COURSE TITLE: Canadian Government and Politics
COURSE NUMBER: POLS 200
WHERE AND WHEN: 4:00-5:20 in 8-164
INSTRUCTOR: Dr. Tracy Summerville
OFFICE: Admin 3067
E-MAIL: Tracy.Summerville@unbc.ca
PHONE NUMBER: (250) 960-6637

OFFICE HOURS: 11:00-12:00 on Wednesday (please note that if I need to change office hours I will send out an email) or you may schedule an appointment. My office is in Admin 3067

Blog: http://pols200.ca/

This syllabus and other information regarding Political Science at UNBC can be found at:
http://www.unbc.ca/politicalscience

COURSE DESCRIPTION
This course describes how Canadians organize their joint efforts to govern themselves at local, provincial, and federal levels. Close attention is directed towards understanding the political culture and its realization in constitutional rules of the game, in different institutions, and in the varied ways of influencing government policy.
### Course Objectives and Schedule including Readings, Assignment Descriptions and Due Dates

| Dates: Jan 6 and 8 | Welcome to the Course: Assessing Your Knowledge of Canadian Politics  
Course Theme: Canada is Big |
|---|---|
| **Learning Outcomes:** | **By the end of this lecture series and in conjunction with readings and assignments, students will be able to:**  
- describe the course objectives and assignments  
- describe your responsibilities in the course  
- identify important concepts that will be used in the course  
- explain how Canada’s geography and demographics impacts Canadian politics  
- define: federalism, Member of Parliament, constituency, demographics  
- use the Stats Can website  
- find and use the Parliament of Canada website  
- find and use a copy of the Canadian Constitution and the *Charter of Rights and Freedoms*  
- find and use the Elections Canada website |
| **Assignment 1:**  
**Due:** January 22nd |  
- create a map of Canada and use authoritative sources to complete the following information: population, number of federal seats per province and territory; current distribution of seats by party for the last two federal elections; new seat distribution for next election; distribution of Senate seats; identify the largest city in each province and note its place on the map and its population  
- write a three page essay answering the question, “how does this map help us to understand the challenges of governing Canada?” |

|---|---|
| **Learning Outcomes:** | **By the end of this lecture series and in conjunction with readings and assignments, students will be able to:**  
- describe the ideology of conservatism  
- describe why Canada drew upon the traditions and models of the British government  
- describe why Canada is a federal state and how it recognized diversity  
- define and describe the significance of Royal Proclamation of 1763  
- define and describe the significance of the Quebec Act 1774  
- define and describe responsible government (see pages 141-144 of Brooks) |
Peter H. Russell et al. eds. (2010) “Understanding Canada: John A. Macdonald and George –Étienne Cartier / The Confederation Debates in the Province of Canada” reading 1 and “Not Derived From the People”: Letter from the Fathers of Confederation to the British Colonial Secretary” reading 11 *Essential Readings in Canadian Government and Politics* Toronto: Emond Montgomery Publications.** |
| **Assignment 2:**  
**Due:** January |  
- in the speech you read given by Sir John A. Macdonald you will see several features of Canada’s political system  
- write a three page essay that identifies and describes the features of Canada’s political system |
29th

- also include a description of what Sir John A. Macdonald saw as the flaw in the American Constitution and explain how he imagined the Canadian Constitution would remedy this problem
- Do you think Canada would have developed differently if it was a unitary state?

Dates: Jan 20 and 22

The Story of Canada: Part Two – How Many Nations?

Learning Outcomes:

- By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
  - define and describe the nation theories of Canada: one nation theory (there are two one nation theories), compact theory, dual nation, three nation, multi-nation

Readings:

  1. “Understanding Canada: John A. Macdonald and George … / The Confederation Debates in the Province of Canada.” reading 1
  2. “Pierre Elliot Trudeau / Federalism, Nationalism and Reason” reading 6
  6. “People to People, Nation to Nation” reading 8
  7. “Canada – A Pioneer in the Management of Constitutional Politics in a Multi-national Society” reading 9
  8. “Canada as a Multinational Democracy” reading 10
  9. “Statement on Multiculturalism” reading 25

Assignment 3:

Due: February 5

- write a three page essay on the nation theories
- do any of these theories reflect Canada in the 21st century? If so, how? If not, why?
“Canada as a Multinational Democracy” OR “Statement on Multiculturalism” in *Essential Readings in Canadian Government and Politics* Toronto: Emond Montgomery Publications

- write a three page essay that explains this decision
- how did the Court use the Constitutional provisions to make their decision
- what impact could this decision have on BC politics?

