

CARLETON UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

PSCI 2003a Canadian Political Institutions



Fall 2021: Tuesdays 12:35 p.m. - 14:25 p.m.

Online

Instructor

Instructor: Prof. Radha Jhappan

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Land Acknowledgement

Carleton University acknowledges and is grateful for the location of its campus on the unceded territories of the Omamiwininiwag (Algonquin) nation, the traditional custodians of this land.

Course Description

This course offers an introduction to the evolution, design, and operation of Canadian federal political institutions, and through them to some of the major themes, issues, and conflicts in Canadian political life. Widespread critiques of the “democratic deficit” over many decades have led all political parties to offer various proposals for modifications of the Canadian Parliamentary system, and some significant reforms have been enacted in the last few years. As 2020/21 (‘the year the earth stood still’) opened space for a variety of age-old systemic dysfunctionalities to bubble up to the surface all around the world, many are calling for fundamental restructuring of the economic and political system. To contextualize current debates, we will begin with a brief overview of Canadian social and political history. From the foundations of the Crown-Indigenous relationship, we will explore some of the ways in which class, race, and gender play out in our institutional framework. These will be recurring themes as 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 a hybrid based on the Westminster system of the United Kingdom, some elements of the U.S. system, and ideas of federalism based on Indigenous confederacies, 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 (Canadian Politics and Civil Society), 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 Indigenous politics.

Learning Outcomes

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 worldviews 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.

It is a really good idea to read and/or watch a reputable national news source (e.g. *The Globe & Mail*, *The National Post*, *The CBC*) **regularly** to help you connect course readings and lectures to the real world of Canadian politics and political institutions.

Evaluation at a Glance

<i>Assignment</i>	<i>Due Date</i>	<i>Percentage</i>
Reflection, "Cancel Canada Day"	Oct. 5, 2021 (online by 11:59 p.m.)	10
Mid-term Quiz	Nov. 2, (1.5 hours, online by 11:59 p.m.)	20
Research Essay	Nov. 16, (online by 11:59 p.m.)	25
Scheduled exam	Dec. 11-23 (2 hours -based on readings and lecture materials)	25
TA / Discussion Groups	(scheduled throughout term)	20

Please note that if you do not complete a particular course requirement, then are later unsatisfied with your grade, there will be NO retroactive opportunity to complete that component once its deadline has passed.

Grading Formula

A+ 90+%	EXCELLENT	Excellence in: evidence of original thought ; strong, clear, logical argument ; research and use of sources ; organization of material; and writing skills (including superior composition, no grammatical errors or typos; formal elements of essay structure such as introduction, body, conclusion, correctly formatted footnotes & bibliography)
A 85-89%		
A- 80-84%		
B+ 77-79%	GOOD (above average)	Mastery of material and solid writing skills (i.e. good syntax, organization, structure, very few grammatical errors or typos)
B 73-76%		
B- 70-72%		
C+ 67-69%	SATISFACTORY (average)	Clear understanding of material and adequate writing/organizational skills
C 63-66%		
C- 60-62%		
D+ 57-59%	UNSATISFACTORY	Limited understanding of material and/or deficient writing skills (i.e. awkward syntax and/or frequent grammatical and other errors), inadequate research
D 53-56%		
D- 50-52%		
F 49-0%	FAIL	Inadequate work in several or all areas

REQUIRED TEXT (available from [Nelson/ Top Hat](#), either digitally or hard copy)

- **Christopher Cochrane, Kelly Blidook, and Rand Dyck, CANADIAN POLITICS: CRITICAL APPROACHES, 9th edition (Top Hat: 2021)**

We will be using Top Hat to access the digital textbook. Please note that you may purchase a hard copy from the publisher.

If you already have a Top Hat account, you can go to <https://app.tophat.com/e/565856> to be taken directly to their course digital textbook.

If you are new to Top Hat:

Go to <https://app.tophat.com/register/student>

Search for the course textbook with the following join code: **565856**

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Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491 (gam-

9pm ET). Specific user information may be required by their technical support team when troubleshooting issues.

N.B. This text is normally used in the companion course to this one – PSCI 2002 (Canadian Politics and Civil Society) – so by purchasing it for PSCI2003 you will have the textbook for both courses.

