

PSCI 4006A / 5006F
Legislatures and Representation in Canada
Tuesdays 2:35-5:25 pm
Please confirm location on Carleton Central

Instructor: Jonathan Malloy (he/him)
Office: Loeb D694
Office Hours: Mondays 2-3 or by appointment
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This course is about legislatures, legislators, and their role in the Canadian political system. We explore the different understandings and expectations surrounding legislatures and their performance, primarily the House of Commons. Particular attention is paid to issues of diversity and legislatures. The course does not concern itself closely with legislative procedure, but focuses on the roles that parliamentary institutions play in Canadian politics.

Upon successfully completing the course you will be able to:

- Demonstrate an understanding of the overall system of parliamentary government in Canada, with some familiarity with its technical elements.
- Describe and explain key debates about legislative bodies in Canada.
- Understand and interpret the multiple roles of MPs.
- Explain and evaluate gendered, racial and other elements of legislative representation in Canada.

Readings

There are no textbook costs for this course. The main text is my book, *The Paradox of Parliament* (University of Toronto, 2023), which is available online for free through the Carleton library. Additional readings will be available online and/or provided electronically.

AI Policy

Artificial Intelligence (AI) is a terrific tool increasingly used in workplaces but it cannot replace deep reflection and learning. One assignment in this course invites you to use generative AI tools. Generative AI may also be used to gather and synthesize research for other assignments, *but not the actual writing of the assignment paper*. If you do use AI tools for preliminary research in any other assignment, please include a statement of how they were used when you submit your assignment.

Grading

I am happy to discuss accommodations at any time. Assignments are to be submitted via Brightspace and are due at the start of class that day, 2:35 pm. Late submissions without sufficient reason will be subject to a penalty of one-third of a letter grade per day (i.e., from B+ to B), including weekends.

4006 Students

Due Date		Weight in Final Grade
October 7	Methodology Assignment	20%
November 4	AI Paper	5%
November 25	Former MP Paper	20%
December 5 (final day of term)	Party Discipline Paper	25%
	Presentation+Reflection	15%
	Participation	15%

5006 Students

Due Date		Weight in Final Grade
October 7	Methodology Assignment	15%
October 28	Book Review Assignment	15%
November 4	AI Paper	5%
November 25	Former MP Paper	15%
December 5 (final day of term)	Party Discipline Paper	20%
	Presentation+Reflection	15%
	Participation	15%

Schedule at a Glance

Note there is no class on October 14. Instead, students should plan to attend the speaker event on October 16 featuring Erin Crandall of Acadia University. There will also be optional field trips to the House of Commons and Senate; further details will be provided in class.

Sept 9	Introduction to the Course
Sept 16	Understandings of Legislative Representation
Sept 23	Methods of Studying Legislatures
Sept 30	MPs
Oct 7	Parties Assignment 1 (Methodology) Due
Oct 14	NO CLASS Oct 16 Special Speaker Event: Erin Crandall – “Supreme Court of Canada Appointments: The Parliamentary Dimension”
Oct 21	Fall break
Oct 28	Visit to the House of Commons (tbc) PSCI 5006 Book Review Assignment Due
Nov 4	The House of Commons Assignment 2 (AI) Due
Nov 11	Diversity 1
Nov 18	Diversity 2
Nov 25	The Senate Assignment 3 (Former MP) Due
Nov 27 (Thurs)	Visit to the Senate
Dec 2	Scrutiny Assignment 4 (Party Discipline) Due <u>Dec 5</u>

Weekly Presentations

Each week a small group of students will present and lead class discussion. This means preparing a presentation of about 15-20 minutes for the start of the class, and then assisting with animating class discussion. Presentations should not simply summarize the readings. They should focus on highlighting key themes and connections between the readings, applying them to recent developments, and preparing questions for discussion.

Since the main text was written by the instructor, I encourage students to challenge it. *“The Professor is Wrong” should be a key mantra in the class.*

Presentations are opportunities. Use them. Take ownership of the topic and be innovative. Use PowerPoint, online links, short videos (including your own productions), etc. However, do not rely exclusively on technology. Games, role-playing, skits and class surveys can all be engaging learning experiences.

One week following your presentation, you must submit an individually-written 750 word reflective paper on the topic including further thoughts prompted by the class discussion.

Participation

Students are expected to come to class familiar with the week’s readings. This is a foundation of the seminar format. The class will be very boring if the same people talk all the time, and/or if students are not all clearly familiar with the week’s readings. Thus participation grades are awarded based on both **quantity** and **quality** of participation throughout the term. Students are expected to be familiar with the readings and contribute regularly in class.

Field Trips

The course includes two field trips, one to the House of Commons (tentatively October 28) and one to the Senate (Thursday November 27). Further details on the field trips will be shared in class.

Assignment 1: Methodology Paper – Due October 7

Write a 1000 word analysis of the strengths and weaknesses of the methodologies used in the three papers in the Methodology week. The paper must make extensive references to the papers and can also refer to class discussions.

