

**POLITICAL SCIENCE 2F12 – Fall 2017
THE GOVERNMENT AND POLITICS OF CANADA
Tuesday/Thursday, 8:00 am - 9:00 am
WH 324**

Instructor Name: Dr. Nicole Goodman
Email: Nicole.Goodman@brocku.ca
Office Location: Plaza, 325
Office Hours: Thursday 9:30 am – 11:30 am or by appointment

Fall Seminar Schedule & Leaders:

Sem 1: Wednesday, 2-2:50 pm, TH 133. Cor VanderMeer (cvandermeer@brocku.ca)
Sem 2: Thursday, 1-1:50 pm, TH 133. Nicole Goodman (Nicole.Goodman@brocku.ca)
Sem 3: Wednesday, 3-3:50 pm, EA 108. Cor VanderMeer (cvandermeer@brocku.ca)
Sem 4: Tuesday, 4-4:50 pm, PL 408. Jason Sykes (jsykes@brocku.ca)

Note: Classes at Brock University end ten minutes ahead of the hour or half hour.

Course Description:

This course provides students with an introduction to the foundational concepts and debates in Canadian political science. Together, we will examine the political institutions, processes, groups and cultural elements that make up the Canadian polity. We will discuss how these elements interact and affect the distribution of power and influence in Canadian politics, and critically assess what this means for the quality of democracy in Canada.

In the first term we will explore political institutions more closely, focusing on the executive, legislative, judicial branches of government, the courts, the constitution, federalism, political parties and elections, new opportunities for citizen consultation, and the bureaucracy. We will also assess how technology is affecting our political institutions and the implications of these technological changes, or lack thereof, for Canadian democracy. In the second term, we focus more on the societal context, paying special attention to the political attitudes of Canadians, the groups and identities that shape our country and our political culture. Topics include: Indigenous politics and governance, political culture, the media, class, religious and ethno-cultural diversity, gender, regionalism, social movements, interest groups and the policy process and policy communities.

Learning Outcomes:

By the end of the course you can expect to achieve the following objectives:

- A broad understanding of the key concepts, themes, issues, methodologies and theoretical approaches used in the study of Canadian politics;

- Knowledge of Canadian political institutions and groups, their influence, and impact on the dispersion of power in our political system;
- An understanding of the role of citizens in democracy, the ways in which they can engage with the state and civil society;
- The ability to interpret and understand political problems, issues and events by thinking critically;
- Appreciate and understand competing views and debates;
- Have a clearer sense of your personal political beliefs;
- Realize the importance of your own voice in politics.

Required Readings and Texts:

Christopher Cochrane, Kelly Blidook, and Rand Dyck. 2017. *Canadian Politics: Critical Approaches*. 8th edition. Toronto, ON: Nelson Education.

Other assigned readings are available in electronic format through either the Sakai Course Page or via Google Scholar.

Supplementary Reading: Mark Charlton and Paul Barker. 2015. *Crosscurrents: Contemporary Political Issues*. Eighth Edition. Toronto: Nelson Education,

All lecture and seminar readings are **mandatory**. Supplemental readings are not mandatory, but are provided to enhance your knowledge or understanding on a particular topic.

Evaluation Components and Due Dates

Seminar Participation 10%

Photovoice Exercise 5% (Due: Weeks 3 & 4 in seminar)

Critical Writing Assignment 15% (Due: in seminar when you are scheduled to present, from the week of November 7th-9th onward)

Mid-term Exam (details TBA) 20%

Seminar Participation

Part of this class involves attending and actively contributing to weekly seminars, which commence in Week 2 of the Fall term. Each week you will be assigned critical problems, scenarios, and debates that will enhance your thinking about key concepts, terms and theories. Some of this will be done individually, but a large portion will be conducted in groups. During seminar the Teaching Assistants and myself act as facilitators, but the contributions must come from you and your classmates. It is your responsibility to come to seminar prepared (e.g. having completed the required readings) so you are better able to make insightful comments and observations.