Course Format

1. Lectures via Zoom

We live life live. Lectures and TA discussion groups will be held live/ synchronously. Please note that *you must be signed in to Brightspace* to connect to lectures and TA groups as the links are encrypted for security.

For privacy and security reasons, ***lectures and discussion groups will NOT be recorded.***

You will not be allowed to record locally from Zoom, nor do you have permission to record lectures or discussion groups, or to take photographs, screenshots, or audio recordings by means of any device. Even if you do not have privacy and security concerns, others do, especially some who may be joining from other jurisdictions. Please respect the privacy and security rights of others.

All of this means that if you miss an online lecture or discussion group, you miss it. This is just like the normal in-person learning mode, so you are no worse off.

Lecture Notes: In view of possible connectivity or other issues, however, I will provide text-only notes of the lectures a day or two after each live event. These notes are not a substitute for attendance. They cannot contain everything that was said in the live lecture, but they will give the main points. You will understand them better if you have attended the live lectures, which offer a variety of other features, such as questions and discussions, examples, in-depth explanations, context, images, illustrations, break-out rooms, polls, surprises, guests (?), and of course, bloopers and blunders (hopefully not too many).

Intellectual Property

All materials created for this course by the professor, TAs, or students (including lectures, Powerpoints, presentations, posted notes, assignments and exams) are copyright protected and remain the intellectual property of the author(s). They are intended for personal use only and may not be reproduced or redistributed without prior written consent of the author(s).

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

Recording of sound or images in lectures and discussion groups is a serious violation of privacy and is STRICTLY PROHIBITED. Please respect the intellectual property rights of others.

TA Groups – 20%

Discussion groups will begin in the second week of classes. A participation mark of 20% will be assigned by the Teaching Assistants for regular attendance, any specific assignments required for the discussion groups, *and* the quality of each student's contributions to discussions. The relative weight of any specific assignment (apart from regular attendance and participation) is to be determined by the TA of each group, though based on 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***.

When reading the course materials to prepare for tutorials, 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 bridges into the discussion.

BRIGHTSPACE

Course components such as the syllabus, Zoom meeting links, course schedule, assignment upload links, grade sheet, email, announcements, and some readings are to be managed through Brightspace. Please note that *you must be signed in to Brightspace to connect to Zoom lectures and TA groups*.

All registered students should have an **email account** through Brightspace, which will be used by the Instructor and the Teaching Assistants to post information related to the course (e.g. answers to frequently asked questions, class notes, and news about discussion groups). Students are responsible for checking their Brightspace email accounts regularly for such information. All email communication must be via official Carleton university e-mail account. As per university security regulations, we will not respond to emails from personal or non-Carleton accounts.

If you have any **questions** about the course, please use the **Ask the Professor module** in Brightspace. It will be monitored every couple of days and questions will be answered. This ensures fairness in that everyone gets the same information.

Before you ask a question, **please make sure that you have read the course outline thoroughly**. It contains a wealth of information and probably already includes the answer to your question. Bear in mind that there are 100 students and only one Professor!

Please do not send substantive questions relating to course material via email. If you have content questions, speak with your TA, or make use of my online office hours.

There is also a **Student Lounge/ Discussion Forum** on Brightspace where you can connect with other students to socialize, start discussion threads etc.

Note that you may have no expectation of **privacy** on Brightspace (including Zoom) as it tracks all your logins and actions, which the Instructor and TAs can see. The BS Eye is upon you. Act accordingly.

Course Expectations

Students are expected to attend all lectures and discussion groups (and join 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 (see pp. 16-17) 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 refrain from discrimination or harassment. 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 will not be tolerated.

WRITTEN ASSIGNMENTS

Submission of term work

Papers must be submitted through Brightspace via the **Assignments** and **Quizzes** modules.

Subject to earlier course deadlines, no term assignment submitted after the last day of classes (December 10, 2021) will be accepted.

LATE PAPER POLICY

We have all been through a tough 18 months, some more than others. Many of us continue to face all kinds of novel challenges, and are stressed. In view of this, if you are struggling to make an assignment deadline, **you may grant yourself an extension of up to 7 days without penalty, if you really need it.** You do not need to ask your TA or the Instructor. Bear in mind, however, that it may have unwanted effects such as backing up your other assignments in this or other courses.

