

Simon Fraser University
Political Science Department
Syllabus: Summer 2020 – POL 221 D100
INTRODUCTION TO CANADIAN GOVERNMENT

Lecture: Tu 10:30AM-12:20PM

Delivery method:

- Live, via Collaborate Ultra
- Available via Course Canvas website

Virtual office hours:

- Monday-Friday, 9am-5pm, by appointment

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TA: Cory Henderson

Virtual office hours:

Monday-Friday, 9am-5pm, by appointment

Course details:

This course will take students through the fundamentals of the Canadian democratic system, and other aspects of our country's political history and contemporary life. Throughout this course students are encouraged to engage with one another as we work our way through various themes related to Canadian government, including the basic institutional structure of executive, Parliament, and judiciary; the powers of the Prime Minister, cabinet, and members of parliament (MPs); the reasons for and ideas behind political parties, the explanations given for voting behaviour and election outcomes, the nature of the electoral system, the role of the Constitution and Charter, and the challenges they pose, and the role of the Executive, Parliament, and Judiciary. We will also look at important ongoing issues, including the place of Indigenous peoples in Canada, political challenges related to the environment, education, health care and the economy.

The two-hour lectures and one-hour tutorials will include a mixture of lecture, group discussions, in-class assignments, and audio-visual content. At the conclusion of the course, students will understand the origins and subsequent evolution of the Canadian political regime, and be able to describe and analyze the major challenges facing it today.

Grading:

Participation:	10%
Short paper 1 (Monday 8 June at 11:59 PM via Canvas)	20%
Short paper 2 (Monday 6 July at 11:59 PM via Canvas)	20%
Short Paper 3 (Monday 3 August at 11:59 PM via Canvas)	20%
Final exam (Time TBD):	30%

Assignments:

Participation:

The participation grade is dependent on both lecture and tutorial attendance and participation.

Grade will be based upon regular attendance in class, as well as active participation in small and large group discussions and completion of assigned class activities. Lectures will feature regular short written assignments to be completed as part of the class and submitted via Canvas.

Tutorial discussions are another element of participation. It is the quality not the quantity of your comments that is important — in particular, whether you show knowledge of the readings, apply them to the world around us, and respond to and build on comments made by other students. Get in the habit of planning to contribute at least once or twice to each tutorial.

Each tutorial, your TA will ask 1 or 2 of you to start the tutorial by summarizing the week's reading in 1-2 sentences. This is to give you an incentive to keep up with the reading and therefore prepare for the midterm and final exam – so come to tutorial being able to explain:

- What was the author's argument, or what information were they trying to convey?
- Do you agree with the author? How does the reading fit with other chapters/articles you have read this semester?

General Written Submission Guidelines

All writing assignments are due *via Canvas* at the specified time and date. Late assignments will be penalized 5% per 24-hour period. All assignments are to be double-spaced, 12 pt. times new roman font, black ink, with 1-inch margins, pages numbered, **name and student number included**, and word count noted.

Short papers

Students will put together a series of three well-thought out responses to prompts chosen from lists provided by the instructor. Each paper will be ~1000-1200 words in length, and must be written in an appropriate style. Further details will be provided for each of the three papers in class.

Each paper ought to consult at least six sources, of which three must be academic sources from beyond the syllabus. Other sources can be from the syllabus, and **reputable** non-academic sources, such as well-regarded news outlets. Sources must be cited clearly, comprehensively, and consistently using a standard citation format. Further information on the assignment will be provided in class.

Exam:

The final will include two take-home essays completed over a two-day period. The essays will test students' ability to integrate material covered over the course of the semester in well-reasoned arguments related to significant course themes. Students will have some choice on what to write. More information will be provided during the semester.

Texting & Web-surfing: Students are expected to refrain from texting and web-surfing during class.

Course readings:

The course has one required textbook. It is available electronically through the university bookstore and elsewhere. Other readings assigned during the semester will be available online, or through the library or course Canvas website.

Malcolmson et al. 2016. *Canadian Regime: An Introduction*. 6th ed. Toronto: University of Toronto Press. ISBN: 9781442635968 (Hereafter Malcolmson)

Course Schedule: (Note: this outline may be subject to change. I am incorporating recent writings linking each week's theme to the evolving COVID-19 situation; accordingly, I may alter readings to keep up with the most recent available information. See the course website for the most up-to-date version of the syllabus.)

