

CARLETON UNIVERSITY  
DEPARTMENT OF POLITICAL SCIENCE

# PSCI 2003A

## Canadian Political Institutions



Fall 2015: Thursdays 11:35 a.m. - 13:25 p.m.  
Room: Southam Hall 518 (please confirm on Carleton Central)

### Instructor

Dr. R. Jhappan  
Email:  
Office Hours:

Office Hours: D697 Loeb      Tel: 520 2600, ext. 2788  
Radha.Jhappan@carleton.ca  
T 12:00 - 14:00      Th 15:00 - 17:00, or by appointment

### Course Description

This course provides an introduction to Canadian federal political institutions, and through them to some of the major themes, issues, and conflicts in Canadian political life. In recent years, widespread critiques of the “democratic deficit” have led all political parties to offer various proposals for reform of the Canadian Parliamentary system. Thus, after setting the context of contemporary politics through a brief overview of Canadian social and political history, the course focuses on the design, evolution, structure, functions, and contemporary critiques of federal political institutions and processes, including the constitution, federalism, the Crown, the electoral system, the Executive, Parliament (House of Commons and Senate), political parties, the public service, the courts, and the *Charter of Rights*. As the Canadian Parliamentary system is based on the Westminster system of the United Kingdom, with some elements of the U.S. system, some comparative analysis of the parent models is offered. Stressing the themes of representation, citizen participation, and institutional reform, the course is geared towards evaluating the success of the Canadian variant of democracy as well as various proposals to enhance it.

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 design, structures, processes, and functions of Canadian parliamentary government, as compared with the British and U.S. systems;
- understanding of the socio-historical contexts in which some major contemporary conflicts in Canadian society are rooted;
- understanding of how world-views and ideologies shape political ideas and encourage specific political arrangements, as well as who participates in formal politics
- ability to comprehend issues from different points of view through study of the concepts and approaches developed by political scientists and other scholars;
- critical skills by which to assess contemporary Canadian politics;
- communication skills in both written assignments and oral discussion/ debate.

## Required Texts (available at Carleton Bookstore; and on reserve at the library)

Eric Mintz, Livianna Tossutti, and Christopher Dunn, CANADA'S POLITICS: DEMOCRACY, DIVERSITY, AND GOOD GOVERNMENT, (Pearson: Toronto, 2014)

Mark Charlton and Paul Barker, eds. CROSSCURRENTS: CONTEMPORARY POLITICAL ISSUES, 7<sup>th</sup> edition, (Nelson, Scarborough, 2014) *for use in discussion groups*

## COURSE REQUIREMENTS

---

- |                                |            |  |
|--------------------------------|------------|--|
| 1. Essay #1: Critical Analysis | <b>15%</b> | <i>Due: In class, Thursday, October 8, 2015</i>    |
| 2. Essay #2: Research Essay    | <b>25%</b> | <i>Due: In class, Thursday, November 12, 2015</i>  |
| 3. Scheduled exam              | <b>40%</b> | <i>(3 hours - readings and lectures) Dec. 9-21</i> |
| 4. Participation               | <b>20%</b> | <i>(scheduled TA/ discussion groups)</i>           |

***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 Deferral) 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+% A = 85-89% A- = 80-84%	EXCELLENT	Excellence in: evidence of <b>original thought</b> ; strong, clear, <b>logical argument</b> ; <b>research</b> and <b>use of sources</b> ; <b>organization</b> of material; and <b>writing skills</b> (including superior composition, no grammatical errors or typos; formal elements of essay <b>structure</b> such as introduction, body, conclusion, correctly formatted footnotes and bibliography)
B+ = 77-79% B = 73-76% B- = 70-72%	GOOD (above average)	Mastery of material and solid writing skills (i.e. good syntax, organization, structure, very few grammatical errors or typos)
C+ = 67-69% C = 63-66% C- = 60-62%	SATISFACTORY (average)	Clear understanding of material and adequate writing/organizational skills
D+ = 57-59% D = 53-56% D- = 50-52%	UNSATISFACTORY	Limited understanding of material and/or deficient writing skills (i.e. awkward syntax and/or frequent grammatical and other errors)
F = 49 and below	FAIL	Inadequate work in several or all areas

### Course Expectations

Students are expected to attend all lectures and discussion groups (and arrive on time), read the required readings, and complete all assignments to the best of their ability, on time, and honestly. Carleton's policy on academic integrity will be *strictly* enforced. Class attendance will be taken for TA groups. Students who are chronically absent from lectures and TA discussion groups should not expect to pass the course.

