

**Carleton University**  
**Department of Political Science**  
<https://carleton.ca/polisci/>

PSCI 3402A

## Canadian Public Policy

Thursdays, 11:35 am to 2:25 pm

This course will be held remotely online

**Instructor:**

Dr. Vandna Bhatia  
[vandna.bhatia@carleton.ca](mailto:vandna.bhatia@carleton.ca)

**On-line Office Hours:**

Thursdays, 3:00 to 4:00 pm drop-in, via Zoom  
Fridays, 10:00 to 11:00 am by appointment, via Zoom

### Course Description and Learning Outcomes

Canada is one of the most decentralized federations in the world. Responsibility and authority for key programs and public policies are divided or shared between the federal government, ten provinces and three territories, as well as over 5,000 municipalities. Moreover, Canadian society is increasingly diverse – socially, economically, and culturally – even as it is becoming more interconnected. These factors, compounded by the policy impact of the courts, political parties, and Canada's Westminster system, produce a challenging and complex policymaking environment.

The primary objective of this course is to explore the context and challenges of policy making in Canada. We will examine broad social, political, and economic features of the Canadian policy environment and how they influence both the policymaking process as well as the design and content of policy. We will apply this understanding to a range of specific policy issues. The course will draw on key frameworks and concepts for understanding, analyzing, and comparing public policies and their development across Canada.

At the end of the course, students should be able to:

- Describe important features of the political, social, and economic environment that influence public policy making in Canada;
- Analyze how these features influence the policy process and content of policy at the national and subnational scales;
- Describe, compare, and contrast specific features of a range of policy issues in Canada;
- Analyze and explain the evolution of policies and identify patterns of similarity and difference between national and/or subnational jurisdictions.

Students should also be able to demonstrate progress in the development of:

- Strong analytic writing skills, which reflect their ability to articulate and support complex ideas, construct and evaluate arguments, and compose coherent critical analysis;
- Metacognition skills, which demonstrate their ability to recognize, plan, and monitor their own learning and thinking processes.

## Course Format and Evaluation

This course is a blended online course, divided into **12 modules**, with one module delivered each week. Each module is organized around asynchronous lectures and readings, and synchronous seminar discussion groups. Recorded lectures will be posted on CU Learn no later than Wednesday at 12:00 pm of every week, and students are expected to watch the lectures and complete assigned readings before the scheduled seminar each Thursday.

For seminar discussions, students will be assigned discussion questions and activities, including small group presentations, which draw and expand upon the assigned course materials.

The following components comprise the evaluation of students' work in this course:

1.	Seminar attendance & participation – ongoing	10
2.	Seminar assignments /discussion – ongoing	15
3.	Précis – 5 @ 5% – ongoing	25
4.	Policy brief – due March 11 <sup>th</sup>	20
5.	Research paper – due April 14 <sup>th</sup>	30
	<b>Total</b>	<b>100</b>

### Seminar Attendance, Discussion & Assignments

The class will be divided into two groups: students with surnames beginning with A to J [Cohort A] will attend seminars on Thursdays from 11:35 to 12:55, and students with surnames beginning with K to Z [Cohort B] will attend seminars on Thursdays from 1:05 to 2:25. Students are expected to attend seminars throughout the term and contribute to discussion regularly. Therefore, it is essential that you come to class prepared, having read/watched the assigned material. You should be an active and respectful participant, which includes active listening and constructive engagement with the material and with your colleagues. Seminar assignments will be provided by the instructor to structure discussion and will involve both individual and collaborative work.

#### Précis

Students are expected to compose 5 [précis](#) (250 words), each summarizing one required reading from a different module of the course. Guidelines for composing précis will be provided. Each précis must be submitted by 11:00 AM on Thursday of the week for which the reading was assigned, and précis submitted after the deadline will be given a zero. Students must submit a minimum of 3 of 5 précis to receive a passing grade in the course.

#### Policy Brief

A policy brief presents information and analysis, followed by recommendations, on a policy-oriented topic for a lay audience, such as policy makers, the media and interested scholars. Students are expected to prepare a 1000-1200-word brief on a policy topic drawn from the course, but different from the topic of their Policy Analysis Essay. Additional details and guidelines for the assignment will be provided. The paper is due by 11:59 PM on March 11<sup>th</sup>, 2021.

