

## Canadian Government

### AP/PPAS 2110 W M 3.0

#### Course Information

Course Instructor: Ian Roberge  
 E-mail: iroberge@yorku.ca  
 Office Hours: MC 042 (Appointment)

Course Time & Days: W 10:30-12:30  
 Class Location: CLH J

#### Teaching Team and Tutorials or Labs

Lecture – CLH J	Wednesday 10:30-12:30 pm	Ian Roberge
Tutorial 1 – R N201	Wednesday 9:30-10:30 am	Adam Schachhuber
Tutorial 2 – DB 0004	Wednesday 9:30-10:30 am	Stephanie Mackenzie-Smith
Tutorial 3 – R S540	Wednesday 1:30-2:30 pm	Adam Schachhuber
Tutorial 4 – VC 107A	Wednesday 1:30-2:30 pm	Stephanie Mackenzie-Smith

#### Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

## Course Overview

### Course Description

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/POLS 2910 6.00, GL/POLS 2600 6.00, AP/POLS 2100 3.0. Previously offered as: AP/PPAS 2110 6.00.

This course provides a systematic introduction to Canadian government and politics emphasizing political institutions. What are the functions of government? What are the main characteristics of the Canadian government? What are the roles of the executive, legislative and judicial branches? This course addresses other topics such as the Charter of Rights and Freedoms, Aboriginal governance, gender and government, federalism, as well as elections, and the party system. By the end of the term, students will be able to reflect upon and engage in conversations about the Canadian government and our politics that go beyond the headlines to the core of how collectively we have chosen to govern ourselves.

### Course Learning Objectives

By the end of the term, students will be able to:

- 1) Explain how the Canadian government works and address the functions and roles of the executive, legislative and judicial branches of government;
- 2) Describe major institutions such as the Constitution, the Charter of Rights and Freedoms, and federalism;
- 3) Read and think critically in the field of Canadian government;
- 4) Conduct in-depth research about government, and present findings in an engaging way;
- 5) Debate and appreciate differences in perspectives relating to the workings of government and politics and reflect on the state of Canadian democracy.

### Course Format and Organization

This is an in-person course with interactive lectures. Presence at the lectures and tutorials is mandatory. Students are encouraged to participate actively to maximize their learning. Students are also strongly encouraged to keep up with current affairs by reading and listening to a diversity of media outlets. Students will benefit most from this course if they keep up with the news and are abreast of developments across Canadian society.

*Tutorials:* The objective of the tutorial is to provide students with greater support in their learning so that they attain the course learning outcomes. During the tutorial, the TA is responsible for reviewing key concepts and explaining course material through another lens. The TA guides students in their course assignments. The TA encourages respectful and open dialogue that relates to course material. Tutorials also allow students to ask any questions they may have about the course. The TA is also the student's first point of contact for the course whether that be a question about an assignment, unforeseen challenges, or any other reasons. The TA's primary role is to support student success.

### **Technical Requirements**

This course has an eClass site that contains PowerPoint presentations of lectures, links to mandatory and supplementary readings, course announcements, etc. Students are advised to log in to take advantage of easily accessible resources.

[Student Guide to eClass](#)

[Student Guide to eLearning at York University](#)

### **Course Communication Plan and Office Hours**

For this course, your TA is your first point of contact. Please email them first for assistance and with any questions. Email response time may vary. Do not expect an immediate answer. For an email sent during the weekend, you are unlikely to obtain a response until early in the week. Your TA will also be happy to meet with you and provide assistance during their office hours.

As the faculty member for this course, you may also email me, and I will be happy to help you. If we need to meet, we will arrange a Zoom meeting at a time of mutual convenience.

### **Course Expectations**

The very best way for students to succeed in this course is to fully engage with all aspects of the course. Students are expected to actively participate in class and during tutorials including discussions, exercises, active listening, asking questions, reaching out to their TA and the faculty member for support with assignments, etc. As more and more students engage, the better it will be for everyone. This course has a participation grade, and a lower performance when it comes to participation can be the difference

between an 'A' and a 'B+' or have an even more drastic impact. The greater the engagement, the better the term will be for everyone.

### Course Evaluation

Assessment	Due Date	Weight %	Course Learning Outcome
Critical Thinking	February 9	20	3, 4, 5
Research	March 15	40	3, 4, 5
Knowledge Assessment	April Examination Period	30	1,2,3,5
Participation	Throughout the Year	10	5
		<b>100%</b>	

### Assessment Descriptions

Students are asked to complete three assignments throughout the term. Students must select and complete one assignment per category. The third assignment is an assessment to take place during the examination period at the end of the year. Assignments are sketched out below and will be further discussed during the lectures and tutorials.

Students must fill out the assignment selection form that is on eClass and submit it to their TA before **January 26**; for ease of management, they will not be allowed to change their selection past this date.

