



Lakehead University  
*Introduction to Political Science (2014-2015)*  
POLI-1100-YA  
TTh 1-2:30 – RB 1044

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Office Hours: Tuesday and Thursday 11:30-1:00 (or by appointment)

### **COURSE DESCRIPTION**

This course provides an introduction to the field of Political Science, including its scope, concepts and methods. It focuses on the institutional and social framework of political activity, with particular attention paid to the Canadian and other political systems, and to the role of political ideas.

### **COURSE REQUIREMENTS**

#### **Texts for Purchase:**

*Please purchase the editions listed*

1. Malcolmson and Myers, *The Canadian Regime*, 5<sup>th</sup> Edition
2. Course Reading Kit (available at bookstore)

#### **Recommended Daily Reading**

1. A national newspaper or news aggregator such as the *Globe and Mail*, *Huffington Post*, *National Post*, etc. Most are available online.

#### **Grading:**

Test 1: 10%  
Test 2 (Mid-Term exam): 15%  
Test 3: 15%  
Test 4 (Final Exam): 25%  
Paper 1 = 10%  
Paper 2 = 15%  
Participation: 10%

**Assignment and Grading Details:***Papers*

Students must complete 2 papers. Topics and details will be distributed. Students will cite their work, and use standard font size (12 inch Times New Roman or equivalent size) and 1 inch margins. Unless otherwise stated, the paper is due in class on the date scheduled. A late paper will see a grade deduction of 5% per day. Extensions may be requested in advance of the due date, but not afterwards.

*Tests*

Each test/exam will test students on all the material covered up until the test/exam date, but will emphasize the material covered since the previous test/exam.

*Class Participation*

Although the instructor will regularly lecture, class time will also be spent discussing the assigned readings. Students are expected to fully participate in this discussion. To do so, students should: 1. Read assigned material carefully; 2. Bring the readings to class; 3. Be prepared to discuss the readings; 4. Avoid being inattentive and/or appearing inattentive.

In order to facilitate discussion, and in order to allow the lectures to be executed in the most effective manner, students are required to follow the seating direction of the instructor, who will advise students which seats are available for use.

*Class Readings*

The readings from this course can involve complicated ideas and difficult arguments. Moreover, the presentation of these ideas and arguments sometimes take forms that may not be familiar to students. Students should therefore read the assigned readings carefully, slowly, and several times in order to grasp their content.

**Other Policies:***Communication*

The instructor will regularly communicate with students about a variety of matters, both through in-class announcements and via email (using students' Lakehead email account). Students are encouraged to contact the instructor with any questions that arise during the course of the year. While course administrative questions are appropriate, students are also encouraged to meet with the instructor to discuss questions related to the course's field of study. Students are reminded that while email is useful for basic factual inquiries, more complex matters are best handled in person.

*Electronic Devices*

Cell phones should be left at the front of the class, or should not be visible to the instructor (e.g. placed in a bag or purse). If a cell phone is visible, the instructor will assume that it is being used. Laptop use is not allowed without permission. No audio or video recording of the class is allowed without the permission of the instructor. If permission is granted, recording is allowed solely for private use.

*Academic Honesty*

Academic honesty is expected of all Lakehead University students. Cheating, collusion, and plagiarism will not be tolerated. Students are expected to make themselves fully familiar with Lakehead's policy in this area. Although all these policies will be enforced in full, it is worth emphasizing the following:

Plagiarism involves presenting another's work, ideas, theories, or interpretation as one's own.

To avoid plagiarism, writers should always:

1. Put quotation marks around any words from sources
2. Paraphrase material completely (changing or rearranging a few words or the tense of a verb *is not* paraphrasing).
3. Give accurate and complete citations for all material including paraphrased material.
4. Avoid borrowing entire arguments or approaches to a subject from another writer. Make it 'original' while staying faithful to the assignment parameters.

