

**POLITICAL SCIENCE 2F03:
POLITICS, POWER AND INFLUENCE IN CANADA
Fall 2019**

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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, and evaluate those claims.

Required Materials and Texts

- Miriam Smith's book. *A Civil Society?*, 2nd 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.

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. Social Movement Organization Study (15%), due October 21
2. Final Essay (35%), due November 25
3. Final Exam (35%)
4. Participation (10%)
5. Tutorial Tool Completion (5%)

Course Evaluation – Details

Social Movement Organization Study (15%), due October 21

Students will choose a social movement in Canada and identify two social movement organizations within that movement. They will then track how those organizations participate or not in the federal election campaign taking place ahead of the October 21st vote. Do these organizations try to put pressure on the parties? Do they mobilize their members? Do they indicate preferences in terms of the parties? A fuller description of this assignment and related expectations is found on the course's Avenue to Learn page.

Students may work in groups up to two for this assignment, but may only form groups with students within their tutorial group. Students working in a group assume all risks related to the functioning of their group. For instance, if a group member fails to do their share of the work, the professor will make no accommodation for the group member who did their share.

Final Essay (35%), due November 25

Students will choose a social movement in Canada and write an essay describing and analyzing the political strategies used by that movement. In most cases, it will make sense to use the same movement as for the earlier social movement organization study. A fuller description of this assignment and related expectations is found on the course's Avenue to Learn page. The expected length of this paper is 10-12 pages. In cases where a group prepares the paper, the length should be 12-14 pages.

Students may work in groups of up to two for this assignment, but may only form groups with students within their tutorial group. Students working in a group assume all risks related to the functioning of their group. For instance, if a group member fails to do their share of the work, the professor will make no accommodation for the group member who did their share.

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 16 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.

Tutorial Tool Completion (5%)

In order to work on meeting the course objective related to extracting meaning from readings, one reading each week will be identified for closer treatment. Students are expected to complete the tutorial tool and submit it to the Dropbox on Avenue by 8am on the day of their tutorial. Students may work in groups up to two for this assignment, but may only form groups with students within their tutorial group. Please see the tutorial tool document on Avenue for the tool and the list of chosen readings. The first week for this assignment is the week of September 16.

Weekly Course Schedule and Required Readings

Week 1 (September 3)

Introduction to the Course

Week 2 (September 10)

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

Readings:

Miriam Smith, *A Civil Society*, chapter 1

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

Week 3 (September 17)

September 17: Social movement-state interactions

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.

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.

Mario Levesque, “Vulnerable Populations and the Permanent Campaign: Disability Organizations as Policy Entrepreneurs,” in Thierry Giasson, Alex Marland and Anna

Esselment (eds) *Permanent Campaigning in Canada* (Vancouver: UBC Press, 2017), 278-297.

Note: Tutorials start September 16. Please submit your first tutorial tool assignment ahead of your first tutorial

Week 4 (September 24)

September 24: Political Parties and Elections

Readings:

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

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.

Fenwick McKelvey and Jill Piebiak, “Does the Difference Compute? Data-Driven Campaigning in Canada,” in Mireille Lalancette, Vincent Raynauld and Erin Crandall (eds) *What’s Trending in Canadian Politics* (Vancouver: UBC Press, 2019).

Week 5 (October 1)

October 1, Political Parties and Social Movements

Readings:

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.

Elise Maiolino, “Words and Deeds: Social Movement Actors’ Assessments of Allied Politicians,” in Angelia Wagner and Joanna Everitt (eds) *Gendered Mediation: Identity and Image Making in Canadian Politics* (Vancouver: UBC Press, 2019).

Week 6 (October 8)

October 8, 18: 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 15

Week 7 (October 22)

October 22: 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.

Notes: **Midterm assignment due October 21**

Week 8 (October 29)

October 29: 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.

Week 9 (November 5)

November 5: Legal Mobilization and 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.

Rachael Johnstone, "Canadian Abortion Policy and the Limitations of Litigation," in Emmett Macfarlane (ed.) *Policy Change, Courts and the Canadian Constitution* (Toronto: University of Toronto Press, 2018), 336-355.

Week 10 (November 12)

November 12, 15: Multiculturalism and Ethnocultural Diversity

Readings:

Malinda Smith, "Diversity in Theory and Practice: Dividends, Downsides and Dead-Ends." in Janine Brodie (ed.) *Contemporary Inequalities and Social Justice in Canada* (Toronto: University of Toronto Press, 2018). 43-66.

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 11 (November 19)

November 19, 22: Indigenous Peoples and the Canadian Political Order

Readings:

Hayden King, "Treaty Making and Breaking in Settler Colonial Canada," in Janine Brodie (ed.) *Contemporary Inequalities and Social Justice in Canada* (Toronto: University of Toronto Press, 2018), 107-123.

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 12 (November 26)

November 26: Regional and National Pressures

Readings:

Jane Jenson and Mireille Paquet, "Canada's Changing Citizenship Regime Through the Lens of Immigration and Integration," in Elizabeth Goodyear-Grant, Richard Johnston, Will Kymlicka and John Myles (eds) *Federalism and the Welfare State in a Multicultural World* (Montreal: McGill-Queen's University Press, 2019), 175-200.

Peter Graefe, "Corporatization and Federal-Provincial Relations," in Jamie Brownlee, Chris Hurl and Kevin Walby (eds.) *Corporatizing Canada: Making Business Out of Public Service* (Toronto: Between the Lines, 2018), 141-153.

Notes: **Final Paper due November 25**

Week 13 (December 3)

December 3: Conclusions and Review

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.

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:

MARK	GRADE
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](#).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests

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. 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.