

AP/PPAS 2110-3.0 Canadian Government Course Outline Summer (S1) 2021

Fully On-Line – eClass/Zoom

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Course Description:

This course provides a systematic introduction to Canadian government and politics with a particular focus on political institutions. Topics will include the executive, the legislature, the judiciary, federalism, the policy process, electoral behavior, and group politics. Course credit exclusions: AP/PPAS 2110 6.00 (prior to Fall 2013), AP/POLS 2910 6.00, GL/POLS 2600 6.00. PRIOR TO FALL 2009: Course credit exclusion: AS/POLS 2910 6.00.

Learning Objectives

This course will help students to:

- Become familiar with the predominant political and governmental institutions and players in Canada.
- Develop an understanding and awareness of the key constitutional principles that underpin government in Canada.
- Become aware of the context for the work of professional public servants in the framework of different levels of Canadian government.
- Become familiar with the policy development process in Canada.
- Develop an understanding of the information necessary so students can become informed participants in the Canadian democratic process.
- Develop critical thinking skills.
- Develop an understanding of basic social science research (including proper referencing techniques) and communications skills.

Teaching Methodology

This course is delivered entirely on-line. Although it is delivered on line, it aims to replicate a classroom experience through video lectures, presentation slide materials, interactive forums and discussions.

Twice each week, according to the attached schedule, materials and assignment questions will be posted on eClass. Students will be expected to review the materials, complete assignments and challenge questions, and engage in peer discussions. Students will be expected to engage with their peers on eClass to integrate and apply learning. By encouraging discussion, we will all benefit from each of our different ideas and perspectives. *Students are strongly encouraged to prepare for participation in the eClass discussions by completing the readings ahead of time and actively participate in the discussion.*

There is some very predictable structure to the modules. Each module will begin with a short video message and/or lecture from me introducing the module and the expectations for that module. With the exception of the test week and politician Question & Answer, the format will be the same. There will be reading assigned and I will provide you with a set of PowerPoint slides that would form the basis for my “lecture”. As part of these slides there will be some challenge questions for the module. It is expected that you will prepare answers to these questions as a way of preparing for the on-line peer discussions. Further details will be outlined in the introductory video for each module and are summarized below.

About eClass and Zoom

eClass is the learning platform used by York University to allow us to have a personalized learning platform/environment for our course. The free site allows us to access all the materials, such as slide decks, assignments and videos, as well as a secure site for us to upload student work for assessment.

Zoom is a free video conferencing software app that allows us to engage virtually for video, presentations, group work and chat rooms. More detail about these systems will be shared at the beginning of the course. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

You can find links to resources for students about online learning and eClass at:
<https://going-digital.laps.yorku.ca/student-resources/>

Prerequisites: None

Required Texts:

- Malcolmson, P., Myers, R., Baier, G. Bateman, M. 2016. The Canadian Regime: An Introduction to Parliamentary Government in Canada, *Sixth Ed.* Toronto: University of Toronto Press. 978-1442635968. Hereafter: Malcolmson

Weighting of Course:

| Course Item | Course Weight | Due Date |
|---|---------------|--------------------|
| Paper proposal, thesis statement and bibliography | 20% | Week 2B (10pm*) |
| Research Essay | 35% | Week 6B (10pm*) |
| Term Test | 30% | Week 5B (7pm-9pm*) |
| Class Participation/Challenge Questions | 15% | Throughout |

**References above refer to Toronto Time*

Paper Proposal, Thesis Statement and Bibliography (Due at 10pm Toronto time - Week 2B)

It is important to pick a topic for your final paper. The purpose of this assignment is to have you pick a topic and think about your thesis statement – what you will argue in your paper. You are welcome to pick any topic related to Canadian government. The assignment should include the following:

1. An introduction that tells the reader something about the topic, why it is a problem or relevant today.
2. A clear research question that your final research paper will attempt to answer in a persuasive way.
3. Your thesis. What the paper will argue. I would like to see the following phrase “This paper will argue that …” in your paper.
4. An outline of the principal sections of your paper and the arguments that you will likely present in each section.
5. Bibliography – List of at least 10 academic sources – peer reviewed journal articles and books and government documents. You should not be using newspaper or magazine articles or websites.

