

POE206 The CF and Modern Society

Winter 2008 Onsite CFB Gagetown

Instructor:

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Office Hours: Tues and Thursday 6-9 pm AST

Location of Class:

CFB Gagetown, J-7, Rm C252/253, Infantry School, Second Floor. I will sign in the whole class.

Course Description:

This course focuses on issues related to the unity and independence of Canada and their impact on you as a member of the Canadian Forces. It emphasizes the internal strains on Canadian unity (strains arising from the regional, linguistic and cultural diversity of the country). We will examine the mechanisms that Canada has used to manage the conflicts arising from these strains, and explore how effective these mechanisms have been. National unity is addressed in the context of its effects on Canada, of its close economic, cultural, and political ties to the United States, and of its pressures from the wider forces of globalization. The role played by the values, ideas and ideologies that lie at the heart of the Canadian political system is explored. How do political values help to shape the debates about policy and the state? Diverse issues and events in Canadian politics can appear confusing if examined in isolation. Exploring the lines between issues in the context of core values will allow a more coherent picture of the Canadian political landscape to emerge.

This online course is divided into two modules:

Module 1: Canadian Civics (6 lessons)

Module 2: Canadian Politics and International Relations (7 lessons)

Each module requires students to complete discussions, and individual work. Please see [Assignments](#) in this outline for detailed information on assessments.

Course Materials

If you have not received your course package (CDROM, version 3.0) by the course start date, please contact a counsellor at 1-800-721-3901 or 1-613-541-6000, ext. 6940.

- ***POE 206 Course Manual*** V9.0 May 2008

- **POE 206 Course Notes**
- Online Textbook, George Perlin, **Canadian Politics**
- Online OPME Student Guide

Assignments

The assignments are designed to test your knowledge of the material presented in each module and to provide continuous assessment throughout the course. The instructor will return the assignments graded and with comments. Where possible, you are expected to incorporate the suggestions into the next assignment.

Late assignments:

Assignments for which an extension has not been granted are subject to a late penalty of 2% off per day. If you require an extension for professional reasons, please discuss this with the instructor.

The assignments will be based roughly on each module. Due dates are indicated in the outline below. Submission instructions are indicated for each assignment/activity.

Module 1 Assignments

Concept Map 5% (Due Feb 13)

This course requires you to use a concept map to capture and express relationships between ideas. Concept maps are an opportunity to relate ideas and concepts and demonstrate connections that are often not noticed in more linear instructional processes. Throughout the course, you will be asked to take the key ideas discussed each week and detail how the concepts are connected. You may find that you only add a handful of items per week, or you may find that you get quite detailed in expressing conceptual relationships and add dozens (or more) items. Here is an example of a Concept Map I did this past fall ([Link](#)).

Tools: You can create your concept map by downloading [CMAP](#) (free tool). Throughout the course you will be asked to export (with CMAPs or other visual software) your concept map and post online for feedback. This website also explains how to create Concept Maps and gives several examples.

Generate the file as a PDF, PNG, JPEG, GIF graphic (this is in the Export feature). You can post this in conjunction with making your weekly blog. If using the concept map as the subject of your weekly blog, ensure you discuss what you learned while making the concept map (ideas about politics and/or about concept maps.)

Post your assignment to your Discussion area.

Assessment: Concept maps will be marked based on their thoroughness in reflecting key course topics, while demonstrating critical thought (*pruning*) by not including all elements. A concept map should show complex relationships between topics covered, but should also reflect decisions made by the learner. For example, a concept map should not merely be a listing of all the topics reviewed in the course. Creating a Concept Map involves making decisions about important elements and deciding which elements NOT to include. Concept Maps should communicate how you view the conceptual relationships of the course.

Blogging 10% (weekly on Friday)

Use the DNDLearn Discussion area. There will be a Blog Forum and a Topic created with your name to make your weekly postings. Ensure you put “Weekly Blog (date)...” in the subject line along with the subject of the blog. You will be graded on having 6 blogs and the quality of the blog. The blog does not need to exceed 250-300 words. (Concision is a virtue!)

Subjects for your blogs can include:

- Readings
- Any assignment (Concept Map, Presentation, Final Project)
- Any other subject pertinent to the course (an event in Canadian politics or a review of a political science book you read outside of the course.

See also [Discussion Forum: Some Rules to Follow](#)

Classroom Participation 10% (weekly)

This grade is exclusive of the blogging you do in DNDLearn. Attendance will be ¼ of the grade but the remainder will be the quality of your commentary in class discussion, questions, and replies to other student’s presentations or commentary.

Presentation 15% (week 4-6)

For your in-class presentation, select an issue in Canadian politics (or lack of an issue). It could be a lack of law or program, or the need to modify the law or program. It can relate to any subject including gender, homeless, inter-provincial relations, race, First Nations, etc. Be sure to research what the various federal political parties and if applicable, what provinces, municipalities or specific social groups think about the issue. Research the issue (relevant laws, program descriptions, various critics’ opinions) and write a 10 minute presentation outlining the problem, various political views on the issue, and your proposed solution.