#### Research Paper

An academic research paper involves researching and analyzing a policy issue to *explain* how or why it came to be. Students are expected to prepare an academic essay explaining some aspect of a specific policy issue in Canada, drawn from topics addressed in the course syllabus. The essay should be approximately 2000-2500 words in length. Additional details about and guidelines for the assignment will be discussed in class. The paper is

due by 11:59 PM on April 14<sup>th</sup>, 2021. Students must submit this assignment to receive a passing grade in the course.

## Guidelines for Written Work

Detailed instructions and guidelines for written work will be available on CULearn. ALL written work must be uploaded in CULearn in pdf format. Please do not send papers via email.

All sources (class readings or other sources including books, book chapters, articles, internet sources etc.) must be clearly referenced in the text, with quotation marks and page citations where appropriate. All papers should include a cover page with your name and student number, conform to either [Chicago](#) or [APA citation format](#), and meet minimum standards of essay writing, including format, grammar and style.

Students are strongly encouraged to seek out guidance and support from [Writing Services](#), at the Centre for Student Academic Support ([csas@carleton.ca](mailto:csas@carleton.ca)). The Centre has writing consultants available and can help you get started on your research and writing assignments. Students should also consult one of the following writing and style guides in preparing papers:

- Strunk, White, and Angell (2000). *The Elements of Style*, 4th Ed., Boston: Allyn and Bacon. Available online at <http://www.bartleby.com/141/>.
- Schmidt, Diane E. (2005). *Writing in Political Science: A Practical Guide*. New York: Pearson Longman.
- Turabian, Kate L. (2013). *A Manual for Writers of Term Papers, Theses, and Dissertations*, Chicago: The University of Chicago Press.

## CULearn

Since this is an online course, all course content – lectures, assignments, tutorials, grades, etc. will be accessible through CULearn. The course website will be updated regularly, so please log in frequently for updates and news. If you have technical difficulties with accessing CULearn, please consult the [CULearn Support](#) site and contact the help desk as soon as possible.

CULearn also has discussion forums, which students are encouraged to use to post thoughts, questions or comments concerning the course or to continue class discussions. I will moderate the site as needed, and post information there as well.

## Email Communication

Email will be the primary means of communication with me and your teaching assistant. In order to facilitate that process, please ensure that your emails:

- ✓ Have a clear subject line indicating the course and nature of the issue the email concerns.
- ✓ Include a salutation (e.g., Hello Professor Bhatia...) and signature (Regards, followed by your first name, last name, and student number).
- ✓ Concisely identify your issue and/or question.
- ✓ Always come from your Carleton email address.

In turn, I will check my email regularly and do my best to respond with 24-hours, Monday to Friday.

**Communication is key:** If you miss an assignment, are ill, or experiencing other issues that are affecting your performance in the course, please let me know as soon as possible. You can reach me by email or make an appointment for a virtual meeting. Please DO NOT wait until the end of the term to get in touch with me about issues or concerns because by then it may be too late for us to address them.

## Student Conduct & Academic Regulations

Students are expected to come to seminars prepared, having read the assigned material and ready to engage in discussion of questions and issues arising from it. Disagreement and debate are important and expected – they are a reflection of some of the contentious issues we confront in public policy. Discussion also engages critical thinking and encourages exchange of ideas. It is expected that you will be respectful and civil at all times in these discussions.

Students are expected to be familiar with and abide by academic and conduct regulations of Carleton University. Undergraduate students should consult the [Academic Regulations](#) listed in the Undergraduate Calendar, in particular those dealing with Academic Integrity and Offenses of Conduct (sections 14 and 15). Additional information regarding academic conduct and accommodations is appended to this syllabus.

## Readings

There are no required textbooks to purchase. All required and supplementary readings are available in electronic format through MacOdrum Library website and/or via the electronic reserves (Ares) link in the course cuLearn site.

**Supplementary readings** listed in the syllabus are provided to support your reading and research in specific topic areas. They are not assigned readings. However, students are encouraged to draw upon these readings to enhance their understanding of a particular topic and/or to begin essay research.

