

- TITLE: INTRODUCTION TO CANADIAN POLITICS
- INSTRUCTOR: - Ross Lambertson
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- OFFICE - Dunlop House, Room 260. Hours from 1:30 to 3:00,
Monday, Tuesday, and Thursday; also by appointment.
- DESCRIPTION: - This is the second of two introductory courses. The topics
are: the executive; Parliament; public administration; the
administration of justice; parties and interest groups; elections,
public opinion and the media.
- OBJECTIVES: - Learning the basics: structures, processes, people, dates, and
different theories.
- Improving skills in reading, explanation, analysis, and
criticism.
- TEXTBOOK: - Robert and Doreen Jackson, *Canadian Government in
Transition*, 3rd ed. (For sale in the College bookstore.)
- READINGS: - "Introduction to Basic Concepts - 2002-3." (For sale in the
College bookstore; this is the same one used in PS 104 in the
fall.)
- Mark Charlton and Paul Barker, eds., *Crosscurrents:
Contemporary Political Issues*, 4th. ed. (For sale in the
College bookstore.)
- EVALUATION: a. Three tests - 55%
b. One term paper - 40%
c. One short project - 5%
d. Class participation - can be used to adjust a final grade
upwards by one or two percent

TENTATIVE TIME-TABLE - SECTION O1

Monday	Jan	6	Introduction to the course
Wednesday	Jan	8	Lecture 1 - "Introduction to Basic Concepts" - last page of this outline
Monday	Jan	13	Lecture 2 - "Introduction" (cont.)
Wednesday	Jan	15	Seminar: Reading A (see page 6)
Monday	Jan	20	Lecture 3 - "Introduction" (again)
Wednesday	Feb	22	Lecture 4 - The Executive (Chapter 6) - (changed outline)
Monday	Jan	27	<u>Review</u> - pretest
Wednesday	Jan	29	<u>TEST #1</u> - Lectures 1-3, Seminar A.
Monday	Feb	3	Lecture 5 - The Executive (cont.)
Wednesday	Feb	5	Seminar: Reading B
Monday	Feb	10	Lecture 6 - Parliament (Chapter 7)
Wednesday	Feb	12	TBA
Monday	Feb	17	Lecture 7 - Parliament (cont.)
Wednesday	Feb	19	Seminar: Reading C
Monday	Feb	24	Lecture 8 - Public Admin. (Chapter 8)
Wednesday	Feb	26	Lecture 9 - Public Admin. (cont.)
			<u>TERM PAPER DUE BY 5:00 PM</u>
Monday	Mar	3	<u>Review</u> - pretest
Wednesday	Mar	5	<u>TEST #2</u> - Lectures 4-9, Seminar C
Monday	Mar	10	Lecture 10 - Admin. of Justice 1 (Ch. 9)
Wednesday	Mar	12	Lecture 11 - Admin. of Justice (cont.)
Monday	Mar	17	Lecture 12 - Parties, Groups (Ch. 10)
Wednesday	Mar	19	Lecture 13 - Parties, Groups (cont.)
Monday	Mar	24	Lecture 14 - Parties, Groups (cont.)
Wednesday	Mar	26	Lecture 15 - Elections, etc. (Ch. 11)
			<u>PROJECT DUE BY 5:00 PM</u>
Monday	Mar	31	Lecture 16 - Elections, etc. (cont.)
Wednesday	Apr	2	Seminar: Reading D
			<u>TERM PAPER REWRITES DUE - 5:00 PM</u>
Monday	Apr	7	<u>Review</u> - pretest
Wednesday	Apr	9	<u>TEST #3</u> - Lectures 10-16, Seminar D

