

**POL214Y – Canadian Government and Politics**

Prof. Nelson Wiseman

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Course Location & Time: OISE G162, Mondays 10am – 12pm.  
Office Hours: 3079 Sidney Smith Hall, 4pm – 5pm. Also by appointment.  
Call 416-978-3336 any day between 8am – 9pm.

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**Course Description:** This course is an introduction to the study of Canadian government and politics. The first term of the course surveys the institutions of governance. The second term examines the identities, ideas and issues that drive Canadian politics.

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**Course Requirements, Evaluation, Due Dates \***

First Term Essay	20%	October 27, 2014
First Term Test	20%	December 1, 2014
Second Term Essay	25%	February 23, 2015
Second Term Test	25%	March 31, 2015
Tutorial Participation	10%	

\* A penalty of 2% per day, including weekends, is applied to late essays.

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**Assigned Textbooks**

1. Stephen Brooks, *Canadian Democracy: An Introduction*, 7<sup>th</sup> ed. (Toronto: Oxford University Press, 2012).

Note: The version of Brooks available at the University of Toronto Bookstore includes the *Constitution Acts* and Margot Northey, Lorne Tepperman, and Patrizia Albanese, *Making Sense in the Social Sciences: A Student's Guide to Research and Writing*, 5<sup>th</sup> ed. The ISBN for the shrink-wrapped package is: 978-0-19-901127-8

2. Peter H. Russell et al., eds., *Essential Readings in Canadian Government and Politics* (Toronto: Emond Montgomery, 2010).

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**Course Notes**

- 1) Student are expected to check BlackBoard/Portal for course updates and information.
- 2) Keep rough and draft work as well as hard copies of your essays until the marked assignments have been returned.
- 3) Plagiarism is a serious offence and will be dealt with accordingly. For clarification and information, see the University of Toronto's policy on Plagiarism at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>
- 4) Normally, students will be required to submit their essays to turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the turnitin.com reference database, where they will be used solely for detecting plagiarism. Terms that apply to the University's use of the turnitin.com service are described on the turnitin.com website.

## Course Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://www.accessibility.utoronto.ca/> as soon as possible.

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## Essays

Essays are to be submitted in class.

Essays should provide a clear, concise response (argument) to the research question backed by rational consideration of the evidence. Essay topics will be distributed separately in the first and second term.

Summarize your response (argument) in a sentence or two – the thesis statement – in the first paragraph of your essay. Be explicit. The reader should be clear on what you are arguing. Assume an educated reader. Do not spend more than a few paragraphs providing background information. Focus on providing information that advances your argument. The balance of the paper will defend your argument but should also acknowledge counterarguments and seek to demonstrate that your argument is superior.

The essay must be between 1,900 and 2,100 words (excluding the bibliography and footnotes where applicable). Use 12 pt. Times New Roman font with standard margins. Include a title page with your name, the date, the course number, your TA's name and your tutorial section. In addition, you are required to affix a Statement of Academic Integrity (downloadable from Blackboard) to your essay.

Your TA will provide further instructions regarding the expectations for the essay.

### *Formatting bibliographies, references*

In your essays, cite all facts and figures that are not common knowledge. You must cite all ideas borrowed from other authors.

Use a recognized standard format in your bibliography, references, and footnotes. *Failure to do so will result in a substantial penalty in calculating your assignment grade.* Consult your TA if you have any questions. Cornell University provides useful online guides to the APA and MLA citation styles: [http://campusgw.library.cornell.edu/newhelp/res\\_strategy/citing/apa.html](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html)  
[http://campusgw.library.cornell.edu/newhelp/res\\_strategy/citing/mla.html](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html)

### *Late assignments*

Late penalties for written assignments: **2 percent per day, including weekends.** Submit late papers to the Department of Political Science reception, Room 3018, 3<sup>rd</sup> floor Sidney Smith Hall (100 St. George Street). There is an after-hours mail slot in the department. It is not available on weekends.

### *Extensions and make up tests*

Extensions are granted only in the case of an adequately documented **emergency**. Requests are to be directed to Teaching Assistant (TA) Paul Bretscher ([paul.bretscher@utoronto.ca](mailto:paul.bretscher@utoronto.ca)). You must make a reasonable effort to contact TA Paul as soon as the problem arises, inform him of the problem, and present your documentation. If you are requesting an extension based on a medical illness, you must complete and submit the UofT Verification of Student Illness or Injury form: <http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx>

### *Appeals of essay and test grades*

A half page explaining the basis of the appeal must accompany an appeal. Submit the appeal to your TA first.

