OVERVIEW

The Canadian party system, viewed as an integral part of the entire political system, presents a number of questions for study such as voter turnout, electoral reform, party ideology, representation, campaign finance, the role of new information technologies, and the (in)ability of parties to contribute to Canadian democracy. Median-voter theorem is a central concept. Approved with Canadian Studies.

The syllabus is subject to minor changes (i.e. an occasional addition of a supplementary reading, or exclusion of a previously required reading) upon notice provided by the instructor.

Textbook


Readings

Almost all required readings (other than the textbook) have been placed in BBLearn as either pdf documents or are linked to library or web resources.

Additional Texts


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### TWO DIFFERENT GRADING SCHEMES

**MANDATORY FOR ALL STUDENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>% value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twitter exercise, 5 re-tweets, 5 original tweets</td>
<td>2 October</td>
<td>10</td>
</tr>
<tr>
<td>Term test 1</td>
<td>30 October</td>
<td>30</td>
</tr>
<tr>
<td>Report on a Nova Scotia election event</td>
<td>throughout</td>
<td>30</td>
</tr>
</tbody>
</table>

**OPTIONAL: STUDENTS CHOOSE TO DO AN ESSAY OR AN ORAL PRESENTATION.**

<table>
<thead>
<tr>
<th>Research Essay</th>
<th>4 December</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentation to class, with speaking text and notes</td>
<td>throughout</td>
<td>30</td>
</tr>
</tbody>
</table>

**STUDENTS CHOOSE EITHER GRADING SCHEME 1 OR GRADING SCHEME 2.**

**Twitter assignment:** the purpose is to become familiar with twitter as a political medium, as used by political professionals. Re-tweet to @lcarbert five (5) twitter messages issued by journalists, staffers, or other political professionals. Tweet five (5) original messages relevant to Canadian politics to @lcarbert. Your tweets may be re-tweeted.

**Term Test:** Critical-analysis based on assigned readings. No additional research beyond the syllabus is required. Tests are written in class. A personal computer may be used.

**Report on a campaign event:** A Nova Scotia general election is expected to be held this fall. Attend a political event of your choice and reflect on how it relates to curriculum material. The event will most likely be an all-candidates’ debate (in the SUB?), but other events qualify as well. Prepare an analysis of the candidates, the debate, and the general tone of the event as they relate to course material. All elements of the event are open for analysis. A grid for students to complete will be available.

**Oral presentation:** Must include visual aids. You will have access to a classroom computer with Powerpoint software and a projector. Your presentation will be graded on its ability to communicate intellectually interesting and politically astute insights, not its technical artistry. A sign-up sheet will be distributed on the first day. Submit your PowerPoint file as part of the assignment. Submit written text...
to accompany presentation. Text need not be in formal essay format; it consists of presentation notes, provided that they are coherent, logical, orderly, clear and properly formatted.

**Essay:** a paper based on assigned readings and topics in the syllabus. Additional research beyond the syllabus is required. Maximum length – 10 pages.

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>%</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Excellent: Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Satisfactory: Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from their university experience.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Marginal Pass: Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
</tr>
</tbody>
</table>

**COURSE AGENDA**

**11 September**  
**HISTORICAL CONTEXT: How has Canadian politics changed since the 12th General Election of 1911?**


**DO VOTERS CARE ABOUT ELECTORAL DEMOCRACY?**

Andrea Perella, “Overview of voting behaviour theories” *Election*, Chapter 11

Lawrence LeDuc and Jon Pammett, “Voter turnout” *Election*, Chapter 12


18 September  no class

25 September  INSTITUTIONAL FRAMEWORK OF ELECTIONS

Dennis Pilon, “Understanding electoral systems” Election, Chapter 3.

Michael Pal and Sujit Choudhry, “Constituency boundaries in Canada” Election, Chapter 4.

Brent Rathberger, Drawing electoral maps is for cartographers, not politicians. 9 August 2012.


2 October  HISTORY, CULTURE, REGION, IDEOLOGY: OVERVIEW OF PARTSANSHIP

Joanna Everitt et al, “Patterns of party identification in Canada” Election, Chapter 13.

Ailsa Henderson, “Greater than the sum of its parts: Political cultures and regions in Canada” Election, Chapter 14.


9 October  THE CONSERVATIVES


Stephen Harper, “Rediscovering the right agenda: The Alliance must commit to ideals and ideas, not vague decision-making processes: The Canadian Alliance leader outlines how social and economic conservatism must unite” Citizens Centre Report 30.10 (Jun 2003): 73-77

CANADIAN POLITICAL PARTIES

**16 October  THE LIBERALS**


**23 October  THE NEW DEMOCRATS**

Brian Topp, “Two down, one to go” *Policy Options*, June 2011, 56-63.


**30 October  TERM TEST 1 written in class**

**6 November  REPRESENTATIVE DEMOCRACY**


Louise Carbert, “Viewing women’s political leadership through a rural electoral lens: Canada as a Case Study” in K. O’Connor, ed. *Gender and women’s leadership: A reference handbook* (SAGE Publications, 2010), 137-150.


Goldy Hyder, “Gaining the political support of minorities in Canada” Canadian Issues Summer 2005, 46.

13 November  ELECTION CAMPAIGNING I: the ground campaign

Munroe Eagles and Annika Hagley, “Constituency campaigning in Canada” Election, Chapter 6.

Steven Patten, “Democracy and candidate selection process in Canadian elections” Election, Chapter 7.


20 November  ELECTION CAMPAIGNING II: the air campaign


Thomas Flanagan, “Campaign strategy: Triage and the concentration of resources” Election, Chapter 8.

Tamara Small, “Still waiting for an internet prime minister: Online campaigning by Canadian political parties” Election, Chapter 9.

Andre Turcotte, “Polling as modern alchemy: Measuring public opinion in Canadian elections” Election, Chapter 10.


27 November  ELECTION CAMPAIGNING III: paying the bills

Heather McIvor, “Canada’s election law: Less than meets the eye?” Election, Chapter 3


ELECTION CAMPAIGNING IV: Staffing the perpetual campaign

Sid Noel, “Leaders’ entourages, parties, and patronage” chapter 9, Killam reserve.

Sid Noel, “Old and new rules of patronage” Killam reserve.

Glen McGregor, “Kids on the Hill?” Ottawa Citizen June 21, 2009

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.

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.