

# POLI 1P98

## How Government Works

### Fall 2017

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Instructor: Tim Heinmiller

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Lectures: Tuesdays & Fridays, 8:00 – 9:00 am, Sean O’Sullivan Theatre (Thistle building)

Office Hours: Fridays, 9:00 am – 10:00 am, Plaza 347

#### **COURSE DESCRIPTION**

This course provides students with an introduction to the essential decision-making processes of Canadian government, focusing on the development and implementation of public policy. It does so through an analytical framework emphasizing three groups of factors that shape public policy: institutions, ideas, and interests. These factors are used to explore who has input and influence in determining Canadian public policy. The scope of the course is Canada in comparative perspective, focusing predominantly on Canada but making useful comparisons to the United States and other liberal-democratic countries around the world. There are no prerequisites for this course.

#### **COURSE LEARNING OBJECTIVES**

By the end of this course, students should be able to:

- Recall and comprehend the basic structures and processes of Canadian government;
- Understand the basic factors influencing public policy development in Canada;
- Understand the similarities and differences between Canadian and US policy-making;
- Understand and critically evaluate media articles on public policy-making;
- Formulate critical analyses of public policy-making;
- Develop precise thesis statements and soundly constructed essay outlines;
- Write formal essays (in both long and short forms) in a competent manner;
- Understand and avoid problems of plagiarism and other forms of academic misconduct; and,
- Identify unresolved debates in public policy scholarship.

## COURSE REQUIREMENTS

- Seminar Participation 20%
- Essay Outline Assignment (due Oct. 17) 10%
- Essay (due Nov. 17) 30%
- Final Exam (TBA) 40%

Please note: the last date for withdrawal without academic penalty from this course is November 6, 2017. Students will have received notification of at least 15% of their final grade by October 30, 2017.

## REQUIRED TEXTS

The following texts are required for all students taking this course:

- Stephen Brooks, *Canadian Democracy*, **Updated 8<sup>th</sup> Edition**. Don Mills: Oxford University Press, 2016. Available in the bookstore. This text will not be available on the library reserve.
- Lucille Charlton & Mark Charlton, *The Nelson Guide to Research and Writing in Political Science*, 2<sup>nd</sup> Edition. Toronto: Thomson Nelson, 2013. Available in the bookstore. This text will not be available on the library reserve.

## COURSE COMMUNICATIONS

Students with questions or concerns related to the course should first consult the course syllabus and the course Sakai page and the various resources contained therein. After consulting these resources, students are encouraged to contact their seminar leader, the course seminar coordinator, or the course instructor. Questions pertaining to seminars should be directed to seminar leaders. Questions pertaining to seminar scheduling (e.g., switching seminars) should be directed to the seminar coordinator, Diane Leon ([dleon@brocku.ca](mailto:dleon@brocku.ca)). Questions pertaining to course content or assignment extensions should be directed to Prof. Heinmiller ([theinmiller@brocku.ca](mailto:theinmiller@brocku.ca)). Emailed questions will normally be answered within 24 hours of receipt during weekdays, and within 48 hours of receipt on weekends.

## ESSAY OUTLINE ASSIGNMENT

To facilitate and improve essay development, each student is required to submit one essay outline at the due date listed above. Essay outlines serve as blueprints for essay development, helping to focus and organize students' research and analysis before they begin writing an essay. Each essay outline must contain the following elements:

- A draft thesis statement outlining the general argument of the paper.
- At least three supporting arguments that will be used to help prove the essay's thesis.
- Each supporting argument should make reference to some logical and/or empirical supporting evidence that illustrates it.

- All supporting evidence should be referenced using the APA (parenthetical) referencing format. (Instructions on constructing APA (parenthetical) references can be found on p. 37-43 of Charlton & Charlton 2013).
- A bibliography listing all sources referenced in the outline should be included at the end of the outline, constructed in APA referencing format. (Instructions on constructing APA bibliographies can be found on p. 43-48 of Charlton & Charlton 2013).

The entire essay outline should be no more than three pages, including the bibliography. A template for designing the essay outline assignment will be provided by the instructor and further instruction on conceiving and constructing essay outlines will be provided in Essay Workshop #1 during regularly scheduled seminar time. The essay outline assignment does not have to be submitted to turnitin.com.

