

POL 2230E 001
Canadian Government and Politics
2018-19 Course Syllabus
Version Date: 8 August 2018

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Office Hours:	Mondays 12:45pm to 1:45pm or by Appointment	TBA

Course Time: Mondays 10:30am to 12:30pm
Classroom: SEB 2200

Prerequisites:

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

The Professors and Teaching Assistants will respond to email and will do their best to reply within 48 hours (**excluding weekends**). Do note that university policy precludes the Professors and T.A.s from responding to email messages that were not sent from a Western email account. Note, also, that grades may not be discussed via email and that no assignments will be accepted via email. Please do not send email messages via OWL.

COURSE DESCRIPTION:

The subject of this course is Canadian government and politics. In the fall term, we survey the non-institutional forces that drive cooperation and conflict in Canada. Canada is a country fraught with highly competitive and divergent interests. Various actors, such as individuals, communities, groups, regions and governments constantly push and pull the Canadian state in various directions and yet Canada continues to exist, somehow resisting the forces that should fragment and destroy it. What explains this situation? Each week during the fall term, we will focus on a particular theoretical or conceptual approach and assess its ability to make sense of the non-institutional forces that underpin many of political events and trends that occur in Canada.

In the winter term, the focus turns to the institutional basis of the political system. We examine the constitutional nature of federalism in Canada, and then explore what sorts of political parties compete for power in elections. Then some of the core aspects of our parliamentary system are investigated, including the significant power of the prime

minister, the duties of the cabinet and the competitive dynamics of the House of Commons and the Senate. In the last set of lectures we consider the role of the courts, particularly with respect to the *Charter of Rights and Freedoms*. Overall, this course provides an introduction to the major topics, issues, institutions and concepts that have in recent times occupied the minds of Canadian policymakers and the public.

LEARNING OBJECTIVES:

At the end of the year, students should be able to:

- Identify the main patterns of Canadian political life as they have developed over time across a range of phenomena;
- Describe the forces, actors and institutions that generate these patterns;
- Explain the strengths and weaknesses of the different analytical approaches and how they complement and come into conflict with each other in theory and in practice;
- Identify the core federal political institutions and explain their role in effecting government.
- Synthesize and assess information on Canadian institutions, political phenomena and trends from a variety of academic sources;
- Communicate ideas regarding the nature of Canadian politics in a variety of written and oral mediums to a diverse set of audiences.

REQUIRED TEXTBOOKS:

Two textbooks are available for purchase at the bookstore. These books will be used for the Fall and Winter terms and provide students with basic knowledge about the politics of Canada. The lectures assume that you have read and understood this basic material and focuses instead on more advanced analyses, concepts, and theories relating to the practice of politics in Canada.

1. Stephen Brooks. *Canadian Democracy*. 8th Edition. Don Mills: Oxford University Press, 2015.
2. Mark Menard. *Political Argument: A Guide to Research, Writing, and Debating*. 5th Toronto: Oxford University Press, 2016.

Other readings are available online through OWL and/or in the library.

REQUIREMENTS AND EVALUATION:

Term 1: (September to December 2018)

<i>Mandatory Lecture Attendance (Pass/Fail)</i>	– Continuous.
<i>Op Ed (5%)</i>	– Due Wednesday 10 Oct. by 11:55pm.
<i>Research Paper (15%)</i>	– Due Wednesday 21 Nov. by 11:55pm.
<i>Tutorial Participation (5%)</i>	– Weekly.
<i>December Exam (25%)</i>	– Held during the exam period.
Total: 50% of course grade.	

Term 2: (January to April 2019)

<i>Tutorial Participation</i>	(5%)	– Accumulated in weekly tutorial sessions.
<i>Term 2 In-class test</i>	(10%)	– Held February 25, 2019.
<i>Term 2 Essay</i>	(15%)	– Due March 11, 2019, start of class.
<i>Final Exam</i>	(20%)	– Held during the April final exam period.
Total: 50% of course grade.		

