

**Political Science 2230E Canadian Government & Politics**  
**Brescia University College, Western University**  
**2017-18**

Instructor: Dr. Paul Barker

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Class: Mon. 11:30-1:30 & Wed. 11:30-12:30, Ursuline Hall MR 153

Office Hours: Mon. 10:30-11:30 or by appointment

### **Description**

A course which explores the rudiments of Canadian government and politics: the prime minister, the constitution, political parties, the media, the ideological context, and other aspects that form parts of the political process in Canada. Also considered are issues which arise from the endeavor to successfully govern Canada and its many complexities.

### **Learning Objectives**

By the end of the course, students will be able to do the following:

- Identify the institutions and processes which make up the Canadian political system.
- Explain the emergence and perseverance of the unique political culture in Canada
- Construct fiscal arrangements and other public policies central to the success of federalism in Canada
- Evaluate proposals for reforming key components of political life in Canada.

### **Competencies**

In pursuing and achieving the learning objectives, students also will develop competencies in several areas. The Brescia competencies are as follows:

*Communication:* The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.

*Critical Thinking:* The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

*Inquiry and Analysis:* The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.

*Problem Solving:* The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

*Self Awareness and Development:* The ability to draw meaning, knowledge and value from honest and fair reflection and self evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

*Social Awareness and Engagement:* The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

*Valuing:* The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions

## **Text**

Stephen Brooks and Mark Menard, *Canadian Democracy: A Concise Introduction, 2<sup>nd</sup> ed.* (Toronto: Oxford University Press, 2017). Readings which complement the core text will be posted on the course website.

## **Grading**

Reports on Readings (October 16, Nov. 20)*	20%
Essay (Mar. 12)#	20%
Test (exam period Dec.)	20%
Participation@	10%
Final Exam (exam period Apr.)	30%

\*two 750-word reports on readings selected from the weekly outline

# one 1500-word essay on issue in Canadian politics

@participation based on attendance and contribution to class discussions

A late penalty of 2% per day is applied to the essay and the reports on readings. More details on grading to follow in class.

## Weekly Outline

### Week 1

Sept. 11, 13 Introduction and Indigenous Peoples Policy

Reading 1: Conrad Black “Let’s end the victimhood,” *National Post*, August 5, 2017

### Week 2

Sept 18, 20 The Basics and the Prisoner’s Dilemma

Stephen Brooks and Marc Menard, *Canadian Democracy: A Concise Introduction* (Toronto: OUP, 2017), ch. 1

### Week 3

Sept. 25, 27 Political Culture

Brooks and Menard, *Canadian Democracy*, ch. 2

Reading 2: Jan-Werner Muller, *What is Populism?* (Philadelphia: University of Pennsylvania Press, 2016), ch. 1

### Week 4

Oct. 2, 4 Political Culture & the Fragment Thesis

Reading 3: Gad Horowitz, “Conservatism, Liberalism, and Socialism in Canada,” in R.S. Blair and J. McLeod, eds., *The Canadian Political Tradition*, 2<sup>nd</sup> ed. (Toronto: Nelson, 1993)

Reading 4: *Health Care in Canada and the US*

### Week 5

Oct. 9, 11 **Fall Reading Week**

### Week 6

Oct. 16, 18 Regionalism + Diversity

Brooks and Menard, *Canadian Democracy*, chs. 4-5

**Week 7**

Oct. 23, 25                      Canadian Constitution

Brooks and Menard, *Canadian Democracy*, ch. 6 (pp. 174-211)

Reading 5: Peter McCormick, *The End of the Charter Revolution* (Toronto: UTP, 2015), ch. 2

**Week 8**

Oct. 30, Nov. 1                Charter Cases

Brooks and Menard, *Canadian Democracy*, pp. 212-226

Reading 6: Mark Charlton & Paul Barker, *Crosscurrents*, 5th ed. (Toronto: Nelson, 2009), Issue 5

Reading 7: Charter Cases: *Queen v. Oakes, 1986* & *Law v. Canada, 1999*

**Week 9**

Nov. 6, 8                      Federalism

Brooks and Menard, *Canadian Democracy*, 229-242

Reading 8: Ramsay Cook, *Canada and the French-Canadian Question* (Toronto: MacMillan, 1966), ch. 9

Reading 9: Government of Quebec, *Quebecers: Our Way of Being Canadian: Policy on Quebec Affirmation and Canadian Relations* (Quebec City: Government of Quebec, 2017)

**Week 10**

Nov. 13, 15                    Federalism and Cases

Reading 10: Peter Russell, "The Anti-Inflation Case: Anatomy of a Constitutional Decision," *Canadian Public Administration* 1977

Reading 11: Patrick Monahan & Byron Shaw, *Constitutional Law*, 4<sup>th</sup> (Toronto: Irwin Law, 2013), ch. 9.

**Week 11**

Nov. 20, 22                    Federalism

Brooks, *Canadian Democracy*, ch. 242-65

Reading 12: Richard Simeon, Ian Robinson and Jennifer Wallner, "The Dynamics of Canadian Federalism," in J. Bickerton & A-G Gagnon, eds., *Canadian Politics* 6<sup>th</sup> ed. (Toronto: UTP, 2014)

Reading 13: Greg Inwood, P. O'Reilly, and C. Johns, "Intergovernmental Policy Capacity and Practice in Canada" in M. Howlett, A. Wellstead, and J. Craft, eds., *Policy Work in Canada: Professional Practices and Analytical Capacities* (Toronto: University of Toronto Press, 2016)

Reading 14: Charlton and Barker, eds., *Crosscurrents*, 7<sup>th</sup> ed. (Toronto: Nelson, 2013), Issue 5.