## ESSAY ASSIGNMENT

Students in this course are required to complete one research essay. This essay will be approximately 2,000 words in length and the due date is listed above. This due date is firm and it is the responsibility of students to plan ahead and submit their paper on time (see below for the policy on late essays). All essays are to be written in formal academic style, double-spaced, must be fully referenced and should include a title page featuring an original title. All references must be completed using the APA (parenthetical) referencing format and bibliographies must be constructed using the APA referencing format. (Instructions on constructing APA (parenthetical) references can be found on p. 37-43 of Charlton & Charlton 2013 and instructions on constructing APA bibliographies can be found on p. 43-48 of Charlton & Charlton 2013). **All essays must be submitted to turnitin.com to authenticate their originality before they will be graded. Specific instructions on using turnitin.com will be provided in class by the course instructor. All essays must also be accompanied by a signed Statement on Academic Integrity, available under the 'Resources' tab on the course Sakai page.**

Students are permitted to write their essay on any of the seminar topics (listed below in italics) outlined on the course syllabus. It is expected that the thesis for your essay will specifically address the question posed in your chosen seminar topic. The seminar reading for your chosen seminar topic will be an initial starting point for your research, but at least five additional scholarly sources should also be used. Your essay should be analytical (not just descriptive) and should develop an original thesis aimed at resolving your chosen topic question. **Any essay received that has been written on an unapproved topic (i.e., one not listed on this course syllabus) will not be marked and will receive an automatic grade of zero.**

## STATEMENT ON ACADEMIC MISCONDUCT

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment.

The penalties for academic misconduct are severe. **A grade of zero will be given for any assignment involving academic misconduct in this course.** A second offense may result in suspension from the University. Students are urged to read the section of the Brock University Undergraduate Calendar that pertains to academic misconduct.

Instruction on identifying and avoiding academic misconduct will be provided in this course. In addition, students are reminded that the Student Development Centre (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism. Students are also encouraged to take advantage of the various resources at <https://brocku.ca/academic-integrity/studying-with-integrity/> to help them understand and avoid academic misconduct.

The standards and norms regarding some of this material may differ across disciplines. It is your responsibility to ask your teaching assistant or professor for clarification if needed. **Ignorance is NOT an acceptable excuse for academic misconduct.**

## **POLICY ON LATE ESSAYS**

Essays received by the instructor or deposited in the Political Science department essay drop box after 4:00 PM of the date on which they were due will be **penalized at a rate of three percent each day late. No paper will be accepted two weeks after the due date.**

An essay is considered received when the **original hard copy** (printed, not digital) of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. (ALL ESSAYS MUST INCLUDE A TITLE PAGE WITH THE FOLLOWING INFORMATION CLEARLY MARKED: STUDENT NUMBER, TA and INSTRUCTOR'S NAME, COURSE NAME and NUMBER). Having an essay date-stamped by security, or the library, or anyone else does **not** constitute receipt of the essay by the Political Science Department.

Extensions of due dates are granted only in circumstances that are beyond the student's control, such as health problems that are supported by a medical certificate or other, clearly equivalent, situations. Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

## **POLICY ON RETURNING MARKED ESSAYS**

Marked essays will normally be returned during class meetings or at the final examination. Students who are not in class to receive their essays or do not receive them at the final examination can obtain them in two ways: 1) directly from the instructor during his/her office hours (unless the instructor specifies in the course outline or by notice on his/her office door that this option is not available), and/or 2) directly from the

instructor on specific days and at specific times announced in class or posted on his/her office door. Essays that are not picked up within six months after the end of term will be shredded.

