Course Description

This course explores some of Canada’s most pressing and interesting political issues. It profiles important political problems facing federal and provincial politicians and society. POSC 1010 is suitable for students in all disciplines who have an interest in Canadian politics and who wish to develop a basic understanding of Canadian government. No previous knowledge is assumed.

For students pursuing an Honours, Major or Minor in Political Science this course is a POSC elective.

Instructor

Alex Marland, Assistant Professor
Web: www.mun.ca/posc/people/Marland.php
E-mail: amarland@mun.ca
Office: SN-2037
Office hours for students (Winter 2012): Tuesdays 12:00-1:15pm and Thursdays 2-3pm

Due to my heavy workload students are respectfully requested to only visit my office during these scheduled hours. If this conflicts with your schedule please contact me to make an appointment.

Learning Objectives & Skills Development

Upon completing POSC 1010, students should have:
• A basic understanding of major Canadian government institutions and political issues.
• A stronger ability to converse with others about current political events in Canada.
• An increased awareness of the importance of balancing competing points of view.
• An improved ability to prioritize course material (i.e., key information versus negligible details).
• A strengthened capability to read academic articles and public affairs news items.
• Proven dependability to attend regular meetings and to complete tasks on time.
• Further preparedness to write intellectual arguments using an academic structure.

Teaching Style

Students will be expected to take notes on slides presented in class. Different styles of learning will be accommodated by integrating photographs, cartoons and videos. Students should feel comfortable asking questions and chatting with their classmates about course material at appropriate times. Independent study of assigned readings is required and students may seek clarification from their peers and from the course instructor. The course should therefore be engaging, interesting, informative and, dare it be said, even fun.
Required Reading

Textbook

Issue 1: Is the Canadian political culture becoming Americanized? 
Issue 3: Will conservatism and the Conservative party fail? 
Issue 4: Is the Canadian Charter of Rights and Freedoms antidemocratic? 
Issue 5: Should the federal government play a leading role in health care? 
Issue 6: Is the recognition of Quebec as a distinct nation a positive step for Canada? 
Issue 7: Is the prime minister too powerful? 
Issue 8: Should Parliament review Supreme Court appointments? 
Issue 9: Should party discipline be relaxed? 
Issue 15: Should the court challenges program be reinstated?

Available online


Topical news items
Each week students will be sent a topic news item to their MUN email accounts. This information will need to be read to prepare for class discussions and will be related to participation grades.

Tips for Doing Well

1. Want to get an idea of the difference in study habits between students who do very well in 1000-level courses and those who do not? See Appendix 1.

2. Want some advice from students who have completed POSC 1010? They recommend that you review the assigned reading and the class notes, that you start the essay proposal assignment early, and encourage you to participate in class discussions. See for yourself in Appendix 2.

3. Unsure what scholarly sources are acceptable? Need to visualize how to format them? See Appendix 3.

4. Want to succeed in Political Science courses? Try visiting eTips which was created by MUN students. The eTips website offers suggestions for participating in class, succeeding in group work, interacting with your professors and how to take notes. Check it out at http://www.arts.mun.ca/etips

5. Prioritize reviewing assigned reading that is directly related to class content. In almost all cases students will not be expected to recall dates, people’s names, statistics and other such obscure information. You should emphasize major concepts – do not become distracted by minor details. You will not be directly tested on dates, on politicians’ names, or on “Political Issue” case study slides.

6. Writing out material on cue cards can maximize your time while learning repetitively. For instance you can review facts while waiting in a line-up, waiting for class to start, or sitting on the bus.

7. If none of this works, and/or if you have specific questions or concerns, then please stop by during my scheduled office hours for a helpful chat.
Administration & Policies

Supplementary instructions that constitute part of this syllabus are available online at http://www.mun.ca/posc/courses/policies.php. This includes information about campus support services, a statement about equity and instructions regarding accommodations for students with disabilities. Students are expected to review this online information and to be familiar with this course’s policies surrounding academic honesty, classroom demeanour, the conduct of examinations, the requirement to use a university email account and the use of recording devices in classrooms.

Class Meetings
Class notes for selected terms will be available for download from the instructor’s webpage. Full PowerPoint presentations will not be e-mailed to students who miss class. Anyone registering late for the course and/or has serious difficulty with the English language is encouraged to speak with the instructor to coordinate the provision of notes from a helpful classmate.

Class Cancellations
On rare occurrences classes may be cancelled. In such an event, the instructor may circulate class materials to students’ “@mun.ca” email, and they will be responsible for covering this on their own. Any cancellations affecting a scheduled event, including testing, will be automatically rescheduled for the next available class unless the instructor indicates otherwise.

