

## PSCI 3402B

# Canadian Public Policy

**Wednesdays, 11:35 to 2:25**

*Check Carleton Central for Location*

Instructor:	Contact:	Office Hours:
Dr. Vandna Bhatia	D685 Loeb Building 520-2600, ext. 1360 <a href="mailto:vandna.bhatia@carleton.ca">vandna.bhatia@carleton.ca</a>	Wednesdays 2:30 to 3:30

## 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 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 begin with an examination of the 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. In the second half of the course, we will apply this understanding to a range of specific policy issues. The course will draw on key theoretical frameworks and concepts for understanding, analyzing, and comparing public policies and their development.

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

- Describe important features of the political, social, and economic environment in Canada;
- Analyze how these features influence the policy process and content of policy at the national and subnational scales;
- Describe, compare, and contrast the 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

Each class will include a lecture component and a discussion component which will address major policy debates as well as issues raised by the assigned readings. Students will also be assigned in-class individual writing or reading exercises, small group work, mini quizzes, etc., drawing and expanding on the assigned readings.

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

1.	Attendance	10
2.	Participation – in-class exercises	10
3.	Précis – 8 @ 5% – continuous due dates	40
4.	Essay outline and workplan – due by March 8 <sup>th</sup>	10
5.	Final essay – due April 5 <sup>th</sup>	30
	<b>Total</b>	<b>100</b>

### Attendance & Participation

Students are expected to attend each class and engage with in-class discussions, activities and writing exercises assigned by the instructor. Therefore, it is essential that you come to class prepared, having read 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.

### Précis

Students are expected to compose 8 [précis](#) (~200 words/1 page, double-spaced), each summarizing one required reading article from 8 of the 12 weeks of the course. The objectives of these short assignments are to hone your writing skills and encourage you to become a 'deep reader', that is, able to focus on the *meaning* of what you read and not just its surface content. Deep reading skills are essential for comprehending complex, academic texts and thinking critically about the issues, themes, concepts, and questions they raise. Guidelines for composing précis will be provided. Each précis must be submitted by 11:00 AM on the day the reading will be addressed in class. Précis submitted after the date and time deadlines will be given a zero. ***Students must submit a minimum of 6 of 8 précis to receive a passing grade in the course.***

### Paper Outline & Final Essay

Students are expected to prepare an original analytic essay exploring a specific policy in Canada (drawn from topics addressed in the course syllabus). ***Students must submit this assignment to receive a passing grade in the course.*** Specific paper topics should be developed in a 500-word proposal that includes an overview of the topic and a description of the argument to be made in the paper, as well as a minimum of three annotated bibliographic sources. The outline is worth 10% of your grade and is due no later than March 8<sup>th</sup>, 2019. The essay itself is worth 30% of the final course grade and should be approximately 3000-3500 words in length. Additional details about and guidelines for the assignment will be discussed in class. The paper is due by 11:00 PM on April 5<sup>th</sup>, 2019. Late essays will be penalized 4/30 of the paper grade per day. Late penalties will have an *appreciable* impact on your final grade, so please weigh carefully your decision to submit a late paper. Papers

submitted after 5 days (including weekends) past the due date without prior consultation and approval of the instructor are assigned a grade zero.

### 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 or hard copy. Evaluation of papers is based on: (a) the merits (originality, persuasiveness) of your argument; (b) the logic and clarity of your argument; (c) the appropriateness and relevance of the cited readings (including a consistent citation style); (d) correct English grammar, spelling, and usage.

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 daily on a drop-in basis 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:

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

### CULearn

In addition to submitting assignments, the course CULearn page contains electronic copies of the syllabus, guidelines, and information concerning assignments and readings. Lecture slides and other course related material, such as links to online resources and reserved readings, will also be posted here. CULearn also has a discussion forum, 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.

## Student Conduct & Academic Regulations

Students are expected to come to class prepared having read the assigned material and be 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 silence and put away cell phones once class starts. Computers and tablets may be used sparingly in class to take notes, *but are not to be used during class to check email, news sites, Facebook, etc.*

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 most supplementary readings are available in electronic format through MacOdrum Library website and/or via the electronic reserves (Ares) link in the course cuLearn site. From time to time, the instructor will assign additional, short, readings in class.