## **SEMINAR PARTICIPATION**

The seminar sessions are a very important component of this course, supplementing and expanding on the material covered in lectures and providing you with important essay development and writing skills. Students need to be aware that **seminar participation is not synonymous with seminar attendance**: your attendance at seminars is the very minimum expectation and attendance alone will not ensure you a passing seminar participation grade. Students are expected to come well prepared for seminars by completing the weekly readings and reflecting upon issues and questions that will stimulate discussion. Students are expected to be active participants, making weekly contributions to seminar discussions. Students are also expected to engage their discussions in a respectful manner, feeling free to explore and debate a variety of issues and ideas, but never resorting to personal slights or attacks. **Please note that all of the seminar readings are available on the course Sakai page under the 'Resources' tab on the left side of the page.**

## **FINAL EXAM**

The final exam, held at a scheduled time during the exam period, will cover all of the material from the course lectures, seminars and readings. It will involve a mix of multiple choice and essay questions testing students' knowledge of the course material, their ability to analyze and synthesize this material, and the essay development skills they have acquired during the course.

## **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

## **ACADEMIC ACCOMMODATION DUE TO RELIGIOUS OBLIGATIONS**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

## MEDICAL EXEMPTION POLICY

The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the Brock University Student Medical Certificate or [Brock University Student Health Services Medical Certificate](#) (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases.

## CLASS SCHEDULE

**\*\*Please remember that the term started on a Wednesday, so the weeks (outlined below) run from Wednesday to Tuesday\*\***

### Week 1 – Course Introduction

- Lectures: “Course Introduction” (Sept. 8) & “Public Policy and Policy-Making” (Sept. 12)
  - Reading: No reading this week.
- Seminar: No seminars this week (Sept. 6-12)

### Week 2 – Institutions I: The Constitution

- Lectures: “The Canadian Constitution: the Master Institution” (Sept. 15) & “How the Canadian Constitution Shapes Policy-Making” (Sept. 19)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 6 – The Constitution” and “Chapter 7 – Rights and Freedoms”
- Seminar: “Essay Workshop I: How to Conduct Research and Construct Essay Outlines” (Sept. 13-19)
  - Reading: Lucille Charlton & Mark Charlton, *The Nelson Guide to Research and Writing in Political Science*, chapters 1-2.

### Week 3 – Institutions II: Federalism

- Lectures: “Canadian Federalism and the Division of Powers” (Sept. 22) & “Executive Federalism and Canadian Public Policy” (Sept. 26)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 8 – Federalism”
- Seminar: *Has the Supreme Court become a policy-maker in Canadian politics?* (Sept. 20-26)
  - Reading: Benjamin Perrin, *The Supreme Court of Canada: Policy-Maker of the Year*, p. 1-11.  
Available at:  
[http://www.macdonaldlaurier.ca/files/pdf/MLI\\_SupremeCourt\\_NewFinal\\_web\\_r2.pdf](http://www.macdonaldlaurier.ca/files/pdf/MLI_SupremeCourt_NewFinal_web_r2.pdf)

### Week 4 – Institutions III: Parliamentary Government

- Lectures: “Canadian Parliamentary Government” (Sept. 29) & “Elections in Canada” (Oct. 3)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 9 – Machinery of Government”
- Seminar: *Is federalism a barrier to policy change?* (Sept. 27 – Oct. 3)
  - Podcast: Tracy Snoddon & Debora VanNijnatten, “Federalism and Climate Change,” Policy Options Podcast #27. Available at: <http://policyoptions.irpp.org/magazines/december-2016/po-podcast-27-federalism-and-climate-change/>

### Week 5 – Institutions IV: The Prime Minister and Cabinet

- Lectures: “How to Construct an Essay Outline” (Oct. 6) & “The Centre of Government” (Oct. 17)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 9 – Machinery of Government”
- Seminar: *Would adopting a proportional representation electoral system make Canadian policy-making more democratic?* (Oct. 4-6 & Oct. 16-17)
  - Podcast: Pippa Norris, “Maximizing the Integrity of our Electoral System,” Policy Options Podcast #14. Available at: <https://soundcloud.com/irpp/policy-options-podcast-14-electoral-reform>
- **ESSAY OUTLINE ASSIGNMENT DUE OCT. 17**

