

**POL214Y – Canadian Government and Politics**

Professors Nelson Wiseman and Jonathan Craft

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Course Location: Earth Sciences Centre, Room 1050, 33 Wilcocks Street  
Time: Mondays 10am – 12pm

Term 1  
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**Course Description:** An introduction to the study of Canadian government and politics. The first term surveys the institutions of governance and public administration. The second term examines the identities, ideas, and issues that drive Canadian politics.

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**Teaching Assistants**

Stefan Ferraro (Administrative TA)\*  
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*\*Contact Stefan Ferraro for anything related to course administration, such as tutorial switching, extensions, make-up tests, and Quercus. Otherwise, questions about tutorials, assignments, and tests should be directed to your tutorial leader.*

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**Course Requirements, Evaluation, Due Dates**

Students are expected to check Quercus regularly for course information and updates ([link](#)).

First Term Essay	20%*	October 29, 2018
First Term Test	20%	December 3, 2018 (Location TBA)
Second Term Essay	25%*	February 25 2019
Second Term Test	25%	April 1, 2019 (Location TBA)
Tutorial Participation	10%	

*\*Late papers: 2% a day penalty, including weekends.*

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## Textbook

1. Stephen Brooks, *Canadian Democracy: An Introduction*, 8<sup>th</sup> ed. (Toronto: Oxford University Press, 2017).
2. Other readings as assigned.\*

\*All non-textbook readings will be made available through the University of Toronto Library system [here](#).

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## Academic Integrity

Academic integrity is fundamental to learning and scholarship. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the University of Toronto degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University's *Code of Behaviour on Academic Matters* ([link](#)). It is the rulebook for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

### *In papers and assignments*

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
  - working in groups on assignments that are supposed to be individual work;
  - having someone rewrite or add material to your work while "editing."
- Lending your work to a classmate who submits it as his/her own without your permission.

### *On tests and exams*

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

### *Misrepresentation*

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, ***we will ask you to include a signed Academic Integrity Checklist with every assignment (downloadable from Quercus). If you do not include the statement, your work will not be graded.*** Normally, students will be required to submit

their essays to Turnitin (via Quercus) for a review of textual similarity and detection of possible plagiarism. In doing so, students allow their essays to be included as source documents in the Turnitin.com reference database where they are used solely for detecting plagiarism. Terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact your TA. If you have questions about appropriate research and citation methods, seek out additional information from your TA, or from other available campus resources like the University of Toronto's *Writing* website ([link](#)). If you are experiencing personal challenges that are having an impact on your academic work, please speak to your TA or seek the advice of your college registrar.

### Course Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach TA Stefan Ferraro ([stefan.ferraro@utoronto.ca](mailto:stefan.ferraro@utoronto.ca)) and/or the Accessibility Services Office as soon as possible.

Accessibility Services staff (located at 455 Spadina Ave., 4th floor, Suite 400) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. Information on these services can be found on their website ([link](#)). Accessibility Services can also be reached by phone (416-978-8060) or email ([accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)). The sooner you let them know your needs, the quicker they can assist you in achieving your learning goals in this course.

### Other Supports for Students

Students also have access to mental health and safety, and research and writing resources:

#### *Mental Health & Safety*

- Guide to available resources ([link](#)).
- Health & Wellness Centre ([link](#)).

#### *Research & Writing\**

- Research and writing guide ([link](#)).
- Chicago Manual of Style citation guide ([link](#)).
- Writing Centres ([link](#)).

*\*Research and writing resources will be made available through Quercus. Effective research and writing strategies will also be discussed in tutorial. However, **TAs are not able to proof-read entire assignments before they are due.** One-on-one assignment consultations are available through the Writing Centres.*

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### Essays

Keep rough and draft work as well as hard copies of your essays until assignments are returned.

Essays should provide a clear, concise response (argument) to the research question backed by rational consideration of the evidence. Essay topics will be distributed separately in the first and second terms.

