



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 621 L01
Canadian Political Institutions
Winter 2019

COURSE SUMMARY

INSTRUCTOR: Ian Brodie
OFFICE: SS 708 (403) 220-3030
EMAIL: irbrodie@ucalgary.ca
OFFICE HOURS: Wed 14h00-16h00
COURSE DAY/TIME: Wed 17h00-1945
COURSE LOCATION: SS 729

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.

This course will be conducted as a seminar.

COURSE OBJECTIVES & LEARNING OUTCOMES:

Students who commit to the readings, class discussions, and assignments in this course 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 peer.

LEARNING RESOURCES

All the readings are required. They are available for free from a University of Calgary Internet connection or through the University Library.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/desire2learn/>.

The style guide for this course is the Canadian Journal of Political Science Editorial Style Guidelines available at: [www.cpsa-acsp.ca/documents/pdfs/Editorial Style Guidelines 2008.pdf](http://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf)

Students may wish to purchase 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.
- Baker, Dennis. 2010. Not Quite Supreme: The Courts and Coordinate Constitutional Interpretation. Montreal/Kingston: McGill-Queen's Press.
- Brodie, Ian. 2018. At the Centre of Government: The Prime Minister and the Limits on Political Power. Montreal/Kingston: McGill-Queen's Press.
- Kelley, James B. 2006. Governing with the Charter: Legislative and Judicial Activism and Framers' Intent. Vancouver: UBC Press.
- Macfarlane, Emmett. 2012. Governing from the Bench: The Supreme Court of Canada and the Judicial Role. Vancouver: UBC Press.
- Savoie, Donald J. 1999. Governing from the Centre: The Concentration of Political Power in Canada. Toronto: University of Toronto Press.

ASSESSMENT COMPONENTS

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 09h00 on the day of class. Late papers will not be accepted.
- Active class participation
 - 25% of the total, dropping the lowest graded item
 - In class, every class

- Longer papers
 - 2 x 25%.
 - The first longer paper to be uploaded through D2L by 09h00 on February 27.
 - The second longer paper to be uploaded through D2L by 09h00 on March 27.
 - Late papers will be docked one full grade point for each day or portion of a day they are late.

Weekly Reading Responses

These short, written assignments are to be completed for each assigned reading using the MS-Word form that has been provided on D2L. For each reading, the form will ask you to answer the following questions:

1. What is / are the reading's research question(s)?
2. What is / are the answer to the research question(s)?
3. What is the most important insight a political scientist can glean from this reading?
4. What is the most powerful critique you can mount to this reading?
5. What research might arise from this reading?

For a journal article or book chapter, answer each question with ONE SENTENCE ONLY. For books, answer each with THREE SENTENCES. **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.

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

Technology distracts from class. **Do not** bring tablets, laptops, smart phones or other devices to class. Any student who chooses to use technology and drifts during class sessions (i.e. texts, emails, surfs the Internet, YouTube, etc.) will be assessed a ZERO for participation that class.

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

Longer Papers

Twice during the semester, students will prepare longer papers in place of the weekly reading responses. These longer papers will each be no more than 3,000 words, including notes and references. The longer papers 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 longer paper will be a review essay and 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.

GRADING SCALE

Each graded component will receive a grade point. Your final grade will be the product of the grade point for each component and the relative weight of the component. That final grade point will determine your final letter grade for the course.

The written assignments in this course will be graded, in part, on the quality of the writing. This includes but is not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be considered in the determination of 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.

LetterGrade	GradePoints	Grade Range
A+	4.0	>3.85
A	4.0	>3.85
A-	3.7	3.51-3.85
B+	3.3	3.16-3.50
B	3.0	2.86-3.15

B-	2.7	2.51-2.85
C+	2.3	2.16-2.50
C	2.0	1.86-2.15
C-	1.7	1.51-1.85
D+	1.3	1.16-1.50
D	1.0	0.85-1.15
F	0.0	<1.0

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.