TENTATIVE TIME-TABLE - SECTION O2

Tuesday	Jan	7	Introduction to the course
Thursday	Jan	9	Lecture 1 - "Introduction to Basic Concepts" - last page of this outline
Tuesday	Jan	14	Lecture 2 - "Introduction" (cont.)
Thursday	Jan	16	Seminar: Reading A (see page 6)
Tuesday	Jan	21	Lecture 3 - "Introduction" (again)
Thursday	Feb	23	Lecture 4 - The Executive (Chapter 6) - (changed outline)
Tuesday	Jan	28	<u>Review</u> - pretest
Thursday	Jan	30	<u>TEST #1</u> - Lectures 1-3, Seminar A.
Tuesday	Feb	4	Lecture 5 - The Executive (cont.)
Thursday	Feb	6	Seminar: Reading B
Tuesday	Feb	11	Lecture 6 - Parliament (Chapter 7)
Thursday	Feb	13	<u>NO CLASS - Reading Break</u>
Tuesday	Feb	18	Lecture 7 - Parliament (cont.)
Thursday	Feb	20	Seminar: Reading C
Tuesday	Feb	25	Lecture 8 - Public Admin. (Chapter 8)
Thursday	Feb	27	Lecture 9 - Public Admin. (cont.)
			<u>TERM PAPER DUE BY 5:00 PM</u>
Tuesday	Mar	4	<u>Review</u> - pretest
Thursday	Mar	6	<u>TEST #2</u> - Lectures 4-9, Seminar C
Tuesday	Mar	11	Lecture 10 - Admin. of Justice 1 (Ch. 9)
Thursday	Mar	13	Lecture 11 - Admin. of Justice (cont.)
Tuesday	Mar	18	Lecture 12 - Parties, Groups (Ch. 10)
Thursday	Mar	20	Lecture 13 - Parties, Groups (cont.)
Tuesday	Mar	25	Lecture 14 - Parties, Groups (cont.)
Thursday	Mar	27	Lecture 15 - Elections, etc. (Ch. 11)
			<u>PROJECT DUE BY 5:00 PM</u>
Tuesday	Apr	1	Lecture 16 - Elections, etc. (cont.)
Thursday	Apr	3	Seminar: Reading D
			<u>TERM PAPER REWRITES DUE - 5:00 PM</u>
Tuesday	Apr	8	<u>Review</u> - pretest
Thursday	Apr	10	<u>TEST #3</u> - Lectures 10-16, Seminar D

CLASSES

A. LECTURES

- The lectures will follow the tentative time-table, and students are expected to read the material *before* the lectures so they will be ready to ask and answer questions.

- The purpose of the lectures will be
 - to discuss the political news of the day
 - to explain the more difficult concepts
 - to look at things from other perspectives
 - to bring things up to date
 - to express disagreement with the textbook
 - to give students a chance to ask questions
 - to give students a chance to disagree

- Often a lecture will begin with a discussion of current political issues. Material from these lectures may appear on the tests.

- Review classes, just before a test, will give students a chance to ask questions and give the instructor to focus on anything not yet covered in class. The instructor will also try to provide students with copies of *pretests* that will be discussed in the review classes. These pretests will consist of sample questions that might be on the exam; they will be based on the key terms, as well as current political issues discussed in class.

B. SEMINARS

- The purpose of the seminars is the same as the lectures, but to give students even more chances for participation.

- Note that the “Class Notes” that are handed out contain “Seminar Questions.” Students are expected to come prepared to answer these questions.

C. READINGS (all from *Crosscurrents*):

A: “Do Referendums Enrich Democracy?” - pp. 316-334.

B: “Is the Prime Minister Too Powerful?” - pp. 186-205.

C: “Should Representation in Parliament Mirror Canada’s Social Diversity?” - pp. 252-281.

D: “Should Canada Adopt Proportional Representation?” - pp. 428-451.

MULTIPLE-CHOICE TESTS

- VALUE - There are three multiple-choice tests, worth a total of 55%; the first is worth 10%, the second is worth 25%, and the third is worth 20% of the final grade.
- DUE - See the timetable in this course outline.
- CONTENT - The tests will be based upon three things:
- the “Key Terms” in the “Lecture Notes” for the textbook.
 - the “Key Terms” in the “Seminar Notes” for the readings in *Crosscurrents*.
 - any additional information included in a pretest.
- all of the above will be handed out at the course progresses.
- FORMAT - The multiple-choice tests will be done on special answer sheets (supplied by your instructor), which are marked by a computer. Please bring a soft-lead pencil and an eraser.
- Each question will be worth one point.
- AFTER - After each test you will be given the answers so that you will know immediately how well you have done. After the computer has marked the tests the grades will be posted outside your instructor’s door. Since the computer is not infallible, please check to ensure that you have been given the grade that you deserve.
- MISSED TESTS - You are expected to write your tests at the scheduled times and place. A student will not be permitted to write at another time unless he/she has a reasonable excuse involving events beyond his/her control, such as illness, a death in the family, etc.
- Should you miss a test, and have a reasonable excuse, please consult with your instructor in order to arrange a make-up test. This should normally be done within one week of missing your test. A make-up test will normally not be a multiple-choice test, but will consist of a number of “Key Terms” that have to be defined and/or explained.

