

## General information

<b>Instructor:</b>	Darryl C. Eisan
<b>Class Date/Time:</b>	Monday and Wednesday, 1835-1955
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## Prerequisites

An introductory class in Political Science, Public Administration, Management or the Instructor's permission.

## Course Description

As described in the 2013-2014 Academic Calendar, along with parliamentary government and the Charter of Rights and Freedoms, federalism is one of the three constitutional pillars of governance in Canada. Federalism has been central to the Canada's political, economic, social and cultural development. The course examines federalism through three related conceptual angles:

- First, and most fundamentally, the course explores how federalism shapes the practice of democracy in Canada;
- Second, it examines how federalism either facilitates or hinders the recognition, accommodation and inclusion of a variety of territorial and non-territorial interests and identities; and
- Third, it investigates how federalism influences the development and implementation of public policy.

The course provides an overview of the institutional structures and evolution of Canadian federalism as well as the relationship between these structures and Canadian society. It engages with contemporary debates about the performance of Canada's federal institutions and explores possible reform options. Issues covered in the course include, for instance, the role of Quebec nationalism in the federation's evolution, the relationship between the Charter of Rights and Freedoms and federalism, debates concerning fiscal "imbalances" in the federation, the place of emerging "orders

of government” (including municipalities and of Aboriginal governments) in the federation, and debates concerning the causes and consequences of centralization and decentralization in the Canadian federation.

## **Learning Objectives**

This course in political science has the following objectives:

- to understand why Canada adopted a federal model of governance;
- to explore the evolution of federalism in Canada and assess whether it has remained the same;
- to explain how Canadian federalism works from the inside in the form of executive federalism;
- to communicate confidently and effectively with your classmates so as to impart knowledge and understanding of the course material; and
- to increase student confidence and skills for conducting research and writing papers.

## **Approach Taken**

The course comprises three hours of class time per week and is a combination of lecture and discussion. Course sessions are conducted with the expectation that students come to class having read all of the assigned material in advance and are fully prepared to discuss that material. It is important to keep abreast of current affairs in political science and public administration as these are examinable material on the mid-term and final exams.

As outlined in the *Evaluation* section of this syllabus, class attendance and participation will be assessed.

## **Learning Materials**

*Required:*

Greg Inwood, *Understanding Canadian Federalism: An Introduction to Theory and Practice*, (Toronto: Pearson 2013).

*Recommended:*

Ian Peach (ed), *Constructing Tomorrow's Federalism. New Perspectives on Canadian Governance*, (Winnipeg: University of Manitoba Press 2007).

Jennifer Smith, *Federalism*, (Vancouver: UBC Press 2004).

## Course Communications via Bblearn

A *Bblearn* site has been established to support this course and it will be populated with course materials, including class slides. These slides are not intended to cover all material included in the course. You are responsible for all readings, handouts, videos, newspaper articles, and lecture comments when preparing for the mid-term and final examinations.

## Method of Evaluation

Assignment	Due Date	% of Final Mark
Identifying Political Phenomenon	October 2, 2013	10%
Mid-term Examination	October 16, 2013	20%
Class Debate	Commence October 21, 2013	10%
Opinion-Editorial (Op-Ed) Writing Assignment	Due one week after your debate	15%
End of term Examination	Formal examination Period (December 5 – December 16)	25%
Attendance	Assessed throughout term	10%
Participation	Assessed throughout term	10%
<b>Total</b>		100%

## Course Requirements

### *Identifying Political Phenomenon*

Using a camera create a presentation of still photos with 10 examples of political phenomenon from the street level. For each of the examples you must provide an explanation of what we are looking at, and, how it relates to **Canadian Federalism**.

Keep a log of when and where each of the examples where located. This information needs to be part of your report.

The report will be graded on the relevance of the photos that the student has taken, the clarity and accuracy of the explanation and the accuracy of record keeping. In addition, consideration will be given to the overall appearance and organization of the package.

