

CARLETON UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

PSCI 2003B

Canadian Political Institutions



**Winter 2008: M 11:35 - 1:25 p.m.
Room: 3275 Mackenzie Building**

Instructor

Dr. R. Jhappan Office Hours: D697 Loeb Tel: 520 2600, ext. 2788
Office Hours: M 2:30 – 4:30 p.m. Th 3:30 – 5:30 p.m., or by appointment

Course Description

This course provides an introduction to Canadian political institutions, and through them to some of the major themes, issues, and conflicts in Canadian political life. After setting the context of contemporary politics through a brief overview of Canadian social and political history, the course analyses the evolution, structure, functions, and contemporary critiques of federal political institutions and processes, including the constitution, the Crown, the Executive, Parliament, political parties, the electoral system, federalism, the courts, and the *Charter of Rights*. Stressing the themes of representation, citizen participation, and institutional reform, the course is geared towards evaluating the success of the Canadian variant of democracy.

The companion course to this, PSCI 2002, focuses on the evolving linkages between state and society and major issue areas or sources of conflict in Canadian politics, such as regionalism, language, class, gender, ethnicity, and Aboriginal politics.

Course Objectives

This course is designed to enhance students':

- theoretical and empirical knowledge of the complexities of Canadian government and politics;
- understanding of the socio-historical contexts in which contemporary conflicts in Canadian society are rooted;
- ability to comprehend issues from different points of view through study of the concepts and approaches developed by political scientists and other scholars;

- communication skills in both written assignments and oral discussion/ debate.

Course Requirements

1. Essay #1: Critical Analysis **15%** *Due: In class, Monday, February 11, 2008*
2. Essay #2: Research Essay **25%** *Due: In class, Monday, March 10, 2008*
3. Scheduled exam **40%** *(3 hours - readings and lectures)*
4. Participation **20%** *(scheduled discussion groups)*

Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment or to complete any other course component will result in a grade of F. Failure to write the final examination will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Grading Formula

A+ 90-100	B+ 77-79	C+ 67-69	D+ 57-59
A 85-89	B 73-76	C 63-66	D 53-56
A- 80-84	B- 70-72	C- 60-62	D- 50-52

Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least three weeks before the first assignment is due**. This will allow for sufficient time to process your request. The deadline for submitting completed forms to the PMC for formally scheduled exam accommodations is **March 10th, 2008**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during *the first two weeks of class*, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Class Trip to Parliament

A class trip to Parliament will be organized by Teaching Assistants (TAs) for each discussion group. As the trip is likely to take several hours and will probably be scheduled for an afternoon (in order to attend Question Period and meet with several Ministers, Senators, and MPs), students should be prepared to make alternative arrangements for any class they might miss.

TAs will design specific for-credit assignments associated with this trip, to be announced in TA groups.

Written Assignments

Students are required to complete **two essays** (see descriptions below) and a **scheduled examination**, as well as any assignments set by the TAs in the discussion groups. A document entitled "**Essay Tips**", which is **required reading**, will be posted on WebCT. If you need help with writing, please see your TA, or make use of the free writing tutorial service offered by the university.

Essays will be evaluated on:

- **Focus** – the clarity of the thesis/argument;
- **Support for the thesis** – the extent to which the explanations and evidence provided to support the thesis are relevant and sufficient;
- **Clarity of analysis** – whether the meanings of important terms and concepts are made clear, important assumptions are explored, and ideas are placed in proper context;
- **Organization** – whether ideas are presented in a logical order and provide a coherent argument
- **Quality and quantity of research** – whether you have consulted appropriate (at least six) scholarly books and journal articles and other credible sources for the research essay (you may use electronic/web sources to *supplement* your main research)
- **Style** – whether the sentence/paragraph structure and diction add clarity and persuasiveness to the argument (including whether the paper conforms to high standards of grammar, spelling, and citation style)

Please read Lucille Charlton, “How to Write an Argumentative Essay”, in Charlton and Barker, 4th edition, 2002, pp. 503-509 – on reserve in the library.

Essay #1: Critical Analysis - 15%, due Monday, February 11, 2008

Critically analyze an **editorial or an op-ed** piece from a major Canadian newspaper (Globe and Mail, National Post, Vancouver Province, Calgary Herald, Edmonton Journal, La Liberté, Toronto Star, London Free Press, Ottawa Citizen, Montreal Gazette, New Brunswick Telegraph Journal, Halifax Herald) that has appeared in the **last six months** relating to a **federal political institution** (constitution, federalism, Crown/Governor General, Prime Minister, Cabinet, House of Commons, Senate, electoral system, party system, bureaucracy, judiciary, Charter of Rights).