Summarize your response (argument) in a sentence or two – the thesis statement – in the first paragraph of your essay. Be explicit. The reader should be clear on what you are arguing. Assume an educated reader. Do not spend more than a few paragraphs providing background information. Focus on providing information that advances your argument. The balance of the paper will defend your argument but should also acknowledge counterarguments and seek to demonstrate that your argument is superior.

The essay must be between 1,900 and 2,100 words (excluding the bibliography and footnotes where applicable). Use 12 pt. Times New Roman font with standard one-inch margins. Include a title page with your name, the date, the course number, your TA's name, and your tutorial section. In addition, you are required to affix a *Statement of Academic Integrity* (downloadable from Quercus) to your essay before submitting it to Turnitin. Your TA will provide further instructions regarding the expectations for the essay.

#### *Submitting to Turnitin (via Quercus)*

Your paper must be submitted to Turnitin to check for textual similarity. This is done automatically when you upload your paper to Quercus under the “Assignments” tab ([link](#)). There is no need to submit a hardcopy of your paper, but one must be made available on request.

#### *Citation Frequency & Format*

Cite all facts and figures that are not common knowledge in your essays. You must cite all ideas borrowed from other authors.

Use the Chicago **author-date** citation format for your essay assignments. ***Failure to do so will result in a substantial penalty in calculating your assignment grade.*** If you have any questions about proper citation practices, you should consult with your TA and/or the Chicago Manual of Style online ([link](#)). Citation-style will also be discussed in tutorial in advance of the essay assignments.

#### **Essay Deadlines, Late Penalties, and Extension Request**

Essays must be submitted to Turnitin (via Quercus) by **11:59pm** on the day that they are due ([link](#)), otherwise a **late penalty of 2% per day** will be applied. What this means, is that if your paper is submitted at 12 am the next morning, it will be considered late. Please budget your time accordingly. There is no need to submit a hardcopy of your paper, but one must be made available on request.

Extensions will be granted for essays only in cases of *documented* medical problems or of *documented* family emergencies. Requests are to be directed to TA Stefan Ferraro ([stefan.ferraro@utoronto.ca](mailto:stefan.ferraro@utoronto.ca)). ***You must make a reasonable effort to contact Stefan as soon as the problem arises, inform him of the problem, and present your documentation.*** Requests received after the due date for essays are unlikely to be approved. All extensions granted will be done in writing and for a fixed period of time. If you are requesting an extension based on a medical illness, you must complete and submit the University of Toronto's *Verification of Student Illness or Injury* form ([link](#)).

We are not obliged to grant an extension. We are not obliged to accept automatically any medical note you submit as valid. The medical note should establish that the physician examined and diagnosed you at the time of your illness, not after the fact. If you submit a falsified or altered medical note you are liable to penalty. In short, you need to make arrangements before the assignment is due, at a minimum informing Stefan and providing the required documentation.

#### **Term Test and Make-up Tests**

Term tests will be administered during the regularly scheduled lecture period on the date listed above. Term test locations are TBA. Please arrive a few minutes early. **You must bring your valid UofT Student I.D. with you.**

Only students who miss a term test because of *documented* medical problems or family emergencies *may* be entitled to write a makeup test. The standard of documentation required is the same as for essay extensions (see above). Students should notify TA Stefan Ferraro ([stefan.ferraro@utoronto.ca](mailto:stefan.ferraro@utoronto.ca)) as soon as possible that they will be missing the test. After the date of the missed test, you have *one week* to ask if it is possible to write a makeup test. The Faculty of Arts & Sciences' policy regarding makeup tests is set out in the "Rules and Regulations" section of the *Faculty of Arts & Science Calendar* ([link](#)).

**Writing a make-up test is a privilege, not a right.** Without submission of appropriate documentation and permission of the professor you will not be allowed a makeup test.

### *Appeals of essay and test grades*

A half page written explanation must accompany any appeal. You must submit the appeal to your TA first. Appeals may result in an increase or decrease to a mark.

You are entitled to the mark your work merits. You are not entitled to the mark you think you personally deserve, or you need in order to achieve your personal goals such as getting into law school or graduate school, staying in university, raising your mark in the course to the next letter grade level, maintaining your GPA at a certain level, etc. Do not lobby to raise your mark simply because you want a higher mark. This is a waste of your time.

