

## **POLITICAL SCIENCE 2F03**

### **Fall 2018**

**Instructor:** Peter Graefe  
**Email:** graefep@mcmaster.ca  
**Lecture:** Mo, Th, 10:30-11:20, CNH 103

**Office:** KTH-512  
**Office Hours:** Monday, 11:30-13:00

### **Contents**

Course Description.....	2
Course Objectives.....	3
Required Materials and Texts .....	3
Class Format.....	3
Course Evaluation – Overview .....	3
Course Evaluation – Details .....	4
Article Review Assignment 1 (22%), due October 25 .....	4
Book Review Assignment (33%), due November 26 .....	4
Final Exam (35%) .....	5
Participation (10%) .....	5
Weekly Course Schedule and Required Readings .....	6
Week 1 (September 6).....	6
Week 2 (September 10, 13).....	6
Week 3 (September 17, 20).....	6
Week 4 (September 24, 27).....	6
Week 5 (October 1, 4) .....	7
Reading week, no class October 8, 11 .....	7
Week 6 (October 15, 18) .....	7
Week 7 (October 22, 25) .....	7
Week 8 (October 29, November 1) .....	8
Week 9 (November 5, 8).....	8
Week 10 (November 12, 15).....	8
Week 11 (November 19, 22).....	9
Week 12 (November 26, 29).....	9
Week 13 (December 3).....	9
Course Policies .....	9

Submission of Assignments.....	9
Grades.....	10
Late Assignments .....	10
Absences, Missed Work, Illness .....	10
Avenue to Learn .....	10
Turnitin.com.....	10
University Policies .....	11
Academic Integrity Statement.....	11
Academic Accommodation of Students with Disabilities.....	11
Faculty of Social Sciences E-mail Communication Policy .....	11
Course Modification.....	12

## **Course Description**

Canada is regularly identified as a democracy, yet only a little over half the population has bothered to vote in recent federal and Ontario elections. Canadians have a wide choice of political parties, interest groups and social movements to support, yet some argue that the playing field is highly uneven, and that a small number of vested interests wield disproportionate power in determining what the government does. Canadian politicians and opinion-leaders trumpet Canada's commitment to diversity, yet many Indigenous leaders and Quebec politicians continue to speak of national oppression, while others point to the under-representation of women and ethnic minorities in our political institutions, as well as the deteriorating labour market outcomes for recent immigrants and racialized groups. These disagreements in characterizing the Canadian political experience lead to central questions for this course:

- Who gets represented in Canadian politics, and through what means?
- Who is able to influence political decisions and public policy, and who is excluded?
- What are the lines of inclusion and exclusion in Canadian citizenship?

In terms of content, this course seeks to provide students with an introduction to questions of representation, citizenship and inequality in Canadian politics. In particular, it aims to provide students with a basic understanding of key institutions that mediate between state and society, such as political parties, social movements and interest groups, and of recent reflections on their relevance and effectiveness for challenging or sustaining inequality in Canada. Finally, the course also aims to provide

students with an understanding of how national and cultural diversity and inequality have been related to conceptions of Canadian citizenship.

In terms of skills, the course aims to provide students with various opportunities to improve their ability to identify, extract, and summarize arguments found in the scholarly political science literature.

## **Course Objectives**

By the end of the course students should be able to:

- Extract the core arguments from academic journal articles and books;
- Distinguish different representational vehicles (such as parties and interest groups), and explain the factors affecting their relative success in political competition;
- Explain the competing claims about how the Canadian political community should be defined.

## **Required Materials and Texts**

- Miriam Smith's book. *A Civil Society?*, 2<sup>nd</sup> Ed. (University of Toronto Press, 2017), is on sale at the Campus Store.
- The remaining readings are either available in electronic form through the library, on the course's Avenue to Learn page, or as hyperlinks in this outline. The books for the book review are at the Campus Store, and several are on reserve at the library.

The bookstore sends books back to the publisher around mid-semester, so do not leave your choice to the last minute.