TERM 1 ASSIGNMENTS

1) Mandatory Lecture Attendance

Pass/Fail

To pass this half of the course, **you must attend at least EIGHT full classes and register your attendance** using the iclicker cloud software (visit www.iclicker.com and create an account prior to coming to class). Please bring a wifi-enabled device such as a laptop, smartphone, ipad, Kindle Fire, ipod, or other device to participate and record your attendance. **Failure to attend at least EIGHT full classes, which means staying for the entire two hours, registering your attendance and completing each in-class activity during the lecture, will result in an automatic failure of the entire course.** Students may attend fewer than 8 classes if such absences are due to legitimate reasons and accompanied by official documentation such as a doctor's note. Please contact the course instructor immediately if you are unable to attend a class due to a legitimate reason.

2) Op Ed (Due Wednesday Oct. 10 by 11:55pm)

5%

Newspapers regularly publish opinion pieces that comment on topical domestic and international issues, crises, or problems. Authors use op eds to draw attention to a real world event or problem and to provide some sort of argument or solution to the problem. Before you begin working on this assignment, check out the comment pages in the Globe and Mail, the National Post, and the Toronto Star for some examples of op eds. Once you have read a number of examples from these newspapers, you are to write one 500 word (1-2 page maximum) op ed on any contemporary Canadian politics

issue or problem. You must submit it as a **MS-Word file or PDF to the appropriate assignment folder on OWL. No paper or email copies will be accepted.** In that file, include a heading, your full name, and the 500 word op ed.

The op ed must be structured as follows:

- identify one contemporary political problem or issue relating to Canadian politics;
- specify the forces that have generated the problem or issue and;
- propose a solution and justification for that solution.

Please note that this particular assignment does not require any referencing (e.g. in-text citation or footnotes) or bibliography. Instead, it is your opportunity to provide an educated opinion about a contemporary Canadian political event or problem that is of interest to you. **Please note, however, that whatever topic you choose for this assignment will also be the topic you must use for your research essay.**

3) Research Essay (Due Wednesday Nov. 21 by 11:55pm) 15%

Students are to write one 2500 word (8-10 pages maximum) research essay on the topic they chose for their op ed assignment. **This paper is to be submitted online as an MS-Word file or PDF to the appropriate assignment folder in OWL. No paper or email submissions will be accepted.**

The pedagogical logic of this assignment is for each of you do some in depth research on the issue or problem that you chose for your op ed assignment and to see whether the research process changes how you analyze and propose solutions to it.

For this research essay, your objectives are to:

- identify one contemporary political problem or issue relating to Canadian politics (this must be the same problem or issue you chose to write about for your op ed);
- uncover and analyze the forces that have generated the problem or issue by using at least one theoretical or conceptual approach discussed in the course;
- propose a solution to the problem or issue that logically flows out of your analysis.

Given these objectives, your paper must be structured and organized as follows (please use headings 2-6 as headings in your actual paper):

1. Title Page: Title of paper, name, student number, and date of submission (Does not count towards page limit)
2. Introduction (1 page)
 - Introduce the problem or issue (what is it?);
 - Specify why it is important (for practitioners, citizens and/or academics);

- Describe the organization of the rest of the paper (e.g. this paper begins by identifying a problem or issue, presents an analytical framework, analyzes the problem and poses solutions using that framework; ends with a conclusion about implications);
3. Analytical Framework (2 pages)
 - Discuss your chosen theoretical approach (e.g. social movements or something else) and/or related concepts (e.g. resource mobilization theory or political opportunity structure) by defining the approach and concepts;
 - Indicate how they are useful for structuring your analysis of the issue or problem at hand.
 4. Analyzing the Causes (2-3 pages)
 - Present background information on the problem or issue;
 - Specify the causes using the approach, concepts and supporting evidence (see below);
 - Assess how convincing this approach and/or concepts are for accurately identifying the causes of the issue or problem;
 5. Proposing Solutions (2-3 pages)
 - Given the causes, what solution(s) is likely solve the issue or problem? Why? Provide evidence to support your argument.
 6. Conclusion (1 page)
 - Summarize your findings;
 - Discuss the implications of your findings for policymakers or other interested actors. How might they apply your research to the real world?
 7. Bibliography (Does not count towards page limit)
 - A list of all sources used organized alphabetically by last name. See below under “formatting” for instructions.