## **COURSE READING SCHEDULE**

*All readings not from purchased texts can be found in the Course Pack available at the bookstore or will be sent to students via email. Readings and schedule of readings will be adjusted at the instructor's discretion.*

### **Fall Term**

9/9 Course Outline and Introduction

#### An Introduction to States, Regimes, Constitutions, and Government

9/11 Hamilton, *Federalist* 1 (selections)  
*What is Political Science? What is a Regime? What types of Regimes are there?*

9/16 Jefferson, *Declaration of Independence* (selection)  
*The Canadian Charter of Rights and Freedoms* (via email)

9/18 George Cartier, *Confederation Debates*, February 7, 1865  
George Brown, *Confederation Debates*, February 8, 1865  
Malcolmson and Myers, 1.2 Liberty; 1.3 Equality; 1.4 The Canadian Regime  
*What is a Constitution? How does one come into existence? What are the different Branches of Government?*

9/23 Malcolmson and Myers, 2.1 Constitutions and their functions; 2.2 Constitutional Forms; 2.3 The Canadian Constitution; 2.4 Amending the Constitution; 2.5 Judicial Review of the Constitution; 2.6 Constitutional Politics since 1982  
*How do Constitutions work? When should Constitutions change? How should Constitutions change? What is a "Living Constitution"?*

#### Responsible Government and the Canadian Regime

9/25 Malcolmson and Myers, 3.1 The Emergence of Responsible Government; 3.2 The Conventions of Responsible Government  
*What is Responsible Government? How does it work? Why does it work? How does it affect us as citizens?*

- 9/30 Madison, *Federalist* 51  
 Malcolmson and Myers, 3.6 Institutional Implications of Responsible Government; 3.7 Responsible Government and Separation of Powers compared  
*What is the difference between Responsible Government and Separation of Powers? What are the advantages and disadvantages of each system?*
- 10/2 Aristotle, *Politics*, Book 3, ch. 7-10 (3.7-10) (via email)  
 Malcolmson and Myers, 3.3 Responsible Government as Cabinet Government; 3.4 Forming a Government; 3.5 Majority and Minority Government  
*What are the different Branches of Government in Canada? How do they fit with the Regimes laid out by Aristotle? How do they produce Laws?*

#### The Legislative, Executive, Parties and Elections

- 10/7 Malcolmson and Myers, 7.1 The Role of Parliament; 7.2 The Parliamentary Calendar; 7.4 The Business of the House of Commons; 7.6 The Back Benchers; 7.7 House of Commons Reform; 7.8 The Senate; 7.9 Senate Reform  
*What Powers does the Legislative Branch of government have? What does it do well? What does it do poorly? What form does it take in Canada? Does it need reform?*
- 10/9 Malcolmson and Myers, 6.1 The Crown; 6.2 The Governor General; 6.3 The Functions of the Governor General; 6.4 The Cabinet; 6.5 The Cabinet Committee System; 6.6 The Prime Minister  
*What Powers does the Executive Branch of government have? What form does it take in Canada? Does it need Reform?*
- 10/14 Malcolmson and Myers, 9.2 Canada's Electoral System; 9.3 The Effects of SMP; 9.4 Proportional Representation; 9.5 Single Transferable Vote; 9.6 Voting in Canada  
*What kinds of Electoral systems are there? What kind of government does Canada's Electoral System tend to produce? Is Canada's electoral system fair? Is changing it desirable?*

#### **Test One (In class)**

- 10/16 Malcolmson and Myers, 10.1 Political Parties in the Canadian Regime; 10.2 The Five Functions of Political Parties; 10.4 Canada's Major Parties; 10.5 The Canadian Party System; 10.8 Party Government and Party Politics  
*What are the major Political Parties in Canada? What is the relationship between our Electoral systems and our Political Parties? How would changing our electoral system affect Political Parties?*
- 10/21 Malcolmson and Myers, 11.4 Public Opinion; 11.5 The Media; 11.6 The Question of Public Opinion Polls  
*Are the Media Politically Biased? What effect do new technologies have on the Media's relationship with Political Life?*