There are no provisions for students to do extra work or extra assignments to make up for low grades on any of the assignments.

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## **Tutorials**

Tutorials are an essential component of the course. Your TA will help you understand the material, write good essays, and prepare you for the tests. Tutorial participation is marked on a cumulative basis throughout the entire course. Develop strategic reading practices when preparing for the tutorial. For example, ask yourself the following questions when you are reading:

- Do I understand the basic terms and concepts used by the author?
  - *Keep a list of difficult concepts and bring it to the tutorial group.*
- What is the central point or argument that the author is trying to make?
  - *Write in a couple of sentences what you think is the main point of the reading (and keep this to study later).*
- How has the author organized his or her argument? What are the major themes?
  - *Note the logical steps in the author's argument. Do these make sense? Is the author's evidence persuasive?*
- How does the reading relate to other course material?
  - *Do the authors say anything new or are they just repeating conventional wisdom? Do they help prove or counter points made in another week's readings?*

You should continually reflect on your participation in tutorial. Ask yourself after each tutorial meeting:

- Did I initiate discussion?
- Did I provide some helpful information?
- Did I offer positive opinions or reactions?
- Did I offer negative opinions or reactions?
- Did I ask for positive or negative opinions or reactions?
- Did I disagree with someone I thought was wrong?
- Did I try to restate what someone else had said to ensure I understood?
- Did I give examples when they were needed?
- Did I ask others to provide some examples?
- Did I try to synthesize or summarize a part of the discussion?
- Did I ask someone to synthesize or summarize a part of the discussion?
- Did I encourage or help others in the group?

The grades assigned for tutorial participation will take into account both attendance and contributions to tutorial discussions. However, attendance alone will not guarantee a good tutorial grade.

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### **First Term Lecture Schedule: Constitutions & Institutions**

#### **September 10 & 17: The Constitution & Constitutional Change**

1. Brooks, Chapter 6.
2. *Constitution Acts, 1867 and 1982*, <http://laws-lois.justice.gc.ca/eng/const/>
3. Peter H. Russell, “Constitutional Politics: In a New Era Canada Returns to Old Methods” in Hans J. Michelman and Christine de Clercy eds., *Continuity and Change in Canadian Politics*.
4. Peter H. Russell, “Constitutional Odyssey: Can Canadians Become a Sovereign People?” in Jaqueline Krekorian et al., eds., *Roads to Confederation: The Making of Canada, 1867*, vol. 1, pp. 115-137.

#### **September 24, October 1 & 15: The Machinery of Government**

1. Brooks, Chapters 9 and 10.
2. Peter Aucoin, Herman Bakvis, and Mark D. Jarvis, “Constraining Executive Power in the Era of New Political Governance,” in James Bickerton and B. Guy Peters, eds., *Governing: Essays in Honour of Donald J. Savoie*, pp. 32-52.
3. “Revisiting Governing from the Centre,” in Donald J. Savoie, *Power: Where is It?*
4. C.E.S. Franks, “Parliament in an Age of Reform,” in *The Parliament of Canada*, pp. 3-9.

#### **October 22 & 29: Federalism**

1. Brooks, Chapter 8.
2. Alan C. Cairns, “The Governments and Societies of Canadian Federalism,” *Canadian Journal of Political Science* Vol. 10, No. 4 (1977), pp. 695-725.
3. Herman Bakvis and Grace Skogstad, eds., *Canadian Federalism: Performance, Effectiveness, and Legitimacy*, 3<sup>rd</sup>. ed. (2012), pp. 3-22.

#### **November 5: \* No Classes Reading Week \***

#### **November 12 & 19: Courts and the Charter of Rights and Freedoms**

1. Brooks, Chapter 7.

2. F. L. Morton and Rainer Knopff, "Judges and the Charter Revolution" in Peter H. Russell, et al., *Essential Readings in Canadian Government and Politics* (2<sup>nd</sup> ed.) (2016), pp. 361-377; "The Political Purposes of the Canadian Charter of Rights and Freedoms" *Canadian Bar Review*, Vol 61 No 1 (1983), pp. 30-54.
3. Peter W. Hogg and Allison Bushnell, "The Charter Dialogue Between Courts and Legislatures or Perhaps the Charter of Rights Isn't Such a Bad Thing After All" *Osgoode Hall Law Journal* (1997) 35.1, pp. 75-124.