Types of Evidence:

- Real world examples (from reports, newspapers, secondary sources, etc).
- Empirical data (interviews; published opinion polls; etc.).
- Reputable published studies/literature (e.g. books, articles, reports) that make an argument persuasively or use empirical data to produce a social scientific finding.
 - What is reputable? Academic literature; government reports; think tank reports;
 - Keep in mind potential biases! (which is why it’s good to find multiple evidence to support your key points).
- Finding literature: check the references of your sources for more suggestions; search for academic articles through the library search engines and. Find books in library and look at the other books on the shelf where the books are located.

Formatting:

- Please use the formatting (double spaced, headings, 12 Pt font; times new roman; 1 inch or 2.5 cm margins etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*.
- All in-text citations MUST INCLUDE PAGE NUMBERS for all materials quoted, paraphrased, or summarized.
- These guidelines are available online at <https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf> or in a hard copy of the journal post-2005. Make sure you get a hardcopy published after 2005 when Cambridge University Press took over the journal.

Sources:

- You must use at least FIVE academic sources in your research paper beyond the course readings. You are free to use the course readings, including the textbook, for your paper but you must also find an additional five additional academic sources (e.g. peer-reviewed journal articles and/or books published by a university press). Failure to do so will result in a significant penalty applied to the paper.

4) Tutorial Participation

5%

Each week, students will be expected to PARTICIPATE in the discussion of the readings. **There is no grade for attendance.** Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates. Participation will be evaluated according to whether students:

1. demonstrated that they have read, understood, and thought critically about the course materials and themes;
2. participated in discussions in a civil, respectful, and thoughtful manner, avoiding personal attacks and offensive language;
3. showed a willingness to take decisive stands on issues in a way that fostered intelligent conversation;
4. demonstrated that they are open to changing their opinions as a result of debate and discussion.

5) December Exam

25%

The Office of the Registrar will schedule the December exam during the examination period. Students will be responsible for ALL course materials (lectures, readings, tutorial discussions) from the entire fall term.

Please note that there will be at least one section of the exam that will require students to answer one or more questions using ONLY the course readings. As such, it is important for students to read, take notes, and discuss the course readings throughout the term and in tutorials. I have uploaded a template that students should use and

complete for each course reading. It is labelled "Reading Template" and can be downloaded from the "Resources" tab in OWL.

Students should also consider downloading and completing the "week by week review" document after each lecture as a means of digesting the lecture material (in addition to your lecture notes) in a format conducive to preparing for the final exam. You can find this template under the "Resources" tab in OWL.

Term 2 Grading Details

Term 2: (January to April 2018)

<i>Tutorial Participation</i>	<i>(5%)</i>	<i>– Accumulated in weekly tutorial sessions.</i>
<i>Term 2 In-class test</i>	<i>(10%)</i>	<i>– Held February 25, 2019.</i>
<i>Term 2 Essay</i>	<i>(15%)</i>	<i>– Due March 11, 2019.</i>
<i>Final Exam</i>	<i>(20%)</i>	<i>– Held during the April final exam period.</i>
<i>Total: 50% of course grade.</i>		

Tutorial Participation

Date:	Every week as scheduled.
Worth:	5%
Miss penalty:	Students who do not attend tutorials without documented extenuating circumstances will lose marks for every such session.

Tutorials are a vital addition to the weekly lectures. They provide opportunities for students to ask questions, discuss the readings and receive guidance on how to prepare for tests and assignments. The allocation of the tutorial grade will be made by the Teaching Assistant on the basis of quality and quantity of participation on a weekly basis. As in the first term of the course, "Each week, students will be expected to PARTICIPATE in the discussion of the readings. **There is no grade for attendance.** Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates."

Further information on tutorial expectations will be provided during the first tutorial meeting. Tutorials will commence in the second lecture week (or **week 2**) of the Winter term.

Attendance in tutorials is mandatory. Should circumstances arise that prevent your tutorial attendance, advise your TA immediately and document the circumstance. If the absence extends for more than one session, submit the documentation to Social Science Academic Counselling and inform the Professor. Note there are no “make-up” opportunities or extra assignments available for missed tutorials.

