

Structures of Canadian Parliamentary Government

POLI 2220

Winter 2020

Monday and Wednesdays 11:35-12:55

Studley HENRY HICKS ACADEMIC 212

Instructor: Dr. Scott Pruyers

Office: Henry Hicks Building, Room 360

Office Hours: Tuesdays 10:00am-11:30am

Email: scott.pruyers@dal.ca

On weekdays, I will generally respond to your emails within 24 hours. Substantive questions are best discussed in person during office hours. Feel free to email me or to drop by during office hours to see me with any questions you may have or simply to chat about your progress in the course. This time is for you so I hope that you will use it. I look forward to getting to know you better.

Course Description

The course offers students an introduction to the major political institutions that shape democratic life in Canada. This includes the Constitution, Indigenous self-governance and federalism, parliament (House of Commons, Crown, Senate), political parties, election campaigns, the electoral system, and the Charter and judiciary. While the course explores the design, evolution, and modern functioning of these various political institutions, we will also consider whether and how these institutions contribute to the so called 'democratic deficit' and explore the constitutionality of various reform proposals.

Required Texts

Marland, Alex and Jared Wesley. 2016. *Inside Canadian Politics*. Toronto: Oxford University Press.

**See course schedule for additional readings each week.

Course Learning Outcomes

1. Provide students with an understanding of the major political institutions that shape political life in Canada as well as contemporary debates/critiques surrounding these institutions.
2. Assist students in rooting their arguments in the relevant literature and expose them to the fundamental arguments of scholars in the field.
3. Help students develop and practice critical reading and writing skills.

Class Format

The class is scheduled to meet twice a week. While the format of class is lecture-based, students are expected to attend having read the required readings for that week.

Course Assignments

Requirement/Assessment	Date	Weighting
Essay Proposal	February 3	10%
Online Quizzes (x3)	Ongoing	15%
Midterm	February 10	20%
Essay	March 25	30%
Final Exam	TBA	25%

Essay Proposal (10%) and Essay (30%)

The topics of this paper must be chosen from a specified list of themes/questions. This list, as well as further instructions, will be discussed in class and provided online via Brightspace. Essay proposals should be **2-3 pages** in length and must include the research question, thesis statement, and a brief summary of the major arguments that the final paper will offer. References do not count towards the page limit. Three academic sources are required in the proposal. The purpose of the outline is to identify any potential challenges before writing your final essay (i.e., too ambitious, not enough sources, etc.). The final essay, **10 double-spaced pages**, will build on this proposal (and the feedback provided). All essays and proposals must be submitted in hardcopy at the beginning of the class on the appropriate due date. Late assignments will receive a penalty of 5% per day.

Midterm Exam (20%)

The midterm will be held in class on February 10. The test will cover all assigned readings and lectures up to and including the July 18 class. The midterm will consist of two parts: a section in which students will be asked to define and explain the significance of key terms/concepts, and a short essay question. Students will have choice in both of these sections and will not have to answer every question on the midterm.

Online Quizzes (15%)

In addition to the midterm, there will be three online quizzes throughout the semester (5% each). After going live, quizzes will be available for two weeks, allowing students to complete them on their own schedule.

Final Exam (25%)

The final exam will be held during the scheduled examination period. Material in readings and lectures (including any films) for the entire course will be tested in the examination. The format will be a combination of definitions, short and long-answer questions. This examination will be held in the official examination period.

Course Schedule

Date	Week	Topic	Reading for the Week
January 6	1	Introduction to the course	Chapter 2. "The Constitution." In <i>Inside Canadian Politics</i> .
January 8	1	Historical Foundations of the Canadian State	
January 13	2	(Mega)	

