

McMaster University
Department of Political Science

POLSCI 770 / GLOBALST 770
Globalization and the Canadian State
Winter 2017, Term 2

Instructor: Dr. Stephen McBride
Office: KTH 529
Tel: 905.525.9140 ext. 23707
Email: mcbride@mcmaster.ca

Seminar: Fridays, 08.30 am – 11.20 am
Classroom: KTH 732
Office Hours: Fridays, 11.30 am-12.30 pm or
by appointment

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 January 6 Course Organisation and Introduction

Week 2 January 13 Key Concepts and the Globalization Debate

Required:

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

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

Week 3 January 20 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" in *New Left Review* 1/225: October 1997

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

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

Recommended:

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

Babb, Sarah, "The Washington Consensus as Policy Paradigm: Its Origins, Trajectory, and Likely Replacement." *Review of International Political Economy* 20:2 (2013), pp. 268-97

Maria Gritsch, "The Nation-State and Economic Globalization: soft geopolitics and increased state autonomy?" *Review of International Political Economy* 12:1 (2005), pp. 1-25

Charles Conteh, "Public Management in an age of complexity: regional economic development in Canada", *IJPSM* 25:6/7 (2012), pp. 421-427

Week 4 January 27 Theories and Practices of the Canadian State

Required:

Stephen McBride, "The Globalization Debate", in *Paradigm Shift* (Fernwood, 2nd edition, 2005), pp. 4-9 and 13-26

Ian McKay. 2000. "The Liberal Order Framework: A Prospectus for a Reconnaissance of Canadian History" *Canadian Historical Review* 81:4 (December, 2000), pp. 616-645

Stephen McBride, "The Theory and Practice of Trade and Investment Agreements: Class and Nation at the Global Level" in McBride *Paradigm Shift* (Fernwood, 2nd edition, 2005), Chapter 4

Stephen Clarkson, "NAFTA and the WTO as Supraconstitution" in Clarkson, *Uncle Sam and Us* (University of Toronto Press, 2002), pp. 49-72

Recommended:

Malcolm Fairbrother, "Trade policymaking in the real world: Elites' conflicting worldviews and North American integration", *Review of International Political Economy*, 17:2 (2010), pp. 319-347

**Week 5 February 3 Canada: An (Always) Global (and Resource
Dependent?) Nation/State**

Required:

E.A. Heaman, "The Liberal State in the Nineteenth Century" in Heaman *A Short History of the State in Canada* (University of Toronto Press, 2015), Chapter 3

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

Stephen McBride, "Canada: An (Always) Global Nation" in McBride *Paradigm Shift* (Fernwood, 2001), Chapter 2

Jim Stanford, "Staples, Deindustrialization, and Foreign Investment: Canada's Economic Journey Back to the Future" in *Studies in Political Economy* 82:1 (2008), pp. 7-34

Recommended:

Stephen McBride, "The Political Economy Tradition and Canadian Policy Studies" in Laurent Dobuzinskis, et.al, *Policy Studies in Canada: the state of the art* (University of Toronto Press, 1996)

Adam Wellstead, "The (Post) Staples Economy and the (Post) Staples State in Historical Perspective", *Canadian Political Science Review* 1:1 (2007), pp. 8-25

Paul Ciccantell, "NAFTA and the Reconstruction of U.S. Hegemony: The Raw Material Foundations of Economic Competitiveness", *Canadian Journal of Sociology* 26:1 (Winter, 2001), pp. 57-87

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

**Week 6 February 10 State Strategies in Canada: From Economic
Nationalism to Continentalism and Beyond**

Required:

Lorraine Eden, and Maureen A. Molot, "Canada's National Policies: Reflections on 125 Years", *Canadian Public Policy* 19:3 (September, 1993), pp. 252-254

Stephen McBride, "From Keynesianism to Neoliberalism: The Canadian State in Global Context", 2015 and forthcoming.