Your presentation will be graded primarily on the content and not the delivery. The presentation does not have to be a PowerPoint. It can be an audio or video podcasts, cartoon, or any other medium to get your message across the best. Of

course, live presentation is welcome! Be prepared to answer questions after your presentation or playing of your presentation.

Note that the research you do on this topic will form the basis of the Bill you propose for the Mock Parliament (for week 6).

Post an electronic copy to your Discussion area at least 6 hours prior to class so others can download and print it off prior to coming to class. You can post early to get other students feedback.

See also [Appendix: Written Assignments](#)

Report Outline 10% (Due Feb 13)

You will produce a final report or project based on a significant issue or problem in Canadian politics. You may use the ideas and resources you used for your Module 1 Presentation or for the Mock Parliament. However, wholesale copying and pasting from one assignment to another is not allowed. Your thoughts must be re-written to conform to the medium or the arguments you are making.

The report outline should clearly indicate your subject, your thesis or argument, along with your key points you wish to show. The key points are the major subsections in the assignment. This part should be about 1 page (250 words)

Then, in the second part of the outline, indicate what subsection will have for the main thought of a paragraph i.e. a bullet or sentences for the subject sentence of each paragraph. Indicate what format the report will take: essay, PowerPoint slideshow, audio podcast, video, cartoon etc. If choosing something other than an essay, the second part of your outline should indicate the “storyboard” or flow of what each page/slide etc will show. This part should be about 1 page (250 words)

Finally, in the third part of the outline, give an annotated bibliography of each source you plan on using. (You should have at least 10 sources). For each source, there should be a paragraph that briefly summarizes the content of the source in a sentence or two, and then lists the strengths of the source, any weakness, or omissions. See <http://www.utoronto.ca/writing/annotatebib.html>. This part should be at least 1/3 of a page per source.

Post your assignment to your Discussion area. You can post early to get other students feedback.

See also [Appendix: Written Assignments](#)

Module 2 Assignments

Blogging 10% (weekly)

Use the DNDLearn Discussion area. There will be a Blog Forum and a Topic created with your name to make your weekly postings. Ensure you put “Weekly Blog (date)...” in the subject line along with the subject of the blog. You will be graded on having 7 blogs and the quality of the blog. The blog does not need to exceed 500 words. (Concision is a virtue!)

Subjects for your blogs can include:

- Readings
- Any assignment (Concept Map, Presentation, Final Project)
- Any other subject pertinent to the course (an event in Canadian politics or a review of a political science book you read out side of the course.

See also [Discussion Forum: Some Rules to Follow](#)

Classroom Participation: 10% (weekly)

This grade is exclusive of the blogging you do in DNDLearn. Attendance will be ¼ of the grade but the remainder will be the quality of your commentary in class discussion, questions, and replies to other student’s presentations or commentary.

Mock Parliament 10% (weeks 8-10)

A mock Parliament is an excellent “live” learning experience. You will discover the role of parties, cabinet, bills, and procedures in the House of Commons. You will have a chance to discuss an issue that you the students decide is important. You will develop political research skills and public speaking, leadership and teamwork, and how to write various political documents (Throne Speech, the Reply, Bills)

Visit the [Parliament of Canada website](#) for more information on how Parliament works or for specific procedures for each reading.

Here is the timeline leading up to the Mock Parliament:

Week 3: Announcement of ISM political spectrum results (from a survey held during week 1-2). The class will be divided into parties. Individuals can announce their candidacy for leader of their party. The largest party is the Government, the next smallest is the Official Opposition. We will use the Conservative, Liberal and NDP parties to ensure there is “lively” interaction.”

Weeks 4-5: Party convention in the Discussion Forum for your Party. Use the 1st round, 2nd round, 3rd round system. Research your parties process for selecting a leader.

Week 6: Each student selects a Federal Ministry to represent and drafts a bill for the Ministry. ([Bill Format example](#), Appendix 3). Post to the Discussion Forum for your party. The Leader of the Government or Opposition does not have to draft a bill. The Leader of the Government instead writes a Throne Speech and solicits feedback from each member of the party. ([Example Throne Speech](#)). When the Party approves, send a copy to the Leaders of the Opposition parties.

Week 7: Each party selects one bill to introduce into Parliament (i.e. hold a Cabinet meeting after class or hold a vote in your Party Discussion Forum. Select a voting mechanism that suits your party.) The Leader of the opposition drafts a reply to the Throne Speech.

Week 8: In Class (90 minutes) Prime Ministers presents the Throne Speech in class (10 minutes). Opposition Leader responds (5 minutes). Sequence of events for the Throne Speech: <http://www.sft-ddt.gc.ca/eng/media.asp?id=1367#11> Question 11.

