

# POL214H1-F Canadian Government

**Section:** L0101

**Date/Time:** Wednesday, 11AM-1PM

**Location:** OI G162

**Instructor:** Prof. Eric Merkley

**Email:** eric.merkley@utoronto.ca

**Office:** Room 3121, Sidney Smith Hall

**Office Hours:** 12:30-1:30 Thursday and by appointment

## 1. Overview and Objectives

This course provides an introduction to the study of Canadian Politics, its historical foundations, institutions, and political processes. We will cover a range of topics, such as the constitutional foundations of Confederation, institutional structures (cabinet, parliament, the judiciary), political culture, and the behavior of elites and citizens. Over the course of the term students will engage with important debates in Canadian politics such as the centralization of power in the Prime Minister's office, federal decentralization, indigenous politics, multiculturalism, and the judicialization of Canadian politics.

By the end of this course, students should be able to:

- Describe the formal and informal features of Canadian politics, including the constitution, the three branches of government, elections and political parties, and Canadian political culture.
- Understand core theoretical concepts of political science, including power, collective action-problems, media effects, group identity, and partisanship, and apply them to phenomena in Canadian politics.
- Evaluate critical questions in Canadian politics and develop and communicate evidence-based arguments through written composition.

## 2. Course Format

Your attendance at lectures is mandatory. In lecture you will be regularly asked quiz-style and discussion questions that require a response via Top Hat. Your participation in these in-class question-and-answer and structured discussion sessions is the foundation of your class participation.

In this class I will use different online tools to:

- Provide content (readings, lecture slides, assignments) – Quercus
- Participate in and outside of class – Top Hat
- Submit assignments – Quercus

### 3. Required Texts and Materials:

- Cochrane, Christopher, Kelly Blidook and Rand Dyck. 2020. *Canadian Politics: Critical Approaches (Updated 9th Edition)*. Nelson/Top Hat. E-book.
- **Note on the textbook.** It is an E-book. In this E-book you will be able to highlight and make notes. You need to purchase the textbook and integrated Top Hat subscription following the instructions in 4.2 below or by following the link provided by the bookstore. If you need a hardcopy of the textbook for accessibility reasons, please contact me immediately so we can have that arranged.
- **Readings available electronically.** As listed below in the detailed syllabus, required readings for the course are electronically available on the course website (see section below on the Course Website). It is your responsibility to download all readings from the appropriate location.
- **Course webpage and emails.** There is a course webpage on Quercus. I will use this page to post important course documents (readings, syllabus, lecture slides, etc.), post announcements and send emails to you throughout the term. Lecture slides will be posted before each class. It is your responsibility to regularly check Quercus for updates.

### 4. Grading and Assessed Coursework

Assignment	Date/Due Date	Percentage of Overall Grade
Lecture Participation (Top Hat)	All lectures	10%
Tutorial Participation	All tutorials	10%
Reaction Memo (X2)	Before lecture on related topic	10% (5% each)
Reading Quizzes (Top Hat)	11:59pm on the day of lecture	10%
Research Outline	October 25th (11:59pm)	5%
Research Paper	December 6th (11:59pm)	25%
Final Exam	TBA	30%

#### 4.1 Final Exam (30%)

There is a final exam. This exam will test you on all the material covered in the lectures and readings. The date and time of the final exam are to be set by the Registrar and will be released later in the term.

#### 4.2 Class Participation (10%)

We will be using **Top Hat** ([www.tophat.com](http://www.tophat.com)) for class participation. A subscription to Top Hat is included with your textbook purchase. In all lectures you will be asked to answer questions using Top Hat. Part of your participation mark will depend on your engagement with these questions.

Your mark does not depend on whether you get the answers right. The questions are exercises to provoke discussion and learning.

However, to get credit for participation at a given lecture, you must be present at the lecture and input responses to all questions using your own device (Apple or Android smartphones and tablets, laptops, or through text message). If this is logistically a problem, contact me immediately. For instructions on how to create a Top Hat account and enrol in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's [Getting Started Guide](#).

If you already have a Top Hat account, go to <https://app.tophat.com/login> to be taken directly to our course. If you are new to Top Hat, follow the link in the email invitation you received or...

- Go to <https://app.tophat.com/register/student>
- Click "Search by school" and input the name of our school
- Search for our course with the following join code: 291023

If a paid subscription is required, it will be listed at checkout when you enrol in our Top Hat course. Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

#### **4.3 Reading Quizzes (10%)**

Starting in week 2 (Federalism), I will assign a series of questions in Top Hat the week before lecture that will test you on the textbook material for that week. You will find these questions under the textbook chapter(s) in Top Hat by Thursday at noon the week before its lecture, and these questions will be available until 10:59am the day of lecture. Upon starting the quiz, you will have 10 minutes to complete it.

