

CARLETON UNIVERSITY  
DEPARTMENT OF POLITICAL SCIENCE

## PSCI 2003 A

### CANADIAN POLITICAL INSTITUTIONS



Michael Lukyniuk

Fall 2009: Thursdays 12:35 - 2:25 p.m.

Room: 416 Southam (please confirm on Carleton Central)

#### **Instructor**

*Dr. R. Jhappan*

*Office Hours:*  
*appointment*

*Office Hours: D697 Loeb Tel: 520 2600, ext. 2788*

*Th 3:00 - 5:00 p.m. F 3:00 - 5:00 p.m., or by*

*Email: rjhappan@connect.carleton.ca*

#### **Course Description**

This course provides an introduction to Canadian political institutions, and through them to some of the major themes, issues, and conflicts in Canadian political life. After setting the context of contemporary politics through a brief overview of Canadian social and political history, the course analyses the evolution, structure, functions, and contemporary critiques of federal political institutions and processes, including the constitution, federalism, the Crown, the Executive, Parliament, political parties, the electoral system, the courts, and the *Charter of Rights*. Stressing the themes of representation, citizen participation, and institutional reform, the course is geared towards evaluating the success of the Canadian variant of democracy as well as various proposals to enhance it.

The companion course to this, PSCI 2002, focuses on the evolving linkages between state and society and major issue areas or sources of conflict in Canadian politics, such as regionalism, language, class, gender, ethnicity, and Aboriginal politics.

#### **Course Objectives**

This course is designed to enhance students':

- theoretical and empirical knowledge of the complexities of Canadian government and politics;
- understanding of the socio-historical contexts in which contemporary conflicts in Canadian society are rooted;
- ability to comprehend issues from different points of view through study of the concepts and approaches developed by political scientists and other scholars;
- communication skills in both written assignments and oral discussion/ debate.

**Required Texts** (available at Carleton Bookstore)

Rand Dyck, CANADIAN POLITICS: CRITICAL APPROACHES, 5<sup>th</sup> edition, (Nelson, Scarborough, 2008)

**Mark Charlton and Paul Barker, eds. CROSSCURRENTS: CONTEMPORARY POLITICAL ISSUES, 6<sup>th</sup> edition, (Nelson, Scarborough, 2009)** *for use in discussion groups*

**Course Requirements**

- |                                |            |   |
|--------------------------------|------------|---|
| 1. Essay #1: Critical Analysis | <b>15%</b> | Due: In class, Thursday, October 15, 2009 |
| 2. Essay #2: Research Essay    | <b>25%</b> | Due: In class, Thursday, October 29, 2009 |
| 3. Scheduled exam              | <b>40%</b> | (3 hours - readings and lectures)         |
| 4. Participation               | <b>20%</b> | (scheduled TA/discussion groups)          |

*Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment or to complete any other course component will result in a grade of F. Failure to write the final examination will result in a grade of ABS. FND (Failure No Deferral) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.*

**Grading Formula**

A+ 90-100	B+	77-79	C+	67-69	D+	57-59
A 85-89	B	73-76	C	63-66	D	53-56
A- 80-84	B-	70-72	C-	60-62	D-	50-52

**Course Expectations**

Students are expected to attend lectures (and arrive on time), read the required readings, and

complete all assignments to the best of their ability, on time, and honestly. Carleton's policy on academic integrity will be *strictly* enforced. Students who are chronically absent from lectures and TA discussion groups should not expect to pass the course.

### **Academic Accommodations**

**For Students with Disabilities:** Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least three weeks before the first assignment is due**. This will allow for sufficient time to process your request.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during *the first two weeks of class*, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Class Trip to Parliament**

A class trip to Parliament will be organized by Teaching Assistants (TAs). As the trip is likely to take several hours (in order to meet with several Ministers, Senators, and MPs and to attend Question Period), students should be prepared to make alternative arrangements for any class they might miss. TAs will design specific for-credit assignments associated with this trip, to be announced in TA groups.

N.B. This plan may change if an election is called.

### **Written Assignments**

Students are required to complete **two essays** (see descriptions below) and a **scheduled examination**, as well as **any assignments set by the TAs** in the discussion groups. A document entitled "**ESSAY TIPS**", which is **required reading**, is posted on WebCT. If you need help with writing, please see your TA, or make use of the free writing tutorial service offered by the university.