Classroom Etiquette
Students are asked to contribute to a positive learning environment. If you must arrive late or leave early, do so quietly; if you have a cellphone, turn it off; if you have a compulsion to check text messages or Facebook, sit at the back of the room; if you have food or drink, consume it outside of the classroom; and if you must whisper to a friend, hold off until the end of class. Please be respectful of a range of opinions however if a classmate is causing distraction you should bring it to the instructor’s attention after class.

Email Policy
You are expected to use your MUN email account to send and receive messages with the course instructor. The university’s policy on email states that "failure to appropriately check e-mail will not exempt them from responsibilities associated with the email correspondence." Note: If you are using an assigned email address name (e.g., pzmu64@mun.ca) is recommended that you change this to a ‘nice’ name so that instructors can distinguish your emails from spam. In your web-browser address bar, type http://my.mun.ca and login. The welcome page should display your "My Profile" which includes your Memorial ID photo. Underneath you should find a "Manage My E-mail Addresses" tab to create a new @mun.ca address, in which you can make this address more personalized.

Plagiarism
Copying and/or not crediting the source of ideas is an academic offense. The department’s plagiarism policy is available at www.mun.ca/posc/undergraduate/planning/plagiarism.php

Missed Testing and Late Penalties
Students unable to write the review test on the day that it is administered may qualify—through the provision of valid medical documentation for the period in question—for a deferred and dissimilar testing opportunity that employs exclusively open-ended questions. The student will only be allowed to view (not keep) the corrected version. A late essay proposal will be docked 10% (e.g., 2 points out of 20) for each 24 hour period late or part thereof, including weekends. Late reading synopses may be submitted up to two days late without penalty after which they will not be accepted.
Evaluation

<table>
<thead>
<tr>
<th>Reading Synopses</th>
<th>30% (up to 5 marks each, best 6 of 11 attempts, due Tuesdays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning objectives:</td>
<td></td>
</tr>
<tr>
<td>• Encourage the review of course material.</td>
<td></td>
</tr>
<tr>
<td>• Stimulate continuous and repetitive studying leading to improved awareness and longer term recall.</td>
<td></td>
</tr>
<tr>
<td>• Practice of writing information in students’ own words.</td>
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</tbody>
</table>

There are 11 assigned scholarly readings in this course: nine from the textbook and two that can be located online, as identified elsewhere in this syllabus. For each reading you are to write a succinct 500 to 550 word synopsis which is about 1 full page single spaced or 2 full pages double spaced: the word count prevails. Within each synopsis you are expected to (1) summarize the major themes presented in the assigned reading on both sides of the argument, (2) explain key concepts in your own words, and (3) conclude by briefly integrating your own critical analysis. Use the following headings:

1. Yes Side: Main Arguments
2. No Side: Main Arguments
3. My Analysis

These short assignments will encourage you to review assigned readings as the course progresses and to develop the skill of demonstrating your comprehension of scholarly information. Though excellent style and attention to detail is expected the point is foremost for you to practice reading political science information, understanding it, and writing about it at a university level in your own words.

Do:

✓ Include your name, student number, email, date and the reading name on a separate cover page.
✓ Put information in your own words to demonstrate comprehension.
✓ Consider the subheadings within each reading as a guide for what content you need to include.
✓ Show that you know what a term means by explaining it rather than assuming the reader does.
✓ Proofread and edit your paper to ensure that it is presented at a high standard.
✓ Have your work proofed by the Writing Centre (SN-2053) and/or ask the instructor for help.

Avoid:

✗ Quotations, because this demonstrates a lack of comprehension. Put in your own words instead.
✗ Relying on a thesaurus, because this it indicates that you don’t understand the material.
✗ Not explaining what major concepts mean, because this suggests limited comprehension.
✗ Typos, misplaced apostrophes and other signs of sloppy work – be sure to proofread and edit.
✗ Submitting less than 500 words or more than 550 words. Either scenario will cost you marks.

Each 500 to 550 word summary is worth up to 5 marks. Only your top six summaries will count towards your final grade. A synopsis is due in the Tuesday class of the week that the reading is assigned, as indicated in the “weekly outline” section of this syllabus. Late synopses will be accepted without penalty until the Thursday class of that week, after which they will not be accepted and a grade of zero will apply.

Before grading any summaries the marker will review the assigned reading material and make a list of the major themes and the main concepts. Checkmarks will be made on each submitted synopsis to roughly identify where such information has been presented. Typically the number of checkmarks earned is used to indicate a grade. A general grading guide is provided; other marks may be assigned as appropriate.
4.5/5 or higher: Outstanding work that is nearly flawless. The synopsis shows a thorough and superior understanding of the assigned reading. It makes precise and clear points that connect theory with practice. Its organization is very logical and coherent. It is written and presented in excellent scholarly fashion entirely in the author’s own words leaving little open to question; it clearly follows the syllabus instructions; it has no spelling, grammatical or syntactic mistakes; and it reads very smoothly. There is evidence of considerable proofreading and editing such that any errors and omissions are of the negligible variety.