EMAIL CONTACT

Feel free to contact the instructor by email. **Please** put your course number – POLI 621 – in the subject line. I do not answer emails over the weekend. If you have a course-related question, please check the course outline first. Also, please e-mail me for administrative purposes only, for example to set up an appointment. E-mail is not a replacement for an office visit. Questions about the course content and readings, concerns about grades, or any other personal issues are best dealt with in person during office hours.

Recording the Seminars:

Unless required by the Student Accessibility Centre, it is forbidden to record the seminars.

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. Further information about the University of Calgary's Copyright Policy is available at: www.ucalgary.ca/provost/files/provost/copyright_update_2sept13_revised.pdf.

COURSE SCHEDULE (SUBJECT TO CHANGE ANNOUNCED ON D2L)

Wednesday, January 16 – Institutionalism

- Hall, Peter A., and Rosemary C.R. Taylor. 1996. "Political Science and the Three New Institutionalisms." Political Studies 44(5): 933-57.
- Weaver, R. Kent, and Bert A. Rockman. 1993. "Assessing the Effects of Institutions." In Do Institutions Matter, ed. R. Kent Weaver and Bert A. Rockman. Washington: Brookings.

Wednesday, January 23 – Methods and Approaches

- Cairns, Alan. 1974. "Alternative Styles in the Study of Canadian Politics." Canadian Journal of Political Science 7(1): 101-128.
- Héroux-Légault, Maxime. 2017. "The Evolution of Methodological Techniques in the Canadian Journal of Political Science." Canadian Journal of Political Science 50(1): 121-142.
- Lucas, Jack. 2013. "A Century of Political Science in Canada." Journal of Canadian Studies 47(2): 89-118.
- 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.
- Smiley, Donald V. 1967. "Must Canadian political science be a miniature replica?" Journal of Canadian Studies 9(1): 31-42.

Wednesday, January 30 – Constitutional Development

- Ajzenstat, Janet, and Peter J. Smith. 1992. "Liberal-Republicanism: The Revisionist Picture of Canada's Founding." In Canada's Origins: Liberal, Tory, or Republican? Ed. Janet Ajzenstat and Peter J. Smith. Ottawa: Carleton University Press.
- Ajzenstat, Janet. 1992. "Durham and Robinson: Political Faction and Moderation." In Canada's Origins: Liberal, Tory, or Republican? Ed. Janet Ajzenstat and Peter J. Smith. Ottawa: Carleton University Press.
- Smith, Peter J. 1992. "The Ideological Origins of Canadian Confederation." In Canada's Origins: Liberal, Tory, or Republican? Ed. Janet Ajzenstat and Peter J. Smith. Ottawa: Carleton University Press.
- Cairns, Alan C. 1991. "The Politics of Constitutional Renewal in Canada." In Disruptions: Constitutional Struggles from the Charter to Meech Lake, ed Douglas E. Williams. Toronto: McClelland & Stewart.
- Russell, Peter H. 1991. "Can the Canadians Be a Sovereign People?" Canadian Journal of Political Science 24(4): 691-709.

Wednesday, February 6 – Political Economy

- Haddow, Ron. 2002. "From Corporatism to Associationalism: Linking State and Society, and Deepening Democracy, in the Canadian Polity." *Journal of Canadian Studies* 37: 68-88.
- Howlett, Michael & M. Ramesh. 1999. The Political Economy of Canada: An Introduction, Second Edition. Toronto: McClelland and Stewart.
- 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.

Wednesday, February 13 – 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
- Cross, William. 2005. "The Rush to Electoral Reform in the Canadian Provinces: Why Now?" Representation 41(2): 75-84.
- Pilon, Dennis. 2006. "Explaining Voting System Reform in Canada, 1874 to 1960." Journal of Canadian Studies. 40(3): 135-161.
- Lucas, Jack. 2017. "Reaction or Reform? Subnational Evidence on P.R. Adoption from Canadian Cities." Unpublished manuscript.
- Potter, Andrew et al. 2017. Should We Change How We Vote? Montreal: MQUP. Introduction and Ch. 5.