Construct a critical analysis (in 5-6 double-spaced pages) of the author's argument regarding the institution addressing the following questions (as relevant):

- Summarize the main point of the article
- What is the problematic the piece addresses?
- What is his/her *purpose* in writing this text? What does s/he want to accomplish? Put it into your own words.
- Who is the author (or who are the authors) and is her/his own social profile at all significant ré what s/he is saying and why s/he is saying it?
- Is the author criticizing or lauding the institution and why?
- Is the piece argued strongly or poorly, and according to what criteria?
- Does the author provide sufficient background information to support the argument?
- Are opinions presented as if they are facts?
- Does the author oversimplify complex ideas or make unsupported generalizations?
- Were any important pieces of information left out?
- Does the author represent the ideas of others fairly and accurately?
- Does the author appeal to prejudice or fear? If so, how?
- Does the author present a balanced picture of the issue?
- Does the author 's language, tone, or choice of examples reveal any biases? If so, do the author 's biases reduce her or his credibility?
- Does the text challenge your own values, beliefs, and assumptions?
- Was the overall argument convincing? Why, or why not?
- What position would you take on the matter?

Your chosen article **MUST** be approved by your TA. Although this is a think-piece rather than a research essay, you should at the very least read the chapter or chapters in the course texts relating to the institution in question in order to help you evaluate the author's argument (and cite appropriately). You **MUST** submit a hard copy of the article with your critical analysis.

Essay #2 - 25%, due Monday, March 10, 2008

The purpose of this essay (of 12 double-spaced, typed pages, plus footnotes and bibliography in standard format) is to enhance students' analytical skills for evaluating

different approaches to the study of politics and applying them to contemporary Canadian political institutions.

Answer the following question:

In your view, which of the following theoretical approaches to the study of politics – pluralism, public choice, class analysis, state-centred (see Dyck, ch. 1) – best describes/explains the design and functioning of one of the following Canadian (federal) political institutions: the executive, the House of Commons, the Senate, or the constitution?

Your essay should:

- include your own research into both your chosen institution and the major theoretical approaches beyond the course texts (i.e. a *minimum* of six secondary academic sources – i.e. scholarly books (not text-books), and academic journal articles
- describe the original *design* and functioning of the institution
- provide an account of each of the main theoretical approaches as applied to the institution you have chosen, with a view to identifying the features of the institution you think correspond to the approaches and *vice versa*
- explain why you think a particular approach is superior to the others for understanding the design and functioning of the institution chosen
- explain why the other approaches are inadequate to the task

Submission and Return of Term Work

Papers must be handed directly to the instructor in class or during my office hours on (or before) the due date. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. Please attach a **stamped, self-addressed envelope (with sufficient postage)** so that your assignment can be returned by mail as soon as they are ready. Final exams are intended solely for the purpose of evaluation and will not be returned.

Please note the following:

- Essays sent by fax to the Department of Political Science will not be accepted.
- Papers emailed to the Instructor, TAs, or the Department will not be accepted.
- **DO NOT** put on-time essays in the instructors' or TA's mailboxes. Essays placed in mailboxes may be considered late, as instructors are not necessarily on campus every day (see Late Paper Policy below).
- **DO NOT** put essays under Instructors' or Teaching Assistants' doors under any circumstances.
- There is no penalty for handing in essays *before* the due date.

- The current Undergraduate Calendar states: “To obtain credit in a course, students must meet all the course requirements for attendance, term work and examinations”. A grade of ‘F’ will be assigned where term work is incomplete.
- *Subject to earlier course deadlines*, no term assignment submitted after the last day of classes (April 7, 2008) will be accepted.

Late Paper Policy

You may have an extension automatically. However, marks will be deducted for late submissions at the rate of one-third of a letter grade per day, e.g. B- to C+, with weekends counting as two days.

If you have serious extenuating circumstances which would warrant an extension without penalty, such as death in the family or illness, medical documentation detailing the extent of your incapacitation is required i.e. the medical note from a certified health care professional need not record your diagnosis, but it must specify what you are consequently unable to do, e.g. see, write etc. However, *you must make your case before the due date*. Instructors are under no obligation to accept a late paper unless it has been cleared prior to the deadline. Retroactive extensions will not be granted. Therefore, you are strongly advised to begin early so that you can get sources from the library (and help if you need it). You should complete your paper before the deadline.

N.B. Instructors cannot grant a deferral beyond April 7, 2008 under any circumstances. Students seeking deferrals must apply to Registrarial Services.

