PUAD 6505: Pressure Politics in Canada
(Interest Groups)
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Office hours: by appointment

Course synopsis:

This course studies the presence, role, legitimacy, and impact of pressure politics in Canada. We start by discussing the Westminster system of government in Canada to understand the power dynamics and institutional realities at play, which can act both as obstacles or opportunities for the various groups seeking to influence government. Then, we delve into how pressure groups fit into that overarching context and structure. As we will see, some groups are more powerful than others. We will discuss the factors contributing to this power and develop an understanding of how these power dynamics can change over time.

In order gain a deeper understanding of the factors influencing the activities of pressure groups, and the dynamics that affect their effectiveness and impact in politics, we will do a series of "case studies" that focus on pressure activities in specific policy sectors. Please note that the selection of case studies included in the course is meant as a sample and is not meant to imply that other advocacy groups and causes are not equally as important and deserving of study.

Course assignments:

1. Research paper: 40%

Each student will write a research paper that offers a critical analysis of a specific advocacy group. Details on this assignment will be posted on Brightspace by September 11, 2019. These papers are due by email or via Brightspace by 11:59 pm on November 10.

2. Class participation: 20%

Students are expected to come to class prepared and to contribute to the discussion. Interventions should be respectful and related to course material.

3. Presentation of Research Paper: 20%

Each student will be asked to provide a 12-15 minute presentation of the research paper during the final two classes. You are welcome to use PPT or other visual presentation material but are not required to. The presentation should state the main findings of the paper and include a justification for why you chose the group that you did.

4. Critical reflection: 20%

A critical reflection exercise will be held online on October 24. The assignment will ask you write an essay in response to a question posed on a topic of relevance to the course. There is no need to do

additional research for this assignment. You can rely on course material. You will have two hours to complete. Please work alone.

Topics and readings (all readings are available online for free)

September 5: Introduction and welcome

- Introductions, organization, ground rules
- Key questions: What do we mean by "pressure"? What is the relationship between pressure, politics, and power?

September 12: Responsible Government and the Concentration of Power

- Key questions: How is power structured in Canada? How are powerful people held to account? What role to pressure groups play in accountability?
- Readings:
    - Boucher, Maxime. 2018. "Who do you know in the PMO? Lobbying the Prime Minister's Office in Canada." Canadian Public Administration 61:3
    - Sutherland, Susan. 1991. "Responsible government and ministerial responsibility: every reform is its own problem" Canadian Journal of Political Science 21:1
    - O'Brien and Bosc. 2009. "Confidence Convention." *House of Commons Procedure and Practice, Second Edition*. Available at: https://www.ourcommons.ca/procedure-book-livre/Document.aspx?sbdid=A24E8688-CC45-4245-8F5C-DD32F4AA9B01&sbpid=FE1B4A90-06C4-4C81-B758-BFE824647C7B&Language=E&Mode=1

September 19: Pressure groups and the policy process

- Key questions: What does the policy process look like? Where do pressure groups fit? How do they gain legitimacy? What roles and functions do they perform?
- Readings:
    - McKenna, Paul. 2018. "Evidence-based policymaking in Canada." *Canadian Public Administration* 61:1.
    - Clarke, Amanda and Jonathan Craft. 2017. "The vestiges and vanguards of policy design in a digital context." *Canadian Public Administration* 60:4.

September 26: Digital Government and the Tech Lobby

- Key questions: who are the major players in the tech lobby? What challenges do they face for success? Do they tend to lobby politicians, public servants or both? How well resourced is the tech lobby?
- Readings:
    - Institute for Research on Public Policy. 2019. "Wiring Public Policy for Digital Government." *Policy Options*. Available at: https://policyoptions.irpp.org/magazines/january-2019/wiring-public-policy-digital-government/