The photos should be submitted as a package and try to put two photos and reports per page, if possible. Include a title page on the front of the photo report. Submit the package in **HARD COPY ONLY!**

### *Mid-term Examination*

The Mid-term examination, which will be held in class, will be a combination of short answer and essay questions. It will be based on topics addressed during lectures, assigned readings and other materials distributed during class

### *Class Debate*

Students will pair up to debate one of the topics listed in Appendix A. These debates will have students select either the affirmative or negative side of the issue.

Research both sides of the debate issue, *from a Canadian Federalism* perspective, by utilizing books, academic journal articles, magazine and newspaper articles, and the internet to find information. Keep the focus on the advantages and disadvantages of your side of the debate.

In your presentation of the issue, keep definitions and introductory statements to a minimum as you have a very limited time to present your side of the argument. Decide ahead of time how each group member will be involved in the debate/presentation and the use of technological aids is encouraged. Each debate team should provide the class with handouts (1 page, double-sided) explaining their main points.

The debates will be scheduled for 30 minutes and each side will be given 7 minutes to present their side of the argument. Those arguing 'pro' will present their side first.

- Both groups will then have 3 minutes to provide rebuttal remarks to their opponent's position.
- There will be a 5 -10 minute question and answer period during which the class will ask questions of each side.
- When the debate has ended the class members will vote on their position.

Students will complete a Peer Assessment that provides '**confidential**' feedback in the form of grading and comments of your fellow group member (s) regarding their contribution to the Debate and Opinion-Editorial (Op-Ed). It should focus on the efforts expended and the results achieved by each group member in contributing to the group results.

### *Opinion-Editorial (Op-Ed) Writing Assignment*

In a properly structured paper between 1,000-1,200 words, students will write an Opinion-Editorial (Op-Ed) piece on their debate topic. These will be graded on research, organization and a writing style.

### *End of term Examination*

Is cumulative and it will be a combination of short answer and essay questions. It will be based on topics addressed during lectures, assigned readings and other materials distributed during class

The final exam will be scheduled by the university during the official exam period so do not make any travel plans until the exam schedule is published.

### *Attendance and Participation*

Attendance and class participation is crucial for this course. Being an effective student requires one to come to class and convincingly share information and ideas with others, and, equally important, to listen effectively. Attending class and participating in the discussions is a way for you to practice these skills, and hence, it will be rewarded.

Class participation and attendance marks constitute a substantial part of your FINAL grade – 20%. The marks you are awarded are based on my informed and subjective assessment of your contribution and attendance. However, “subjective” is not the same as “arbitrary”. In the best performance appraisal systems, raters assign points on a systematic basis, rather than in an ad hoc or biased way. Appendix 2 describes the systematic basis on which your class participation and attendance grades will be calculated. It outlines the specific point values for various levels of contribution and attendance. Attendance will be scored in direct proportion to number of class sessions the student will have attended.

Attendance sheets must be signed at the beginning of each class and students may only sign the attendance sheet if they attend the entire class. Students who are absent from a class are responsible for the material covered during class. Please do your best to ensure that other commitments do not conflict with our regular class meetings. Material discussed in class, particularly matters of current affairs, can be examined on both the mid-term and final exams.

### **Submission of Work**

Students are expected to submit class work on the assigned deadlines. Make-up examinations or deadline extensions will not be given, unless a proper medical certificate of illness is presented. Students are responsible for knowing the due dates for assignments and exams.

Late assignments will be subject to a 10% penalty per day. After three (3) calendar days, the assignment will not be accepted and a mark of zero will be applied. Students, who miss a deadline because of illness and produce a medical certificate as outlined in the *2013-2014 Dalhousie University*

*Academic Calendar*, must provide the assignment within one week of their return to class. Students are advised to read relevant regulations carefully.

## **Smart phones, laptops, etc.**

All smart phones, iPads, etc. must be switched off during class time. Laptops may be used for taking notes only. If students are suspected of using laptops in class for reasons other than taking notes, they will be asked to stop. Repeated behaviour of this sort can result in the student being asked to leave the class; and/or the professor limiting or banning the use of laptops by the student in question.