Essays will be evaluated on:

- **Focus** – the clarity of the thesis/argument;
- **Support for the thesis** – the extent to which the explanations and evidence provided to support the thesis are relevant and sufficient;
- **Clarity of analysis** – whether the meanings of important terms and concepts are made clear, important assumptions are explored, and ideas are placed in proper context;
- **Organization** – whether ideas are presented in a logical order and provide a coherent argument
- **Quality and quantity of research** – whether you have consulted appropriate (at least six) scholarly books and journal articles and other credible sources for the research essay (you may use electronic/web sources to *supplement* your main research)
- **Style** – whether the sentence/paragraph structure and diction add clarity and persuasiveness to the argument (including whether the paper conforms to high standards of grammar, spelling, and citation style)

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

### **Submission of term work**

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

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

To submit an assignment, in the Course Tools menu click Assignments, then click on the assignment name (e.g. Critical Analysis), which will take you to a Submission page. Enter your name in the Submission comments box and then click on Add Attachment to upload your assignment from your computer. Click Submit.

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

As noted above, a hard copy of each of your papers must be handed directly to the instructor in class or during office hours on (or before) the due date. It is the date/time of receipt of the hard copy that determines whether your essay is on time or late. Late assignments (hard copy submitted *after* 4:00 p.m. on the due date) may be deposited in the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. However, please be warned that this is sometimes an

unreliable method of submitting papers, and neither the instructor nor the department accept responsibility for papers that may go missing as a result.

Please attach a **stamped, self-addressed envelope (with sufficient postage)** so that your assignment can be returned by mail as soon as it is ready. Final exams are intended solely for the purpose of evaluation and will not be returned.

Please note the following:

- Essays sent by fax to the Department of Political Science will not be accepted.
- Papers emailed to the Instructor, TAs, or the Department will not be accepted.
- DO NOT put on-time essays in the instructors' or TAs' mailboxes. Essays placed in mailboxes may be considered late, as instructors are not necessarily on campus every day.
- Papers that are dropped off after 4:00 p.m. will be date stamped for the next day and will be considered late.
- DO NOT put essays under Instructors' or Teaching Assistants' doors under any circumstances.
- There is no penalty for submitting/handing in essays *before* the due date.
- The Undergraduate Calendar states: "To obtain credit in a course, students must meet all the course requirements for attendance, term work and examinations". A grade of 'F' will be assigned where term work is incomplete.
- *Subject to earlier course deadlines*, no term assignment submitted after the last day of classes (Dec. 7, 2009) will be accepted.

### **Late Paper Policy**

You may have an extension automatically. However, marks will be deducted for late submissions at the rate of one-third of a letter grade per day, e.g. B- to C+, with weekends counting as two days.

If you have serious extenuating circumstances which would warrant an extension without penalty, such as death in the family or illness, medical documentation detailing the extent of your incapacitation is required i.e. the medical note from a certified health care professional need not record your diagnosis, but it must specify what you are consequently unable to do, e.g. see, write etc. However, *you must make your case before the due date*. Instructors are under no obligation to accept a late paper unless it has been cleared prior to the deadline. Retroactive extensions will not be granted. Therefore, you are strongly advised to begin early so that you can get sources from the library (and help if you need it). You should complete your paper before the deadline.

N.B. Instructors cannot grant a deferral under any circumstances. Students seeking official deferrals must apply through the Registrar's Office.

### **Essay #1: Critical Analysis – 15%, due Thursday, October 15, 2009**

**Critically analyze an editorial or an op-ed piece** from a major Canadian newspaper (*Globe and Mail, National Post, Vancouver Province, Calgary Herald, Edmonton Journal, La Liberté, Toronto Star, London Free Press, Ottawa Citizen, Montreal Gazette, New Brunswick Telegraph Journal, Halifax Herald*) or magazine (*The Walrus, Macleans*) that has appeared in the **last 3 months** relating to a **FEDERAL political institution** (constitution, federalism, Crown/Governor

