



Course Outline: Political Science Canadian Government & Politics 2130 School of Humanities

General Information

Course #: Political Science Canadian Government &
Politics 2130 Section #: 530
Term: Fall/Winter
Year: 2022/23
Course Day and Time: Monday 4:30-5:20, Wednesday 3:30-5:20
Location: BR – Ursuline Hall 27

Instructor Information

Name: Dr. Paul Barker
E-mail: pfbarker@uwo.ca
Telephone number for office appointments: 519-432-8353 ext. 28278
Office Hours: Monday 3:30-4:20, Wednesday 2:30-3:20 or by
appointment; office location: Ursuline Hall Room 340

Course Description

A course which explores the rudiments of Canadian government and politics: the prime minister, the constitution, the branches of government, political parties, the media, the ideological context, and other aspects that form parts of the political process in Canada.

Required Course Materials

The course text is Stephen Brooks, *Canadian Democracy 9th ed.* Toronto: Oxford University Press, 2020. Hard copy can be purchased at the Book Store at Western and ebook at ISBN9780190161125, 0190161124. Readings which complement the core text will be posted on the course website at owl.uwo.ca.

Learning Outcomes

By the end of the course, students will be able to do the following:

1. Identify the institutions and processes which make up the Canadian political system.
2. Explain the emergence and perseverance of the unique political culture in Canada.
3. Evaluate decisions of the courts dealing with the Charter of Rights and the distribution of powers between the federal and provincial governments.
4. Structure the political process to achieve the most cherished end in politics, which is getting thing done.
5. Develop communication skills by assessing various issues affecting political life in Canada.

Brescia Competencies

The seven Competencies listed below are Brescia's institution-level learning outcomes. These are the qualities which Brescia seeks to develop and encourage in students. Course content, activities, and assignments assist students in developing the Competencies. As will be seen, the activities and requirements of a course can be associated with one or more competency. For instance, a written report or essay in a course may represent an activity consistent with communication, critical thinking, and problem solving (1, 2, 4).

1. *Communication*: The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.
2. *Critical Thinking*: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. *Inquiry and Analysis*: The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.
4. *Problem Solving*: The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

5. *Self Awareness and Development*: The ability to draw meaning, knowledge and value from honest and fair reflection and self evaluation. Students are able to recognize their values and their impact on others and make a commitment to personal growth.

6. *Social Awareness and Engagement*: The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

7. *Valuing*: The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one’s beliefs and be accountable for their actions

Teaching Methodology and Expectations of Students

Teaching in the course relies on a several instructional approaches. Lectures and accompanying slides provide the backbone of the course, class discussions build upon the lectures, and presentations give students the opportunity to present their views on course material. Simulations and games are also employed. The assignment of 10% of the final mark to student participation indicates the importance of student involvement in class proceedings.

Evaluation

The following provides the evaluation components for the course. The purpose of the evaluation is to provide feedback to students on their learning and to permit the instructor to assign a fair grade at the end of the course. Additional information on the components will be provided in class.

Component	Weight	Date/ Deadline	Learning Outcome	Brescia Competencies
Class participation	10%	Random	1-4	1, 2, 7
Quizzes	10%	Oct. 5, 26, Jan. 16, Feb. 15, Mar. 13	1-3	2, 5
Presentation	10%	Assigned at various times	5	1, 2

Reports on readings	20%	Oct. 4, Jan. 26	1, 2, 4	1-4
First term test	25%	Exam Period (Dec.)	1-4	1, 2, 4, 7
Second term test	25%	Exam Period (Apr.)	1-4	1, 2, 4, 7

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Course Content

The following provides information on course content. It specifies the topic, description, and readings for each week. It also provides the due dates for assignments and tests.

Class/Topic	Date	Description	Assignments and/or Readings Due
1. Course Review	Sept. 12, 14	Course content and a <i>Case to ponder</i>	Reading 1: Andrew Coyne, <i>Whether or not the Emergencies Act was the Solution ...</i>
2. Political Life	Sept. 19, 21	Basic elements of government and politics	Stephen Brooks, <i>Canadian Democracy</i> (course text), ch. 1 Reading 1: Zada and Bell, <i>To End Polarization ...</i>