In-class Test, Term 2

Date: **Monday, February 25, 2019.**
Worth: 10%
Miss penalty: Students who do not write the Feb 25th test will receive a grade of zero, except in the case of documented extenuating circumstances such as sickness or injury. **Note this test will not be rescheduled or forgiven in the event you are away because you booked travel for this date, given that the semester break occurs the preceding week.**

Location: In our regular classroom.

Students are not permitted to use any electronic devices during this test. Further information about this test will be communicated beforehand, in the lecture.

Term 2 Essay

Date: **Due at the start of class on Monday, March 11, 2019.**
Worth: 15%
Late penalty: 3% of the essay grade per day, to a maximum of ten days (including weekend and statutory holidays) after which the paper will not be accepted. A day is measured as 24 hours from the start of class.
Late papers in Term 2 are to be submitted to the Owl TurnItIn portal, **and also** the identical hard copy must go under the Prof’s office door (#4135 Social Science centre). (The arrival of late papers is time stamped by the TurnItIn portal, so this will serve as the official record of when a later paper has been submitted for grading. The hard copy **must be** submitted as soon as possible, or additional late penalties may accrue.)

Length: **Essays must be a minimum of 2500 words long, and a maximum of 3000 words (about 10-12 pages of text),** excluding endnotes, parenthetical notes, maps or the bibliography.

Formatting:

- Please use the formatting (double spaced, headings, 12 Pt font; times new roman; 1 inch or 2.5 cm margins etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*.
- All in-text citations **MUST INCLUDE PAGE NUMBERS** for all materials quoted, paraphrased, or summarized.
- These guidelines are available online at <https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf> or in a hard copy of the journal post-2005. (Make sure you get an example copy published after 2005 when Cambridge University Press took over the journal.)

Important information about Plagiarism: *Your research paper must be your own work. If you refer to someone else's work, quote them, or borrow ideas, you must cite them! This outline includes a policy statement on plagiarism, below – read it and follow it. If you are in doubt as to what to cite, remember: in this case, more is better than less.*

Papers must be submitted to Turnitin.com (through the course webpage on OWL/WebCT) electronically prior to submitting an exact duplicate hard copy for grading.

A Term 2 “Essay Instructions” sheet containing the specific topics and additional requirements and information will be handed out and discussed in the lecture.

Final Exam

Date: As scheduled by the Registrar in April.
Worth: 20%
Miss penalty: Students who do not write the final exam will receive a grade of zero, except in the case of documented extenuating circumstances such as sickness or injury. **Note this test will not be rescheduled or forgiven for reasons such as you miss it because you booked travel for this**

date, because your lease has ended, or your summer employment is beginning.

Students are not permitted to use any electronic devices during this exam.

IMPORTANT POLICIES

Grade Appeals

If you are concerned that your assignment was not graded fairly or correctly, you must wait **72 hours** before contacting your TA to appeal your grade. **At no point, however, are you allowed to meet your TA in person to appeal your grade.**

To appeal your grade, you **must email to your TA a formal 1 page written explanation** stating why you think your assignment was improperly graded. The TA will respond to your appeal in writing. Should you be unhappy with the TA's reassessment of your paper, you can appeal to the course instructor. To do so, please email the course instructor **your original 1 page explanation to the TA, the TA's response, a new 1 page written explanation** detailing why a further appeal is necessary, and **a clean copy of your paper** to the instructor. Ensure that any and all identifying information is removed from the paper. A second reader will then grade your paper. If the second reader assigns a grade that is 5% higher or lower than the original grade, the original grade will stand. If the second marker assigns a mark that is 5% (or more) higher or lower than the original grade, then the final grade will be the average of the original and new assessments.

Students must take responsibility for picking up their marked work in a timely manner. **No appeals will be considered more than 3 weeks after the assignment was made available for return.** Grades may be either raised **or lowered** on appeal. Students who wish to appeal an examination grade should follow the same procedure noted above for assignments.

Resources:

Students are encouraged to visit the library and use the services of the reference librarians for help with their critical analysis, annotated bibliography and research paper. The Writing Support Centre at UWO is available to help students with their assignments (<http://www.sdc.uwo.ca/writing/index.html?main>).

