

POL 2230E 001
Canadian Government and Politics
2020-21 Course Syllabus
Version Date: 21 August 2020
Please check OWL for the latest copy of the syllabus.

Professors: Dr. Christopher Alcantara (Term 1) Office: SSC 4144 E-mail: calcanta@uwo.ca Office Hours: Thursdays 1pm to 2pm through the “Collaborate UE” tool on OWL or by appointment	Dr. Cristine de Clercy (Term 2) Office: 4135, SSC c.declercy@uwo.ca Office hours: to be announced.
Course Time: Lectures are asynchronous on OWL, meaning students will watch them at a time that is convenient for them each week. Videos will be posted on OWL under the tab, “Term 1 Lectures” and students can watch the Lectures and complete the assigned readings by following the weekly schedule at the end of this syllabus (on pages 20 to 24) in preparation for the quizzes at the end of each month.	Course Time: Lectures are asynchronous on OWL, meaning students will watch them at a time that is convenient for them each week. Videos and/or podcasts will be posted on OWL under the tab, “Term 2 Lectures” and students can watch/listen to the lectures and complete the assigned readings by following the weekly schedule titled “Term 2 Lecture and Tutorial Schedule,” which will be distributed in late December/early January.
Tutorials are synchronous on OWL and so students will meet with each other and their TAs via the “Collaborate UE” tool on OWL on the day and time scheduled by the Registrar. The backup software should “Collaborate UE” fail to work will be Zoom or Teams. Please follow the reading and tutorial discussion schedule on pages 20 to 24 of this syllabus.	Tutorials are synchronous on OWL and so students will meet with each other and their TAs via the “Collaborate UE” tool on OWL on the day and time scheduled by the Registrar. The backup software should “Collaborate UE” fail to work will be Zoom or Teams. Please follow the Term 2 Lecture and Tutorial schedule as discussed above.
Classroom: OWL	Classroom: OWL

Prerequisites:

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

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

COURSE DESCRIPTION:

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

In the winter term, the focus turns to the institutional basis of the political system. We examine Canada's partisan context, and then explore what sorts of political parties compete for power in elections. Some of the core aspects of our parliamentary system are investigated, including the significant power of the prime minister, the duties of the cabinet and the competitive dynamics of the House of Commons and the Senate. Then we consider the role of the courts, particularly with respect to the *Charter of Rights and Freedoms*. The final section of material concerns Canada's federal system, and we investigate why Canadians continue to find federalism a useful for of government.

Overall, this course provides an introduction to the major topics, issues, institutions and concepts that have in recent times occupied the minds of Canadian policymakers and the public.

LEARNING OBJECTIVES:

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

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

REQUIRED TEXTBOOKS:

One textbook is available for purchase at the bookstore, and online, and it will be used in both terms to provide students with some basic knowledge about the politics of Canada. The lectures assume that you have read and understood this material so that the instructors can focus on advanced topics in lecture.

1. Stephen Brooks. *Canadian Democracy*. 9th Edition. Don Mills: Oxford University Press, 2020.

Website is: <https://www.vitalsource.com/en-ca/products/canadian-democracy-9e-stephen-brooks-v9780199032549?term=9780199032501>

RECOMMENDED TEXTBOOKS:

The Brooks book is packaged with a writing guide by Marc Menard titled *Political Argument: A Guide to Research, Writing, and Debating* (OUP: 2016). This is a recommended book.

Website is: <https://www.vitalsource.com/en-ca/products/political-argument-a-guide-to-research-writing-marc-menard-v9780199018758?term=9780199018741>

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

REQUIREMENTS AND EVALUATION:

Term 1: (September to December 2020)

<i>Research Paper Outline (Optional – 0%)</i>	<i>– Due Wednesday Oct. 28 by 11:55pm.</i>
<i>Research Paper (25%)</i>	<i>– Due Friday Nov. 20 by 11:55pm.</i>
<i>Tutorial Participation (5%)</i>	<i>– Accumulated in weekly tutorial sessions.</i>
<i>Monthly Quizzes on OWL (20%)</i>	<i>– Friday Oct 2, Friday Oct 30, Friday Nov 27, Tuesday Dec 8.</i>
<i>Total: 50% of course grade.</i>	

