

Lakehead

UNIVERSITY

POLI 3337 FAO Canadian Federalism

Instructor: Todd Stubbs

Class Times: T/Th 8:30-10:00, OA1025

Office/Hours: T 10:00-11:00, or by appointment

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Course Description

Canada is one of the world's oldest federations. Widely admired for its flexibility and stability, the federal system in Canada has nonetheless undergone major transformations and faced serious threats to its viability. This course examines the origin, evolution, structure, and meaning of Canadian federalism from its founding in 1867 to the present. Major themes include the impact of judicial review on the degree of centralization; the financial arrangements that link federal, provincial, municipal, and indigenous governments; debates over the fundamental nature of the federation, including Quebec's place in the system and the sovereigntist challenge; the problem of eastern and western alienation; and the need for institutional reform, especially of the senate. More broadly, the course considers the efficacy of the federal system in shaping a functional political community and the federation's future prospects.

Course Outcomes

In POLI 3337, students will develop a clear sense of the origins and shifting purposes of federalism, its past and continuing challenges, and its meaning in the lives of Canadians. An emphasis is placed on grappling with the core ideas, interests, and institutions underpinning Canadian federalism and sharpening students' capacity to critically evaluate the strengths and weaknesses of the federal system. An additional stress is placed on further developing critical reading and writing skills, as well as enhancing discussion, presentation, and collaboration competencies.

Mandatory Reading Materials

Douglas Brown et al., *Contested Federalism: Certainty and Ambiguity in the Canadian Federation* (Toronto: Oxford, 2019).

Additional reading materials are posted on D2L. Check the weekly schedule.

Evaluation

Topic Proposal and Bibliography: 15%

Research Essay: 30%

Presentation: 10%

Participation: 20%

Final Examination: 25%

Course Structure and Work Requirements

Course Structure:

Class will meet twice a week for a total of three hours. Weekly activities will vary (see the schedule, below) but a major emphasis is on discussion. Students are expected to read all assigned materials and take an active part in discussions.

Assignments/Work Requirements:

1) Topic Proposal and Bibliography

Students will prepare a one-page double-spaced topic proposal for their Research Paper. The proposal must feature 1) a research question, 2) a hypothesis that answers the research question directly, and 3) relevant background information describing the major themes and their relevance to Canadian federalism.

In addition, students will append to the proposal a preliminary annotated bibliography featuring no fewer than 5 scholarly sources, correctly formatted using APA or CMS.

Suggested topics and additional guidelines are posted on D2L. See the Assignment Guidelines file.

2) Research Essay

- 3,000 to 3,250 words in length, not including the bibliography.
- Minimum of 10 scholarly sources.

The Research Paper will address in depth a historical or contemporary theme relating to the subject of Canadian federalism. Additional guidelines are posted on D2L. See the Assignment Guidelines file.

3) Presentation

Group presentations will take place in Weeks 10 and 11. The topics and groups will be determined at a later date. Presentations will be 15 to 20 mins. in length and feature additional time for class discussion. Detailed guidelines will be posted on D2L.

4) Participation

Regular attendance and active engagement in class activities are absolutely essential (attendance may be recorded). That said, attendance is a necessary but not sufficient condition for receiving a strong participation grade: being prepared for class and taking an active and constructive part in the discussions, debates, and presentations are part of the overall participation assessment.

5) Exam

A final exam, covering the entire course, will take place in the exam period. More details will be forthcoming.

Evaluation of Written Assignments/Projects:

80-100% (A range):

Shows advanced competency in meeting the research and/or analytical and/or communications and/or cognitive and/or technical requirements of the assignment.

- The work is of exceptional quality
- The work is insightful, detailed, articulate, grammatically correct, technically correct, and well organized

70-79% (B range):

Exhibits a good effort in meeting the requirements of the assignment or examination.

- The work may be less focused, detailed, organized or less widely researched than a paper worthy of a higher grade or communicates fewer ideas with less detailed analysis than an assignment worthy of a higher grade

60-69% (C range):

Average approach and level of success in communicating analysis, factual material, and ideas.

- The work offers less detailed analysis and/or a lack sufficient research, and /or a less articulate or less clearly focused argument and/or may have technical flaws

50-59% (D range):

A poor level of competency in meeting the requirements of an assignment or examination.

- The work is poorly organized and/or written, features generalized statements, lacks supporting details and/or critical analysis, and features significant technical flaws

Below 50% (F):

Failure to meet the requirements of the assignment.

Course Policies

Late Assignments:

All written work must be handed in on time. Late work will be penalized 2% per day, including weekends and holidays. Late assignments may not be accepted after more than ten days. To obtain an exemption for medical or compassionate reasons, students must present signed supporting documentation.

IMPORTANT: Unsubstantiated technical problems or electronic submission of blank files or otherwise unreadable files are not legitimate excuses for late penalty exemption.