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Discussion Groups – 20%

A participation mark of 20% will be assigned by the teaching assistants for regular attendance and quality of each student’s contributions to discussions, including any specific assignments required for the discussion groups. The relative weight of any specific assignment (apart from regular attendance and participation) is to be determined by the TA of each group. The discussion groups are an integral part of the course and therefore attendance is compulsory. **Failure to attend one’s assigned group will be regarded as non-completion of a vital course component, producing a final grade of ‘F’ for the whole course.**

Scheduled Examination – 40%

The examination at the end of the term will be 3 hours in duration, and will be based on readings, lectures, and seminar material from the discussion groups. Students will be required to complete three short answer questions and two essay questions.

N.B. Examinations are scheduled by the university administration, not the Instructor. Please note that they may be scheduled at any time up to the final day of the examination period from April 11-29, 2008. *If you are not going to be available during the scheduled examination period, do not take this course.*

Plagiarism

The Undergraduate Calendar defines plagiarism as: “to use and pass off as one’s own idea or product, work of another without expressly giving credit to another”. Plagiarism has occurred when a student:

- (a) directly copies another’s work without acknowledgment; or
- (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or
- (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student’s own thought, where such ideas, if they were the student’s own would contribute to the merit of his or her own work
- (d) downloads, purchases, borrows, or otherwise procures an essay or other type of assignment, in whole or in part, and presents the work as his or her own.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair who will refer the case to the Dean.

It is not permitted to hand in the same assignment to two or more courses.

The Department's Style Guide is available at:

www.carleton.ca/polisci/undergrad/styleguide.pdf

Students should be especially careful about full citation of sources downloaded from the Internet. For greater clarity, see the "Essay Tips" handout and the Undergraduate Calendar. **For their own protection, all students are required to keep a complete dossier of their notes, rough drafts, research materials (other than returnable library books) and a hard copy of their final draft, as well as computer files as records of ‘dates created’ and ‘dates modified’ for essay files.** Failure to keep such materials could result in a failing grade.

Plagiarism will not be tolerated.

Oral Examination

At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays. You must keep a copy of your paper, as well as all notes and earlier drafts of your work until after the final grade has been assigned and accepted.

Course Email via WebCT

All registered students should have an email account through the **WebCT** system. The system will be used by the Instructor and the Teaching Assistants to post university information and ongoing information related to the course (e.g. answers to frequently asked questions, hand-outs, news about discussion groups, or your class trip to Parliament). Students are responsible for checking their WebCT email accounts frequently for such information.

Please do not send substantive questions relating to course material via email. If you have questions, please come to see me during office hours to discuss them, or speak with your TA.

Required Texts (available at Carleton Bookstore)

Rand Dyck, *CANADIAN POLITICS: CRITICAL APPROACHES*, 5th edition, (Nelson, Scarborough, 2008)

Mark Charlton and Paul Barker, eds. *CROSSCURRENTS: CONTEMPORARY POLITICAL ISSUES*, 5th edition, (Nelson, Scarborough, 2006) *for use in discussion groups*

Course Topics and Readings

The readings listed below are obviously not the only ones relevant to the given topics. You are encouraged to do some supplementary research of your own. Readings from the required texts are compulsory. Website addresses are given for further information, and are recommended as supplementary sources. A number of general sources have been placed on reserve because of the strain on library resources during peak periods. It is advisable to read the required and reserved material relevant to your topic before you begin research for your essays.

Topics are not listed by calendar weeks, nor will equal lecture time be devoted to each. Some sections will be emphasized more than others. Lectures will include material beyond that found in the assigned readings. No lectures will be given on the Bureaucracy, and Federalism will principally be covered in lectures in relation to the *BNA Act*. Students will be responsible for the required readings for these and all other topics listed for the purposes of the examination.

Weekly tutorial sessions will focus on contemporary debates relating to Canadian government and politics.



1. CONSTITUTIONAL FOUNDATIONS

- Dyck, chs. 1, 2, 17

- Daniel Paul, WE WERE NOT THE SAVAGES: A MI'KMAQ PERSPECTIVE ON THE COLLISION BETWEEN EUROPEAN AND NATIVE AMERICAN CIVILIZATIONS, (Halifax: Fernwood, 2000), Foreword and chs. 1, 3, 12, 13
- R. Douglas Francis, R. Jones, and D.B. Smith, ORIGINS: CANADIAN HISTORY TO CONFEDERATION, 4th edition, (Toronto: Harcourt, 2000), chs. 8, 13, 14
- Olive P. Dickason, CANADA'S FIRST NATIONS, (McClelland and Stewart: Toronto, 1992), chs. 4, 17, 18
- *The Royal Proclamation, 1763* (see website below)
- Charlton and Barker:
ch. 2, "Can Native sovereignty co-exist with Canadian sovereignty?"

