairs, Natural Resources, Trade, ...)

Provide a brief bio of each minister and their responsibilities.

Read the Mandate Letters for each of the two:

- Compare and Contrast them in terms of mention of any oil and/or LNG proposals

Provide an analysis of what the focus of each government is or is not in terms of the energy industry.

f) Essay (6-8 pages)**March 16: 25%**

Choose one pipeline proposal that would originate in Canada. Choose one supporter of the project and one opponent of the project. (Note that it will likely be a political entity, group, business, or organization of some sort)

Then, explain:

- The project
- Which government(s) has the authority to decide whether the project proceeds or not
- Explain who the supporter is
- Explain who the opponent is
- Explain the rationale for the support
- Explain the rationale for the opposition
- What are the opportunities each has to present their position
- Analyze whether or not these positions can be reconciled

g) Presentation (individual)**April 6, 11, or 13: 5%**

Everyone will provide a 5 minute presentation to the class about their paper.

- Explain your topic,
- What were you were trying to determine
- How did you approach your research
- What did you conclude about the opposing views regarding the proposal
- Explain any points of interest regarding the **process of undertaking research** for the paper

You will have to time your presentation carefully in order that everyone can complete this assignment. You will be graded on content (**all** points above addressed), timing, and speaking (good clarity and volume).

h) Final Exam**TBA****20%**

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-and-support/e-2.5.1.pdf>

Late Policy

Assignments are **due in class, at the start of class**, and will be handed to me in person.

(Do not submit papers under my door or show up at the end of class to submit it.)

If you have a serious problem **before the due date**, notify me immediately and we will make alternate arrangements for you to complete your work.

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).

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

Plagiarism policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.1.pdf>

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.