### **November 26: Political Parties, Elections & the Electoral System**

1. Brooks, Chapter 11.
2. Claude Emery, Library of Parliament, "Public Opinion Polling in Canada," <http://www.loppar.gc.ca/content/lop/researchpublications/bp371-e.htm>
3. Alan C. Cairns, "The Electoral System and the Party System in Canada, 1921-1965," *Canadian Journal of Political Science*, 1.1 (1968), pp. 55-80.
4. R. K. Carty, "Three Canadian Party Systems: An Interpretation of the Development of National Parties," in Hugh G. Thorburn and Alan Whitehorn, eds., *Party Politics in Canada* 8<sup>th</sup> ed. (2001).

### **December 3: Term Test** (Location TBA)

#### **First Term Tutorial Schedule**

Discussion questions are listed below. Students are expected to have completed the assigned readings for the given topic area.

#### **Week of September 17 – September 21**

**Tutorial #1:** *Introduction*. No preparation required.

#### **Week of September 24 – September 28**

**Tutorial #2:** *The Constitution*. What are some competing visions of Canada's Constitution and can these visions be reconciled with one another? Are attempts at constitutional change necessary or desirable?

#### **Week of October 1 – October 5**

**Tutorial #3:** *The Machinery of Government*. How have the branches of Canadian government evolved over time? Does the Prime Minister have "too much" power in Canada's political system?

#### **Week of October 15 – October 19**

**Tutorial #4:** *Essay Writing Workshop*. Emphasis will be placed on research skills (e.g. the ability to review the literature and distinguish academic and non-academic sources), on developing clear, compelling writing (e.g. effective introductions and thesis statements), and on reviewing the Faculty's policy on plagiarism. Marking criteria for the first essay will be discussed.

#### **Week of October 29 – November 2**

**Tutorial #5:** *Federalism*. What factors have had the greatest impact on the evolution of Canadian federalism? How does Canada's level of federal decentralization compare to those of other federal democracies?

#### **Week of November 12 – November 16**

**Tutorial #6:** *The Courts and the Charter*. Does the increased judicial power that accompanied the adoption of the Charter enhance or detract from democratic politics? What are some of the criticisms of the right and the left of the Charter?

### **Week of November 19 – November 23**

**Tutorial #7:** *The Electoral System, Political Parties, and Voting*. What are the main functions of political parties? What are the key features of Canada's electoral system? What effect might it have on political representation and voting?

### **Week of November 26 – November 30**

**Tutorial #8:** *Term Test Review*. Discussion of the midterm test format and content.

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## **Second Term Lecture Schedule: Issues, Ideas & Identities**

### **January 7: The Social and Economic Setting**

1. Brooks Chapter 3.
2. OECD Better Life index, Canada. <http://www.oecdbetterlifeindex.org/countries/canada/>

### **January 14 & 21: Ideology and Political Culture**

1. Brooks Chapter 2.
2. Banting, K., Myles, J. (2016). "Framing the New Inequality: The Politics of Income Redistribution in Canada," in Green, Riddell, St-Hilaire (eds), *Income Inequality the Canadian Story*. The Institute for Research on Public Policy. <http://irpp.org/wp-content/uploads/2016/01/aots5-banting-myles.pdf>
3. Cochrane, C. (2010). Left/Right Ideology and Canadian Politics. *Canadian Journal of Political Science*, 43(3), 583-605.