The following textbooks are recommended for students who have a limited background in public policy and are available through MacOdrum Library.

- Miljan, L. (2017). *Public Policy in Canada: An Introduction* (7th Edition). Oxford University Press.
- Pal, L.A. (2014). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*, 5th Edition. Nelson.
- Howlett, M., M. Ramesh, and A. Perl (2020). *Studying Public Policy: Policy Cycles and Policy Subsystems*. 4<sup>th</sup> Edition. Oxford University Press.

## Class Schedule

### 1. (Jan 14): Introduction – What is Public Policy?

- Cairney, P. (2019). *Understanding Public Policy: Theories and Issues*, 2nd edition. London, England: Macmillan Education. Chapter 2: What is Policy and Policymaking? Pages 16-36

### 2. (Jan 21): Federalism and Canadian Public Policy

*How does federalism shape the politics and processes of policy making in Canada? How have historical issues and trends influenced the intergovernmental context of policy making today?*

Required:

- Weaver, R.K. (2020). Policy dynamics in federal systems: A framework for analysis. *Publius: The Journal of Federalism*, 50(2): 157–187
- Montpetit, E., E. Lachapelle and S. Kiss (2017). Does Canadian Federalism Amplify Policy Disagreements? *Institute for Research on Public Policy*, Study, No. 65. <https://on-irpp.org/2gT77N3>

Supplementary:

- Béland, D., Lecours, A., Paquet, M., & Tombe, T. (2020). A Critical Juncture in Fiscal Federalism? Canada's Response to COVID-19. *Canadian Journal of Political Science*, 53(2), 239–243.  
<https://doi.org/10.1017/S0008423920000323>
- Broschek, J. (2020). *Resilient Federalism and Transformative Policy Change: Prospects for a New "National Policy" in Canada*, Essay no. 1, Montreal, [Institute for Research on Public Policy](#).
- Wilder, M., & Howlett, M. (2015). Bringing the provinces back in: Re-evaluating the relevance of province-building to theories of Canadian federalism and multi-level governance. [Canadian Political Science Review](#), 9(3), 1-34.

**3. (Jan 28): Federalism and Canadian Pension Policy**

*What pension benefits and programs are available to Canadians when they retire? How are decisions about these policies made? How does federalism influence the prospects for reform of pension policies to accommodate the changing demographics of Canadian society?*

Required:

- Christensen, B. (2020). Ontario pension policy making and the politics of CPP reform, 1963–2016. *Canadian Journal of Political Science*, 53(1): 1-18.
- Banting, K. G. (2012). The three federalisms revisited: Social policy and intergovernmental decision-making. In H. Bakvis & G. Skogstad (eds.). *Canadian Federalism: Performance, Effectiveness, and Legitimacy, 3<sup>rd</sup> Edition*. Oxford University Press. 141-164.

Supplementary:

- Baldwin, Bob, and Richard Shillington (2017). *Unfinished Business: Pension Reform in Canada*. IRPP Study 64. Montreal: Institute for Research on Public Policy.
- Battle, K. (1997). Pension reform in Canada. *Canadian Journal on Aging*, 16(3), 519-552.
- Béland, D., & Weaver, R. K. (2018). Federalism and the politics of the Canada and Quebec Pension Plans. *Journal of International and Comparative Social Policy*, 1-16.
- Grignon, M., & Spencer, B. (2015). On removing 'age' and especially 'old age' as a criterion in social programs. *Canadian Public Policy*, 41(3), 241-251.

**4. (Feb 4): Federalism, Advocacy and Student Aid Programs in Canada**

*How has federalism shaped the higher education system in Canada? What is the role of policy advocacy – especially by student groups – in the policy process around student financial aid? What strategies have advocates used to influence tuition fee and student financial aid policies across the country?*

Required:

- Wellen, R., Axelrod, P., Desai-Trilokekar, R., & Shanahan, T. (2012). The making of a policy regime: Canada's post-secondary student finance system since 1994. *Canadian Journal of Higher Education*, 43(3), 1-23.
- McLaren, J. (2014). [It's Complicated: An Interprovincial Comparison of Student Financial Aid](#). Canadian Centre for Policy Alternatives. [\*skim sections on different provinces]

