

**POLITICAL SCIENCE 770
GLOBALST 770
Fall 2015, Term 1**

GLOBALIZATION AND THE CANADIAN STATE

Seminar: Mondays, 08:30 AM – 11:20 AM
Seminar Room: KTH-732

Instructor: Dr. Stephen McBride

Office: KTH 529

Office Hours: Monday 11.30-12.30; Wednesday 10.30-11.30, or by appointment

Tel: 905.525.9140 ext. 23707

E-mail: mcbride@mcmaster.ca

Description:

Canada has always been a global (nation) state, integrated with the international political economy and having close political, economic and cultural ties with succeeding hegemonic powers. An active player on the global stage, Canada has also had to adapt and respond to intellectual and policy paradigm shifts embedded in global relations, while taking into account its federal structure and diversity based on issues of region, class, and nationality . This course examines the relationship between the Canadian state and globalization, old and new.

Course Organization: There will be a three-hour seminar each week.

Required and Recommended Readings: listed below in the syllabus

Course Evaluation:

Participation	20%
Short Reports (2 @ 10 each)	20%
Draft Research Paper	20%
Research Paper	40%

SYLLABUS: TOPICS AND READINGS

Week 1 September 14 Course Organisation and Introduction

Week 2 September 21 Key Concepts and the Globalization Debate

Required:

Paul Hirst, Grahame Thompson and Simon Bromley. 2002. "Contours of Globalization" from *Globalization in Question* 3rd ed.

David Marsh, Nicola J. Smith, and Nicola Hothi, "Globalization and the State" in Colin Hay, Michael Lister, David Marsh (eds.) *The State: Theories and Issues* (Palgrave Macmillan, 2006)

Grace Skogstad and Vivien Schmidt, "Introduction: Policy Paradigms, Transnationalism, and Domestic Politics" in Skogstad ed. *Policy Paradigms, Transnationalism, and Domestic Politics* (University of Toronto Press 2011)

Prosper M. Bernard .2014. "Canadian Political Economy and the Great Recession of 2008-9: The Politics of Coping with Economic Crisis" *American Review of Canadian Studies*.44:1, 28-48

Week 3 September 28 Globalization and the (Nation-) State

Required:

Philip Cerny, Georg Menz and Susanne Soederberg, "Different Roads to Globalization: Neoliberalism, the Competition State, and Politics in a More Open World" in Philip Cerny, Georg Menz and Susanne Soederberg, eds. *Internalizing Globalization* (Palgrave Macmillan. 2006)

Linda Weiss, "Globalization and The Myth of the Powerless State" *New Left Review* 225:1997

Grace Skogstad, "Globalization and Public Policy: Situating Canadian Analyses", *Canadian J. of Political Science* December 2000

Stephen McBride, "The Globalization Debate", in *Paradigm Shift* pp. 4-9 and 13-26

Recommended:

Paul Gecelovsky and Christopher Kukucha, "Foreign Policy Reviews and Canada's Trade Policy, 1968-2009", *American Review of Canadian Studies* 41:1 (2011), 37-52

Maria Gritsch, 2005. "The Nation-State and Economic Globalization: soft geo-politics and increased state autonomy?" *Review of International Political Economy* 12:1

Charles Conteh, "Public Management in an age of complexity: regional economic development in Canada", *IJPSM* 25: 6/7 2012

Week 4 October 5 Theories and Practices of the State

Required:

Roger King and Gavin Kendall. 2004. "Classical Theories of the State" in King and Kendall eds. *The State, Democracy and Globalization* (Palgrave Macmillan)

Greg Albo and Jane Jenson. 1989. "A Contested Concept: The Relative Autonomy of the State" in Wallace Clement and Glen Williams, *The New Canadian Political Economy* (McGill Queens University Press)

Stephen McBride. 2005. "The Theory and Practice of Trade and Investment Agreements: Class and Nation at the Global Level" in McBride *Paradigm Shift* (Fernwood) Ch. 4

Stephen Clarkson. 2002. "NAFTA and the WTO as Supraconstitution" in Clarkson, *Uncle Sam and Us* (University of Toronto Press)

Recommended:

Malcolm Fairbrother, 'Trade Policymaking in the Real World: Elites' Conflicting Worldviews and North American Integration', *Review of International Political Economy*, 17, (pp. 319 - 347), 2010

Week 5 October 12 READING WEEK NO CLASS

Week 6 October 19 Canada: An (Always) Global (and Resource Dependent?) Nation/State

Required:

Daniel Drache. 1991. "Harold Innis and Canadian Capitalist Development" in Gordon Laxer ed. *Perspectives on Canadian Economic Development* Toronto: Oxford University Press.

