

POLI 3228 Pressure Politics in Canada
Department of Political Science
Dalhousie University
Fall 2013

Instructor: Michelle Coffin
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Class Time: Thursdays, 10:05-12:55
Location: McCain 2184
Office Hours: by appointment only

COURSE DESCRIPTION

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

During the next three months we will examine the major theoretical perspectives and arguments within the pressure groups literature. We will evaluate the place of pressure groups in Canadian society and ask ourselves the following questions:

- How do pressure groups acquire and maintain power?
- Why are some more successful than others at achieving their goals?
- What role do pressure groups have in the democratic process?
- What is the proper relationship between pressure groups and the Canadian state?

REQUIRED READING

Required readings are available on-line and/or Blackboard.

COURSE EVALUATION

Paper:	25 per cent
Panel presentation/participation:	20 per cent
Paper critique/panel participation:	15 per cent
Revised Paper:	10 per cent
Take home exam:	20 per cent
Attendance and participation:	10 per cent

- **Paper, panel presentation, paper critique and revised paper**

The major assignment for this course is a research paper. Each student will select an organized pressure group and conduct an analysis of the group, including a SWOT analysis. The paper should adopt at least one of the theoretical perspectives discussed in the literature. Papers should be approximately 15 pages in length. Papers are due October 17. Hard copy, please. Late assignments will be penalized at a rate of 2 per cent per day, including weekends.

Students will present their research during the last month of classes during scheduled panel discussions. Each panel will have a theme which will be determined based on the groups selected by students. Each panel will consist of approximately seven paper presenters. Presentations are to be no more than 15 minutes.

During the panel discussions students will have their papers critiqued by a peer. Paper critiques are expected to provide meaningful and thoughtful evaluations of student papers. Critiques should be approximately five minutes. Paper presenters must provide a copy of their research paper two weeks prior to the panel discussion. Critiques are due (electronically) one day prior to the panel discussion with a hard copy due the day of the panel discussion.

Final research papers are due two weeks after each student's paper presentation. Students are expected to incorporate the critiques from the instructor, their paper evaluator and class input into the final version.

- **Attendance and participation**

Attendance will be taken and participation noted during the panel discussions. Panel discussions are an important element in this course and content from these discussions will be included on the take home exam.

- **Take home exam**

Students will be given four days to respond to a question that focuses on one of the major themes of the course. Students are required to email their response to the take home exam question to the instructor. Late assignments will be penalized at a rate of 2 per cent per day, including weekends.

The time frame of the take home will be determined later in the term with student input.

Student Accessibility and 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 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 the Request for Accommodation – Form A. A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information. 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 their usage will be able to participate in the class.

Academic Integrity and Plagiarism

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.

Course Organization

Sept 5	Introduction to course
Sept 12	<p>Introduction to Pressure Politics in Canada</p> <p>Discussion of the basic concepts and typologies within the literature. Administration items.</p>
Sept 19	<p>Theoretical Perspectives</p> <p>Miriam Smith (2005), “Understanding Group and Movement Politics,” in <i>A Civil Society?: Collective Actors in Canadian Political Life</i> (Peterborough, ON: Broadview Press), pp. 19-45.</p> <p>Caroline Dick (2006), “The Politics of Intragroup Difference: First Nations’ Women and the Sawridge Dispute,” <i>Canadian Journal of Political Science</i>, 39 (1), pp. 97-116.</p> <p>John F. Dovidio, Tamar Saguy, and Nurit Shnabel (2009), “Cooperation and Conflict within Groups: Bridging Intragroup and Intergroup Processes,” <i>Journal of Social Issues</i>, 65 (2), pp. 429-449.</p>
Sept 26	<p>Pressure Groups and Public Policy</p> <p>Lisa Young and Joanna Everitt (2004), “Talking to Governments,” in <i>Advocacy Groups</i>, (Vancouver: UBC Press), pp. 87-103.</p> <p>Miriam Smith (2005), “Arenas of Influence: Parliament, Parties and Elections,” in <i>A Civil Society?: Collective Actors in Canadian Political Life</i> (Peterborough, ON: Broadview Press), pp. 109-143.</p> <p>Mario Levesque (2012), “Mapping a Way Forward: Interest Group Selection and Roles Performed in Engagement Processes,” <i>Canadian Public Administration</i>, 55 (4), pp. 531–552.</p>
Oct 3	<p>Pressure Groups, Courts and the Charter of Rights and Freedoms</p> <p>Hausegger, Lori, Matthew Hennigar and Troy Riddell (2009), “Interest Group Litigants,” in <i>Canadian Courts: Law, Politics and Process</i>, (Don Mills, ON: Oxford University Press), pp. 212-237.</p> <p>Heather MacIvor (2013), “Interest Groups and the Charter,” in <i>Canadian Politics and Government in the Charter Era, Second Edition</i>, (Don Mills, ON: Oxford University Press), pp. 179-198.</p> <p>F L Morton and Rainer Knopff, “Judges, The Court Party and the Charter Revolution,” <i>Policy Options</i>, April 2000.</p>
Oct 10	<p>Pressure Groups and Election Campaigns</p> <p>Janet Hiebert (1991), “Interest Groups and Canadian Federal Elections,” in F Leslie Seidle (ed), <i>Interest Groups and Elections in Canada</i>, (Toronto: Dundurn Press).</p> <p><u>NOTE:</u> This is a volume of the <i>Royal Commission on Electoral Reform and Party Financing</i>.</p> <p>Robert G Boatright (2009), “Interest Group Adaptations to Campaign Finance Reform in Canada and the United States,” <i>Canadian Journal of Political Science</i>, 42 (1), pp. 17-43.</p>

Oct 17	<p>Pressure Groups and the Media</p> <p>Miriam Smith (2010), “Social Movements and the Media,” in Shannon Sampert and Linda Trimble (eds) <i>Mediating Canadian Politics</i> (Toronto: Pearson), pp. 205-218.</p> <p>Angela Failler (2010), “Too Broke to Answer the Phone”: Reporting the “Death” of the National Action committee on the Status of Women,” in Shannon Sampert and Linda Trimble (eds) <i>Mediating Canadian Politics</i> (Toronto: Pearson), pp. 219-238.</p> <p>Papers Due</p>
Oct 24	<p>The ‘Special’ Interests</p> <p>Political Economy, Ethnicity, Gender, Sexuality, Religion, the Environment, Disability and Health</p>
Oct 31	<p>The ‘Special’ Interests</p>
Nov 7	Panel Discussion
Nov 14	Panel Discussion
Nov 21	Panel Discussion
Nov 28	Panel Discussion
Dec 5	Panel Discussion