

POLITICAL SCIENCE 4207 / 5207

Canadian Politics: Themes and theories

Thursday 6:05pm –8:55pm in Henry Hicks Bldg, Room 363

Professor Louise Carbert

Office: Hicks Administration Building 359

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

Tel: 902.494.6628

Email: louise.carbert@dal.ca

COURSE SUMMARY

This course is the 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

GRADING SCHEME	DUE	WEIGHT
Response to student presentation	throughout	10%
Two short papers (max 5 pages)	throughout	30%
Oral presentation (quasi-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%.

There are short analytical papers. Short means short, maximum 2000 words. These papers analyse and critique the readings (or some subset thereof) assigned for a particular week. No additional research is required (or permitted) beyond the assigned readings. They must be submitted on the class for which the readings are assigned. No credit will be given for papers submitted earlier or later because the point is to have the papers enrich class discussion on that particular day.

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.

SCHEDULE

Readings are listed below, in order of priority. Begin reading from the top, and make your way down as you engage in the unit. In general, popular journalistic accounts are listed first, as an introduction to the topic. Academic journals are listed next, followed by books. Students writing analytical papers, exam papers, and making presentations on the topic are expected to engage academic sources.

TOPICS AND ASSIGNED READINGS

September 5: Introduction to course themes

Ezra Zuckerman, “Tips to article-writers”, MIT Sloan School of Management, 6 February 2008.

September 12: How do Canadian politics fit into the discipline of political science?

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.
Donald 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.

17 September The Afterparty, Dalhousie 19:00 until 21:00

The Afterparty, will be a discussion about the role of parliament, backbencher MPs and party discipline. Our keynote speaker is Brent Rathgeber, MP for Edmonton-St. Albert. In 2013, backbencher Brent Rathgeber quit the Conservative caucus after the government gutted his Private Member’s Bill on CBC

and Public Sector disclosure and transparency. Since leaving caucus, Rathgeber reports being better able to represent his constituents, question the government, and stand for the principles he campaigned on. Rathgeber will be joined by a panel of guests. <https://www.facebook.com/events/563385457042006/>

18 September no class. Bridging the gap: “Connecting active citizenship with politics.”

Resource Fair: 3:30 PM; Event: 4:15 PM - 6:15 PM; Reception.

Location: McInnes Room, Dalhousie University

Featuring: Richard P. Temporale, Chief Electoral Officer, Elections Nova Scotia, Danny Graham, Former Nova Scotia MLA, Marc Langlois, Founder - HeartWood; Mark Coffin, President - Springtide Collective.

September 19: no class

26 September: What does political culture contribute that’s any different from ideology?

Nelson Wiseman, *In search of Canadian political culture* (Vancouver: UBC Press, 2007), Introduction, Chapters 1, 2, 5 and 8.

Ian Stewart, “Vanishing Points: Three paradoxes of political culture research,” in Joanna Everitt and Brenda O’Neill, eds., *Citizen Politics: Research and Theory in Canadian Political Behaviour* (Toronto: OUP, 2002), 21-39.

Gad Horowitz, “Conservatism, liberalism, and socialism in Canada: An interpretation.” In Hugh Thorburn and Alan Whitehorn, eds. *Political parties in Canada*, 8th 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,” *Code politics: Campaigns and cultures on the Canadian prairies* (Vancouver: UBC Press, 2011), chapter 2.

3 October Regionalism in Canada, Professor R. Finbow

Christopher Cochrane and Andrea Perrella, “Regions, regionalism and regional differences in Canada” *Canadian Journal of Political Science* 45:4 (December 2012), 829 – 853.

Donald Savoie “All things Canadian are now regional” *Journal of Canadian Studies* 35:1 (Spring 2000) 203-17.

Stephen. Brooks, “Regionalism in Canadian politics.” In *Canadian democracy: An introduction* Don Mills: Oxford, 2004,

David Kaplan “Two nations in search of a state: Canada's ambivalent spatial identities” *Annals of the Association of American Geographers*, 84: 4. (Dec. 1994), 585-606.

Janine Brodie, "The new political economy of regionalism." In Wallace Clement (ed.) *Understanding Canada: Building the new Canadian political economy* (Montreal, McGill-Queen's, 1997), 240-61.

Rand Dyck, “Regional economic cleavages.” In *Canadian Politics: Critical approaches* (4th ed.) (Scarborough: Thompson, 2004).

David McGrane & Loleen Berdahl (2013): 'Small worlds' no more: Reconsidering provincial political cultures in Canada, *Regional & Federal Studies*

10 October Political parties

R.K. Carty, "The politics of Tecumseh Corners: Canadian political parties as franchise organizations" *Canadian Journal of Political Science* 35:4, 2002, 723.

Richard Johnston, "Polarized pluralism" *Canadian Journal of Political Science* 41:4 2008) 815–8343

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.

