

POLI 3405 — Canadian Political Thought

Dalhousie University — Fall 2020
Asynchronous Delivery Online

Instructor: Dr. M. Firmini

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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.

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.
 3. **NO recordings of ANY kind are permitted.** The material in this course is covered by copyright.
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Drop Course Dates: please review dates on the registrar's website

Evaluations:

A. Thematic Analysis Papers: The course is divided into three themes. Each theme will end with a thematic analysis paper due at the end of each segment. The thematic paper must be five pages minimum/six maximum and must reference/cite (at the very least) 2/3 of the 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 - 15%

October 30– 20%

November 30 – 30%

B. Reflection Paper: The paper will ask you to analyze the origins, development, nature, and outlook of Canadian Political Thought based on the material you've read and the themes you've encountered. You may also incorporate outside research. Details on Bright Space.

December 8 - Final Reflection Paper - 35%

C. No alternative dates for paper deadlines will be set except for reasonable justifications.
No assignments will be given for extra credit.

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

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).

SECTION B: UNIVERSITY POLICIES, STATEMENTS, GUIDELINES & 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 http://www.dal.ca/dept/university_secretariat/academic-integrity.html
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 https://www.dal.ca/campus_life/academic-support/accessibility.html
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
https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html
- 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). (read more: <http://www.dal.ca/cultureofrespect.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 (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
<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising
https://www.dal.ca/campus_life/academic-support/advising.html
(Halifax)
<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>
(Truro)
- Fair Dealing Guidelines

- <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>
- Dalhousie University Library <http://libraries.dal.ca>
- Indigenous Students
https://www.dal.ca/campus_life/communities/indigenous.html
- Black Students
https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Students
https://www.dal.ca/campus_life/international-centre.html
- Student Health Services
https://www.dal.ca/campus_life/health-and-wellness.html
- Counselling
https://www.dal.ca/campus_life/health-and-wellness/frequently-asked-questions-august-2017.html
- Copyright Office
<https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website
<http://www.dal.ca/dept/elearning.html>
- Dalhousie Student Advocacy Services
<http://dsu.ca/dsas>
- 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
- Faculty or Departmental Advising Support: Studying for Success
Program: http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

COURSE MODULES

Theme one: Foundations of Political Thought in Canada

Module One: September

Lectures Group A:

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.

- ✓ Intro and expectations
 - ✓ Explanation of assignments
 - ✓ “I am Canadian” – Video Link
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Lectures Group B:

- Chapters 1 & 2 from text.

BrightSpace:

- “Making Parliament” in *The Canadian Founding: John Locke and Parliament*. J. Ajzenstat
 - “Preface” in *The Canadian Founding: John Locke and Parliament*. J. Ajzenstat.
 - *Ideological Origins of Canadian Confederation*. Peter J. Smith (1987). Canadian Journal of Political Science, vol. 20 (1)
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Lectures Group C:

- Chapters 5 & 13 from text

BrightSpace:

- *Confederation and Individual Liberty* – J. Ajzenstat (pdf)
 - *The Political Thought of Lord Durham*. J. Ajzenstat, Chapters 1, 7 & 8
 - Lord Durham’s full report available on Bright Space (sections highlighted)
 - *Canadian Founding*, Chapter 10 (Excerpt) – J. Ajzenstat (pdf)
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Lectures Group D:

BrightSpace:

- *Louis Hartz’s Concept of the Fragment Theory and its Applications to Canada*. K. D. McRae
 - *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).
 - *The Tory Fragment in Canada: Endangered Species?* Christian Leuprecht (2003). Canadian Journal of Political Science, Vol. 36, (2)
 - *What is Toryism?* – John Osborne
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30: Analysis Paper Due

Theme Two: Populism & Nationalism in Canada

Module Two: October

Lectures Group E:

- Chapters 4, 6, and 8 from text

BrightSpace:

- *Social Credit: A Simple Explanation* (link)
 - *Social Credit* – (B. Aberhart)
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Lectures Group F:

- Chapters 7 & 12 from text

BrightSpace:

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

30: Thematic Analysis Paper Due.

Theme Three: Modern Defining Moments in Canadian Political Thought

Module Three: November

Lectures Group G:

- Chapter 14 from text.

BrightSpace:

- *For an Independent Quebec*. R. Levesque (1976). *Foreign Affairs*, vol. 54, 4
 - ‘New Treason of the Intellectuals’. (1968) Pierre Elliott Trudeau in *Federalism and the French Canadians*. (151-181)
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Lectures Group H:

- Chapter 11 from text.

BrightSpace:

- ‘*Politique Fonctionnelle*’. Pierre Elliott Trudeau in *Cite’ Libre* (1951)
 - “I Never Thought I Could be as Proud...” R. Cook
 - *Classical Republicanism in the Political Thought of Pierre Elliott Trudeau* (2015). Marcella Firmini, *Journal of Canadian Studies*. Vol. 49, 1.
 - *Liberalism and Nationality*. Janet Ajzenstat (1981). *Canadian Journal of Political Science*, 14, 3
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Lectures Group I:

- Chapters 15, 17 & 18 from text.

BrightSpace:

- ‘The Fiction of Aboriginal Sovereignty’, Tom Flanagan - (Ch. 4: *First Nations? Second Thoughts*)
- ‘Sovereignty: an Inappropriate Concept’, Taiaiake Alfred – (Chapter excerpt)

30: Thematic Analysis Paper Due.

December 8: Final Reflection Paper Due
