



POLI 3405 — Canadian Political Thought


Dalhousie University — Fall 2019
McCain Arts and Social Sciences Building, 2118
Mondays & Wednesdays 11:35pm –12:55pm

Instructor: Dr. M. Firmini

Office: Henry Hicks Building, Political Science Department, Room 355

Office Hours: By appointment only


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Course synopsis: This course addresses the distinct school of Canadian political thought and its development. From the ideological origins of Canadian society to contemporary thinkers, the course will explore theories and philosophical currents that have shaped Canada.

We begin with the colonial era and continue through to current trends. The aim will be to analyze the underlying logic of each strand of political thought and the interactions between them. At the end of the term, students will have a deeper knowledge of the intellectual traditions that have shaped (and continue to shape) Canada. This awareness will enrich their understanding of contemporary Canadian institutions, the current issues in Canadian politics, and the foundational values of the country.

Evaluations:




A. Thematic Papers: The course is divided into three themes. Each theme will end with an in-class discussion and a paper due at the end of each segment. The thematic paper must be four pages minimum/five maximum and must reference/cite (at the very least) three readings related to **each** class. Extraneous readings are permitted. The paper should relate briefly and concisely to the material covered for the theme, but the majority of your time should be spent on your own reflections about the readings and the theme at hand. The papers are **NOT** summaries of the readings. Ulterior details will be posted on Bright Space as to formatting. Deadlines and evaluations as follows:

September 30 - 20%

October 30 - 20%

December 2 - 25%



B. Major Paper: The paper is a standard (research) term paper. Topics, format and all other information will be outlined and posted to Bright Space. Topics of your choice are permitted, but **must** pertain to Canadian Political Thought exclusively and to the themes covered in this course. Consult with the instructor before proceeding with your research. Ulterior details will be posted on Bright Space as to formatting, source count, and length. Deadline as follows:



35% - November 6

Dalhousie Grading Scheme:

Each assignment will receive a numerical grade. Final grades will be translated into letter grades using the following scale:



A+	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89		
A-	80-84		
B+	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73-76		
B-	70-72		
C+	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60-64		
C-	55-59		
D	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Required Text and Readings:



1. *The Development of Political Thought in Canada* – Katherine Fierlbeck (University of Toronto Press). Available at the bookstore.
2. All supplemental readings as listed on the syllabus are available online or on Bright Space.

Drop Course Dates: please review dates on the registrar's website





Learning Objectives:

The course aims to

- familiarize students with the foundations of Canadian political thought and its development;
- familiarize students with Canadian thinkers and their continued relevancy;
- recognize the importance of ideas to politics, institutions, values;
- strengthen *critical* and *independent* thinking capacities;
- refine skills related to the evaluation of empirical evidence derived from literature produced in the discipline;
- lay the foundations which will prepare students for more advanced courses in political science.

Knowledge & Skills Acquisition and Application — Objectives:

At the end of this course, students will be expected to be capable of competently

- recognizing, describing, and critiquing the foundations of Canadian political thought;
- recognizing foundational ideas when presented and confronted within political discourse;
- recognizing, describing, and operationalizing key concepts in the field of political thought;
- structure a logical, methodical, analytical oral argument and research paper related to the discipline;
- communicate effectively in written and oral form

Rules and Policy Regarding Cell Phone and Computer Etiquette:

1. The use of cellular phones or any other electronic gadgetry is **not permitted** during class lectures; **neither are recording devices of ANY kind.**
2. During thematic discussions all phones, computers, and all other electronic gadgets **must be turned off and stored away.**
3. Use of laptops for taking notes during lectures is permitted; *however*, should complaints arise regarding inappropriate use or distracting web browsing during class, the use of laptops will be restricted. Use them wisely.
4. Phone calls, texts, Snap Chat, You Tube, Facebook, Twitter, and video and audio recordings, and **ALL other forms** of social media usage are **NOT** permitted inside the classroom.

Statement on Academic Integrity (Source: Dalhousie University):



“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?



[T]he following are **some ways** that you can achieve academic integrity:

- 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
- Be sure not to plagiarize, intentionally or unintentionally
- Clearly indicate the sources used in your written or oral work. This includes ideas, figures of speech, 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...previously [and] submitted for another assignment

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me; also:



- Academic Integrity website <http://academicintegrity.dal.ca/>
- Writing Centre (http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)

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

I am *required* to report every suspected offence... 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.



All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website.

Ignorance of such policies is no excuse for violations”.

Plagiarism, therefore, is considered a serious academic offence. *No excuse is acceptable for plagiarism and NO AMOUNT OF PLAGIARISM WILL BE TOLERATED AND THUS WILL BE REPORTED IMMEDIATELY.* For more information, see:

http://www.dal.ca/dept/university_secretariat/academic-integrity.html

Requests for Student Accommodation (Source: Dalhousie University):

“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”.



