

POE328: Canadian Political Institutions
Royal Military College (Kingston)
Department of Political Science and Economics
Winter 2020

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Office hours: Monday 1000-1200
Or by appointment

Course schedule: Thursday 0800-1050, Girouard 131

Course Description

The course will commence with a brief review of the historical roots of Confederation. The main component features of the contemporary Canadian constitution will be explored, along with the current dynamics of Canadian federalism. The course will close with an analysis of the current strains and stresses confronting the federation and the future of the Canadian federation.

Course Objectives

The field of Canadian politics has always had a keen interest in institutions, and for good reason: many institutions have had a lasting impact on the politics of this country. The objective of this course is to explore a few of these institutions in depth in order to understand them better, individually, but in their rapport between one another as well. Federalism, intergovernmental relations, including with Aboriginal peoples, the Constitution, the three branches of the government apparatus, electoral representation, and the civil service are a few of the institutions that will be studied throughout the semester. Regionalism and its impact on these institutions will also be discussed.

Throughout this course, the students will:

- Develop an in-depth understanding of Canada's political institutions.
- Become familiar with some of the fundamental debates in the Canadian political science.
- Hone comprehension skills by reading and analysing a significant amount of reading quickly and accurately.
- Strengthen oral and written communication skills by writing weekly short analytical pieces on the readings and through participation in small group discussions on the material.
- Improve analytical skills and one's ability to develop a sound argument by filtering the readings through a weekly question.
- Learn how to edit one's work in response to constructive class and instructor feedback.

Textbooks

The following textbooks will be available for you at the Bookstore.

Gagnon, Alain-G. (ed.) *Canadian Contemporary Federalism. Foundations, Traditions, Institutions*, 2009. (Gagnon, 2009)

Russell, Peter, François Rocher *et al* (ed.). *Essential Readings in Canadian Government*, 2nd ed. Toronto: Emond Montgomery Publishing, 2016. (Russell et al., 2016)

Other mandatory readings will be available on Moodle. See **Annex B** for the schedule and readings list.

Course requirements and expectations

Expectations towards officer-cadets are the following. Firstly, you are expected to attend the lectures each week. In order to prepare for the lectures, **it is imperative to read the required texts**. The mandatory readings are an integral part of the course; you are expected to come to class prepared with annotated readings and ready to discuss the readings in detail with your colleagues.

Secondly, all assignments must be submitted before the end of the terms, whether these will be marked or not. If all work has not been submitted, the instructor reserves the right not to grade your final paper. This policy reflects RMC regulations:

Academic Regulations

7.3 Students must normally complete all required course work prior to the last day of the term in which the course is offered.

10.2 The instructor may refuse a student permission to write a final examination in a course if the requirements with regard to course work have not been met.

Thirdly, it is the student-officers' responsibility, both as students enrolled in this class and as Canadian citizens, to keep abreast of current issues in Canadian politics. An easy way to do so is to read online news through the Globe and Mail, the National Post, the Toronto Star, Le Devoir, iPolitics, or the Ottawa Citizen websites. Current affairs shows, like Power and Politics (CBC News Network), also provide various viewpoints on unfolding events. The CBC web archives is an excellent place to start for a basic overview of some of the key historical debates in Canadian politics (<http://archives.cbc.ca>).

In the course of class discussions, I expect from you that you will express informed opinions and that you will be at all times respectful of your colleagues.

Finally, officer-cadets may expect from the instructor that she will guide you in an engaging and dynamic manner throughout the semester. I will always be ready to meet you to discuss the teaching material or any challenge you may be facing regarding this course. You can also expect from me that I provide useful feedback, in a timely manner, after each evaluation.

Absences

Class attendance is your main job as officer-cadets at RMC. If you need to miss class, I expect from you that it be motivated. You are expected to be in class not only so that you don't miss material, but also because I expect you to participate significantly to discussions and activities in class.

Academic Integrity

Academic misconduct consists of any form of plagiarism, cheating, or violations of academic ethics, essentially seeking to pass someone else's work as your own. Academic misconduct is a grave offence in any university, but even more so at RMC, because it is intrinsically counter to CAF values. Consequences of academic misconduct can range from failing the course to expulsion from RMC.

