

POLI 1P98

How Government Works

Winter 2022

Instructor: Tim Heinmiller

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Lectures: Tuesdays & Thursdays, 1:00 – 2:00 pm, STH 203

Office Hours: Tuesdays 11:00 – noon, Plaza 351

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 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

Requirements	Due Dates	Value (% of course grade)
Two Five-Paragraph Essays (Five essay topics are available; students are required to complete any two of their choice)	Supreme Court essay: midnight on February 4 Minority govt. essay: midnight on February 18 Public servants essay: midnight on March 11 Neoliberalism essay: midnight on March 25 Lobbying essay: midnight on April 8 *All essays are submitted through the 'Assignments' tool on the course Sakai page	2 essays X 20% each
Seminar Participation		20%
Final Exam	TBA, held during the exam period	40%

The last date for withdrawal without academic penalty from this course is March 4, 2022. Students will have received notification of at least 15% of their final grade by February 25, 2022.

COURSE TEXTS

- The lecture readings are taken from the following text, which is required for all students taking this course:
 - Stephen Brooks, *Canadian Democracy*, 9th Edition. Don Mills: Oxford University Press. Available in the bookstore. This text will not be available on the library reserve.
- The following text is strongly recommended for all students taking this course, especially POLI majors:
 - Lucille Charlton & Mark Charlton, *The Nelson Guide to Research and Writing in Political Science*, 2nd Edition. Toronto: Thomson Nelson, 2013. Available in the bookstore. This text will not be available on the library reserve.
- The seminar readings are available online (for free) through the links in the course syllabus (below) and on the course Sakai site.

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 and essays 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).
- Questions pertaining to course content should be directed to Prof. Heinmiller (theinmiller@brocku.ca).

Emailed questions will normally be answered within 24 hours of receipt during weekdays, and within 48 hours of receipt on weekends. Students must regularly check their Brock email accounts for course updates and notifications.

Students are also encouraged to follow Prof. Heinmiller on Twitter ([@Policy_Prof](https://twitter.com/Policy_Prof)). Using #POLI1P98, he will make posts highlighting current events and news items that are relevant to course material.

FIVE-PARAGRAPH ESSAYS

Students in this course are required to complete TWO five-paragraph essays during the term. Five essay topics are available, and students must complete any TWO of them of their choice. If a student completes more than two essays, their best two essay grades will count toward their final course grade. The deadlines for these essays are listed above and in the Class Schedule section below. These due dates are firm and it is the responsibility of students to plan ahead and submit their papers 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 electronically by uploading them through the 'Assignments' tool on the course Sakai page. All uploaded essays will be automatically submitted to turnitin.com to authenticate their originality.

Students are required to write their essays on the seminar topics for weeks 3, 5, 7, 9 and 11 of the course. These topics are listed in italics in the Class Schedule section of syllabus, below. It is expected that essay theses will directly address the questions posed in the seminar topics. The seminar readings will be an initial starting point for your research, but **at least three additional scholarly sources should also be used in each paper.** Essays should be analytical and argumentative (not just descriptive) and should develop an original thesis aimed at resolving the research question. **Any essay received that has been written on any topic other than the required topics outlined on this syllabus will not be graded and will receive an automatic grade of zero.**

An instructional video on how to write a five-paragraph essay, a template to construct an outline for a five-paragraph essay, and the rubric that will be used to grade the five-paragraph essays in this class have been added to the Sakai page for students' benefit. They are available in the 'Five-Paragraph Essay Resources' folder in the 'Resources' section of the page. It is strongly recommended that students review this material and make use of it, prior to writing their five-paragraph essays. The seminar in week 2 will also provide instruction on five-paragraph essays.

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 and multiple offenses 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 Success Centre (Thistle 129) 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/library/help/writing-citing/> 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 submitted (i.e., uploaded to Sakai) after the specified deadlines will be **penalized at a rate of three percent each day late. No paper will be accepted two weeks after the due date.**

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 before the due date; and by carefully budgeting your time.

POLICY ON RETURNING MARKED ESSAYS

Marked essays will be returned electronically, either through email or Sakai. Instructions on this will follow.

SEMINAR PARTICIPATION

The seminar sessions are a very important component of this course, supplementing and expanding on the material covered in lectures. Students need to be aware that participation in all seminar is required and 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 seminar readings are available on the course Sakai page and through the weblinks on the syllabus.**

***If you are feeling ill or have been in contact with someone who has (or may have) COVID-19, do not attend seminar. Contact your seminar leader immediately to arrange an alternative means of participation.**

FINAL EXAM

The final exam, held at a scheduled time during the exam period, will have a multiple-choice section worth half of the exam and an essay section (in which students will have to write a five-paragraph essay) also worth half of the exam. The exam will test students' knowledge of all course material, from week 1 through week 12. The final exam will be written in-person at a scheduled time during the exam period.

SPECIAL ACCOMMODATIONS

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at askSAS@brocku.ca or 905 688 5550 ext. 3240.
- b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrar/toolkit/forms>). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).
- c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.

d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.

e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at humanrights@brocku.ca or 905 688 5550 ext. 4387.

f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at humanrights@brocku.ca.