Term 2: (January to April 2021)

Tutorial Participation	(5%)	– Accumulated in weekly tutorial sessions.
Term 2 Essay	(25%)	– Due Wed. March 10 th , 2021 at 10:30 am.
Term 2, Test	(5%)	– Monday February 8, 2021.
Final Exam	(15%)	– As scheduled by the Registrar.
<i>Total: 50% of course grade.</i>		

TERM 1 ASSIGNMENTS

1) Optional Research Paper Outline (Due Wednesday Oct. 28 by 11:55pm) 0%

Students have the option of writing and submitting a maximum 2 page outline of their research essay for feedback from the TAs and/or course instructor. This outline is completely optional and is not part of your final grade calculation. Although there is a due date of Oct. 28 for this optional assignment, students are encouraged to submit their outlines as soon as possible rather than waiting until Oct. 28.

Prior to writing and submitting this outline, please log into OWL and click on the “Research Guides” tab on the left and then click on the “How to do Research” tab.

Watch the video and review the transcript to get tips on developing a topic and finding academic sources to write a paper on the topic. Also, review the information on the Research Essay below (syllabus).

Your outline, which can be in point form or in full sentences, should briefly provide the following information:

- Describe the contemporary political problem or issue relating to Canadian politics that you have chosen to write about;
- Include a research question related to uncovering the causes and posing solutions to your problem or issue.

- List the course concepts and/or theories that you will draw upon to analyze the problem and generate solutions;
- Outline what you think the causes and solution to your problem and issue are (unless you are not sure and wish to wait until you do the research, which is perfectly fine!);
- Feel free to add any other relevant information about your essay on which you would like some feedback;
- Include a list of sources you plan to use (this list does NOT count towards your 2 pages limit);

Please submit this outline **to the appropriate assignment folder in OWL. No paper or email copies will be accepted.**

2) Research Essay (Due Wednesday Nov. 20 by 11:55pm)

25%

Students are to write one 2500 word (8-10 pages maximum) research essay on any contemporary Canadian politics issue or problem. **This paper is to be submitted online as an MS-Word file or PDF to the appropriate assignment folder in OWL. No paper or email submissions will be accepted.**

For this research essay, your objectives are to:

- identify one contemporary political problem or issue relating to Canadian politics;
- uncover and analyze the forces that have generated the problem or issue by using at least one theoretical or conceptual approach discussed in the course;
- propose a solution to the problem or issue that logically flows out of your analysis.

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

1. Title Page: Title of paper, name, student number, and date of submission (Does not count towards page limit)
2. Introduction (1 page)
 - Introduce the problem or issue (what is it?);
 - Specify why it is important (for practitioners, citizens and/or academics);
 - State your research question and your main argument;
 - Describe the organization of the rest of the paper (e.g. this paper begins by identifying a problem or issue, presents an analytical framework, analyzes the problem and poses solutions using that framework; ends with a conclusion about implications);
3. Analytical Framework (2 pages)
 - Discuss your chosen theoretical approach (e.g. social movements or something else) and/or related concepts (e.g. resource mobilization theory or political opportunity structure) by defining the approach and concepts;

- Indicate how they are useful for structuring your analysis of the issue or problem at hand.
- 4. Analyzing the Causes (2-3 pages)
 - Present background information on the problem or issue;
 - Specify the causes using the approach, concepts and supporting evidence (see below);
 - Assess how convincing this approach and/or concepts are for accurately identifying the causes of the issue or problem;
- 5. Proposing Solutions (2-3 pages)
 - Given the causes, what solution(s) is likely solve the issue or problem? Why? Provide evidence to support your argument.
- 6. Conclusion (1 page)
 - Summarize your findings;
 - Discuss the implications of your findings for policymakers or other interested actors. How might they apply your research to the real world?
- 7. Bibliography (Does not count towards page limit)
 - A list of all sources used organized alphabetically by last name. See below under “formatting” for instructions.