October 3: Indigenous representation and advocacy

- Who are the primary actors in Indigenous advocacy? What opportunities and challenges do they face? How is success/failure measured?
- Readings:
    - Elliott, Michael. 2018. "Indigenous Resurgence: The Drive for Renewed Engagement and Reciprocity in the Turn Away from the State" *Canadian Journal of Political Science* 51:1.
    - Richmond, Chantelle A.M. and Catherine Cook. 2016. "Creating Conditions for Canadian aboriginal health equity: the promise of healthy public policy" Public Health Reviews 37:2. Available at: https://publichealthreviews.biomedcentral.com/track/pdf/10.1186/s40985-016-0016-5
    - Assembly of First Nations: https://www.afn.ca/
    - Native Women's Association of Canada: https://www.nwac.ca/
    - National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019. Available at: https://www.mmiwg-ffada.ca/final-report/

October 10: Guest speaker in SPA

- We will attend the guest lecture from 11:30 -1 and then meet as a class until 2pm to discuss the relevance of the lecture to pressure politics; no assigned readings for this week

October 17: Election debrief! Pressure Groups as Third Parties

- Readings:
    - Lawlor, Andrea and Erin Crandall. 2018. "Policy versus practice: Third party behaviour in Canadian elections" *Canadian Public Administration* 61:2.
    - Pal, Michael. 2018. "Third party participation and anti-collusion rules." *Canadian Public Administration* 61:2

October 24: Critical reflection online (via Brightspace)

October 31: LGBTQ2 advocacy

- Key questions: Who are the main targets/subjects of advocacy in this sector? Does federalism affect advocacy efforts?
- Readings:

- o Queer Ontario. 2019. "LGBTQ2 Health in Canada." Available at: https://www.ourcommons.ca/Content/Committee/421/HESA/Brief/BR10437302/br-external/QueerOntario-e.pdf
- o Scala, Francesca and Stephanie Paterson. 2017. "Gendering Public Policy or Rationalizing Gender? Strategic Interventions and GBA+ Practice in Canada" *Canadian Journal of Political Science* 50:2.
- o Tungohan, Ethel. 2017. "The Transformative and Radical Feminism of Grassroots Migrant Women's Movement(s) in Canada" *Canadian Journal of Political Science* 50: 2.

November 7: Climate change v. pipeline

- Key questions: How has this debate tested the ties that bind the country? What are the lenses that help to understand the debate? How do the major players represent themselves to the public? What are the key misunderstandings that plague this debate/situation?
- Readings:
  - o Canadian Energy Pipeline Association. 2019. "About Pipelines." Available at: https://www.aboutpipelines.com/en/environmental-protection/climate-change/
  - o Tsleil-Waututh Nation. 2019. "Choose Climate Leadership." Available at: https://twnsacredtrust.ca/choose-climate-leadership/
  - o McGill Max Bell School of Public Policy. 2019. "Fighting Policy Change and Building New Pipelines: Crazy or Coherent?" Watch at: https://www.mcgill.ca/maxbellschool/channels/event/fighting-climate-change-and-building-new-pipelines-crazy-or-coherent-295342
  - o Tasker, John Paul. 2019. "Federal Court agrees to hear appeal of cabinet's green light for TransMountain Pipeline." CBC News. Available at: https://www.cbc.ca/news/politics/tmx-legal-challenges-1.5269605

November 21: Paper presentations

November 28: Paper presentations

UNIVERSITY STATEMENTS

Academic Integrity
At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility
The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

Student Code of Conduct
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Diversity and Inclusion – Culture of Respect
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Recognition of Mi'kmaq Territory
Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

Student Absence Declaration
Please see: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence.html

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- University Grading Practices: Statement of Principles and Procedures
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program
https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html

Learning and Support Resources

- General Academic Support - Academic Advising:
https://www.dal.ca/campus_life/academic-support/advising.html
- Copyright and Fair Dealing: https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html
- Libraries: http://libraries.dal.ca
- Student Health Services: https://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling and Psychological Services: https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Black Student Advising: https://www.dal.ca/campus_life/communities/black-student-advising.html
- Aboriginal Student Centre: https://www.dal.ca/campus_life/communities/native.html
- ELearning Website: https://www.dal.ca/dept/elearning.html
- Student Advocacy Services: https://www.dsu.ca/services/community-student-services/student-advocacy-service
- Dalhousie Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Studying for Success program and tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html