

POLI 4228, POLI 5228 & PUAD 6505
PRESSURE POLITICS IN CANADA
Tuesdays and Thursdays: 2:35-3:55 pm, WINTER 2013
Location: McCain Arts and Social Sciences 2118

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Course objectives

Throughout the course, we discuss a number of institutional and cultural factors that affect advocacy group politics. As we move from topic to topic, bear in mind the following questions:

- What are the opportunities *for* and barriers *to* advocacy group politics in Canada?
- How do advocacy groups acquire and maintain power and legitimacy?
- Is advocacy group politics a functional part of Canadian democracy?
- What sort of relationship does/should the Canadian state have with advocacy groups?

Course Synopsis

In her book *A Civil Society? Collective Actors in Canadian Political Life*, Miriam Smith argues that institutional changes in Canadian politics have “altered the scene” for advocacy groups—and perhaps not for the better. In her view, the restructuring process that is taking place in Canada’s judiciary, bureaucracy and parliament is undermining the perceived relevance and legitimacy of pressure groups. More broadly stated, this restructuring is undermining democracy. Throughout this course we will analyse her argument and draw our own conclusions regarding the role of advocacy groups in Canadian politics—both past, present and future.

The course is divided into four parts. First, we explore some prominent theories of interest and advocacy group politics and consider the different types of groups that are active in Canada. Second, we examine interest and advocacy groups’ relationships and interactions with parliament, the public service and the courts in order to understand their effects on the policy process and the obstacles that they face in achieving their policy goals. Third, we consider advocacy group activity in specific policy sectors including women’s rights, same-sex marriage rights and organised labour. Finally, students present their research papers to the class and respond to questions.

** This course was created and is regularly taught by Dr. Lori Turnbull who is presently on sabbatical leave.*

Assignments and Grading

This class is run as a seminar. Students are expected to complete the assigned readings each week and come to class prepared to discuss them.

Through weeks 2 to 7 (Jan. 15th to Feb 21st), 2-3 students per week are responsible for **leading the class discussion**. The group leaders are to coordinate amongst themselves and come to an agreement on an equitable division of labour. Leaders are to come prepared with questions to guide the flow of class discussion. Do not summarize the articles for the class. Everyone has read them already and is prepared to engage them critically.

The major assignment in this class is a **research paper**. Each student is to select an organised advocacy group and analyse its goals, opportunities, challenges, successes and failures in Canadian politics. Students must address the group’s interactions with politics and government and assess the effectiveness of its pressure tactics. It is expected that students will incorporate some of the theoretical concepts and arguments to which they were exposed in the literature. The purpose is not simply to describe, but to explain, analyse and draw general conclusions that have broader applicability.

January 31st will be spent on **paper proposal presentations**. Each student will have 10 minutes to provide the class with the following information: the group chosen for the assignment; the reason for choosing the group; and initial research results in terms of the goals, tactics, successes and failures of the group. The purpose of these presentations is to ensure that each student is on the right track and to give the class the chance to raise questions and concerns about colleagues' methodology, focus questions and theoretical framework. Your presentation should be summarized in a single page outline.

Commencing Weeks 8 to 11 (March 5th to 28) students will **present their research papers in class**. Each student will present the main findings of the paper for 15 minutes, then take questions for 10-15 minutes. This will give students the opportunity to defend their ideas among their peers and to respond to questions and constructive criticisms. Students are permitted, but not required to, use PPT for these presentations.

All **papers are due for submission March 5th**. Please provide both an electronic and a hard copy of the paper. Papers will be circulated to the entire class by email. Late papers will be penalized at a rate of 3% per day including Saturdays and Sundays. Graduate student papers should be approximately 3,000 words in length; undergraduate papers should be 2,250 words (12 point times new roman font, double spaced).

The **final exam** will be held on the last day of class (April 4th) and will consist of 1 essay question. It will test students' knowledge both of the assigned scholarly readings and of their peers' research papers.

Grade breakdown

Presentation of paper proposals (Jan 31 st):	10%
Discussion group leadership (Weeks 2 to 7):	15%
Presentation of paper (Weeks 8 to 11):	15%
Paper (due March 5 th):	40%
Exam (April 4 th):	20%

Grading rubric for Research Paper: Total points: _____ / 100				
	100-80% (A+ to A-)	79-70% (B+ to B-)	69-60% (C+ to C-)	59 and less% (D & F)
Introduction ____/15	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate theses statement.
Focus and sequencing ____/25	All material clearly related to subtopic, main topic. Strong organisation and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic and logically organised within subtopics. Clear, varied transitions linking subtopics, and main topic.	Most material clearly related to subtopic, main topic. Material may not be organised within subtopics. Attempts to provide variety of transitions.	Little evidence material is logically organised into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.
Support ____/25	Strong peer- reviewed research based support for thesis.	Sources well selected to support thesis with some research in support of thesis.	Sources generally acceptable but not peer-reviewed research (evidence) based.	Few sources supporting thesis. Sources insignificant or unsubstantiated.
Conclusion ____/15	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic

Grammar and mechanics ____/10	The paper is free of grammatical errors and spelling & punctuation.	Grammatical errors or spelling & punctuation are rare and do not detract from the paper.	Very few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical errors or spelling & punctuation substantially detract from the paper.
Style and communication ____/10	No errors in citation style. Scholarly style. Writing is flowing and easy to follow.	Rare errors in citation style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	Errors in citation style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Errors in citation style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.