3. Societal context of politics: Political Culture	Sept. 26, 28	Examine the values, thinking, and ideologies of politics in Canada	Stephen Brooks, <i>Canadian Democracy</i> , ch. 2 Reading 1: Horowitz, <i>Conservatism, Liberalism, and Socialism in Canada</i>
4. Societal context: Diversity and Multiculturalism	Oct. 3, 5	A country different than others – diversity and multiculturalism	Brooks, <i>Canadian Democracy</i> ch. 4; Reading 2: Andrew Coyne, <i>Better to Build a Nation or ...?</i>
5. Societal context: Regionalism and Canadian Politics	Oct. 12	Province first, country second?	Brooks, <i>Canadian Democracy</i> , ch. 7
6. Structures of Government: The Constitution	Oct. 17, 19	Components of the Canadian constitutions (and its mysteries)	Brooks, <i>Canadian Democracy</i> , pp. 132-144 Reading 3: Peter Hogg, <i>Constitutional Law of Canada</i>
7. Structures of Government: Constitution of Canada	Oct. 24, 26	Parliamentary system and changing the Constitution	Brooks, <i>Canadian Democracy</i> , pp 144-164 Reading 4: <i>Proposed Quebec amendment</i> , short newspaper readings
8. No classes	Oct. 31, Nov. 2		
9. Structures of Government: Charter of Rights and Freedoms	Nov. 7, 9	Charter of Rights and Freedoms (and case and clause)	Brooks, <i>Canadian Democracy</i> , pp. 167-184 Reading 5: <i>Queen v. Oakes</i> case Reading 6: <i>Constitution Act, 1982</i>
10. Charter of Rights (cont'd)	Nov. 14, 16	Charter Cases	Brooks, <i>Canadian Democracy</i> , pp. 184-195

			Reading 7: <i>Queen v. Big M, and Law v. Canada</i>
11. Charter of rights (cont'd)	Nov. 21, 23	Interpreting the Charter	Reading 8: McCormick, <i>Ways of Interpreting the Charter</i> Reading 9: Justice Abella and the right way to interpret the Charter?
12. Federalism:	Nov. 28, 30	Emergence/Operation of Federalism ... and division of powers	Brooks, <i>Canadian Democracy</i> , pp. 197-2011
13. Federalism: Evolution	Dec. 5, 7		Brooks, <i>Canadian Democracy</i> , pp. 214-229; Reading 11: Simeon et al., <i>The Dynamic of Canadian Federalism</i>

Class/Topic	Date	Description	Assignments and/or Readings Due
14. The Machinery of Government or How government works: Executive Branch	Jan. 9, 11	Powerhouse of government	Brooks, <i>Canadian Democracy</i> , pp. 231-248
15. How government works: Powerful prime minister I	Jan. 16, 18	Prime ministerial government?	Brooks, <i>Canadian Democracy</i> , pp. 248-250 Reading 12: Savoie, <i>Whatever Happened?</i> , pp. 85-96

16. How government works: The Bureaucracy I	Jan. 23, 25	Influence of appointed officials (and a possible career for YOU)	Brooks, <i>Canadian Democracy</i> , ch. 10
17. Budget Game	Jan. 30, Feb. 1	Simulation on making budgets	Groups representing departments seeking to do well in the budget (avert cuts!)
18. How government works: the Legislative branch	Feb. 6, Feb. 8	The supposed power-center: those who make the laws	Brooks, <i>Canadian Democracy</i> , pp. 250-259, 265-67; Reading 13: The Reform Act and the end of the PC leader
19. How government works: The Courts	Feb. 13, 15	Operation of courts + selecting justices	Stephen Brooks, <i>Canadian Democracy</i> , pp. 259-265 Reading 14: Handout (process for SCC justice) and problems for justice, even the head of the SCC
20. Reading Week	Feb.18 to Feb. 26	Reading Week	
21. Politician in Politics: Political Parties	Feb. 27, Mar. 1	Political Parties in Canada	Brooks, <i>Canadian Democracy</i> , pp. 293-316
22. Participation: Electoral System	Mar. 6, 8	Structuring the electoral system	Brooks, <i>Canadian Democracy</i> , pp. 317-331
23. Participation: Electoral campaigning	Mar. 13, 15	How to campaign	Reading 15: Flanagan, <i>Winning Power</i>
24. Participation: Interest groups	Mar. 20, 22	Nature of private groups and their endeavour to influence government	Brooks, <i>Canadian Democracy</i> , ch. 12

25. Participation: The Media	Mar. 27, 29	Increasing power and influence of the media – and attempts to limit them	Brooks, <i>Canadian Democracy</i> , ch. 13 Reading 16: Marland, <i>Strategic Management of media</i>
26. Contemporary Issues: Indigenous Politics	Apr. 3, 5	Indigenous people and Canada	Brooks, <i>Canadian Democracy</i> , ch. 16
26A. Review	Apr. 10	A case involving getting through the political process (and review)	

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after

the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;

2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;

3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;

4. Students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;

5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC 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:

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryId=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the

instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

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.

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.

Computer-marked 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. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's

Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through Health & Wellness at Brescia, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.