## Federalism

- 10/23 Madison, *Federalist* 10  
Malcolmson and Myers, 4.1 What is Federalism?; 4.2 Why a Federal Union?; 4.5 Financing Government and Federal/Provincial Relations; 4.6 The Challenge of Canadian Federalism  
*What is Federalism? According to Madison, what are the advantages of Federalism? How does Federalism work in Canada?*
- 10/28 Madison, *Federalist* 45 (selections)  
*U.S. Constitution*, Article I section 1, Amendment 10  
John A. MacDonald, *Confederation Debates*, February 6, 1865  
Henri Joly, *Confederation Debates*, February 20, 1865  
*What is the difference between Federalism in the United States and Federalism in Canada? Why is Canada's Federalist model not like that of the United States? What is the connection between Multiculturalism and Federalism?*
- 10/30 *Charter of Rights and Freedoms*, Sections 2, 33  
Supreme Court of Canada, *Ford v. Quebec*  
*What does this Court case reveal about the strengths and weaknesses of Federalism in Canada? What does it say about freedom of speech? What kind of arguments does the Court rely on in reaching its decision?*

## The Judicial Branch

- 11/4 *Charter of Rights and Freedoms*, Section 1  
Malcolmson and Myers, 8.1 The Role of the Judiciary; 8.2 Fundamental Principles of the Canadian Judiciary; 8.4 The Supreme Court of Canada; 8.6 The Court Party Thesis  
*How does the Supreme Court work in Canada? How does a case get to the Supreme Court? What Power does the Judicial Branch have? What are the strengths and weaknesses of the Judicial Branch?*
- 11/6 Hamilton, *Federalist* 78  
*Should the Supreme Court have the final say on the Constitution? Is the Supreme Court anti-democratic? If so, should it be reformed? What is the difference between the Canadian and American judicial systems? What other kinds of Judicial Systems are there?*

## Aboriginal Rights, Property Rights, and Government

- 11/11 Supreme Court of Canada, *Delgamuukw v. BC* (1997)  
*How ought we to understand Aboriginal Government in relation to Canadian Government? Should the Supreme Court treat Land Claim Questions differently than other property right claims? If so, in what way?*  
**Paper One Due**

- 11/13 Supreme Court of Canada, *R. v. Marshall* (1999)  
 Locke on Property, 2<sup>nd</sup> *Treatise of Government*, (sec. 44-45, 123-24)  
 Aristotle on Property, *Politics*, 2.5, 2.6, 2.7  
*To what extent do Aristotle and Locke agree or disagree about the relationship between property and political life? Whose account is closer to the arguments given by the Supreme Court in the Land Claim and Treaty Right Cases we have studied?*

#### States, Regimes, Constitutions and Government Reviewed

- 11/18 Aristotle on Regimes, *Politics* 3.8, 4.2, 4.4 (only 1291b10-end), 4.5, 4.6, 4.7  
*According to Aristotle, what kinds of government/regimes are possible? What are the strengths and weaknesses of each? Which one does Aristotle prefer? Is it right to call Aristotle's arguments "scientific"?*

#### **Paper One Due**

- 11/20 Aristotle and the Canadian Regime, *Politics* 4.8, 4.9, 4.11, 4.12, 4.14, 5.1 (via email)  
*How would Aristotle classify the Canadian regime? What recommendations, if any would he make to our regime? What dangers would he warn us about?*

- 11/25 Mid Term Review and Catch-up

- 11/27 **In Class Mid-Term Test**

#### **Winter Term**

##### Political Theory: Foundational Approaches to Politics

- 1/6 Plato on Political Science, *Apology of Socrates* (selections)  
 Plato on Justice, *Republic* Book 6 and 7 (selections)  
*What is Political Philosophy? Why does Socrates claim that Philosophy is important to the city? Why does the democratic Athens condemn Socrates to die? How do the readings from the Republic illuminate what occurs in the Apology?*
- 1/8 Aristotle on the Aim of Politics, *Politics* 1.1 (via email)  
 Aristotle on the Aim of Human Life, *Nicomachean Ethics* 1.1; 1.2; 1.5  
*Why does Aristotle call Politics "the Master Art"? How does he describe the life of Politics, and how does it relate to the rest of human life?*
- 1/13 Machiavelli on Power Politics, *The Prince*, chapters 15-18, 22-23  
*Is Politics really just about Power? Is the advice given by Machiavelli useful or Dangerous (or both)?*

##### Human Rights and Equality

- 1/15 Hobbes on Equality and Nature, *Leviathan*, chapters 11, 13  
*Why is it right to say that Human Beings are Equal? According to Hobbes, what is Human Nature?*

