

POLI 3208 Canadian Provincial Politics
3 credit hours
Dalhousie University, Fall 2017
Monday and Wednesday, 4:05-5:25 pm, McCain 2176

Instructor: Anders Hayden
Office and Hours: Henry Hicks 352, Monday 1:45-2:45 pm, Wednesday 3:00-3:55 pm,
or by appointment (please e-mail me to set up appointment)
E-mail: anders.hayden@dal.ca
Tel: 902-494-6602

Description

This course provides a comparative analysis of politics in Canada's ten provinces and three territories. It examines ways in which these jurisdictions resemble each other and differ with regard to political culture, political economy, key societal cleavages, institutions, voting behaviour, party systems, etc. There will be considerable emphasis on recent economic developments and challenges faced in each province and territory, including the varying effects of neoliberal economic policies on issues such as the level of public services and relations with organized labour. The varying ways that the provinces are responding to the multi-faceted challenges related to energy, environment, and climate change will be another major theme.

Learning Outcomes

- Students will demonstrate understanding of the structure of government and political dynamics in Canada's provinces and territories, and be able to identify key similarities and differences among the jurisdictions.
- Students will be able to apply concepts in political science and political economy to analysis of the politics of Canadian provinces and territories.
- Students will demonstrate understanding of key economic issues and challenges faced by the provinces and territories.
- Students will demonstrate understanding of the varying ways that provinces are responding to the inter-related issues of energy, environment, and climate change.
- Students will further develop their communication skills (public speaking, writing, listening critically) through presentations, class discussions, and written assignments.
- Students will further develop their skills in research, analysis, and synthesis of information through their presentations, reading reflections, and research papers.

Format

The course will combine lectures and seminar discussion, along with student presentations and the occasional use of news reports and video segments.

Expectations and Grading

Participation	10%
Reading Reflections	20%
Midterm (in-class, Oct. 23)	25%
Presentation	15%
Research Paper	<u>30%</u>
	100%

For information on how your percentage grade will be converted into a letter grade and grade point (maximum 4.30), see Dalhousie's grade scale and definitions:

https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html

Participation 10%

You are expected to attend *every* class and complete the assigned readings before class. You are also expected to participate actively and respectfully in group discussions—without dominating discussion in a way that prevents others from speaking.

The participation grade will be based on the quality of your participation in class discussions. See criteria in table below.

Participation, ranging from low to high quality

0	Absent.
1	Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.
2	Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
3	Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. Offers interpretations and analysis of case material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.

4	<p>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</p> <p>Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</p> <p>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</p> <p>Demonstrates ongoing very active involvement.</p>
---	--

Reading Reflections 20%

Over the course of the semester, you will submit reflections on the readings for up to 10 provinces and territories. Each reflection will be 400-500 words in length.

Some questions to consider as you write the reflection: What common themes are evident in the readings? What key differences are evident in the accounts found in the different readings? How does this province or territory compare to another province or territory? What connections can you draw among the political developments, economic issues, and (if appropriate) energy/environmental challenges in the province?

The main goal of the reading reflections is to encourage you to think about the readings and issues to discuss *before* coming to class. They also give the instructor an opportunity to identify any common questions or problems, which will then be discussed in class.

You will receive one point for each reflection that you submit, up to a *maximum of 10*, over the semester. You will also receive an additional qualitative grade out of 10 on your reflections throughout the semester. The qualitative grade will be based on three main grading categories: excellent (0.8 points), satisfactory (0.6 points), and less than satisfactory (0.3 to 0.5 points). Therefore if you submit a satisfactory reflection, you will receive $1 + 0.6 = 1.6$ points, equivalent to an A-minus grade. An excellent reflection will earn 1.8 points, equivalent to an A-plus, while a less than satisfactory reflection could earn as little as 1.3 points, equivalent to a C. (In rare cases of particularly poor work, I reserve the right to give a lower grade or no grade at all.)

As you will see, the majority of the points are given for simply showing that you are doing the reading, understanding key themes, and reflecting thoughtfully upon them. If you do that ten times (roughly once per week, on average), you will get a grade in the A-minus range on this component of the course. The grading is generous if you submit all ten; it is less so if you do not. Higher grades may be assigned to reflections that show strong insights, particularly thoughtful commentary on key themes that cut across the readings for the week—rather than focusing on secondary details or looking at the readings in isolation—or an ability to make relevant links to wider issues in Canadian politics beyond those specifically addressed in the readings. Lower grades may be assigned to reflections that do not illustrate an adequate effort in having completed the readings or in identifying and commenting upon relevant themes.