Your grade for this component of the course is based upon: (1) regular attendance (coming to seminar on a regular basis), (2) frequency of your contributions (regularly speaking in seminar - this can be achieved by offering your own comments or thoughts, making linkages with readings, lectures, or contemporary political issues, and asking questions), and (3) the quality of your contributions (Are your comments and questions insightful and relevant, do they reflect on, or relate to, key course materials? Do they fruitfully contribute to the discussion, debate, or problem

assessment?) All students are expected to be courteous and respectful of opposing viewpoints.

Photovoice Exercise

Students will be asked to take a picture and prepare a short one-page, single-spaced write up of the picture that will be actively presented and discussed in seminar. This exercise is called Photovoice – a technique that enables people to share information through pictures. Its application in this course is intended to stimulate your critical thinking about the impact of digital technologies on Canadian government and politics and its broader implications. Specifically, you will describe and analyze your picture by detailing what is happening in the picture, explaining why you took the picture, outlining what the picture tell us about the impact of digital technology on politics and government in Canada, and providing a critical assessment of how the picture provides opportunities to improve democracy in Canada, or weaken it.

Students must observe and take the picture themselves and attach it as an Appendix to the assignment. For further details please see the Photovoice Assignment.

Critical Writing Assignment

In this course we will study theoretical arguments relating to power and influence in Canadian government and politics, but it is important to balance these readings with practical examples. For this assignment you will be required to pick a current issue, problem, or event in Canada that relates to one of the following FIVE (5) themes: power, influence, representation, inequality, or citizenship. You will observe and collect media articles on this topic and then provide a short write-up of 1,000 words about your observations of this issue, problem, or event and what it means for the quality of democracy in Canada. For example, is this item evidence of a democratic deficit in this country, or does it offer support that democracy is working well and citizen voices are being heard?

Your write-up will cover (1) the issue in brief, (2) how it relates to the core themes and topics of the course, (3) analysis assessing the implications of the issue, problem, or event for the quality of Canadian democracy. Students will present their analysis during the seminar portion of class. Presentations will last about 5-7 minutes.

Mid-Term Exam

The Mid-Term exam will emphasize the course readings and materials covered in class. Further details regarding content will be announced throughout the term.

Late Submission Policy:

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are **FOUR PERCENT** per day, unless accompanied by medical documentation. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>

Relationship between attendance and grades:

Students are expected to attend all classes and must submit all assignments in order to pass this course.

Important dates: (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

January 19, 2018 is the date for withdrawal from the course without academic penalty.

January 12, 2018 is the date you will be notified of 15% of your course grade.

Academic Policies

Academic Integrity:

Statement for undergraduate courses

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 Polices" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Plagiarism software:

If plagiarism software is used (Turnitin.com), a statement to that effect must be included on the outline including an option to opt out.

Sample statement regarding Turnitin.com

This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

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.

Academic Accommodation:

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 Services for Students with

Disabilities 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 requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

Class and Readings Schedule:

Week 1 (September 7): Introduction and course overview

- Review syllabus and course guidelines
- Organize the course and assignments

*No readings or seminars this week

Week 2 (September 12, 14)

e-Canada? Technology and the Future of Canadian Politics (*Special Topic for Photovoice Assignment*)

Should we be moving traditional democratic processes online? What are the democratic implications of this? Is government modernizing too slowly, or correct to take a cautious approach? How is innovation transforming political life in Canada?

Roy, Jeffrey. 2016. "Data, Dialogue, and Innovation: Opportunities and Challenges for "Open Government" in Canada." *Journal of Innovation Management* 4.1: 22-38.

Goodman, Nicole J. 2014. "Internet voting in a local election in Canada." *The Internet and Democracy in Global Perspective*. Springer International Publishing, 7-24.

Small, Tamara A. 2012. "e-Government in the Age of Social Media: An Analysis of the Canadian Government's Use of Twitter." *Policy & Internet* 4.3-4: 91-111.