Students can also make use of the Martin Westmacott Political Science Resource Room, located in SSC 4109. The room has a variety of resources (videotapes, books, journals

and newspaper articles) and program information about undergraduate programs offered by the department. The room is open Monday-Friday, 10 a.m. - 5 p.m. Various support services are also available through UWO. You can access information about the Registrar's Office at <http://www.registrar.uwo.ca> and Student Development Services at <http://www.sdc.uwo.ca>.

Submission of Assignments:

Term 1:

Op Eds and research essays MUST be submitted online as an MS-Word file or PDF to the appropriate assignment folder in OWL. Students are responsible for ensuring that their papers have successfully been submitted to the appropriate assignment folders on OWL. Please be aware that internet servers tend to slow down near the deadlines as dozens of students try to submit their papers at the same time so submit early. No extensions will be granted on the basis of technological failures or unexpected slowdowns with the OWL server.

Under no circumstances should assignments be physically handed in, emailed, or slipped under any door. Students should always keep a copy of any work that is handed in, at least until it is graded and returned. Students should also keep all rough and draft work.

Term 2:

The essay assignment in Term 2 is due at the beginning of class. Essays may not be submitted by fax or e-mail, outside of class time (the lecture), or while the lecture is in progress. The essay must have been submitted to the class Owl TurnItIn portal by the start of class, and also one identical hard copy is due at the beginning of class, to be considered to have been submitted on time.

Note as the arrival of late papers is time stamped by the TurnItIn portal, so this will serve as the official record of when a late paper has been submitted for grading. The hard copy **must be submitted as soon as possible**, under Professor de Clercy's office door (#4135, SSC) or additional late penalties may accrue.

All assignments are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All assignments submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>). Students must submit their work to Turnitin.

Late penalties:

As noted above, a penalty of **3%** per day **including weekends and statutory holidays** will be assigned to late assignments (op eds, research essays, and term essays). Late assignments will be accepted for a **maximum of ten days, including holidays and weekends**. After this time, the papers will not be accepted for grading. A “day” is calculated as the 24 hour period following the normal class start time.

For term 2 assignments, late papers can be submitted to Turnitin over weekends, and will be accepted as submitted according to the TurnItIn timestamp, on the condition that a hard copy of the paper is submitted to Professor de Clercy as soon as the university opens the next working day.

Academic Offences and Plagiarism:

Scholastic offences are taken seriously and students are directed to read the appropriate policy about what constitutes a scholastic offence, here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_and_ergrad.pdf

That policy reads:

“Scholastic Offences include, but are not limited to, the following:

1. Plagiarism, which may be defined as “The act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own.” Excerpted from Black’s Law Dictionary, West Group, 1999, 7th ed., p. 1170. This concept applies with equal force to all assignments, including laboratory reports, diagrams, and computer projects. Students wishing more detailed information should consult their instructor, Department Chair, or Dean’s Office. In addition, they may seek guidance from a variety of current style manuals available in the University’s libraries. Information about these resources can be found at: <http://www.lib.uwo.ca/services/styleguides.html>
2. Cheating on an examination or falsifying material subject to academic evaluation.
3. Submitting false or fraudulent assignments or credentials; or falsifying records, transcripts or other academic documents.
4. Submitting a false medical or other such certificate under false pretences.
5. a) Improperly obtaining, through theft, bribery, collusion or otherwise, an examination paper prior to the date and time for writing such an examination. b) Unauthorized possession of an examination paper, however obtained, prior to the date and time for writing such an examination, unless the student reports the matter to the

instructor, the relevant Department, or the Registrar as soon as possible after receiving the paper in question.

6. Impersonating a candidate at an examination or availing oneself of the results of such an impersonation.

7. Intentionally interfering in any way with any person's scholastic work.

8. Submitting for credit in any course or program of study, without the knowledge and written approval of the instructor to whom it is submitted, any academic work for which credit has been obtained previously or is being sought in another course or program of study in the University or elsewhere.

