



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 621 L01
Canadian Political Institutions
FALL 2020

INSTRUCTOR: Ian Brodie
EMAIL: irbrodie@ucalgary.ca
OFFICE HOURS: Zoom, by appointment
COURSE DAY/TIME: M 10h00 – 12h45
Synchronous participation required each week
DELIVERY METHOD: Web-Based via Desire2Learn (D2L)

CALENDAR DESCRIPTION & INSTRUCTIONAL APPROACH:

Examination of the structure and operation of the central institutions of the Canadian state, including the constitution, federalism, parliamentary government, and political parties.

The course is a seminar. It will take place online via Desire2Learn (D2L) and Zoom. The seminar discussions will be conducted by Zoom, and each session and its chat will be recorded.

COURSE OBJECTIVES & LEARNING OUTCOMES:

Students who commit to the readings, class discussions, and assignments will finish the course with (a) the ability to describe contrasting approaches to the study of the major institutions of the Canadian state; (b) skills in synthesizing existing research to produce novel arguments; (c) experience in providing constructive feedback to peers.

LEARNING RESOURCES

All the readings are required. They are available through the University Library, except as noted.

Students may wish to acquire copies of the following resources for this course and their future reference. They will be required for the longer papers in the course:

- Aucoin, Peter, Mark D. Jarvis and Lori Turnbull. 2011. Democratizing the Constitution: Reforming Responsible Government. Toronto: Emond. Digital copy can be rented from <https://emond.ca/democratizing-the-constitution-reforming-responsible-government.html>
- Baker, Dennis. 2010. Not Quite Supreme: The Courts and Coordinate Constitutional Interpretation. Montreal/Kingston: McGill-Queen's Press. Full text available through library.ucalgary.ca.
- Brodie, Ian. 2018. At the Centre of Government: The Prime Minister and the Limits on Political Power. Montreal/Kingston: McGill-Queen's Press. Full text available through library.ucalgary.ca.
- Kelley, James B. 2006. Governing with the Charter: Legislative and Judicial Activism and Framers' Intent. Vancouver: UBC Press. Full text available through library.ucalgary.ca.
- Macfarlane, Emmett. 2012. Governing from the Bench: The Supreme Court of Canada and the Judicial Role. Vancouver: UBC Press. A PDF version is available at <http://www.ubcpres.ca/governing-from-the-bench>
- Savoie, Donald J. 1999. Governing from the Centre: The Concentration of Political Power in Canada. Toronto: University of Toronto Press. Full text access through library.ucalgary.ca.

It is possible that the Library will be able to license the Aucoin and Macfarlane readings by the time we turn to those topics in the course schedule.

A list of additional readings, which would be especially helpful to Ph.D. students preparing for candidacy examinations, is available at on the Department of Political Science website, under Current Studies / Graduate / PhD Candidacy.

REQUIRED TECHNOLOGY

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). It also contains links for the Zoom sessions. Zoom sessions require reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, firewall and malware updates and an Internet connection;

- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone.

COURSE COMPONENT WEIGHTS AND DUE DATES

The course requires students to digest a large amount of material en route to gaining a firm grasp of the literature on Canadian political institutions. The assessment components follow from this goal. Your grade is therefore distributed as follows:

- Weekly reading responses
 - 25% of the total, dropping the lowest graded item
 - To be uploaded through D2L by midnight before class each week.
 - Late papers will not be accepted.
- Active class participation
 - 25% of the total, dropping the lowest graded item
 - In class, every class
- Review essays
 - 2 x 25%.
 - The first longer paper to be uploaded through D2L by 23h59 on October 18.
 - The second longer paper to be uploaded through D2L by 23h59 on November 15.
 - Late papers will be docked one full grade point for each day or portion of a day they are late.

If a student misses a required course component, please get in touch with the instructor as soon as possible.

ASSIGNMENT DESCRIPTIONS

Weekly Reading Responses

Each week, except for the weeks covered by one of the review essays, students will complete a single form using the template available on D2L. Using the template, students will answer the following questions:

1. What is / are the research question(s) that drive the readings for the week?
2. What is / are answer(s) to those research question(s)?
3. What is the most important insight a political scientist can glean these readings?
4. What is the most powerful critique you can mount to these readings?

5. What future research might arise from these readings?

For a journal article or book chapter, answer each question in a single sentence. For books, answer each with a single sentence for each chapter read. Do not submit more than the required number of sentences. Learning to be concise is part of the assignment.

The grading rubric for the weekly reading responses is available on D2L. Please upload your completed Weekly Reading Response to the appropriate D2L Dropbox.

Active Class Participation

Participation is required. Students are expected to complete the readings ahead of time, think seriously about them, and then pose questions, deliver critiques and lead discussions in class. Each reading has strengths and weaknesses, and it may be missing something you think ought to be included. These strengths, weaknesses and holes should form the basis of your classroom participation.