## **Ground rules**

- Students are expected to arrive on time for class, and stay for the entire period. Anyone needing to leave early or miss a class is to provide advance notice to the instructor.
- Signing someone else's name on the attendance sheet is considered a breach of academic integrity and will have consequences.
- If you cannot attend class, you must inform the instructor by e-mail and state the reason why.
- To encourage open and more engaging discussions, students are encouraged to freely share their opinions and also be receptive to hearing other viewpoints. If you have a view on an issue that is counter to that of another class member or the instructor, you may challenge or critique the viewpoint but not the individual; respectful professional behavior is demanded at all times.
- Questions relating to assignments, class attendance or other issues may be e-mailed and responses can normally be expected within 24 hours after receipt. Please do not email an urgent question within 24 hours of an exam or assignment deadline.
- Missed exams, etc may be rescheduled if prior approval is secured from the Instructor. Note that a doctor's note is required for all health-related reasons.
- Written work must be typed, 1.5 or double-spaced, and printed two-sided on letter size white paper. It should also include: a title page; name and date; page numbers; 12 pt font in Arial; and provided in hard copy and electronically (except for the *Identifying Political Phenomenon* course requirement) in MS Word 1997-2003.
- APA style referencing, if required, is to be used for all assignments. See: [http://www.library.dal.ca/Files/How\\_do\\_I/pdf/apa\\_style6.pdf](http://www.library.dal.ca/Files/How_do_I/pdf/apa_style6.pdf)
- Correct use of language is one of the criteria included in the evaluation of all written assignments. That means even if the content is strong you may lose up to 50% of the available marks if your writing is of poor quality. Be sure to leave time at the end for careful editing and proofing of all assignments. The Student Writing Centre can provide support.

## **Plagiarism and Intellectual Honesty**

All universities, Dalhousie included, considers it a serious matter to present the work of someone else in such a way as to give one's reader reason to think it to be one's own. This is called plagiarism and is a form of intellectual dishonesty. If plagiarism is suspected, the matter must go immediately to the University Senate for adjudication and the imposition of an appropriate penalty, which may involve forfeiture of credit for the course or even outright dismissal from the University.

## Grading

Letter grades will be assigned as outlined in the *2013-2014 Dalhousie University Academic Calendar*. Plus and minus grades are included within these categories:

A+	88-100
A	84-87
A-	80-83
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D	50-59
F	0-49

## Course Schedule and Reading Assignments

Provided is the Course Schedule and Reading Assignments that outlines the topics to be addressed and accompanying required readings.

Date	Topic
September 9	<b>Course introduction</b>
September 11	<b>Understanding Canadian Federalism</b>  Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i> , (Toronto: Pearson 2013), chapter 1, pp.1-22
September 16 and 18	<b>The Political Economy of Pre-Confederation Canada: The Long Road to Federalism</b>  Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i> , (Toronto: Pearson 2013), chapter 2, pp. 23-39
September 23 and 25	<b>The Political Economy of Post-Confederation Canada: The Achievement of Federalism</b>  Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i> , (Toronto: Pearson 2013), chapter 3, pp. 40-62
September 30 and October 2	<b>The Evolution of Intergovernmental Relations and Federal-Provincial Conflict</b>  Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i> , (Toronto: Pearson 2013), chapter 4, pp. 63-82  <b>October 2 - Identifying Political Phenomenon course requirement due</b>
October 7 and 9	<b>The Rise of Executive Federalism</b>  Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i> , (Toronto: Pearson 2013), chapter 5, pp. 83-104
October 14	<b>Thanksgiving Day - University closed</b>
October 16	<b>Mid-term examination</b>  Includes all topics addressed during lecture, assigned readings and other materials distributed during class.