9. Aiding or abetting any such offence.”

Note that point 8 refers to a situation in which a student submits a paper written for a previous or concurrent course. If you do this, you are committing a scholastic offense. Instead, you must produce new work for each class unless you have obtained the written permission of all course instructors involved.

Extensions:

Extensions are not given. Students are able to hand assignments in late subject to the stated policy above. However, when there are genuine and unavoidable family or medical circumstances, you may seek academic accommodation, as detailed below. If you fail to hand in an assignment, but are pursuing academic accommodation, **please advise your professor immediately.**

A Note Regarding Computer Problems:

Students are expected to back up their written work and lecture/tutorial notes. Furthermore, students will be responsible for finding replacement lecture/tutorial notes where they fail to back-up their files.

Academic Accommodation:

If a situation should arise where you require accommodation because of a medical or personal issue, Social Science Academic Counselling (located at SSC 2105/2114) is available to help you. You can talk to a counsellor, who can then pass along any recommendations for accommodation. Their contact information is:

Telephone: 519 661-2011

Recorded information: 519 661-2052

Fax: 519 661-3384

Email: ssaco@uwo.ca

Office hours: 9:30am - 4:00pm

This procedure means that you do not have to provide your instructor or T.A. with any details of your situation, but ensures that the proper documentation has been provided. IT IS YOUR RESPONSIBILITY TO SPEAK WITH A COUNSELLOR AS SOON AS POSSIBLE AFTER AN ISSUE ARISES. Academic accommodation will ONLY be provided if you speak with an Academic Counsellor and provide them with documentation of your issue and if the issue is brought to their attention in a timely fashion. While academic accommodation may be warranted, students should not assume that a full week's extension will be granted. Instead, the accommodation will reflect the seriousness of the situation. For example, if a student produces medical documentation detailing that s/he was sick for two days, a two-day extension normally will be granted. Therefore students should submit their work accordingly, even if the academic accommodation process is still underway.

Note students who are entitled to accommodations to allow them to take tests or exams fairly (e.g. writing in a quiet environment) MUST make these arrangements 2 weeks before the test or exam date to be so accommodated. Ensuring these provisions are in place is not the responsibility of the teaching assistants or the instructor; it is the responsibility of the student. For more information see "How to Schedule Accommodated Exams with Exam Services", at http://registrar.uwo.ca/examinations/accommodated_exams.html .

Note Regarding Medical Illness:

Please be aware that the policies regarding medical documentation have changed. The following is an excerpt from the Policy on Accommodation for Medical Illness - Undergraduate Students (S.08-113).

Documentation from Family Physicians and Walk-In Clinics

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following web site: <https://studentservices.uwo.ca/secure/index.cfm>. Hard copies are available from Academic Counselling in the Faculties.

Documentation from Student Health Services

Students obtaining documentation from Student Health Services should sign a "release of information." This form authorizes Student Health Services to provide information to the student's home Faculty. Release of information forms are available from, and can be arranged through, the student's home Faculty Academic Counselling service.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation.

Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that his/her ability to meet his/her academic responsibilities was seriously affected.

Use of Electronic Devices:

Term 1:

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. **All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don't do it.**

Term 2:

Students are not permitted to use any electronic devices during test and exams.

Students are asked to turn off their cell phones during lectures and tutorials.

Laptops are permitted during lectures and tutorials ONLY for the purpose of note-taking. If students use their computers for other activities during a lecture, or are causing undue distraction to their peers, they will be asked to leave the lecture.

Lecture Copyright:

The course instructors claim material and image copyright. So, please ask for permission if you want to audio record or video record any part of the course.

Statement on Contact

If you have questions or concerns, or wish to meet with the TAs or the course instructor in person, you can contact us via email or by attending posted office hours. **Please**

expect at least a 48 hour delay in receiving a response to emails, although at our discretion responses may occur sooner.

TERM 1 CLASS AND READING SCHEDULE

Week 1 (September 10): Introductions and Administrivia

Review course outline, assignments, and expectations. Syllabus assignment. Plagiarism exercise. Lecture on political science and Canadian politics at UWO.

PART 1: IDENTITY, NATIONALISM, AND REGIONALISM

Week 2 (September 17): Canadian Identity and Nationalism Part I - Quebec

What does it mean to be Canadian? How are identity and nationalism both a source of tension and unity in Canada?