Supplementary:

- Bégin-Caouette, O. & G.A. Jones (2014) Student organizations in Canada and Quebec's 'Maple Spring', *Studies in Higher Education*, 39:3, 412-425.
- Drago, A. (2020). Strikes, general assemblies and institutional insurgency: Explaining the persistence of the Québec student movement. *Social Movement Studies*, 1-17.
- Jones, G. & Noumi, C. (2018). Canada: Provincial responsibility, federal influence and the challenge of coordination. In M. Carnoyl. Froumin & O. Leshukov, (Eds.) *Higher Education in Federal Countries* (pp. 96-125). London: SAGE Publications
- Rexe, D. (2015). Anatomy of a tuition freeze: The case of Ontario. *Canadian Journal of Higher Education*, 45(2), 41-59.
- Robbins-Kanter, J., & Troup, D. (2018). Social Movement Success as a Political Process: The Case of the 2012 Quebec Student Protests. *Canadian Political Science Review*, 12(1), 50-75.

**5. (Feb 11): Feminism, Federalism, and Childcare**

*What is the impact of inequalities in access to high-quality childcare services on women in Canada? How have federal and provincial governments attempted to address access issues and what have been the results? What might a new national childcare policy look like?*

Required:

- Bezanson, K. (2018). Feminism, federalism and families: Canada's mixed social policy architecture. *Journal of Law and Equality*, 14:169-197
- Doucet, A., S. Mathieu, and L. McKay (2020) Reconceptualizing Parental Leave Benefits in COVID-19 Canada: From Employment Policy to Care and Social Protection Policy, *Canadian Public Policy*, 46(S3): S272-S286

Supplementary:

- Collier, C. (2010) Is Canada ready for a new universal social program? Comparing the cases of universal medicare in the 1960s and 'universal' childcare in the new millennium. In G. DiGiacomo and M. Flumian (eds). *The Case for Centralized Federalism*. Ottawa: University of Toronto Press. 137-173.
- Friendly, M., Larsen, E., Feltham, L., Grady, B., Forer, B., & Jones, M. (2018). *Early Childhood Education and Care in Canada 2016*. Toronto: Childcare Resource and Research Unit.
- Mathieu, S., A. Doucet, and L. McKay (2020). Parental leave benefits and inter-provincial differences: The case of four Canadian provinces. *Canadian Journal of Sociology* 45(2): 169-94.
- Pasolli, K. E. (2015). *Comparing child care policy in the Canadian provinces*. *Canadian Political Science Review*, 9(2), 63-78.
- Prentice, S. & White, L.A. (2019) Childcare deserts and distributional disadvantages: The legacies of split childcare policies and programmes in Canada, *Journal of International and Comparative Social Policy*, early online release. 35(1), 59-74.
- Qian, Y., & Fuller, S. (2020). COVID-19 and the gender employment gap among parents of young children. *Canadian Public Policy*, 46(S2), S89-S101.

## 6. (Feb 25): Democratic Citizenship and Canadian Public Policy

*What is the nature of the relationship between citizens and the state in Canada? How has this changed over time? How does public policy influence the relationship?*

Required:

- Jenson, J. (1997). Fated to live in interesting times: Canada's changing citizenship regimes. *Canadian Journal of Political Science*, 30(4), 627-644.
- Mettler, S., & Soss, J. (2004). The consequences of public policy for democratic citizenship: Bridging policy studies and mass politics. *Perspectives on Politics*, 2(1), 55-73.

Supplementary:

- Brodie, J. (2002). Citizenship and solidarity: Reflections on the Canadian way. *Citizenship Studies*, 6(4), 377-394.
- Fudge, J. (2005). After industrial citizenship: Market citizenship or citizenship at work? *Relations Industrielles/Industrial Relations*, 60(4), 631-656.
- Richez E., Manfredi C. (2015) Citizenship and the Canadian Charter. In Sarkowsky K., Schultze RO., Schwarze, S. (eds.) *Migration, Regionalization, Citizenship*. Springer. p. 121-150.