TERM PAPER

VALUE - One term paper, worth 40% of your final grade.

DUE - See the time-table in this course outline (including date for rewrite). The paper must be submitted by 5:00 PM on the due date. Either hand it in personally, or slip it under your instructor's office door -- Dunlop 260.

WARNING: Any work handed in late without a *written* explanation of a reasonable excuse (i.e. illness, a death in the family, etc.) will be penalized.

TOPIC - "Is the Prime Minister Too Powerful?" Your primary source will be the material on the topic in *Crosscurrents*, but you must include as well any pertinent material handed out or discussed in the course.

FORMAT - *at least* from three to six typewritten pages, written in #12 font, preferable Times New Roman. Number your pages, and provide **footnotes** when you summarize and explain any material; also provide a **bibliography**. (Use the same style as the reading "Introduction to Basic Concepts -- 2002-3," and refer if necessary to "Political Science Papers -- Guide to Footnotes and Bibliography," which is on reserve in the Camosun Library in this course's binder).

In writing your paper, follow this outline:

- (a) an introduction, in which you state what the paper is about, including the position you intend to take;
- (b) several paragraphs summarizing and explaining the arguments of ONE of the two positions presented in the readings;
- (c) several paragraphs which explain in detail what position you take, and why, based upon the arguments of the two articles, as well as any other arguments that you would like to make, based upon your own ideas and any other information given to you in this course, and
- (e) a conclusion which sums up the entire paper.

HELP - you may consult with your instructor before writing (bring him questions, a summary, or a rough draft).

REWRITE - you may rewrite the paper if you are not satisfied with your mark. This version should be marked "REWRITE" and stapled to the original version. Note that you will not receive a better mark unless you pay attention to most or all of the critical comments on your first draft. However, you will certainly not lose points by attempting a rewrite; the higher of the two marks will be used.

PROJECT

- VALUE - this is worth 5% of the final grade. This will be marked on a pass/fail basis. The *process* of doing this is more important than the *product*. The purpose is to get you to learn something about politics from a source other than a formal textbook.
- DUE - See the time-table in this course outline.
- CONTENT - Write a one-page report about how you observed politics in action – interviewed a political figure, visited an NGO (non-governmental organization), attended a political meeting, went to the Court House, sat in on Question Period at the Legislative Assembly, etc.
- Early in the first month your instructor will post a list of suggestions for student projects. If you have any other ideas, or wish to get started immediately, please speak to your instructor.
- WARNING - Do not choose the same topic that you wrote on in a previous term. (For example, if you took PS 106 last Winter.) Also, although you should choose something that interests you, do *not* choose something that you would normally do; in other words, if you are an active Liberal, do not write your report on a Liberal constituency meeting. Broaden your horizons.
- NOTE - Telephone and email interviews will not be accepted, nor will television viewing. The point is that you get a first-hand experience of some aspect of politics.
- If you are going to interview someone, it is recommended (but not mandatory) that you consider doing your “research” on this topic with several other students. Group reports, however, will not be accepted -- write your own interpretation.
- FORMAT - This should be written in standard English, preferably done on a typewriter or computer. It is not necessary to have citations or a bibliography. However, you *must* include the following information:
- (a) the date of your project;
 - (b) the name of the person or persons involved (if an interview);
 - (c) a summary of what transpired;
 - (d) a telephone number for future contacts, if you have chosen a topic not on the original list.