The assignment will be graded on:

- demonstrated general understanding of the methodological approaches of each article
- thoughtful analysis of the strengths and weaknesses of each approach
- general organization, sophistication, and coherence of the paper

Assignment 2 - AI Paper – Due November 4

Using ChatGPT or another AI tool, produce a brief essay of about 500 words on one of the following topics:

- LGBTQ representation in the House of Commons since 2019
- Concerns about Western Canadian representation in Parliament
- The evolution of MPs' salaries

You must then submit an additional 250-500 word analysis, written entirely by yourself, that assesses the AI-written paper along the following lines:

-does it adequately cover the topic within the 500 words, in both breadth and depth? Are there noticeable gaps or problems? How do different prompts change the response?

-If you wrote the paper without AI, would it be similar? How does the AI product affect your thinking on the topic?

-Any other relevant reflections

Assignment 3: Interview a Former Member of Parliament – Due November 25

This assignment requires you to contact and interview a **former** member of Parliament or a provincial assembly. I will assist with suggestions. The interview should cover topics like the following:

- Why did they run for office?
- Was being an MP/MPP different than they expected?
- What changes would they make to the parliamentary system?
- How do they look back on their time in Parliament?

You will then write a 1000 word summary of what you learned in the interview, tying it to topics covered in the course. The report should include details of how you contacted the former MP and the date of the interview.

The assignment will be graded on:

- strength of connections between the interview findings and the course material

- clarity of writing and analysis
- overall organization and coherence

Assignment 4 : Party Discipline: Good or Bad? – Due December 5 (final day of term)

This assignment requires writing two essays arguing opposite perspectives, *one arguing in favour of strong party discipline in the House of Commons, and one arguing against it*. Each paper should be at least 1000 words long. The paper should rely overwhelmingly on information from the assigned course readings and our class discussions. Note that generative AI should not be used for this assignment.

The assignment will be graded on the following criteria:

- a strong grasp of the general topic
- clarity of writing and analysis
- appropriate engagement and use of sources
- strength and sophistication of arguments for both sides
- the general organization and coherence of the paper

PSCI 5006 Additional Assignment: Book Review

Write a critical review of one of the following books, :

Celina Caesar-Chavannes *Can You Hear Me Now?* (Penguin Random House, 2021)

Jody Wilson-Raybould, *'Indian' in the Cabinet* (Harper Collins, 2021)

Alex Marland, *Whipped: Party Discipline in Canada* (University of British Columbia Press, 2020)

Royce Koop, Heather Bastedo, and Kelly Blidook, *Representation in Action: Canadian MPs in the Constituencies* (University of British Columbia Press, 2017).

Ian Brodie, *At the Centre of Government: The Prime Minister and the Limits on Political Power* (McGill-Queen's University Press, 2018)

Jean-Francois Godbout, *Lost on Division: Party Unity in the Canadian Parliament* (University of Toronto Press, 2021)

The review should be at least 1500 words long. It should *not* summarize the book. Rather, it will answer the following, making regular references to the book, and will be graded on these criteria:

- What in your view is the overall argument/theme of the book as it relates to Parliament? What is it trying to tell us?
- How does the book connect with ideas and readings explored in the course?
- What are the book's overall strengths and weaknesses in terms of helping us understand Parliament?

Detailed Schedule

	Topic	Readings
Sept 9	Introduction to the Course	None
Sept 16	Understandings of Legislative Representation in Canada	<i>The Paradox of Parliament</i> Chapters 1 and 2

Sept 23	Methods of Studying Legislatures	<p>Jean-Francois Godbout and Bjørn Høyland (2011). "Legislative Voting in the Canadian Parliament" <i>Canadian Journal of Political Science</i>, 44(2), 367-388. https://doi.org/10.1017/S0008423911000175</p> <p>Cheryl N Collier, Tracey Raney, Understanding Sexism and Sexual Harassment in Politics: A Comparison of Westminster Parliaments in Australia, the United Kingdom, and Canada, <i>Social Politics: International Studies in Gender, State & Society</i>, 25:3, Fall 2018, 432–455, https://doi.org/10.1093/sp/jxy024</p> <p>Kelly Blidook and Royce Koop, "Representational Style Across National and Constituency Contexts: Members of Parliament in Australia, Canada, New Zealand and the United Kingdom" <i>Political Research Quarterly</i> https://journals.sagepub.com/doi/epub/10.1177/10659129241257856</p>
Sept 30	MPs	<p>Chapter 4 - MPs</p> <p>Michael Morden, Jane Hilderman, and Kendall Anderson, 2018. "The Real House Lives: Strengthening the role of MPs in an age of partisanship". Toronto: The Samara Centre for Democracy.</p> <p>Rheault, L., Rayment, E., & Musulan, A. (2019). Politicians in the line of fire: Incivility and the treatment of women on social media. <i>Research & Politics</i>, 6(1). https://doi.org/10.1177/2053168018816228</p>
Oct 7	Parties	<p>Chapter 3 Parties</p> <p>Alex Marland, Mireille Lalancette, and Jared Wesley, "Legislators' Motivations for Leaving Their Party: The Canadian Case" presented at the American Political Science Association (APSA) annual conference, Montreal, 2022</p> <p>Alex Marland, <i>Whipped: Party Discipline in Canada</i> (Vancouver: UBC Press, 2020) – Chapter Five "Message Discipline"</p>
Oct 14	No Class	<p>Special Speaker Event: Erin Crandall</p> <p>Thursday Oct 16, Loeb B640, 2:30-4:00 pm</p>