Week 9: In Class (90 minutes). Question Period. Government Introduces its Bill during First Reading. ([Procedure](#)) Introduce Bill for Second Reading. ([Procedure](#))

Week 10: In Class (90 minutes) Move to Committee of the Whole for debate and amendment. ([Procedure](#))

Week 11: In Class (30 minutes) Debrief of the Mock Parliament. Complete Appendix 3 “Questionnaire on the Mock Parliament” <http://www.leg.bc.ca/info/BCTI/2006/spring/lp3.htm#appendix3>. This can be a Blog posting in your Discussion Forum area.

Concept Map 5% (Due April 15)

For this Module 2 Assignment, build on the concept map from Module 1.

Generate the file as a PDF, PNG, JPEG, GIF graphic (this is in the Export feature). You can post this in conjunction with making your weekly blog. If using the concept map as the subject of your weekly blog, ensure you discuss what you learned while making the concept map (ideas about politics and/or about concept maps.)

Final Report 15% (Due April 15)

You will produce a final report or project based on a significant issue or problem in Canadian politics. You may use the ideas and resources you used for your Module 1 Presentation or for the Mock Parliament. However, wholesale copying and pasting from one assignment to another is not allowed. Your thoughts must be re-written to conform to the medium or the arguments you are making.

If writing an essay, the essay should be 10 pages long (or about 2500 words) (not including cover page, footnotes/endnotes, or the bibliography. Use APA style for citations.

If doing a PowerPoint, the Slide Notes are often equivalent of a paragraph in an essay. Ensure your slides are not too wordy. Slides can often use an image to convey an idea. Ensure that you cite your sources, (including borrowed images from the Internet). See "[Death by PowerPoint](#)" for some ideas on what to do and not do in a PowerPoint. There is no minimum or maximum slide numbers, although 20-30 is an approximation to match a 2500 word essay.

If doing an audio or video, there is not minimum or maximum minutes, however, keep in mind the word count/page count for the essay or PowerPoint slideshow. Remember, people can read faster than you can speak, so when doing voice over's, you can not cover as many words, so imagery or examples are powerful tools.

Post your Final Report to your Discussion area. Note that DNDLearn only allows 2MB file attachments. You may need to find an online service that allows large file uploads (like a WordPress blog (All file types), BlipTV (AVI conversion to Flash format), You Tube (video), SlideShare (PowerPoint with no audio. Use Blip TV if you have audio.) If posting outside of DNDLearn, put a link to the outside file in your DNDLearn Course Discussion Blog. You should test to see if you can access this outside website from a DWAN computer before posting the link in DNDLearn.

See also [Appendix: Written Assignments](#)

Schedule

Module 1 Canadian Civics

Lesson 1 Introduction to the study of civics and politics, Ideological Foundations, and the Development of Canada

January 7, 2009

Required Readings (2.5 hours)

1. Dickerson & Flanagan, Chapter 1 p 3-11 (available on the class website)
2. Perlin, Introduction
3. Perlin, Chap 1: Ideological Foundations
4. Perlin, Chap 2: The Development of Canada

In Class (3 hours)

1. Instructor Presentation
2. Watch the video "Duty with Honour" on the class website
3. Discussion:
 - a. [Duty with Honour, chapter 2.](#)
 - b. [Leadership in the CF – Conceptual Foundation, chapter 2, "Values-based leadership"](#)

Software Installs:

1. Install software suitable for creating concept maps. You have two options:
 - a. CMAP software: <http://cmap.ihmc.us/conceptmap.html>
 - b. Use Word or PowerPoint (Very limited ability to do things to objects.)

Other Activities (2 hours)

1. Introduce yourself in the DNDLearn Discussion area, Blog Forum, Your Name topic. Use the suggested template ([Appendix: Student Info](#)) in your reply (copy and paste into your Reply).
2. Take the ISM Political Spectrum survey. This will determine where you are on the political spectrum and help the instructor divide the class into political parties for the Mock Parliament during module 2. You will receive an email inviting you to take the survey.

3. Create your concept map based on the course readings, discussions, or other readings. (You will add to this concept map each week) See [Concept Map 5% \(Due Feb 13\)](#)
4. Blog 250-500 words in the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic. It can even be a review of an article outside the course reading related to the week's topic.
5. Select your presentation topic. See [Presentation 15% \(week 4-6\)](#) for a description.