For example, Chapter 17 "The Federal System" is assigned for week 2's lecture on federalism. The lecture associated with that reading is at 11am on September 20th. The reading quiz for this chapter will be posted at noon on September 14th and will be available until 10:59am on September 20th.

These quizzes will be graded 25% for participation and 75% for correctness. So, if you answer 5 questions for a chapter and get 3 correct, you get 70%  $[(60\% * 0.75) + (100\% * 0.25)]$ . Accommodations need to be made in advance of the deadline (i.e., the day before or earlier) for a missed week's worth of questions. We will arrange for an extension in this case. Otherwise, you will receive a zero for missed questions.

#### **4.4 Tutorial Participation (10%)**

Tutorials are an essential component to the course. Your TA will help you understand the material, prepare for the tests, and write good essays. Note that tutorial participation is marked on a cumulative basis throughout the entire year. You will receive 5% of your grade based on attendance and 5% based on the quality and quantity of your participation. When preparing for the tutorial, you should work on developing strategic reading practices. 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 was (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? Are they supported by persuasive evidence?*
- 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 also continually self-reflect on your participation in tutorial. Ask yourself the following questions after each tutorial meeting:

- Did I initiate discussion? Did I provide some information when it was needed?
- Did I give or ask for some 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 or ask for others to provide examples when they were needed?
- Did I try or ask others to synthesize or summarize a part of the discussion?

Your TA will keep a formal attendance record. If you are concerned that the TA has failed to record your name properly, the time to bring this to his/her attention is **now**, not weeks later or at the end of term. Do not show up at the end of a tutorial and expect the TA to give you credit for attendance.

If you missed a tutorial for what you believe is a legitimate reason (such as a documented medical or family issue), bring this to the attention of the TA as soon as possible. We reserve the right to determine what is a legitimate reason for missing a tutorial. The medical/family excuse policy is designed to support students who encounter an unexpected problem once the term is underway, which causes them to miss the occasional tutorial.

However, if you have a chronic problem which causes you to miss tutorials consistently, week in and week out, your tutorial mark will suffer. Remember: your tutorial mark is a combination of attendance and participation. If you do not attend, you cannot participate. Students who do not attend are missing their opportunity to improve their participation mark. Please do not come to me weeks after a tutorial was held and claim the TA failed to record you as present. We cannot adjudicate questions about attendance or what may or may not have happened in a tutorial weeks after the event. Please do not come to me at the end of term and request an opportunity to do make-up work to compensate retroactively for missed tutorials. There is no provision for students to do extra work or assignments to make up for missed tutorials or low grades in tutorials. This policy applies to all students.

Students often attempt to switch between tutorial time-slots to accommodate changes in their personal schedule after the term is underway. You do so at your own peril. It is very difficult for the TA to keep track of students who do not stay in the time-slot to which they have been assigned. If you do for some reason wish to switch tutorial time-slots in mid-term, the onus is on you to make sure the TA formally notes this.

#### 4.5 Reaction Memos (5% X 2)

You will write **two** reaction memos in response to assigned, *non-textbook* readings from *sections II to IV of the course* that are **between 1.5 and 2 pages double-spaced (maximum)**. One memo must be on a reading from the section of the course entitled “Structures” and the other memo must be on a reading from the final two sections of the course (i.e., “Canadian Society” and “Political Participation”). The memo should first 1) identify the thesis of the author in **one short paragraph**. The remainder of your memo should 2) draw out the implications of the author’s argument or findings for Canadian politics and 3) why you agree or disagree with the author’s argument. Your mark will suffer if you spend too much space on summary.

You will be graded for correctly identifying the thesis, along with the clarity and succinctness of the writing. The bulk of your grade will be given for the thoughtfulness of your analysis on points 2 and 3 above (not to be mistaken with excessive criticism!). Marks will be deducted if you exceed the page limit. Because of the nature and length of this paper, an introduction and conclusion should be omitted, but it must still be written in proper paragraph form.

The memos are due on Quercus before lecture (11am) for a given week’s reading. **Late papers will not be accepted without prior accommodation. They will be graded as a zero.**

#### 4.6 Research Outline (5%)

You will choose a topic provided by the instructor on Quercus for your research paper. You will write no more than a one-page, double-spaced outline for this paper to assist you in developing an evidence-based argument on the topic you selected. This outline should cover your thesis statement, and two to three major arguments with at least one supporting source for each argument. The outline can consist of detailed bullet points, but evidence **must** be properly sourced. The outline is due on Quercus **at 11:59PM on October 25th**. It will be graded pass or fail. The main purpose of this task is to provide feedback for your research essay. Extensions on deadlines will be given for documented emergencies only. Without documentation, late outlines will be penalized 2 points out of 100 per day, including weekends.