Week	Date	Readings, topics, and due dates
<i>Part I: Core definitions, concepts and pillars of Government in Canada</i>		
1	12 May	<p><i>Course introduction</i></p> <ul style="list-style-type: none"> • Read Malcolmson Ch. 1 • Desrosiers, Marie-Eve and Philippe Lagassé. 2020. "Analyzing the Political Pressures of COVID-19 Will Help US Understand What a Post-Pandemic World Might Look Like." <i>IRPP: Policy Options</i>. https://policyoptions.irpp.org/magazines/may-2020/appreciating-the-politics-of-the-pandemic/
2	19 May	<p><i>Canada's Constitution</i></p> <ul style="list-style-type: none"> • Malcolmson Ch. 2 • Binnie, Ian. 2007. "Interpreting the Constitution: The Living Tree vs Original Meaning." <i>IRPP: Policy Options</i>. https://policyoptions.irpp.org/magazines/free-trade-20/interpreting-the-constitution-the-living-tree-vs-original-meaning/ • Optional: Choudhry, Sujit. 2020. "COVID-19 and the Canadian Constitution." https://medium.com/@SujitChoudhry/covid-19-the-canadian-constitution-52221ef31dc3
3	26 May	<p><i>Responsible Government</i></p> <ul style="list-style-type: none"> • Malcolmson Ch. 3 • Aucoin et al., 2011. <i>Democratizing the constitution: reforming responsible government</i>. Toronto: Emond Montgomery Publications. Chapter 1. (Available online) • Reid, Scott. 2020. "Why I am in the House Today." https://scottreid.ca/why-i-am-in-the-house-today/

4	2 Jun	<p><i>Federalism</i></p> <ul style="list-style-type: none"> • Malcolmson Ch. 4 • Koerner, Wolfgan. 1988. “The Foundations of Canadian Federalism.” <i>Library of Parliament, Research Branch</i>. Link. • Béland, D., Lecours, A., Paquet, M., & Tombe, T. (2020). A Critical Juncture in Fiscal Federalism? Canada's Response to COVID-19. <i>Canadian Journal of Political Science</i>, 1-5. doi:10.1017/S0008423920000323 • OPTIONAL: Paquet, M., & Schertzer, R. 2020. “COVID-19 as a Complex Intergovernmental Problem.” <i>Canadian Journal of Political Science</i>, 1-5. https://doi.org/10.1017/S0008423920000281
5	9 Jun	<p><i>The Charter</i></p> <p>Short paper 1 Due Monday 8 Jun at 11:59 PM via Canvas.</p> <ul style="list-style-type: none"> • Malcolmson Ch. 5. • Russell, Peter. 2007.” The Notwithstanding Clause: The Charter’s Homage to Parliamentary Democracy.” <i>IRPP: Policy Options</i>. https://policyoptions.irpp.org/fr/magazines/the-charter-25/the-notwithstanding-clause-the-charters-homage-to-parliamentary-democracy/ • Macfarlane, E. 2020. “Public Policy and Constitutional Rights in Times of Crisis.” <i>Canadian Journal of Political Science</i>, 1-5.
<i>Part 2: The key institutions of government</i>		
6	16 Jun	<p><i>Parties and Elections</i></p> <ul style="list-style-type: none"> • Malcolmson Chs 9 and 10 • Merkley, E., Bridgman, A., Loewen, P., Owen, T., Ruths, D., & Zhilin, O. (2020). A Rare Moment of Cross-Partisan Consensus: Elite and Public Response to the COVID-19 Pandemic in Canada. <i>Canadian Journal of Political Science</i>, 1-12.
7	23 Jun	<p><i>The Executive</i></p> <ul style="list-style-type: none"> • Malcolmson Ch. 6 • Brodie, I.R., 2018. <i>At the centre of government: the Prime Minister and the limits on political power</i>. McGill-Queen's University Press. Chapters 1 and 8. Link • OPTIONAL: Feder, Michael, et al. 2020. “COVID-19: Limits on Governments’ Emergency Powers. https://www.mccarthy.ca/en/insights/articles/covid-19-limits-governments-emergency-powers