Optional Readings

1. Canada – peacekeeper to the world
http://archives.cbc.ca/IDD-1-71-1290/conflict_war/blue_berets/
2. The Somalia Affair:
http://archives.cbc.ca/IDD-1-71-723/conflict_war/somalia/

Lesson 2 The Canadian Constitution and the Federal System

January 14, 2009

Required Readings: (2 hours)

1. Perlin, Chapter 3: The Canadian Constitution (first part – up to but not including the section on the Charter)
2. Perlin, Chapter 5: The Federal System

In Class (3 hours)

1. Instructor Presentation
2. Watch the video on “Challenge of Diversity, Part 5: Canada” available on the class website
3. Discussion
 - a. [Leadership in the CF – Conceptual Foundation, chapter 3, “Leadership and the Law”](#)
 - b. [The Canadian Constitution](#)
 - c. [Supreme Court of Canada \[1998\] 2 S.C.R. “Reference re Secession of Québec” \(paragraphs 49-82\):](#)

Other Activities (3 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.

2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
3. Prepare your Module 1 Presentation for weeks 4-6. See [Presentation 15% \(week 4-6\)](#)

Optional Readings:

1. [Collections Canada: Responsible Government](#)
2. [Canada in the Making: Representative and responsible government](#)
3. [Canada in the Making: The written and unwritten constitution.](#)
4. [Canada in the Making: Canada's constitutional history](#)

Lesson 3 The Charter and Civil Liberties

January 21, 2009

Required Readings (1.5 hours)

1. Perlin, Chapter 3: The Canadian Constitution (second part on the Charter)

In Class (3 hours)

1. Instructor Presentation
2. Announcement of ISM political spectrum results. The class will be divided into parties. Individuals can announce their candidacy. Party convention will take place over Weeks 4-6.
3. Discussion
 - a. [The Canadian Charter of Rights and Freedoms](#)
 - b. [Canada's National Security Policy:](#)

Other Activities (4 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
3. Begin preparing your final project outline and bibliography.
4. Prepare your Module 1 Presentation for weeks 4-6. See [Presentation 15% \(week 4-6\)](#)

Optional Readings

1. [The October Crisis – Civil Liberties Suspended:](#)
2. [The Constitution and Charter re-evaluated:](#)

Lesson 4 The Institutions of Government

January 28, 2009

Required Readings (3 hours)

1. Perlin, Chapter 4: Institutions of Government

In Class (3 hours)

1. Instructor Presentation
2. Discussion
 - a. [Eugene Forsey: How Canadians Govern Themselves, 6th ed.](#)
 - b. Aucoin, Peter, Jennifer Smith, and Geoff Dinsdale. 2004. [Responsible Government: Clarifying Essentials, Dispelling Myths and Exploring Change](#). Ottawa: Canadian Centre for Management Development.
3. Student Presentations. Post your presentation the DNDLearn Discussion area, Lesson 4, Presentation topic at least 6 hours prior to class.

Other Activities (3-4 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
3. Begin preparing your final project outline and bibliography. See [Report Outline 10% \(Due Feb 13\)](#) and [Final Report 15% \(Due April 15\)](#).
4. Prepare your Module 1 Presentation for weeks 4-6. See [Presentation 15% \(week 4-6\)](#).
5. Party convention in the Discussion Forum for your Party. Use the 1st round, 2nd round, 3rd round system. Research your party's process for selecting a leader.

Lesson 5 Organization and Accountability: The Executive and the functions and powers of the bureaucracy

February 4, 2009

Required Readings (2 hours)

1. Perlin, Chapter 12: The Executive

In Class (3 hours)

1. Instructor Presentation
2. Discussion

- a. [Organization and Accountability - Guidance for Members of the Canadian Forces and Employees of the Department of National Defence](#), Second Edition, September 1999
 - b. The Canadian Security Intelligence Service, [Background and Analysis](#), sections A to E
 - c. The Canadian Security and Intelligence Community: [Helping Keep Canada and Canadians Safe and Secure, section V: Review and Accountability Arrangements](#), pp. 15-17
3. Student Presentations. Post your presentation the DNDLearn Discussion area, Lesson 4, Presentation topic at least 6 hours prior to class.

Other Activities (3-4 hours)

1. Update your concept map based on this weeks reading's, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic. Your blog can be about your presentation and what you learned about the writing of the presentation (post the commentary to the Presentation topic area).
3. Begin preparing your final project outline and bibliography. See [Report Outline 10% \(Due Feb 13\)](#) and [Final Report 15% \(Due April 15\)](#).
4. Prepare your Module 1 Presentation for weeks 4-6. See [Presentation 15% \(week 4-6\)](#).
5. Party convention in the Discussion Forum for your Party. Use the 1st round, 2nd round, 3rd round system. Research your parties process for selecting a leader.