Supplemental Reading: Clarke, Amanda, and Mary Francoli. 2017. "Digital Government." *Permanent Campaigning in Canada*, Chapter 13.

Seminar: Introductory seminar session – No readings

Week 3 (September 19, 21) Citizenship, Identity and Participation: The State of Democracy in Canada

Does citizenship denote inclusion or exclusion? What is a citizenship regime and what does it mean for Canadian politics? What is the state of democracy in Canada today?

Chapter 2: Citizenship, Communities, and Identity in Canada, Will Kymlicka. *Provided on Sakai*

Samara's Democracy 360: The Second Report Card On How Canadians Communicate, Participate and Lead in Politics: <http://www.samaracanada.com/docs/default-source/Reports/samara's-2017-democracy-360.pdf?sfvrsn=16>

Supplementary Reading: Goodman, Nicole. 2017. "The conditional duty to vote in elections." (Under review) *Provided on Sakai*

Seminar: Photovoice presentations and discussion – No readings (however, the discussion from the photo presentations should stimulate dialogue on this topic)

Week 4 (September 26, 28): Historical Foundations & The Constitution

What are the historical foundations of the Canadian state and how have they informed the present day government and politics in Canada?

Textbook, Chapters 2 & 17: Institutional Foundations and the Evolution of the State & The Canadian Constitution and Constitutional Change

Seminar: Photovoice presentations and discussion – No readings

Week 5 (October 3, 5): The Executive

What role does the executive branch play? Is the Prime Minister too powerful? What are the implications for democracy in Canada?

Textbook, Chapter 21: The Executive: Crown, Prime Minister and Cabinet

Seminar: Does the Canadian Prime Minister have too much power?

Mark D. Jarvis and Lori Turnbull. 2012. "Canadian Prime Ministers Have Too Much Power": <http://www.carp.ca/2012/08/21/canadian-prime-ministers-have-too-much-power/>

Paul G. Thomas. 2003. "Governing from the Centre: Reconceptualizing the role of the PM and Cabinet: <http://policyoptions.irpp.org/magazines/paul-martin/governing-from-the-centre-reconceptualizing-the-role-of-the-pm-and-cabinet/>

***Please note October 9-13 is READING WEEK. There are no classes or seminars.**

Week 6 (October 17, 19) Parliament (The House of Commons and Senate)

Does the House of Commons and Senate continue to serve the interests of Canadians? Do elected members represent the interests of their constituents? Should party discipline be relaxed in the legislature?

Guest Lecture: Dr. Andrea Rowe, Gender and Representation in Politics

Textbook, Chapter 23: Parliament

Bird, Karen, and Andrea Rowe. 2013. "Women, Feminism, and the Harper Conservatives." *Conservatism in Canada*, 165-83. *Provided on Sakai*

Seminar: Is party discipline too strong? Does it inhibit the representation of public interests? Chapter 2, Samara Canada. 2016. *"It's My Party": Parliamentary Dysfunction Reconsidered.*

Please note you are only required to read Chapter 2 of the Samara report.

Week 7 (October 24, 26) The Judiciary & The Charter of Rights and Freedoms

Does the Charter help mend inequalities, or create them? Is the Charter antidemocratic?

Textbook, Chapters 19 & 24: The Charter of Rights and Freedoms & The Judiciary

Seminar: Is the Charter of Rights anti-democratic? Does it give too much power to the judiciary?

Andrew Coyne. 2012. "Canada's Charter of Rights imposes vital limits on the discretion of government": <http://nationalpost.com/opinion/andrew-coyne-canadas-charter-of-rights-imposes-vital-limits-on-the-discretion-of-government>

Grant Huscroft. 2012. "Yes. The Charter of Rights has given judges too much power": <https://beta.theglobeandmail.com/opinion/yes-the-charter-of-rights-has-given-judges-too-much-power/article4101032/?ref=http://www.theglobeandmail.com&>

Week 8 (October 31, November 2) Elections and Voting

What is meant by the term "democratic deficit"? Do we have one in Canada? How well is our electoral process serving us? Despite what was decided by the Special Committee on Electoral Reform and the government should we consider changes to our electoral system or electoral rules (e.g., online voting or mandatory voting)?