General, Prime Minister, Cabinet, House of Commons, Senate, electoral system, party system, bureaucracy, judiciary, Charter of Rights). Make sure that the focus of the article is on the institution in question rather than a specific policy issue. *The article must not be about the prorogation crisis of 2008, as that is the subject of the main essay, described below.*

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

Construct a critical analysis (in 5-6 double-spaced pages in 12-pt Times New Roman, plus references) of the author's argument regarding the institution, addressing the following questions (as relevant):

- Summarize the main point of the article
- What is the problematic the piece addresses?
- What is the author's *purpose* in writing this text? What does s/he want to accomplish? Put it into your own words.
- Who is the author (or who are the authors) and is her/his own social profile at all significant re what s/he is saying and why s/he is saying it?
- Is the author criticizing or lauding the institution and why?
- Is the piece argued strongly or poorly, and according to what criteria?
- Does the author provide sufficient background information to support the argument?
- Are opinions presented as if they are facts?
- Does the author oversimplify complex ideas or make unsupported generalizations?
- Were any important pieces of information left out?
- Does the author represent the ideas of others fairly and accurately?
- Does the author appeal to prejudice or fear? If so, how?
- Does the author present a balanced picture of the issue?
- Does the author's language, tone, or choice of examples reveal any biases? If so, do the author's biases reduce her or his credibility?
- Does the text challenge your own values, beliefs, and assumptions?
- Was the overall argument convincing? Why, or why not?
- What position would you take on the matter?

**Your chosen article MUST be approved by your TA.** Although this is a think-piece rather than a research essay, you should at the very least read the chapter or chapters in the course texts relating to the institution in question in order to help you evaluate the author's argument (and cite appropriately). **You MUST submit a hard copy of the article with your critical analysis.**

### **Essay #2 – Research Essay – “Prorogation Crisis, 2008”, 25%, due Thursday, October 29, 2009**

The purpose of this essay (of 12 double-spaced, typed pages in 12-pt Times New Roman, plus footnotes and bibliography in standard format) is to enhance students' analytical skills for evaluating different approaches to the study of Canadian political institutions, specifically through the debate over the 'prorogation crisis' of December, 2008:

**Outline and evaluate the debate surrounding the prorogation crisis of December, 2008 as represented in the three articles listed below, plus at least three others by reputable**

**authors. After taking account of the various aspects of the debate, do you think the Governor General made the right decision in constitutional and political terms?**

You must read the following three sources:

Andrew Heard, “The Governor General's Decision to Prorogue Parliament: A Dangerous Precedent”, (*WebCT*) (<http://www.sfu.ca/~aheard/elections/prorogation-2008.html>)

Lorne Sossin and Adam Dodek, “When Silence Isn’t Golden: Constitutional Conventions, Constitutional Culture, and the Governor General”, in *PARLIAMENTARY DEMOCRACY IN CRISIS*, Peter H. Russell, Lorne Sossin, eds., University of Toronto Press, 2009: 91-104 (*WebCT*)

Robin V. Sears, “Anatomy of a Crisis: Seven Days that Shook Ottawa”, *Policy Options*, March 2009: 41- 52 (*WebCT*) (<http://www.irpp.org/po/archive/mar09/sears.pdf>)

In addition to the pieces above, the articles, reports, or books you use must be from *bona fide* sources such as parliamentary committees, scholars, political parties, think tanks, or research institutes. When evaluating the credibility of a source, take into account the author’s profession, as well as the nature and purpose of the source (is it a personal blog or a published article, a journalistic article in a newspaper or online news source, a member of a political party, a lobbyist etc.) – this can form part of your argument.

### **Approval of final grades**

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

### **Discussion Groups – 20%**

A participation mark of 20% will be assigned by the teaching assistants for regular attendance and quality of each student’s contributions to discussions, including any specific assignments required for the discussion groups. The relative weight of any specific assignment (apart from regular attendance and participation) is to be determined by the TA of each group. The discussion groups are an integral part of the course and therefore attendance is compulsory. **Failure to attend at least 50% of the sessions of one’s assigned TA group will be regarded as non-completion of a vital course component, producing a final grade of ‘F’ for the whole course.**

### **Scheduled Examination - 40%**

The examination at the end of the term will be 3 hours in duration, and will be based on readings, lectures, and seminar material from the discussion groups. Students will be required to complete three short answer questions and two essay questions.