Optional Readings:

1. [Emergencies Act \(1988\)](#)
2. Iain Gow. 2004. [A Canadian Model of Public Administration? Ottawa: Canada School of the Public Service.](#)
3. Liane E. Benoit, [Ministerial Staff: The Life and Times of Parliament's Statutory Orphans](#),
4. To learn more about accountability, read the Department of National Defence's Departmental Performance Reports by the Chief of Defence Staff as Tabled in Parliament: http://www.vcds.forces.gc.ca/dqsp/pubs/rep-pub/ddm/dpr_e.asp
5. To understand how lessons learned have improved the CF's and DND's response to national emergencies, read the Emergency Management chapter of the Department of National Defence's annual report: http://www.ndol.forces.gc.ca/report/2005/04report_e.htm

6. To understand how Canadian emergency preparedness compares to that of another country, read the US Congress' report on the response to hurricane Katrina: <http://www.katrina.house.gov/>
7. The Oka Crisis
http://archives.cbc.ca/IDD-1-71-99/conflict_war/oka/
8. [National Defence Act](#)
9. [Office of the Ombudsman](#)
10. [Prime Minister's Office](#)
11. [Privy Council Office](#)
12. [Security Intelligence Review Committee](#) as an optional reading:

Lesson 6 Parliament and the Judiciary

February 11, 2009

Required Readings (3 hours)

1. Perlin, Chapter 13: Parliament
2. [House of Common's Committees: A Practical Guide, sections 1-2](#)
3. [Fundamentals of Senate Committees: The Mandate and Power of Committees](#)
4. [The Canadian Senate in Focus](#), sections 1-3

In Class (3 hours)

1. Instructor Presentation
2. Discussion
 - a. The Supreme Court of Canada: [The Canadian Judicial System](#)
 - b. [The Canadian Military Justice System](#)
 - c. [Judge Advocate Generals' Annual Report](#), chapter 1
 - d. [Military Justice at the Summary Trial Level](#), chapters 1, 3, and 4
 - e. [Overview of Canadian Military Law and Courts Martial](#), parts 1 and 2
3. Student Presentations. Post an electronic copy to your Discussion area at least 6 hours prior to class so others can download and print it off prior to coming to class. You can post early to get other students feedback.

Other Activities (4-5 hours)

1. Update your concept map based on this week's readings, discussions, or other readings. Submit your concept map as a PDF or PNG file to (submit to the Concept Map topic) for Feb 13.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic. Your blog can be about your presentation and what you learned about the writing of the presentation (make your commentary in the Presentation topic). It can also be about what you learned in the writing about your Final Project outline and bibliography (make your commentary in the Final Project topic area. It can also be about the progress you have made on your Concept Map (make your commentary in the Concept Map topic).
3. Begin preparing your final project outline and bibliography. See [Report Outline 10% \(Due Feb 13\)](#) and [Final Report 15% \(Due April 15\)](#).
4. Prepare your Module 1 Presentation for weeks 4-6. See [Presentation 15% \(week 4-6\)](#).
5. Submit your Final Project Outline and bibliography (13 Feb) the DNDLearn Discussion area, Lesson 6, Final Project Outline topic.
6. Each student selects a Federal Ministry to represent and drafts a bill for the Ministry. ([Bill Format example](#), Appendix 3). Post to the Discussion Forum for your party. The Leader of the Government or Opposition does not have to draft a bill. The Leader of the Government instead writes a Throne Speech and solicits feedback from each member of the party. ([Example Throne Speech](#)). When the Party approves, send a copy to the Leaders of the Opposition parties.

Optional Readings

1. Remarks of the Right Honourable Beverley McLachlin, P.C.
Respecting Democratic Roles
http://www.scc-csc.gc.ca/aboutcourt/judges/speeches/DemocraticRoles_e.asp
2. Canada in the Making: Common Law and Civil Law
http://www.canadiana.org/citm/specifique/lois_e.html
3. Canada in the Making: The Judicial Committee of the Privy Council
http://www.canadiana.org/citm/specifique/jcpc_e.html
4. House of Commons Standing Committee on National Defence and Veterans' Affairs
<http://cmte.parl.gc.ca/cmte/committeehome.aspx?lang=1&parlses=381&jnt=0&se lid=e17 &com=8986>
5. Senate Standing Committee on National Security and Defence
http://www.parl.gc.ca/common/Committee_SenHome.asp?Language=E&Parl=39 &Ses=1&comm_id=76

6. A Legislative and Historical Overview of the Senate of Canada
<http://www.parl.gc.ca/39/1/parlbus/commbus/senate/com-E/pub-E/legislative-e.htm>
7. The Supreme Court of Canada
<http://www.scc-csc.gc.ca/>
8. Office of the Judge Advocate General
<http://www.forces.gc.ca/jag/>

Module 2 Canadian Politics and International Relations

Lesson 7 Political Parties, Electoral Politics, and the Political Elite

February, 18, 2009

Required Readings (2 hours)

1. Perlin, Chapter 14: Electoral Politics
2. Perlin, Chapter 15: Political Elite
3. Perlin, Chapter 16: Party Democracy

In Class (3 hours)

1. Instructor Presentation
2. Discussion
 - a. Public Service Commission's site on Political Activities as governed by the new Public Service Employment Act: http://www.psc-cfp.gc.ca/psea-lefp/political/index_e.htm

Other Activities (3 hours)

1. Each party selects one bill to introduce into Parliament (i.e. hold a Cabinet meeting after class or hold a vote in your Party Discussion Forum. Select a voting mechanism that suits your party.) The Leader of the opposition drafts a reply to the Throne Speech.
2. Update your concept map based on this week's readings, discussions, or other readings.
3. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
4. Begin preparing your final report. See [Final Report 15% \(Due April 15\)](#).