Textbook, Chapters 13 & 15: Elections and the Electoral System & The Election Campaign, Voting and Political Participation

Samara Canada with Stuart Prest. 2016. *What We Talk About When We Talk About Electoral Reform: Q&As on Five Possible Electoral Systems for Canada.* *Provided on Sakai*

Seminar: Please read Two (2) of Three (3): Should we still consider electoral reform? What do you recommend and why?

Thomas S. Axworthy. 2016. "Rebooting Canadian Democracy: More Than Just Electoral Reform".

Nicole Goodman. 2016. "Electoral Reform and Online Voting"

Michael Pal. 2016. "Mandatory Voting and Canadian Democracy" *All provided on Sakai*

Week 9 (November 7, 9) Political Parties and the Party System

Are Canadian political parties principled or pragmatic? Does this impact how they represent the interests of Canadians? Are political parties less effective at translating our interests into policy?

Case study: How political parties came together in a Calgary by-election to transform traditional politics and try to oust a long-sitting incumbent.

Textbook, Chapter 14: Political Parties and the Party System

Seminar: Critical Writing Assignment presentations

Are Canadian political parties serving the interests of Canadians? How are changes in the party system affecting this?

Carty, Kenneth R., 2013. Has Brokerage Politics Ended? Canadian Parties in the New Century In Parties, Elections, and the Future of Canadian Politics edited by Amanda Bittner and Royce Koop. Vancouver, BC: UBC Press, 10-23.

Supplemental Reading: Grant Amyot. 2016. "The Waning of Political Parties" in Alain-G. Gagnon and A. Brian Tanguay (eds.) Canadian Parties in Transition, 4th ed. (Toronto: University of Toronto Press, 84-106. *Provided on Sakai*

Week 10 (November 14, 16) Other Methods of Political Participation and Citizen

Consultation *Are these methods fronts for special interests or effective ways of bringing citizens into the policy-making process? What does it mean when elected representatives do not follow the public wisdom?*

Kamenova, Kalina and Nicole Goodman. 2013. "The Edmonton Citizens' Jury on Internet Voting: A New Participatory Policy Model." *Canadian Parliamentary Review*, Summer.

Rose, Jonathan. 2009. "Institutionalizing Participation through Citizens' Assemblies," in Joan DeBardeleben and Jon H. Pammett eds, *Activating the Citizen: Dilemmas of Participation in Europe and Canada*. *All provided on Sakai*

Seminar: Case Study: Prince Edward County's Citizens' Assembly democracy at work, or not? Prince Edward County Citizens' Assembly. 2013. *Deliberation at work Final Report of the Prince Edward County Citizens' Assembly*: <https://www.thecounty.ca/media/pe->

[county/documents/cityoffices/council/review-of-council-size/Final-Report-of-the-Prince-Edward-County-Citizens%27-Assembly-Size-of-Council.pdf](http://www.edwardcountycanada.ca/citydocuments/cityoffices/council/review-of-council-size/Final-Report-of-the-Prince-Edward-County-Citizens%27-Assembly-Size-of-Council.pdf)

Jonathan Rose. 2013. "In Ontario wine country, citizens take a sip of real democracy": <https://www.theglobeandmail.com/opinion/in-ontario-wine-country-citizens-take-a-sip-of-real-democracy/article14184544/?arc404=true>

Bruce Bell. 2017. "PEC 10-ward system not fair to residents": <http://www.intelligencer.ca/2017/07/20/pec-10-ward-system-not-fair-to-residents>

Week 11 (November 21, 23) The Bureaucracy

Textbook, Chapter 22: The Bureaucracy

Seminar: Critical Writing Assignment presentations

The decision to split INAC: A move to strengthen reconciliation, or a blunder that will weaken it?
Veldon Coburn. 2017. "The Royal Commission on Aboriginal Peoples recommended splitting up the Indigenous Affairs department 20 years ago. The context today is much different": <http://policyoptions.irpp.org/magazines/september-2017/the-dismantling-of-indigenous-and-northern-affairs-canada/>