## **Class Format**

Lectures and course readings are designed to be complementary. The lectures seek to synthesize the readings and provide additional context and argument, while the readings provide further illustration of points made in lectures. Tutorials provide an opportunity for further discussion of course content, be it lectures or readings. They will also be used to develop skills in identifying and describing arguments found in academic articles. Avenue to Learn will be used largely for announcements and for making materials available. Students are expected to check it regularly. In the event of a cancellation due to inclement weather, an audio or video-recording of some of the lecture material will be placed on Avenue by the end of the week.

## **Course Evaluation – Overview**

1. Article Review Assignment 1 (22%), due October 25

2. Book Review Assignment (33%), due November 26
3. Final Exam (35%)
4. Participation (10%)

## **Course Evaluation – Details**

### **Article Review Assignment 1 (22%), due October 25**

Students will read **one** of the articles listed below and produce a 5-7 page paper containing the following elements:

- (i) A brief introduction;
- (ii) A brief summary of the article's main argument or arguments;
- (iii) A discussion of how the article relates to the themes and topics covered in the course; and
- (iv) A conclusion.

The discussion (section iii) should pay particular attention to the institutions, processes and representational vehicles (such as social movements, parties or interest groups) through which policy change comes about, and the determinants of success and/or failure in the adoption certain policy initiatives.

Articles for the mid-term paper are available on-line through the library catalogue, with the exception of the Paterson which will be posted on Avenue.

Gabriel Arsenault, "Explaining Québec's Social Economy Turn." *Canadian Journal of Nonprofit and Social Economy Research*, vol. 9, no. 1 (2018), 58-75.

B. Timothy Heinmiller, "Advocacy Coalitions and the Alberta *Water Act*," *Canadian Journal of Political Science*, vol. 46, no. 3 (2013) 525-547.

Rianne Mahon, "Challenging National Regimes From Below: Toronto Child Care Politics," *Politics & Gender*, vol. 3, no. 1 (2007), 55-78.

Stephanie Paterson, "Deinstitutionalizing Pregnancy and Birth: Alternative Childbirth and the New Scalar Politics of Reproduction," in Stephanie Paterson, Francesca Scala and Marlene Sokolon (eds.) *Fertile Ground: Exploring Reproduction in Canada* (Montreal: McGill-Queen's University Press, 2014) 178-204

### **Book Review Assignment (33%), due November 26**

Students will read **one** of the books listed below and produce a 10-12 page paper containing the following elements:

- (i) An introduction;

- (ii) A brief summary of the book's main argument or arguments (2 pages maximum);
- (iii) A critical discussion of one or several aspects of the book's argument (6-8 pages);
- (iv) A conclusion;
- (v) And a bibliography, following a standard bibliographic format.

In terms of the critical discussion, it is expected that students will consider significant claims or positions taken by the author, particularly as they relate to the material studied in the course. For instance, does the author provide interesting illustrations or extensions of arguments made by others that we have read? Do they enable us to understand certain phenomena in a new or different manner? Are certain arguments problematic or faulty, given what else we have learned as part of the course?

Books for the book review:

Dustin Galer, *Working Towards Equality: Disability Rights Activism and Employment in Late Twentieth-Century Canada*. Toronto: University of Toronto Press, 2018.

Rachael Johnstone, *After Morgentaler: The Politics of Abortion in Canada*. Vancouver: UBC Press, 2017.

Christopher P. Manfredi and Antonia Maioni, *Health Care and the Charter: Legal Mobilization and Policy Change in Canada*. Vancouver: UBC Press, 2017. Vancouver: UBC Press.

Greg Poelzer and Ken S. Coates, *From Treaty Peoples to Treaty Nation: A Roadmap for All Canadians*. Vancouver: UBC Press, 2015.

### **Final Exam (35%)**

The final examination will be scheduled by the Registrar during the final examination period. The first part of the exam will cover the readings identified on the "Tutorial tool" on the course's Avenue page. The second part will involve essay questions drawn from across the course.