4/5: A superior synopsis deemed to meet many of the criteria listed immediately above. This represents a considerable degree of effort and attention to detail. However, it contains some flaws that preclude it from a higher standard of excellence.

3.5/5: A reasonably good synopsis deemed to show a good understanding of the assigned reading and which displays at least some insights. It makes fairly clear and precise points, though at times indicates the author’s comprehension of the material is limited, perhaps due to the use of a thesaurus rather than proper paraphrasing of information. Its organization is, for the most part, logical and coherent. It has no major or consistent spelling, grammatical, or syntactic mistakes. It is generally well written in a formal manner though perhaps does not always read smoothly.

3/5: Makes reference to the most important points in the assigned reading. However it displays somewhat limited comprehension and so is an underwhelming synopsis, possibly evidenced by quoting and/or a style of paraphrasing that relies on a thesaurus. The information presented is not always clear or precise, or even directly from the assigned reading. Its organization is not always logical or coherent. The style of writing may need some attention.

2.5/5: An inadequate synopsis deemed to show a poor understanding of the assigned reading and broad theory. Its organization lacks logic and coherence. It is written in an informal manner, may not read very smoothly, and may contain major or consistent spelling, grammatical, or syntactic mistakes. Much more effort is required. The author should speak with the course instructor and/or visit the Writing Centre.

Less than 2.5/5: A synopsis deemed to be extremely weak or unacceptable. The information presented is either unclear, very poorly developed, and/or offers mostly opinion. It is written in an informal manner and may present major or consistent spelling, grammatical, or syntactic mistakes. It is off track and indicates that the author did not read the assigned reading or did not understand it. Please speak with the instructor.

**Review Test** 35% (10:30am Tuesday March 13)
Learning objectives:
- Review of course material leading to improved short-term awareness and long term recall.
- Evaluation of knowledge using a variety of closed and open ended questions.

The review test will cover material foremost from lectures which will be supplemented with core concepts from assigned readings (except emailed news items) as described in weeks 2 to 10 of the “weekly outline”. It will include a combination of multiple choice, true/false, a crossword puzzle, fill in the blanks, short written explanations and/or a written compare/contrast exercise.
Essay Proposal 20% (due Tuesday March 27)

Learning objectives:
- Increased familiarity with the structure of an academic essay including the importance of separating theoretical concepts from case studies.
- Improved awareness of a current issue in Canadian politics.
- Stronger ability to perform basic academic research and synthesize academic sources.

You do not need to write an essay in this course. Rather the emphasis is on teaching you the basic mechanics of how to write a good essay by getting you to strengthen your awareness of building blocks such as locating quality sources, reviewing academic research, and organizing your findings. The primary purpose is therefore to ensure that students become familiar with minimum essay research expectations in political science and the need to carefully follow detailed instructions.

Step 1: Pick a term
Select any term from the class content column provided in the “weekly outline” section of this syllabus that sparks your interest. When selecting a term you should consider the instructions in step 3.

Step 2: Find 7-8 scholarly sources dealing with that term
Essays in political science tend to explore a theoretical concept (a term) and apply knowledge in an objective scientific manner to examples of this concept being used in real life (a case study). Therefore good essays begin by reviewing scholarly literature to enable the analysis of a topical news item.

Identify 7 to 8 scholarly sources that you could use to inform the theory component of your essay that will involve explaining what your selected terminology is about. You need to locate academic books available in the library, peer-reviewed journal articles, and possibly a credible online resource such as government report. Rule of thumb: prioritize information that has been published by a blend of university presses and publications that include the word “journal” in the title. You will need to use the MUN library for this task; Google Scholar is another option. See examples in Appendix 3.

Sources that are unacceptable and for which marks will be deducted include basic textbooks for university courses (check with a librarian if you are unsure), encyclopaedias, newsmagazines such as The Economist or Maclean’s, newspaper articles such as The Globe and Mail or The Telegram, and especially non-academic online sites such as Wikipedia or Answers.com. These will cost you marks! To understand what constitutes a quality source, see www.library.mun.ca/guides/howto/evaluation.php and www.library.mun.ca/guides/howto/popular.php. For tips on locating academic journal articles, see www.library.mun.ca/guides/howto/find_articles.php and also www.library.mun.ca/guides/howto/access_ejournal.php. For tips on finding government documents, see www.library.mun.ca/qeii/govdocs/govdocs.php.

