

POLITICAL SCIENCE 2D03: CANADIAN DEMOCRACY

Winter 2019

Instructor: Peter Graefe
Email: graefep@mcmaster.ca
Lecture: Monday, 19:00-21:00
Room: Hamilton Hall 109

Office: KTH-512
Office Hours: Monday, 18:30-18:50;
21:00-21:15

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Course Description

An introduction to institutions delimiting the practice of citizenship in Canada and of the political values they embody.

Course Objectives

By the end of the course students should be able to:

- Convey a reliable and sophisticated understanding of the main institutions of Canadian democracy, and particularly of how they work;
- Describe some of the political conflicts behind the creation of our existing democratic institutions;
- Assess the patterns of winners and losers created by the manner in which Canadian democracy is translated into a set of institutions.

Required Materials and Texts

- The course textbook is Patrick Malcolmsen, Ricard Myers, Gerald Baier and Thomas M.J. Bateman, *The Canadian Regime: An Introduction to Parliamentary Government in Canada*, 6th Ed. Toronto: University of Toronto Press, 2016. It is available at the Campus Store.
- Most of the remaining materials are available on-line, either directly from the web, or through the library catalogue. The few resources not available in this manner will be posted on the course's Avenue to Learn page.

Class Format

The course is delivered through a weekly lecture, coupled with weekly tutorials to discuss course material. The tutorials will normally start on January 14.

Course Evaluation – Overview

1. Weekly questions. Due weekly from January 14-April 1. 5%
2. Graded weekly questions. February 15, April 5. 20%
3. Tutorial Attendance and Participation. 10%
4. Term Paper. Due March 25. 30%
5. Final Exam. Scheduled for the final exam period. 35%

Course Evaluation – Details

Weekly Questions (5%), due each week before tutorial

Starting January 14, and continuing each week until the end of the course, students will submit a minimum of two questions to the appropriate folder on Avenue before the beginning of their tutorial. Students are welcome to submit them individually, or as part of a group of two. Students may only participate in groups within their own assigned

tutorial. If submitting as a group, the names of the two group members should figure in the submitted file name.

The weekly submission should include at least two questions that are drawn from the readings along with a brief summary of why the questions were not fully addressed in the course material and/or are relevant for further discussion. These questions will form the basis of the tutorial discussions – students are encouraged to submit questions concerning material that they seek further clarification and information on than what has been provided in the readings. The expected length is roughly 300 words.

Students will submit a total of ten (10) sets of questions. Each set of questions that is submitted before the beginning of each tutorial in which it is due will be automatically given a grade of 0.5.

Graded weekly questions (20%), due February 20, April 5

Two of the weekly submissions will also be graded for content and will be worth ten percent each, for a total of twenty percent (20%). On February 20 and April 5, the instructor will randomly select a week for each tutorial and the teaching assistant will grade the questions on the basis of the group's understanding of the materials, the clarity and complexity of questions and the explanation as to why they are relevant. In the event that students are unable to submit their questions in order to obtain the "hand-in" grade, they are still encouraged to submit their questions for the "content" based grades. Once the instructor chooses the weeks for the "content" grades (ie. February 20 and April 5), questions will no longer be accepted for those weeks, meaning students who did not submit questions for those weeks will get a grade of zero.

Tutorial Attendance and Participation (10%), weekly

Beginning the week of January 14, students will participate in tutorials in order to deepen their understanding of course material through discussion. This grade is based not only on attendance, but also on participation. High quality participation involves active listening, respectful dialogue, and engaging argument to further understanding (rather than to score debating points).

Term Paper (30%), due March 25

Students will produce a 12 page (double-spaced) term paper, making use of scholarly sources. A guide describing the paper in more detail and providing approved topics is available on Avenue to Learn.

Final Exam (35%)

An exam covering all the material in the course will be scheduled during the final exam period. The exam will draw its questions closely from the weekly learning objectives found in the outline.

Weekly Course Schedule and Required Readings

Week 1 (January 7)

January 7 – Introduction

Week 2 (January 14)

January 14 – Thinking About Institutions and Citizenship: Power and Principles

Readings:

Malcolmsen *et al.*, Preface and Chapter 1: Canada's Regime Principles

Marshall, T.H. 2009 [1950]. "[Citizenship and Social Class](#)." In Jeff Manza and Michael Sauder (eds.) *Inequality and Society*. New York: W.W. Norton, 148-154.

