

Political Science 3208 CANADIAN PROVINCIAL POLITICS
Wednesday 1:05 – 2 pm, Winter 2022

Dr. Louise Carbert louise.carbert@dal.ca

Office Hours: Monday & Wednesday 1:00 pm Life Sciences 03655

Office: Room 359, Hick Administration Building

OVERVIEW

An analysis of the dynamics and structures of provincial governments. Topics include: political culture, regionalism, parties, public finance, political economy, 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.

TEXTBOOK

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

ADDITIONAL SOURCES

- Bashevkin, Sylvia, Eds. 2019. *Doing politics differently: Women premiers in Canada's provinces and territories*. 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.
- Boyd, Brendan and Andrea Olive, Eds. 2021. *Provincial policy laboratories: policy diffusion and transfer in Canada's federal system*. Toronto: University of Toronto Press.
- Conrad, Margaret and James Hiller. 2001. *Atlantic Canada: A Region in the making*. Toronto: OUP.
- Dunn, Christopher, Ed. 2016. *Provinces: Canadian provincial politics*. Toronto: UTP, 3rd Edition.
- Evans, Brian and Smith, Charles, Eds., 2015. *Transforming provincial politics: Political economy of Canada's provinces and territories in the neoliberal era*. UTP.
- 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.
- 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.
- Marland, Alex and Lisa Moore, eds. 2017. *The Democracy Cookbook: Recipes to renew governance in Newfoundland and Labrador*. St. John's: ISER Books

- Milner, Henry, Ed. 2004. *Steps toward making every vote count: electoral system reform in the Canadian provinces*. Toronto: Broadview Press.
- Paquet, Mireille. 2019. *Province building and the federalization of immigration 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.
- 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.
- Young, R.A., Phillipe Faucher, and Andre Blais. 1984. "The concept of province building: A critique" *Canadian Journal of Political Science*. 17, 783-8.

GRADING SCHEME		
Assignment	Due date	% Value
Self-introduction by province	16 January	10
Reflections; 3 @ 13.3% each	31 Jan, 28 Feb, 31 March	40
Workshopping proposal	28, 30 March	10
Research topic approved; 5 annotated sources.	31 March	5
Research paper	11 April	35

ASSIGNMENTS

1. Self-introduction: On the discussion board, introduce yourself in terms of which province you're from, or alternatively a province that you choose to imagine coming from. Provide an image, song, or video that conveys something about politics in that province, and explain its significance. Maximum 300 words.
2. In each month (Jan, Feb, March), write a reflection of approximately 500 words on one of the modules covered in that month, and submit it to the corresponding dropbox in the assignments tab. A reflection is a critical engagement with the substantive material assigned for that module. Personal experience may be integrated into the reflection, so long as it contributes intellectually to understanding the assigned material.

One reflection must be entered each month, by the end of the month. You may submit additional reflections corresponding to different modules (but only one reflection on any module is permitted); if you do, the best grade for that month will be recorded.

Reflections are evaluated by a rudimentary rubric:

- Excellent (3/3). A few paragraphs of incisive and thoughtful critique with direct and accurate reference to assigned material in the syllabus.
 - Pass (2/3). A few sentences of thoughtful and mostly accurate critique of the assigned material that sometimes meanders off-topic or off-syllabus; or does not expand past definitions and basic concepts.
 - Minimal (1/3). A sentence or two indicating submitted entry that is relevant to the assigned material, the remainder being extraneous.
 - Failure to submit entry (0/3).
3. Workshopping proposal: Prepare a draft proposal for a research paper about an approved topic in Canadian provincial politics. Possible topics will arise during the term. At this point your draft proposal may be incomplete; class discussions are intended to help you focus and finalize. Deposit your draft proposal to the

discussion board and make a brief oral presentation on it to the class. Other students will comment on your proposal, and you may respond. You will be graded on your contributions to the discussions about your proposal and other students' proposals. Students are expected to provide useful and constructive suggestions to each other; penalties will be imposed for malicious or offensive comments.

4. Research topic approved: After workshopping your draft proposal, make any changes that you think are appropriate and submit it to the dropbox for approval. A research paper proposal comprises a paragraph (in sentences) or an outline (in numbered or bullet points) describing the research topic, along with an annotated bibliography of at least 5 sources.
5. Research paper: Write a paper of approximately 12 pages or 3000 words based on your approved proposal, and submit it to the research-paper dropbox. Consult a writing manual for directions about citations and style.

COURSE AGENDA

Readings are listed in order of priority. Begin reading from the top and make your way down as you engage in the material. The *Big Worlds* textbook is always listed first. Students writing papers on the topic are expected to engage deeply in the academic sources beyond the assigned sources listed here. Most items are posted to Brightspace. Students are NOT expected to do ALL the readings each class.

5 January INTRODUCTION TO SYLLABUS, BRIGHTSPACE COLLABORATE

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

10 January BIG WORLDS OF CANADIAN PROVINCES, BRIGHTSPACE COLLABORATE

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

12 January OFFICE HOURS, BRIGHTSPACE COLLABORATE

17 January GEOGRAPHY OF A GRANITE ARCHIPELAGO, BRIGHTSPACE COLLABORATE

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

19 January OFFICE HOURS, BRIGHTSPACE COLLABORATE

24 January POLITICAL CULTURE, BRIGHTSPACE COLLABORATE

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.