Step 3: Print a recent Canadian news story that includes your term
Locate your exact term in recent Canadian political news. This will be your case study. For instance, if your term was “question period” (from week 13), you would locate a recent Canadian news story that includes this term on a news site such as CBC news, CPAC, CTV news, Globe and Mail, Google news, Hill Times, Maclean’s, National Post, Ottawa Citizen, The St. John’s Telegram or Toronto Star. These are just examples; if you prefer other Canadian news resources may be used.

Print off your news item. Be sure that it includes the actual URL, which should print automatically at the top or bottom of the page. Highlight the course term so that the instructor can quickly spot it. The printout with your highlighted term must be included with your submission.
Step 4: Create an essay question that blends theory and the case study
Come up with an essay question that you could research on this topic. This needs to clearly differentiate between the theoretical term and your case study. For example, if question period was your term, and your news story was about politicians heckling the prime minister during question period, your question could be “Has question period outlived its democratic purpose? The case of opposition MPs heckling PM Stephen Harper”. Note the need to differentiate the theoretical concept from the case study in the question. Other examples are provided below to help you come up with your own.

<table>
<thead>
<tr>
<th>Course Term</th>
<th>News Item</th>
<th>Essay Question</th>
</tr>
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<tbody>
<tr>
<td>Liberal party</td>
<td>“Is the Liberal party dead and buried?” (CTV, Dec. 28, 2011)</td>
<td>The slow decline of a political party: The case of the Liberal Party of Canada</td>
</tr>
<tr>
<td>CSIS (week 4)</td>
<td>“Men arrested under security certificates shocked by CSIS torture allegations” (National Post, December 5, 2011)</td>
<td>When is the use of torture in the name of national security acceptable?: The case of the Canadian Security Intelligence Service and security certificates</td>
</tr>
<tr>
<td>Member of Parliament</td>
<td>“MP rallies to support dying woman told she filed Agent Orange claim too late” (Montreal Gazette, December 19, 2011)</td>
<td>The politics of government compensation: The case of compensating people exposed to Agent Orange at Canadian Forces Base Gagetown in New Brunswick</td>
</tr>
</tbody>
</table>

Step 5: Find 7-8 scholarly sources dealing with your essay question
Now that you have a clearer idea of what your essay would be about you need to identify 7 to 8 more scholarly sources to ensure that research concerning the case study side of your essay is also addressed. While academic books and peer-reviewed journal articles should prevail, at this juncture you might integrate a research report from a polling company such as Nanos Research, or information from a government report such as Library of Parliament research publications.

Step 6: Prepare an outline of your proposed essay
Next you need to prepare an outline of your proposed essay which will illustrate that you have consulted the sources that you have identified. This is a robust list of bullets (two full pages single-spaced or four full pages double-spaced) that brainstorm what you would write about if an essay were required for this course. It should include headings, subheadings and a hypothesis that integrates main ideas drawn from the literature that you have located. The major headings of your essay outline are to be: (1) Introduction, (2) Review of theoretical concepts, (3) Case study, (4) Analysis, (5) Conclusion.

The difference between a strong outline and a weak outline is usually evident based on whether the author has actually looked at the content of the books and journal articles that were identified and if there has been considerable editing and proofreading to ensure that every word counts. To do well you therefore need to read select pages of your identified sources and writing succinctly. If you haven’t bothered to check any books out of the library it’s a good sign that you won’t do well on this assignment. For tips on how to write an essay outline, see [www.mun.ca/writingcentre/docs/OnLineFormalOutline.pdf](http://www.mun.ca/writingcentre/docs/OnLineFormalOutline.pdf).
Explanations of information expected under each heading are provided below.

1. **Introduction**
   This is a very short and precise identification of the research problem and thesis statement.

2. **Review of theoretical concepts**
   This should be between three quarters of a page to a full page of bullet points. Begin by establishing the main ideas and information associated with your selected term. Follow this by integrating some broad theoretical information about other concepts related to your term and case study. You should direct your reader to sources using a name/date format, such as: Smith (2006).

3. **Case study**
   This should be about half a page of bullet points related directly to your news item and include some reference to sources.

4. **Analysis**
   This is a succinct summary of major points that you would make by applying what you have read about the theoretical concepts to aid in your interpretation of the case study.

5. **Conclusion**
   This is a very short and precise conclusion that refers the reader back to the validity of your thesis statement by considering the knowledge gained.

**Step 7: List your 15 sources using the appropriate academic formatting**

Essays include a list of works cited listed in alphabetical order by author’s last name. While there are variations for how to present this they all require common information such as the names of the author(s) and the year of publication. Books require the publisher and its city. Edited book chapters require the name of the chapter, the names of the author(s) as well as the editor(s), the publisher and its city, and the page numbers. Journal articles require the name of the article, the journal’s name, the journal volume number and issue, and page numbers. If you use a computer to retrieve a scholarly journal article you do not include any URL information such as “qe2a-proxy.mun.ca”. For guidance see Appendix 3 or [www.mun.ca/posc/undergraduate/Political_Science_Style_Guide.pdf](http://www.mun.ca/posc/undergraduate/Political_Science_Style_Guide.pdf)

**Step 8: Prepare a cover page and print all materials**

Prepare a cover page that identifies your proposed essay question and your name, your student number, the course name, and the date. Paper copies of assignments are to be submitted in class.

