



## Political Science 2230E: Canadian Government and Politics

Section 550  
Fall/Winter 2022-23

Instructor: Dr. Daisy Raphael  
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classroom: HC-W106  
days and times: Mondays 3:30-5:30 pm and Wednesdays 2:30-3:30 pm  
office hours: Wednesdays from 4-5 pm & Thursdays from 10-11 am;  
book 24 hours in advance using [daisyraphael@youcanbook.me](mailto:daisyraphael@youcanbook.me)  
office: A12

### Pre- & Anti-requisites

*Students are responsible for ensuring they have no anti-requisites and the appropriate pre-requisites. Main campus students require home faculty permission.*

prerequisites: Political Science 1020E

anti-requisites (Main Campus): Political Science 2103A/B, Political Science 2130, Political Science 2133A/B, Political Science 2221F/G, Political Science 2223F/G, Political Science 2530F/G, Political Science 2533F/G.

anti-requisites (Brescia, Huron, King's): Political Science 2103A/B, Political Science 2130, Political Science 2133A/B, Political Science 2221F/G, Political Science 2223F/G.

### Course Description

An examination of selected problems in Canadian government and politics, such as federalism, political parties and pressure groups.

### Course Overview

This course introduces students to concepts, issues, and debates in Canadian politics. Illustrating how political institutions shape social and political life for diverse peoples, students will explore systems of Canadian representative democracy, as well as the historical, economic, social, and cultural factors that impact the lives of citizens, permanent residents, foreign workers, and refugees in Canada. Throughout, we will consider questions of citizenship, identity, nation, and belonging, offering an opportunity for students to reflect upon contemporary debates about reconciliation, decolonization, land, multiculturalism, race, gender, state power, human rights, individual freedom, and economic change. Our discussions of politics in this course are not limited to the study of what happens inside local, provincial, and national legislatures and elections, but include grassroots organizing in communities, large-scale social movements, global power relations, and the everyday encounters in classrooms, homes, and workplaces that shape individuals' lives.

### Textbook and Course Materials

There is no textbook for this course. All course readings, films, and podcasts will be posted to OWL and accessible electronically.

### Learning Objectives

At the beginning of each class, I will review the precise learning objectives structuring each lesson. In general, by the end of this course students should be able to:

- ✓ define key concepts in the study of Canadian politics, such as: settler-colonialism, decolonization, reconciliation, responsible government, liberal democracy, federalism, the welfare state, neoliberalism, social movements, political culture, multiculturalism, interculturalism, race, and gender
- ✓ provide some examples of ways that the first, second, and third national policies each shape political life in Canada today
- ✓ explain, in broad strokes, constitutional change in Canada
- ✓ engage in critical discussions about the relationships between Canadian and Indigenous sovereignties
- ✓ describe how democratic institutions function in Canada and engage in informed and critical discussion about Canadian democracy
- ✓ research and explain approaches to contemporary policy challenges in Canada
- ✓ identify some important thinkers in the scholarly study of Canadian politics
- ✓ apply course readings to construct a coherent argument about contemporary Canadian politics

### Requirements

1.	Participation throughout the fall and winter terms	20%
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Ten percent of your grade each in the fall and winter terms is based on your participation in class. Assessment is based on demonstrated engagement with readings in class discussions, respectful and inclusive engagement with your peers, and your participation in class activities. A grading rubric is available on OWL. Students will receive a grade out of ten percent at the end of each semester.

### *fall term assignments*

2.	Concept Paper draft due Wednesday October 19 <sup>th</sup> ; final version due Monday, October 24 <sup>th</sup>	15%
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You will write a short (850-1000 words) paper on a key concept from this course. An assignment description on OWL includes a list of concepts from which you must choose. Your goal is to demonstrate both a broad and in-depth grasp of the concept, explain the concept's contested nature, and illustrate its importance to the study of Canadian politics. You will use required readings, as well as select readings from list provided. You must include at least one documentary film from the course in your paper. You may also conduct your own research using academic, peer-reviewed sources, though this is not required.

3.	Reading Synthesis draft due Monday, November 28 <sup>th</sup> ; final version due Wednesday, November 30 <sup>th</sup>	25%
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To "synthesize" means to bring different parts together to create a whole. This assignment asks you to synthesize readings and films from this course, bringing distinct concepts, ideas, and arguments together to construct a coherent argument about Canadian government politics. You will engage in peer-review of each other's papers. See OWL for a detailed assignment description including a list of guiding questions, assignment requirements, and a grading rubric.

