COURSE DESCRIPTION:
This seminar course, for senior undergraduates, will explore the relationship between politics and economic life in Canada. The course addresses the placement of Canada in continental and global economies at a time of profound transnational integration and accelerated technological change. It surveys major themes and perspectives in Canadian political economy tradition and evaluates past and current practices in Canada’s economic governance. It will introduce students to staples, liberal and neo-classical, socialist, and feminist analyses of the nature of Canada's economic development, and the role of the state in economic life. The importance of commercial, industrial and resource sectors will be examined. The transition to the service sector and information economy will be addressed. The impact of Canada's imperial, global and continental relationships will also be considered, including the negotiation and impact of economic and trade agreements. Other themes include the role of women, industrial relations and trade unions, first nations and immigrant communities, and the future evolution of the political economy and economic policy. Students will debate controversial themes on each topic. Student essays will explore a range of contemporary issues including debt, federal-provincial fiscal relations, the economic consequences of Quebec separation, women in the economy, development prospects for first nations, regional inequality and development programs, immigrants and economic revival, and policies on trade, industrial development, investment, intellectual property, human resources, technological change, poverty and inequality, and the impact of economic forces on national unity.

STUDENT ASSIGNMENTS:
Students will sign up for one assignment as presenter to make up 20% of the final grade. Presenters should submit a written version of their presentation to the professor each week at the start of the class before they present. Failure to do so will result in a deduction of 5% out of 20%. Student presentations should focus on the principal themes of the assigned articles, with the presenters taking opposite sides on the suggested topics. Students should meet prior to the class to work out who will present on each topic. (Sometimes, students find it worthwhile to stage a debate on the themes, but the readings may not always support a debate format. Students are encouraged but not required to use this format). Statements on each question should not exceed seven to ten minutes in length. Presenters should avoid reading their papers and should highlight key, controversial points. Presenters should coordinate their participation before class, to ensure that all assigned readings are covered, and the debate topic is thoroughly explored. The presentations are not intended to be article summaries but should involve and attempt to make an argument for or against a debate proposition.

Students are expected to attend and participate regularly in other weeks for 20% of the grade. Students must provide and appropriate declaration of absence form or provide evidence of valid medical or compassionate grounds for missing classes. Missed assignments or exams require medical or accommodation documentation.

A list of suggested essay topics will be distributed soon. Students can adjust their essay topic so long as it fits course themes on Canadian domestic political economy and they receive prior approval of the instructor. Students should submit a proposal on their essay topic, including an annotated bibliography, thesis statement, and outline of basic argument by February 14th. The proposal is not graded but failure to submit once results in loss of 5% of the final essay grade (which would be marked out of 25% instead of 30). The instructor will provide feedback on the proposals. The final research essay of 10-12 pages, due on March 28th, will be worth 30%. Proposals and essays must be submitted via Brightspace drop box for Urklund screening; a printed version of the essay is also required. Late assignments are penalized 2% per day late.
There will be a final examination for the course, to be worth 30% of the final grade for the course. The exam will cover material from assigned readings, lecture/discussions, and presentations. It will be a closed book exam in the regular examination period in April. Students will complete essay questions, chosen from three sections spread across all topics from the term. Sample questions will be posted online.

Information on all assignments will be posted on Brightspace early in the term. An essay proposal will be used to screen for appropriate topics and to provide feedback to improve the final product. The essay will be approximately 2500-3000 words; information on format and requirements will be posted soon. Essay proposals and essays will be screened for academic integrity and plagiarism using the Urklund software on the Brightspace system.

You must complete all assignments to pass the course. The course’s grading scheme follows the Dalhousie undergraduate academic calendar.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>90-100</td>
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<td>B+</td>
<td>77-79</td>
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<td>C+</td>
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<td>D</td>
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<td>B</td>
<td>73-76</td>
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<td>C</td>
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<td>C-</td>
<td>55-59</td>
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<td>F</td>
<td>below 50</td>
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**ELECTRONICS IN THE CLASSROOM:**
While I have not formally banned electronics as some faculty have done, I have noticed them to be a significant distraction which keeps some students from engaging with their colleagues and the instructor to further discussions of the concepts and topics. I would ask you to consider minimizing their use unless required for accessibility purposes.