## 7. (Mar 4): Universality, Solidarity and Health Policy

*Does Canada have a truly universal health system? What values and beliefs underpin the public popularity of the program? What are the prospects for reforming or expanding Medicare to include prescription drugs or other health services?*

Required:

- Martin, D., Miller, A. P., Quesnel-Vallée, A., Caron, N. R., Vissandjée, B., & Marchildon, G. P. (2018). Canada's universal health-care system: Achieving its potential. *The Lancet*, 391(10131), 1718-1735.
- Béland, D., Marchildon, G. P., & Prince, M. J. (2020). Understanding universality within a liberal welfare regime: The case of universal social programs in Canada. *Social Inclusion*, 8(1), 124-132.

Supplementary:

- Beatson, J. (2016). The stories we tell about refugee claimants: Contested frames of the health-care access question in Canada. *Refuge: Canada's Journal on Refugees*, 32(3): 125-134
- Bhatia, V. (2010). Social rights, civil rights, and health reform in Canada. *Governance*, 23(1), 37-58.
- Dufresne, Y., Jeram, S., & Pelletier, A. (2014). The true north strong and free healthcare? Nationalism and attitudes towards private healthcare options in Canada. *Canadian Journal of Political Science*, 47(3): 569-595.
- Graefe, P. (2018). State rescaling, institutionalized state-citizen relationships, and Canadian health policy. *Studies in Political Economy*, 99(2): 175–193.
- Maioni, A. (2010). Citizenship and health care in Canada. *International Journal of Canadian Studies*, (42): 225-242.
- Marchildon, G. P. (2014). The three dimensions of universal Medicare in Canada. *Canadian Public Administration*, 57(3), 362-382.

- Redden, C. J. (2002). Health care as citizenship development: Examining social rights and entitlement. *Canadian Journal of Political Science*, 35(1): 103-125.

## 8. (Mar 11): Immigration in Canada

*What are the goals of immigration policy in Canada? How are the identities and rights of different groups of newcomers to Canada constructed through those policies? What is the nature of citizenship and how does it differ between these groups and other Canadians?*

Required:

- Jenson, J. & M. Paquet (2018) Canada's changing citizenship regime through the lens of immigration and integration. In E. Goodyear-Grant et al. [eds]. *Federalism and the Welfare State in a Multicultural World*. Kingston: McGill-Queen's University Press. pp.175-200
- Gabriel, C., & L. Macdonald (2011). Citizenship at the margins: the Canadian seasonal agricultural worker program and civil society advocacy. *Politics & Policy*, 39(1), 45-67.

Supplementary:

- Barnetson, B., & Foster, J. (2014). The political justification of migrant workers in Alberta, Canada. *Journal of International Migration and Integration*, 15(2), 349-370.
- Ellermann, A. (2020). Human-capital citizenship and the changing logic of immigrant admissions. *Journal of Ethnic and Migration Studies*, 46(12), 2515–2532.
- Ferrer, A. M., Picot, G., & Riddell, W. C. (2014). New directions in immigration policy: Canada's evolving approach to the selection of economic immigrants. *International Migration Review*, 48(3), 846-867.
- Hari, A. (2018). Putting "Canadians First": Problematizing the Crisis of "Foreign" Workers in Canadian Media and Policy Responses. *International Migration*, 56(6), 191–206.
- Haugen, S., Lenard, P. T., & Regan Wills, E. (2020). Creating Canadians through Private Sponsorship. *Canadian Journal of Political Science*, 53(3), 560–576.
- Horgan, M., & Liinamaa, S. (2017). The social quarantining of migrant labour: everyday effects of temporary foreign worker regulation in Canada. *Journal of Ethnic and Migration Studies*, 43(5), 713-730.
- Roberts, S.E. (2020). The bureaucratic and political work of immigration classifications: an analysis of the Temporary Foreign Workers Program and access to settlement services in Canada. *Journal of International Migration & Integration* 21: 973–992.
- Tungohan, E. (2018). Temporary foreign workers in Canada: Reconstructing 'Belonging' and remaking 'Citizenship'. *Social & Legal Studies*, 27(2), 236-252.