Academic Regulations

23. Academic integrity

Cheating includes:

- *An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, tests or examinations. Students are permitted to mentor or assist other students with assignments and laboratory reports, but, students will not permit other students to copy their work, nor will students copy other students' work, and they must acknowledge when they have received assistance from others;*
- *Failure to follow rules on assignments, presentations, exercises, tests, or examinations as detailed by the respective professor or test/exam invigilator;*
- *Unauthorized co-operation or collaboration;*
- *Tampering with official documents, including electronic records;*
- *Falsifying research, experimental data, or citations;*
- *The inclusion of sources that were not used in the writing of the paper or report; and*
- *The impersonation of a candidate at presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Moodle, Black Board, etc.) using someone else's login and password.*

Plagiarism includes:

- *Using the work of others and attempting to present it as original thought, prose or work. This includes failure to appropriately acknowledge a source, misrepresentation of cited work, and misuse of quotation marks or attribution;*
- *Failure to acknowledge adequately collaboration or outside assistance and;*
- *Copying.*

Other violations of academic ethics include:

- *Not following ethical norms or guidelines in research;*
- *Failure to acknowledge that work or any part thereof has been submitted for credit elsewhere;*
- *Misleading or false statements regarding work completed; and*
- *Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.*

Please note that this list is not exhaustive.

Course Evaluations

Your final grade will come from the following evaluations:

In-class participation: 15% (throughout the semester)

Seminar presentation: 5% (variable date)

Weekly discussion papers: 40% (every week)

Research paper: 40% (Proposal due February 13; Final paper due April 9)

In-class participation (15%)

These points will be granted according to your contributions to in-class discussions and your participation in tasks in connection with the course. The way you express yourself, the arguments you mobilize, the level of understanding of the readings you demonstrate, as well as your ability to foster productive discussions with your peers will all be considered. Your behaviour towards your peers will also be gauged; remember it is possible to disagree without being disagreeable, and that all questions may take the discussion in an interesting direction.

Seminar presentation (5%)

Each week, an OCdt will be responsible for presenting one of the weekly readings in a synthetic fashion to their colleagues. The goal will be to highlight the main arguments and theoretical approaches used by the authors and to offer a critical assessment of the text to help foster debate and discussion among their peers.

Weekly discussion papers (40%)

Discussion papers should respond to the “fundamental question” that is provided in the schedule (see Annex B). They should draw upon ALL of the assigned readings for the week, and cite them. The idea is to develop a dialogue among the authors in response to the assigned question asking, for instance, “how would each author answer the question?” as well as “where do the authors of the readings differ in their perspective and on what points do they share common ground?”.

Discussion papers should be **one single-spaced page in length (12-point font)** and raise a question for class discussion at the bottom of the page. Discussion papers will be posted on Moodle no later than 1800 on the Wednesday afternoon before class.

Discussion papers (and heavier than usual reading) replace an exam requirement for the course. They are designed as a way to assess students’ knowledge of the material without testing, as well as to assess analytical and communication skills more than memorization. Furthermore, the discussion papers are designed to raise the level of discussion in the class since all students will not only have read the readings but will have considered them thoughtfully.

Final paper (40%)

A final paper will be produced for the last class of the term. The writing of an academic research paper is no small task, but this course has been structured to guide you in the process of designing, researching, and writing this paper.

The first step will consist in the production of **a research proposal, including a description of the project, a detailed table of contents, and an annotated bibliography (10%)**. The

description should be about 300 words in length and clearly state **your research question and hypothesis** or tentative response to this question. You will also define **key concepts** relative to your hypothesis and explain which **methodological approach** you will use. The table of contents will explain in detail how you plan on structuring and demonstrating your thesis. The annotated bibliography will contain **at least five recent academic sources**. You will explain the pertinence of each source for your research project.

Your proposal will have to be feasible and pertinent for the course. It is an important step in the elaboration of your research project in order to put you on the right track, before beginning the writing.

Each OCdt/NCdt will get a chance to discuss their research proposal with their colleagues in class, in order to receive feedback on the proposal.

The second step consists in the preparation of the final paper (30%), to be submitted on the last day of class (April 9). Research papers should be 15 pages in length (excluding the cover page and bibliography) and include reference to at least 12 good academic sources (journal articles, chapters in books and books published by reputable academic publishers). This could include readings from the assigned readings, supplementary readings or the full-length version of readings in the *Essential Readings* textbook. You may use the referencing method of your choice (MLA, APA, Chicago), but be consistent in your formatting. Do not hesitate to consult the Writing Center for help. A marking rubric for this paper can be found in Annex A.

Late submission policy

Oh s* Clause:** You may invoke the “Oh s***” clause once during the semester, which will entitle you to a 48-hour extension period, no questions asked, on any one piece of work to be submitted.