### Conduct of the Class

This course addresses sensitive and controversial political issues through a variety of approaches. These matters have been vigorously debated for many years, and are bound to give rise to disagreement. Carleton's Student Rights and Responsibilities Policy states that: "The University requires tolerance, civil conduct, and respect for the rights of others. It endeavours to provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice and violence, but is also characterized by understanding, respect, peace, tolerance, trust, openness and fairness. Membership in the University community entails certain rights and responsibilities, including an obligation to deal ethically and fairly with other members and to not discriminate or harass. All members of the University community share responsibility for ensuring that the University's educational, work and living environments respect these commitments".

**Incivility, disrespectful, discriminatory, harassing, or disruptive communication and/or conduct are unacceptable. Intolerance will not be tolerated!**

### Lecture Notes

SOME of the lecture information/slides will be available on cuLearn after lectures. This is to assist students in making notes for certain kinds of data. However, the materials will be partial, so attending lectures and taking your own notes is both an essential part of the course, and one of the important skills to be cultivated at university.

### Use of Laptops and other electronic devices during seminars

You may use a laptop for the purpose of taking notes and making presentations in TA groups, but please be aware that the use of laptops and other electronic devices can be distracting, both for yourself and for those around you. Please read:

Michael Oliveira, "Students' use of laptops in class lowers grades: Canadian study", Ottawa Citizen, 15/08/13:  
<http://www.ottawacitizen.com/technology/Students+laptops+class+lowers+grades+Canadian+study/8788540/story.html>

Please **SWITCH OFF** and **put away** other electronic devices such as cell phones, ipods, tablets etc.

**Presence is a course requirement!**

### 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**, is posted on cuLearn. If you need help with writing, please see your TA, or make use of the free writing tutorial service offered by the university.

Please read Lucille Charlton, "How to Write an Argumentative Essay", in Charlton and Barker, 4<sup>th</sup> edition, 2002: 503-509 – available on cuLearn.

### Submission of term work

The critical analysis and the research essay, as well as any written assignments for the TA groups, **must** be submitted in two formats:

(1) **an electronic copy** submitted via cuLearn by 16:00 (4 p.m.) on the due date. This will eliminate a variety of problems by proving that the work in question was completed and submitted on time. *The electronic copy is only for purposes of time/ date and version verification and does not eliminate the need to submit a hard copy – see below. Failure to submit an electronic copy will result in a grade of F for that assignment.*

(2) **a hard copy** that is *identical* to that submitted by cuLearn must be handed in to the *instructor in class on or before the due date*. The instructor and the TAs WILL NOT print out essays under any circumstances, and the electronic copy will not be accepted *in lieu* of the hard copy. The hard copy will be marked and returned graded to students. *Failure to hand in a hard copy will result in a grade of F for that assignment.*

As noted above, a hard copy of each of your papers must be handed directly to the instructor in class or during office hours on (or before) the due date. It is the date/time of receipt of the hard copy that determines whether your essay is on time or late. Late assignments (hard copy submitted *after 4:00 p.m.* on the due date) may be deposited in 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. However, please be warned that this is sometimes an unreliable method of submitting papers, and neither the instructor nor the department accept responsibility for papers that may be delivered late to mailboxes or go missing as a result.

Please attach a **stamped, self-addressed envelope (with sufficient postage)** so that your assignment can returned by mail as soon as it is 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 TAs' mailboxes. Essays placed in mailboxes may be considered late, as instructors are not necessarily on campus every day.
- Papers that are dropped off after 4:00 p.m. will be date stamped for the next day and will be considered late.
- DO NOT put essays under Instructors' or Teaching Assistants' doors under any circumstances.
- There is no penalty for submitting/handing in essays *before* the due date.
- 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 (December 7, 2015) 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 under any circumstances. Students seeking official deferrals must apply through the Registrar's Office.