FYI here is an article outlining the problems for students and for the class as a whole. [https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?r=0](https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?r=0)

**TEXTBOOKS AND COURSE MATERIALS:**

Additional required readings will also be made available on the Brightspace page with links to the Killam Library electronic resources. Some e texts are also used extensively:


Students may wish to consult Gordon Laxer (ed.) *Perspectives on Canadian Economic Development*, and Daniel Drache and M.S. Gertler (eds.) *The New Era of Global Competition*
The instructor will place these and other materials on reserve. Alternative perspectives on course topics may also be found through research institutes, such as the CD Howe Institute, Canadian Centre for Policy Alternatives or Institute for Research on Public Policy though such should be used with caution as these are not peer reviewed academic sources.

**SEMINAR TOPICS:** The following are the seminar topics for the course. Students are expected to read the required readings for presentations and discussion and to attempt recommended readings where possible. Debate topics will be circulated soon.

1: **PERSPECTIVES ON POLITICAL ECONOMY:**
**Required Readings:**
Howlett, Netherton and Ramesh, "Introduction". TEXT BOOK

Clement *Understanding Canada*, “Introduction, p. 3-18.


**Recommended Readings:**
Kellogg, Paul. *Escape from the Staple Trap*: Introduction and Chapter 1
- In Killam Library Reserve (HC 115 K397 2015 )

http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1017/S0008423910000624


Clement and Williams, "Introduction", p. 3-15.


2: **TRADITIONAL POLITICAL ECONOMY: THE STAPLES APPROACH:**
**Required Readings:**

**Recommended Readings:**
Laxer, Sec. II; essays by Drache, Watkins. In Killam Library Reserve (HC 113 P46 1991)
Laxer, Sec. II; essays by Innis, MacIntosh,


**3: LIBERAL AND NEO-CLASSICAL POLITICAL ECONOMY:**

**Required Readings:**
Howlett, Netherton and Ramesh, Chptr. 2, 5 TEXT BOOK


**Recommended Readings:**

**4: SOCIAL DEMOCRATIC AND MARXIST APPROACHES:**

**Required Readings:**
Howlett, Netherton and Ramesh, Chptr. 3. TEXT BOOK


**Recommended Readings:**
In Killam Library Reserve (HC 115 K397 2015)


5: BUSINESS AND LABOUR IN THE POLITICAL ECONOMY:

**Required Readings**
Howlett, Netherton and Ramesh, Chapter 8, 9. TEXT BOOK


**Recommended Readings:**
Kellogg, Paul. *Escape from the Staple Trap*: Chapter 4, 7

In Killiam Library Reserve (**HC 115 K397 2015**)


6: WOMEN IN THE POLITICAL ECONOMY:


**Recommended Readings:***


Isabella Bakker, "The Political Economy of Gender" in Clement and Williams, 99-115; Clement, Understanding Canada Chapter 5 (Maroney and Luxton).  


7: FIRST NATIONS IN THE POLITICAL ECONOMY:

Required Readings:

http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1017/S000842391100014X


http://ezproxy.library.dal.ca/login?url=https://doi.org/10.1016/j.jdeveco.2015.03.004

Recommended Readings:

Report on Equality Rights of Aboriginal People  


**8: IMMIGRANT COMMUNITIES IN THE CANADIAN ECONOMY:**


**Recommended Readings:**


Javdani, Mohsen, Jacks, David, Pendakur, Krishna Murthy, Immigrants and the Canadian Economy.