N.B. Examinations are scheduled by the university administration, not the Instructor. Please note that they may be scheduled at any time up to the final day of the examination period from December 9-22, 2009. *If you are not going to be available during the scheduled examination period, do not take this course.*

### **Plagiarism**

The Undergraduate Calendar defines plagiarism as: “to use and pass off as one’s own idea or product, work of another without expressly giving credit to another”. Plagiarism has occurred when a student:

- (a) directly copies another’s work without acknowledgment; or
- (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or
- (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student’s own thought, where such ideas, if they were the student’s own would contribute to the merit of his or her own work
- (d) downloads, purchases, borrows, or otherwise procures an essay or other type of assignment, in whole or in part, and presents the work as his or her own.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair who will refer the case to the Dean.

It is not permitted to hand in the same assignment to two or more courses.

The Department's Style Guide is available at:

[www.carleton.ca/polisci/undergrad/styleguide.pdf](http://www.carleton.ca/polisci/undergrad/styleguide.pdf)

Students should be especially careful about full citation of sources downloaded from the Internet. For greater clarity, see the "Essay Tips" document on WebCT and the Undergraduate Calendar. **For their own protection, all students are required to keep a complete dossier of their notes, rough drafts, research materials (other than returnable library books) and a hard copy of their final draft, as well as computer files as records of 'dates created' and 'dates modified' for essay files.** Failure to keep such materials could result in a failing grade.

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

There are no justifiable excuses for plagiarism and it will not be tolerated under any circumstances. ***At a minimum, plagiarists will fail the course. At a maximum, they may be expelled from the university.***

### **Oral Examination**

At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays. You must keep a copy of your paper, as well as all notes and earlier drafts of your work until after the final grade has been assigned and accepted.

### **Course Email via WebCT**

All registered students should have an email account through the **WebCT** system. The system will be used by the Instructor and the Teaching Assistants to post university information and ongoing information related to the course (e.g. answers to frequently asked questions, hand-outs, news about discussion groups, or your class trip to Parliament). Students are responsible for checking their WebCT email accounts frequently for such information.

Please do not send substantive questions relating to course material via email. If you have questions, please come to see me during office hours to discuss them, or speak with your TA.

## *Course Topics and Readings*

The readings listed below are obviously not the only ones relevant to the given topics. You are encouraged to do some supplementary research of your own. Readings from the required texts are compulsory. Website addresses are given for further information, and are recommended as supplementary sources.

Topics are not listed by calendar weeks, nor will equal lecture time be devoted to each. Some sections will be emphasized more than others. Lectures will include material beyond that found in the assigned readings. No lectures will be given on the Bureaucracy, and Federalism will principally be covered in lectures in relation to the *BNA Act*. Students will be responsible for the required readings for these and all other topics listed for the purposes of the examination.

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



### 1. INTRODUCTION TO THE STUDY OF CANADIAN POLITICS

Dyck, chs. 1, 4

William Cross, "A New Chair in Parliamentary Democracy at Carleton University", *Canadian Parliamentary Review*, Summer 2009: 38-42 (*WebCT*)

## 2. CONSTITUTIONAL FOUNDATIONS



\* Dyck, chs. 2, 17

• \* Daniel Paul, WE WERE NOT THE SAVAGES: A MI'KMAQ PERSPECTIVE ON THE COLLISION BETWEEN EUROPEAN AND NATIVE AMERICAN CIVILIZATIONS, (Halifax: Fernwood, 2000), Foreword and chs. 1, 3, 12, 13

• \* R. Jhappan, "The 'New World': Legacies of European Colonialism in North America". In Y. Abu-Laban, R. Jhappan, and F. Rocher, eds., POLITICS IN NORTH AMERICA: REDEFINING CONTINENTAL RELATIONS, (Peterborough: Broadview, 2008): 27-50

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

• Charlton and Barker:  
ch. 2, "Can Native Sovereignty co-exist with Canadian Sovereignty?"