After this clause has been invoked, work submitted late will receive a penalty of 10% per day; after four days, the instructor reserves the right to not mark the submission, which will automatically receive a mark of 0. (All work needs to be submitted before the end of the term, otherwise your final paper will not be marked.) This policy seeks to encourage proper time-management habits on your behalf. The policy does not apply if you have a note from the doctor or from your squadron commander.

Annex A – Grading rubric

Excellent:

A+ (94-100): Work of exceptional quality; meets all criteria for an “A”, but the ideas presented are original and add to existing debates in the field. This work could be submitted for publication in an academic journal.

A (87-93): Excellent work that meets all the criteria and exigencies of the exercise. The **argument** is clearly exposed; the **demonstration** is convincing and rests on coherent empirical and/or theoretical analysis; the work demonstrates an excellent capacity to think and write **synthetically** and a good comprehension of **concepts and sources mobilized**. The work **incorporates concepts and ideas learned in class and in readings**. The work is **structured in a coherent manner**. **Language and syntax** are of excellent quality. **References and bibliography** correspond to scientific standards.

A- (80-86): The work is of great quality and generally meets the criteria for an “A” grade, but there is space for minor ameliorations regarding coherence of the argument, concepts, sources, and/or quality of language.

Good:

B+ (76-79): The quality of this work generally meets the requirements for a “B” grade but is outstanding in a particular aspect, be it the quality or the coherence of the argument, the mastery of concepts and/or the structure and language quality.

B (73-75): Good quality work that generally meets the requirements of the exercise, but there is space for amelioration. For example, the argument is clear but could be enounced more explicitly and the demonstration could be more coherent. The text demonstrates a good understanding of the teachings of the course, but some elements are missing. A text that tends to resume the authors’ arguments or the course’s contents rather than to use them to build an original argument usually deserves a “B”. The text is well structure and the quality of language is satisfying but there is space for amelioration.

B- (70-72): Some weaknesses in the criteria mentioned for a “B” grade. No errors or major weaknesses in the content, but certain aspects need work in the coherence and clarity as well as structure. Some elements may be confusing or superfluous.

OK:

C + (66-69) / C (63-65) / C- (60-62): This work meets requirements but has important weaknesses either in the content, the structure, and/or language. For example, the argument is not clearly enunciated, or it is incoherent with the rest of the submission; the demonstration does not rest on factual elements or on a proper theoretical background. It does not incorporate adequately elements learned in class, or simple resumes them. Structurally, the text lacks cohesion, there are no links between the different elements, or there is no logic to the flow of the argument. Language and syntax are poor and make it difficult to read the text.

Pass:

D+ (56-59) / D (53-55) / (D- (50-52): The text meets minimal requirements for passing. Important weaknesses are found in the coherence or structure of the text; the argument is not clearly enounced or is confusing; there are important missing elements either theoretically or factually. Language, syntax, and structure are unsatisfactory and/or the text does not follow the expected guidelines in terms of format, length, references, etc.

Fail:

E (40-49): Unacceptable work. Presentation and contents are weak. The topic is not corresponding to the guidelines, the arguments is incomplete, confusing, demonstrates little or no understanding of elements learned in class; structure and language do not correspond to university standards.

F (0-39): Botched or incomplete work; does not meet minimal requirements. Insufficient effort or plagiarism.

Marking grid: Final research paper

Description and argumentation	Are the arguments you are presenting factual, coherent, and original? Did you demonstrate the pertinence of your topic? Are the results of your research presented clearly? Do your arguments rest on references to recent and pertinent academic literature?	/40
Methodology	Were your research question and hypothesis stated clearly, and did you respond properly to your question? Was your methodology clearly presented and appropriate for your research?	/25
Structure	Is your project structured in a coherent manner? Do the different parts of your analysis logically follow one another?	/25
References, bibliography	Does your analysis include references to pertinent sources? Are your sources cited in an appropriate format? Is your bibliography complete and presented in an appropriate format?	/10
Sub-total		/100
Expression	You may lose up to 15 points for spelling, grammar, etc.	
Total		/100