**Step 9: Review checklist of deliverables**

Before submitting your essay proposal, check to ensure that it includes all of the following components:

- Cover page.
- Printout of a Canadian news story with the course term highlighted.
- An essay question that combines theory and a case study.
- A concisely written essay outline that is two full pages, uses the five required headings, and indicates some comprehension of the content of the bibliography sources as evidenced by reading.
- The 15 scholarly sources are presented in an impeccable format with all required details. There are no textbooks, no encyclopaedias, no magazines, no newspapers, and no Wikipedia-type sources.

**Grading:** Students who closely follow all of the instructions provided in this syllabus can expect to receive a high grade. Students who decide to selectively ignore instructions and/or who generally invest little effort will receive a failing grade.
## Participation 15% (related to news items emailed early each week)

Learning objectives:
- Encourage reading and conversation about assigned material.
- Increase students’ awareness of topical information about Canadian political issues.
- Develop abilities to dialogue with others about Canadian politics.
- Build knowledge about interesting case studies to support comprehension of more complex material.

Some classes will begin with a brief review of Canadian political issues of the day as reported in the news so that students can understand politics in real life. Each week the instructor will email a selected news item to students’ MUN email accounts and this will form the basis for class discussion.

At appropriate times in the classroom students are encouraged to engage with the instructor and with each other. Students may be expected to discuss course material in groups. They should plan on speaking up, sharing opinions, asking questions, overcoming shyness, and respecting others’ viewpoints while observing standards of conversational etiquette.

A marks incentive is being offered to encourage respectful and intelligent conversation from a range of students. Two techniques will be employed to facilitate the assessment of the class participation: (1) cards will be given out during class to active participants which will need to be returned to the instructor so that the student’s name can be recorded and (2) written reflections will be periodically administered so that the instructor can refer to these as necessary. Written reflections will not be explicitly graded nor returned. In the last two weeks of classes a slightly heavier weighting will be placed on students’ participation.

### Do:
- ✓ Listen as well as speak.
- ✓ Be respectful of others.
- ✓ Talk in turn without dominating the conversation.
- ✓ Relax and be natural.
- ✓ Keep prejudice and bitterness out of an argument.
- ✓ Let a conversation develop a pace of its own.

### Avoid:
- ✗ Shyness. Use the opportunity to develop confidence in your ability to share viewpoints.
- ✗ Being overly concerned about controversial opinions.
- ✗ Talking ceaselessly about yourself or boasting.
- ✗ Making critical or insulting remarks to anyone present or behind any mutual acquaintance’s back.
- ✗ Whispering to one person in a group or writing secret notes.
- ✗ Seeking desperately to fill in every moment of silence in a conversation.
- ✗ Finishing the sentences for someone else who’s telling a story.

eTips bonus  up to 5% bonus  (optional, by end of classes)

Learning objectives:
• Incorporation of a creative and fun evaluation component that recognizes different learning styles.
• Opportunity for students to improve their awareness of the study of politics.
• Development of skill sets not ordinarily used in Political Science courses.

Here’s an opportunity to have a bit of fun while developing different skill sets on your own or as part of a group with up to two classmates. eTips is a website (www.arts.mun.ca/etips) still in development that was created by MUN students to provide advice about doing well in political science courses. Anyone in POSC 1010 who prepares quality text to accompany original audio or video content suitable for posting on the eTips site can qualify for up to a +5% bonus on their final grade. Using a camera phone is fine.

The objective of this assignment is to provide informative advice to students about how to succeed in political science. The trick is that your tips must be delivered in a creative, engaging, interesting and entertaining manner. Try to improve on the creative quality of the videos already on the eTips site at www.arts.mun.ca/etips Think about what type of video could go viral. Looking for creative inspiration? Look at YouTube videos that have high view counts.

So use your imagination – dress up, role play, sing, dance, play the guitar, interview people, hold a contest, wear face paint, visit places around campus and St. John’s, etc. For instance, you might be a reporter talking to the camera about a visit to the House of Assembly or a municipal council meeting, you might give a Rick Mercer-style rant, or a group of students might dance to a theme song of tips for success. Students are encouraged to have fun within the boundaries of good taste and bearing in mind the objective of providing tips for success to other students. Your mark will consider creativity and effort; content quality expectations will increase in proportion to the number of authors.

