

## **POLITICAL SCIENCE 4207 / 5207**

### **Canadian Politics: Themes and theories**

**Monday 2:30 pm – 5:30 pm [subject to revision with students' agreement]**

#### **Professor Louise Carbert**

*Office:* Hicks Administration Building 359

*Office Hours:* Tuesday / Thursday 1:15 pm - 2:00, and by appointment

*Tel:* 902.494.6628

*Fax:* 902.494.3825

*Email:* louise.carbert@dal.ca

#### **COURSE SUMMARY**

This course runs as a senior seminar in Canadian politics and government. This is not a lecture class. Everyone is expected to participate in class discussions and to prepare the assigned readings in advance.

The course is designed around current events and themes in Canadian politics. Every subject that we discuss has made headlines in some way in recent years. While exploring the details of these topics and case studies, we engage in critical dialogue about the meaning and significance of central themes in political science, such as: parliamentary governance; populism; democracy; power, legitimacy and authority; fairness; pluralism; and, ethics and accountability.

#### **LEARNING OBJECTIVES**

Students completing this course will be introduced to the methodologies, concepts, and approaches used by political scientists to study Canada. At the end of this course, students should be able to apply these new tools to help describe, understand, and explain a variety of political phenomena in Canadian politics. In addition to strengthening their analytical abilities, students will have the opportunity to improve their writing and presentation skills through the completion of multiple assignments, presentations, and discussions with the instructor and fellow classmates.

#### **GRADING SCHEME AND ASSIGNMENTS**

<b>GRADING SCHEME</b>	<b>DUE</b>	<b>WEIGHT</b>
Response to student presentation	throughout	10%
Paper (rubric attached)	November 14	30%
Oral presentation (rubric attached)	throughout	30%
Take home exam assignment	December 5-7 (48 hours)	30%

**Oral presentation:** Each student will be required to deliver a presentation based on the readings from one week. Consider the oral presentation the draft version of your longer research paper. The presentations should take a decisive stand on the contributions of the readings to our understanding of the particular problem under study for that week and the larger themes of the course more generally.

More specifically, the presentations should:

1. Take a decisive stand on the contribution of the readings to understanding Canadian politics.
2. Based on the stand you take on the readings, present evidence in support of your position.
3. Extract the research design that underlies the results presented in each reading.
  - a. Evaluate if the research design adequately supports the conclusions presented.
4. Identify and assess the policy implications of the discussion presented.
5. Extract the article's theoretical approach. Does the theory or the theoretical approach actually explain what it is supposed to explain?
6. Even if you think the reading is perfect, analysis entails trying to find the weakest points of an argument and probing to see if it is a fatal flaw or not.
7. What contribution do the readings make to our overall understanding of Canadian politics?
  - a. Is it an empirical or theoretical contribution?
  - b. Do they complement or compete with previous readings? Are we any further ahead than we were before?

You will have access to a classroom computer with powerpoint software and a projector. You must use visual aids, if not slides, then overhead transparencies. Your presentation will be graded on its ability to communicate intellectually interesting and politically astute insights, not its technical artistry. Learning to present complex information in a visually compelling way is a valuable skill.

The speaking notes must be submitted as part of the assignment. Text need not be in formal essay format; it consists of presentation notes, provided that they are coherent, logical, cleaned up and properly formatted. Most students save the ppt file in "note" format to submit, but it is also possible to submit notes in a separate file.

One hour of class time is given over to your presentation. Be prepared to speak for approximately 30 minutes. You will address questions and comments from the class for the remainder of the time. The instructor chairs all presentations.

A sign-up sheet will be distributed on the first day. The sign-up sheet corresponds to topics on the syllabus, and you choose to present on a topic scheduled for that day. Students are not responsible for presenting all the material assigned for that day, but you are expected to be familiar with the assigned readings, and to be able to address questions as to how they relate to what you present. Much of the material is quite difficult and explaining the concepts and results accurately to your classmates will take time and effort. The evaluation rubric for the class presentation is appended to this syllabus.

When the presentations are over, the class will be expected to ask critical and thoughtful questions about the presentations. At the end of the course, students will grade each other on their attentiveness to each other's work, using a short-version of the oral presentation rubric. This is an anonymous grade that is submitted to the instructor as an advisory grade; the instructor has task of compiling students' evaluations and assigning a final grade worth 10%.

The **essay assignment** asks you to pursue a particular topic in greater detail. This is not a massive research project, but it must go beyond the material presented in class. It may be on the same topic as your oral presentation, provided that you build on and expand on that material presented in class. The essay rubric is appended to the syllabus.