Types of Evidence:

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

Formatting:

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

hard copy of the journal post-2005. Make sure you get a hardcopy published after 2005 when Cambridge University Press took over the journal.

Sources:

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

3) Tutorial Participation

5%

Each week, the TAs will be leading tutorials in accordance with the tutorial schedule at the end of this syllabus. The tutorials will occur on the days and times scheduled by the Registrar using the video conferencing software, “Collaborate UE”, which you must access through OWL by clicking on the “Collaborate UE” tab on the left hand side of the page (if for some reason Collaborate UE does not work, the back up software will be Zoom or Teams). Although there are eight weeks of tutorials scheduled, you are only required to attend **SIX** tutorials. You may attend more than six tutorials if you wish but no additional credit or grade can be earned by doing so.

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

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

4) Monthly Quizzes on OWL

20%

At the end of each month, beginning on Friday October 2 and ending on Tuesday December 8th, students must write a quiz on OWL that covers all of the course materials (e.g. lectures and readings) up to that particular date. The format of the quiz will include a randomized selection of multiple choice and one short essay question. You will have ONE hour to complete the quiz and so budget your time accordingly (e.g. the expectation is that you will spend approximately 25 minutes on the multiple choice questions and 35 minutes on the short essay question, with the short essay question

worth more than the MC questions). You may access the quiz any time between 9am and 9pm on the day that the quiz is scheduled to occur.

The dates and times of the quizzes are as follows:

Quiz 1: Friday October 2

5%

- Please log into OWL and click on “Tests and Quizzes” anytime between 9am and 8pm on Friday October 2, 2020 to write the quiz. You have ONE hour to complete the quiz.
- For this quiz, students are responsible for course materials related to Sept. 21 and 28

Quiz 2: Friday October 30

6%

- Please log into OWL and click on “Tests and Quizzes” anytime between 9am and 8pm on Friday October 30, 2020 to write the quiz. You have ONE hour to complete the quiz.
- For this quiz, students are responsible for course materials related to Oct. 5, 19 and 26

Quiz 3: Friday November 27

7%

- Please log into OWL and click on “Tests and Quizzes” anytime between 9am and 8pm on Friday November 27, 2020 to write the quiz. You have ONE hour to complete the quiz.
- For this quiz, students are responsible for course materials related to Nov. 2, 16 and 23

Quiz 4: Tuesday December 8

2%

- Please log into OWL and click on “Tests and Quizzes” anytime between 9am and 8pm on TUESDAY December 8, 2020 to write the quiz. You have ONE hour to complete the quiz.
- For this quiz, students are responsible for course materials related to Nov. 30 and Dec. 7

To help you prepare for these quizzes, I have uploaded a template that students should use and complete for each course reading. It is labelled “Reading Template” and can be downloaded from the “Resources” tab in OWL. Students should also consider downloading and completing the “week by week review” document after each lecture as a means of digesting the lecture material (in addition to your lecture notes) in a format conducive to preparing for the quizzes. You can find this template under the “Resources” tab in OWL.

Term 2 Grading Details

Term 2: (January to April, 2021)

<i>Tutorial Participation</i>	<i>(5%)</i>	<i>– Accumulated in weekly tutorial sessions.</i>
<i>Term 2 Test</i>	<i>(5%)</i>	<i>– Monday February 8, 2021</i>
<i>Term 2 Essay</i>	<i>(25%)</i>	<i>– Due Wed. March 10th, 2021 at 10:30 am</i>
<i>Final Exam</i>	<i>(15%)</i>	<i>– Held during the April final exam period.</i>
<i>Total: 50% of course grade.</i>		

Tutorial Participation

Date:	Every week as scheduled.
Worth:	5%
Miss penalty:	Students who do not attend the remote tutorials, and who do not provide properly documented requests for accommodation, will lose marks for every such session.

Tutorials are a vital addition to the weekly lectures. They provide opportunities for students to ask questions, discuss the readings and receive guidance on how to prepare for tests and assignments. The allocation of the tutorial grade will be made by the Teaching Assistant on the basis of quality and quantity of participation on a weekly basis.