The paper proposal and thesis topic section should be one full page single spaced. Included should be an outline of what the topic is, why it is important or why we are talking about it now, some sense for what it includes, and the thesis you are going to argue. The bibliography section should include - at a minimum - 10 sources of information related to your selected topic. These sources can only be academic journal articles, academic books, government documents that include reports, position papers, policy statements, and so on. You cannot use other non-peer reviewed sources. Further details will be presented in advance of the assignment. Be sure to use APA Style for all referencing.

Research Essay (Due at 10pm Toronto time in Week 6B (Please note late papers will not be accepted))

The research essay must be 10-12 pages in length using double-spacing and 12 point font.

The research paper must be professional in all aspects. The essay should include the following:

- Title page (title of paper, author's name and student number, professors name, course number and date)
- Introduction
- Research question
- Thesis statement
- Body of the essay – arguments supported by evidence and research from the literature
- Conclusion(s)
- References

You must have page numbers. The research essay must be a holistic work that demonstrates considerable research, writing and thinking. Grades will be deducted for typos and other grammatical errors. You must have the paper read (edited) by others before submitting it. **You must cite the sources that you have used, using APA Style.** The research paper is worth 20% of the final grade.

Term Test

The Term test is worth 30% of the final grade for the course. The test will include all materials (readings, PowerPoint lecture slides, and discussions). The test will be essay style questions and answers. Further details and example questions will be presented in advance of the test date.

Class Participation/Challenge Questions

Online participation is an important component of the course and should be taken seriously. It is expected that students will participate in online forum discussions twice every week. Students should provide at least four substantial contributions to discussion forums each week (two for each module). This includes responding to the challenge questions, and also replying to student contributions. The contributions will be evaluated based on the quality of the arguments and evidence or references made in support of the answer. Important also will be the quality of writing, in particular, the specificity and precision of language use (is what you are saying clear and precise) and the quality of the logic that supports the position, grammar and spelling, and proper referencing. Discussion rooms will be open for the full 24 hours on each of the module dates, but will only be open at that time. Individual student participation is worth 15% of the final grade.

This is not an exercise in quantity, but rather quality of contributions – so don't just talk for the sake of talking, think of each contribution as an opportunity to add value to the conversation. For example, references to reading materials in support of your position can make the contribution more weighty than simply posting opinions.

Re-Grading Policy and Procedure:

If, after looking over the written comments of the marker, and the marks you have received, you feel that your work deserves re-consideration, you must observe the following procedures:

- Create a typed note containing the following: (i) Your name, (ii) Your Student Number, (iii) The criteria against which you believe you have been graded incorrectly, and (iv) An explanation of why the marker has overlooked or misunderstood your exam's merits, or as re-acted too severely to your exam answers' shortcomings.
- Hand written submissions will not be considered, it shows a lack of serious intent.
- Re-grading will be based only on what you submit in writing, not what you might tell your Professor in person.
- Attach your typed note to your graded answers and send it to your Professor by email within a week.
- Your Professor will re-grade the entire written material. Re-grading means that your answers will be re-evaluated and a new grade may be assigned. This means that it is possible to lose marks as well as to gain marks through re-grading.

- Please do not submit your materials for re-grading unless you are confident that a grading error has occurred. Re-graded materials should be available to you the following week, although occasionally a response may take two weeks.

Late Assignments/Missed Tests/Deadlines/Grades:

Late assignments will not be accepted. There will be no opportunity to make-up missed tests. Do not leave submission to the last minute, as technology sometimes has a way of failing. It is your responsibility to ensure you are submitting your work properly via eClass. The graded assignments are not optional, and shifting the weights between grade components is not an option.