#### *Critical Thinking (20%)* **Due February 9**

*Please select **one of the two** assignments below.*

*Option A – Book Review:* Students must select and review a book of relevance to the study of the Canadian government. Students are provided with a list of books from which to choose. The objective is to determine how the book contributes to the advancement of knowledge within the subject matter. The book review must not exceed 1250 words. Students will be assessed based on their understanding of the

book, and of the material, their analytical skills, the presentation and organization of their ideas, and writing skills and format.

*Option B – Short Essay*

Students must write a 1250-word essay addressing the following three questions.

- 1) What is the most pressing (single) issue facing Canada today, and why?
- 2) Present and explain three realistic policy solutions to address the issue.
- 3) What is your preferred option, and why?

Students must make a compelling and engaging argument and conduct research as appropriate to support their claims. Papers must follow academic guidelines, especially for citing sources and the bibliography. Students will be assessed based on the strength of their argumentation and supporting evidence, their depth and breadth in covering the topic, the practicality and seriousness of the three solutions, and of the preferred option, their analytical skills, and their creativity and originality as well as writing skills and format.

**The use of generative AI applications for the critical thinking assignment is strictly prohibited and their use will be perceived as a breach of academic honesty.**

*Research (40%) Due March 15*

Please select **one of the two** assignments below.

*Option A – Case Study*

Students must write a case study – a scenario – that could be used to teach a topic in Canadian government as part of a university-level course. The topic of the case must be approved by the TA. The case study should be viewed as an assignment that could be given to students so it should conclude with a dilemma, research and/or discussion questions, tasks, etc. Writing a good case study requires extensive research to ensure the validity of the scenario. Students will be assessed based on their understanding of the material that forms the basis of the case study, the breadth and depth of their research, the credibility and originality of the material, as well as their analytical skills, the presentation and organization of the material, and writing skills and format. The case study should not exceed 2500 words, including the bibliography and all references used in the preparation and write-up of the case.

**This is a research assignment. All good case studies are anchored in complete and solid research. This site - <https://cappa.ca/en/what-we-do/case-competition/> - provides examples of well-written case studies in the discipline.**

**Students may use generative AI applications to brainstorm, however, they may not use them to write the assignment. Students should appropriately reference the use of generative AI applications. The unauthorized use of generative AI applications for this assignment, such as text generation that is incorporated into the final product, will be perceived as a breach of academic honesty.**

#### *Option B – Podcast – Group Project*

In teams of two, students must prepare and record a 12–15-minute podcast on a topic of interest in the study of the Canadian government. The topic must be pre-approved by the TA. Students must submit the podcast transcript along with the recording. Students must also submit an accompanying bibliography that lists the sources consulted and used as part of this project. Students will be assessed on the breadth and depth of their research, their understanding of the material, their analytical skills, the presentation and organization of the material including creativity and originality in content and presentation, and use of the format. Both students will be given the same grade, and it is up to students to determine how best to work together to ensure a fair distribution of the workload.

**This is a research assignment. The podcast is an alternative engaging way to present the result of your work. As such, students need to find a hook and have a solid research question, to heavily consult the literature, to consider and investigate different answers and to present their results.**

**Do not be shy about wanting to do this assignment, even if you do not necessarily know your colleagues in this class. Reach out to them to see who else is interested in doing this assignment.**

**While it is possible that generative AI applications can help students with this assignment, for instance, by generating ideas, students need to be the ‘stars’ of their podcast which makes their use of limited value.**

*Knowledge of the field (30%) Examination Period – Date TBC*

*Please select **one of the two** assignments below.*

#### *Option A – Sit-Down Examination*

This is a traditional three-hour examination. The examination will cover the major themes addressed during the term and include both short answer questions, as well as

essay-type questions. Students will be primarily assessed based on their demonstrated knowledge and understanding of the material covered in the course.

### *Option B – Oral Examination*

Students selecting this option will be given three questions to review, and on which to prepare a 7-minute presentation. Upon the day and time of the examination, I will ask the student one of the three questions and the student will be given an extra 15 minutes to prepare. The student will present for seven minutes, and there will be a follow-up Q&A. The total time of the examination, including final preparation, will not exceed thirty minutes. Students will be primarily assessed on their demonstrated knowledge and understanding of the material covered in the course.

### *Engagement with the Course - Participation (10%)*

The participation grade applies to all students. As noted above, presence is mandatory, and students are expected to actively engage with the course. Students will be assessed on presence; active listening and engagement; and, participation in the tutorial including in-class assignments, exercises, and discussions.

### **Submitting Assignments**

Proper academic performance depends on students doing their work well, and on time. Accordingly, assignments for this course must be received by 23:59 on the due date specified for the assignment. Written assignments should be submitted via eClass; students may provide a link on eClass to audio-video material. Please note that submission dates are not on the same day as the class but on the subsequent Friday. This is to avoid students missing class because an assignment is due that day.

In pursuing their work, students are encouraged to contact their TA or the faculty member for all necessary support, to ask questions and seek guidance, and to do so as early as possible. Your TA and I will be happy to work with you and make sure that you submit an assignment that reflects the best of your abilities.