#### 4.7 Research Paper (25%)

You will write an 1800-2100 word, properly sourced, research paper that further develops the argument from the research outline that takes into account feedback. The paper is due on December 6th at 11:59pm.

You will be provided with a rubric outlining your grade for the research paper. If you want detailed feedback beyond the rubric itself, you must arrange this with your TA in advance of the paper deadline.

Detailed instructions will be given and posted on Quercus. This assignment is worth 25% of your mark for the course. Extensions on deadlines will be given for documented emergencies only.

Without documentation, late essays will be penalized 2 points out of 100 per day, including weekends.

## 5. Course Schedule and Readings

### Section I. Foundations

#### Topic 1 (September 13) – Introduction/The Constitution

Readings:

- Course Syllabus
- Cochrane, Blidook and Dyck, Ch. 2 & 16

### Section II. Structures

#### Topic 2 (September 20) - Federalism

Readings:

- Cochrane, Blidook and Dyck, Ch. 17
- Reaction Reading: Harrison, Kathryn. *Racing to the Bottom? Provincial Interdependence in the Canadian Federation*. Vancouver: UBC Press, Ch. 1.

#### Topic 3 (September 27) – The Judiciary & the Charter of Rights and Freedoms

Readings:

- Cochrane, Blidook and Dyck, Ch. 18 & 22
- Reaction Reading: Miriam Smith. “Ghosts of the Judicial Committee of the Privy Council: Group Politics and Charter Litigation in Canadian Political Science.” *Canadian Journal of Political Science* 35(1): 3-29
- **OR** F. L. Morton and Rainer Knopff. *The Charter Revolution and the Court Party*. Peterborough: Broadview Press, Ch. 1 “Introduction”.

#### Topic 4 (October 4) – The Executive Branch

Readings:

- Cochrane, Blidook and Dyck, Ch. 19
- Reaction Reading: Donald J. Savoie. “The Rise of Court Government in Canada.” *Canadian Journal of Political Science*, 32(4): 635-664.

#### Topic 5 (October 11) – Parliament

**Note: Final opportunity to submit Reaction Memo #1 (11am)**

Readings:

- Cochrane, Blidook and Dyck, Ch. 21

- Reaction Reading: Jennifer Smith. “Democracy and the Canadian House of Commons at the Millennium” Canadian Public Administration 1999.” *Canadian Public Administration* 42(4): 398-421.
- **OR** Jonathan Malloy. “The ‘Responsible Government Approach’ and its Effect on Canadian Legislative Studies.” *Parliamentary Perspectives*, No. 5. Ottawa: Canadian Study of Parliament Group.

### Section III. Society

#### Topic 6 (October 18) – Multiculturalism and Diversity

Readings:

- Cochrane, Blidook and Dyck, Ch. 6
- Reaction Reading: Randy Besco and Erin Tolley. “Does Everyone Cheer? The Politics of Immigration and Multiculturalism in Canada.” *Federalism and the Welfare State in a Multicultural World*. Elizabeth Goodyear-Grant, Richard Johnston, Will Kymlicka, and John Myles, eds. Kingston: McGill-Queen’s University Press, Ch. 12.

#### Topic 7 (October 25) – Regionalism and Language

#### **Research Outline Due**

Readings:

- Cochrane, Blidook and Dyck, Ch. 3 & 5
- Reaction Reading: Charles Taylor. “The Stakes of Constitutional Reform.” *Reconciling the Solitudes: Essays on Canadian Federalism and Nationalism*. Charles Taylor, ed. Kingston: McGill-Queen’s University Press, Ch. 7.
- **OR** Loleen Berdahl and Roger Gibbins. *Looking West: Regional Transformation and the Future of Canada*. Toronto: University of Toronto Press, Ch. 1 “The West Outside In.”

#### Topic 8 (November 1) – Indigenous Politics

Readings:

- Cochrane, Blidook and Dyck, Ch. 4
- Reaction Reading: Frances Abele and Michael J. Prince. “Four Pathways to Aboriginal Self-Government in Canada.” *American Review of Canadian Studies* 36(4): 568-95.