### **January 28: Regionalism**

1. Brooks Chapter 5.
2. Montpetit, E., Lachapelle, E., and Simon Kiss (2017). "Does Canadian Federalism Amplify Policy Disagreements? Values, Regions and Policy Preferences," <http://irpp.org/wp-content/uploads/2017/09/study-no65.pdf>

### **February 4: Quebec and Language Politics**

1. Brooks Chapter 14.
2. Gangon, A.G. (2013). "The Five Faces of Quebec." *L'Europe en Formation*, 369(3): 39-52.

### **February 11: Diversity and Multiculturalism**

1. Brooks, Chapter 4.
2. Banting, K., Kymlicka, W. (2010). "Canadian multiculturalism: Global anxieties and local debates." *British Journal of Canadian Studies*, 23(1): 43-72.

### **February 18: \* No Classes Reading Week \***

### **February 25: Woman and Politics**

1. Brooks Chapter 15.
2. CBC. (2015). 50% population, 25% representation: Why the parliamentary gender gap? <http://www.cbc.ca/news2/interactives/women-politics/>



3. Yalnizyan, A. Why the federal budget should focus on gender equality. *Macleans*, March 8, 2017. <https://www.macleans.ca/economy/economicanalysis/its-time-for-a-gender-equality-budget-because-its-2017/>

#### **March 4: Indigenous Politics**

1. Brooks Chapter 16.
2. Truth and Reconciliation Commission of Canada. (2015). Calls to Action. [http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)
3. Newhouse, D. (2017). "A 19th century Indian Act for 21st century objectives?" *Policy Options, Institute for Research on Public Policy*. <http://policyoptions.irpp.org/magazines/october-2017/a-19th-century-indian-act-for-21st-century-objectives/>

#### **March 11: Interest Groups**

1. Brooks Chapter 12.
2. Wherry, A. (2015). Why the dairy lobby is so powerful. *Macleans*. <http://www.macleans.ca/politics/ottawa/why-the-dairy-lobby-is-so-powerful/>
3. Hoberg, G., Phillips, J. (2011). "Playing Defence: Early Responses to Conflict Expansion in the Oil Sands Policy Subsystem." *Canadian Journal of Political Science*, 44(3): 507- 527.

#### **March 18: Public Policy in Canada**

1. Eagles, M. (2008). *Politics: an introduction to democratic government*. Peterborough: Broadview Press. Chap. 11, p. 349-373.
2. Delacourt, S. (2016). "How policy is being made under the new Trudeau government." *Policy Options, Institute for Research on Public Policy*. <http://policyoptions.irpp.org/magazines/april-2016/how-policy-is-being-made-under-the-new-liberal-government/>

#### **March 25: Canada in the World & Test Review**

1. Brooks, Chapter 17.

#### **April 1: Term Test (Location TBA)**

### **Second Term Tutorial Schedule**

#### **Week of January 21 – January 25**

**Tutorial #9: Political Culture.** What are the defining elements of Canada's political culture? What are some different methods of studying Canadian political culture? What are the advantages and disadvantages of using these different methods?

#### **Week of January 28 – February 1**

**Tutorial #10: Regionalism.** What accounts for regional economic disparities in Canada? What accounts for the different configurations of political parties and party systems in the provinces?

#### **Week of February 4 – February 8**

**Tutorial #11: Essay Writing Workshop.** Discussion of the most common problems in the first term essays.

#### **Week of February 11 – February 15**

**Tutorial #12: Quebec and Language Politics.** What effects did the Quiet Revolution have on Quebec's political trajectory? Are Quebec's cultural and linguistic policies defensible in a liberal-democracy, or do they infringe unreasonably on individual rights?

**Week of February 25 – March 1**

**Tutorial #13:** *Diversity Politics*. Does official multiculturalism lead to fragmentation and division in Canadian society, or does it contribute to social cohesion and an inclusive national identity?

**Week of March 4 – March 8**

**Tutorial #14:** *Women and Politics*. What are some of the barriers that exist to the equal participation of women in Canada's political institutions? How do these barriers affect public policy decisions in Canada, and how may they be overcome?

**Week of March 11 – March 15**

**Tutorial #15:** *Indigenous Politics*. What distinguishes Indigenous Peoples from other ethnic groups in Canada? What are some of the barriers to effective self-governance in Indigenous communities, and how may they be overcome?

**Week of March 25 – March 29**

**Tutorial #16:** *Term Test Review*. Discussion of the test format and content.

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