After that 7-day grace period – i.e. papers submitted after 11:59 p.m. 7 days after the due date - will be considered late. **The late penalty is 3% per day** (e.g. B- to C+), with weekends counting as two days.

Please do not ask the Instructor or your TA for an extension beyond the 7-day grace period unless you have a pressing *medical* reason, for which documentation will be required. We wish to treat everyone fairly. Granting special extensions (for non-medical reasons) introduces unfairness into the system, as some may get extensions who do not really need them, while others who may be more in need (and for better reasons) do not get them because they do not ask. Please bear in mind that your actions and choices affect others - when you do not meet your deadlines, you are passing your problem onto others, who have their own pressures and deadlines to meet beyond one particular course.

We 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. N.B. Instructors cannot grant a deferral past the last day of classes under any circumstances. Students seeking official deferrals must apply through the Registrar's Office.



Essay #1: Reflection - "Cancel Canada Day" - 10% - online by 11:59 p.m., Tuesday, Oct. 5, 2021

In the summer of 2021, the discovery of unmarked graves of Indigenous children on the grounds of former Residential schools in British Columbia, Saskatchewan, and Manitoba sparked what some have

characterized as 'a reckoning with Canada's colonial past'. Many Indigenous and non-Indigenous people called for the cancellation of the Canada Day celebrations and a national, sustained reflection on the history of Canada, who we are, and who we want to be. It was not the first time Canada Day has been [contested](#) as it signifies different things for different people(s), but it was the first time that numerous cities and communities around the country cancelled or scaled back their planned events or took other measures (apart from cancellations due to Covid). These actions were criticized by [some](#), and several [polls](#) showed that the majority of Canadians opposed cancellation of the celebrations for a variety of reasons.

Question: Outline the debate about cancelling the 2021 Canada Day celebrations. How has your understanding of the issues has been affected by the materials in the first four weeks of the course?

Choose 6 relevant articles or op-eds published by reputable news outlets (e.g. *Globe and Mail*, *National Post*, *Huffington Post*, *Vancouver Province*, *Calgary Herald*, *Edmonton Journal*, *La Liberté*, *Toronto Star*, *CBC*, *London Free Press*, *Ottawa Citizen*, *Montreal Gazette*, *New Brunswick Telegraph Journal*, *Halifax Herald*, or magazines such as *The Walrus*, *Macleans*). Be sure to find a mix of opposing views to explore the complexities of the issues. You may also use *additional* supplemental primary sources (e.g. politicians' speeches, political parties' websites and other media, online /internet sources, and interest groups' websites and position papers). Here are a couple of examples of relevant articles to get you started:

- Douglas Quan, "The case for — and against — cancelling Canada Day":
<https://www.thestar.com/news/canada/2021/06/11/should-canada-day-be-cancelled-london-attack-kamloops-discovery-stir-debate-over-how-to-mark-july-1.html>
- Mark Gollom and Nazima Walji, "Calls to 'Cancel Canada Day' draw mixed reaction", CBC News, 26/06/21: <https://www.cbc.ca/news/canada/cancel-canada-day-canadian-voices-1.6076022>

Bear in mind that reasonable people can adopt a range of positions, which may be affected by their own social identity, history, lived experiences, region, and education, among many other factors. Assume there is no one 'right' position, even if you hold a strong belief one way or the other. The idea is to explore different approaches in order to expand your own understanding of diverse views.

Format: the essay must consist of 1250 words, or **5 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. **Please upload a Word (.doc) file, NOT a pdf, so that your TA may mark up your text through Track Changes.**

Mid-Term Quiz – Nov. 2 (due online by 11:59 p.m.) – 20%

The 1.5-hour quiz will be based on readings and lectures up to that date and will consist of multiple choice and short answer questions.

Essay #2 – Research Essay – 25% – online by 11:59 p.m., Thursday November 16, 2021

Choose one of the 3 options below. Write a 2500 word (10 page) essay – see more instructions in “Format”, “Sources” and “Evaluation” below the three options on p. 11.