Your written weekly reading responses may be helpful in class. Bring a printed copy to class. Also, bring the readings and any other notes you might find helpful.

The grading rubric for the class participation component is available on D2L.

Review Essays

Twice during the semester, students will prepare longer review essays in place of the weekly reading responses. Each review essay will be no more than 2,500 words, exclusive of notes and references. The essays will allow students to grapple with issues in Canadian political science that have recently been renewed or taken new directions. The first longer paper will look at the executive centralization debate and the second will look at new approaches to the study of Canada's courts.

Each review essay will include:

- A clear statement of the research questions and thesis statements of each reading
- A short summary of the arguments made in each reading that appraises those arguments
- A 1-2-page comparison of the strengths and drawbacks of readings
- A 2-3-page suggestion of future research that could arise from the readings.

The grading rubric for the longer papers is available on D2L. Please upload your completed Review Essays to the appropriate D2L Dropbox.

WRITING STATEMENT

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in determining grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>. Students who are not familiar with Strunk and White's Elements of Style are strongly urged to consult this classic text.

GRADING SCALE

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

Although the A+ and the A are worth the same grade point value, students must consistently produce simply **outstanding** work throughout the term to earn an A+. As per the grading system outlined in the University Calendar, work that is consistently excellent, shows superior performance, and demonstrates comprehensive understanding of the material will receive an A.

LATE PENALTIES

Late papers will not be accepted for the Weekly Response Readings, and Active Class Participation requires participation in the synchronous class sessions. Late Review Essays will be docked one full grade point for each day or portion of a day they are late.

INSTRUCTOR GUIDELINES

Students who required assistance are encouraged to speak to the instructor during the synchronous Zoom sessions or to make an appointment to meet privately. All meetings will be held virtually.

Email is a common form of communication, but it is not always the best way to answer student questions. The instructor is happy to make appointments for virtual meetings during business hours.

COURSE SCHEDULE (SUBJECT TO CHANGES ANNOUNCED ON D2L)

1. September 14 – Methods and Approaches

- Smiley, Donald V. 1974. "Must Canadian Political Science be a Miniature Replica?" Journal of Canadian Studies 9(1): 31-42.
- Lucas, Jack, and Robert Vipond. 2017. "Back to the Future: Historical Political Science and the Promise of Canadian Political Development." Canadian Journal of Political Science 50(1): 219-241.

2. September 21 – Constitutional Development

- Russell, Peter H. 1991. "Can the Canadians Be a Sovereign People?" Canadian Journal of Political Science 24(4): 691-709.
- Smith, P. 1987. "The Ideological Origins of Canadian Confederation." Canadian Journal of Political Science 20(1): 3-29.
- Ajzenstat, Janet. 2007. "Popular Sovereignty in the Confederation Debates," The Canadian Founding: John Locke and Parliament. Montreal and Kingston: McGill-Queen's University Press, 22-48.
- Vipond, Robert C. 1989. "1787 and 1867: The Federal Principle and Canadian Confederation Reconsidered." Canadian Journal of Political Science 22(1): 3-25.

3. September 28 – The Canadian State

- Panitch, Leo. 1977. "The Role and Nature of the Canadian State." In The Canadian State, ed. Leo Panitch. Toronto: University of Toronto Press. *
- Cairns, Alan C. 1986. "The Embedded State: State-Society Relations in Canada." In State and Society: Canada in Comparative Perspective, ed. Keith Banting. Toronto: University of Toronto Press. *
- Haddow, Ron. 2002. "From Corporatism to Associationalism: Linking State and Society, and Deepening Democracy." Journal of Canadian Studies 37(1): 68-88.

4. October 5 – Electoral Systems

- Cairns, Alan. 1968. "The Electoral System and the Party System in Canada, 1921-1965." Canadian Journal of Political Science 1(1): 262-87.
- Johnston, R., & Ballantyne, J. 1977. "Geography and the Electoral System." Canadian Journal of Political Science 10(4): 857-866.
- Pilon, Dennis. 2006. "Explaining Voting System Reform in Canada, 1874 to 1960." Journal of Canadian Studies 40(3): 135-161.

October 12 – Thanksgiving Day

5. October 19 – Executives and Review Essay 1

- Savoie, Donald. 1999. Governing from the Centre: The Concentration of Power in Canadian Politics. Toronto: University of Toronto Press. Chapter 4.
- Aucoin, Peter, Mark Jarvis and Lori Turnbull. 2011. Democratizing the Constitution: Reforming Responsible Government. Toronto: Edmond.
- Brodie, Ian. 2018. At the Centre of Government. Montreal/Kingston: McGill-Queen's Press.