8	30 Jun	<p><i>The Legislature</i> Research Paper Outline</p> <ul style="list-style-type: none"> • Malcolmson Ch. 7 • Samara Canada. 2020. <i>The Real House Lives</i>. Chapter 1. Morden, Michael, ed. Toronto: The Samara Centre for Democracy. Available on the course website. • Malloy, J. (2020). The Adaptation of Parliament's Multiple Roles to COVID-19. <i>Canadian Journal of Political Science</i>, 1-5. doi:10.1017/S0008423920000426
9	7 Jul	<p><i>The Judiciary and public policy</i> Short paper 2 Due Monday 6 Jul at 11:59 PM via Canvas.</p> <ul style="list-style-type: none"> • Malcolmson Chs 8 and 11 • Press, Jordan. 2020. "Civil servants describe government's COVID-19 response to 'Dunkirk' style rescue." <i>Globalnews.ca</i>. 3 May. https://globalnews.ca/news/6899996/canada-covid-emergency-response-dunkirk/ • Lagassé, Philippe. "Politics, the pandemic, and the professional class." <i>Policy for Pandemics</i>. Issue 24. https://maxpolicy.substack.com/p/issue-25-politics-the-pandemic-and
<i>Part 3: Selected Major Topics In Canadian Politics</i>		
10	14 Jul	<p><i>Language and Multiculturalism</i></p> <ul style="list-style-type: none"> • Kymlicka, Will. 2011. "Multicultural Citizenship within Multination States." <i>Ethnicities</i>. 11(3): 281-302. Link. • Chouinard, S., & Normand, M. (2020). Talk COVID to Me: Language Rights and Canadian Government Responses to the Pandemic. <i>Canadian Journal of Political Science</i>, 1-10.
11	21 Jul	<p><i>Gender in Canadian Politics</i></p> <ul style="list-style-type: none"> • Thomas, M. 2013. Barriers to Women's Political Participation in Canada. <i>University of New Brunswick Law Journal</i>, 64, 218. Link. (note, to access you must use the HeinOnline database available at the above link, and then search for the article there.) • Harell, A., 2017. Intersectionality and Gendered Political Behaviour in a Multicultural Canada. , 50(2), pp.495–514. • Lim, Jolson. 2020. "Youth, women, precarious workers bear brunt of COVID-19 job losses, Statistics Canada finds. <i>iPolitics</i>. 9 April https://ipolitics.ca/2020/04/09/youth-women-precarious-workers-bear-brunt-of-covid-19-job-losses-statistics-canada-finds/

12	28 Jul	<p><i>Indigenous politics</i></p> <ul style="list-style-type: none"> • Ian Peach. 2011. "The Power of a Single Feather: Meech Lake, Indigenous Resistance and the Evolution of Indigenous Politics in Canada," <i>Review of Constitutional Studies</i> 16, no. 1 (October): 1-30. Link (note, to access you must use the HeinOnline database available at the above link, and then search for the article there.) • Borrows, J., 2010. <i>Canada's Indigenous constitution</i>. University of Toronto Press. Chapter 1. Available on course website. • Seymour, Ann. 2020. "Canada's unequal health system may make remote Indigenous communities more vulnerable to the coronavirus." <i>The Conversation</i>. https://theconversation.com/canadas-unequal-health-system-may-make-remote-indigenous-communities-more-vulnerable-to-the-coronavirus-134963
13	4 Aug	<p><i>The Environment, Municipalities, Wrap-up and Review</i> Short paper 3 Due Monday 3 Aug at 11:59 PM via Canvas.</p> <ul style="list-style-type: none"> • Howlett, M. and Joshi-Koop, S., 2010. Canadian Environmental Politics and Policy. In <i>The Oxford Handbook of Canadian Politics</i> • Armstrong, D., & Lucas, J. (2020). Measuring and Comparing Municipal Policy Responses to COVID-19. <i>Canadian Journal of Political Science</i>, 1-11. doi:10.1017/S000842392000044X

Course Policies

My overall approach is that you and I should treat the course as a professional workplace. This means:

- We treat each other with respect: listen to others; don't interrupt or have private conversations; only use electronic devices for note-taking; debate and disagree with one another by focusing on ideas and arguments, not the person making them. Misconduct with respect to a student, teaching assistant, instructor, or staff member with the intent of humiliating or intimidating that person will not be tolerated. Remember that we don't know the paths that others have travelled to get to this point in life; a little empathy will go a long way.
- Attendance is expected unless you are ill, have an unforeseen emergency or it is a holy day of your religion (see below).
- Attendance by itself is not enough to get a passing participation grade (see p.2 for assessment of participation), BUT failure to attend class and tutorials regularly will have a serious impact on your grade. I generally provide

students one (1) unexplained week's absence per semester; if you have missed or are going to miss more than one week's classes you need to contact me as soon as the problem arises, so we can discuss your options. If you are going to miss tutorials, contact your TA.