The final take-home exam requires you to synthesize broad course themes in an essay. To synthesize is to bring different aspects of the course material together in a single coherent explanation. The question to be posed typically asks the student to address – in all its historical and theoretical complexity- a current “crisis” in Canadian politics.

## **REQUIRED TEXTS**

Peter Aucoin, Mark Jarvis, Lori Turnbull, *Democratizing the Constitution: Reforming responsible government* (Toronto: Emond Montgomery, 2011).

Herman Bakvis and Mark Jarvis, eds. 2012. *From new public management to new political governance: Essays in Honour of Peter C. Aucoin*. Kingston & Montreal: McGill-Queen's University Press. In syllabus as *Aucoin text*.

## **TOPICS AND ASSIGNED READINGS**

### **September 10: Introduction to course themes**

Mark Jarvis and Herman Bakvis. 2012. “Introduction.” In *From new public management to new political governance, Aucoin text*.

### **September 17: Classics of Canadian politics**

George Grant. *Lament for a nation*. (Ottawa: Carleton University Press, 1965).

Harold Innis. *The fur trade in Canada*. (Toronto: University of Toronto Press, 1937). Introduction, Chapter 1, Conclusion.

John Porter. *The vertical mosaic: An analysis of social class and power in Canada*. (Toronto: University of Toronto Press, 1966) Chapter 1 and 17.

### **September 24: How do Canadian politics fit into the discipline of political science?**

Donald V. Smiley, “Must Canadian political science be a miniature replica?” *Journal of Canadian Studies* 9: 1 (February, 1974), 31-42.

Francois Rocher, "The end of the 'two solitudes'? The presence (or absence) of the work of French-speaking scholars in Canadian politics," *Canadian Journal Political Science* 40: 4 (Dec. 2007), 833-57.

John Trent, "Factors influencing the development of political science in Canada: A case and a model," *International Journal of Political Science*. 8:1 (January, 1987), 9-24.

Robert Vipond. 2008. "Introduction: The comparative turn in Canadian political science." In White, Simeon, Vipond, Wallner, eds. *Comparative turn in Canadian political science*. Vancouver: UBC Press.

### **October 1: What does political culture contribute that's any different from ideology?**

Gad Horowitz, "Conservatism, liberalism, and socialism in Canada: An interpretation." In Hugh Thorburn and Alan Whitehorn, eds. *Political parties in Canada*, 8<sup>th</sup> edition (Toronto: Prentice Hall, 2001).

Seymour Martin Lipset. *Continental Divide: The values and institutions of the United States and Canada*. (NY: Routledge, 1990) Chapters 1-3.

Jared Wesley, "Politics over time: Explaining cultural persistence." In *Code politics: Campaigns and cultures on the Canadian prairies* (Vancouver: UBC Press, 2011), chapter 2.

Christopher Cochrane. 2010. "Left/Right ideology and Canadian politics." *Canadian Journal of Political Science* Vol. 43 No. 3 September 583-606.

### **October 8 Thanksgiving Day, Dalhousie closed**

### **October 15: What is the authentic form of democracy for Canada?**

Jennifer Smith. "Parliamentary democracy vs. faux populist democracy." In *Parliamentary democracy in crisis* (Toronto: University of Toronto Press, 2009), 175-188.

David E. Smith. 2007. *The people's House of Commons: Theories of democracy in contention*. Toronto: UTP, Chapters 1, 7.

### **October 22 Responsible government**

David E. Smith and C.E.S. Franks. 2012. "The Canadian House of Commons under stress: Reform and adaptation. In *Aucoin text*.

Jennifer Smith, "Debating the reform of Canada's Parliament." In F. Leslie Seidle and David Docherty, eds., *Reforming parliamentary democracy* (Montreal and Kingston: McGill-Queen's University Press, 2003), 150-167.

B. Guy Peters and Donald Savoie. 2012. "In search of good governance." In *Aucoin text*.

Allan Tupper and Lori Turnbull. 2012. The ethics of public service and the challenge of public service ethics." In *Aucoin text*.

Jonathan Malloy, "The 'responsible government approach' and its effect on Canadian legislative studies," *Parliamentary Perspectives*, No 5, November 2002.

Sharon Sutherland, "Responsible government and ministerial responsibility: Every reform is its own problem," *Canadian Journal Political Science* 24:1 (March, 1991), 91-120.

### **October 29: Canada's Unwritten Constitution**

- Aucoin, Peter, Jarvis, Mark and Lori Turnbull. 2011. "Chapter 3: When conventions fail: Constitutional governance without clear rules," in *Democratizing the constitution: Reforming responsible government*. Toronto: Emond Montgomery Press. 75-108.
- MacDonald, Nicholas and James Bowden. 2011. "No discretion: On prorogation and the Governor General," *Canadian Parliamentary Review* 33:1, 7-16.
- Lagassé, Philippe. 2012. "Parliamentary and judicial ambivalence toward executive prerogative powers in Canada," *Canadian Public Administration* 55:2, 157-180.