Oct 21	Fall Break	
Oct 28	Visit to the House of Commons	Details to follow
Nov 4	The House of Commons	<p>Chapter 5 - House of Commons Business</p> <p>Jonathan Malloy (1996) "Reconciling expectations and reality in House of Commons committees: The case of the 1989 GST inquiry" <i>Canadian Public Administration</i> 36:3 https://doi.org/10.1111/j.1754-7121.1996.tb00135.x</p> <p>Paul Wilson (2016) "Harper and the House of Commons: An Evidence-Based Assessment" in Jennifer Ditchburn and Graham Fox, eds., <i>The Harper Factor: Assessing a Prime Minister's Policy Legacy</i> (McGill-Queen's University Press)</p>
Nov 11	Diversity 1	<p>Chapter 6 - Diversity</p> <p>Manon Tremblay, "Representation: The Case of LGBTQ People," in <i>Queering Representation: LGBTQ People and Electoral Politics in Canada</i>, ed. Manon Tremblay (Vancouver: UBC Press, 2019).</p> <p>Rayment, E., & McCallion, E. (2023). Contexts and Constraints: The Substantive Representation of Women in the Canadian House of Commons and Senate. <i>Representation</i>, 60(1), 117–133. https://doi.org/10.1080/00344893.2023.2173283</p> <p>Amanda Bittner and Melanee Thomas, "Moms in Politics: Work is Work" <i>Canadian Parliamentary Review</i> 40:3 (2017) http://www.revparl.ca/40/3/40n3e_17_Thomasbittner.pdf</p>

		Johnstone, Rachael. "When the House Is Not a Home: Assessing the Family-Friendliness of Canadian Legislatures." <i>Canadian Journal of Political Science</i> 57.2 (2024): 278–300.
Nov 18	Diversity 2	<p>Bird, K. (2015). "We are Not an Ethnic Vote!" Representational Perspectives of Minorities in the Greater Toronto Area. <i>Canadian Journal of Political Science</i>, 48(2), 249-279. doi:10.1017/S0008423915000256</p> <p>Carrière, R., & Koop, R. (2023). Indigenous Political Representation in Canada. <i>Canadian Journal of Political Science</i>, 56(2), 257–278. doi:10.1017/S0008423923000173</p> <p>Mario Levesque, "Searching For Persons With Disabilities in Canadian Provincial Office," <i>Canadian Journal of Disability Studies</i> 5, no. 1 (January 2016): 73–106 https://cids.uwaterloo.ca/index.php/cids/article/view/250/434</p> <p>Erin Tolley, Britney Andrews, and Kaitlin Gallant. 2025. Black on the Ballot: What Black Canadians Told Us About Running for and Serving in Elected Office. Final Report. Ottawa: Carleton University. https://blackcanadianpolitics.ca/report</p>
Nov 25	Senate	<p>Chapter 7 - The Senate</p> <p>McCallion, Elizabeth. "From Private Influence to Public Amendment? The Senate's Amendment Rate in the 41st, 42nd and 43rd Canadian Parliaments." <i>Canadian Journal of Political Science</i> 55.3 (2022): 583–599.</p> <p>VandenBeukel, Jason Robert, Christopher Cochrane, and Jean-François Godbout. "Birds of a Feather? Loyalty and Partisanship in the Reformed Canadian Senate." <i>Canadian Journal of Political Science</i> 54.4 (2021): 830–849.</p> <p>De Paiva, David and Jonathan Malloy "What do Senate Committees Tell Us About the Post-2016 Senate? <i>Canadian Journal of Political Science</i> 57(4): 861–76</p>

Nov 27 (Thurs)	Field Trip to the Senate	Details to follow
Dec 2	Scrutiny	<p>Chapter 8 – Scrutiny</p> <p>S.L. Sutherland, “Responsible Government and Ministerial Responsibility: Every Reform Is Its Own Problem,” <i>Canadian Journal of Political Science</i> 24, no. 1 (1991): 91–120, 92, https://www.jstor.org/stable/3229633</p> <p>Lagassé, P., & Saideman, S. M. (2016). Public critic or secretive monitor: party objectives and legislative oversight of the military in Canada. <i>West European Politics</i>, 40(1), 119–138. https://doi.org/10.1080/01402382.2016.1240409</p>

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:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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 [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory