

**Political Science 3208    CANADIAN PROVINCIAL POLITICS**  
**Monday / Wednesday 10 – 11:15 am McCain 2021, Winter 2019**

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359 Henry Hicks Building

Office Hours: MW 12 noon – 2pm, by  
appointment

**OVERVIEW**

An analysis of the dynamics and structures of provincial governments. Topics may include: political culture, regionalism, parties, voting behaviour, legislatures, electoral systems, bureaucracies and the formulation of public policies. Attention is also paid to interprovincial and intergovernmental relations.

The syllabus is subject to minor changes (i.e. an addition of a supplementary reading, guest speaker, or exclusion of a previously required reading) upon notice provided by the instructor.

**TEXTBOOKS**

Wesley, Jared, Ed. 2015. *Big Worlds: Politics and elections in the Canadian provinces and territories*. University of Toronto Press. **Required**

Evans, Brian and Smith, Charles, Eds., 2015. *Transforming provincial politics: Political economy of Canada's provinces and territories in the neoliberal era*. UTP. **Recommended**

**ADDITIONAL SOURCES**

Bashevkin, Sylvia, Eds. 2019. *Provincial premiers*. Vancouver: UBC Press.

Bernier, Luc, et al. Eds. 2005. *Executive styles in Canada: Cabinet structures and leadership practices in Canadian government*. Toronto: UTP.

Brownsey, Keith and Michael Howlett, Eds. 2001. *The provincial state in Canada: politics in the provinces and territories*. Peterborough: Broadview.

Dunn, Christopher, Ed. 2016. *Provinces: Canadian provincial politics*. Toronto: UTP, 3rd Edition.

Harrison, Kathryn, Ed. 2006. *Racing to the bottom: provincial interdependence in the Canadian federation*. Vancouver: UBC Press.

Kornberg, Allan, et al. 1982. *Representative democracy in the Canadian provinces*. Prentice-Hall.

Levy, Gary and Graham White, Eds. 1989. *Provincial and Territorial legislatures in Canada*. Toronto: University of Toronto Press.

Telford, Hamish and Harvey Lazar Eds., *Canadian political culture(s) in transition*. Montreal & Kingston: McGill-Queen's University Press, 141-163.

Milner, Henry, Ed. 2004. *Steps toward making every vote count: electoral system reform in the Canadian provinces*. Toronto: Broadview Press.

Trimble, Linda and Jane Arcsott, Eds. 1995. *In the presence of women*. Toronto: Harcourt Brace Press.

White, Graham. 2005. *Cabinets and First Ministers*. Vancouver: UBC Press.

Young, Lisa and Keith Archer, Eds. 2002. *Regionalism and party politics in Canada*: Oxford Univ Press.

<b>GRADING SCHEME</b>		
<b>Assignment</b>	<b>Due date</b>	<b>% value</b>
Term test 1 – essays based on lectures & assigned readings.	mid-February	30
Term test 2 – essays based on lectures & assigned readings	April exam period	30
Attendance and participation	throughout	10
Presentation or essay.	throughout	30

### **RESEARCH PRESENTATION**

Students deliver a 10-minute presentation based on the readings and their own further research. I will use a timer during your presentation. Be prepared to take questions from your classmates.

You will have access to a computer and a projector which you must use. Students using Mac software are strongly encouraged to test the functionality of their presentation beforehand.

Your presentation will be graded on its ability to communicate intellectually interesting and politically astute insights, not its technical artistry. Learning to present complex information in a visually compelling way is a valuable skill.

The speaking notes must be submitted as part of the assignment. Text need not be in formal essay format; it comprises presentation notes, provided that they are coherent, logical, cleaned up and properly formatted. Please create your speaking notes in the “notes” format of the ppt file. Then submit your notes in that format; it is also possible to submit notes in a separate text file.

Your ability to develop and communicate this knowledge to your classmates is of great importance. You are encouraged to engage your audience in a meaningful way during your presentation, keeping in mind the time constraints involved. There is no prescribed format for oral presentations

There will be a brief question-and-answer period at the end of the presentation session. During this period, your classmates and the instructor may pose questions of your research. If a question is asked of you, ensure your answer is as concise and direct as possible.

There are two term tests. They require you to synthesize broad course themes in essay format. To synthesize is to bring different aspects of the course material together in a coherent explanation.

Presentations will be evaluated according to how well they convey knowledge about provincial politics, in an insightful and engaging manner. The evaluation rubric for the class presentation is appended to this syllabus. Grades on this assignment will be assessed according to the following criteria:

- communication of knowledge (including clarity, organization, grammar, and style);
- insight into the research topic (including secondary research and original thought);
- quality of argument (including critical analysis of the research question);
- originality (including technique and approach);
- engagement of the audience (including their interest and comprehension); and
- effective use of visual aids (including audio-visual and/or hand-out materials).