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

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

Daoust, Jean-François and Belanger, Eric and Dassonneville, Ruth and Lachapelle, Erick and Nadeau, Richard. 2021. *Is the Unequal COVID-19 Burden in Canada due to unequal levels of citizens' discipline across provinces?* (July 23).

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

Horowitz, Gad. 1978. "Notes on 'Conservatism, liberalism and socialism in Canada: An interpretation'" *Canadian Journal of Political Science* 11:2. 383-400.

26 January OFFICE HOURS, BRIGHTSPACE COLLABORATE

31 January PROVINCIAL DEMOCRACY: Representation ON CAMPUS

Wesley, Jared & Clare Buckley. 2021. "Canadian provincial party systems: An analytical typology, *American Review of Canadian Studies*, 51:2, 213-236, DOI: 10.1080/02722011.2021.1923249

Trimble, Linda, Jane Arscott, Manon Tremblay, eds. 2013. *Stalled: The representation of women in Canadian governments*. Vancouver: UBC Press.

2 February POLITICAL DEMOCRACY: Legislatures

Thomas, Paul and J.P. Lewis. 2018. "Executive creep in Canadian provincial legislatures" *Canadian Journal of Political Science*, 1–21.

Marland, Alex. 2019. "Fewer politicians and smaller assemblies: How party elites rationalise reducing the number of seats in a legislature – lessons from Canada" *Journal of Legislative Studies*.

Blake, Donald. 2001. *The perils of comparison: Addendum to "Electoral democracy in the provinces* IRPP Choices. 7:2.

Steele, Graham. 2014. *What I learned about politics: Inside the rise-and collapse-of Nova Scotia's NDP Government* Halifax: Nimbus.

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.

7 February PUBLIC FINANCE AND POLITICAL ECONOMY

Lecours, André, Marchildon, Gregory P., Olfert, M. R., Béland, Daniel, and Mou, Haizhen. 2017. *Fiscal federalism and equalization policy in Canada: Political and economic dimensions*. Toronto: U of Toronto, Press, Introduction and chapter 4.

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.

Wesley, Jared. Fiscal Federalism lectures: <http://youtu.be/4d8mvdoT1n8> <http://youtu.be/4ZvzS61wmYY>

Steele, Graham. 2014. *What I learned about politics: Inside the rise-and collapse-of Nova Scotia's NDP Government* Halifax: Nimbus.

Tombe, Trevor. 2020 "Who pays and who receives in Confederation" *Finances of the Nation*. <https://financesofthenation.ca/2020/11/17/who-pays-and-who-receives-in-confederation/>

14 February INDIGENOUS

Papillon, Martin. 2018. "The Trans Mountain ruling shows we need to acknowledge Indigenous peoples' jurisdiction over their lands and establish joint decision-making processes" *Policy Options*.

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.

Rodon, Thierry and Aude Therrien. 2015. Resource development & land claim settlements in the Canadian Arctic: Multilevel governance, subsidiarity and streamlining" *Arctic Yearbook*.

Simons, Paula. 2017. "[To revive and not revise](#)" *Eighteen Bridges*. Edmonton Community Foundation.

16 February no class, take-home mid-term test

21, 23 February study break

28 February ATLANTIC CANADA

Luke Flanagan & 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*.

Carbert, Louise, 2020. *Atlantic Canada in the Harper era*. Occasional Paper 2, Brian Mulroney Institute of Government.

Collins, Jeffrey and Scott Reid. 2014. "'No more giveaways!' – Resource nationalism in Newfoundland" *Newfoundland and Labrador Studies*. 30:1.

2, 7 March QUEBEC

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

[Polèse, Mario. 2021. "Quebec's Bill 21: Is there room for more than one view of religion in Canada?" *Policy Options*.](#)

Blanchet, A. & Medeiros, M. 2019. "The secessionist spectre: The influence of authoritarianism, nativism and populism on support for Quebec independence" *Nations and Nationalism*, 25: 803– 21.

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

7, 9 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.

Alwani, Kiran and Andrew Parkin. 2018. *Regional differences in Ontario*. Mowat Centre.

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

[Ontario 360 project, Munk School of Global Affairs and Public Policy, research, analysis, and policy to support economic growth and job creation in the province of Ontario.](#)

14 March PRAIRIES

Jared Wesley, Chapter 7 "Manitoba" *Big Worlds*.

Ken Rasmussen, Chapter 8 "Saskatchewan" *Big Worlds*.

Anthony Sayers and David Stewart, Chapter 9 "Alberta" *Big Worlds*.

[Berdahl, Loleen. 2021. *The Persistence of Western Alienation*, Essay no. 9, Montreal: IRPP.](#)

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

[Cooper, Barry. 2013. *Review of The Big Shift*. Winnipeg: Frontier Centre for Public Policy.](#)

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

[Berdahl, Eisler, Rasmussen, Farney. 2020. The Saskatchewan election: A 2020 perspective e-book. University of Regina.](#)

21, 23 March BRITISH COLUMBIA, YUKON, NORTHWEST TERRITORIES, NUNAVUT

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

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

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

28, 30 March WORKSHOPPING RESEARCH PAPERS AND CATCHING UP

4 APRIL WRAPPING UP

Jared. Wesley, “Conclusion” *Big Worlds*

11 APRIL RESEARCH PAPER DUE

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 (NS, NB, PEI, NFLD).

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 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

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

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 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 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.