You must submit the reflections by the beginning of the scheduled class for that province or territory to receive credit for them. For example, a reflection on Newfoundland and Labour must be submitted by the beginning of the class on September 13. When two days are scheduled for a province, the reflection must be submitted by the beginning of the first scheduled class – e.g. September 20 for Nova Scotia. Please do not e-mail them to me.

Midterm 25%

An in-class midterm will take place on October 23. It will include a mix of short questions to assess your understanding of key concepts and essay questions.

Presentation 15%

Each student will deliver a ten-minute presentation in class, followed by roughly five minutes for questions and discussion. Note that the time limit will be strictly enforced since we have limited class time. Be sure to practice your presentation ahead of time to make sure you stay within the time limit.

In your presentation, you should identify a current political issue in the news that is a matter of controversy or disagreement in the province or territory that you have selected. In your presentation, explain the issue in question, including the key political actors involved and their differing interests and ideas about what ought to be done. Be sure to discuss how some of the key themes we are considering in class—political culture, political economy, political cleavages, institutions, party systems, neoliberalism, energy, climate change, etc.—are at play in this issue. (It is not necessary or advisable to try to touch on all these concepts—focus on those that are most relevant to the issue you have chosen.)

Students are encouraged to use their presentation as an opportunity to develop ideas for their research papers.

Research Paper 30%

You will write a paper of 3,000 to 4,000 words. Papers are due on December 1.

It is recommended that your paper build on the topic of your presentation—see description above. One option is to add a comparison to another province or territory in your paper. You are also free to propose your own topic, subject to approval of the instructor.

You have the *option* of submitting a 1-2 page proposal, plus an initial bibliography, by October 16. You will not receive a grade for the proposal, but this is an opportunity to receive feedback as you develop your paper. This will also help to ensure that you begin work on your paper early in the semester and avoid a last-minute rush.

Note that plagiarism detection software may be used to review research papers. For more information on how to avoid problems related to plagiarism, see section on “Academic Integrity,” which appears after the weekly reading schedule.

Late Penalties

Assignments received after the due date will be subject to a late penalty of 1% on the first day, an *additional* 2% on the second day, an *additional* 3% on the third day ... and an additional 5 % on the fifth and every subsequent day, unless appropriate written documentation such as a doctor's note is provided. (For example, a paper submitted six days late will receive a penalty of 20%, i.e. 1+2+3+4+5+5%). Please plan your work well ahead of time to avoid late penalties. The late penalties are phased in gradually to give you some extra flexibility. For example, if you need one more day to finish your paper, you may decide it is worth taking the small penalty to have a little extra time, but the penalties increase substantially as the delay grows longer.

Recording

Lectures and discussions will *not* be recorded by the instructor. If you wish to audio record the lecture components of the class, you may do so, but please ask for permission first.

Deadlines for Withdrawal from Course

For Fall 2017 classes, the deadline by which a student may withdraw without a "W" appearing on the transcript is October 2. The last day to withdraw with a "W" is October 31.

For other important academic dates, see: https://www.dal.ca/academics/important_dates.html.

Required Books and Readings

Evans, B. M. and Smith, C. W. (eds) (2015) *Transforming Provincial Politics: The Political Economy of Canada's Provinces and Territories in the Neoliberal Era*. Toronto: University of Toronto Press.

Wesley, J. J. (ed.) (2016) *Big Worlds: Politics and Elections in the Canadian Provinces and Territories*. Toronto: University of Toronto Press.

A few additional readings that are not in the books are required. These will be available on Brightspace.

Weekly Themes and Readings

September 6 and 11: Introduction

Big Worlds, Introduction, pp. xiii-xxxvi
Transforming Provincial Politics, Introduction, pp. 3-18.

September 13: Newfoundland and Labour

Big Worlds, Chapter 1, pp. 1-18
Transforming Provincial Politics, Chapter 1, pp. 21-48

September 18: Prince Edward Island

Big Worlds, Chapter 2, pp. 19-35

Transforming Provincial Politics, Chapter 2, pp. 49-76

September 20 and 25: Nova Scotia

Big Worlds, Chapter 3, pp. 36-58

Transforming Provincial Politics, Chapter 3, pp. 77-109

Epstein, Howard. 2015. "Carbon, Climate Change, Nova Scotia Power." Pp. 193-210 in *Rise Again: Nova Scotia's NDP on the Rocks*.