## COURSE AGENDA

Readings are listed below, in order of priority. Begin reading from the top and make your way down as you engage in the material. The textbook is listed first as an introduction to the topic. Students writing analytical papers, exam papers, and making presentations on the topic are expected to engage deeply in the academic sources. Most items are posted to Brightspace. Students are NOT expected to do ALL the readings each class.

### **7, 9 January**                    **INTRODUCTION**

Wesley, Jared, "Introduction: From Small to Big Worlds" *Big Worlds*.

Harris, Cole. 2008. "Postmodern patriotism: Canadian reflections" *Canadian Geographer* 45:193 - 207.

[Bricker, Darrell. 2013. "The big shift" TEDx Toronto 2013](#)

Savoie, Donald. 2000. "All things Canadian are now regional" *Journal of Canadian Studies* 35:1 203-17.

### **14, 16 January**                    **POLITICAL CULTURE**

Stewart, Ian. 2002. "Vanishing Points: Three paradoxes of political culture research," in Joanna Everitt and Brenda O'Neill, eds., *Citizen Politics: Research and theory in Canadian political behaviour* Toronto: OUP, 21-39.

Wiseman, Nelson. 2007. *In search of Canadian political culture* Vancouver: UBC Press, Intro, Chapter 1.

Wesley, Jared. 2011. "Politics over time: Explaining cultural persistence," *Code politics: Campaigns and cultures on the Canadian prairies* Vancouver: UBC Press, chapter 2.

Montpetit, Éric, Erick Lachapelle and Simon Kiss. 2017. *Does Canadian federalism amplify policy disagreements? Values, regions and policy preferences*. IRPP.

Cochrane Christopher and Andrea Perrella. 2013. "Regions, regionalism and regional differences in Canada" *Canadian Journal of Political Science* 45:4, 829 – 853.

McGrane, David and Loleen Berdahl. 2013. 'Small Worlds' No More: Reconsidering provincial Political Cultures in Canada" *Regional & Federal Studies*.

Forbes, H.D. 1987. "Hartz-Horowitz at twenty: Nationalism, Toryism and Socialism in Canada and the United States" *Canadian Journal of Political Science* 20:2.

### **21, 23 January**                    **INDIGENOUS**

McCrossan, Michael, and Kiera Ladner. 2016. "Eliminating Indigenous jurisdictions: Federalism, the Supreme Court of Canada, and territorial rationalities of power" *Canadian Journal of Political Science* 49: 3, 411–31.

Alcantara, Christopher and Jen Nelles. 2014. "Indigenous peoples and the state in settler societies: Toward a more robust definition of multilevel governance" *Publius: Journal of Federalism* 44:1.

**28 January PROVINCIAL DEMOCRACY**

- Blake, Donald. 2001. *The perils of comparison: Addendum to "electoral democracy in the provinces* IRPP Choices. 7:2.
- Blake, Donald. 2001. *Electoral democracy in the provinces*. IRPP Choices. March 7:2.
- Trimble, Linda, Jane Arscott, and Manon Tremblay, eds. 2013. *Stalled: The representation of women in Canadian Governments*. Vancouver: UBC Press.
- Steele, Graham. 2014. *What I learned about politics: Inside the rise-and collapse-of Nova Scotia's NDP Government* Halifax: Nimbus.
- Koop, Royce. 2011. *Grassroots Liberals: Organizing for local and national politics*. Vancouver: UBC Press.

**30 January POLITICAL INSTITUTIONS**

- Thomas, Paul E.J. and J.P. Lewis. 2018. "Executive Creep in Canadian Provincial Legislatures" *Canadian Journal of Political Science*, 1–21.
- Paterson, Stephanie, Patrik Marier, and Felix Chu. 2016. "Technocracy or transformation? Mapping women's policy agencies and orienting gender (in) equality in the Canadian provinces" *Canadian Public Administration* 59:3.

**4, 6 February POLITICAL ECONOMY**

- MacKinnon, Janice. 2003. "The 1993 fiscal crisis" *Minding the public purse: The fiscal crisis, political trade-offs, and Canada's future*. McGill-Queen's University Press.
- Carbert, Louise. 2019. "Atlantic Canada in the Harper era" in *Federalism in the Harper Era*. Eds Julie Simmons and Jim Farney. Toronto: University of Toronto Press.
- Wesley, Jared. Fiscal Federalism: Horizontal Dimension: <http://youtu.be/4d8mvdoT1n8>
- Wesley, Jared. Fiscal Federalism: Vertical Dimension: <http://youtu.be/4ZvzS61wmYY>