**Supplementary readings** listed in the syllabus are provided to support students' reading and research in specific topic areas. You are encouraged to draw upon these readings to enhance your understanding of a particular topic and/or to begin research for your essay.

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 (2009). *Studying Public Policy: Policy Cycles and Policy Subsystems*. 3<sup>rd</sup> Edition. Oxford University Press.

## Class Schedule

### 1. (Jan 9): Introduction – What is Public Policy?

- o Simeon, R. (1976). Studying public policy. *Canadian Journal of Political Science/Revue canadienne de science politique*, 9(4), 548-580. <https://doi.org/10.1017/S000842390004470X>

## A. The Policymaking Context

### 2. (Jan 16): 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:

- o 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.
- o Béland, D., et. al (2018). The challenge for Canada's equalization program. *Policy Options*, July. Montreal: Institute for Research on Public Policy.

#### Supplementary:

- o Bickerton, J. (2010). [Deconstructing the new federalism](#). *Canadian Political Science Review*, 4(2-3), 56-72.

- o Brown, D.M. (2012). Fiscal federalism: Maintaining a balance? In H. Bakvis & G. Skogstad (Eds.), *Canadian Federalism: Performance, Effectiveness, and Legitimacy*, 3<sup>rd</sup> Edition. Oxford University Press. 118-140
- o Lecours, A., & Béland, D. (2009). Federalism and fiscal policy: The politics of equalization in Canada. *Publius: The Journal of Federalism*, 40(4): 569-596.
- o 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 23): Regional Political Cultures and Public Policy

*Does Canada have a 'national' political culture or is it a country of regions and provinces? How do ideas, values, and norms vary across the country and influence policy preferences of Canadians? How does this matter for understanding policymaking processes and decisions?*

#### Required:

- o Anderson, C. (2010). Regional heterogeneity and policy preferences in Canada: 1979–2006. *Regional and Federal Studies*, 20(4-5), 447-468. DOI: <https://doi.org/10.1080/13597566.2010.523620>
- o McGrane, D., & Berdahl, L. (2013). 'Small Worlds' no more: Reconsidering provincial political cultures in Canada. *Regional & Federal Studies*, 23(4), 479-493. DOI: <https://doi.org/10.1080/13597566.2013.794415>

#### Supplementary:

- o Cairns, A. C. (1977). The governments and societies of Canadian federalism. *Canadian Journal of Political Science*, 10(4), 695-726.
- o Ornstein, M., Stevenson, H., & Williams, A. (1980). Region, class and political culture in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 13(2), 227-271. DOI: <https://doi.org/10.1017/S000842390003300X>
- o Sealey, A. & Andersen, R. (2015). Income inequality and popular support for redistributive policies in Canada, 1993–2008. *Canadian Public Policy / Analyse De Politiques*, 41(1), 51-64.
- o Simeon, R., & Elkins, D. (1974). Regional political cultures in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 7(3), 397-437. doi:10.1017/S0008423900040713
- o Simeon, R. (2010). Postscript: Many Small Worlds. *Regional and Federal Studies*, 20(4-5), 545-548.

### 4. (Jan 30): 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? What is its relevance to the study of Canadian public policy?*

#### Required:

- o Jenson, J. (1997). Fated to live in interesting times: Canada's changing citizenship regimes. *Canadian Journal of Political Science/Revue canadienne de science politique*, 30(4), 627-644. <https://doi.org/10.1017/S0008423900016450>
- o 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. DOI: [10.1007/978-3-658-06583-6\\_7](https://doi.org/10.1007/978-3-658-06583-6_7)

Supplementary:

- o Brodie, J. (2002). Citizenship and solidarity: Reflections on the Canadian way. *Citizenship Studies*, 6(4), 377-394.
- o 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.
- o Petry, F., & Mendelsohn, M. (2004). Public opinion and policy making in Canada 1994–2001. *Canadian Journal of Political Science/Revue canadienne de science politique*, 37(3), 505-529.
- o Skogstad, G. (2008). Policy networks and policy communities: Conceptualizing state-societal relationships in the policy process, in White et al. (eds.), *The Comparative Turn*. Vancouver: UBC Press. 205-220.