### **Participation (10%)**

Tutorials start September 17 and run until the end of semester, with the exception of reading week. Students are expected to attend in order to discuss the material from the week's readings, focusing particularly on identifying the arguments contained within them. A tool will be provided (posted on Avenue to Learn) to assist in this task. This grade will be a composite of attendance and respectful participation.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (September 6)**

Introduction to the Course

### **Week 2 (September 10, 13)**

**September 10 – Thinking About Politics, Power, and Influence in Canada**

Readings:

Miriam Smith, *A Civil Society*, chapter 1

**September 13 – Social movement-state interactions**

Readings:

Miriam Smith, *A Civil Society*, chapter 2 (“Historical Trajectories of Influence in Canadian Politics”)

Clare Demerse and Nathan Lemphers, “The Environmental Movement in Canada: Current Challenges,” in Debora L. VanNijnatten (ed.) *Canadian Environmental Policy and Politics* (Toronto: Oxford University Press, 2016), ch. 2.

### **Week 3 (September 17, 20)**

**September 17: Social movement-state interactions continued**

Readings:

Ethel Tungohan, “The Transformative and Radical Feminism of Grassroots Migrant Women’s Movement(s) in Canada,” *Canadian Journal of Political Science* 50:2 (2017) 479-494.

Notes: Tutorials start on September 17

**September 20: Parties and Elections**

Readings:

Miriam Smith, *A Civil Society?*, chapter 3 (“Arenas of Influence: Parliament, Parties and Elections.”)

Andrea Lawlor and Erin Crandell, “Policy versus Practice: Third Party Behaviour in Canadian Elections.” *Canadian Public Administration* 61:2 (2018) 246-265.

### **Week 4 (September 24, 27)**

**September 24, 27: Political Parties continued**

Readings:

Grant Amyot, "The Waning of Political Parties" in Alain-G. Gagnon and A. Brian Tanguay (eds.) *Canadian Parties in Transition*, 4th ed. (Toronto: University of Toronto Press, 2016), 84-106.

William K. Carroll and R.S. Ratner, "The NDP Regime in British Columbia, 1991-2001: A Post-Mortem," in William K. Carroll and R.S. Ratner (eds.) *Challenges and Perils: Social Democracy in Neoliberal Times* (Halifax: Fernwood, 2005), 105-136.

## **Week 5 (October 1, 4)**

### **October 1, 4: Interest Groups, Policy Communities**

Readings:

Miriam Smith, *A Civil Society?*, chapter 4 ("Arenas of Influence: Bureaucracy and Policy Communities")

Nicole Goodman, "Private over Public: A Conservative Approach to Interest Advocacy," in *The Blueprint: Conservative Parties and Their Impact on Canadian Politics* (Toronto: University of Toronto Press, 2017), 78-100.

## **Reading week, no class October 8, 11**

## **Week 6 (October 15, 18)**

### **October 15, 18: Interest Groups, Policy Communities continued**

Readings:

George Hoberg and Jeffrey Phillips, "Playing Defence: Early Responses to Conflict Expansion in the Oil Sands Policy Subsystem," *Canadian Journal of Political Science* vol. 44, no. 3 (2011) 507-527.

Anna Burrowes and Rachel Laforest, "Advocates Anonymous: A Study of Advocacy Coalitions in Ontario." In Nick J. Mulé and Gloria C. DeSantis (eds.) *The Shifting Terrain: Non-Profit Advocacy in Canada* (Montréal: McGill-Queen's University Press, 2017), 63-81.

## **Week 7 (October 22, 25)**

### **October 22, 25: Citizen Consultation**

Readings:

Rachel Laforest and Susan Phillips, "Citizen Engagement: Rewiring the Policy Process," in Michael Orisini and Miriam Smith (eds.) *Critical Policy Studies* (Vancouver: UBC Press, 2007), 67-90.

Nancy Bouchard, "The Dark side of public participation: Participative processes that legitimize elected officials' values." *Canadian Public Administration* 59:4 (2016), 516-537.