Submit the Web address of your video that has been uploaded to YouTube – use the privacy setting if you like. Alternatively if necessary you can submit a .wmv file on storage medium that will be returned (include your name) however this method risks the instructor not being able to open the file on time. Do not submit by e-mail. You are not required to provide permission for the video to be uploaded to the eTips site however should you agree to do so then a written consent form will need to be completed which is available from the instructor.

You must obtain permission from the course instructor to pursue your proposed project. In many cases the full 5% bonus will be awarded directly to the student’s final grade in the course (e.g., a student with a 63% final grade at the end of the course would be given a 68% final grade).

Weekly Outline

Notes for terms in italics will be available for download from the instructor’s webpage (www.mun.ca/posc/people/Marland.php).

<table>
<thead>
<tr>
<th>Dates &amp; Topic</th>
<th>Class Content</th>
<th>Reading &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Jan 5)</td>
<td>Course organization and review of syllabus</td>
<td>Browse <a href="http://www.canadian-politics.com">www.canadian-politics.com</a></td>
</tr>
<tr>
<td>Dates &amp; Topic</td>
<td>Class Content</td>
<td>Reading &amp; Evaluation</td>
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<tr>
<td><strong>Week 2 (Jan 10 &amp; 12)</strong></td>
<td>Class discussion about emailed news item and PowerPoint about the following concepts: <em>British connection</em>, <em>Canada Council for the Arts</em>, <em>Canadian Broadcasting Corporation (CBC)</em>, communitarianism, Crown, continentalism, federalism, free trade, individualism, Parliamentary system, political culture</td>
<td><strong>Read:</strong> “Is the Canadian political culture becoming Americanized?” + the news item sent to your MUN email</td>
</tr>
<tr>
<td><em>IS CANADA BECOMING AMERICANIZED?</em></td>
<td></td>
<td>Tuesday: synopsis #1 due</td>
</tr>
<tr>
<td><em><em>Week 3 (Jan 17</em> &amp; 19)</em>*</td>
<td>Class discussion about emailed news item and PowerPoint about the following concepts: <em>Bloc Québécois, climate change, Conservative party, conservatism, blue Tory, Green party, Liberal party, New Democratic Party (NDP), red Tory</em></td>
<td><strong>Read:</strong> “Will conservatism and the Conservative Party fail?” + the news item sent to your MUN email</td>
</tr>
<tr>
<td><em>WHAT TYPES OF POLITICAL PARTIES EXIST IN CANADA?</em></td>
<td></td>
<td>Tuesday: synopsis #2 due</td>
</tr>
<tr>
<td><em>guest lecturer</em></td>
<td></td>
<td>Jan. 19: Last day to add courses. Last day to drop courses and receive a 100% refund of tuition fees.</td>
</tr>
<tr>
<td><em><em>Week 4 (Jan 24 &amp; 26</em>)</em>*</td>
<td>Class discussion about emailed news item and PowerPoint about the following concepts: <em>Charter of Rights and Freedoms (1982), civil law, common law, constitution, Constitution Act (1867), Criminal Code of Canada, CSIS, judicial system, notwithstanding clause (section 33), RCMP, Royal Assent, Supreme Court of Canada</em></td>
<td><strong>Read:</strong> “Is the Canadian Charter of Rights and Freedoms antidemocratic?” + the news item sent to your MUN email</td>
</tr>
<tr>
<td><em>WHAT LEGAL SYSTEM EXISTS IN CANADA?</em></td>
<td></td>
<td>Tuesday: synopsis #3 due</td>
</tr>
<tr>
<td><em>guest lecturer</em></td>
<td></td>
<td>Jan. 26: Last day for to drop courses and receive a 50% refund of tuition fees.</td>
</tr>
<tr>
<td><strong>Week 5 (Jan 31 &amp; Feb 2)</strong></td>
<td>Class discussion about emailed news item and PowerPoint about the following concepts: <em>Canada Pension Plan (CPP), Employment Insurance, equalization grants, federal powers (section 91), have have not provinces, medicare, provincial powers (section 92), social safety net, spending power</em></td>
<td><strong>Read:</strong> “Should the federal government play a leading role in health care?” + the news item sent to your MUN email</td>
</tr>
<tr>
<td><em>WHAT KIND OF SOCIAL SAFETY NET DO WE HAVE IN CANADA?</em></td>
<td></td>
<td>Tuesday: synopsis #4 due</td>
</tr>
<tr>
<td><strong>Week 6 (Feb 7 &amp; 9)</strong></td>
<td>Class discussion about emailed news item and PowerPoint about the following concepts: <em>Government budgets, budget surplus, debt, budget deficit, income tax, means test, recession, sales tax, stimulus spending</em></td>