- Deadlines are important – in the workplace, reports and memos are usually time sensitive and of limited use even if only a few hours late. Events cannot be rescheduled simply because one person is not there, but a colleague's absence will inconvenience people who were relying on their contribution. The same is true of exams, and even more so for your presentation as your absence will affect your partners. So, the general rule is that late work (including the final exam) will lose 5% per day. Exceptions include the following:
 - You have contacted the instructor 5 business days before a deadline to request an extension. We will set up a virtual meeting and I will decide whether to grant an extension or not (it is not guaranteed).
 - You have a documented illness on the due date, the day of the exam or mid-term or the day of your presentation.
 - You have a documented emergency within 24 hours of the due date, the day of the exam or mid-term or the day of your presentation.

In the latter two cases, it is your responsibility to email your TA as soon as possible, and to provide written documentation. I reserve the right to either give you an alternative written assignment or to reallocate weightings across your other assignments.

Given the unusual situation we find ourselves in, some flexibility will be provided toward the documentation of illnesses; however, it is vital that you get in touch with me and/or the TA before the due date and not after.

Accommodation and Health & Counselling Resources

Resources for a range of issues, including student advising, writing papers and library support can be found here:

- http://www.sfu.ca/politics/undergraduate/related_links.html

For support with mental and physical health, you can access SFU's Health and Counselling Services here:

- <https://www.sfu.ca/students/health/support/mental-health.html.html>
- <http://www.sfu.ca/students/health/support/mental-health/my-ssp.html>
- <https://www.sfu.ca/students/health.html>

If you have a serious medical condition or personal circumstances that affect your attendance or performance in the course, you should contact Student Affairs to

discuss applying for a Withdrawal under Extenuating Circumstances:
<https://www.sfu.ca/students/appeals/withdrawals.html>

The University has a legal obligation to accommodate religious practices of employees and students up to the point of undue hardship. Consequently, if you wish to be absent from a class due to it falling on a holy day of your religion, you should inform the instructor in writing by the end of the second week. You will then be provided with the opportunity to make up for the work missed. For those wishing to refer to the days of special significance within the various faith communities, Interfaith Calendars are available from the Human Rights Office web site at: <http://www.sfu.ca/humanrights/guides-protocols/interfaith-calendars.html>

If you will miss classes for university athletic events, please contact the instructor by the end of Week 2 to discuss your commitments.

Appeals

If you want to appeal a grade on an assignment, you should focus only on how the assignment matches up to the grading criteria, and feedback you have received from the TA – not personal matters. Personal matters are dealt with under accommodation and may result in an extension. They do not affect the academic standards expected and therefore have no bearing on your grade – see above. You should submit your written statement within 1 week of the date you received your grade and feedback. The procedure is:

- Take 24 hours to read the feedback you have been given and consider how you can implement it in future pieces of work.
- Write a short (100-200 words) explanation of how you think your assignment compares to the grading criteria (see assignment guides or mid-term answer guide on Canvas) and precisely where you think you should get a different grade. Make sure you address the feedback you have already been given.
- Email that to the person who graded your work (usually the TA). Do not include comments on grades you have received in the past, how the grade affects your plans for the future, or your personal feelings about the grade – none of that is relevant to the quality of the assignment itself. The assignment will always be judged as a stand-alone piece of work.

The TA will respond to you after consulting the instructor – which means your grade may be reduced, stay the same or be increased. If you have remaining questions after this, you may contact the course instructor, forwarding all the above information.

Department Commitment to Equity, Diversity, and Inclusion

The Department of Political Science seeks to promote the values of Equity, Diversity, and Inclusion in relation to our undergraduate and graduate students, administrative staff, sessional instructors, and faculty members. Professional

courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of ethnicity/race, culture, religion, ability status, socio-economic status, sexual orientation, gender, gender diversity, citizenship, and national origin. We commit to fostering a departmental climate that is welcoming, respectful, and inclusive as well as ensuring that departmental policies and practices are fair.

Preferred Name & Preferred Gender Pronouns

Generally, class rosters provided to the instructor only include the student's legal name. Please advise the instructor and your TA if you wish to be addressed by a different name and/or gender pronoun early in the semester.

Email, office hours and concerns

All hours, both mine and the TAs', will be virtual this semester. Generally, we will conduct them using the Collaborate platform, though other means are possible if that proves unworkable for some reason.

If you have any concerns with the course or want to discuss concepts in the lectures or the readings, or ideas you have for assignments, office hours are the best place to discuss those.