Perry Belegarde. 2017. "Why the government's decision to split INAC is a step in the right direction": <http://www.macleans.ca/opinion/why-the-governments-decision-to-split-inac-is-a-step-in-the-right-direction/>

Week 12 (November 28, 30) Federalism

Textbook, Chapter 18: The Federal System

Seminar: Critical Writing Assignment presentations

What role should the federal government play in important policy issues such as health care and the environment?

Charlton & Barker, Chapter 5, "Should the Federal Government Play a Leading Role in Health Care?" *Provided on Sakai*

Week 13 (December 5) Mid-Term Review

*No readings or seminars this week

Department of Political Science
POLICY ON LATE ESSAYS

Late essays received by the instructor or deposited in the Political Science department essay boxes after 4:00 p.m. of the date on which they were due will be penalized **four per cent** per day. No paper will be accepted two weeks after the due date. **Individual instructors may impose different penalties and submission requirements. Be sure to check your course outlines.**

An essay is considered received when the **original** hard copy 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. Instructors may require that essays be submitted electronically. In this case, students must consult with the instructor on what constitutes a late essay.

Instructors may establish more restrictive deadlines or more severe penalties in particular courses – check the course outline. 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 Brock 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 three ways:

- 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
- directly from the instructor on specific days and at specific times announced in class or posted on his/her office door.
- after the term has ended students should contact their instructor for specific instructions for collecting their papers.

Note: Essays that are not picked up within a year after the end of term will be shredded.

UPDATED March 2017

STATEMENT OF ACADEMIC INTEGRITY

Please read and sign the following statement, and submit this sheet with your paper. Your paper will not be graded until you have submitted this form.

I, the undersigned, confirm that I understand that all the following constitutes academic misconduct according to Brock University's policy on academic misconduct, which in turn is consistent with general academic practice:

- Quoting someone's words without using quotation marks
- Quoting someone's words without acknowledging the source
- Citing someone else's ideas in my own words but without citing the source
- Using someone else's organization of ideas
- Allowing someone else the opportunity to borrow material from my paper (e.g., by letting them have access to my paper when they are writing their own paper)
- Writing the paper for another student, or doing some of the work for them (such as, but not limited to, reading the articles for them and providing them with notes on the articles)
- Allowing someone else (or paying someone else) to write part or all of my paper, or do some of the work for me. The exceptions to this are that it is acceptable to allow someone to type the paper for me or make editorial comment on it. However, if someone types the paper for me, or if I incorporate an editorial suggestion, and there are errors in the typing or the suggestion was misguided, I take full responsibility for those errors.
- Submitting this work to another course without both instructors' permission.

I confirm that I have not done any of the above forms of academic misconduct.

Name (please print): _____

Signature: _____

Date: _____

Mental Health Support Services

Confidential Personal Counselling on Campus

- To make an appointment to see a counsellor call 905-688-5550 extension 4750 during regular
- office hours (8:30 - 12:00, 1:00 - 4:30) or visit the Student Development Centre (ST400)
- during office hours.
- <https://brocku.ca/personal-counselling>

Student Justice Centre

A space safe on campus that provides listening, support, and referral services. Services are available Monday through Friday 9:00-5:00 (TH252A) by appointment or drop in.

www.brocksjc.ca

I.M. Well App

The I.M. Well app aims to address the stigma surrounding mental wellness by connecting students to the appropriate services on campus and within the community. This is an educational tool that covers a wide variety of topics such as anxiety, depression, transition and addiction. This app also offers a 24/7 live chat with mental health professionals.

<https://play.google.com/store/apps/details?id=com.eapexpert.iamwell&hl=en>

<https://itunes.apple.com/ca/app/im-well/id1150435727?mt=8>