**11, 13 FEBRUARY ATLANTIC CANADA**

- Luke Flanagan and Alex Marland, Chapter 1 "Newfoundland and Labrador" *Big Worlds*.
- Don Desserud, Chapter 2 "Prince Edward Island" *Big Worlds*.
- Louise Carbert, Chapter 3 "Nova Scotia" *Big Worlds*.
- Mario Levesque, Chapter 4 "New Brunswick" *Big Worlds*.
- Marland, Alex and Lisa Moore, eds. 2017. *The Democracy Cookbook: Recipes to renew governance in Newfoundland and Labrador*. St. John's: ISER Books.
- Collins, Jeffrey and Scott Reid. 2014. "'No more giveaways!' – Resource nationalism in Newfoundland: A case study of offshore oil in the Peckford and Williams' administrations" *Newfoundland and Labrador Studies*. 30:1.
- Conrad, Margaret and James Hiller. 2001. *Atlantic Canada: A Region in the making*. Toronto: OUP.
- H. D. Forbes. 1987. Hartz-Horowitz at Twenty: Nationalism, toryism and socialism in Canada and the United States. In *Canadian Journal of Political Science* 20:2. 287-315
- Gad Horowitz. 1978. "Notes on 'Conservatism, liberalism and socialism in Canada: An interpretation'" *Canadian Journal of Political Science* 11:2. 383-400.

**Term Test 1 date to be determined  
18-20 February study break**

**25, 27 FEBRUARY QUEBEC**

Kerry Tannahill and Mebs Kanji, Chapter 5 “Québec” *Big Worlds*.

Gagnon, Alain-G & Zev Paltiel, Khayyam. 1986. “Toward Maîtres chez-nous: The ascendancy of a Balzacian bourgeoisie in Quebec” *Queen's Quarterly*. 93. 731-749.

Wiseman, Nelson. 1988. “A note on ‘Hartz-Horowitz at twenty’: The case of French Canada” *Canadian Journal of Political Science*. 21:4.

**4, 6 MARCH ONTARIO**

Cameron Anderson, Chapter 6 “Ontario” *Big Worlds*.

Loewen, Peter. 2018. “Did Canada just elect a ‘Trump light’? Not exactly” *Washington Post* 8 June.

Collier, Cheryl and Malloy, Jonathan. 2016. *The politics of Ontario* Toronto: University of Toronto Press.

**11-13 PRAIRIES**

Jared Wesley, Chapter 7 “Manitoba” *Big Worlds*.

Ken Rasmussen, Chapter 8 “Saskatchewan” *Big Worlds*.

Anthony Sayers and David K. Stewart, Chapter 9 “Alberta” *Big Worlds*.

Levasseur, Karine, Andrea Rounce, Barry Ferguson, and Royce Koop, Eds. 2016. *Understanding the Manitoba election 2016*: Winnipeg: University of Manitoba Press.

Locke, Harvey. 2014. “The two Albertas” *Literary Review of Canada* April.

Cosh, Colby. 2015. “After Keynes & the NEP, I chose Rand and liberty” *C2C Journal*, March 1.

Kinsella, Warren. 2015. “The Calgarian who loved Alberta so much he became a Liberal” *C2C Journal*. March 1.

Berdahl, Loleen and Roger Gibbins. 2014. *Looking West: Regional Transformation and the Future of Canada* Toronto: University of Toronto Press.

**18, 20 MARCH BRITISH COLUMBIA**

Tracy Summerville, Chapter 10 “British Columbia” *Big Worlds* text

Glavin, Terry, 2018. “The colonial history behind B.C. Day that can make us all proud” *Macleans*, Aug 1.

**25, 27 MARCH NORTH: YUKON, NORTH TERRITORIES, NUNAVUT**

Graham White, Chapter 11 “The Territories” *Big Worlds*.

**8 APRIL LAST CLASS**

Jared. Wesley, “Conclusion” *Big Worlds*.

FINAL EXAM PERIOD 10 – 26 April

## UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

### ***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.

### ***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 be 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 at 1321 Edward St. or contact [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.

### ***University Policies and Programs***

Important Dates in the Academic Year (including add/drop dates)

[http://www.dal.ca/academics/important\\_dates.html](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](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

### ***Learning and Support Resources***

General Academic Support - Academic Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](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](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](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](https://www.dal.ca/campus_life/communities/black-student-advising.html)

Aboriginal Student Centre: [https://www.dal.ca/campus\\_life/communities/native.html](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](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](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](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

### ***From the University Calendar***

"Students are expected to complete class work by the prescribed deadlines. Only in special circumstances ... may an instructor extend such deadlines." Late papers will be assessed a late penalty at the instructor's discretion. Students who miss a deadline on account of illness are expected to hand in the assignment within one week of their return to class, with a medical certificate, per academic regulations of the Dalhousie Calendar.

Papers should be submitted directly to the instructor or in person to the Political Science office between 8:30 am and 4:30 pm on weekdays only. The instructor cannot assume responsibility for papers otherwise submitted.

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain Form A: Request for Accommodation. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require them will be able to participate in the class.

### ***INFORMATION ON PLAGIARISM***

Proper documentation is required on all writing assignments. Failure to document sources constitutes plagiarism and can result in severe academic penalty. You should keep your rough notes and be prepared to defend your work orally. Consult a writing/style manual for acceptable citation styles.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived.

At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.