#### **Fall Term Reading Week: No class on November 8**

### Section IV. Political Participation

#### Topic 9 (November 15) – Canadian Political Parties

Readings:

- Cochrane, Blidook and Dyck, Ch. 13

- Reaction Reading: Leslie Seidel. “Public Funding of Political Parties: The Case for Further Reform.” *Money, Politics, and Democracy: Canada’s Party Finance Reforms*. Lisa Young and Harold J. Jansen, eds. Vancouver: UBC Press, Ch. 3.
- **OR** R. Kenneth Carty and William Cross. “Political Parties and the Practice of Brokerage Politics.” *Oxford Handbook of Canadian Politics*. John C. Courtney and David E. Smith, eds. Oxford: Oxford University Press, Ch. 11.

## **NO CLASS NOVEMBER 22**

### Topic 10 (November 29) – Canadian Elections and Voter Behaviour

#### **Note: Final opportunity to submit reaction memo #2 (11am)**

#### Readings:

- Cochrane, Blidook and Dyck, Ch. 14
- Reaction Reading: Thierry Giasson, Alexander J. Marland, and Anna Lennox Esselment. 2017. *Permanent Campaigning in Canada*. Vancouver: UBC Press, Ch. 1 (pp 3-22).
- **OR** Gidengil, Elisabeth. “Beyond the Gender Gap.” *Canadian Journal of Political Science* 40(4): 815–31.

### Topic 11 (December 6) – Interest Groups/Review

#### **Final Paper Due (11:59pm)**

- Cochrane, Blidook and Dyck, Ch. 15

## **6. Course Policies**

### **6.1 Contacting Course Instructor**

Your first point of contact in the course is your TA. I strongly recommend asking substantive questions about course content and requirements in their scheduled office hours. Email should be reserved strictly for time sensitive questions or quick points of clarification. We will try to respond within 24 hours, but emails received during the weekend will be answered on Monday and we will not respond to emails on the due date of an assignment. If further assistance is needed, then you should attend our scheduled office hours or set an appointment with us through email.

### **6.2 Possible Changes to the Syllabus**

I reserve the right to make adjustments to the course syllabus depending on evolving COVID-19 policies set by the University of Toronto. I will give notice to students in the event of any changes, and amended syllabi will be posted on Quercus.

### **6.3 Re-grading**

If you’d like anything re-graded, you must wait 48 hours after the release of your grade and submit to me and your TA a single-page memo outlining your case for re-grading. The memo needs to be serious and specific. We will then re-examine a particular item. We will not consider any re-grade



requests without proper justification. Know, however, that a given grade can either increase or decrease. We will only accept re-grade requests **up to 10 days** after the release of a grade.

#### 6.4 Missing Class and Late Assignments

Attendance and participation is required at all class sessions due to the intensive nature of this course. Late reaction memos **will not be accepted** except in the event of a documented serious illness or serious personal emergency (see section on Accommodation below). Late outlines and research papers will be penalized 2 points out of 100 per day, including weekends, except in the event of a documented serious illness or serious personal emergency (see section on Accommodation below). Missed examinations or quizzes will result in a grade of zero except in the event of a documented illness or emergency.

#### 6.5 Accommodation for Emergency Situations

Students who need additional time for an assignment or will miss a lecture, tutorial, or exam for a medical or serious personal reason must contact their TA **before** the due date or exam/lecture/tutorial date and as soon as the problem arises. All requests for accommodation must be made to your TA directly via email.

We will require some documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Requests for accommodation **made on or after an assignment's due date, or after the missed lecture will not be considered**. Due date extensions will not usually be granted for work lost due to computer crashes or the loss of a computer file. There are simple and free ways of regularly and automatically backing up your work. Students are strongly advised to backup copies of their essays and assignments before submitting via Quercus. These backups should be kept until the marked assignments have been returned.

#### 6.6 Other Accommodations

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

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the [Accessibility Services office](#).

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

### **6.7 Equity and Harassment**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### **6.8 Academic Integrity and Responsibility**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The [University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

#### In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment

#### On tests and exams:

- Using or possessing unauthorized aids
- Looking at someone else's answers during an exam or test
- Misrepresenting your identity

#### In academic work:

- Falsifying institutional documents or grades
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

### 6.9 Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>)

### 6.10 Usage of Generative Artificial Intelligence

The use of generative artificial intelligence (e.g., chatGPT) is not entirely prohibited at the University of Toronto if used carefully. However, generative AI is **not** considered a legitimate source of information for the purposes of assignments in this class. Further, failing to cite this source when its output is used in assignments constitutes academic dishonesty. Generative artificial intelligence platforms also typically produce fake citations in their output. Using fake citations in an assignment also constitutes academic dishonesty. If we find evidence that generative AI was used in such a manner, we will consider it an academic offense (see 6.8).