6. October 26 – Legislatures

- Franks, C.E.S. 1987. The Parliament of Canada. Toronto: University of Toronto Press. Chapters 1-2.
- Docherty, David. 1997. Mr. Smith Goes to Ottawa: Life in the House of Commons. Vancouver: UBC Press. Chapter 2.
- Flanagan, Tom. 1997. "The Staying Power of the Legislative Status Quo: Collective Choice in Canada's Parliament after Morgentaler." Canadian Journal of Political Science 30(1): 31-53.
- Godbout, J.-F., & Høyland, B. 2013. The Emergence of Parties in the Canadian House of Commons (1867–1908). Canadian Journal of Political Science 46(4), 773–797.

7. November 2 – Courts I

- Morton, F.L. 1987. "The Political Impact of the Canadian Charter of Rights and Freedoms." Canadian Journal of Political Science 20(1):31-55.
- Morton, F.L., and Rainer Knopff. 2000. The Charter Revolution and the Court Party. Peterborough: Broadview. Ch. 1.
- Manfredi, Christopher P. 2004. Feminist Activism in the Supreme Court: Legal Mobilization and the Women's Legal Education and Action Fund. Vancouver: UBC Press. Introduction.
- Macfarlane, E. (2018). "You Can't Always Get What You Want": Regime Politics, the Supreme Court of Canada, and the Harper Government. Canadian Journal of Political Science 51(1): 1-21.

8. November 16 – Courts II and Review Essay 2

- Kelley, James B. 2006. Governing with the Charter: Legislative and Judicial Activism and Framers' Intent. Vancouver: UBC Press.
- Macfarlane, Emmett. 2013. Governing from the Bench: The Supreme Court of Canada and the Judicial Role. Vancouver: UBC Press.
- Baker, Dennis. 2010. Not Quite Supreme. McGill Queens.

9. November 23 – Indigenous Peoples and the State

- Ladner, Kiera. 2003. "Treaty Federalism: An Indigenous Vision of Canadian Federalisms" in Rocher, Francois & Miriam Smith, eds. New Trends in Canadian Federalism. 2nd Edition, Peterborough: Broadview.
- Flanagan, Thomas. 2019. First Nations? Second Thoughts. Kingston and Montreal: McGill-Queen's University Press. Chapter 6 & 11.
- Voth, Daniel. 2016. "Her Majesty's Justice Be Done: Metis Legal Mobilization and the Pitfalls to Indigenous Political Movement Building." Canadian Journal of Political Science 49(2): 243-266.

10. November 30 – Political Staff and Public Policy

- Brodie, Ian. 2012. "In defence of political staff." Canadian Parliamentary Review 35(3):33-39. <http://www.revparcan.ca/en/vol35-no3-in-defense-of-political-staff-2/>
- Wilson, Paul. 2016. "Trust but verify: Ministerial policy advisors and public servants in the Government of Canada." Canadian Public Administration 59 (3): 337-356.
- Craft, Jonathan. 2016. Backrooms and Beyond: Partisan Advisers and the Politics of Policy Work in Canada. University of Toronto Press, 2016. Introduction and Chapter 7.

11. December 7 – Federalism

- Cairns, A. 1971. "The Judicial Committee and Its Critics." Canadian Journal of Political Science. 4(3): 301-345.
- Banting, Keith G. 1987. The Welfare State and Canadian Federalism. Montreal and Kingston: McGill-Queen's University Press.
- Simeon, Richard. 2002. Political Science and Federalism: Seven Decades of Scholarly Engagement. Kingston: Queen's University—Institute of Intergovernmental Affairs, 2002.
<https://www.queensu.ca/iigr/sites/webpublish.queensu.ca.iigrwww/files/files/pub/archive/books/PoliticalScienceandFederalism2002.pdf>
- Wallner, Jennifer. 2008. "Empirical Evidence and Pragmatic Explanations: Canada's Contributions to Comparative Federalism." In White, Linda A., ed. The Comparative Turn in Canadian Political Science. University of British Columbia Press, 2008.

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

COURSE EVALUATIONS AND STUDENT FEEDBACK

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. Midterm evaluations may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Recording the Seminars:

Unless required by the Student Accessibility Centre, it is forbidden for students to record the class sessions. The instructor will record them and make them available through D2L.

Intellectual Property:

All materials provided by the instructor are provided under the terms of an **Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)** licence. See creativecommons.org/licenses/by-nc/4.0/

Other materials may be subject to copyright. As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Academic Misconduct:

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website

at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology:

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753aco6f3afbb2e144b031

Supporting Documentation and the Use of a Statutory Declaration:

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Sexual Violence Policy:

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Required Access to Technology:

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753aco6f3afbb2e144b031

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Graduate Students' Association

Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.