### *Recommended:*

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

❖ **Early Canadiana Online** (a digital library providing access to over 1,330,000 pages of Canada's printed heritage:

<http://www.canadiana.org/eco/english/index.html>

❖ **Pre-Confederation Documents** (e.g. *The Charter of the Hudson's Bay Company, 1670, The Treaty of Paris, 1763 The Royal Proclamation of 1763*):

<http://www.solon.org/Constitutions/Canada/English/PreConfederation/index.html>

❖ **Treaty Texts:**

[http://www.ainc-inac.gc.ca/pr/trts/hti/site/trindex\\_e.html](http://www.ainc-inac.gc.ca/pr/trts/hti/site/trindex_e.html)

[http://www.ainc-inac.gc.ca/index\\_e.html](http://www.ainc-inac.gc.ca/index_e.html)

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

<http://www.collectionscanada.ca/history/index-e.html>

❖ **Constitutional Documents and Constitutional Proposals:**

<http://www.solon.org/Constitutions/Canada/English/index.html>

<http://www.solon.org/Constitutions/Canada/English/Proposals/index.html>

❖ **Statistical Profiles of Canada and General Information**

<http://www.statcan.ca/start.html>  
<http://www.gc.ca/acanada/acPubHome.jsp?lang=eng>

\* = required readings; non-asterixed items are recommended



### 3. FEDERALISM AND INTERGOVERNMENTAL RELATIONS

- Dyck, ch. 18
- Charlton and Barker:
  - ch. 5, "Should the Federal government play a leading role in health care?"
  - ch. 6, "IS the Recognition of Quebec as a Distinct Nation a Positive Step for Canada?"
- ❖ Canadian Intergovernmental Conference Secretariat (agency devoted to intergovernmental diplomacy):  
[http://www.scics.gc.ca/menu\\_e.html](http://www.scics.gc.ca/menu_e.html)



### 4. CONSTITUTIONAL MONARCHY: CROWN AND GOVERNOR GENERAL

- Dyck, ch. 21, pp. 523-530

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

### 5. THE EXECUTIVE: PRIME MINISTER AND CABINET

- Dyck, chs. 19, 21, pp. 530-557
- Charlton and Barker:
  - ch. 8, "Is the Prime Minister Too Powerful?"
  - ch. 14, "Are 'dirty hands' necessary in politics?"

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

### 6. VOTING AND THE ELECTORAL SYSTEM

- Dyck, chs. 13, 15



- Charlton and Barker:  
ch. 10, "Is a Mixed-Member Proportional electoral system in Canada's interest?"

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

## 7. PARTY SYSTEM

- Dyck, chs. 14
- Charlton and Barker:  
ch. 3, "Will conservatism and the Conservative Party fail?"

## 8. HOUSE OF COMMONS

- Dyck, ch. 23, pp. 599-624, (ch. 7, "Gender")
- Charlton and Barker:  
ch. 9, "Should party discipline be relaxed?"  
ch. 14, "Should representation in Parliament mirror Canada's social diversity?"

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



## 9. SENATE

- Dyck, ch. 23, pp. 624-635
- Charlton and Barker, 1st edition, "Should Canada adopt a Triple E Senate?" (*WebCT*)

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

## 10. BUREAUCRACY

- Dyck, ch. 22

## 11. JUDICIARY

- Dyck, ch. 24
- Peter Hogg, "JUDICIAL INTERVIEW PROCESS: Opening remarks to Ad Hoc Committee on Supreme Court Appointment" (Feb. 27, 2006)  
<http://www.justicecanada.ca/eng/sch-rch/sch-rch.asp?SearchIn=general&SearchTerms=supreme>
- Charlton and Barker:  
ch. 8, "Should Parliament review Supreme Court appointments?"



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

❖ Jurist Canada (Canadian legal news, opinion, and research sources):

<http://jurist.law.utoronto.ca/>



- Dyck, ch. 19
- R. Jhappan, "Charter Politics and the Judiciary", in M. Whittington and G. Williams, eds. CANADIAN POLITICS IN THE TWENTY-FIRST CENTURY, (Toronto: Nelson, 2008): 186-223
- Charlton and Barker:
  - ch. 4, "Is the Canadian Charter of Rights and Freedoms anti-democratic?"
  - ch. 15, "Should the Court Challenges Program be reinstated?"

❖ Internet Legal Resource Guide (federal and provincial government sites, Supreme Court and Charter of Rights decisions):

<http://www.ilrg.com/nations/ca/>