*winter term assignments*

4.	Policy Presentation	15%
	Monday March 20, Wednesday March 22, Monday March 27, or Wednesday March 29	

Working with a colleague from class, you will research a contemporary policy problem and present your findings to the class. What is the nature of the problem? What kinds of solutions have researchers posed? Which levels of government are involved in policy-making to address this problem? How are governments approaching this problem? How are Indigenous leaders addressing the problem? Which other groups are involved in policy development and research in this area? How do the social, political, and economic contexts shape the range of possible solutions? What solutions do you propose are most effective? Students will sign up to present on one of the above dates. A detailed assignment description and grading rubric will be available on OWL at the beginning of the winter semester.

5.	Final Synthesis Paper	25%
	due during the final exam period	

In your final paper, you will engage in analysis of a primary text using key concepts and required readings from the course. You will submit your paper during the final exam period.

**Format**

Typically, Monday classes will feature a longer lecture, followed by group activities and discussion. Usually, Wednesday classes will feature discussion-based or experiential activities or assignment workshops.

*Schedule*

Thursday September 8	Prior to our first, class students should access our OWL site and complete a survey about Canadian politics.
Monday September 12	Introduction to the Course <i>no required readings</i>
Wednesday September 14	Discussion: Canadian Government and Politics
Monday September 19	Treaty-Making and Settler-Colonialism Hayden King, "Treaty Making and Breaking in Settler-Colonial Canada"
Wednesday September 21	Workshop: concepts paper
Monday September 26	Pre-Confederation Nation-Building & Residential Schooling TRC Executive Summary, "Introduction" (pages 7-27) & "The History" (pages 47-134)

Wednesday September 28	Discussion: the Pope's apology for residential schools Listen to CBC <i>Frontburner</i> "Phil Fontaine's Long Fight for a Papal Apology"
Monday October 3	Confederation: Social, Political, and Economic Lenses Dennis Pilon, "The Contested Origins of Canadian Democracy" John A. Macdonald and George-Étienne Cartier, "The Confederation Debates in the Province of Canada"
Wednesday October 5	Workshop: reading synthesis
Monday October 10	Thanksgiving <i>no class</i>
Wednesday October 12	Discussion: Canada Day Adam Gaudry, "Is Elevating Sir John A. Macdonald Really Worth It? Hitting the Reset Button on Canada's Founding Narrative in the Classroom"
Monday October 17	Canadian Nation-Building: The First National Policy Daiva Stasiulis and Radha Jhappan, "The Fractious Politics of A Settler Society", pages 106-116 and Janine Brodie "Three Stories of Canadian Citizenship", pages 43-58
Wednesday October 19	Workshop: concepts paper peer review Come to class with a draft of your paper ready to share with a colleague.
Monday October 24	Canadian Nation Building: The Second National Policy Concepts Paper Due Janine Brodie, "Three Stories of Canadian Citizenship" Part Two (pages 58-64) Watch Elise Swerhone's <i>Tommy Douglas: Keeper of the Flame</i>
Wednesday October 26	Discussion: Keynesian Economics in Canada
Monday October 31 - Sunday November 6 <i>fall reading week</i>	

Commented [DR1]: <https://www.degruyter.com/document/doi/10.3138/9781442602496-003/pdf>