- READ:

- Brooks Chapter 14;
- "Chapter 8: What is a Canadian?" in Ajzenstat et al. eds., *Canada's Founding Debates* University of Toronto Press, 2003, pp. 229-258;

Tutorials:

- Discuss the Ajzenstat reading. What are the founder's views about Canadian identity and how relevant are they to contemporary Canada? Do they apply and should they apply?

Week 3 (September 24): Canadian Identity and Nationalism Part II – Indigenous Peoples

To what extent have Indigenous peoples challenged the way in which we conceptualize the Canadian nation?

- READ:

- Brooks Chapter 16;
- Kymlicka, Will. 2011. "Multicultural citizenship within multinational states." *Ethnicities* 11 (3): 281-302.

Tutorials:

- Discuss the Kymlicka reading. To what extent can and should Canada adopt Kymlicka's ideas about citizenship?

Week 4 (October 1): Regionalism Part I – The West

To what extent is Canadian politics driven by regionalism? Do we need to "let the west back in" or are their concerns merely a fantasy?

- READ:

- Brooks Chapter 5;

- Christopher Cochrane and Andrea Perrella. 2012. "Regions, Regionalism and Regional Differences in Canada." *Canadian Journal of Political Science* Vol. 45 No. 4: **Read pages 829-835 ONLY and skim the rest.**
- Robert J. Lawson, "Understanding Alienation in Western Canada: Is "Western Alienation" the Problem? Is Senate Reform the Cure?" *Journal of Canadian Studies* vol. 39 No. 2 Spring 2005: 127-155.

Tutorials:

- Is the West a region? Is Western alienation an expression of regionalism? What characteristics are necessary to achieve these categorizations and are they present? Does Canada need a "cure" for western alienation and if so, are Lawson's solutions the right ones?

Week 5 (October 8): Reading Week (No Classes)

Week 6 (October 15): Regionalism Part II – The North

How important is the Canadian north to the practice of politics in Canada?

- READ:

- Frances Abele et al., "The New Northern Policy Universe" in Abele, Courchene, Seidle, and St-Hilaire eds., *Northern Exposure: Peoples, Powers and Prospects in Canada's North*. Institute for Research on Public Policy, 2009. (AVAILABLE ONLINE AS A PDF BY GOOGLING "THE NEW NORTHERN POLICY UNIVERSE").
- Natalia Loukacheva, "Nunavut and Canadian Arctic Sovereignty" *Journal of Canadian Studies* Vol. 43 No. 2 Spring 2009, pp. 82-108.

Tutorials:

- Is the North a region? Is there evidence of regionalism in the North? What, if anything, should be done to accommodate or address their concerns and interests?

PART 2: ECONOMICS AND ELITES

Week 7 (October 22): Canadian Political Economy

To what extent does the market and the political institutions that serve it drive Canadian political life?

- READ:

- Brooks Chapter 3;
- Adam Wellstead, "The (Post) Staples Economy and the (Post) Staples State in Historical Perspective" *Canadian Political Science Review* Vol. 1 No. 1 2007 AVAILABLE ONLINE THROUGH GOOGLE.

- Haddow, Rod. 2014. "Power Resources and the Canadian Welfare State: Unions, Partisanship and Interprovincial Differences in Inequality and Poverty Reduction." *Canadian Journal of Political Science* 47 (4): 717-739.

Tutorials:

- To what extent do the tools political economy explain the trends and outcomes discussed in the Wellstead and Haddow readings? What alternative theories, concepts or approaches have we learned so far that might challenge political economy in these readings?

Week 8 (October 29): Interest Groups and Think Tanks

What effects do interest groups and think tanks have on the practice of Canadian politics?

- READ:

- Brooks Chapter 12;
- Eric Montpetit, "Are Interest Groups Useful or Harmful? Take Two." in Bickerton and Gagnon eds., *Canadian Politics* 6th edition, UTP Higher Education, 2014 pp. 329-348;
- Donald Abelson, "'Do Think Tanks Matter? Opportunities, Constraints and Incentives for Think Tanks in Canada and the United States.'" *Global Society* Vol. 14 No. 2 2000, pp. 213-236.