There is no grade simply for attending the session; you must communicate to receive marks for credit. “Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates.”

Further information on tutorial expectations will be provided during the first tutorial meeting. Check the Term 2 Lecture and Tutorial Schedule for more tutorial information.

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

Test, Term 2

Date: **Monday, February 8, 2021**
Worth: 5%
Miss penalty: Students who do not write the Feb 8th test will receive a grade of zero, except in the case of documented extenuating circumstances (such as sickness or injury) which are the basis for properly documented requests for Academic Accommodation. **Note this test will not be rescheduled or forgiven in the event you are away because you booked travel for this date, as the semester break occurs the following week.**

Location: Remote, likely on OWL or Zoom.

Further information about this test will be communicated beforehand, in the lecture.

Term 2 Essay

Date: **Due at 10:30 am on Wednesday March 10th 2021.**
Worth: 25%
Late penalty: 3% of the essay grade per day, to a maximum of ten days (including weekends and statutory holidays) after which the paper will not be accepted. A day is measured as 24 hours from the start of class.

The essay is Term 2 is submitted to the class Owl TurnItIn portal.

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

Formatting:

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

hard copy of the journal post-2005. (Make sure you get an example copy published after 2005 when Cambridge University Press took over the journal.)

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

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

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

Final Exam

Date:	As scheduled by the Registrar in April of 2021
Worth:	15%
Miss penalty:	Students who do not write the final exam will receive a grade of zero, except in the case of documented extenuating circumstances such as sickness or injury. Note this test will not be rescheduled or forgiven for reasons such as you miss it because you booked travel for this date, your lease has ended, or your summer employment is beginning.

IMPORTANT POLICIES

Grade Appeals

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

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

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

Resources:

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

Students can also make use of the Martin Westmacott Political Science Resource Room, located in SSC 4109. The room has a variety of resources (videotapes, books, journals and newspaper articles) and program information about undergraduate programs offered by the department. The room is open Monday-Friday, 10 a.m. - 5 p.m. Various support services are also available through UWO. You can access information about the Registrar's Office at <http://www.registrar.uwo.ca> and Student Development Services at <http://www.sdc.uwo.ca>.

Submission of Assignments:

Term 1:

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

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

Term 2:

The essay must have been submitted to the class Owl TurnItIn portal by the due date and time. Essays may not be submitted by fax or e-mail.

Note as the arrival of late papers is time stamped by the TurnItIn portal, this will serve as the official record of when a late paper has been submitted for grading.

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

Late penalties:

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

For Term 2 assignments, late papers can be submitted to Turnitin over weekends, and will be accepted as submitted according to the TurnItIn timestamp.

Academic Offences and Plagiarism:

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

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

That policy reads:

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

1. Plagiarism, which may be defined as “The act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own.” Excerpted from Black’s Law Dictionary, West Group, 1999, 7th ed., p. 1170. This concept applies with equal force to all assignments, including laboratory reports, diagrams, and computer projects. Students wishing more detailed information should consult their instructor, Department Chair, or Dean’s Office. In addition, they may seek guidance from a variety of current style manuals available in the University’s libraries. Information about these resources can be found at: <http://www.lib.uwo.ca/services/styleguides.html>
2. Cheating on an examination or falsifying material subject to academic evaluation.
3. Submitting false or fraudulent assignments or credentials; or falsifying records, transcripts or other academic documents.
4. Submitting a false medical or other such certificate under false pretences.
5. a) Improperly obtaining, through theft, bribery, collusion or otherwise, an examination paper prior to the date and time for writing such an examination. b) Unauthorized possession of an examination paper, however obtained, prior to the date and time for writing such an examination, unless the student reports the matter to the instructor, the relevant Department, or the Registrar as soon as possible after receiving the paper in question.
6. Impersonating a candidate at an examination or availing oneself of the results of such an impersonation.
7. Intentionally interfering in any way with any person's scholastic work.
8. Submitting for credit in any course or program of study, without the knowledge and written approval of the instructor to whom it is submitted, any academic work for which credit has been obtained previously or is being sought in another course or program of study in the University or elsewhere.