Option A: “Rexit”

The departure of the Duke and Duchess of Sussex from the Royal Family (“Megxit”) amidst [allegations of racism](#) within it, as well as Prince Andrew’s [alleged sexual assault](#) of one or more minors, are the latest in a long line of royal scandals that have further undermined [public support](#) for a hereditary head of state in Canada. The [resignation of the Governor General](#) in January, 2021, after an independent report found she had reigned over a toxic work environment seems to have exacerbated this decline.

Questions: Is it time to rethink Canada as a constitutional monarchy? Outline and evaluate the arguments for and against abolishing the monarchy from the Canadian system. What problems might a “Rexit” solve? (*Rex is the Latin word for King*). What problems might it create? How could it be done, given the constitutional provisions? Which of the theoretical approaches in ch.1 of the Cochrane text do you find most useful for considering this issue and why?

To get started, read the items in Module 4, and have a look at the following:

- Peter Wollstencroft, “What would Canadian Politics Look Like without a Queen”, *Policy Options*, March 26, 2021: <https://policyoptions.irpp.org/magazines/march-2021/what-would-canadian-politics-look-like-without-a-queen/>
- “Support for monarchy, role of governor general falling among Canadians, poll finds”: <https://nationalpost.com/news/canada/support-for-monarchy-role-of-governor-general-falling-among-canadians-poll-finds>
- Thomas Klassen, “This is Canada’s Chance to Break Away from the British Monarchy for Good”: https://www.huffingtonpost.ca/entry/julie-payette-governor-general-resignation_ca_600f109dc5b634dc37376014

Option B: “Sex it”

Canada’s Westminster system of government is based on the principle of geographical representation. Yet people have many interests that are not geographically specific, but may be more linked to their social class, occupation, income, cultural, ethnic, gender, religious, sexuality, or other identities or

situations. After winning the 2015 federal election, Justin Trudeau appointed the most diverse Cabinet in Canadian history. When asked why he had chosen an equal number of women and men he famously replied: "Because it's 2015". But although women's representation in the Canadian Parliament is at an all-time high (29%, or 98 out of 338 as of August 2021), measures such as the gender balanced Cabinet are still within the personal discretion of the Prime Minister and may easily be abandoned by others. At the global level, half of all countries in the world are [addressing the under-representation of women in politics](#) through quotas, gender parity requirements, guaranteed seats, and other measures. The United Nations' initiative "[Planet 50-50 by 2030](#)" challenges governments to commit to putting women in 50% of positions of economic and political power, because they are 50% of the population.

Questions: Given that sexism, discrimination, sexual harassment, pay inequity, and violence against women still pervade our social, economic, and political institutions and practices, should Canada 'gender' the electoral system...because it's 2021? Outline and evaluate the advantages and disadvantages such measures might have in the Canadian context. What, in your view, is the best way forward? Which of the theoretical approaches in ch.1 of the Cochrane text do you find most useful for considering this issue and why?

To get started, read the debate in Module 9 ("Should representation in Parliament mirror Canada's social diversity?"), and read the following (all available online through the Library):

- Brenda O'Neill, "Unpacking Gender's Role in Political Representation in Canada", *Canadian Parliamentary Review* 38:2 (2015) <http://www.revparl.ca/english/issue.asp?param=223&art=1643>
- Amanda Bittner and Melanee Thomas, "Moms in Politics: Work is Work", (2017) *Canadian Parliamentary Review* 40:3 http://www.revparl.ca/40/3/40n3e_17_Thomasbittner.pdf
- Cheryl Collier and Tracey Raney, "Canada's Member-to-Member Code of Conduct on Sexual Harassment in the House of Commons: Progress or Regress?" *Canadian Journal of Political Science*, (December 2018), 51 (4): 795-815 <https://doi.org/10.1017/S000842391800032X>
- Gender Quotas Database: <https://www.idea.int/data-tools/data/gender-quotas/quotasQuotas>
- Manon Tremblay, WOMEN AND LEGISLATIVE REPRESENTATION: ELECTORAL SYSTEMS, POLITICAL PARTIES, AND SEX QUOTAS), 2012. (Compares what various countries are doing.)

Option C: "Elecxit"

Justin Trudeau promised that the 2015 election would be the last to be decided using the first-past-the-post (or single member plurality) system. However, having won a majority government, he reneged on the promise of electoral reform.