Annex B – Class schedule

*Note: All the readings marked with a * are available on Moodle.*

Week	Date	Subject	Objectives/ Discussion question/ Due dates	Readings
1	9 Jan	Course objectives Canadian Politics as a field	Course contents and expectations Canadian Politics as a field with its specificities, its contours, its approaches	The syllabus
2	16 Jan	The foundation of a country: The Canadian Constitution	What is the Canadian constitution and what does it tell us about the foundation of our country?	From <i>Essential Readings in Canadian Constitutional Politics</i> : *#7 – George Stanley, “A Short History of the Constitution” *#8 – George Rawlyk, “The Historical Framework of the Maritimes and the Problems of Confederation” *#9 – A.I. Silver, “Confederation and Quebec” *#21 – Alan Cairns, “The Living Canadian Constitution” *Peter Russell, 2017, <i>Canada’s Odyssey: A Country Based on Incomplete Conquests</i> , “Introduction” and “Chapter 16: The Three Pillars Continue Their Odyssey”, 3-19, 423-454.
3	23 Jan	Federalism and Intergovernmental relations	Does federalism allow for Canada to be governed legitimately and effectively?	From <i>Essential Readings (textbook)</i> : #41 – Alan Cairns – “The Governments and Societies of Canadian Federalism” #42 – Donald V. Smiley and Ronald Watts – “Intrastate Federalism in Canada” #44 – Richard Simeon and Ian Robinson – “The Dynamics of Canadian Federalism” #45 – François Rocher – “The Quebec-Canada Dynamic or the Negation of the Ideal of Federalism” From <i>Essential Readings in Canadian Constitutional Politics</i> : *#11 – Samuel LaSelva, “Confederation and the Beginnings of Canadian Federalist Theory” .
4	30 Jan	Regions and Regionalism	What is regionalism and how does it shape Canadian politics?	From <i>Essential Readings (textbook)</i> : #8 – Preston Manning – “The West Wants In” #43 – Roger Gibbins – “Federalism and Regional Alienation”

				#77 – Robert Finbow – “Atlantic Canada in the Twenty-First Century: Prospects for Regional Integration” *Ailsa Henderson, 2010, “ ‘Small Worlds’ as Predictors of General Political Attitudes,” <i>Regional and Federal Studies</i> 20, 4-5: 469-85. *Christopher Cochrane and Andrea Perrella, 2012, “Regions, Regionalism and Regional Differences in Canada: Mapping Economic Opinions,” <i>Canadian Journal of Political Science</i> 45:4: 829-854.
5	6 Feb	Responsible government: Executive powers	Is the Canadian Prime Minister too powerful?	From <i>Essential Readings (textbook)</i>: #13 – Eugene Forsey and Helen Forsey, “Prorogation Revisited: Eugene Forsey on Parliament and the Governor General” #14 – C.E.S. Franks – “The Parliament of Canada” #15 – Donald Savoie. “The Rise of Court Government in Canada” #16 – Lisa Young, “Value Clash: Parliament and Citizens after 150 Years of Responsible Government” *Philippe Lagassé, 2016, “The Crown and Prime Ministerial Power”, <i>Canadian Parliamentary Review</i> (Summer), 17-23.
6	13 Feb	Responsible government: The Senate	Should the Senate be abolished?	*Jennifer Smith, 2013, “Abolishing the Senate: The NDP’s Bad Idea”, <i>The Federal Idea</i>, November, 1-19. *Bruce Hicks and André Blais, 2008, “Restructuring the Canadian Senate through Elections”, <i>Choices</i> 14:15, 1-24. *Campbell Sharman, 2008, “Political Legitimacy for an Appointed Senate,” <i>Choices</i> 14:11, 1-28.
Feb 20: READING WEEK				
Feb 27: No class				
9	5 Mar	Municipal and Urban Politics	What are the challenges of urbanization in Canada?	Luc Turgeon, 2009, “Cities within the Canadian Intergovernmental System”, in Gagnon, 2009, 358-378. *Alan Walks, 2005, “The City-Suburban Cleavage in Canadian Federal Politics,” <i>Canadian Journal of Political Science</i>, 38:2: 383-413. *Caroline Andrew, 2001, “The Shame of (Ignoring) the Cities,” <i>Journal of Canadian Studies</i> 35:4: 100-110.