9. Aiding or abetting any such offence.”

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

Extensions:

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

A Note Regarding Computer Problems:

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

Academic Accommodation:

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student’s final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student’s final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide

appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

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

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Use of Electronic Devices:

Term 1:

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

Term 2:

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

Lecture Copyright:

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

Statement on Contact

If you have questions or concerns, or wish to meet with the TAs or the course instructor in person, you can contact us via email or by attending posted office hours. **Please expect at least a 48 hour delay in receiving a response** to emails, although at our discretion responses may occur sooner.

Statements concerning Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- please “arrive” to class on time
- please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- to minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- unless invited by your instructor, do **not** share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- if you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- remember to unmute your microphone and turn on your video camera before speaking
- self-identify when speaking.
- remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

TERM 1 CLASS AND READING SCHEDULE

Week 1 (September 14): Introductions and Administrivia

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

PART 1: IDENTITY, NATIONALISM, AND REGIONALISM

Week 2 (September 21): Canadian Identity and Nationalism Part I - Quebec

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

- READ:

- Brooks Chapter 14;
- "Chapter 8: What is a Canadian?" in Ajzenstat et al. eds., *Canada's Founding Debates* University of Toronto Press, 2003, pp. 229-258;
- Merkley et al. 2020. "A Rare Moment of Cross-Partisan Consensus: Elite and Public Response to the COVID-19 Pandemic in Canada." *Canadian Journal of Political Science* DOI: <https://doi.org/10.1017/S0008423920000311>

Tutorial discussion topic:

- What are the founder's views about Canadian identity and how relevant are they to contemporary Canada? Fast forward to today: What can we learn about Canadian nationalism and identity from elite and citizen responses towards the pandemic?

Week 3 (September 28): Canadian Identity and Nationalism Part II – Indigenous Peoples

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

- READ:

- Brooks Chapter 16;
- Will Kymlicka. 2011. "Multicultural citizenship within multinational states." *Ethnicities* 11 (3): 281-302.
- Gina Starblanket. 2019. "The Numbered Treaties and the Politics of Incoherency." *Canadian Journal of Political Science* 52 (3): 443-459;

Tutorial discussion topic:

- To what extent can and should Canada adopt Kymlicka's ideas about citizenship? Are they compatible with the needs of Indigenous peoples?

Week 4 (October 5): Regionalism Part I – The West

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

- READ:

- Brooks Chapter 5;
- Christopher Cochrane and Andrea Perrella. 2012. “Regions, Regionalism and Regional Differences in Canada.” *Canadian Journal of Political Science* Vol. 45 No. 4: **Read pages 829-835 ONLY and skim the rest.**
- Robert J. Lawson, “Understanding Alienation in Western Canada: Is “Western Alienation” the Problem? Is Senate Reform the Cure?” *Journal of Canadian Studies* vol. 39 No. 2 Spring 2005: 127-155.

Tutorial discussion topic:

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

Week 5 (October 12): Thanksgiving Monday (No class and tutorials this week)

Week 6 (October 19): Regionalism Part II – The North

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

- READ:

- Frances Abele et al., “The New Northern Policy Universe” in Abele, Courchene, Seidle, and St-Hilaire eds., *Northern Exposure: Peoples, Powers and Prospects in Canada’s North*. Institute for Research on Public Policy, 2009. (AVAILABLE ONLINE AS A PDF BY GOOGLING “THE NEW NORTHERN POLICY UNIVERSE”).
- Julia Christensen. 2020. “COVID-19 has changed how we respond to northern homelessness.” *Policy Options* 16 June.
<https://policyoptions.irpp.org/magazines/june-2020/covid-19-has-changed-how-we-respond-to-northern-homelessness/>
- Jessica Shadian and Erica Wallis. 2020. “When it comes to Canada-China relations, it is time to look north.” *Policy Options* 7 July.
<https://policyoptions.irpp.org/magazines/july-2020/when-it-comes-to-canada-china-relations-it-is-time-to-look-north/>

Tutorial discussion topic:

- Does northern regionalism exist? In what ways should Canadian internal and external interests in the North be addressed?

