CPO 3132-DW59
Spring 2018
Canadian Politics

Department of Political Science
College of Sciences, University of Central Florida

COURSE OUTLINE

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu

OFFICE HOURS From 1/8 until 4/24 2018	OFFICE LOCATION	OFFICE PHONE NUMBER
Mondays 2:00 p.m. to 5:00 p.m.	UCF Orlando Philips Hall, room 302N	407-823-0012
Tuesdays 1:00 p.m. to 5:00 PM (Not available during dept. meeting, i.e. every other Tuesday b/w 3:00 and 4:00 PM.)	UCF Orlando Philips Hall, room 302N	407-823-0012

I. Subject Overview

This course will introduce students to Canadian political institutions and processes. It will also pay a particular attention to three central themes that shaped and are still shaping Canadian political developments: the relations between the French and English parts of the country; the relationship between Canada and the Aboriginal nations; and the relationship between Canada and the United States.

Students first become familiar with a common set of readings during the first 11 weeks of the semester. Thereafter, they pursue specialized research and share the results of their research with other class participants on an electronic platform (wiki). The final exam (a brief quiz) will draw from a sub-set of the research reports authored by students.

II. Course Materials

You will need to have ready access to the following:

Alex Marland and Jared Wesley, Inside Canadian Politics, Oxford University Press, 2016.

Trevor Harrison and John Friesen, Canadian Society in the Twenty-First Century. Canadian Scholar's Press, third edition, 2015.

Additional assigned readings will be uploaded in Webcourses, under Files, under B) Additional Assigned Readings.

III. Basic Course Expectations

Students are expected to: (1) always have working connections to the internet; (2) to promptly procure the textbook; (3) to regularly log-on to the course's website in Webcourses via the Home Page. The Home Page is where you will find updates, general feedback and other useful information; (4) to take quizzes and submit postings in due time; (5) to respect the rules of academic honesty, in particular never to present text not their own as their own wording.

IV. Course Objectives

<u>General Course Goals</u>

1. To understand the main features of the Canadian constitution, Canadian federalism, as well as the powers of the executive, the legislative process and the electoral process in Canada.
2. To understand the main historical developments marking the relationship between French and English speaking Canadians.
3. To understand the main historical developments marking the relationship between Aboriginals and European descendants in Canada.
4. To understand the main features of the relations between Canada and the United States.

V. Assessment Overview

WHAT	WHEN	POINTS	EDUCATIONAL FUNCTIONS
Before Course Knowledge of Topic (Upload file) **After Course Knowledge of Topic** (Upload file)	Friday 1/12: 11:59pm Attach file in Dropbox Friday 4/16: 11:59 PM Attach file in Dropbox	1 This simple submission frees up your financial aid. 2	**Self-reflectivity** Fosters one's reflection on what was learned during semester and what one would like to learn more on the topic in the future.
Weekly Quizzes Each quiz will be worth 32 points. The semester average is used to compute the final course grade.	Weeks #2-11 (from 1/22 to 3/26) by Monday Evenings 11:59 P.M.	30	**Understanding** Verify comprehension of assigned material.
Weekly Discussion Post Each weekly post is scored over 25 points. The average is used to compute the final course grade	Weeks #2-11 (from 1/22 to 3/26) by Monday Evenings 11:59 P.M.	25	**Evaluation** Critical appraisal of the assigned materials
Interim Research Descriptions	Weeks 12-14 (4/2; 4/9/; 4/16)	Not graded but compulsory, point penalties (-3)	**Aid in Composition**

(Not an outline or draft. It is a simple description of your research process and a tool for the instructor to help you build a better research report.)	Monitor instructor's feedback inserted in your posting.	applied for each non-submission. Consult and respond appropriately to the instructor's feedback on your IRDs. .	Channel for instructor to monitor and assist the individual composition of book reviews. Allows the student to receive timely and useful feedback on this task.
Book Review or Research Essay Length: 1,500-2,000 words, plus relevant images and/or video clips. See Grading Standards for more details in Webcourses under Files.		30	**Creative/Cognitive** Space for individual authorship and creativity. Channel to enlarge one's knowledge of a specific topic.
Submission of vote (with arguments) expressing preference for which of the book review from within your own group should be assigned to the final quiz.		2	**Audience/Cognitive** Guarantees readership to all group members. Develop appreciation for peer's achievements and challenge. Broaden knowledge.
Final Quiz A brief and simple quiz covering the selected reviews authored by		10	**Audience/Cognitive** Guarantees readership for selected book reviews.

students. Reading the selected reviews once before the quiz should suffice to obtain a solid score on this exercise.			Broaden the knowledge of the entire class.
Group Editing Extra Credit Opportunity for one person per group only.	Tuesday April 24	2	**A Carrot** An incentive to get publication tasks done.
TOTAL		100	

HOW TO FIGURE YOUR FINAL COURSE GRADE

The Grade Totals in Webcourses can be very misleading and have been hidden from view. To calculate your grade as you go along, enter your personal scores for these values:

Before/After over 3
+ Quiz Average over 30
+ Weekly Post Average over 25
+ Research Report or Book Review Score over 30
+ Vote/Arguments over 2
+ Final Exam over 10

_____
= Total in points over 100.

Then convert that numerical total into a letter grade in accordance with the Grading Scale below.

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-

Grading Scale (%)	
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

VI. Course Design

Overview of the Course Structure

After a substantial introduction to the course's topics and themes lasting 11 weeks, students compose a research report in either the form of a book review or a research essay. All reports are shared with the rest of the class on an electronic platform (wiki). Some reports will be selected by students to be assigned for the final exam. In this manner, students write for their peers and not only for the instructor.