**Dates: Jan 27 and 29**

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>The Story of Canada: Part Three – Bringing Home the Constitution and the creation of the <em>Charter of Rights and Freedoms</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this lecture series and in conjunction with readings and assignments, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>• define and describe the functions of a constitution</td>
<td></td>
</tr>
<tr>
<td>• describe the story of the patriation</td>
<td></td>
</tr>
<tr>
<td>• explain why Trudeau thought that the Supreme Court Reference on the Patriation on the Constitution “fatally tilted” Canada towards a compact</td>
<td></td>
</tr>
<tr>
<td>• identify and describe sections of the Constitution and the <em>Charter of Rights and Freedoms</em> including sections 1 and 33</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings:</th>
<th></th>
</tr>
</thead>
</table>

**Assignment 4:**

- read r. v. Sharpe [http://scc.lexum.org/en/2001/2001scc2/2001scc2.html](http://scc.lexum.org/en/2001/2001scc2/2001scc2.html) and, with a particular focus on the use of section 1, write a three page essay explaining how the Court ruled in this case; what dispute did the Supreme Court have with the Lower Court’s ruling?

**Dates: Feb 3 and 5**

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>The Story of Canada: Part Four – The Canadian Political Culture from deference to rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this lecture series and in conjunction with readings and assignments, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>• compare the findings of Seymour Martin Lipset on Canadian political culture with the findings made by Neil Nevitte</td>
<td></td>
</tr>
<tr>
<td>• describe the challenges of diversity to governing Canada</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings:</th>
<th></th>
</tr>
</thead>
</table>

**Assignment 5:**

- find a Canadian novel that represents an element of Canadian political culture; write a three page essay explaining how the novel represents Canadian political culture using the ideas of Lipset, Nevitte or the Pico Iyer see Imagining Canada at [http://picoiverjourneys.com/index.php/2001/04/imagining-canada/](http://picoiverjourneys.com/index.php/2001/04/imagining-canada/)

**Note:** Last day to withdraw without academic penalty is February 17th, 2015
### The Story of Canada: Part Five – Regionalism – From the West Wants In to the West Is In

**Learning Outcomes:** By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
- define and describe the elements of regionalism in Canada
- describe the chronology of regionalism

**Readings:**

**Assignment 6: Due: March 5th**
- find 3 political cartoons that represent regionalism; each cartoon must be from a different decade; write a three page essay explaining the evolution of regionalism in Canada using the cartoons as evidence (please include copies of the cartoons with the assignment)

---

**Note:** Last day to withdraw without academic penalty is February 17th, 2015

### Contested Federalism

**Learning Outcomes:** By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
- define federalism
- define and describe the key events that have shaped Canadian federalism

**Readings:**

**Assignment:** No assignment for this lecture series

### Canadian Political Institutions

**Learning Outcomes:** By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
- describe the role of the Governor General and the Prime Minister
- describe the role of the cabinet

**Readings:**
### Assignment 7:
**Due: March 26**
- Using readings 21 and 22 from the Russell et. al. write a three page essay explaining the debate between Tom Flanagan and the Various Authors; identify and explain at least two rules of a constitutional democracy that the Various Authors think it is necessary to understand; why do they think that Tom Flanagan was wrong in his assessment of the events surrounding the prorogation of Parliament in 2009?

### Dates: March 17 and 19
#### Canadian Political Institutions

**Learning Outcomes:**
- By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
  - Explain the role of the bicameral legislature

**Readings:**

**Assignment:**
- No assignment for this lecture series

### Dates: March 24 and 26
#### Canadian Politics: Let’s Party

**Learning Outcomes:**
- By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
  - Define and describe the function of political parties
  - Describe the origins and evolution of Canada’s political parties
  - Connect ideologies to particular political parties

**Readings:**

**Assignment 8:**
- **Due: April 10**
- Using Table 2.1 from the Brook’s text and literature from any of the Canadian federal political parties currently sitting in the House of Commons write a three page essay explaining how the party’s policies fit their ideology; students should focus on 3 – 4 policies (i.e. taxation, education, health, etc.)