Date	Topic
October 21 and 23	<p><b>Conflict Resolution, Judicial Review, and Intergovernmental Accords and Agreements</b></p> <p>Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i>, (Toronto: Pearson 2013), chapter 6, pp. 105-118</p> <p><b>October 21 - Class Debates Commence</b></p>
October 28 and 30	<p><b>The Political Cultures of Canadian Federalism</b></p> <p>Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i>, (Toronto: Pearson 2013), chapter 7, pp. 119-144</p>
November 4 and 6	<p><b>Québec</b></p> <p>Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i>, (Toronto: Pearson 2013), chapter 8, pp. 145-166</p>
November 11	<p><b>Remembrance Day - University closed</b></p>
November 13	<p><b>Aboriginal Governance and Federalism</b></p> <p>Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i>, (Toronto: Pearson 2013), chapter 9, pp. 167-188</p>
November 18 and 20	<p><b>Money Matters: Fiscal Federalism</b></p> <p>Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i>, (Toronto: Pearson 2013), chapter 10, pp. 190-212</p>
November 25 and 27	<p><b>Intergovernmental Policy (In)Capacity</b></p> <p>Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i>, (Toronto: Pearson 2013), chapter 12, pp. 213-228</p>

Date	Topic
December 2	<p data-bbox="613 254 1398 285"><b>Local, Continental, and Global Dimensions of Federalism</b></p> <p data-bbox="613 338 672 369"><i>and</i></p> <p data-bbox="613 426 1328 489"><b>Contemporary Canadian Federalism: Reformation or Transformation</b></p> <p data-bbox="613 548 1414 653">Greg Inwood, <i>Understanding Canadian Federalism: An Introduction to Theory and Practice</i>, (Toronto: Pearson 2013), chapter 12, pp. 229-253 and chapter 13, pp. 255-271</p>
<b>Formal examination period - December 5-16, 2013</b>	<p data-bbox="613 665 976 697"><b>End of Term Examination</b></p> <p data-bbox="613 707 1377 772">Includes all topics addressed during lecture, assigned readings and other materials distributed during class.</p>

## **Appendix A**

### **Debate Topics**

1. Does Canadian federalism need a Council of the Federation?
2. Is the time right for Senate reform?
3. Should agreements between the federal government and the provinces treat all provinces alike, or should there be specific deals for some and not for others?
4. Is the time right for constitutional reform for aboriginal issues.
5. Québec should be considered a distinct society and this should be enshrined in the constitution.
6. The federal government should provide more social policy funding to the provinces and territories.
7. British Columbia should accept the Northern Gateway oil pipeline without reservation?
8. Provinces and territories should be allowed to experiment with private health insurance instead of medicare.
9. The Prime Minister and premiers/territorial leaders should have annual meetings?
10. Western alienation is completely overstated.
11. Confederation has been a terrible arrangement for the Maritime provinces.
12. Ontario doesn't get its fair share out of the federation.

## Appendix B

### Participation and Attendance Grade Guidelines

	Almost Never Participates when present	Occasionally Participates when present	Frequently Participates when present	Almost Always Participates when present	Exhibits Leadership in Class discussions when present
Almost Always Attends	8 -9	10-12	14-16	17-18	19-20
Frequently Attends	6-7	8-10	11-13	14-16	17-18
Occasionally Attends	4-5	6-7	8-9	10-12	13-14
Seldom Attends	2	3	4	6-7	8-10
Never Attends	0	0	0	0	0

The class participation mark includes two parameters: attendance and participation.

Attendance is counted every class, but if you are sick, or had a family emergency and could not make to class, that isn't necessarily counted against you.

“Participates” generally includes the following behaviours in addition to the important one of contributing quality comments:

- participating in exercises, both inclass and extra hand-in ones, etc.;
- paying attention to presenters and contributing to their presentation/discussion, asking questions, etc.; and
- submitting requested hand ins.

Exhibiting leadership involves contributing unique perspectives, while integrating the comments that have already been made; drawing other people in the class into the discussion and facilitating their participation.