### **November 5: Did goblins seize control of Canada's first-minister government?**

- Martin, Lawrence. 2010. *Harperland: The politics of control*. (Toronto: Penguin.
- Simpson, Jeffrey. 2002. *The friendly dictatorship*. (Toronto: McClelland and Stewart.
- Donald Savoie, 1999. *Governing from the centre: The concentration of power in Canadian politics* (Toronto: UTP, chapters 1, 4, 10.
- Matthew Kerby, 2011. "Combining the hazards of ministerial appointment and ministerial exit in the Canadian federal cabinet," *Canadian Journal Political Science* 44: 3, 595-612.
- H.D. Munroe, "Style within the centre: Pierre Trudeau, the War Measures Act, and the nature of prime ministerial power," *Canadian Public Administration* 54: 4 (December, 2011), 531-49.
- Graham White, *Cabinets and First Ministers* (Vancouver: UBC Press, 2005), chapters 2 and 3.

### **November 12 In lieu of Remembrance Day, Dalhousie closed.**

### **November 19: The Senate: is there any democratic future for Canada's "original think-tank"?**

- Bruce Hicks and Andre Blais. 2008. "Restructuring the Canadian Senate through elections," *Choices* 14:15, 1-24. <http://www.irpp.org/choices/archive/vol14no15.pdf>
- Sharman, Campbell. 2008. "Political legitimacy for an appointed Senate," *Choices* 14:11, 1-28. <http://www.irpp.org/choices/archive/vol14no11.pdf>

### **November 26: Electoral systems, campaign finance, and political parties**

- Coletto, David, Jansen, Harold and Lisa Young. 2011. "Stratarchical party organization and party finance in Canada," *Canadian Journal of Political Science* 44:1, 111-136.
- Brian J. Gaines, 1999. "Duverger's law and the meaning of Canadian exceptionalism," *Comparative Political Studies* 32:7, 835-61.
- Carty, Kenneth and Lisa Young. 2012. "The Lortie Commission and the place of political parties as agents of responsible government." In *Aucoin text*.
- Smith, Jennifer and Gerald Baier. 2012. "Fixed election dates, the continuous campaign, and campaign advertising restrictions." In *Aucoin text*.
- Fletcher, Fred and André Blais. 2012. "New media, old media, campaigns, and Canadian democracy." In *Aucoin text*.
- Koop, Royce. 2011. *Grassroots Liberals: Organizing for local and national politics*. Vancouver: UBC Press.

### **December 3: Public Administration: speaking truth to academics**

Aucoin, Peter. 2012. "New political governance in Westminster systems: Impartial public administration and management performance at risk," *Governance*, 25:2 2, 177–199.

Evert Lindquist and Ken Rasmussen. 2012. "Deputy ministers and new political governance: From neutral competence to promiscuous partisans to a new balance?" In *Aucoin text*.

Boston, Jonathan and John Halligan. 2012. "Political management and new political governance: Reconciling political responsiveness and neutral competence." In *Aucoin text*.

Jarvis, Mark and Paul Thomas. 2012. "Limits of accountability? What can and cannot be accomplished in the dialectics of accountability?" In *Aucoin text*.

---

## **UNIVERSITY 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.

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](http://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.

---

### **Additional Information for Graduate Students**

As this is a cross-listed class, the requirements for graduate students are somewhat different from those for undergraduates. The number of and types of assignments are the same, but the expectations for these assignments are considerably higher:

1. In all assignments, graduate students are expected to evince a deeper analytical ability when evaluating readings; to show familiarity with a wider variety of sources; and to articulate a greater complexity of thought, in both verbal and written forms.
2. The writing style for graduate students should illustrate greater sophistication, both in the construction of the argument and in the clarity and lucidity of the writing.
3. Graduate students are expected to be prepared for each seminar; and to read beyond the minimal expectations set out for undergraduates (ie, more than one primary reading, secondary text, one online/PDF article, one student paper). Attendance is crucial. Graduate students should be willing to participate actively in the discussions, rather than waiting to be called upon to speak.
4. At the graduate level, students should show an understanding of the nuances of criticism, ie, how to accomplish an intellectually incisive criticism in a respectful and constructive manner.
5. Research papers for graduate students are generally longer (around 20 pages). They should show evidence of good research skills; of the capacity for revision; and of the analytical capability noted in (1) above. Graduate students may choose to tailor their research papers to their thesis work; but please discuss this with me in advance.
6. Graduate students should enjoy their work more thoroughly.