**5. (Feb 6): 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:

- o Graefe, P. (2007). Political economy and Canadian public policy. In Michael Orsini and Miriam Smith (eds.) *Critical Policy Studies*. Vancouver: UBC Press, 19-40.
- o Harmes, A. (2007). The political economy of open federalism. *Canadian Journal of Political Science/Revue canadienne de science politique* 40:2 (2007) 417-437.

Supplementary

- o Bradford, N. (1999). The policy influence of economic ideas: Interests, institutions and innovation in Canada. *Studies in Political Economy*, 59(1), 17-60.
- o 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.
- o 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/Revue canadienne de science politique*, 47(4), 717-739.
- o Jenson, J. (1990). Representations in crisis: The roots of Canada's permeable Fordism. *Canadian Journal of Political Science/Revue canadienne de science politique*, 23(4), 653-684.
- o McBride, S. (2003). Quiet constitutionalism in Canada: The international political economy of domestic institutional change. *Canadian Journal of Political Science/Revue canadienne de science politique* 36(2), pp. 251-274.
- o St-Hilaire, F. (2017). What shape will an inclusive growth agenda take in Canada? [\*Policy Options\*](#), October 24.

## II. Policy Issues

### 6. (Feb 13): Federalism and Canadian Pension Policy

*What are the pension benefits and programs 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:

- o Myles, J. (2013). Income security for seniors: System maintenance and policy drift. In Banting, K. & Myles, J. (Eds.), *Inequality and the Fading of Redistributive Politics* (pp. 312–334). UBC Press, 312-334.
- o Venne, R. A., & Hannay, M. (2017). Demographics, the Third Age and partial retirement: Policy proposals to accommodate the changing picture of female retirement in Canada. *Journal of Women & Aging*, 29(6), 475-493.

Supplementary:

- o Baldwin, Bob, and Richard Shillington (2017). *Unfinished Business: Pension Reform in Canada*. IRPP Study 64. Montreal: Institute for Research on Public Policy.
- o Battle, K. (1997). Pension reform in Canada. *Canadian Journal on Aging/La Revue canadienne du vieillissement*, 16(3), 519-552.
- o 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.
- o Grignon, M., & Spencer, B. (2015). On removing 'age' and especially 'old age' as a criterion in social programs. *Canadian Public Policy / Analyse De Politiques*, 41(3), 241-251.

### 7. (Feb 27): 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:

- o Marchildon, G. P. (2014). The three dimensions of universal Medicare in Canada. *Canadian Public Administration*, 57(3), 362-382.
- o Bhatia, V. (2010). Social rights, civil rights, and health reform in Canada. *Governance*, 23(1), 37-58.

Supplementary:

- o Boothe, K. (2013). Ideas and the limits on program expansion: The failure of nationwide pharmacare in Canada since 1944. *Canadian Journal of Political Science/Revue canadienne de science politique*, 46(2):419-453.
- o 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/Revue canadienne de science politique*, 47(3), 569-595.
- o Manfredi, C. P., & Maioni, A. (2002). Courts and health policy: Judicial policy making and publicly funded health care in Canada. *Journal of Health Politics, Policy and Law*, 27(2), 213-240.



## 8. (Mar 6): Policy Framing and Social Assistance Programs 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 alleviating poverty and reducing income inequality in Canada?*

### Required:

- o Daigneault, P. (2015). Ideas and welfare reform in Saskatchewan: Entitlement, workfare or activation? *Canadian Journal of Political Science/Revue canadienne de science politique*, 48(1), 147-171.
- o 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

### Supplementary:

- o Béland, D., & Daigneault, P. M., eds. (2015). *Welfare Reform in Canada: Provincial Social Assistance in Comparative Perspective*. University of Toronto Press [e-book available at MacOdrum]
- o Clavet, N., Duclos, J., & Lacroix, G. (2013). Fighting poverty: Assessing the effect of guaranteed minimum income proposals in Quebec. *Canadian Public Policy / Analyse De Politiques*, 39(4), 491-516.
- o Frankel, S. (2013). Poverty reduction in Manitoba under neoliberalism: Is the Third Way an effective way? *Manitoba Law Journal*, 36 (2): 270-300
- o 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)
- o Simpson, W. & Mason, G. & Godwin, R. (2017). The Manitoba basic annual income experiment: Lessons learned 40 years later. *Canadian Public Policy/ Analyse De Politiques* 43(1), 85-104