10	12 Mar	Elections, Political Parties and the Party system	Choose one: Does continuity or change stand out in Canadian party politics? OR What is distinctive about Canadian party politics?	From <i>Essential Readings (textbook)</i>: #19- Alain C. Cairns – “The Electoral System and the Party System in Canada, 1921- 1965” #21 – Janine Brodie and Jane Jenson – “The Party System” #22 – R. Kenneth Carty, William Cross, and Lisa Young – “A New Canadian Party System.” *Amanda Bittner and Royce Koop, 2013, <i>Parties, Elections and the Future of Canadian Politics</i>, Vancouver: UBC Press: Chapter 1 - Kenneth Carty, “Has Brokerage Politics Ended? Canadian Parties in the New Century?”; Chapter 14 – Royce Koop and Amanda Bittner, “Parties and Elections after 2011: The Fifth Canadian Party System?”
11	19 Mar	The Courts	Is there a tension between the powers of the courts and parliament?	From <i>Essential Readings (textbook)</i>: #47 - Peter Russell – “The Political Purposes of the Canadian Charter of Rights and Freedoms” #48 - Peter Hogg, A.A. Bushnell – “The Charter Dialogue Between the Courts and Legislatures” #49 – Beverly McLachlin – “Courts, Legislatures and Executives in the Post-Charter Era” #50 - F.L. Morton, Rainer Knopff – “The Charter Revolution and the Court Party” *Emmett Macfarlane, 2017, ““You Can’t Always Get What You Want”: Regime Politics, The Supreme Court of Canada, and the Harper Government”, <i>Canadian Journal of Political Science</i> 51:1, 1-21.
12	24 Mar	TRIP TO PARLIAMENT, OTTAWA		
13	2 Apr	Indigenous Governance	What ought to be the nature of the relationship between the Canadian state and Indigenous peoples?	From <i>Essential Readings (textbook)</i>: #10 – Royal Commission on Aboriginal Peoples – “People to People, Nation to Nation” #58 – Mary Ellen Turpel – “Patriarchy and Paternalism: The Legacy of the Canadian State for First Nations Women” #61 – Jean Chrétien – “The White Paper” #63 – Taiaiake Alfred – “Wasáse: Indigenous Pathways of Action and Freedom” *Martin Papillon, 2018, “Collaborative nation-to-nation decision-making is the way forward”, <i>Policy Options</i>, September. *Ken Coates, 2008, <i>The Indian Act and the Future of Aboriginal Governance in Canada</i>, National Centre for First Nations Governance.

14	9 Apr	Multiculturalism, Interculturalism, and Bilingualism	What should be the role of the Canadian state in the management of linguistic and ethnic relations? <i>Final papers due</i>	From <i>Essential Readings (textbook)</i>: #66 – Davidson Dunton and André Laurendeau, “Royal Commission on Bilingualism and Biculturalism” #67 – Pierre Elliott Trudeau – “Statement on Multiculturalism” #68 – Guy Rocher – “The Ambiguities of a Bilingual and Multicultural Canada” #69 – Gérard Bouchard and Charles Taylor – “Bouchard-Taylor Report on Accommodation Practices in Québec” #70 – Debra Thompson, “Is race political?”
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Annex C – Voyage sur la Colline parlementaire / Parliament Hill field trip, 24 MAR 2020
Agenda provisoire / Draft Schedule

0700 Départ / Departure, Parade Square RMC

0930 Arrivée au Bureau du Conseil privé / Arrival at Privy Council Office, 80 Wellington St.
(Elgin & Metcalfe)

0945 – 1015 – Procédures d'entrée au BCP / PCO entry procedures

1015 – 1100 – Présentation du LCol Philippe Sauvé au sujet du fonctionnement du BCP et des relations avec le Bureau du Premier ministre / Talk with LCol Philippe Sauvé about PCO's functioning and relationship with the Prime Minister's office (PMO)

1100-1130 – Rencontre avec M. Daniel Jean, conseiller du Premier ministre et chef de l'Agence nationale de sécurité et d'intelligence / Meeting with M. Daniel Jean, National Security and Intelligence Advisor to the Prime Minister

1145 – 1200 Transit vers l'entrée du Sénat / Transit to Senate entrance

1200 – 1210 Rencontre avec la Sénatrice Jane Cordy / Meeting with Senator Jane Cordy

1210 – 1230 Visite de la Chambre du Sénat / Visit of Senate Chamber

1230 – 1330 Lunch

1345 – 1400 Procession du Président / Speaker's procession

1400 – 1430 Période de questions, Chambre des Communes / Question Period, House of Commons

1430 – 1450 Visite de la Salle du cabinet / Visit of Cabinet Room

1450 – 1500 Rencontre avec le Chef d'état-major / Meeting with the Chief of Defence Staff

1515 – 1700: Meetings with MPs and National Defence critics

- 1600: Le Très Honorable Premier ministre / The Right Honourable Prime Minister, Mr. Justin Trudeau
- 1630: M. Mark Gerretsen, député / Member of Parliament, Kingston-and-the-Islands

1700: Départ d'Ottawa / Departure from Ottawa

1900: Retour au CMR / Return to RMC