Christopher Cochrane. 2010. "Left/Right ideology and Canadian politics." *Canadian Journal of Political Science*. 43:3 September, 583-606.

Royce Koop, "Local Campaigns and Grassroots Armies," *Grassroots Liberals: Organizing for local and national politics*. Vancouver: UBC Press, 2011. (Chapter 4, 104-137).

17 October, Critical perspectives on race, Aboriginality, and ethnicity

Daiva Stasiulis and Radha Jhappan, "The fractious politics of a settler society: Canada," in Nira Yuval Davis and Daiva Stasiulis, eds., *Unsettling Settler Societies: Articulations of gender, race, ethnicity and class*, (London: Sage, 1995), 95-131. Killam JV 105 U57 1995

Tom Flanagan, Christopher Alcantara, and Andre Le Dressay. 2010. *Beyond the Indian Act: Restoring Aboriginal property rights*. McGill-Queen's University Press. Chapter 7:

Himani Bannerji, "On the dark side of the nation: Politics of multiculturalism and the 'state' of Canada." In *The dark side of nation: Essays on multiculturalism, nationalism and gender*. Toronto: Canadian Scholars' Press, 2000, 87-124.

Alfred Taiaiake, *Peace, power, righteousness: An Indigenous manifesto* Second edition, Toronto: Oxford, 2008, 1-63, 121-54. King's College E 98 T77 A43 2009

Richard Johnston and Stuart Soroka, "Social Capital in a multicultural Society: The case of Canada," in Paul Dekker and Eric M. Uslaner, eds., *Social capital and participation in everyday life* (London: Routledge, 2001), 30-44.

24 October Responsible government versus democracy, or not?

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.

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.

31 October: Executive dominance and Canada's Unwritten Constitution

Aucoin, Peter, Jarvis, Mark and Lori Turnbull, "When conventions fail: Constitutional governance without clear rules," in *Democratizing the constitution: Reforming responsible government* (Toronto: Emond Montgomery Press, 2011) chapter 3, 75-108.

MacDonald, Nicholas and James Bowden. "No discretion: On prorogation and the Governor General" *Canadian Parliamentary Review* 33:1 (2011) 7-16.

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

Executive dominance reined in? Charter Revolution and activism

Lagassé, Philippe. 2012. "Parliamentary and judicial ambivalence toward executive prerogative powers in Canada," *Canadian Public Administration* 55:2, 157-180.

Christopher Manfredi, *Feminist Activism in the Supreme Court: Legal Mobilization and the Women's Legal Education and Action Fund* (Vancouver: UBC Press, 2004), chapters 1, 2, 6.

Rainer Knopff and F.L. Morton, *The Charter Revolution and the Court Party*. Peterborough: Broadview Press, 2000), chapters 3, 4.

Robin Elliot, "Morton and Knopff's 'The Charter Revolution and the Court Party': A Legal Critique." In Gerald Kernerman and Philip Resnick, eds., *Insiders and Outsiders: Alan Cairns and the Rethinking of Canadian Citizenship* (Vancouver: UBC Press, 2005) 117-31.

7 November Canadian political economy, Professor R. Finbow

Michael Howlett, Alex Netherton, M. Ramesh, *The political economy of Canada: An introduction* (Don Mills: Oxford University Press, 1999) chapters 2, 3, 4. Killam HB 121 A2 H68 1999

Wallace Clement and Leah Vosko, *Changing Canada: Political economy as transformation* (Montreal: McGill-Queen's University Press 2003) Introduction xi-xxxii and selectively ebook on Killam

Wallace Clement *Understanding Canada: Building on the new Canadian political economy* (Montreal: McGill-Queen's University Press, 1997) "Introduction" 3-18. Introduction and selectively ebook on Killam

Wallace Clement and Glen Williams (eds.) *The New Canadian Political Economy* (Kingston: McGill-Queen's University Press, 1989) "Introduction"; Coleman; Heilleiner currency chapters. Selectively in Killam ebook.

Stephen McBride, "Domestic Neo-Liberalism." In *Paradigm Shift: Globalization and the Canadian State* (Halifax: Fernwood, 2001), Chapter 4 Killam eBook.

Gordon Laxer (ed.) *Perspectives on Canadian Economic Development* (Toronto: Oxford University Press, 1991) Sec. II; essays by Drache, Watkins, Laxer, Panitch. Killam HC 113 P46 1991

21 November 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>

28 November Evaluating competing approaches to the study of Canadian politics

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

Miriam Smith, "Institutionalism in the Study of Canadian Politics: The English-Canadian Tradition." In Andre Lecours, *New Institutionalism: Theory and Analysis* (Toronto: UTP, 2005), 101-127.

Sharon Sutherland, "The State of Research on Canada's Parliament," *Canadian Parliamentary Review*. 33:3, (2010).

Thomas Flanagan, *Game Theory and Canadian Politics* (Toronto: UTP, 1998), chapters 1, 10.

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 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.