Access to Education is a Right:

The instructor will strive to make whatever accommodations are required so that each student has the opportunity to succeed regardless of disability. However, it is your responsibility to make the instructor aware of your need for such accommodation and to provide documentation at the start of the term to support your request. Such documentation might be in the form of a letter or form from the appropriate on-campus agency or your personal care-giver or counselor. Last minute requests will not be allowed.

Plagiarism and other forms of Cheating:**Warning:**

Impersonating a student on a test or examination is a form of cheating which is punishable under the regulations of the University, and it may also lead to the laying of charges under the Criminal Code of Canada.

Plagiarism and other forms of cheating devalue the work of every student who works to complete a degree or any other sort of education. As noted in the University policies, York seriously frowns on it and has requested that all instructors vigorously pursue suspected cases. If plagiarism is suspected, the instructor reserves the right to use any tools at his disposal, including contacting other instructors and staff (both at York and other institutions) and text comparison software, to resolve the matter.

Please use APA style for all written work – see the guide here:

<https://spark.library.yorku.ca/wp-content/themes/glendonits-spark-20151125/resources/APA%20Style%20Overview.pdf>

Please read and complete the academic integrity tutorial that can be found here:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Reservation of Copyright:

The lectures presented in this course and material provided to support the lectures are copyright to the Professor with all rights reserved. They are provided to you as part of the course and may not be freely re-distributed. Links to the materials stored on the official course site from other websites are permitted. However, the material may not be reposted on other websites or in other forums without the written permission of the Professor. It is not permitted to sell or in any way charge a fee to others for access to course material, transcripts of lectures or for audio and video recordings of lectures without the written permission of the Professor.

Detailed Class Schedule:

| Week/Date | Topic/Readings |
|------------------|---|
| Week 1A May 10 | Introduction and course expectations <ul style="list-style-type: none"> • Video introduction to the course and course expectations. • Lecture presentation slides |
| Week 1B May 12 | Setting the context for the study of Canadian Government <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Malcolmson, et al. (2016). Chapter 1 • Challenge questions for discussion/chatroom |
| Week 2A May 17 | The Constitutional Framework <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Malcolmson, et al. (2016). Chapters 2 and 3 • Challenge questions for discussion/chatroom |
| Week 2B May 19 | Federalism in Canada <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Malcolmson, et al. (2016). Chapters 4 and 5 • Challenge questions for discussion/chatroom <p>Paper outline, thesis statement and bibliography due 10pm Toronto time</p> |
| Week 3A May 24 | Federalism and the Charter of Rights and Freedoms <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Malcolmson, et al. (2016). Chapters 4 and 5 • Challenge questions for discussion/chatroom |
| Week 3B May 26 | The structure and function of government – the Executive and Parliament <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Malcolmson, et al. (2016). Chapters 7 and 8 • Challenge questions for discussion/chatroom |
| Week 4A May 31 | Public Policy and Administration <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Malcolmson, et al. (2016). Chapter 6 and 11 • Challenge questions for discussion/chatroom |
| Week 4B June 2 | Political Parties and Interest Groups <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Jackson and Jackson, Chapter 10 • Challenge questions for discussion/chatroom |
| Week 5A June 7 | Elections and political behavior <ul style="list-style-type: none"> • Video introduction to the module and expectations • Lecture presentation slides • Malcolmson, et al. (2016). Chapter 9 • Challenge questions for discussion/chatroom |
| Week 5B June 9 | <p>Term Test (7pm-9pm Toronto time) A written test will be posted on eClass and students will have two hours to complete.</p> |
| Week 6A June 14 | Meet a politician/Question and answer session <ul style="list-style-type: none"> • Zoom meeting with prominent politician (between 7-9pm Toronto time) |
| Week 6B June 16 | <p>Final Paper due via eClass by 10pm Toronto time</p> |