Just get in touch with your TA or me, and we'll schedule at time to meet online to discuss any issues you may have.

Tutorial discussion and academic freedom

This course involves participation in discussions and activities that may touch on sensitive and/or controversial topics. We each have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain ideas or opinions expressed by others or with certain topics in the class. You may also find you share perspectives or experiences with others. The classroom should be a lively and interactive place where information is shared, ideas tested, and issues debated. The expression of ideas grounded in facts and logical reasoning falls under the principle of academic freedom.

To facilitate the exchange of ideas for educational purposes, I expect all class participants will engage with each other respectfully. Moreover, students must be afforded a reasonable amount of confidentiality within the classroom: please do not share others' comments without their permission. As a student, you should expect the professor of the course to be prepared for each class and to treat each student with respect. Students will in turn come to each class prepared to engage, complete readings and assignments on time, and will adhere to the university's academic standards including those governing student conduct and academic dishonesty. The following link will provide further guidance on the Universities student rules and policies: <https://www.sfu.ca/policies/gazette/student.html>

***** ** The Political Science Department Policies *** ** ****

Plagiarism Policy

Plagiarism involves using another author's words without attribution or otherwise presenting another person's work as one's own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The university policies on academic honesty are available at:

<http://www.sfu.ca/policies/gazette/student.html>

The Department of Political Science's interpretation of this policy can be found at:

<http://www.sfu.ca/content/dam/sfu/politics/documents/Undergraduate/Plagiarism%20Policy.pdf>

All students are responsible for familiarising themselves with these policies.

A helpful SFU Library tutorial on plagiarism is at

<https://www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial>

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- do not closely paraphrase another's material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

Do:

- learn how to cite material properly (there are many good guides on this, including the departmental one);
- use a recognized citation style (eg. APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism.

Grade Appeals

Grade Appeals Grade appeal procedures follow guidelines set out in the SFU Policy T20.01, "Grading and the Reconsideration of Grades". Only final grades or written assignments may be appealed. Grades may be raised, lowered, or remain unchanged.

1. Students must first consult with their instructor, providing a written account of why their grade should be changed. The grade will be discussed with the instructor informally.

2. If Step 1 is unsuccessful, students should submit a completed grade appeal form to the Department Chair, along with all of the graded material being appealed. The Department Chair will arrange for a re-evaluation of the work in question and assign a new grade.

3. If a student feels their grade appeal has been dealt with inappropriately at the department level, they may convey their concern to the Dean of the Faculty of Arts and Social Sciences. The Dean will review and confirm the new grade assigned, or initiate an alternate means of reconsideration. The decision of the Dean shall be final, subject only to an appeal to Senate.

Students can access more information about the department's grade appeal policy, and download the grade appeal form at:

<http://www.sfu.ca/politics/undergraduate/advising.html>

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Preferred Name & Preferred Gender Pronouns

Generally, class rosters provided to the instructor only include the student's legal name. Please advise the instructor if you wish to be addressed by a different name and/or gender pronoun early in the semester, or before it begins if possible.

Here is a good example of how to inform your instructor through email:

Dear Dr. Sanchez:

I am writing to let you know that the name I go by is _____ and my pronouns are _____. I will be using this name on all of my coursework. I trust that my pronouns will be respected in class.

Thank you for your understanding and attention to this matter.

Sincerely,

K.C. Ang

Student Behavior

Misconduct with respect to a student, teaching assistant, instructor, or staff member with the intent of humiliating or intimidating that person will not be tolerated.

This course involves participation in discussions and activities that may touch on sensitive and/or controversial topics. We each have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain ideas or opinions expressed by others or with certain topics in the class. You may also find you share perspectives or experiences with others. The classroom should be a lively and interactive place where information is shared, ideas tested, and issues debated. The expression of ideas grounded in facts and logical reasoning falls under the principle of academic freedom. To facilitate the exchange of ideas for educational purposes, all class participants must engage with each other respectfully. Moreover, students must be afforded a reasonable amount of confidentiality within the classroom: please do not share others' comments without their permission. As a student, you should expect the professor of the course to be prepared for each class and to treat each student with respect and compassion. Students will in turn come to each class prepared to engage, complete readings and assignments on time, and will adhere to the university's academic standards including those governing student conduct and academic dishonesty. The following link will provide further guidance on the Universities student rules and policies: <https://www.sfu.ca/policies/gazette/student.html>