Notes: Tutorials begin this week.

Learning Outcomes:

Define the concepts of liberalism, democracy and citizenship

Explain Marshall's arguments about the historical development of political rights of citizenship, and their relationship to civil and social rights.

Discuss how institutions give meaning to ideas about rights.

Week 3 (January 21)

January 21 – Confederation and the Constitution

Readings:

Malcolmsen *et al.*, Chapter 2: The Constitution

Secrétariat aux affaires intergouvernementales canadiennes. 2017. [Quebecers: Our Way of Being Canadian: Policy on Québec Affirmation and Canadian Relations](#). Québec: Ministère du Conseil exécutif. p. 5-14.

Carissima Mathen, "The Federal Principle: Constitutional Amendment and Intergovernmental Relations." In Emmett Macfarlane (ed.) *Constitutional Amendment in Canada*. Toronto: University of Toronto Press, 2016. 65-84.

Learning Outcomes:

Describe the functions of a constitution.

Discuss how the Canadian constitution bears the marks of the political conflicts around its creation.

Assess the presence of liberal as compared to democratic values in the 1867 Constitution.

Explain why the Canadian constitution is characterized as hard to amend and discuss the consequences of this feature of the constitution.

Week 4 (January 28)

January 28 – Responsible Government

Readings:

Malcolmsen *et al.*, Chapter 3: Responsible Government

Janet Ajzenstat, *The Canadian Founding: John Locke and Parliament* (Montreal: McGill-Queen's University Press, 2007), ch. 3.

Learning Outcomes:

Explain the mechanisms for forming a government under a system of responsible government.

Describe how responsible government protects rights, and assess the strength of these protections.

Compare how responsible government and the American Congressional system translate liberal values into the organization of governing institutions.

Week 5 (February 4)

February 5 – The Executive

Readings:

Malcolmsen *et al.*, Chapter 6: The Crown and Its Servants

White, Graham. *Cabinets and First Ministers*. Vancouver: UBC Press, 2005. Chapter 3.

Learning Outcomes:

Explain why Canadian government is usually described as “executive dominated.”

Explain the mechanisms by which this domination occurs.

Evaluate claims that too much power is concentrated in the hands of the Prime Minister.

Describe the main restrictions on the power of the Prime Minister and explain how they restrict Prime Ministerial power.

Week 6 (February 11)

February 11 – Parliament

Readings:

Malcolmsen *et al.*, Chapter 7: Parliament

Jonathan Malloy, "More Than a Terrain of Struggle: Parliament as Ideological Instrument and Objective under Conservatism," in J.P. Lewis and Joanna Everitt (eds.) *The Blueprint: Conservative Parties and Their Impact on Canadian Politics* (Toronto: University of Toronto Press, 2017), pp. 242-263.

Learning Outcomes:

Describe the different roles ascribed to Parliament, and evaluate how well Parliament fulfills these roles.

Explain how these roles sometimes enter in conflict.

Assess possible reforms to Parliament that might improve its importance as an institution.

Notes: At 4pm on February 15th, I will be choosing the first set of reading questions to be graded. Questions for weeks 2-6 received after that date will not be accepted.

Week 7 (February 18)

February 18 – Reading Week, no class

Week 8 (February 25)

February 25 – The Judiciary and the Charter of Rights and Freedoms 1

Readings:

Malcolmsen *et al.*, Chapter 8: The Judiciary and Chapter 5: The Charter of Rights and Freedoms

Learning Outcomes for Weeks 8 and 9:

Describe the different types of courts in Canada, and the governments who have authority to create them and appoint judges for them.

Compare the various goals sought by actors promoting the adoption of a rights instrument like the Charter of Rights.

Evaluate whether the Charter of Rights involves an Americanization of Canadian political institutions.

Describe how the Charter of Rights has affected the working of other political institutions, such as the executive (Cabinet and the bureaucracy) and Parliament.

Assess whether the Charter of Rights strengthens or weakens the executive.

Assess the implications of the Ontario Conservative government's invocation of the notwithstanding clause in the summer of 2018.

Week 9 (March 4)

March 4 – The Judiciary and the Charter of Rights and Freedoms 2

Readings:

Janet Hiebert, “The Charter, Policy, and Political Judgment.” In Emmett Macfarlane (ed.) *Policy Change, Courts, and the Canadian Constitution*. Toronto: University of Toronto Press.