## 9. (Mar 13): Childcare Policy and Federalism

*What factors influence the availability of childcare programs across the country? What are the impacts of inequalities in access to high-quality services? How have federal and provincial governments attempted to address access issues and what have been the results?*

### Required:

- o Prentice, S. & White, L.A. (2018) 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. DOI: [10.1080/21699763.2018.1526700](https://doi.org/10.1080/21699763.2018.1526700)
- o Pasolli, K. E. (2015). [Comparing child care policy in the Canadian provinces](#). *Canadian Political Science Review*, 9(2), 63-78.

### Supplementary:

- o Beaujot, R., Du, C. J., & Ravanera, Z. (2013). Family policies in Quebec and the rest of Canada: Implications for fertility, child-care, women's paid work, and child development indicators. *Canadian Public Policy/ Analyse De Politiques*, 39(2), 221-240.
- o Collier, C. (2010) Is Canada ready for a new universal social program? Comparing the cases of universal medicare in the 1960s and 'universal' child care in the new millennium. In G. DiGiacomo and M. Flumian (eds). *The Case for Centralized Federalism*. Ottawa: University of Toronto Press. 137-173.



- o 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.
- o Mahon, R. (2013). Childcare, new social risks, and the new politics of redistribution in Ontario. In Banting, K. & Myles, J. (Eds.), *Inequality and the Fading of Redistributive Politics* (pp. 312–334). UBC Press
- o White, L. & Friendly, M. (2012). 'No-lateralism': Paradoxes in early childhood education and care policy in the Canadian federation. In Bakvis, H. & Skogstad, G. (eds.) *Canadian Federalism: Performance, Effectiveness, Legitimacy*, 3rd ed. Oxford University Press, 183-202

#### 10. (Mar 20): The Political Economy of Immigration in Canada

*What are the goals of immigration policy in Canada? How have they changed over time? What are the social and economic implications of a (de)federalized approach to immigration for the settlement of newcomers to Canada? For policy goals?*

##### Required:

- o Paquet, M. (2014). The federalization of immigration and integration in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 47(3): 519-548.
- o Jeram S. & Nicolaides, E. (2018). Intergovernmental relations on immigrant integration in Canada: Insights from Quebec, Manitoba, and Ontario, *Regional & Federal Studies*, DOI: [10.1080/13597566.2018.1491841](https://doi.org/10.1080/13597566.2018.1491841)

##### Supplementary:

- o Banting, K.G. (2012). Remaking immigration: Asymmetric decentralization and Canadian federalism. In H. Bakvis & G. Skogstad (eds.) *Canadian Federalism: Performance, Effectiveness and Legitimacy* (p. 261-281). Don Mills: Oxford University Press.
- o Barnetson, B., & Foster, J. (2014). The political justification of migrant workers in Alberta, Canada. *Journal of International Migration and Integration*, 15(2), 349-370.
- o Green, A. G., & Green, D. A. (1999). The economic goals of Canada's immigration policy: Past and present. *Canadian Public Policy/Analyse de politiques*, 425-451.
- o 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.
- o Flynn, E., & Bauder, H. (2015). The private sector, institutions of higher education, and immigrant settlement in Canada. *Journal of International Migration and Integration*, 16(3), 539-556.
- o Hiebert, D. (2006). Winning, losing, and still playing the game: The political economy of immigration in Canada. *Tijdschrift voor economische en sociale geografie*, 97: 38-48. doi:[10.1111/j.1467-9663.2006.00494.x](https://doi.org/10.1111/j.1467-9663.2006.00494.x)
- o Lewis, N.M. (2010). A decade later: Assessing successes and challenges in Manitoba's provincial immigrant nominee program. *Canadian Public Policy/Analyse de politiques*, 36(2): 241-264
- o Pandey, M. & Townsend, J. (2011) Quantifying the effects of the provincial nominee programs. *Canadian Public Policy/Analyse de politiques*, 37(4): 495-512.
- o Schertzer, R. (2015). Intergovernmental relations in Canada's immigration system: From bilateralism towards multilateral collaboration. *Canadian Journal of Political Science/Revue canadienne de science politique*, 48(2), 383-412.