- 1/20 Hobbes on Rights, and Government, *Leviathan*, chapters 14-15  
*What Rights do we have, and where do they come from? What is the relationship between Rights and Government?*
- 1/22 Lewis, *The Humanitarian Theory of Punishment*  
 Hobbes on Punishment, *Leviathan*, Chapter 15  
*Why and how should we Punish? When is Punishment Cruel? Why does anyone have the right to punish anyone else?*

### Rights, Citizenship, and the Supreme Court

- 1/27 Malcomson and Myers, 5.1 What is a Charter of Rights?;  
 U.S. Bill of Rights  
 U.N. Declaration of Human Rights  
 Canadian Charter of Rights and Freedoms  
 Hamilton, *Federalist 84*  
*What explains the difference in which Rights are protected by each document?  
 What is the relationship between Democracy and Human Rights? Is the protection of Rights democratic or anti-democratic?*
- 1/29 Aristotle on Citizenship and Justice, *Politics* 3.1-12 (via email)  
*What makes someone a Citizen? What is the relationship between being a Good Citizen and a Good Human Being? Are they the same thing?*
- 2/3 Supreme Court of Canada, *Alberta Press Case*  
 Aristotle on Political Speech, Aristotle, *Politics* 1.2, 1.13 (only 1260a1 to end) (via email)  
*Why do we protect speech from Government interference? What is the relationship between Freedom of Speech and Democracy?*
- 2/5 Supreme Court of Canada, *R. v. Keegstra* (1990)  
*What Limits, if any, should there be on Free Speech?*
- 2/10 Supreme Court of Canada, *R. v. Sharpe* (2001)  
*How does Technology interact with Freedom of Speech?*
- 2/12 **Test 2 (In Class)**
- FEBRUARY 17-21—NO CLASSES—READING WEEK*
- 2/24 Lincoln-Douglas, *Debates on Slavery and Equality* (selections)  
 Aristotle, *Politics* 1.2 (1252 only), 1.4, 1.5, 1.13  
*Why is Slavery Wrong? What kinds of Government permit Slavery? Would Aristotle agree with Lincoln or Douglas?*
- 2/26 U.S. Supreme Court, *Ricci v. DeStefano* (2009)  
*How do we best measure Discrimination and Equality?*
- 3/3 Supreme Court of Canada, *Meiorin Case* (1999)  
*How, and to what extent, does Discrimination on the Basis of Gender occur today?*

International Relations – Institutions, Approaches, and Problems

NOTE: THE UN CHARTER IS AVAILABLE ONLINE ON THE UN WEBSITE

- 3/5     *The United Nations Charter*, Introduction; chapters 1-10  
          *What is the Purpose of the United Nations? How is the United Nations Structured?*
- 3/10    *The United Nations Charter*, chapters 11-19  
          *What is the UN Security Council? What are its Powers? Is it right that Permanent Membership in the Security Council is limited to a handful of Countries? Who is the Secretariat?*
- 3/12    Snyder, "One World, Rival Theories," *Foreign Policy*, No. 145  
          *What are the different Approaches to International Relations outlined by Snyder? Which makes the most Sense?*
- 3/17    Thucydides, *The Melian Dialogue*  
          *What Considerations best Guide Foreign Policy? Can Questions of Justice or Right Influence Foreign Policy? How would Snyder classify the Melians and the Athenians?*
- 3/19    Rabkin, "A More Dangerous World: Why Crimea Matters", CRB 14:2 (2014)  
          *In what way does Rabkin think the world is more dangerous? What are the underlying causes of this development?*
- 3/24    Huntington, "The Clash of Civilizations," *Foreign Affairs* 72:3 (Summer, 1993)  
          Said, "The Clash of Ignorance," *The Nation*, October 1, 2001  
          *What does Huntington mean by "Clash of Civilizations"? How effectively does Said dismantle his argument?*
- 3/26    Dowd, "Unmanned Combat Drones," CRB 13:1 (Winter 2012)  
          *What challenges do emerging technologies like unmanned drones pose to the practice of International Relations?*
- 3/31    Mansfield, "How to Understand Politics" FT,
- 4/2     TBA
- 4/7     Course wrap-up and Review  
          **Paper Two Due**

**Test 4 – Final Exam**