Tutorials:

- Do interest groups and think tanks strengthen or weaken Canadian democracy?

PART 3: GROUPS

Week 9 (November 5): Social Movements Part I - Theory, Gender, and the Environment

What is a social movement? And how do they influence Canadian politics?

- READ:

- Brooks chapter 15;
- Susan Phillips, "Social Movements in Canadian Politics: Past Their Apex?" in Bickerton and Gagnon eds., *Canadian Politics* 3rd edition Broadview: 1999, pp. 371-391;
- Paul Saurette and Kelly Gordon. 2013. "Arguing Abortion: The New Anti-Abortion Discourse in Canada." *Canadian Journal of Political Science* 46 (1): 157-185.

Tutorials:

- To what extent can we successfully analyze the women's movement and the anti-abortion movement using the tools of social movement theory (RMT, SMT,

POS)? What alternative theories, concepts, and approaches might challenge the explanations of processes and outcomes provided by these theories? Compare the various social movement theories against each other as well as other theories or concepts we have learned so far.

Week 10 (November 12): Social Movements Part II – Other Examples

Does every issue require a movement? Can new movements be as effective as older ones?

- READ:

- Miriam Smith, "Social Movements and Equality Seeking: The Case of Gay Liberation in Canada." *Canadian Journal of Political Science* Vol. 31 No. 2 1998 pp. 285-309;
- Michael Orsini, "The Politics of Naming, Blaming and Claiming: HIV, Hepatitis C and the Emergence of Blood Activism in Canada." *Canadian Journal of Political Science* Vol. 35 No. 3 pp. 475-498. ONLINE THROUGH LIBRARY.

Tutorials:

- To what extent is it useful or accurate to think of the gay and lesbian and Hep C movements as social movements? Are there alternative theories, concepts, or approaches that explain these phenomena better?

PART 4: INDIVIDUALS

Week 11 (November 19): Rational Choice and Game Theory

Is it in fact more accurate to describe the practice of politics in Canada as the result of rational individuals pursuing their self-interest?

- READ:

- Tom Flanagan, *Game Theory and Canadian Politics* University of Toronto Press, 1999, chapter 1;
- Tom Flanagan, "We don't need a centre party to prevent political polarization." *Globe and Mail* 4 May 2011. AVAILABLE ONLINE THROUGH A GOOGLE SEARCH OR TRY: <http://www.theglobeandmail.com/news/opinions/opinion/we-dont-need-a-centre-party-to-prevent-political-polarization/article2008720/>
- Sandra Breux, Jerome Couture, and Nicole Goodman. 2016. "Fewer voters, higher stakes? The applicability of rational choice for voter turnout in Quebec municipalities." *Environment and Planning C*.

****Optional Tutorial**:**

- Students are not required to attend tutorials this week.
- Instead, the teaching assistants will be available in the classrooms to answer any last minute questions about the research essay.

PART 5: INTERNATIONAL FORCES

Week 12 (November 26): Globalization and the Canadian State

In light of the emergence of powerful international forces, whither Canada?

- READ:

- Brooks Chapter 17;
- David Cameron and Janice Gross Stein, 2004. "Globalization and the State: Whither Canada in 2010?" in Bickerton and Gagnon eds., *Canadian Politics* 4th edition, Broadview: 371-388.

Tutorials:

- Does Globalization threaten or empower Canada?

Week 13 (December 3): Canada and the World and Exam Review

What should the role of Canada in the world be? To what extent is Canadian foreign policy effective for promoting Canadian interests domestically and abroad?

- READ:

- Yasmine Shamsie, 2008. "Canada's Approach to Democratization in Haiti: Some Reflections for the Coming Years." *Canadian Foreign Policy* Vol. 14 No. 3;
- Andrew Cooper, 2009. "Redefining the Core Ingredients of Canadian Foreign Policy: Afghanistan as the Main Game" in Bickerton and Gagnon eds., *Canadian Politics* 5th edition UTP Higher Education.

****No tutorials this week.****

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

http://counselling.ssc.uwo.ca/procedures/having_problems/index.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.