January 15	2	Constitutional Politics	<p>Russel, Peter. 2004. Chapter 8. "Round Three: Patriation." In <i>Constitutional Odyssey: Can Canadians become a Sovereign People?</i> Toronto: UTP.</p> <p>Russel, Peter. 2004. Chapter 9. "Round Four: Meech Lake." In <i>Constitutional Odyssey: Can Canadians become a Sovereign People?</i> Toronto: UTP.</p>
January 20	3	Indigenous self-governance and Federalism	<p>Chapter 3. "Federalism in Canada." In <i>Inside Canadian Politics</i>.</p> <p>Frances Abele and Michael Prince. 2006. "Four Pathways to Aboriginal Self- Government in Canada." <i>American Review of Canadian Studies</i> 36(4): 568-95.</p>
January 22	3		
January 27	4	Charter and the Judiciary	<p>Chapter 7. "The Justice System." In <i>Inside Canadian Politics</i>.</p> <p>Hogg, Peter; Bushell, Allison. 1997. "The Charter Dialogue Between Courts and Legislatures." <i>Osgoode Hall Law Journal</i> 35 (1): 75-124.</p> <p>*January 27: Quiz 1 (Chapter 7)</p>
January 29	4		
February 3	5	Parliament	<p>Chapter 6. "The Legislature." In <i>Inside Canadian Politics</i>.</p> <p>Heard, Andrew. 2010. "Conacher Missed the Mark on Constitutional Conventions and Fixed Election Dates." <i>Constitutional Forum</i> 19: 129-140.</p> <p>*February 3: Essay Proposal Due</p>
February 5	5		
February 10	6	Parliament continued...	<p>Chapter 5. "The Executive." In <i>Inside Canadian Politics</i>.</p> <p>Lagassé, Philippe. 2016. "The Crown and Prime Ministerial Power." <i>Canadian Parliamentary Review</i> 39(2): 17-23.</p> <p>*February 10: In Class Midterm</p>
February 12	6		
February 17-19	7	Winter Break	No class or readings
February 24	8	Parties and Party Systems	<p>Chapter 9. "Political Parties." In <i>Inside Canadian Politics</i>.</p> <p>Carty, Kenneth. 2001. "Three Canadian Party Systems." In Hugh G. Thorburn and Alan Whitehorn (eds.) <i>Party Politics in Canada</i>. Toronto:</p>
February 26	8		

			Prentice-Hall. *February 24: Quiz 2 (Chapter 9)
March 2	9	Parties continued...	Carty, Kenneth. 2002. "The Politics of Tecumseh Corners: Canadian Political Parties as Franchise Organizations." <i>The Canadian Journal of Political Science</i> 35(4): 723-745.
March 4	9		
March 9	10	Elections and Democracy	Chapter 10. "Democracy and Elections." In <i>Inside Canadian Politics</i> . André Blais, Maxime Héroux-Legault, Laura Stephenson, William Cross, and Elisabeth Gidengil. 2012. "Assessing the Psychological and Mechanical Impact of Electoral Rules: A Quasi-Experiment." <i>Electoral Studies</i> 31(4):829-837.
March 11	10		
March 16	11	Political Communication & the Media	Chapter 11. "Political Communication." In <i>Inside Canadian Politics</i> . Jay G. Blumler & Dennis Kavanagh. 1999. "The Third Age of Political Communication: Influences and Features, Political Communication." 16(3): 209-230. *March 16: Quiz 3 (Chapter 11)
March 18	11		
March 23	12	Diversity and Representation	Chapter 13. "Diversity and Representation." In <i>Inside Canadian Politics</i> . Trimble, Linda. 2007. "Gender, Political Leadership and Media Visibility: Globe and Mail Coverage of Conservative Party of Canada Leadership Contests." <i>Canadian Journal of Political Science</i> 40(4):969-993. *March 25: Essay due
March 25	12		
March 30	13	Democratic Deficit and Review	
April 1	13		

University Grading Policy

Grade	Grade Point Value	Percentage	Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		

B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54		Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
FM	0.00		Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	

**UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for
SUPPORT**

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate, available at

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&cha>

[pterid=4424&loadusercredits=False](#)

University Statements

- Territorial Acknowledgement:

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.¹

- Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (read more: https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

- Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre: https://www.dal.ca/campus_life/academic-support/accessibility.html

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

- Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

- Diversity and Inclusion – Culture of Respect

¹ For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

(read more: <https://www.dal.ca/cultureofrespect.html>)

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- Dalhousie Grading Practices Policy https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html)
- Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.) <https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>
- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Services <http://dsu.ca/dsas>

- Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising

Safety

- Biosafety <https://www.dal.ca/dept/safety/programs-services/biosafety.html>
- Chemical Safety <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>
- Radiation Safety <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>
- Laser Safety <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>