Stephen McBride, "Canada: An (Always) Global Nation" in McBride *Paradigm Shift* (Fernwood) 1st edition 2001

Stephen McBride. 1996. "The Political Economy Tradition and Canadian Policy Studies" in Laurent Dobuzinskis et al, *Policy Studies in Canada*

Jim Stanford, "Staples, Deindustrialization, and Foreign Investment: Canada's Economic Journey Back to the Future", *Studies in Political Economy* 82 (Autumn 2008)

Recommended:

Adam Wellstead. 2007. "The (Post) Staples Economy and the (Post) Staples State in Historical Perspective", *Canadian Political Science Review* v.1 2007

Paul Ciccantell. 2001. "NAFTA and the Reconstruction of U.S. Hegemony: The Raw Material Foundations of Economic Competitiveness", *Canadian Journal of Sociology* 26:1 Winter

Mel Watkins. 2007. "Staples Redux", *Studies in Political Economy*, Spring

Brendan Haley, "From Staples Trap to Carbon Trap: Canada's Peculiar Form of Carbon Lock-in", *Studies in Political Economy* 88, Autumn 2011

Week 7 October 26 State Strategies in Canada: From Economic Nationalism to Continentalism and Beyond

Required:

Lorraine Eden, and Maureen A. Molot. 1993. "Canada's National Policies: Reflections on 125 Years", *Canadian Public Policy* (September)

Stephen McBride and John Shields, "The Post-war Canadian State" in McBride and Shields, *Dismantling a Nation* (Fernwood 2nd ed., 1997)

David Harvey, "The Neoliberal State," in David Harvey, *A Brief History of Neoliberalism*. (Oxford: Oxford University Press, 2005).

Ellen Russell. 2014. "The Strategic Use of Budget Crises" in Donna Baines and Stephen McBride eds. *Orchestrating Austerity: Impacts and Resistance* (Halifax: Fernwood)

Recommended:

Jack Layton. 1976. "Nationalism and the Canadian Bourgeoisie"
Canadian Review of Studies in Nationalism, 3:2 Spring

Govind Rao 2010. "The National Question in Canadian Development",
Studies in Political Economy 85. Spring 2010

Week 8 November 2 Canada and the National and Regional Questions

Required: Kenneth McRoberts, "Canada and the Multinational State," *Canadian Journal of Political Science*, (December 2001).

Garth Stevenson, *Unequal Union*, 1979 ed. Chapter 4: The Political Economy of Decentralization"

Peter Graefe. 2005. ' The contradictory political economy of minority nationalism', *Theory and Society*, 34: 519-549

Joyce Green, "Decolonization and Recolonization in Canada" in W. Clement & L. Vosko eds. *Changing Canada: Political Economy as Transformation*

Recommended:

Adam Harmes, 2007. "The Political Economy of Open Federalism"
Canadian J. of Political Science 40:2

Peter Graefe, "The High Value added, Low Wage Model: Progressive competitiveness in Quebec from Bourassa to Bouchard" *Studies in Political Economy* 61 Spring 2000

R. Boychuk. 2010. *Misplaced Generosity: Extraordinary Profits in Alberta's Oil and Gas Industry* (Edmonton: Parkland Institute)

Robert G. Boatright, "The Place of Quebec in Canadian Interest Group Federalism", *American Review of Canadian Studies* 41:1 (2011), 2-19

Week 9 November 9 Globalization, Labour, & Canadian Political Economy

Required:

Alan G. Green and David Green. 2004. "The Goals of Canada's Immigration Policy: A Historical Perspective" , *Canadian Journal of Urban Research* 13(1) 102-39

Judy Fudge and Fiona MacPhail. 2009. "The Temporary Foreign Worker

Program in Canada: Low-Skilled Workers as an Extreme Form of Flexible Labour” *Comparative Labor Law and Policy Journal* 31: 5, 2009

John Peters. 2014. “Neoliberalism, Inequality and Austerity in Rich World Democracies” in Donna Baines and Stephen McBride eds. *Orchestrating Austerity: Impacts and Resistance* (Halifax: Fernwood)

Eidlin, B. (2015). Class vs. Special Interest: Labor, Power, and Politics in the United States and Canada in the Twentieth Century. *Politics & Society*, 43(2), 181-211.

Recommended:

Suzanne Mills and Brendan Sweeney, “Employment Relations in the Neo-Staples Resource Economy: Impact Benefit Agreements and Aboriginal Governance in Canada’s Nickel Mining Industry”, *Studies in Political Economy*

Week 10 November 16 Globalization, Canadian Political Economy, and Democratic Malaise

Required:

Colin Hay, *Why We Hate Politics* Cambridge: Polity 2007, Chapter 3

Tim Nieguth and Tracey Raney, “Guarding the Nation: Reconfiguring Canada in an Era of Neoconservatism” in Loleen Berdahl et al. 2015. *Canada: the State of the Federation 2012* (McGill-Queen’s University Press)

Jerome Klassen. 2014. “Political Economy and the New Canadian Foreign Policy”, Ch 1 in Klassen *Joining Empire: the New Canadian Foreign Policy* (Toronto: University of Toronto Press)

Frank Graves, Jeff Smith and Michael Valpy. 2015. “Being Canadian Today: Images in a Fractured Mirror” in Loleen Berdahl et.al. 2015. *Canada: the State of the Federation 2012* (McGill-Queen’s University Press)

Recommended:

Matthew Mendelsohn .2012. *Back to Basics: The Future of Fiscal Arrangements*, Mowat Centre, University of Toronto.