Laptops, Cellphones, and Other Electronic Devices:

Unless the instructor approves their use for educational activities, students should refrain from using electronic devices such as smartphones, tablets, and the like, during class. If these devices are required for emergencies students are encouraged to inform the instructor before class starts. Laptops are permitted; however, using them to browse the internet during class for non-educational purposes is strongly discouraged. Upon the request of the instructor, students should be prepared to close laptops when deemed academically appropriate.

Academic Misconduct:

Lakehead University's policy on academic misconduct can be found in the online Course Calendar 2013-14 > University Regulation > IX Academic Misconduct

A copy of the "Code of Student Behaviour and Disciplinary Procedures" including sections on plagiarism and other forms of misconduct may also be obtained from the Office of the Registrar.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly.

- a. The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned.
- b. A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

Students disciplined under the Code of Student Behaviour and Disciplinary Procedures may appeal their case through the Judicial Panel.

Note: "Plagiarism" shall be deemed to include:

- a. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
- b. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given.

Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given."

Weekly Schedule and Due Dates

Due Dates

Topic Proposal and Bibliography: 26 September 2019

Research Essay: 7 November 2019

All due dates are valid to 11:59 pm on the specified day. All written assignments must be submitted electronically to the appropriate D2L drop box in pdf or .doc (Word) format.

Weekly Schedule:

Part 1: Historical Development

Week 1 (3-5 Sept.) Introduction to the Course/An Introduction to Federalism

Douglas, chs. 1 and 2.

Week 2 (10-12 Sept.) “Confederation” and the British North America Act, 1867

Douglas, ch., 3.

Janet Ajzenstat, “Popular Sovereignty in the Confederation Debates,” in *The Canadian Founding: John Locke and Parliament* (Montreal & Kingston: MQUP, 2007).

Week 3 (17-19 Sept.) The Judiciary, Judicial Review, and the Impact of the Charter

Douglas, ch., 4.

Alan C. Cairns, “The Charter and the Constitutional Act, 1982,” in *Charter versus Federalism: The Dilemmas of Constitutional Reform* (Montreal & Kingston: MQUP, 1992)

Part 2: Federalism as a System of Relations

Week 4 (24-26 Sept.) Indigenous Peoples and Federalism

Topic Proposal and Bibliography due 26 Sept.

Douglas, ch. 11.

Frances Abele and Katherine Graham, “What Now? Future Federal Responsibilities Towards Aboriginal People Living in Cities,” *Aboriginal Policy Studies* 1, 1 (2011): 162-182.

(In-class film) *Dancing Around the Table, Part One* (1987)

Week 5 (1-3 Oct.) Executive Federalism and Democratic Engagement

Douglas, ch. 5.

Julie M. Simmons, “Canadian Multilateral Intergovernmental Institutions and the Limits of Institutional Innovation,” *Regional and Federal Studies* 27, 5 (2017): 573–596.

(In-class film) *Dancing Around the Table, Part Two* (1987)

Week 6 (8-10 Oct.) Fiscal Federalism and the Welfare State

Douglas, chs., 6 and 7.

Konrad Yakabuski, “Another equalization spat? Blame Harper,” *Globe and Mail*, 27 June 2018, B.4.

Week 7 (22-24 Oct.) The Economy

Douglas, ch. 8.

John Holmes, et al., “Challenges Confronting the Canadian Automotive Parts Industry: What Role for Public Policy?” *Canadian Public Policy* 43, 1 (January/janvier 2017): S75-S89.

Week 8 (29-31 Oct.) Environmental Policy

Douglas, ch. 9.

Environment Canada, *National Inventory Report 1990–2017: Greenhouse Gas Sources and Sinks in Canada 2019 – Executive Summary* (Ottawa, 2019).

Week 9 (5-7 Nov.) Gender and Federalism

Research Essay Due 7 Nov.

Douglas, ch. 10.

Erin Tolley, “Do Women ‘Do Better’ in Municipal Politics? Electoral Representation across Three Levels of Government,” *Canadian Journal of Political Science/Revue canadienne de science politique* 44, 3 (September 2011): 573-594.

(In-Class Film) *Why Women Run* (1997)

Part 3: Challenge, Reform, and Future Prospects

Week 10 (12-14 Nov.) Quebec, the Sovereigntist Movement, and Accommodation

Douglas, ch. 12.

Harold D. Clarke and Allan Kornberg, "Choosing Canada? The 1995 Quebec Sovereignty Referendum," *PS: Political Science and Politics* 29, 4 (Dec., 1996): 676-682.

Presentations

Week 11 (19-21 Nov.) Could Senate Reform Improve Federalism?

Michael Lusztig, "Federalism and Institutional Design: The Perils and Politics of a Triple-E Senate in Canada," *Publius* 25, 1 (Winter, 1995): 35-50.

Presentations

Week 12 (26-28 Nov.) Future Federalism

Douglas, Conclusion.

Debate

Review