CLASS SCHEDULE

***If you are feeling ill or have been in contact with someone who has (or may have) COVID-19, do not attend lecture. In the case of missed lectures, borrow lecture notes from a friend or post a request for lecture notes on the course Sakai site Forum.**

Week 1 (Jan. 10-14) – Course Introduction

- Lectures: “Course Introduction” & “Public Policy and Policy-Making”
 - Reading: No reading this week.
- Seminar: no seminars this week

Week 2 (Jan. 17-21) – Institutions I: The Constitution

- Lectures: “The Canadian Constitution: The Master Institution” & “How the Canadian Constitution Shapes Policy-Making”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 6 – The Constitution” and “Chapter 7 – Rights and Freedoms”
- Seminar: “How to Write a Five-Paragraph Essay”
 - Reading: Watch the video on five-paragraph essays and review the rubric and essay outline template in the ‘Five-Paragraph Essay Resources’ folder in the ‘Resources’ section of the Sakai page.

Week 3 (Jan. 24-28) – Institutions II: Federalism

- Lectures: “Canadian Federalism and the Division of Powers” & “Executive Federalism and Canadian Public Policy”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 8 – Federalism”
- Seminar: *Has the Supreme Court become a policy-maker in Canadian politics?*
 - Reading: Emmett Macfarlane, “What We’re Talking About When We Talk About ‘Judicial Activism’” *Macleans*, February 23, 2015. Available at: <https://www.macleans.ca/politics/what-were-talking-about-when-we-talk-about-judicial-activism/>

Week 4 (Jan. 31-Feb. 4) – Institutions III: Parliamentary Government

- Lectures: “Canadian Parliamentary Government” & “The Centre of Government”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 9 – Machinery of Government”
- Seminar: no seminars this week.
- **Supreme Court essays due Feb.4.**

Week 5 (Feb. 7-11) – Institutions IV: Elections

- Lectures: “Elections in Canada” & “Electoral Reform and Public Policy”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 11 – Parties and Elections”
- Seminar: *Are minority governments better than majority governments for Canadian policy-making?*
 - Reading: Alex Marland, “Why Minority Governments Have Been Good – and Sometimes Bad – for Canada,” *The Conversation*, Sept. 21, 2021. Available at: <https://theconversation.com/why-minority-governments-have-been-good-and-sometimes-bad-for-canada-168018>

Week 6 (Feb. 14-18) – Institutions V: Policies and their Implementation

- Lectures: “Policy-Making: How a Bill Becomes a Law” & “Policy Implementation: The Canadian Public Service”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 10 – The Administrative State”
- Seminar: no seminars this week.
- **Minority government essays due Feb. 18**

READING WEEK (Feb. 21-25)

Week 7 (Feb. 28-Mar. 4) – Ideas I: Ideology and Policy-Making

- Lectures: “The Left-Right Ideological Spectrum” & “Political Parties: Ideological or Brokerage?”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 11 – Parties and Elections”
- Seminar: *How much involvement should public servants have in making policy decisions in Canada?*
 - Reading: Jane Allt & Angela Poirier, “Public Servants Can’t Win for Losing in these COVID Times,” *Policy Options*, Nov. 16, 2020. Available at <https://policyoptions.irpp.org/magazines/november-2020/public-servants-cant-win-for-losing-in-these-covid-times/>

Week 8 (Mar. 7-11) – Ideas II: The Intellectual Context of Policy-Making

- Lectures: “Political Culture and Policy-Making” & “Policy Paradigms”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 2 – Political Culture”
- Seminar: no seminars this week.
- **Public servant essays due Mar. 11.**

Week 9 (Mar. 14-18) – Ideas III: Issue Framing and Evidence

- Lectures: “Issue Framing” & “Evidence-Based Policy-Making”
 - Reading: *Canadian Democracy*, “Chapter 13 – The Media”
- Seminar: *Is neoliberalism still the dominant policy paradigm in Canadian economic policy-making?*
 - Kean Birch, “What Exactly is Neoliberalism?” *The Conversation*, Nov. 2, 2017. Available at: <https://theconversation.com/what-exactly-is-neoliberalism-84755>

Week 10 (Mar. 21-25)– Interests I: Who Influences Policy-Making?

- Lectures: “Interests in the Policy Process” & “The Art of Persuasion: Strategies for Influencing Policy”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 12 – Interest Groups”
- Seminar: no seminars this week.
- **Neoliberalism essays due Mar. 25.**

Week 11 (Mar. 28-Apr. 1) – Interests II: Power in Policy-Making

- Lectures: “Why Are Some Interests More Powerful than Others?” & “Advocacy Coalitions in Canadian Policy-Making”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 15 – Women and Politics” & “Chapter 16 – Indigenous Politics”
- Seminar: *Should there be tight restrictions on lobbyists and lobbying in Canadian policy-making?*
 - Readings: W. Scott Thurlow, “Bringing Lobbying Out of the Shadows of the *Accountability Act*,” in *Policy Options*, Apr. 19, 2016. Available at: <https://policyoptions.irpp.org/magazines/april-2016/bringing-lobbying-out-of-the-shadows-of-the-accountability-act/>

Week 12 (Apr. 4-8) – Interests III: International Interest in Canadian Policy-Making

- Lecture: “International Interests in Canadian Policy-Making”
 - Reading: Brooks, *Canadian Democracy*, “Chapter 17 – Canada in the World”
- Seminar: no seminars this week.
- **Lobbying essays due Apr. 8.**

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.