Ian Robinson, “Neo-liberal Trade Policy and Canadian Federalism Revisited”, in Francois Rocher and Miriam Smith, *New Trends in Canadian Federalism* Broadview Press.2nd edition 2003

Béland, D. & Lecours, A. (2007), "Federalism, Nationalism and Social Policy Decentralization in Canada and Belgium", *Regional & Federal Studies*, 17 (4), pg. 405-419

Hamilton, P. (2004), "Converging Nationalisms: Quebec, Scotland, and Wales in Comparative Perspective", *Nationalism and Ethnic Politics*, 10:657-685

David Schneiderman. 2008. "Investment Rules in Action" in David Schneiderman, *Constitutionalizing Economic Globalization* (Cambridge University Press)

Weeks 11, 12, 13 November 23, 30, December 7
Presentation and peer discussion of draft papers

Further on the course evaluation requirements

An explanation of what is involved in each of these categories follows.

Participation

Students are expected to attend all sessions and to demonstrate that they have prepared for the seminar discussion.

In the first part of the course this will be demonstrated by taking part in discussions of the assigned readings in such a way that it is clear that the material has been read, thought about, analysed, and questioned.

In the second part of the course, this will be demonstrated by taking part in the discussion of other students' papers, which will have been circulated electronically in advance of the seminar, showing that they have been read and either critiqued or constructive suggestions made whereby the paper might be improved.

Reports

Each student will be responsible for the preparation and presentation to the seminar of **two reports** (max. length 750 words each).

Report 1 will deal with one or more of the "recommended" readings.

The report should: contextualize the reading in terms of overall course content, summarise the main argument, comment on its strengths/ weaknesses, relationship to other readings, for the week, say whether it seems to make a significant argument, point to obvious criticisms that could be made of its contents, perspective, methodology etc. In particular, the oral presentation of the report should make connections with other course readings and provide questions/issues that are deserving of discussion by the class as a

whole. In some cases it may also be necessary to update the empirical content of the article via brief web research.

Report 2 will involve each student serving as *chief discussant for another student's paper in the second part of the course*. This is modelled on the procedure used at many academic conferences. The paper will be received in advance and the discussant will prepare a review (not unlike that in *Report 1*) but focused on suggesting improvements. This will be presented orally after the paper-giving student has finished an in-class presentation of his/her paper. A copy of the report will be given to both the instructor and to the paper-giver.

Research Paper Process

1. The paper should be on *a topic relating globalization and some aspect of the Canadian state* (for example, institutions, political processes, policies, political economy). The topic should be developed in consultation with the instructor. Papers will be expected to address some of the theoretical and empirical concerns that are reflected in the course readings.

There are a number of distinct stages in the development of the research papers for this course – some very brief and casual, other more substantial and formal.

1. During the first three to four weeks of class each student should identify a general topic and check with instructor that it is generally acceptable. This can be done in a casual conversation or by a brief email exchange.

*2. Each student will be expected to schedule a 5-10 minute meeting with the course instructor either on **Friday October 2nd** or at the beginning of **week 4 (i.e. October 5-6)** to discuss ideas for the essay, agree on a precise topic etc.*

*3. Following that meeting students will prepare a draft research proposal and may engage in some discussion with the instructor, either in person or by email, about the development of the proposal. The final **Research Paper Proposal** will be due, by email attachment (in Word **not** pdf) on **Monday October 19)** It should contain: a title, a description of the topic or question to be investigated; the main theoretical issues raised by the research topic or question; a preliminary thesis statement; a very short literature review; an identification of types of evidence to be used in investigating the topic; and a bibliography. (maximum length of the proposal, not including the bibliography = 750 words). Written feedback will provided during **Weeks 6 and 7 (October 20-30)***

*4. On the basis of this research proposal and feedback received, students will then prepare a draft research paper which will be presented in one of the seminars in the last part of the course (**Scheduling** of the order of presentations, and assignment of a discussant for each paper, will be done **during weeks 6 and 7** and circulated to all class members by email)*

5. DRAFT PAPER DUE: Authors will electronically circulate the draft paper to all members of the class by 10 pm on the Thursday prior to the day the paper will be presented.

Due Date: Two weeks after in-class presentation

Length Guideline: 5000 words

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at: <http://www.mcmaster.ca/policy/Students-AcademicStudies>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examination.

Accommodations for Students with Disabilities

Special arrangements can be made for students with disabilities. If you need assistance because of a disability please consult with the Student Accessibility Services (SAS), MUSC Room B107, ext. 29652. Information is also available online, at <http://sas.mcmaster.ca/>. Once you have consulted with a program coordinator, you need to notify me as soon as possible with respect to your accommodation needs.

Statement on Electronic Resources

In this course we will be using AvenueToLearn (A2L). Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Modification Statement

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Faculty of Social Sciences E-Mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link.