Recommended:

- ❖ **Early Canadiana Online** (a digital library providing access to over 1,330,000 pages of Canada's printed heritage:
<http://www.canadiana.org/eco/english/index.html>
- ❖ **Pre-Confederation Documents** (e.g. *The Charter of the Hudson's Bay Company, 1670, The Treaty of Paris, 1763 The Royal Proclamation of 1763*):
<http://www.solon.org/Constitutions/Canada/English/PreConfederation/index.html>
- ❖ **Treaty Texts:**
http://www.ainc-inac.gc.ca/pr/trts/hti/site/trindex_e.html
http://www.ainc-inac.gc.ca/index_e.html
- ❖ **National Library's Canadian Confederation site:**
<http://www.collectionscanada.ca/history/index-e.html>
- ❖ **Constitutional Documents and Constitutional Proposals:**
<http://www.solon.org/Constitutions/Canada/English/index.html>
<http://www.solon.org/Constitutions/Canada/English/Proposals/index.html>
- ❖ **Statistical Profiles of Canada and General Information**
<http://www.statcan.ca/start.html>
<http://www.gc.ca/acanada/acPubHome.jsp?lang=eng>

2. FEDERALISM AND INTERGOVERNMENTAL RELATIONS

- Dyck, ch. 18

- Charlton and Barker:
 - ch. 5, “Should the Federal government play a leading role in health care?”
 - ch. 7, “Is the Clarity Act good for Canada?”
- ❖ Canadian Intergovernmental Conference Secretariat (agency devoted to intergovernmental diplomacy):
 - http://www.scics.gc.ca/menu_e.html



3. CONSTITUTIONAL MONARCHY: THE CROWN AND THE GOVERNOR-GENERAL

- Dyck, ch. 21, pp. 523-530

<http://www.gg.ca/>

4. THE EXECUTIVE: PRIME MINISTER AND CABINET

- Dyck, chs. 19, 21, pp. 530-557
- Charlton and Barker:
 - ch. 8, "Is the Prime Minister Too Powerful?"
 - ch. 14, “Are ‘dirty hands’ necessary in politics?”

<http://pm.gc.ca/>

http://www.parl.gc.ca/common/senatorsmembers_cabinet.asp?Language=E&Parl=37&Ses=2&Sect=mincur4.

5. VOTING AND THE ELECTORAL SYSTEM

- Dyck, chs. 13, 15
- Charlton and Barker:
 - ch. 12, “Is mandatory voting a good idea?”
 - ch. 13, "Is a Mixed-Member Proportional electoral system in Canada’s interest?"

<http://www.elections.ca/>

6. PARTY SYSTEM

- Dyck, chs. 14
- Charlton and Barker:
 - ch. 10, "Should party discipline be relaxed?"
 - ch. 3, “Will conservatism and the Conservative Party fail?”

7. HOUSE OF COMMONS

- Dyck, ch. 23, pp. 599-624
- Charlton and Barker:
ch. 11, “Should representation in Parliament mirror Canada’s social diversity?”

<http://www.parl.gc.ca/common/>

8. SENATE

- Dyck, ch. 23, pp. 624-635
- Charlton and Barker, 1st edition, "Should Canada adopt a Triple E Senate?" (*library*)

<http://www.sen.parl.gc.ca/>

9. BUREAUCRACY

- Dyck, ch. 22

10. JUDICIARY

- Dyck, ch. 24
- Peter Hogg, “JUDICIAL INTERVIEW PROCESS: Opening remarks to Ad Hoc Committee on Supreme Court Appointment” (Feb. 27, 2006)
http://canada.justice.gc.ca/en/dept/pub/scc/jud_interview.html
- Charlton and Barker:
ch. 9, “Should Parliament review Supreme Court appointments?”



<http://canada.justice.gc.ca/>

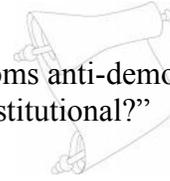
- ❖ Jurist Canada (Canadian legal news, opinion, and research sources):
<http://jurist.law.utoronto.ca/>



11.

- Dyck, ch. 19

- R. Jhappan, “Charter Politics and the Judiciary”, in M. Whittington and G. Williams, eds. CANADIAN POLITICS IN THE TWENTY-FIRST CENTURY, (Toronto: Nelson, 2007)
- Charlton and Barker:
 - ch. 4, "Is the Canadian Charter of Rights and Freedoms anti-democratic?"
 - ch. 6, “Are Canada’s child pornography laws unconstitutional?”
 - ch. 16, "Should same-sex marriage be accepted?"



- ❖ Internet Legal Resource Guide (federal and provincial government sites, Supreme Court and Charter of Rights decisions):

<http://www.ilrg.com/nations/ca/>

