

Political Science 3208 CANADIAN PROVINCIAL POLITICS

Tuesday, Thursday 14:35 – 3:45

MCCAIN ARTS&SS 2190

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Office Hours: by appointment

Office: Room 359, Hicks 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 change, 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.

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.

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 Arscott, 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	20 January	5
Term test 1	16 February	25
<i>Option: Class presentation</i>	<i>Throughout</i>	25
<i>Option: research paper topic approved; 5 annotated sources.</i>	<i>31 March</i>	5
<i>Option: Research paper</i>	<i>April</i>	20
Participation	throughout	10
Term test 2	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. Term test 1: take-home essays to be written over maximum 12 hours.
3. Term test 2: take-home essays to be written over maximum 12 hours. This format asks you to synthesize broad course themes in an essay. To synthesize is to bring different aspects of the course material together in a coherent explanation.
4. *OPTION*: Class presentation; see Brightspace for detailed instructions.
5. *OPTION*: Research topic approved: Submit an annotated bibliography of 5 sources for feedback and revision.
6. *OPTION* Research paper: Write a paper of approximately 12 pages or 3000 words based on your approved proposal. 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 listed first. Students working 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.

10 January INTRODUCTION

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

12 January BIG WORLDS OF CANADIAN PROVINCES

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

17 January GEOGRAPHY OF A GRANITE ARCHIPELAGO

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

19 January POLITICAL CULTURE HISTORICIZED

Wiseman, Nelson. 2007. *In search of Canadian political culture* Vancouver: UBC Press, Intro, Chapter 1.

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.

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

24, 26 January POLITICAL CULTURE QUANTIFIED

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.

Daoust, Jean-François and Belanger, Eric and Dassonneville, Ruth, Lachapelle, Erick and Nadeau, Richard. "Is the unequal covid-19 burden in Canada due to unequal levels of citizens' discipline across provinces?" *Canadian Public Policy* 48:Issue 1, March 2022, 124-143.

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

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

31 January PROVINCIAL DEMOCRACY: Representation

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.

Bickerton, James & Glenn Graham. 2020. "Electoral parity or protecting minorities? Path dependency and consociational districting in Nova Scotia" *Canadian Political Science Review* 14:1, 2020, 32-54.

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.

7 February COMPARATIVE PUBLIC POLICY

Breton, Charles and Mohy-Dean Tabbara. 2022. "How the provinces compare in their COVID-19 responses: Who did what and when?" *Policy Options*, IRPP.

Turgeon, Luc, et al. 2022. "Varieties of employment equity architectures in Canada: An interprovincial comparison" *Canadian Public Administration*.

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.

9 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/4d8mvd0T1n8> <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 mid-term test
21, 23 February study break

28 February, 2 March 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.
Marland, Alex and Lisa Moore, eds. 2017. *The Democracy Cookbook: Recipes to renew governance in Newfoundland and Labrador*. St. John's: ISER Books

7, 9 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.

14, 16 March ONTARIO

- Cameron Anderson, Chapter 6 “Ontario” *Big Worlds*.
[Malloy, Jonathan. 2022. “Ontario election: Doug Ford’s victory shows he’s not the polarizing figure he once was” *The Conversation*.](#)
Loewen, Peter. 2018. “Did Canada just elect a ‘Trump light’? Not exactly” *Washington Post* 8 June.
Collier, Cheryl and Jonathan Malloy. 2016. *The politics of Ontario* Toronto: University of Toronto Press.
Albo, Greg and Brian Evans. 2019. *Divided province: Ontario politics in the age of neoliberalism*. Montreal & Kingston: McGill Queen’s University Press.
Alwani, Kiran and Andrew Parkin. 2018. *Regional differences in Ontario*. Mowat Centre. [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.](#)

21, 23 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.](#)

28 March **BRITISH COLUMBIA,**

Tracy Summerville, Chapter 10 "British Columbia" *Big Worlds* text

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

30 March **YUKON, NORTHWEST TERRITORIES, NUNAVUT**

Graham White, Chapter 11 "The Territories" *Big Worlds*.

31 MARCH **RESEARCH PAPER APPROVED**

4, 6 April **WRAPPING UP & CATCHING UP**

Jared. Wesley, "Conclusion" *Big Worlds*

Student presentations

11 APRIL TERM TEST #2
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.