## Tutorials

Tutorials are an essential component of the course. Your TA will help you understand the material, write good essays, and prepare you for the tests. Tutorial participation is marked on a cumulative basis throughout the entire year. Work on developing strategic reading practices when preparing for the tutorial. For example, ask yourself the following questions when you are reading:

- Do I understand the basic terms and concepts used by the author?  
*Keep a list of difficult concepts and bring it to the tutorial group.*
- What is the central point or argument that the author is trying to make?  
*Write out in a couple of sentences what you think the main point of the reading is (and keep this to study later).*
- How has the author organized his or her argument? What are the major themes?  
*Note the logical steps in the author's argument. Do these make sense? Is the author's evidence persuasive?*
- How does the reading relate to other course material?  
*Do the authors say anything new or are they just repeating conventional wisdom? Do they help prove or counter points made in another week's readings?*

You should continually reflect on your participation in tutorial. Ask yourself after each tutorial meeting:

- Did I initiate discussion?
- Did I provide some helpful information?
- Did I offer positive opinions or reactions?
- Did I offer negative opinions or reactions?
- Did I ask for positive or negative opinions or reactions?
- Did I disagree with someone I thought was wrong?
- Did I try to restate what someone else had said to ensure I understood?
- Did I give examples when they were needed?
- Did I ask others to provide some examples?
- Did I try to synthesize or summarize a part of the discussion?
- Did I ask if someone might synthesize or summarize a part of the discussion?
- Did I sponsor, encourage, or help others in the group?

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## Explore It Program

The Explore It program is a voluntary career exploration program that allows you to meet with an alumnus of the Dept. of Political Science in their work environment and to see firsthand how the skills and knowledge gained through this course translate into a breadth of potential careers. Visits with alumni hosts will last from a half- to a full-day and may include up to eight students. Each experience will differ depending on the alumni host but in all cases, you see an alumni's career in action, can grow your network, and will have the opportunity to consider your education in a wider context. An Explore It orientation will be scheduled in one of the early classes/tutorials to introduce you to the program and show you how to participate.

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## **First Term Lecture Schedule Constitutions and Institutions**

- Sept. 8 & 15:** **The Constitution and Constitutional Change** (Brooks, Chap. 5, pp. 127-161 and *Constitution Acts, 1867 and 1982*; Russell, Readings 9, 48, 49, 54, 55).
- Sept. 22, 29 & Oct. 6:** **Machinery of Government** (Brooks, Chaps. 8&9, pp. 233-292; Russell, Readings, Readings 14, 16, 17, 21, 22).
- Oct. 20 & 27:** **Federalism** (Brooks, Chap. 7, pp. 195-232; Russell, Readings 1, 3, 6, 11, 42, 43, 44, 45, 46, 56).
- Nov. 3 & 10:** **Courts and the Charter of Rights and Freedoms** (Brooks, Chap. 6, pp. 162-194; Russell, Readings 37, 57, 58, 59, 60, 61, 62).
- Nov. 24:** **The Electoral System, Political Parties, and Voting** (Brooks, Chap. 10, pp.294-341; Russell, Readings 12, 15, 18, 21).
- Dec. 1:** **Test: TBA**
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## **Second Term Lecture Schedule Identities and Issues**