9: REGIONALISM, FEDERALISM AND THE CANADIAN ECONOMY:


Recommended Readings: Donald J. Savoie, Reviewing Canada’s Regional Development Efforts Prepared for the Newfoundland and Labrador Royal Commission on Renewing and Strengthening Our Place in Canada (St. John’s 2003). 


Donald J. Savoie “All things Canadian are now regional” *Journal of Canadian Studies* 35, 1 (Spring 2000) 203-17.


Clement, *Understanding Canada*, Chapter 12, (Clement and Salee).


Clement, *Understanding Canada*, Chapter 12, (Clement and Salee).

Howlett, Netherton and Ramesh, Chptr. 7. TEXT BOOK

**10: GOVERNMENT POLICY AND THE ECONOMY:**

**Required readings:**

Howlett, Netherton and Ramesh, Chptr., 10, 11. TEXT BOOK


**Recommended Readings:**


Clement, *Understanding Canada* Chapter 13 (Bakker and Scott); Chapter 14 (Salter and Salter).

Allan Moscovitch and Glenn Drover, "Social Expenditures and the Welfare State" in A. Moscovitch and
11: CONTINENTALISM AND TRADE POLICY:

Required Readings:

Howlett, Netherton and Ramesh, Chptr. 6. TEXT BOOK


Recommended Readings:

Kellogg, Paul. *Escape from the Staple Trap*: 5, 6
In Killam Library Reserve(HC 115 K397 2015 )

Stephen McBride, *Paradigm Shift* Chptr 5 “Trade is Trump”.


http://sciencessociales.uottawa.ca/economics/sites/socialsciences.uottawa.ca.economics/files/1205E.pdf


Hart, M., & Canadian Electronic Library. (2002). *A trading nation Canadian trade policy from*

Clement, Understanding Canada Chapter 8 (Laura MacDonald).  


12: NATURAL RESOURCES, ENVIRONMENT AND THE POST STAPLES STATE

Required Readings:
https://ojs.unbc.ca/index.php/cpsr/article/view/11

https://ojs.unbc.ca/index.php/cpsr/article/view/20/21


Recommended Readings:


13: GLOBALIZATION AND THE FUTURE OF THE CANADIAN ECONOMY: 
Required Readings:
Howlett, Netherton and Ramesh, Chptr. 12. TEXT BOOK


Recommended Readings:
Kellogg, Paul. Escape from the Staple Trap: 8, 9  
In Killam Library Reserve (HC 115 K397 2015 )


Stephen McBride, Paradigm Shift Chptr 7  


In Killam Library Reserve (F 1034.2 C59 2002) - Link is not available at Dal.


**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, for example…
- 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):

- 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-studyskills.html) Assistance with learning to write academic documents, reviewing papers for discipline specific writing standards, organization, argument, transitions, 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 faculty
• 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. Updated August 2011.

Student 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 Center (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. 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 them will be able to participate in the class.

Missed or late academic requirements due to student absence
Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (Note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).
The Student Declaration of Absence form can be found at the link below:
https://cdn.dal.ca/content/dam/dalhousie/pdf/campuslife/Health%20and%20wellness/FINAL%20Student%20Declaration%20of%20Absence%20Form.pdf

INFORMATION ABOUT POLICIES & WHERE TO GO FOR HELP
The main place to go for information about the course, class policies, handouts, and assignment information and submission links is the course Brightspace page http://www.dal.ca/brightspace

Academic Regulations: http://www.dal.ca/academics/important_dates.html
Academic Support: http://www.dal.ca/campus_life/student_services/academic-support/advising.html
Academic Integrity Website: http://academicintegrity.dal.ca/
Advising and Accessibility Services: http://www.dal.ca/access
E-Learning website http://www.dal.ca/dept/elearning.html
Writing Centre https://www.dal.ca/campus_life/academic-support/ writing-and-studyskills.html
Dalhousie Student Union: http://dsu.ca/

International Students https://www.dal.ca/campus_life/international-centre.html

Sexual and personal harassment policies:
Culture of Respect http://www.dal.ca/cultureofrespect.html