### 11. (Mar 27): Environmental Policy

What are the 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? What are the prospects for the federal government's Pan-Canadian Framework on Clean Growth and Climate Change?

#### Required:

- o Henstra, D. (2017). Climate adaptation in Canada: governing a complex policy regime. *Review of Policy Research*, 34(3), 378-399.
- o Dagg, T., Lippett, J., Masters, D. & Toner, G. (2018). A pan-Canadian experiment: Pipelines, carbon pricing, and partisan politics test the new era of energy/environmental federalism. In K.A.H. Graham & A.M. Maslove (eds.) *How Ottawa Spends 2018-19: Next?* (95-115). Ottawa: School of Public Policy and Administration, Carleton University.

#### Supplementary:

- o 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.
- o Haley, B. (2011). From staples trap to carbon trap: Canada's peculiar form of carbon lock-in. *Studies in Political Economy*, Vol. 88.
- o Elgie, S., & McClay, J. (2013). BC's carbon tax shift is working well after four years (Attention Ottawa). *Canadian Public Policy / Analyse De Politiques*, 39, S1-S10
- o Harrison, K. (2012). A tale of two taxes: The fate of environmental tax reform in Canada. *Review of Policy Research*, 29(3), 385-409.
- o Mildenerger M., Howe P., Lachapelle E., Stokes L., Marlon J., & Gravelle T. (2016) The distribution of climate change public opinion in Canada. *PLoS ONE* 11(8): [e0159774](https://doi.org/10.1371/journal.pone.0159774)
- o 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.
- o Rivers, N. (2010). Current federal and provincial approaches to climate change mitigation: Are we repeating past mistakes? In J. C. Thomas & J. R. Allan (Eds.), *Canada: The State of the Federation 2009: Carbon Pricing and Environmental federalism* (pp. 45-60). Montreal: McGill-Queen's University Press.
- o Snoddon, T. & Vannijnatten, D. (2017). *Carbon Pricing and Intergovernmental Relations in Canada*. IRPP Insight 12 (November 2016). Montreal: Institute for Research on Public Policy

### 12. (Apr 3): 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 abortion and medical assistance in dying? What has been the role of legislatures?

#### Required:

- o Nicolaidis, 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

- o Johnstone, R. (2018). Canadian abortion policy and the limitations of litigation. In MacFarlane, E. (Ed.). *Policy Change, Courts and the Canadian Constitution* (p. 336-355). University of Toronto Press.

#### Supplementary:

- o Burlone, N. & Richmond, R.G. (2018). Between morality and rationality: framing end-of-life care policy through narratives. *Policy Sciences*, 51: 313-334.
- o Erdman, J. N. (2017). Constitutionalizing abortion rights in Canada. *Ottawa Law Review*, 49, 221.
- o Morton, F. L., & Allen, A. (2001). Feminists and the courts: Measuring success in interest group litigation in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 34(1), 55-84.
- o Ogden, R. (1994). The right to die: a policy proposal for euthanasia and aid in dying. *Canadian Public Policy/Analyse de Politiques*, 1-25.
- o Palley, H. A. (2006). Canadian abortion policy: National policy and the impact of federalism and political implementation on access to services. *Publius: The Journal of Federalism*, 36(4), 565-586.
- o Saurette, P., & Gordon, K. (2013). Arguing abortion: The new anti-abortion discourse in Canada. *Canadian Journal of Political Science/Revue canadienne de science politique*, 46(1), 157-185.

## Academic Accommodations

### 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 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)

#### **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)

#### **Academic 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](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.

[carleton.ca/pmc](http://carleton.ca/pmc)

## **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 its 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](https://carleton.ca/sexual-violence-support)

## **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 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](https://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.

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. 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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

### Official Course Outline

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

*Last modified 8 January 2019*