## ESSAY #1: CRITICAL ANALYSIS - 15%, DUE THURSDAY, OCTOBER 15, 2015

**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*) or magazine (*The Walrus, Macleans*) that has appeared in the **last 3 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). *Make sure that **the focus** of the article is on the **institution** in question rather than a specific policy issue or person.*

**N.B. The article CANNOT be about the federal parties' 2015 election platforms on institutional reform.**

The article chosen should be approximately 250 to 600 words long. Please be aware that if the article is too short there will not be enough material to analyze; if it is too long, there will be too much! Choose an article that is expressing a point of view rather than merely reporting facts.

Construct a critical analysis of the author's argument regarding the institution (in 5 double-spaced pages in 12-pt Times New Roman with 1-inch margins, plus references). After summarizing the main point of the article, address the following questions (as relevant):

- What is the problematic the piece addresses?
- What is the author's *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 regarding 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 - RESEARCH ESSAY - 25%, DUE THURSDAY NOV. 12, 2015**

**Outline, compare, and evaluate the 2015 federal election platforms on issues of institutional reform of at least TWO of the federal political parties.**

As there are multiple issues, you may focus on one or two (up to three) of the main ones (e.g. electoral system reform, revamping Parliamentary committees, Senate reform, free votes, Parliamentary accountability, prorogation, omnibus bills, appointments, accessibility of information, party/political financing, electoral fraud, party discipline etc.). Explain why these issues have become significant enough to be featured in party platforms for this election. How will the parties be affected by their proposed reforms? Are they purely self-interested, or would they serve the greater good of enhancing Canadian democracy? Why, or why not?

The purpose of this essay is to enhance students' analytical skills for evaluating different approaches to the reform of Canadian political institutions.

**Format:** the essay must consist of 12 double-spaced, typed, numbered pages in 12-pt Times New Roman, with 1-inch margins, plus endnotes and bibliography in standard format. See “Essay Tips” on cuLearn for acceptable citation styles.

You may use primary sources (leaders’ or MPs’ speeches, political parties’ websites and other media, Elections Canada, online /internet sources, newspapers, Hansard, think tanks, research institutes, and interest groups’ websites and position papers. e.g. Fair Vote Canada) to support your analysis: but you **MUST** use **at least 4 secondary sources** (academic books and articles on Parliament and parliamentary reform) for more in-depth and critical analyses of the reform proposals.

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 four) scholarly books and journal articles and other credible sources (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)

### 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/TA Groups – 20%

A participation mark of 20% will be assigned by the Teaching Assistants for regular attendance *and* the 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, though with coordination among all TAs to ensure consistent assignments and weighting between groups. The discussion groups are an integral part of the course and therefore **attendance is compulsory**.



**Failure to attend at least 50% of the sessions of one's assigned TA group will be regarded as non-completion of a vital course component, producing a final grade of 'F' for the whole course.**

Readings from the Charlton and Barker text are assigned for the discussion groups. When reading the course materials, make sure you understand:

- the terms and concepts used by the author
- the central point or argument the author is trying to make
- the major themes
- how the argument is organized
- how the reading relates to other course materials

Think of what you may agree or disagree with, what was weak about the argument, how it might have been stronger, what was persuasive (or not) and why, whether enough reliable information was provided to support the position, and how it does, would, or should respond to the counter-position. Make notes on these points to bring to the discussion group as ways in to the discussion.

## **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 (based on definitions of key terms) and two long 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 **December 9-21, 2015. 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](http://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" document on CuLearn 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.

Essays submitted electronically via CuLearn will be checked via *Turnitin.com* as well as other websites dedicated to the prevention of cheating.

There are no excuses for plagiarism and **it will not be tolerated under any circumstances.**

**At a minimum, plagiarists will fail the course.**

### Note re Notes

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials *for their own educational use only*. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **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 cuLearn

All registered students should have an email account through the **cuLearn** system, which 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 cuLearn 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.

## 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.

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.

Because there will be a federal election in October 2015, the normal order of topics has been adjusted to focus on matters particularly relevant to the election and the main assignment. 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.

A number of MPs and Senators have been invited to speak with the class. Because the election will keep them especially busy this fall and it is more likely that some will come after the election, we must remain flexible re scheduling, so some topics may be covered out of the order shown below.