Optional Readings

1. Federal Elections
http://archives.cbc.ca/IDD-1-73-1181/politics_economy/federal_elections/
2. The Electoral System of Canada, esp. pp. 11-12, 39-44, and appendices 1 (pp. 47 ff.) and 5 (p. 56 f.)
http://www.elections.ca/gen/canelecsys_e.pdf

Lesson 8 Political Communication and Pressure Groups

February 25, 2009

Required Readings (1.5 hours)

1. Perlin, Chapter 17: Political Communication
2. Perlin, Chapter 19: Group Politics

In Class (3 hours)

1. Instructor Presentation
2. Discussion
 - a. Media ownership (video)
http://archives.cbc.ca/IDC-1-73-1092-6048/politics_economy/Patriation/clip12
3. In Class (90 minutes) Prime Ministers presents Throne Speech in class (10 minutes). Opposition Leader responds (5 minutes). Sequence of events for the Throne Speech: <http://www.sft-ddt.gc.ca/eng/media.asp?id=1367#11> Question 11.

Other Activities (4 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
3. Begin preparing your final report. See [Final Report 15% \(Due April 15\)](#).

March Break, March 4, 2009

Lesson 9 Democratic Values and Citizenship

March 11, 2009

Required Readings (1.5 hours)

1. Perlin, Chapter 24: Support for Liberal-Democracy

2. Perlin, Chapter 18: Democratic Citizen

In Class (3 hours)

1. Instructor Presentation
2. Discussion
 - a. Elections Canada: Voting by Canadian Forces Electors
<http://www.elections.ca/content.asp?section=gen&document=index&dir=cmd&lang=e&textonly=false>
3. In Class (90 minutes). Question Period. Government Introduces its Bill during First Reading. ([Procedure](#)) Introduce Bill for Second Reading. ([Procedure](#))

Other Activities (3.5 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
3. Begin preparing your final report. See [Final Report 15% \(Due April 15\)](#).

Optional Readings

3. Voting in Canada
http://archives.cbc.ca/IDD-1-73-1450/politics_economy/voting_rights/

Lesson 10 Regionalism and Québec nationalism

March 18, 2009

Required Readings (1.5 hours)

1. Perlin, Chapter 7: Regionalism
2. Perlin, Chapter 6: Québec Nationalism

In Class (3 hours)

1. Instructor Presentation
2. Discussion
3. In Class (90 minutes) Move to Committee of the Whole for debate and amendment. ([Procedure](#))

Other Activities (3.5 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to

- the weeks topic. It can even be a review of an article outside the course reading related to the week's topic.
3. Begin preparing your final project. See [Final Report 15% \(Due April 15\)](#).

Optional Readings

3. The CFB Kingston BCOL web site. (only accessible through the DIN)
<http://armyonline.kingston.mil.ca/LFCA/143000440016795/Default.asp>
4. http://hr.ottawa-hull.mil.ca/dol/Engraph/home_e.asp?cat=home
This is the National Defence main OL web site, again a DWAN access site. The menu bar on the left side has a lot of good information and you may wish to peruse "Key Documents" for things such as the Strategic Plan, DAODs, etc.
5. http://hr.ottawa-hull.mil.ca/dol/Engraph/olstratplan/OLStratPlan00_e.asp
This is the DND OL Strategic Plan, found under the Key Documents in the "Canforgens, Policy Guidance and Directives" sub menu.
6. The Road to Bilingualism:
http://archives.cbc.ca/IDD-1-73-655/politics_economy/bilingualism/
7. Bill 101:
http://archives.cbc.ca/IDD-1-73-1181/politics_economy/federal_elections/
8. The 1980 Québec referendum:
http://archives.cbc.ca/IDT-1-73/politics_economy/
9. The 1995 Québec referendum:
http://archives.cbc.ca/IDT-1-73/politics_economy/

Lesson 11 Security and Inclusion – Aboriginals, Women, and Ethno-cultural diversity

March 25, 2009

Required Readings (2 hours)

1. Perlin, Chapter 8: Aboriginal Peoples
2. Perlin, Chapter 22: Gender Equality

In Class (3 hours)

1. Instructor Presentation
2. Discussion
 - a. The Government of Canada's Employment Equity Policy
http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_852/ee_e.asp
 - b. The Government of Canada's Multiculturalism Act
http://www.canadianheritage.gc.ca/progs/multi/policy/act_e.cfm Nisga'a Final Agreement, Chapter 2 (General Provisions), paragraphs 1-46 and