Reading Week

Wednesday, February 27 – Executives and Longer Paper 1

- Savoie, Donald. 1999. Governing from the Centre: The Concentration of Power in Canadian Politics. Toronto: University of Toronto Press. Chapter 4. (D2L)
- 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.

Wednesday, March 6 – Legislatures

- Docherty, David. 2005. Legislatures. Vancouver: UBC Press. Chapters 3-4. (TL)

- Flanagan, Tom. 1997. “The Staying Power of the Legislative Status Quo: Collective Choice in Canada’s Parliament after Morgenthaler.” 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.
- Kam, Christopher. 2009. Party Discipline and Parliamentary Politics. Cambridge: Cambridge University Press. Chapters 1 and 3.
- Russell, Meg, et al. “Does the Executive Dominate the Westminster Legislative Process? Six Reasons for Doubt.” Parliamentary Affairs, (69:2): 286–308.

Wednesday, March 13 – Federalism

- Bakvis, Herman and Grace Skogstad. 2012. Canadian Federalism: Performance, Effectiveness, and Legitimacy. Don Mills, Ont.: Oxford University Press.
- Banting, Keith G. 1987. The Welfare State and Canadian Federalism. Kingston, Ont.: McGill-Queen’s University Press.
- Cairns, Alan C. 1971 “The Judicial Committee and Its Critics.” Canadian Journal of Political Science 4: 301–345.
- Cameron, David and Richard Simeon. 2002. “Intergovernmental Relations in Canada: The Emergence of Cooperative Federalism.” Publius 32: 49–71.
- Sharman, Campbell. 1990. “Parliamentary Federations and Limited Government: Constitutional Design and Redesign in Australia and Canada.” Journal of Theoretical Politics 2(2): 205–30.
- Simeon, Richard. 2002. Political Science and Federalism: Seven Decades of Scholarly Engagement. Kingston: Queen’s University—Institute of Intergovernmental Affairs, 2002.
- Wallner, Jennifer. 2014. Learning to School: Federalism and Public Schooling in Canada. Toronto: University of Toronto Press: Introduction and Chapter 3.

Wednesday, March 20 – Courts I

- Russell, Peter. H. 1987. The Judiciary in Canada: The Third Branch of Government. Toronto: McGraw-Hill.
- Knopff, Rainer and F.L. Morton. 1992. Charter Politics. Toronto: Nelson.
- Manfredi, Christopher P. 2004. Feminist Activism in the Supreme Court: Legal Mobilization and the Women’s Legal Education and Action Fund. Vancouver: UBC Press.
- Morton, F.L., and Rainer Knopff. 2000. The Charter Revolution and the Court Party. Peterborough: Broadview.
- Smith, M. (2002). “Ghosts of the Judicial Committee of the Privy Council: Group Politics and Charter Litigation.” Canadian Journal of Political Science 35(1): 3-29.

Wednesday, March 27 – Courts II and Longer Paper 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.

Wednesday, April 3 – 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. 2000. First Nations? Second Thoughts. Kingston and Montreal: McGill-Queen's University Press.
- Cairns, Alan C. 2000. Citizens Plus: Aboriginal Peoples and the Canadian State. Vancouver: UBC Press.
- 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.

Wednesday, April 10 – Re-Reading a classic

- Mallory, J. R. 1976. Social Credit and the Federal Power in Canada. Toronto: University of Toronto Press.

OTHER IMPORTANT POLICIES AND INFORMATIONSupporting 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](https://www.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](https://www.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/n-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

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.

Plagiarism and Other Forms of Academic Misconduct:

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 www.ucalgary.ca/pubs/calendar/current/k-5.html. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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 www.ucalgary.ca/policies/files/policies/student-accommodation-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.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom. Our assembly point is at the Professional Faculties Building Food Court.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email 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] or visit their office in the MacKimmie Library Block.

Important Contact Information:

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

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: www.ucalgary.ca/wellnesscentre/
Campus Mental Health Strategy www.ucalgary.ca/mentalhealth/