Questions: In view of the 2019 federal election results and the increasing frequency of minority governments in Canada's multi-party system since 2000, outline and evaluate the case for and against replacing the current electoral system. In your view, if we were to change the system, which particular model would have the best chance of representing the various interests of Canada's diverse communities most fairly, and why? What might the consequences of such a reform mean for the federal system of government? Which of the theoretical approaches in ch.1 of the Cochrane text do you find most useful for considering this issue and why?

Here are a few articles to get you started:

- A collection of short essays by experts: <http://policyoptions.irpp.org/magazines/june-2016/electoral-reform/>
- Patrice Dutil, "Why Trudeau Abandoned Electoral Reform"
<https://reviewcanada.ca/magazine/2017/05/why-trudeau-abandoned-electoral-reform/>
- "Why did Trudeau really abandon electoral reform? He blames the rise of Leitch, fringe voices":
<https://nationalpost.com/news/trudeau-cites-leitch-fringe-voices-when-questioned-on-why-government-did-an-about-face-on-electoral-reform>

Format: the essay must consist of 2500 words, or **10 double-spaced, typed, numbered pages in 12-pt Times New Roman, with 1-inch margins, plus endnotes and bibliography** in standard format. Any major citation style for social sciences is acceptable (e.g. MLA, Chicago) as long as you are consistent. See "Essay Tips" on Brightspace for acceptable citation styles and the section below on citation management. **Please upload a Word (.doc) file, NOT a pdf, so that your TA may mark up your text through Track Changes.**

Please read Lucille Charlton, "How to Write an Argumentative Essay", in Charlton and Barker, 4th edition, 2002, pp. 503-509 – on Brightspace in the Assignments module.

Sources: Your essay must use **at least 4 academic sources** from journals or books. You should also use at least 3 opinion pieces or op-ed articles in reputable newspapers and magazines (*Globe and Mail*, *National Post*, *Huffington 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*). Start with the sources recommended under each Option to guide you into the issues. You need not use them for your paper, but if you do, you will still need 4 *other* academic sources and 3 opinion pieces. Be sure to find a mix of opposing views to explore the complexities of the issues. You may also use additional supplemental primary sources (leaders' or MPs' or Senators' speeches, political parties' websites and other media, online /internet sources, Hansard, think tanks, research institutes, and interest groups' websites and position papers).

Evaluation:

Essays will be evaluated on:

- **Focus** – the clarity of the thesis/ argument;
- **Support for the thesis** – use of relevant and sufficient explanations and evidence to support the thesis;
- **Clarity of analysis** – clear use of important terms and concepts, assumptions and ideas in proper context;
- **Organization** –presentation of ideas in a logical order to provide a coherent argument
- **Quality and quantity of research** –consultation of appropriate scholarly books and journal articles and other credible sources
- **Style** –sentence/paragraph structure and diction add clarity and persuasiveness to the argument and conform to high standards of grammar, spelling, and citation style

Citation Management: If you do not already use a citation/ reference management tool, it is a very good idea to start now. There are many, including Endnote, RefWorks, EasyBib.com, PaperPile, ReadCube Papers, Citavi, and Mendeley. You can find a comparative analysis of many of them [here](#). The one I use and would highly recommend is [Zotero](#). It is excellent, FREE, open source, easy-to-use, and will help you to collect, organize, cite, and generate bibliographies for all your work throughout your academic career. It can download pdfs directly onto your computer, syncs with multiple computers, and you can build up a library that may be helpful in a range of courses. There are tutorials on how to use it on the Zotero site, as well as on YouTube.

SCHEDULED EXAMINATION – 25% - DECEMBER 11-23, 2021

The examination at the end of the term will be 2 hours in duration, and will be based on readings, lectures, and seminar material from the discussion groups. It will be a mix of multiple choice and short answer 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.

If you are not going to be available during the scheduled examination period, do not take this course.

COURSE TOPICS AND READINGS

Several MPs and Senators have been invited to speak with the class. However, the September 20 election has narrowed the window of dates available, and some may or may not be there after it! Also, because they are busy and scheduling is a complex exercise, we must remain flexible, so some topics may be covered out of the order shown below. Finally, as lectures will not be covering all the topics that will be discussed in the TA groups, lectures may not necessarily sync completely with the TA groups over the term. Relax. What matters is that we cover the material by the end of it.