Notes: **Midterm article review due October 25**

**Week 8 (October 29, November 1)**

**October 29, November 1: Courts**

Readings:

Miriam Smith, *A Civil Society*, ch. 5 ("Arenas of Influence: Courts")

Daniel Voth, "Her Majesty's Justice Be Done: Métis Legal Mobilization and the Pitfalls to Indigenous Political Movement Building," *Canadian Journal of Political Science* 49:2 (2016), 243-266.

**Week 9 (November 5, 8)**

**November 5, 8: Multiculturalism**

Readings:

Alexandra Dobrowolsky, "Bad versus Big Canada: State Imaginaries of Immigration and Citizenship." *Studies in Political Economy* 98:2 (2017), 197-222.

Yasmeen Abu-Laban, "Rethinking Canadian Citizenship: The Politics of Social Exclusion in the Age of Security and Suppression," in Leah F. Vosko, Valerie Preston and Robert Latham (eds.) *Liberating Temporariness? Migration, Work and Citizenship in an Age of Insecurity* (Montreal: McGill-Queen's University Press, 2014).

**Week 10 (November 12, 15)**

**November 12, 15: Indigenous Peoples and the Canadian Political Order**

Readings:

David R. Newhouse and Yale D. Bélanger. "Beyond the 'Indian Problem': Aboriginal Peoples and the Transformation of Canada," in John C. Courtney and David E. Smith (eds.) *The Oxford Handbook of Canadian Politics* (Toronto: Oxford University Press, 2010)

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) 217-233.



## **Week 11 (November 19, 22)**

### **November 19, 22: Regional and National Pressures**

Readings:

André Lecours, "The Management of Nationalism in Canada and Spain," in Luc Turgeon, Martin Papillon, Jennifer Wallner and Stephen White (eds.) *Comparing Canada: Methods and Perspectives on Canadian Politics* (Vancouver: UBC Press 2014), 50-72.

Julie M. Simmons, "Ontario and Contemporary Intergovernmental Relations: Still a Responsible Partner in Confederation?" in Cheryl Collier and Jonathan Malloy (eds.) *The Politics of Ontario* (Toronto: University of Toronto Press, 2016), ch. 8.

Mireille Paquet, "Living in 'Interesting Times': Immigrants and Contemporary Provincial Citizenship Regimes." In Mireille Paquet, Nora Nagels and Aude-Claire Fourot (eds.) *Citizenship as a Regime: Canadian and International Perspectives* (Montreal: McGill-Queen's University Press, 2018), 118-140.

## **Week 12 (November 26, 29)**

### **November 26: Regional and National Pressures Continued**

Readings:

Notes: **Book review due November 26**

### **November 29: Conclusions**

Readings:

Miriam Smith, *A Civil Society?*, ch. 6 ("Conclusions")

Judith Taylor, "No to Protests, Yes to Festivals: How the Creative Class Organizes in the Social Movement Society," in Howard Ramos and Kathleen Rodgers (eds) *Protest and Politics: The Promise of Social Movement Societies* (Vancouver: UBC Press, 2015), 173-190.

## **Week 13 (December 3)**

### **December 3: Review**

## **Course Policies**

### **Submission of Assignments**

Papers are to be submitted to the appropriate submissions folder on the course's Avenue to Learn page by **5pm** on the due date.

## **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

## **Late Assignments**

Four days grace will be given for late papers, in order to accommodate the common reasons for late submission, including those giving rise to the use of the MSAF. After four days, the assignments will be assessed a penalty of 2 percentage points per day, including each day of a weekend.

## **Absences, Missed Work, Illness**

Students are expected to attend class and tutorial and to complete all class readings. University policies around absences due to illness will be respected. Students should speak with an advisor in their faculty office (e.g. the Faculty of Social Sciences office for students enrolled in Political Science) if they are dealing with complicated health, mental health or life situations that might affect their ability to meet the normal course deadlines.

## **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.

## **Turnitin.com**

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to

submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behavior 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 behavior 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](#).

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 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](mailto: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.

### **Course Modification**

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.