**READING WEEK (Oct. 9-13)**

## **Week 6 – Institutions V: Policies and their Implementation**

- Lectures: “Policy-Making: How a Bill Becomes a Law” (Oct. 20) & “Policy Implementation: The Canadian Public Service” (Oct. 24)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 10 – The Administrative State”
- Seminar: *Does the Prime Minister have too much power over Canadian public policy?* (Oct. 18-24)
  - Reading: Mark Jarvis & Lori Turnbull, “Canadian Prime Ministers Have Too Much Power,” *National Post*, May 2, 2012. Available at: <http://news.nationalpost.com/full-comment/mark-d-jarvis-lori-turnbull-canadian-prime-ministers-have-too-much-power>

## **Week 7 – Ideas I: Ideology and Policy-Making**

- Lectures: “The Left-Right Ideological Spectrum” (Oct. 27) & “Political Parties: Ideological or Brokerage?” (Oct. 31)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 11 – Parties and Elections”
- Seminar: “Essay Workshop II: Writing, Referencing and Plagiarism” (Oct. 25 – Oct. 31)
  - Reading: Lucille Charlton & Mark Charlton, *The Nelson Guide to Research and Writing in Political Science*, chapter 3.

## **Week 8 – Ideas II: The Intellectual Context of Policy-Making**

- Lectures: “Political Culture and Policy-Making” (Nov. 3) & “Policy Paradigms” (Nov. 7)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 2 – Political Culture”
- Seminar: *Would relaxing party discipline improve Canadian policy-making?* (Nov. 1-7)
  - Reading: David Kilgour, “Party Loyalty: Canada’s System Should Be Improved to Allow for Individual Voices”. Available at: <https://ca.news.yahoo.com/blogs/davidvsdavid/party-loyalty-canada-system-improved-allow-individual-voices-204459982.html>

## Week 9 – Ideas III: The Role of Science in Policy-Making

- Lectures: “Writing, Referencing and Plagiarism” (Nov. 10) & “Government Research and Evidence-Based Policy-Making” (Nov. 14)
  - Reading: No reading this week
- Seminar: *Has the neo-liberal policy paradigm completely transformed Canadian public policy?* (Nov. 8-14)
  - Reading: Jim Stanford, “Canada’s Transformation under Neo-Liberalism,” in *Canadian Dimension*, March/April, 2014. Available at: <https://canadiandimension.com/articles/view/canadas>

## Week 10 – Interests I: Who Influences Policy-Making?

- Lectures: “Interests in the Policy Process” (Nov. 17) & “The Art of Persuasion: Strategies for Influencing Policy” (Nov. 21)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 12 – Interest Groups”
- Seminar: *Should public policy be based on scientific evidence, even when the evidence contradicts the will of voters?* (Nov. 15-21)
  - Reading: Timothy Caulfield, “Why We Need Agenda-Free Science More Than Ever,” *Globe & Mail*, April 24, 2017, p. A11. Available at: <http://www.theglobeandmail.com/opinion/why-we-need-agenda-free-science-more-than-ever/article34792922/>
- **ESSAYS DUE NOV. 17**

## Week 11 – Interests II: Power in Policy-Making

- Lectures: “Why Are Some Interests More Powerful than Others?” (Nov. 24) & “Issue Framing” (Nov. 28)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 13 – The Media”
- Seminar: *Should there be tight restrictions on lobbyists and lobbying in Canadian policy-making?* (Nov. 22-28)
  - Reading: Kim Doran, “A Lobbyist’s Observations on the Lobbying Act,” in *Canadian Parliamentary Review*, Vol. 33, No. 1 (2010). Available at: <http://www.revparl.ca/english/issue.asp?param=197&art=1367>

## **Week 12 – Interests III: The Domestic-International Interface**

- Lectures: “International Interests in Canadian Policy-Making” (Dec. 1) & “Course Finale” (Dec. 5)
  - Reading: Brooks, *Canadian Democracy*, “Chapter 17 – Canada in the World”
- Seminar: *Is political branding good or bad for Canadian policy-making?* (Nov. 29 – Dec. 5)
  - Podcast: Alex Marland, “How Political Branding is Changing Democracy,” Policy Options Podcast #15. Available at: <https://soundcloud.com/irpp/policy-options-podcast-15-how-political-branding-is-changing-democracy>

## **INTELLECTUAL PROPERTY NOTICE**

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under Brock’s Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.