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



### 1. Introduction to the Study of Canadian Politics

\* Mintz, Tossutti, and Dunn, Introduction, pp. 1-23

## 2. Constitutional Foundations



\* Mintz, Tossutti, and Dunn, chs. 2, 4, 13

\* 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 (electronic resource online in Library)

\* *The Royal Proclamation, 1763* (see website below)

\* Charlton and Barker:

- ch. 2, "Can Native Sovereignty Co-exist with Canadian Sovereignty?"

### Recommended:

R. Douglas Francis, R. Jones, and D.B. Smith, ORIGINS: CANADIAN HISTORY TO CONFEDERATION, 4<sup>th</sup> edition, (Toronto: Harcourt, 2000), chs. 8, 13, 14

▪ **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://guides.library.ualberta.ca/content.php?pid=69956&sid=2638860>

▪ **National Library's Canadian Confederation site:**

<http://www.collectionscanada.gc.ca/confederation/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.gc.ca/start-debut-eng.html>

\* = required readings; non-asterixed items are recommended but not compulsory

### **3. Voting and the Electoral System**

Mintz, Tossutti, and Dunn, chs. 7, 10

Charlton and Barker:

- ch. 9, "Is a Mixed-Member Proportional electoral system in Canada's interest?"
- ch. 10, "Should Women Focus on Small-p Politics?"

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

### **4. Party System, interest groups**

Mintz, Tossutti, and Dunn, chs. 8, 9

Charlton and Barker:

- ch. 3, "Will Conservatism and the Conservative Party Fail?"

### **5. The Executive: Prime Minister and Cabinet**

Mintz, Tossutti, and Dunn, ch. 15, pp. 416-440

Charlton and Barker:

- ch. 6, "Is the Prime Minister Too Powerful?"
- ch. 7, "Is a Majority Government More Effective Than a Minority Government?"
- ch. 14, "Are the Media Politically Biased?"

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

[http://www.parl.gc.ca/common/senatorsmembers\\_cabinet.asp?Language=E&Parl=37&Ses=2&Sect=mincur4](http://www.parl.gc.ca/common/senatorsmembers_cabinet.asp?Language=E&Parl=37&Ses=2&Sect=mincur4)

*Recommended:* Lawrence Martin, HARPERLAND: THE POLITICS OF CONTROL, (Penguin, 2010)  
*on reserve*

### **6. House of Commons**

Mintz, Tossutti, and Dunn, ch. 16, pp. 441-465

Charlton and Barker:

- ch. 8, "Should party discipline be relaxed?"
- ch. 13, "Should representation in Parliament mirror Canada's social diversity?"

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

## **7. Senate**

Mintz, Tossutti, and Dunn, ch. 16, pp. 466-475

Charlton and Barker, 1st edition, "Should Canada adopt a Triple E Senate?" (*cuLearn*)

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

## **8. Constitutional Monarchy: Crown and Governor General**

Mintz, Tossutti, and Dunn, ch. 15, pp. 410-415

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

## **9. Constitution and Federalism**

Mintz, Tossutti, and Dunn, ch. 11, 14

Charlton and Barker:

- ch. 5, "Should the Federal government play a leading role in health care?"

## **10. Public Bureaucracy**

Mintz, Tossutti, and Dunn, ch. 17

## **11. Judiciary**

Mintz, Tossutti, and Dunn, ch. 18

Charlton and Barker:

- ch. 12. "Should Religious Beliefs Be Excluded from Consideration of Public Policy?"

Sean Fine, "Appointment of Russ Brown extends Harper's influence on Supreme Court", *Globe and Mail*, July 27, 2015: <http://www.theglobeandmail.com/news/national/alberta-appeal-court-judge-russell-brown-named-to-supreme-court-of-canada/article25728554/>

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

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



Mintz, Tossutti, and Dunn, ch. 12

R. Jhappan, "Charter Politics and the Judiciary", in M. Whittington and G. Williams, eds. *CANADIAN POLITICS IN THE TWENTY-FIRST CENTURY*, (Toronto: Nelson, 2008): 186-223

Charlton and Barker:

- ch. 4, "Is the Canadian Charter of Rights and Freedoms anti-democratic?"

Canadian Legal Information Institute (federal and provincial government sites, Supreme Court and Charter of Rights decisions): <https://www.canlii.org/en/>



### Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**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](http://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.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. 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. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.



**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**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.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.