### Dates: March 31 and April 2
#### Canadian Politics: Let’s Party

**Learning Outcomes:**
- By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
  - Define and describe Canada’s electoral process
  - Define and describe the factors that impact voter choice

**Readings:**

**Assignment 9:**
- **Due: April 16th**
- Pick one riding in every province and look at the election outcomes for the last three federal elections; write a three page essay that accounts for the change or lack of change in each riding; you will need to use archived newspapers to find out about the public sentiment in the ridings you are studying

### Dates: April 7 and 9
#### The 2015 Election

**Learning Outcomes:**
- By the end of this lecture series and in conjunction with readings and assignments, students will be able to:
— discuss the key issues that will arise in the 2015 election
— read the Globe and Mail and the National Post

<table>
<thead>
<tr>
<th>Dates: April 14 and 16</th>
<th>The Course in Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes:</td>
<td>By the end of this lecture series and in conjunction with readings and assignments, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• describe the course objectives and see how we have met the learning outcomes</td>
</tr>
<tr>
<td></td>
<td>• answer the question, “How does the fact that Canada is big impact the governing of this country? How do our institutions and political culture reflect the development of this large country?”</td>
</tr>
<tr>
<td>Readings:</td>
<td>• review of all readings for the course</td>
</tr>
</tbody>
</table>

REQUIRED TEXTS:


ASSIGNMENT DETAILS

Each assignment should be structured like a formal essay. Please remember that these short essays account for a large part of your grade. Please take the work seriously. Even though the essays are short there is considerable work to be done in the preparation and analysis required to do justice to each of the essay topics. I have assigned some specific readings for the assignments but you must also reference no less than 3 academic / peer reviewed sources. Please remember to reference everything you use and read. Here is a check list of the component parts of a good essay:

- a thesis statement
- clear paragraph structure
- proper grammar and syntax
- proper citation style (use in-text style; examples can be found in the *Canadian Journal of Political Science*
- a bibliography (not included in the page count)
- (for the first assignment) a map with all the details written neatly onto the page; you may use more than one map if this is easier for you

PAPERLESS

As much as possible I want to make the assignments paperless. Students are encouraged to send me their assignments by email to Tracy.Sumerville@unbc.ca

Please note: the subject line in the email should read Student Name with LAST name first and POLS 200. For example, if I were sending in an essay the subject line would read: Summerville, Tracy POLS 200
COURSE ASSIGNMENTS AND GRADE WEIGHTING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment One <em>All students must complete this assignment; you will need to hand in a copy of the map but the essay can be emailed to me</em></td>
<td>January</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments Two through Nine (students may choose any two assignments from assignments two through nine)</td>
<td>Various due dates (see week by week summary)</td>
<td>20% each (40 % in total)</td>
</tr>
<tr>
<td>One minute essays</td>
<td>Throughout the course</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>To be scheduled by the Registrar’s Office</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

STUDENT RESPONSIBILITIES

All students should familiarize themselves with the Academic Regulations and Policies of the University of Northern British Columbia
http://www.unbc.ca/calendar/undergraduate/general/regulations.html
This includes an important reminder about exam policy conduct and a discussion about plagiarism. **Email: Students are required to use a UNBC email address.**

**Other important notes:**

**Exam Policy**

Please note that the term ends on the final day of the exam period **NOT** on the last day of classes. Students are advised not to make arrangements to travel on a date prior to the date of the final exam as scheduled by the Registrar. The instructor will not hold early exams for the purpose of accommodating travel requests.

**Deferrals**

Upon request of a deferral, the student and the instructor will consider arrangements for the timely completion of assignments and examinations.

**Access Resource Centre**

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact staff at the Access Resource Centre located in the Teaching and Learning Centre, Room 10-1048.

**The Academic Success Centre**

The ASC provides great services for students including tutoring, Supplemental Instruction, workshops, and student resources (www.unbc.ca/asc).