Petter, Andrew. 2009. “Legalise This: The *Chartering* of Canadian Politics.” In James B. Kelly and Christopher P. Manfredi (eds.) *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms*. Vancouver: UBC Press. 33-49.

Week 10 (March 11)

March 11 – Federalism

Readings:

Malcolmsen *et al*, Chapter 4: Federalism

Dunn, Christopher. 2016. “[Harper without Jeers, Trudeau without Cheers: Assessing 10 Years of Intergovernmental Relations.](#)” *IRPP Insight* no. 8.

Learning Outcomes:

Describe the generic features of a federation, and explain how they are present (or absent) in the Canadian case.

Assess the extent to which Canada is centralizing or decentralizing in the current context.

Explain how the federal features of the Canadian constitution produce the sort of intergovernmental processes described by Dunn in his article.

Week 11 (March 18)

March 18 – Electoral Institutions

Readings:

Malcolmsen *et al*. Chapter 9: Elections

Dennis Pilon, “[Democratic Leviathan: Defending First-Past-the-Post in Canada.](#)” *Canadian Political Science Review* 12:1 (2018), 24-49 (esp. 31-43).

Learning Outcomes

Enumerate the key institutions involved in the organization of elections.

Evaluate the relative presence of liberal and democratic values in the rules around election financing and spending.

Describe the outcomes usually ascribed to the first-past-the-post electoral system and explain the process through which the system produces those outcomes.
Describe how the first-past-the-post electoral system strengthens the regional character of Canadian politics and assess whether it is the strength of regional interests that explains why Canada has not changed its voting system.

Week 12 (March 25)

March 25: Institutions of Colonialism, Institutions of Reconciliation

Readings:

Truth and Reconciliation Commission of Canada. 2015. [*Final Report – Canada's Residential Schools: Reconciliation*](#). Volume 6. Montreal: McGill-Queen's University Press. pp. 33-40; 42-43 (calls to action 46, 47), 81-95.

Joyce Green, "The Impossibility of Citizenship Liberation for Indigenous People." In Jatinder Mann (ed.) *Citizenship in Transnational Perspective*. New York: Palgrave, 2017. 175-188.

Learning outcomes:

Describe the set of institutions regulating the relationship of Indigenous peoples to the Canadian state, and compare them across time.

Describe the new institutions that the Truth and Reconciliation Commission recommended to oversee the reconciliation process.

Evaluate the adequacy of these proposed institutions for their intended purposes

Assess Green's contentions about the limitations of a citizenship-based strategy for Indigenous people.

Notes: Term paper due March 25th. Please submit to the assignment dropbox on Avenue to Learn.

Week 13 (April 1)

April 1 – Institutions of Industrial and Social Citizenship

Readings:

Gomez, Rafael and Juan Gomez. [*Workplace Democracy for the 21st Century: Towards a New Agenda for Employee Voice and Representation in Canada*](#). Ottawa: Broadbent Institute, 2016. 7-22; 50-60

Porter, Bruce and Martha Jackman. [*Advancing Social Rights in Canada*](#). Toronto: Irwin Law, 2014. 1-22

Learning Outcomes:

Describe the institutions that give form to social and industrial citizenship in Canada.

Assess whether the Supreme Court's treatment of claims to social and industrial citizenship vindicate or challenge the arguments of Left-Wing Charterphobes.

Notes: On April 5th at 4pm, I will be selecting the second week of questions to be graded. Submissions for weeks 8-13 received after that time will not be graded.

Week 14 (April 8)

April 8 – Conclusions and Review

Course Policies

Submission of Assignments

All assignments should be submitted to the appropriate submission folder on Avenue to Learn.

The weekly questions must be submitted by the start of tutorial if they are to receive the grade for submission.

Final papers received after March 25th will be considered late, and subject to a late penalty of 2% per day. Recognizing the need to accommodate minor illnesses and the complications of life, including those giving rise to an MSAF, four days of late penalties will be forgiven.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Please see the section on "Submission of Assignments".

Absences, Missed Work, Illness

Students are expected to attend class and tutorial and complete all class readings. University policies around absences due to illness will be respected. Students should speak with an advisor in their faculty office (e.g. the Faculty of Social Sciences office for students enrolled in Political Science) if they are dealing with complicated health, mental health or life situations that might affect their ability to meet the normal course deadlines.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.