Class Schedule

The following schedule should be regarded as **a rough guide** to the order of lectures. However, **lecture time will NOT be devoted to each of the topics equally**. Some sections will be emphasized more than others to allow for more in-depth examination of contemporary institutional reform issues. No lectures will be given on Political Parties and 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. Lectures will include material beyond that found in the assigned readings, so attendance is strongly advised.

We are using a few articles in debate format on specific issues for TA groups. These are from older editions of Mark Charlton and Paul Barker, eds. *CROSSCURRENTS: CONTEMPORARY POLITICAL ISSUES*, (Nelson), so you do not need to purchase a second textbook.

Date	Topic	Readings
Module 1: Sept. 14	Introduction	<ul style="list-style-type: none"> • Cochrane, ch. 1
Module 2 Sept. 21, Sept. 28	Constitutional Foundations: Sovereignty	<ul style="list-style-type: none"> • Cochrane, chs. 4, 5 • Daniel Paul, <i>WE WERE NOT THE SAVAGES: A MI'KMAQ PERSPECTIVE ON THE COLLISION BETWEEN EUROPEAN AND NATIVE AMERICAN CIVILIZATIONS</i>, Halifax: Fernwood, 2000), Foreword and chs. 1, 3, 12, 13 (<i>ebook online in Library</i>) • Charlton and Barker: "Can Native Sovereignty Co-exist with Canadian Sovereignty?" • Video: "8th Fire": https://www.youtube.com/watch?v=cb9f2L2u_JQ https://www.coursera.org/lecture/aboriginal-education/8th-fire-episode-1-indigenous-in-the-city-43-24-RmmF6
Module 3 Oct. 5	Confederation & BNA Act	<ul style="list-style-type: none"> • Cochrane, chs. 2, 17
Module 4: Oct. 12	Constitutional Monarchy: Crown	<ul style="list-style-type: none"> • Cochrane, ch. 19 (up to Prime Minister and Cabinet) • D. Michael Jackson and P. Lagasse, <i>CANADA AND THE CROWN: ESSAYS IN CONSTITUTIONAL MONARCHY</i>, (Queen's U.P., 2014): <ul style="list-style-type: none"> ♣ ch. 9, John D. Whyte, "A Case for the Republican Option": 119-135 ♣ ch. Philippe Lagasse, "Conclusion: the Contentious Canadian Crown": 273-287
Module 5: Oct. 19	Governor General	<ul style="list-style-type: none"> • Cochrane, ch. 19 (up to Prime Minister and Cabinet) • http://www.gg.ca/

Module 6: Nov. 2	Voting and the Electoral System	Cochrane, chs. 12, 14 • Charlton and Barker: "Is a Mixed-Member Proportional electoral system in Canada's interest?" • http://www.elections.ca/
Module 7: Nov. 9	Executive: Prime Minister	• Cochrane, ch. 19 (section after Crown and Governor General) • Charlton and Barker: ♣ "Is the Prime Minister Too Powerful?" ♣ "Is a Majority Government More Effective Than a Minority Government?" • http://pm.gc.ca/
Module 8: Nov. 16	Executive: Cabinet	• See Module 7 readings
Module 9: Nov. 23	House of Commons	• Cochrane, ch. 21 (up to Purposes and Powers of the Senate) • Charlton and Barker: "Should party discipline be relaxed?" • Elizabeth Goodyear-Grant, " Party Loyalty Can Be Bad for Democracy: Why politicians should vote however they want ", 06/09/19: • Charlton and Barker: "Should representation in Parliament mirror Canada's social diversity?" • " Mumilaag delivers a Farewell Speech in the House of Commons " (15/06/21):
Module 10: Nov. 30	Senate	• Cochrane, ch. 21 (from Purposes and Powers of the Senate) • http://www.sen.parl.gc.ca/
Module 11: Dec. 7	Judiciary and Charter of Rights	• Cochrane, chs. 18, 22 • Charlton and Barker: "Is the Canadian Charter of Rights and Freedoms anti-democratic?"



Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for

accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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.

More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

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.

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

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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