<td><strong>Read:</strong> “Putting the fiscal genie back in the bottle” + the news item sent to your MUN email</td>
</tr>
<tr>
<td><em>ARE SPENDING CUTS AND TAX HIKES COMING?</em></td>
<td></td>
<td>Tuesday: synopsis #5 due</td>
</tr>
<tr>
<td><strong>Week 7 (Feb 14 &amp; 16)</strong></td>
<td>Class discussion about emailed news item and PowerPoint about the following concepts: <em>deux nations, distinct society, Parti Québécois, Québécois nation, Quiet Revolution, separatism, sovereignty-association, sovereignty referendums, special status</em></td>
<td><strong>Read:</strong> “Is recognition of Quebec as a distinct nation a positive step for Canada?” + the news item sent to your MUN email</td>
</tr>
<tr>
<td><em>WHAT DOES QUEBEC WANT?</em></td>
<td></td>
<td>Tuesday: synopsis #6 due</td>
</tr>
<tr>
<td>Dates &amp; Topic</td>
<td>Class Content</td>
<td>Reading &amp; Evaluation</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| Week 8 (Feb 23 only*) WHAT KINDS OF POLITICAL JOBS ARE THERE IN CANADA? | Class discussion about emailed news item and PowerPoint about the following concepts: Appointment power, Cabinet, legislature pages, majority government, *Member of Parliament, merit system*, Minister of the Crown, ministerial staff, minority government, Prime Minister, Prime Minister’s Office, parliamentary committees, Speaker | **Read:** “Is the Prime Minister too powerful?” + the news item sent to your MUN email  
**Thursday:** synopsis #7 due  
**Feb. 23:** Final date to drop courses without academic prejudice |
| Week 9 (Feb 28 & Mar 1) DO UNELECTED PEOPLE HAVE TOO MUCH GOVERNING POWER IN CANADA? | Class discussion about emailed news item and PowerPoint about: Clerk of the Privy Council, *Deputy minister (DM), Governor General*, Lieutenant Governor, PM’s chief of staff, public administration, Public Service Commission, Senate, Supreme Court nominations, Triple-E Senate | **Read:** “Should Parliament review Supreme Court appointments?” + the news item sent to your MUN email  
**Tuesday:** synopsis #8 due |
| Week 10 (Mar 6 & 8) WHO LOOKS OUT FOR POLITICAL MINORITIES IN CANADA? | Class discussion about news item and PowerPoint on: affirmative action, allophones, class cleavage, *Commission on Reasonable Accommodation of Minorities*, court challenges program, gay and lesbian rights, gender politics, geographic cleavage, multiculturalism, *Native Canadians*, Persons case, racism | **Read:** “Should the Court Challenges Program be reinstated?” + the news item sent to your MUN email  
**Tuesday:** synopsis #9 due |
| Week 11 (Mar 13 & 15) REVIEW TEST | Class discussion about emailed news item and PowerPoint on remaining content from week 10 and/or a head-start on content from week 12 | **Tuesday, Mar. 13:** REVIEW TEST on content from syllabus weeks 2-10 |
| Week 12 (Mar 20 & 22) DO POLITICIANS PRIORITIZE THEIR CONSTITUENTS’ CONCERNS? | Class discussion about emailed news item and PowerPoint about the following concepts: crossing the floor, free vote, lobbyist, parliamentary indemnity, patronage, party discipline, party whip, pork barrel | **Read:** “Should party discipline be relaxed?” + the news item sent to your MUN email  
**Tuesday:** synopsis #10 due |
| Week 13 (Mar 27 & 29) HOW DO WE PREVENT CORRUPTION IN CANADIAN POLITICS? | Class discussion about emailed news item and PowerPoint about the following concepts: accountability, *Auditor General*, collective responsibility, constituency allowance misspending, freedom of information, ministerial responsibility, opposition parties, question period, recall, responsible government, vote of confidence | **Read:** “The Newfoundland and Labrador House of Assembly” + the news item sent to your MUN email  
**Tuesday:** synopsis #11 due  
**Tuesday, March 27:** ESSAY PROPOSAL DUE (paper copy)  
Heavier weighting of participation |
| Week 14 (April 3 & 5) GUEST SPEAKER | Interactive discussion with a guest speaker. In the event of prior class cancellations remaining course content may be addressed instead. | **Read:** The news item sent to your MUN email  
Heavier weighting of participation |
Appendix 1
Tips for doing well in POSC 1010

The following generalizations about strong, average and weak student performers are presented in an effort to encourage you to reflect on your habits and to encourage an ‘A’ calibre approach to learning.