### **Late Work Policy**

Late assignments will be assessed with a 5% penalty per day. No assignment will be accepted beyond one week of the due date.

Life happens. If there are circumstances that make it difficult for you to complete an assignment on time, please let your TA know as early as possible. Accommodation and flexibility are much easier when requests are made early, as opposed to close to or after the deadline. Requests made after the due date will generally not be accepted.

Save your draft assignments and rough notes in case problems of intellectual property computer/internet, or doubt about the originality of your work arise.

### Missed Tests and Exams

Students are expected to be present for the final assessment. If students miss the examination for valid reasons (ex. documented illness), they will be given the opportunity to re-write it during the established make-up day as set up by the Registrar's Office. Students without a proper justification and who do not possess the necessary documentation may be refused the opportunity for a make-up.

### Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

### How to Use Citations

Proper citations are an essential part of academic integrity. Students are encouraged to use the Chicago Manual of Style and its referencing guide which are standard in the discipline.



- [SPARK Student Papers & Academic Research Kit](#)
- [Drop-in Research Support \(Library\)](#)
- [Writing Centre](#)
- [ESL Open Learning Centre](#)

## Course Schedule: Weekly Readings and Activities

### Required Course Materials

Malcolmson, Patrick, Richard Morley Myers, Gerald Baier, and Thomas Michael Joseph Bateman. 2021. *The Canadian Regime: An Introduction to Parliamentary Government in Canada*, Seventh edition. Toronto: University of Toronto Press.

Further mandatory readings, including the links to the library for the book chapters and articles not found in the textbook, are posted on eClass.

### Course Schedule

Week/Module Dates	Readings and Activities	Note / Assessment Due Dates
Week 1 January 10	Introduction: Studying the Canadian Government	No Tutorial
Week 2 January 17	The Canadian Regime / The Constitution  <i>The Canadian Regime – Chapter 1 &amp; 2</i>	NA
Week 3 January 24	Responsible Government / The Crown and its Servants  <i>The Canadian Regime – Chapter 3 &amp; 4</i>	Assignment Selection January 26
Week 4 January 31	Parliament  <i>The Canadian Regime – Chapter 5</i>	NA

<b>Week 5</b> <b>February 7</b>	Elections and Political Parties <i>The Canadian Regime – Chapter 6 &amp; 7</i>	Critical Thinking Assignment February 9
<b>Week 6</b> <b>February 14</b>	The Judiciary <i>The Canadian Regime – Chapter 10</i>	NA
<b>Week 7</b> <b>February 28</b>	The Charter of Rights and Freedoms <i>The Canadian Regime – Chapter 9</i>	NA
<b>Week 8</b> <b>March 6</b>	Canadian Federalism and Provincial Governments <i>The Canadian Regime – Chapter 8</i>	NA
<b>Week 9</b> <b>March 13</b>	Local Governments  Henstra, Daniel. 2017. “Local Government and Politics in Ontario.” <i>The Politics of Ontario</i> , edited by Cheryl N. Collier and Jonathan Malloy. North York, Ontario: University of Toronto Press.	Research Assignment March 15
<b>Week 10</b> <b>March 20</b>	Gender and Canadian Government  Public Administration and Gender Cameron, Anna I., and Tedds, Lindsay M. 2023. “Canada's GBA+ Framework in a (post)pandemic World: Issues, Tensions and Paths Forward.” <i>Canadian Public Administration</i> 66 (1): 7– 27.	NA

<p><b>Week 11</b> <b>March 27</b></p>	<p>Indigenous Public Administration</p> <p>Ikolakis, William, Pierre, Sophie. 2019. "The Evolution of Indigenous Self-Governance in Canada." <i>Reclaiming Indigenous Governance: Reflections and Insights from Australia, Canada, New Zealand, and the United States</i>, edited by William Nikolakis, Stephen Cornell, and Harry Nelson. University of Arizona Press, 55-70.</p>	<p>NA</p>
<p><b>Week 12</b> <b>April 3</b></p>	<p>The Futures of the Canadian Government / Course Review and Exam Preparation</p>	<p>Assessment of Knowledge Examination Period</p>

**Course Policies**

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

**Please also review the following course policies:**

**Academic Integrity**

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK’s Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another’s work, the representation of another’s ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

The description for each assignment contains the required information pertaining to the use of generative AI applications. While these applications can be useful, and there

is value in knowing how to properly use them, they do not replace the need for you to discover new knowledges, to understand for yourself, and to think through and critically reflect upon these knowledges. Generative AI applications may spur your thinking, but they cannot think for you, nor decide the type of informed, active, and engaged citizen that you want to be.

### **Turnitin**

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

### **Accessibility**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

### **Religious Observance Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and

submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

### **Intellectual Property**

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

### **Student Conduct in the Learning Environment**

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

### **Netiquette for eClass and Online Learning**

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Student Guide to eLearning](#).

## Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).