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

Grace Skogstad, "Globalization and Public Policy: Situating Canadian Analyses", *Canadian Journal of Political Science* 33:4 (December, 2000), pp.805-828

Recommended:

Jack Layton, "Nationalism and the Canadian Bourgeoisie: Contradictions of Dependence" *Canadian Review of Studies in Nationalism* 3:2 (1976), pp. 146-171

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

Week 7 February 17 Canada and the National and Regional Questions

Required: Kenneth McRoberts, "Canada and the Multinational State," *Canadian Journal of Political Science* 34:4 (December, 2001), pp. 683-713

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

Peter Graefe, "The contradictory political economy of minority nationalism", *Theory and Society* 34:5, (December, 2005), pp. 519-549

Joyce Green, "Decolonization and Recolonization in Canada" in W. Clement & L. Vosko, (eds.) *Changing Canada: Political Economy as Transformation* (March, 2003), Chapter 3.

Recommended:

Adam Harmes, "The Political Economy of Open Federalism" *Canadian Journal of Political Science* 40:2 (2007), pp. 417-437

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

Julie Simmons and Peter Graefe, "Assessing the Collaboration That

Was “Collaborative Federalism” 1996-2006” *Canadian Political Science Review* 7:1 (2013), pp. 25-36

Julie Tomiak, “Navigating the contradictions of the shadow state: the Assembly of First Nations, state funding, and scales of Indigenous resistance” *Studies in Political Economy* 97:3 (2016), pp. 217-233

Week 8 February 24 READING WEEK NO CLASS

Week 9 March 3 Globalization, Labour, and Canadian Political Economy

Required: Alan G. Green and David Green, “The Goals of Canada’s Immigration Policy: A Historical Perspective” *Canadian Journal of Urban Research* 13:1 (August, 2004), pp. 102-39

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

Harvey Krahn and Angela Chow, “Youth Unemployment and Career Scarring: Social- Psychological Mediating Effect” *Canadian Journal of Sociology* 41:2 (2016), pp. 117-137

Recommended:

Suzanne Mills and Brendan Sweeney, “Employment Relations in the Neostaples Resource Economy: Impact Benefit Agreements and Aboriginal Governance in Canada’s Nickel Mining Industry”, *Studies in Political Economy* 91 (2013)

Robert Andersen and Josh Curtis, “Social Class, Economic Inequality and Policy Preferences” *Canadian Review of Sociology*. 52:3 (2015), pp. 266-88

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

Week 10 March 10 Globalization, Canadian Political Economy, and Democratic Malaise

Required:

E.A. Heaman, “The People’s State in the Twentieth Century” in *A Short History of the State in Canada* (University of Toronto Press, 2015), Chapter 4

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

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

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

Recommended:

Matthew Mendelsohn, *Back to Basics: The Future of Fiscal Arrangements* 58 (Mowat Centre: University of Toronto, 2012)

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

Hamilton, Paul, "Converging Nationalisms: Quebec, Scotland, and Wales in Comparative Perspective", *Nationalism and Ethnic Politics*, 10:4 (2004), pp. 657-685

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

Weeks 11, 12, 13 March 17, 24, 31
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). Each report will be presented orally in class with a written version being handed in the same day.

Report 1 will deal with *one of the "recommended" readings* – a journal article or book chapter.

The report will present a summary and critique of the article/chapter. It should: summarise the main argument; then make a critique. The critique might: 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 draw out questions or 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 identifying weaknesses and 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

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 during the week of **January 30, or earlier**, 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 formal **Research Proposal** will be due, by email attachment (in **WORD not pdf**) on **Friday February 17**) 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 **the week of (February 20)**

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 **by February 20** 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 am on the Tuesday prior to the day the paper will be presented.

FINAL PAPER Due Date: Two weeks after in-class presentation

Length Guideline: 5000 words (not including bibliography or Appendix 1 – see below).

*As an **Appendix to the paper**, each student will include a 750 word response to comments, criticisms, and suggestions received during the presentation of their paper. This might include reasons why particular criticisms/ suggestions were accepted or rejected in the writing of the final paper.*

*(**Note:** You will receive written comments from your discussant and the instructor but will need to take notes of comments by your peers)*

University Policies

Academic Dishonesty

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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 types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity

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 examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

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

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

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.

Avenue to Learn

In this course we will be using Avenue to Learn. 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.