- Jan. 5:** **The Social and Economic Setting** (Brooks, Chap. 3, pp. 77-103; Russell, Readings 13, 19, 74).
- Jan. 12 & 19:** **Ideology and Political Culture** (Brooks, Chap. 2, pp. 32-75; Russell, Readings 63, 64, 65, 66, 67, 71, 73, 75).
- Jan. 26:** **Regionalism** (Brooks, Chap. 4, pp. 104-126; Russell, Reading 70, 72, 79, 80).
- Feb. 2:** **Canada in the World** (Brooks, Chap. 17, pp. 519-549; Russell, Readings 76, 77, 78).
- Feb 9:** **Interest Groups** (Brooks, 11; Russell, Reading 62).
- Feb. 23 & Mar. 2:** **Quebec and Language Politics** (Brooks, Chap. 13, pp. 402-431; Russell, Readings 2, 4, 5, 7, 24, 26, 30, 47, 48, 49, 50, 51, 52, 53, 68, 69).
- Mar. 9:** **Diversity Politics** (Brooks, Chap. 14 and 15, pp. 432-487; Russell, Readings 20, 23, 25, 27, 28, 29, 36, 37, 39, 40, 41).
- Mar. 16:** **Aboriginal Politics** (Brooks, Chap 16, pp. 488-519; Russell, Readings 8, 31, 32, 33, 34, 35, 38, 46).
- Mar. 23:** **Media** (Brooks, Chap. 12, pp. 372-399).
- Mar. 30:** **Test (Location TBA)**

## First Term Tutorial Schedule

Note that the tutorial schedule and lecture do not always overlap.

Discussion questions are listed below. Students are expected to have completed the assigned readings for the given topic area.

### **Week of September 15 – September 19**

**Tutorial # 1 - Introduction:** No preparation required.

### **Week of September 22 – September 26**

**Tutorial # 2 - The Constitution:** What are some competing visions of Canada's Constitution and can these visions be reconciled with one another? Are attempts at constitutional change necessary or desirable?

### **Week of September 29 – October 3**

**Tutorial # 3 – Essay Writing Workshop:** Emphasis will be placed on research skills (e.g. the ability to review the literature and distinguish academic and non-academic sources), on developing clear, compelling writing (e.g. effective introductions and thesis statements), and on reviewing the Faculty's policy on plagiarism. Marking criteria for the first essay will be discussed.

Recommended reading: Northey et al. *Making Sense in the Social Sciences: A Student's Guide to Research and Writing*.

### **Week of October 6 – October 10**

**Tutorial # 4 - The Machinery of Government:** What are the functions of the different branches of the Canadian government? Does the Prime Minister have "too much" power in Canada's political system?

### **Week of October 20 – October 24**

**Tutorial # 5 – Federalism:** How does Canada's level of federal decentralization compare to those of other federal democracies? What factors have had the greatest impact on the evolution of Canadian federalism?

### **Week of November 10 – November 14**

**Tutorial # 6 - The Charter of Rights and Freedoms:** Does the increased judicial power that accompanied the adoption of the Charter enhance or detract from democratic politics? What are some of the criticisms of the right and the left of the Charter?

### **Week of November 24 – November 28**

**Tutorial # 7: Term Test Review:** Discussion of the test format and content.

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## Second Term Tutorial Schedule

### **Week of January 12 – January 16**

**Tutorial # 8 – Essay Writing Workshop:** Discussion of the most common problems in the first term essays.

### **Week of January 19 – January 23**

**Tutorial # 9 – Canadian Political Culture:** What are the defining elements of Canada's political culture? What are some different methods of studying Canadian political culture? What are some advantages and disadvantages of using survey data to study political culture?

### **Week of January 26 – January 30**

**Tutorial #10 – Regionalism:** What accounts for regional economic disparities in Canada? What accounts for the different configurations of political parties and party systems in the provinces?

**Week of February 9 – February 13**

**Tutorial # 11 – Canada and the World:** What have been the consequences of the FTA and NAFTA on Canada's society, economy, politics, and environment? What responsibility does Canada have to provide humanitarian assistance and/or foreign aid abroad?

**Week of March 2 - March 6**

**Tutorial # 12 – Quebec and Language Politics:** What effects did the Quiet Revolution have on Quebec's political trajectory? Are Quebec's cultural and linguistic policies defensible in a liberal democracy or do they infringe on individual rights to an unreasonable extent?

**Week of March 9 – March 13**

**Tutorial # 13 – Multiculturalism and Diversity Politics:** Does official multiculturalism lead to fragmentation and division in Canadian society or does it contribute to social cohesion and an inclusive national identity?

**Week of March 16 – 20**

**Tutorial # 14 - Aboriginal Politics:** What distinguishes Aboriginal peoples from other ethnic groups in Canada? What are some of the barriers to effective self-governance in Aboriginal communities and how may they be overcome?

**Week of March 23 – March 27**

**Tutorial # 15: Term Test Review Session:** Discussion of the test format and content.