Monday November 7	<p>Québec Nationalism</p> <p>Henri Bourassa, "The French Language and the Future of Our Race"</p> <p>Alain-G. Gagnon, "Five Faces of Québec: Shifting Small Worlds and Evolving Political Dynamics"</p> <p>Watch Donald Brittain's <i>The Champions</i> Part One</p>
Wednesday November 9	<p>Discussion:</p> <p>Québec Nationalism today</p>
Monday November 14	<p>The Politics of Patriation: Part One</p> <p>Peter Russell, "Patriation" from <i>A Constitutional Odyssey</i></p> <p>Watch Donald Brittain's <i>The Champions</i> Parts 2 &amp; 3</p>
Wednesday November 16	<p>The Politics of Patriation: Part Two</p> <p>Marilou McPhedran, Judith Erola, and Loren Braul, "'28 – Helluva Lot to Lose in 27 Days': The Ad Hoc Committee and Women's Constitutional Activism in the Era of Patriation"</p>
Monday November 21	<p>The Politics of Patriation: Part Three</p> <p>Kiera Ladner, "An Indigenous Constitutional Paradox: Both Monumental Achievement and Monumental Defeat"</p> <p>Watch Maurice Bulbulian's <i>Dancing Around the Table</i>, Parts One and Two</p>
Wednesday November 23	<p>Discussion:</p> <p>The Politics of Patriation and the Future of Constitutional Change in Canada</p>
Monday November 28	<p>The Charter and The Courts</p> <p>Peter Russell, "The Political Purposes of the Canadian Charter of Rights and Freedoms"</p> <p>Workshop: Synthesis Paper</p>
Wednesday November 30	<p>Discussion:</p> <p><i>The Charter of Rights and Freedoms</i></p> <p>Synthesis paper due</p>
Monday December 5	<p>End-of-term wrap up &amp; review</p>
Wednesday December 7	<p>End-of-term wrap up &amp; review</p>
<i>Winter Semester</i>	

Monday January 9	Canadian Political Culture Harell, Allison and Lyne Deschâtelets. 2014. "Political Culture(s) in Canada: Orientations to Politics in a Pluralist, Multicultural Federation." Watch Dana Inkster's <i>24 Days in Brooks</i>
Wednesday January 11	Discussion: Does Canada have a distinct political culture?
Monday January 16	Multiculturalism, Interculturalism, & Race Malinda S. Smith, "'Race Matters' & 'Race Manners'" and Darryl Leroux, "Quebec Nationalism and the Production of Difference"
Wednesday January 18	Discussion: Québec, Interculturalism, & Race
Monday January 23	Representation: The House of Commons and the Senate David Docherty, "Chapter 7: The Legislative Process" in <i>Legislatures</i>
Wednesday January 25	Discussion: Prorogation Eugene Forsey and Helen Forsey, "Prorogation Revisited"
Monday January 30	Executive Power: The Prime Minister & Cabinet Donald J. Savoie, The Rise of Court Government in Canada Mark Jarvis and Lori Turnbull, "Canadian Prime Ministers Have Too Much Power"
Wednesday February 1	Discussion: Does the Prime Minister Have Too Much Power?
Monday February 6	Political Parties & Elections Steve Patten. "The Evolution of the Canadian Party System: From Brokerage Politics to Marketing-Oriented Politics."
Wednesday February 8	Discussion: Electoral Reform
Monday February 13	Media and Politics in Canada David Taras, "The New Architecture of Media Power"
Wednesday February 15	Discussion: Information & Entertainment

Monday February 20	Family Day <i>no class</i>
Tuesday February 21 through Sunday February 26 <i>winter term reading week</i>	
Monday February 27	Political Economy: Neoliberalism Neil Bradford, "Governing the Canadian Economy: Politics and Ideas"
Wednesday March 1	Discussion: Neoliberalism
Monday March 6	Social Movements, Part One: Women's Movements in Canada Janine Brodie, "We are All Equal Now" Watch Karen Cho's <i>Status Quo: The Unfinished Business of Feminism</i>
Wednesday March 8	Discussion: Women's Political Representation in Canada
Monday March 13	Social Movements, Part Two: Decolonization Movements Glen Coulthard, "Seeing Red: Reconciliation and Resentment" Watch Alanis Obomsawin's <i>Kanehsatake: 270 Years of Resistance</i>
Wednesday March 15	Discussion: What's changed since Oka?
Monday March 20	How is Policy Made? Alex Marland and Jared Wesley, "Chapter Three: The Politics of Public Policy" From <i>The Public Servant's Guide to Government in Canada</i> Presentations begin
Wednesday March 22	Policy Presentations
Monday March 27	Policy Presentations
Wednesday March 29	Policy Presentations
Monday April 3	Canada and the World Claire Sjolander and Kathryn Trevenen. "Constructing Canadian Foreign Policy: Myths of Good International Citizens, Protectors, and the War in Afghanistan" Watch Ariel Nasr's <i>Good Morning Kandahar</i>

Wednesday April 5	Discussion: Canada's Feminist Foreign Policy
Monday April 10	Wrap-up, reflection, and review



### **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022**

#### **Pandemic Contingency**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

#### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

#### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

#### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the

permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

#### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

#### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

#### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

#### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

#### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

**(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at:

<https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academic-support.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)