Taken together, these reports mimic a book written by a collective of authors under the editorial leadership of the instructor.

The End Point: A Description of the Research Report

The course culminates towards the end of the semester in an exercise in publication through which all students put together a research report and present it to the rest of the class on an electronic platform (wiki).

Research reports are individually produced book reviews or research essays supplemented by related images and/or video clips in a format resembling a Wikipedia article. The reports are evaluated for content and style.

In formal terms, students' individual research reports take the form of either a research essay or a book review. A research essay is a text answering a specific research question with the help of multiple sources (books, academic journal articles, others). A book review summarizes and evaluates a single book's argument. More detailed descriptions of grading standards for research essay and book review will be circulated in due time.

Brief Interim Research Descriptions help the instructor guide the students in composing effective research reports. They are not drafts or report or outlines.

The Preparatory Phase

However, before undertaking to write a research report on protest movements, students must become familiar with basic knowledge related to the topic.

And so during the first phase of the course (weeks 1-11), all course participants read the same materials and answer the same quiz questions and the same discussion questions. For a given week during the first phase, the quiz is administered at the start of the class meeting.

During each week of the first phase, every student takes the quiz and every student answers the questions formulated by the instructor. Students post their respective answers in their Weekly Discussion Board in Webcourses@UCF **by the Wednesday evening preceding class meeting.** (This allows time for the instructor to consult the posting before class meetings).

You have access to other students' answers once you posted any text, however insubstantial, in the Board. **Therefore, to avoid being suspected of plagiarism and risk a F grade in the course, you must post your entire answer in a single visit to the Week's Discussion Board.**

VII. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses beyond English Composition.

VIII. Course Credits

3 credits

IX. Course Schedule

Always check the Home Page for updates, general feedback and other useful information. Changes are not likely, but, if they occur, they will be limited.

Nevertheless not paying attention to announced change might hurt your grade.

The Weekly Module updates the Course Outline: in case of a discrepancy between the Course Outline and the Module of the week, the Module is correct.

X. Course Schedule (subject to adjustment)

NOTE: The weekly modules will occasionally add brief Instructor Remarks and/or video documentaries to the assignments listed below.

Week 1, Jan. 8-16: Waiting for the textbooks

- There were ordered a long time ago. The instructor ordered them in October. The book store in November. Apparently the shipment was sent only on Jan. 2 2018. Perhaps the Canadian publisher delayed shipping, not realizing that our spring semester starts much earlier than Canadian winter semesters.

Week 2, Jan. 17-22: Introduction

- **ICP, chapter 1: Canadian Politics**
- **CS, Introduction, chapter 1: Living with the Consequences of 1760**

Week 3, Jan. 23-29:

- **ICP, ch. 2: The Constitution**
- **CS, ch. 2-3: 100 years of Solitude and The Constitutional Years**

Week 4, Jan 30-Feb 5:

- **ICP, ch. 3: Federalism in Canada**
- **CS, ch. 4: The Return of the Nation**

Week 5, Feb. 6-12:

- **ICP, ch. 4: Regionalism in Canada**
- **CS, ch. 5-6: The Making of English-Canada and English Canada inTransition**

Week 6, Feb.13-19:

- **ICP, ch. 5: The Executive**
- **CS, ch. 7: From Colony to Nation – to Colony?**

Week 7, Feb. 20-26:

- **ICP, ch. 6: The Legislature**
- **CS, ch. 8: Canada in a Neo-Liberal World**

Week 8, Feb. 27-Mar. 5:

- **ICP, ch. 9: Political Parties**
- **CS, ch. 9: When Cultural Worlds Collide**

Week 9, Mar. 6-12:

- **ICP, ch. 10: Democracy and Elections**
- **CS, ch. 10: Keepers of the North**

Week 10, Mar. 13-19: SPRING BREAK

Week 11, Mar. 19-26:

- **CS, ch. 11: The Fight for Justice**
- **CS, ch. 12: New Learning Paths**
- **CS: Conclusion**

Week 12, Mar. 27-Apr. 2: Preparing the Research Report

- **Submit your First Interim Research Report in the related Discussion Board by Monday April 2 at 11:50 PM.**

Week 13, Apr. 3-9: Research

- **Submit your Second Interim Research Report in the related Discussion Board by Monday April 9 at 11:50 PM**

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Weeks 14, Apr. 10-16: Research

- **Submit your Third Interim Research Report in the related Discussion Board by Monday April 16 at 11:50 PM**

Week 15, Apr. 17-23: Submitting Report

- **Submit your research report electronically to the instructor and toal members of your group (simply a cluster of students working on related topics) by Monday April 23 at 11:59 PM.**
- **The Group's Editor assembles the various report on the class wiki by Wednesday 9:00 AM.**
- **Group members select one report form their rank to be assigned to the final exam.**

Week 16, Apr. 30-May 1: Final Exam

- **The final exam is a short quiz meant to verify that students read the selected research reports. Expect that about 10 reports will be selected by students.**
- **The quiz opens on Monday April 30 and closes on Tuesday May 1.**

XI. Course Policies

Late Work Policy:

There are no make-ups for missing weekly quizzes or discussion postings.

Grades of Incomplete
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. The instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

XII. Course Policies: Technology and Media

Email: Use my email to communicate with me: Daniel.Marien@ucf.edu. Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

XIII. Course Policies: Student Expectations

Disability Access:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Academic Conduct Policy:
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a failing grade for the entire course and can also result in expulsion from the University.

Turinitin.com:
In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts to Turnitin at his

discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

In particular, weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

Quizzes are individual exercises with open access to the materials but limited time to answer the questions.

Consult the UCF Academic Integrity Flyer in Webcourses under Files under Assigned Readings for more details.