Grading scale

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

Letter Grd.	% Grade	GPV	Definition
A+	90-100	4.30	Excellent: Considerable evidence of original thinking; demonstrated outstanding capacity to analyse and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89	4.00	
A-	80-84	3.70	
B+	77-79	3.30	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	3.00	
B-	70-72	2.70	
C+	67-69	2.30	Satisfactory: Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefiting from his/her university experience.
C	63-66	2.00	
C-	60-62	1.70	
D	50-59	1.00	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	0.00	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Required Textbooks

Miriam Smith. *A Civil Society? Collective Actors in Canadian Political Life*. Peterborough, Ontario: Broadview Press, 2005.

Miriam Smith. *Group Politics and Social Movements in Canada*. Peterborough, Ontario: Broadview Press, 2008.

Readings

All other mandatory readings have been placed in BBLearn (New OWL) as either pdf documents or are linked to library resources.

PART ONE: Theories and Concepts in Group Politics

Week 1 (Jan. 8 and 11): “In Theory”: Approaches to Advocacy Group Politics in Canada

Miriam Smith, *A Civil Society?* Chapters 1 and 2.

Caroline Dick, “The Politics of Intragroup Difference: First Nations’ Women and the Sawridge Dispute”. *Canadian Journal of Political Science*. Volume 39, No 1. March 2006. (BBL)

Week 2 (Jan. 15 and 17). Alternative Vehicles of Advocacy?: The Voluntary Sector and Think Tanks

Donald Abelson and Christine Carberry, “Following Suit or Falling Behind?: A Comparative Analysis of Think Tanks in Canada and the United States,” *Canadian Journal of Political Science*, Vol. 31, No. 3, September 1998, 525-555. (BBL)

Susan D. Phillips, “[The Intersection of Governance and Citizenship in Canada: Not Quite the Third Way](#)”. *IRPP Policy Matters*. Volume 7, No. 4. August 2006.

PART TWO: Points of Influence

Week 3 (Jan. 22 and 24): Elections and Government

Miriam Smith, *A Civil Society?*, Chapter 4.

Susan Phillips, “[SUFA and Citizen Engagement: Fake or Genuine Masterpiece?](#)” *Policy Matters* Volume 2, No. 7, December 2001.

Week 4 (29 and 31): The Public Service and Policy Communities

Miriam Smith, *A Civil Society?*, Chapter 5.

Week 5 (Feb. 5 and 7): The Courts

Miriam Smith, *A Civil Society?*, Chapter 6.

Miriam Smith, “Ghosts of the JCPC: Group Politics and Charter Litigation in Canadian Political Science,” *Canadian Journal of Political Science* Vol. 35, No.1, March 2002. (BBL)

Gregory Hein, “[Interest Group Litigation and Canadian Democracy](#),” *Choices*. Institute for Research on Public Policy. Vol. 6, No. 2, March 2000.

PART THREE: Case Studies

Week 6 (Feb. 12 and 14): The Women’s Movement and Same-sex Marriage Advocacy

Miriam Smith, “Identity and Opportunity: The Lesbian and Gay Rights Movement,” *Group Politics and Social Movements in Canada*, 181-202.

Alexandra Dobrowolsky, "The Women's Movement in Flux: Feminism and Framing, Passion, and Politics," *Group Politics and Social Movements in Canada*, 159-180.

Week 7 (Feb. 19 and 21) Class-based advocacy and the disability movement

Charlotte Yates, "Organised Labour in Canadian Politics: Hugging the Middle or Pushing the Margins?" *Group Politics and Social Movements in Canada*, 85-106.

Jonathan Greene, "Boardrooms and Barricades: Anti-Poverty Organising in Canada," *Group Politics and Social Movements in Canada*, 107-127.

Sally Chivers, "Barrier by Barrier: The Canadian Disability Movement and the Fight for Equal Rights," *Group Politics and Social Movements in Canada*, 307- 328.

PART FOUR: Presentations

*Schedule for presentations to be resolved by February 7th.

Week 8 (March 5 and 7) *Papers due March 5th.**

Week 9 (March 12 and 14)

Week 10 (March 19 and 21)

Week 11 (March 26 and 28)

Week 12 (April 2 and April 4): Wrap up and review for final exam; April 4th FINAL EXAM

ACADEMIC DISHONESTY

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.

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. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality.

DALHOUSIE REGULATIONS

- 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 the teaching assistant, 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.
- The final exam is scheduled by the Registrar's office. Make **no travel plans** until you know the date of the exam. Students who think they are obliged to be absent from an examination for some profoundly compelling reason need to elaborate that reason in the form of a letter to the chair of the department of Political Science well in advance of the scheduled exam, and the chair will render a decision on the matter.
- For Winter-term classes, the deadline by which a student may withdraw is March 8th. (Early deadline: February 1st.)

REQUEST FOR ACCOMMODATION

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 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. 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 494-2836 for more information.