## 9. (Mar 18): Canadian Political Economy

*What are the basic political and economic features of Canada's policy making landscape? How do they influence the policy process and content of policymaking?*

Required:

- Harmes, A. (2007). The political economy of open federalism. *Canadian Journal of Political Science*, 40:2 (2007) 417-437.

- McBride, S. (2020). Canada's continental political economy. In H. Whiteside, Ed., *Canadian Political Economy*. Toronto: University of Toronto Press. Chapter 3, p. 69-85

Supplementary

- Bradford, N. (1999). The policy influence of economic ideas: Interests, institutions and innovation in Canada. *Studies in Political Economy*, 59(1), 17-60.
- Coleman, W.D. (2013). Business, labour, and redistributive politics. In Banting, K. & J. Myles (eds.). *Inequality and the Fading of Redistributive Politics*. Vancouver: UBC Press.
- Graefe, P. (2007). Political economy and Canadian public policy. In Michael Orsini and Miriam Smith (eds.) *Critical Policy Studies*. Vancouver: UBC Press, 19-40.
- Haddow, R. (2014). Power resources and the Canadian welfare state: Unions, partisanship and interprovincial differences in inequality and poverty reduction. *Canadian Journal of Political Science*, 47(4), 717-739.
- Mills, S. & S. Tufts (2019). Innis's Ghost: Canada's Changing Resource Economy. In M.P. Thomas, L.F. Vosko, C. Fanelli, & O. Lyubchenko [Eds.]. *Change and Continuity: Canadian Political Economy in the New Millennium* (Vol. 248). MQUP. Pages 119-140

## 10. (Mar 25): The Political Economy of Income Assistance in Canada

*What are the dominant ideas that shape social assistance policies? How do ideas influence the goals and instruments of social assistance programs over time and within provinces? What has been the impact of social assistance programs in addressing poverty and income inequality in Canada?*

Required:

- Noël, A. (2020). The politics of minimum income protection in the Canadian provinces. *Canadian Journal of Political Science*, 53(2), 399–420. <https://doi.org/10.1017/S0008423920000098>
- Haddow, R. (2015). *Comparing Quebec and Ontario: Political Economy and Public Policy at the Turn of the Millennium*. University of Toronto Press. Chapter 4: Social Assistance and Transfers: Redistributing, But Differently, p. 99-130

Supplementary:

- Béland, D., & P.M. Daigneault [eds.] (2015). *Welfare Reform in Canada: Provincial Social Assistance in Comparative Perspective*. University of Toronto Press
- Boychuk, G.W. (2015). Federal policies, national trends, and provincial systems: A comparative analysis of recent developments in social assistance in Canada, 1990-2013. In Béland, D., & Daigneault, P. M. (Eds.). *Welfare Reform in Canada: Provincial Social Assistance in Comparative Perspective*. University of Toronto Press, 35-52
- Clavet, N., Duclos, J., & Lacroix, G. (2013). Fighting poverty: Assessing the effect of guaranteed minimum income proposals in Quebec. *Canadian Public Policy*, 39(4), 491-516.
- Daigneault, P. (2015). Ideas and welfare reform in Saskatchewan: Entitlement, welfare or activation? *Canadian Journal of Political Science*, 48(1), 147-171.
- Falvo, N. (2020). *Lifting Singles Out of Deep Poverty: The Case for Increasing Social Assistance Benefits*. IRPP Insight 33. Montreal: Institute for Research on Public Policy.

- Frankel, S. (2013). Poverty reduction in Manitoba under neoliberalism: Is the Third Way an effective way? *Manitoba Law Journal*, 36 (2): 270–300
- Harell, A., Soroka S. & Ladner, K. (2014) Public opinion, prejudice and the racialization of welfare in Canada. *Ethnic and Racial Studies*, 37:14, 2580-2597, DOI: [10.1080/01419870.2013.851396](https://doi.org/10.1080/01419870.2013.851396)
- Simpson, W. & Mason, G. & Godwin, R. (2017). The Manitoba basic annual income experiment: Lessons learned 40 years later. *Canadian Public Policy*, 43(1), 85-104

## 11. (Apr 1): The Political Economy of Climate Adaptation

*What are the political and economic complexities of addressing the problem of climate change in Canada? How can Canadian governments resolve the tensions and contradictions between the resource-based economies some regions with the growing demands for action on climate change?*

Required:

- Henstra, D. (2017). Climate adaptation in Canada: governing a complex policy regime. *Review of Policy Research*, 34(3), 378-399.
- Boyd, B. (2019). A province under pressure: Climate change policy in Alberta. *Canadian Journal of Political Science*, 52(1), 183–199.