[Available on Brightspace. To put the chapter in context, note that the author was an NDP MLA critical of then-premier Darrell Dexter. Some explanation of terms used: EGSPA = 2007 Environmental Goals and Sustainable Prosperity Act; UARB = Utility and Review Board, whose roles include regulation of Nova Scotia Power; "Robert" = former NDP leader Robert Chisholm; "Darrell" = former NDP leader and premier Darrell Dexter]

September 27: New Brunswick

Big Worlds, Chapter 4, pp. 59-81

Transforming Provincial Politics, Chapter 4, pp. 110-134

October 2 and 4: Quebec

Big Worlds, Chapter 5, pp. 82-102

Transforming Provincial Politics, Chapter 5, pp. 137-161

Additional reading TBA*

October 9: Thanksgiving, no class

October 11 and 16: Ontario

Big Worlds, Chapter 6, pp. 103-120

Transforming Provincial Politics, Chapter 6, pp. 162-191

Winfield, Mark. 2016. "Environmental Policy in Ontario: Greening the Province from the Dynasty to Wynne." [available on Brightspace]

October 18: Manitoba

Big Worlds, Chapter 7, pp. 121-136

Transforming Provincial Politics, Chapter 7, pp. 195-225

October 23: Midterm exam in class

October 25: Saskatchewan

Big Worlds, Chapter 8, pp. 137-153
Transforming Provincial Politics, Chapter 8, pp. 226-254

October 30 and November 1: Alberta

Big Worlds, Chapter 9, pp. 154-170
Transforming Provincial Politics, Chapter 9, pp. 255-283
Adkin, Laurie. 2017. "Crossroads in Alberta: Climate Capitalism or Ecological Democracy?" [available on Brightspace]

November 6, 8, 13: No classes (study break and day off in lieu of Remembrance Day)

November 15: British Columbia

Big Worlds, Chapter 10, pp. 171-183
Transforming Provincial Politics, Chapter 10, pp. 284-312

November 20: Comparing Energy and Climate Policy in the Provinces

Harrison, Kathryn and Tyler Bryant (2016). "The Provinces and Climate Policy." [available on Brightspace]

November 22, 27, and 29: The Territories

Big Worlds, Chapter 11, pp. 184-205
Transforming Provincial Politics, Chapter 11, pp. 315-346; Chapter 12, pp. 347-366; Chapter 13, pp. 367-383

December 4 and 5: Conclusions and Review

Big Worlds, Conclusion, pp. 206-221
Transforming Provincial Politics, Epilogue, pp. 384-395

University Policies, Statements, Guidelines and Resources for Support

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.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally
- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me (or the TA). Other resources:

- Academic Integrity website <http://academicintegrity.dal.ca/>
Links to policies, definitions, online tutorials, tips on citing and paraphrasing

- Writing Centre
(http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)

Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations

- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>)
Online tutorials, citation guides, Assignment Calculator, RefWorks

- Dalhousie Student Advocacy Service (<http://studentservices.dal.ca/services/advocacy.html>) Assists students with academic appeals and student discipline procedures.

- Senate Office (<http://senate.dal.ca>)

List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart

(http://senate.dal.ca/Files/AIO_/AcademicDisciplineProcess_Flowchart_updated_July_2011.pdf)

and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

If you have any questions about academic integrity and plagiarism, please ask.

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. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more:

https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html).

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.

Writing Centre Services

Learning to write well contributes to good marks, completion of degrees and, later, success in the workplace. Now is the time to improve your writing skills. You can visit the Writing Centre for assistance with your assignments. Staff and tutors help you to understand writing expectations and disciplinary conventions. The service is available six days a week.

To book an appointment call 494-1963; email writingcentre@dal.ca; visit the website for online booking at <http://dal.ca/writingcentre>; or drop in to the Killam Library's main floor Learning Commons (G40). (Tutors work in other locations such as on the Sexton Campus, Weldon Law Library, Black Student Advising Centre, and Native Education Centre.)

Visit the Writing Centre's Resource Guide at <http://dal.ca.libguides.com/writingcentre> for online guidance. Finally, see the website for the schedule of seminars on writing issues, including how to integrate source material appropriately into your work (avoid plagiarism).

Other Learning and Support Resources

General Academic Support – Advising: https://www.dal.ca/campus_life/academic-support/advising.html

Libraries: <http://libraries.dal.ca>

Counselling: https://www.dal.ca/campus_life/health-and-wellness/counselling.html

Statement on Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Centre (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.