- ✓ No alternative dates for paper deadlines will be set except for serious medical conditions
- ✓ No assignments will be given for extra credit.
- ✓ Lectures cover material not posted on Bright Space.
- ✓ **DO NOT** book any travel before the exam schedules are known.
- ✓ Familiarize yourself with course ‘Drop Dates’. These can be found here: http://www.dal.ca/academics/important_dates.html

STATEMENTS FROM DALHOUSIE UNIVERSITY:
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.

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. Click [here](#) to read more.

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). Click [here](#) to read more.

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. Click [here](#) to read more.

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). Click [here](#) to read more.

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).

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
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COURSE OUTLINE

Theme one: Foundations of Political Thought in Canada

September

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The first class will include an introduction to the main concepts that will be addressed throughout the course. There will be a discussion about expectations, and how to accomplish the reading schedule and prepare for discussions.

1. Intro and expectations
 2. No readings
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9-11:

1. Chapter 1 from text.
 2. “Making Parliament” in *The Canadian Founding: John Locke and Parliament*. J. Ajzenstat
 3. “Preface” in *The Canadian Founding: John Locke and Parliament*. J. Ajzenstat.
 4. *Ideological origins of Canadian Confederation*. Peter J. Smith (1987). Canadian Journal of Political Science, vol. 20 (1)
 5. Chapter 2 from text.
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16-18:

1. Chapters 5 & 13 from text
 2. *Confederation and Individual Liberty* – J. Ajzenstat (pdf)
 3. *The Political Thought of Lord Durham*. J. Ajzenstat chapters 1, 7 & 8
 4. Lord Durham’s full report available on Bright Space (sections will be highlighted there as well)
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23-25:

1. Louis Hartz’s Concept of the Fragment Theory and its Applications to Canada. K. D. McRae
 2. Hartz-Horowitz at Twenty: Nationalism, Toryism and Socialism in Canada and the United States. H.D. Forbes (1987). Canadian Journal of Political Science, Vol. 20 (2).
 3. The Tory Fragment in Canada: Endangered Species? Christian Leuprecht (2003). Canadian Journal of Political Science, Vol. 36, (2)
 4. What is Toryism? – John Osborne
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30: Discussions and Thematic Analysis Paper Due

Theme Two: Populism & Nationalism in Canada

October

2:

1. Chapters 4, 6, and 8 from text
 2. *Social Credit Explained* (link)
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7-9-16:

1. Evolution of the Social Credit Movement. J. A. Irving (1948). *The Canadian Journal of Economics and Political Science*, vol. 14 (3).
 2. Populism and the Proletariat: Social Credit and the Alberta Working Class. Alvin Finkel. *Studies in Political Economy*.
 3. The American Imprint on Alberta Politics. N. Wiseman (2010). Annual CIPA Meeting.
 4. Ryan Edwardson, 'Kicking Uncle Sam Out of the "Peaceable Kingdom": English-Canadian 'New Nationalism' and Americanization'. *Journal of Canadian Studies* 37, no. 4 (Winter 2003): 131-150.
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14: THANKSGIVING – NO CLASS

21-24-28: Chapters 7 & 12 from text

30: Discussions and Thematic Analysis Paper Due.

Theme Three: Modern Defining Moments in Canadian Political Thought

November

4-6:

- 1: Chapter 14 from text.
 2. *For an Independent Quebec*. R. Levesque (1976). *Foreign Affairs*, vol. 54, 4
 3. 'New Treason of the Intellectuals'. (1968) Pierre Elliott Trudeau in *Federalism and the French Canadians*. (151-181)
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****Paper Due in Class on the 6th Nov.****

FALL BREAK: November 11-15

18-20

1. Chapter 11 from text.
 2. 'Politique Fonctionnelle'. Pierre Elliott Trudeau in *Cite' Libre* (1951)
 3. "I Never Thought I Could be as Proud..." R. Cook
 4. *Classical Republicanism in the Political Thought of Pierre Elliott Trudeau (2015)*. Marcella Firmini, *Journal of Canadian Studies*. Vol. 49, 1.
 5. *Liberalism and Nationality*. Janet Ajzenstat (1981). *Canadian Journal of Political Science*, 14, 3
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25-27:

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1. Chapters 15 and 17 from text.
 2. Chapter 18 from text.



December 2: Discussions and Thematic Analysis Paper Due.

Readings (these are to be included in your final thematic paper):

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1. *The Fiction of Aboriginal Sovereignty*. Tom Flanagan (2000) in *First Nations, Second Thoughts* - Chapter 4.
 2. *Sovereignty' – An Inappropriate Concept*. Taiaiake Alfred (2006) in Roger Maaka and Chris Andersen, eds. *The Indigenous Experience: Global Perspectives*.
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