EVALUATION

Your written work (except for your project report) will be graded as follows:

“A” level work (95-100% = A+ / 90-100% = A / 85-89% = A-)

1. AMOUNT OF WORK/RESEARCH - 8.5 to 10
 - the work is long enough (close to the maximum) and
 - it deals with all the prescribed reading materials (and additional research, if called for).
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY) - 8.5 to 10
 - the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
 - the work is well organized, and
 - there are adequate footnotes, and a bibliography done according to the instructions.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8.5 to 10
 - the student has demonstrated a superior understanding of all the prescribed materials.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8.5 to 10
 - the student has developed superior ideas.

“B” level work (84-80% = B+ / 75-79% = B / 70-74% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 8
 - the work is not quite maximum length, or
 - the work deals with not quite enough of the prescribed reading materials.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY) - 7 to 8
 - the work is at a high level, but there are still some errors in spelling, punctuation, etc., or
 - the work is well organized, but could be better, or
 - there are adequate footnotes, and a bibliography done according to the instructions, but they have not been done quite correctly.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 8
 - the student has demonstrated a high level of understanding of all the prescribed materials, but it could be better.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 7 to 8
 - the student has developed some ideas that, although not yet superior, are at a high level.

EVALUATION (cont.)

“C” level work (65-69% = C+ / 60-64% = C)

1. AMOUNT OF WORK/RESEARCH - 6 to 6.5 out of 10
 - the work is satisfactory, but fairly short, or
 - the work does not really cover enough of the required readings.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 6 to 6.5 out of 10
 - the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., or
 - the student misuses the apostrophe, or
 - the work is not well organized, or
 - there are few footnotes and bibliography; or they are not done correctly.

3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.5 out of 10
 - this work shows a satisfactory understanding of the material, but not much more than this; it is sometimes not clear or just plain wrong, or leaves out some important points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 6 to 6.5 out of 10
 - the student has tried to develop some ideas, but they are not well-reasoned and/or they are not based on correct information.

“D” level work (50-59%)

1. AMOUNT OF WORK/RESEARCH - 5 to 5.5 out of 10
 - the work is unsatisfactory, it is below minimum length, or
 - the work shows inadequate use of the mandatory readings

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 5 to 5.5 out of 10
 - the work is unsatisfactory; it is full of elementary errors, or
 - it is very poorly organized.

3. UNDERSTANDING (WHAT YOU SHOW ME) - 5 to 5.5 out of 10
 - the work is unsatisfactory; the student has misunderstood several major points, or
 - has omitted several major points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS)- 5 to 5.5 out of 10
 - the student has made almost no attempt to develop ideas, or the ideas are inadequate

EVALUATION (cont.)

“F” level work (below 50%)

1. AMOUNT OF WORK/RESEARCH - less than 5 out of 10

- the paper is below minimum length, or
- the paper deals with less than half of the mandatory material.

2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY) - less than 5 out of 10

- there are so many elementary errors that this is unacceptable, or
- the student has committed an act of plagiarism or quasi-plagiarism.

3. UNDERSTANDING (WHAT YOU SHOW ME) - less than 5 out of 10

- this shows no real understanding of the main points.

4. IDEAS (INCLUDING CRITICAL ANALYSIS) - less than 5 out of 10

- there is no attempt to develop any ideas.

All grades

5. FINAL GRADE: _____ out of 40.

- The FINAL GRADE is not an average of the four grades. It primarily based on the lowest grade of the first three criteria, multiplied by 4. (Your grade for “Ideas” will also be taken into consideration, although primarily for papers which are B+ or A level.)

- Your instructor sees the term papers as involving a set of hurdles, each of which is equally important. To receive a passing grade you must pass each one of these hurdles, to receive an “A” you must do first-rate work at each level, to get a “B” you must do at least second-rate work at each level, and so forth. This is not the usual way of marking papers, but it can be defended on the basis that each student can rewrite his/her paper for a higher grade, and in doing so can concentrate upon improvements where they are most needed.

- Your paper should be a very carefully written draft, representing your best effort without detailed help from the instructor. When you get it back, you will receive comments about how to improve it, and you can decide whether or not you want to put in the extra work required to raise your grade. The process of writing a paper for this course should, therefore, be seen as involving an extended conversation between your instructor and yourself.