Supplementary:

- Boyd, B. (2017). Working together on climate change: Policy transfer and convergence in four Canadian provinces. *Publius: The Journal of Federalism*, 47(4), 546-571.
- Haley, B. (2011). From staples trap to carbon trap: Canada's peculiar form of carbon lock-in. *Studies in Political Economy*, Vol. 88.
- Harrison, K. (2012). A tale of two taxes: The fate of environmental tax reform in Canada. *Review of Policy Research*, 29(3), 385–409.
- Lachapelle, E., R. MacNeil & M. Paterson (2017). The political economy of decarbonisation: from green energy 'race' to green 'division of labour', *New Political Economy*, 22(3): 311-327.
- Mascher, S. (2018). Striving for equivalency across the Alberta, British Columbia, Ontario and Québec carbon pricing systems: The Pan-Canadian carbon pricing benchmark. *Climate Policy*, 18(8), 1012-1027.
- Meadowcroft, J. (2016). Let's get this transition moving! *Canadian Public Policy*, 42(s1), S10-S17.
- Mills, S. & S. Tufts (2017). Innis's Ghost: Canada's Changing Resource Economy. In O. Lyubchenko et al. [eds] *Change and Continuity: Canadian Political Economy in the New Millennium*. McGill-Queen's University Press. pp. 119 to 140
- Murray, B., & Rivers, N. (2015). British Columbia's revenue-neutral carbon tax: A review of the latest "grand experiment" in environmental policy. *Energy Policy*, 86, 674-683.

## 12. (Apr 8): Shifting Venues: Courts, Legislatures, and Public Policy

*How has the Charter of Rights and Freedoms changed the role of the courts in the policy process in Canada? What has been the impact of the Courts on controversial issues such as medical assistance in dying? What has been the role of legislatures?*

Required:

- Snow, D. & K. Puddister (2018). Closing a door but opening a policy window: Legislating assisted dying in Canada. In MacFarlane, E. (Ed.). *Policy Change, Courts and the Canadian Constitution* (p. 40-60). University of Toronto Press
- Johnson, S. W. (2019). Stability and change: Policy evolution on the Supreme Court of Canada, 1945–2005. *Canadian Journal of Political Science*, 52(2), 343–362.

Supplementary:

- Allison, C.R. & A. L'Espérance (2017) Regulating assisted reproduction in Canada, Switzerland, and the USA: Comparing the judicialization of policy-making, *Journal of Comparative Policy Analysis: Research and Practice*, 19:3, 262-276
- Burlone, N. & Richmond, R.G. (2018). Between morality and rationality: framing end-of-life care policy through narratives. *Policy Sciences*, 51: 313-334.
- Morton, F. L., & Allen, A. (2001). Feminists and the courts: Measuring success in interest group litigation in Canada. *Canadian Journal of Political Science*, 34(1), 55-84.
- Nicolaides, E. & Hennigar, M. (2018). *Carter Conflicts*: The Supreme Court of Canada's impact on medical assistance in dying policy. In MacFarlane, E. (Ed.). *Policy Change, Courts and the Canadian Constitution* (p. 313-335). University of Toronto Press
- Ogden, R. (1994). The right to die: a policy proposal for euthanasia and aid in dying. *Canadian Public Policy*, 1-25.
- White, L.A. (2014). Federalism and equality rights implementation in Canada, *Publius: The Journal of Federalism*, 44(1): 157–182



## Academic Accommodations

### Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

### Academic Accommodations

#### Pregnancy

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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

## **Religious obligation**

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](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

## **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](mailto: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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

## **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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](http://carleton.ca/sexual-violence-support)

## **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 compete or perform 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](http://students.carleton.ca/course-outline)

## **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.

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).

*Last updated: 14 December 2020*