PART 2: ECONOMICS AND ELITES

Week 7 (October 26): Canadian Political Economy

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

- READ:

- Brooks Chapter 3;
- Dennis Pilon. 2017. "The Contested Origins of Canadian Democracy." *Studies in Political Economy* 98 (2): 1-19.
- Warren Bernauer and Gabrielle Slowey. 2020. "COVID-19, extractive industries, and indigenous communities in Canada: Notes towards a political economy research agenda." *The Extractive Industries and Society*.
<https://doi.org/10.1016/j.exis.2020.05.012>

Tutorial discussion topic:

- Are you convinced by the political economy arguments in the readings and their implications for Canadian politics? Are there alternative approaches that might challenge them?

PART 3: GROUPS

Week 8 (November 2): Social Movements

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

- READ:

- Brooks chapter 15;
- Paul Saurette and Kelly Gordon. 2013. "Arguing Abortion: The New Anti-Abortion Discourse in Canada." *Canadian Journal of Political Science* 46 (1): 157-185.

Tutorial discussion topic:

- To what extent can we successfully analyze the women's movement and the anti-abortion movement using the tools of social movement theory (RMT, SMT, POS)? What alternative theories, concepts, and approaches might challenge the explanations of processes and outcomes provided by these theories? Compare the various social movement theories against each other as well as other theories or concepts we have learned so far.

Week 9 (November 9): Fall Reading Week (No classes or tutorials).

PART 4: INDIVIDUALS

Week 10 (November 16): Rational Choice and Game Theory

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

- READ:

- Tom Flanagan, *Game Theory and Canadian Politics* University of Toronto Press, 1999, chapter 1;
- Sandra Breux, Jerome Couture, and Nicole Goodman. 2016. "Fewer voters, higher stakes? The applicability of rational choice for voter turnout in Quebec municipalities." *Environment and Planning C*.
- Clifton van der Linden and Justin Savoie. 2020. "Does Collective Interest or Self-Interest Motivate Mask Usage as a Preventive Measure Against COVID-19?" *Canadian Journal of Political Science*. DOI: <https://doi.org/10.1017/S0008423920000475>

**** Optional Tutorials ****

- Students are not required to attend tutorials this week and there are no participation grades for this week.
- Instead, the teaching assistants will be available in the classrooms to answer any last minute questions about the research essay.

Week 11 (November 23): Political Psychology – Cognitive Biases and Heuristics

Lecture topic: Do cognitive biases and shortcuts interfere with the ability of Canadian citizens, politicians and organizations to act rationally?

- READ:

- Daniel Kahneman, *Thinking, Fast and Slow*. Random House Canada, 2013. Chapter 1: The Characters of the Story;
- Roy, Jason and Christopher Alcantara. 2016. "Fighting Fire with Fire: The Implications of (Not) Going Negative in a Multiparty Election Campaign." *Canadian Journal of Political Science* 49 (3): 473-497.
- Dominik Stecula, Mark Pickup, Clifton van der Linden. 2020. "Who believes in COVID-19 conspiracies and why it matters." *Policy Options* 6 July. <https://policyoptions.irpp.org/magazines/july-2020/who-believes-in-covid-19-conspiracies-and-why-it-matters/>

Tutorial discussion topic:

- Which is a better tool for understanding Canadian politics? Rational choice or Political Psychology?

PART 5: INTERNATIONAL FORCES

Week 12 (November 30): Globalization and the Canadian State

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

- READ:

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

Tutorial discussion topic:

- Does Globalization threaten or empower Canada?

Week 13 (December 7): Canada and the World

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

- READ:

- James T. McHugh. 2015. "Paradiplomacy, protodiplomacy and the foreign policy aspirations of Quebec and other Canadian provinces." *Canadian Foreign Policy Journal* 21: 238-256

Tutorial discussion topic:

- No tutorials this week