**Week 12**

Nov. 27, 29                      Fiscal Relations

Reading 15: *Federal-Provincial Fiscal Transfers*

Reading 16: Department of Finance, Ottawa *Personal Income Tax Coordination: The Federal-Provincial Tax Collection Agreements*, June 1991, 1-17 (Ottawa: Finance Canada, 1991)

**Week 13**

Dec. 4, 6                         Fiscal Relations & Exam Review

Readings from Week 12

**Second Term****Week 14**

Jan. 8, 10                        Executive

Brooks and Menard, *Canadian Democracy*, pp. 266-288

Reading 17: P. Barker and T. Mau, *Public Administration in Canada*, 2<sup>nd</sup> ed. (Toronto: Nelson, 2017), ch. 9

**Week 15**

Jan. 15, 17                        Executive (cont'd)

Reading 18: D. Savoie, "Power at the Apex: Executive Dominance," in J. Bickerton and A-G. Gagnon, *Canadian Politics*, 6<sup>th</sup> ed.

Reading 19: E. Goldenberg, *The Way It Works: Inside Ottawa* (Toronto: McClelland & Stewart, 2006), ch. 6

Reading 20: Charlton and Barker, eds., *Crosscurrents* 7<sup>th</sup> ed., Issue 6

**Week 16**

Jan. 22, 24                        Bureaucracy

Reading 21: David Johnson, *Thinking Government: Public Administration and Politics in Canada* 4<sup>th</sup> ed. (Toronto: UTP, 2017), 96-114

Paul Thomas, "Two Cheers for Bureaucracy: Canada's Public Service," in Bickerton and Reading 22: Gagnon, eds., *Canadian Politics*

Reading 23: Writing in the Public Service: How to Write Briefing Notes, How to Write Ministerial Correspondence, Memoranda to Cabinet, and other papers

Jan. 29, 31                      Bureaucracy (cont'd)

Reading 24: Gordon Osbaldeston, 'Dear Minister,' *Policy Options*, 1988

Reading 25: J.D. Love, *The Deputy Minister Day* + D. Hartle, *Draft Memorandum to Cabinet* (Toronto: Institute of Public Administration of Canada, nd.)

### **Week 18**

Feb. 5,7                         Legislature

Reading 26: A. Marland and J. Wesley, *Inside Canadian Politics* (Toronto: OUP, 2017), ch. 6.

Reading 27: Andrew Coyne, "Repairing the House," *Walrus*, October 2013 (see Michael Chong private member's bill)

Report 28: Charlton and Barker, eds., *Crosscurrents 7<sup>th</sup> ed.*, Issue 7

### **Week 19**

Feb. 12, 14                      Courts

Reading 29: Marland and Wesley, *Inside Canadian Politics*, ch. 7

Reading 30: *New process for judicial appointments to the Supreme Court of Canada*

### **Week 20**

Feb. 26, 28                      Political Parties and Elections

Brooks and Menard, *Canadian Democracy*, ch. 9 (318-341)

Reading 31: D. Bricker and J. Ibbitson, *The Big Shift* (Toronto: Harper Collins, 2013), Preface and ch. 2 (and D. Bricker & J. Ibbitson, "Why Canada's Shift to Conservatism isn't Dead," *Globe and Mail*, Oct. 28, 2015)

Reading 32: L. Leduc and J. Pammett, *Dynasties and Interludes: Past and Present in Canadian Electoral Politics* (Toronto: Dundurn, 2016), ch. 13

### **Week 21**

Mar. 5,7                         Electoral Reform & Voting

Brooks and Menard, *Canadian Democracy*, 341-359

### **Week 22**

Mar. 12, 14: Elections and Campaigning

Reading 33: Tom Flanagan, *Winning Power: Canadian Campaigning in the Twenty-First Century* (McGill-Queen's University, 2014), ch. 1

Reading 34: Paul Wells, "The Winner Takes It All," *Maclean's*, November 2, 2015

Reading 35: F. Ellis, "Steven Harper and the 2015 Conservative Campaign: Defeated But Not Devastated" and Brooke Jeffrey, "Back to the Future: The Resurgent Liberals" in J.H. J.

Pammett and C. Dornan, eds., *The Canadian Federal Election of 2015* (Toronto: Dundurn, 2016)

### **Week 23**

Mar. 19, 21                      Interests Groups

Brooks, *Canadian Democracy*, ch. 10

Reading 36: Eric Montpetit, "Are Interest Groups Useful or Harmful? Take Two," in J. Bickerton and A-G. Gagnon, eds., *Canadian Politics*, 6<sup>th</sup> ed.

### **Week 24**

Mar. 26, 28:                      Media and Political Communication

Reading 37: Marland and Wesley, *Inside Canadian Politics*, ch. 11

Reading 38: Alex Marland, "Strategic Management of Media Relations: Communications Centralization and Spin in the Government of Canada" *Canadian Public Policy* (March 2017)

Reading 39: Reading Charlton & Barker, eds., *Crosscurrents*, Issue 14,

### **Week 25**

Apr. 2, 4,                              Canada in the World

Brooks and Menard, *Canadian Democracy*, ch. 12

### **Week 26**

Apr. 9, 11:                              Return to Indigenous Peoples & Exam Review

Reading 40: Stephen Brooks, *Canadian Democracy 8<sup>th</sup> edition* (Toronto: OUP, 2015), ch. 16

Reading 41: Charlton and Barker, eds., *Crosscurrents 7<sup>th</sup> ed.*, Issue 2

## 2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation. A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:

<http://westerncalendar.uwo.ca/2017/pg117.html>

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives



to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar. If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

### 5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices

([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

### 6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

### 7. SUPPORT

#### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

#### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to

Mental\_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

#### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and

unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.