52-53, and Chapter 11 (Nisga'a Government), paras 1-46
http://www.ainc-inac.gc.ca/pr/agr/nsga/index_e.html

- c. Portraits of Canada, 2004: Part 4, "Aboriginal Issues", pp. 11-14
http://www.cric.ca/pdf/cahiers/cricpapers_jan2005.pdf
- d. A New Canada: An Identity Shaped by Diversity
http://www.cric.ca/pdf/cahiers/cricpapers_october2003.pdf
- e. Multiculturalism in Canada
http://www.mta.ca/faculty/arts/canadian_studies/english/about/multi/
- f. Employment Equity and Gender Integration in the CF:
http://www.dnd.ca/site/Minister/eng/genderint/chap2_e.htm

3. In Class (30 minutes) Debrief of the Mock Parliament.

Other Activities (3-4 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
3. Begin preparing your final project. See [Final Report 15% \(Due April 15\)](#).
4. Complete Appendix 3 "Questionnaire on the Mock Parliament"
<http://www.leg.bc.ca/info/BCTI/2006/spring/lp3.htm#appendix3>. This can be a Blog posting in your Discussion Forum area.

Optional Readings

1. Statistics Canada: Women in Canada 2005
<http://www.statcan.ca/bsolc/english/bsolc?catno=89-503-XIE - formatdisp>
2. Canadian Heritage: Multiculturalism web site
http://www.canadianheritage.gc.ca/progs/multi/index_e.cfm
3. Status of Women Canada
http://www.swc-cfc.gc.ca/about/index_e.html
4. Canadian Heritage: Human Rights Program
http://www.canadianheritage.gc.ca/progs/pdp-hrp/index_e.cfm
5. Canadian Heritage: Aboriginal Affairs Branch
http://www.canadianheritage.gc.ca/progs/pa-app/index_e.cfm
6. Indian and Northern Affairs Canada
http://www.ainc-inac.gc.ca/index_e.html
7. Collections Canada: Multiculturalism Resources and Services
<http://www.collectionscanada.ca/multicultural/index-e.html>

8. Aboriginal Treaty Rights
http://archives.cbc.ca/IDD-1-73-1181/politics_economy/federal_elections/
9. The Royal Commission on the Status of Women
http://archives.cbc.ca/IDD-1-73-536/politics_economy/free_trade/

Lesson 12 Equality of Opportunity, Class Cleavages, Globalization, and the Role of the State

April 1, 2009

Required Readings (1.5 hours)

1. Perlin, Chapter 21: Equality of Opportunity
2. Perlin, Chapter 23: The State

In Class (3 hours)

1. Instructor Presentation
2. Discussion

Other Activities (4 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic.
3. Begin preparing your final report. See [Final Report 15% \(Due April 15\)](#)

Lesson 13 The United States and the Global Environment

April 8, 2009

Required Readings (2 hours)

1. Perlin, Chapter 10: Canada and the US I – Economic Integration
2. Perlin, Chapter 11: Canada and the US II – Political Values

In Class (3 hours)

1. Instructor Presentation
2. Discussion
 - a. International Policy Statement
<http://www.dfait-maeci.gc.ca/cip-pic/ips/ips-en.asp>

- b. To learn about past and current peacekeeping operations see the web site of the United Nation's Department of Peacekeeping Operations:
<http://www.un.org/depts/dpko/dpko/index.asp>
- c. To learn more about the specific Canadian involvement read the Chief of Defence Staff's annual report:
http://www.cds.forces.gc.ca/pubs/reports_e.asp
- d. For a summary of Canada's current operations, take a look at the CF's operations site:
http://www.forces.gc.ca/site/operations/current_ops_e.asp
- e. To identify different types of peace support operations – especially the difference between peacekeeping and peacemaking (Chapter VII) missions – see the Department of Foreign Affairs' peacekeeping site
<http://www.dfait-maeci.gc.ca/peacekeeping/conflict-en.asp>
- f. Understand the North Atlantic Treaty Organization's (NATO) role and objectives
<http://www.nato.int/>
- g. To understand Canada's obligations to NATO read "Defending Canada"
http://www.mta.ca/faculty/arts/canadian_studies/english/about/defending/
- h. Understand the roles and objectives of the United Nations (UN):
<http://www.un.org/Overview/brief.html>
- i. For an overview of Canada's role and obligations in the United Nations see:
http://www.dfait-maeci.gc.ca/canada_un/ottawa/canada_un/default-en.asp
- j. Understand the roles and objectives of North American Air Defence (NORAD):
<http://www.norad.mil/>
- k. To learn more about Canada's role in national alert and early warning systems, consult the Canadian Air Force's site on "Defending National Airspace"
http://www.airforce.forces.gc.ca/athome1_e.asp
- l. as well as the web site of 1 Canadian Air Division in Winnipeg:
http://www.airforce.forces.gc.ca/organization2_e.asp
- m. To understand the roles and objectives of the Organization of American States:
<http://www.oas.org/main/main.asp?sLang=E&sLink=http://www.oas.org/documents/eng/aboutoas.asp>