<table>
<thead>
<tr>
<th>Extracurricular activities:</th>
<th>An ‘A’ student...</th>
<th>A ‘C’ student...</th>
<th>An ‘F’ student...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus:</td>
<td>Prioritizes courses</td>
<td>Balances everything</td>
<td>Courses are unimportant</td>
</tr>
<tr>
<td>Assigned reading:</td>
<td>Reads, takes notes and comprehends</td>
<td>Skim reads, highlights and memorizes</td>
<td>Doesn’t read and/or doesn’t seek help</td>
</tr>
<tr>
<td>Studying for tests:</td>
<td>Constantly reviews</td>
<td>Reviews day before</td>
<td>Crams night before</td>
</tr>
<tr>
<td>Class:</td>
<td>Never misses class</td>
<td>Misses some classes</td>
<td>Misses many classes</td>
</tr>
<tr>
<td>Classmates:</td>
<td>Makes new friends</td>
<td>Sticks with old friends</td>
<td>Doesn’t talk to anyone</td>
</tr>
<tr>
<td>Seating:</td>
<td>Sits at front of room</td>
<td>Sits at back of room</td>
<td>Doesn’t come to class</td>
</tr>
<tr>
<td>Essay research:</td>
<td>Reads library books</td>
<td>Cites, but doesn’t read</td>
<td>Relies on a computer</td>
</tr>
<tr>
<td>Essay proofreading:</td>
<td>Uses Writing Centre</td>
<td>Proofs own work</td>
<td>Doesn’t proof</td>
</tr>
<tr>
<td>Essay submission:</td>
<td>On time</td>
<td>Very close to deadline</td>
<td>Late</td>
</tr>
<tr>
<td>Questions for instructor:</td>
<td>Asks questions</td>
<td>Too shy to ask</td>
<td>Doesn’t have any</td>
</tr>
<tr>
<td>Talking with instructor:</td>
<td>Speaks in person</td>
<td>Relies on email</td>
<td>When failure is imminent</td>
</tr>
<tr>
<td>Bonus assignment:</td>
<td>Likely does bonus</td>
<td>Doesn’t do bonus</td>
<td>Does bonus to try to pass</td>
</tr>
</tbody>
</table>
Appendix 2  
Advice from past POSC 1010 students

Dear future student: I would say that it is very important to go to class. I got the most out of the lectures, and they were way more interesting and helpful than the book. Also, it is important to read the chapters for the tests. The way the paper was broke down was incredibly helpful, and has helped me in writing papers in almost every course. Other than saying class lectures are important and read the text, I have no other suggestions. I’ve recommended this course to all of my friends, and it has sparked an interest in politics for me!

Dear future student: It’s very important that you study both the required readings AS WELL AS the notes you take in class. While the notes from class are comprehensive, there will be sections of the review tests that will be based exclusively on your required readings, so make sure you review them!

Dear future student: It’s important to get your essay brainstorming started early. While there is no actual essay required there are still a number of steps involved to complete the assignment. The essay brainstorming will be very straightforward for the student who completes the steps in advance but it will seem daunting if you leave it until the last minute. If you start that assignment early it will be reflected in your grade because you’ll have time to ask questions and get the assistance you need to complete it well.

Dear future student: In terms of the course material, be sure to know most of the material in the slides for the tests. Also, reading the text will ensure you score well on the tests. One final word of advice, do not leave any of the papers to the night before. It will be way too difficult to complete, and do well on, if you leave it until the night before. Finding articles and books, and paraphrasing content takes time. I would suggest you make a schedule of the things you have due (for this course and other courses), and organize your time wisely.

Dear future student: The class lectures and readings are very important. If you attend class regularly and read the assigned readings, you should do very well with the tests, midterm and the class discussions. The in class discussions are very helpful and you should try to speak up as much as possible. It is also important to respect others when they are speaking because it takes courage for some people to speak up. Start the research essay proposal as soon as possible. There is a fair amount of work but it is not a hard assignment. It would be beneficial for you to get a head start. Try the bonus assignment, even if you don't need the extra marks. It can be very fun to do.

Dear future student: It is in your best interest in taking this course to read the syllabus carefully and make sure you do everything recommended, because it is ALL FOR YOUR BENEFIT. Read the book, come to class, take good notes and pay attention. As a shy, quiet student, I know it is hard to speak up in discussions and ask questions, but it is important to do so in order to get the most out of the course, and it will help you to do better. Also, do not be afraid to ask the professor for help, if you need anything just ask. P.S.: You’ll love the cartoons and stories.

Dear future student: Do your assigned readings because you WILL be tested on them. Come to classes, participate in class discussions, ask questions and don't leave your studying and assignments to the night before and you will get an A! The research proposal is daunting and going to take more time than you originally think. DO NOT leave it to the last minute, and follow the directions in the syllabus word for word.
Appendix 3
Examples of sources for essay proposal (examples only – you need to find your own)

Peer-reviewed scholarly books

Chapters in edited scholarly books

Peer-reviewed academic journal articles

Other academic sources