- n. To learn about areas of the world which are currently experiencing instability and conflict, see the International Crisis Group:
<http://www.crisisgroup.org/>

3. Course Critique

Other Activities (4 hours)

1. Update your concept map based on this week's readings, discussions, or other readings.
2. Blog 250-500 words the DNDLearn Discussion area, Blog Forum, Your Name topic, on what you have learned this week or any thing related to the weeks topic. It can even be a review of an article outside the course reading related to the week's topic or your Concept Map or your Final Project.
3. Post your Final Report to your Discussion area. (April 15)
4. Post your Final Concept Map to your Discussion area. (April 15)

Optional Readings

1. NATO
http://archives.cbc.ca/IDD-1-71-1538/conflict_war/nato/
2. NORAD
http://archives.cbc.ca/IDD-1-71-1552/conflict_war/norad/
3. NAFTA
http://archives.cbc.ca/IDD-1-73-536/politics_economy/free_trade/

Appendix: Student Info Sheet

Name (Last, First): _____

Rank: _____

Student #: _____

Unit (Sect, PL, Coy, Unit): _____

Branch/MOC (eg Armour, Engineer): _____

Job Title: _____

Phone #'s: Work: _____

Home: _____

Fax: _____

E-mail:

Work: _____ @ _____

Home: _____ @ _____

Address (Home, inc Postal Code): _____

Previous University Courses or Degree and Degree Type:

Service outside of Canada:

Any conflicts with course (leave, exercises, pregnancy, conferences):

Appendix: Written Assignments

Each written assignment will be evaluated based on your demonstrated understanding of and critical engagement with the material. Written assignments should do more than simply repeat the information you have read in the textbooks and the Course Notes; they should also reflect your own thoughts and responses to the material. As a formal reflection of your thoughts on the material, all assignments should also have an introduction with a thesis statement (your reflection on the subject), body paragraphs which develop the reasoning behind your thesis, and a conclusion.

The presentation of your argument is very important: always pay attention to the quality of language you use in expressing your ideas. While having good ideas is a strong first step to a well-constructed assignment, the ability to communicate them in a clear, concise, and precise manner is equally, if not more, important.

Be vigilant against plagiarism when using the words and ideas of others in your assignments: whenever you cite an author, enclose his or her words within quotation marks and give the location in the text or document (page number) where you found them. You will find a more explicit explanation of citation requirements as well as the format for citing your sources by clicking on Citation Guidelines. Details on how to prepare written assignments are found in *A Military Writer's Handbook*, located in the administrative CD-Rom in your course materials package. You are encouraged to consult this text regularly for all your writing assignments.

Discussion Forum: Some Rules to Follow

To ensure the smooth and successful flow of the discussion forum, all students must respect certain rules of communication. There are a number of recognized guidelines for online discussion – otherwise known as “netiquette” – and the main points are listed below:

Avoid submitting hostile or sarcastic comments, and never use intolerant, racist, or sexist expressions.

When responding to others online, use encouraging phrases such as “good idea” and “thank you for the suggestion.” Even if you disagree with someone’s idea, thanking him or her for actively engaging with your comments generates a respectful and productive discussion forum. Brief comments such as “I agree,” however, do not constitute a significant contribution to discussion.

Never mock or belittle the contribution of another participant. If you disagree with another’s expressed opinion, begin your rebuttal by pointing out the positive aspects of his or her contribution, and then follow these comments in a manner in which your fellow participant will not feel excluded. For example: “Eric, I think your ideas on the role of doctrine in the CF are interesting; have you considered the following.....”

The use of humour is not recommended; often, comments that are humourous in person appear derisive or sarcastic in print. To avoid these misplaced remarks, insert symbols such as a smiley face ☺, or parenthetical remarks such as (ha ha!) or “lol” (laugh out loud), which say to the reader, “I’m joking.”

Additional Advice for Working on the Web

- Write your user name and password in two different places
- Keep a pen and paper close to hand to take note of the titles of messages that are particularly interesting to you, or to which you want to respond later
- Make sure the titles of your postings reflect their subject matter; it may save time when trying to follow lengthy discussion threads
- Always be open to new ideas and alternative perspectives
- People who put in the earliest notes on a topic are the most likely to be responded to and referenced by others (and appreciated by the facilitator)
- Long messages are boring. Keep entries to one or two screens, on a single point or topic. Use separate, short entries for each idea or distinct response
- Avoid one of the most common mistakes: hasty posting of an item to the wrong reference