

POLITICS, POWER AND INFLUENCE IN CANADA
POLSCI 2F03
Fall 2022

Instructor: Geoffrey Cameron
Email: camerg3@mcmaster.ca
Lecture: Wednesday, 7:00 – 9:00pm
Room: ABB 102

Office: KTH 513
Office Hours: Tuesdays, 12:00pm –
2:00pm

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview.....	4
Course Evaluation – Details.....	4
Lecture and Tutorial Attendance (10%).....	4
Tutorial Participation (10%).....	4
Advocacy Group Study (15%), due October 5 th	4
Research Paper (30%), due November 30 th	4
Final Exam (35%).....	5
Weekly Course Schedule and Required Readings	5
Week 1 (September 7).....	5
PART 1: MODES OF COLLECTIVE ACTION	5
Week 2 (September 14).....	5
Week 3 (September 21).....	5
Week 4 (September 28).....	6
Week 5 (October 5)	6
Week 6 (October 12)	6
Week 7 (October 19)	6
Week 8 (October 26).....	7
PART 2: GROUPS AND POLITICAL INFLUENCE.....	7
Week 9 (November 2).....	7
Week 10 (November 9).....	7
Week 11 (November 16).....	7

Week 12 (November 23).....	8
Week 13 (November 30).....	8
Week 14 (December 7).....	8
Course Policies	9
Submission of Assignments.....	9
Grades.....	9
Late Assignments	9
Absences, Missed Work, Illness	9
Courses With An On-Line Element.....	9
Online Proctoring.....	10
Authenticity / Plagiarism Detection	10
Copyright and Recording	10
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	10
Academic Integrity Statement.....	11
Conduct Expectations.....	11
Academic Accommodation of Students with Disabilities.....	11
Faculty of Social Sciences E-mail Communication Policy	12
Course Modification.....	12
Extreme Circumstances.....	12

Course Description

In Canada's democracy, how do citizens express their voice in political discourse? While voting is a core element of democratic government, people also seek out representation through organized groups and social movements that mediate between society and political processes. These organized groups represent values and interests across a range of policy domains, and they adopt various strategies to translate their views into law and policy. Beyond such interest groups, the Canadian political landscape also includes groups of people connected by a shared identity – such as religion, ethnicity, or gender – which can also find expression in social and political mobilization that exerts pressure on government decision-making. Social movements have provided another mechanism of political participation by citizens seeking social and economic change.

In this course, we will advance our understanding of how citizens participate in political life in ways that are often outside of direct engagement with elections and parties. The questions at the centre of this course are:

- How do citizens mobilize and participate in collective political action?
- How have interest groups, solidary groups and social movements shaped the structure and policy outcomes of political institutions?
- What are the mechanisms by which groups and movements influence law and policy?

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 modes of collective action and explain the factors affecting their relative success in achieving policy influence;
- Articulate a conception of democratic participation and representation that extends beyond voting and party politics.

Required Materials and Texts

- James Bickerton and Alain-G. Gagnon, eds. *Canadian Politics 7th Ed.* Toronto: UTP, 2020. (On sale at the campus store. Note that this is also the required text for POLSCI 2D03)
- Other course materials are available on Avenue to Learn.

Class Format

The lectures for this course will synthesize the week's readings and situate them in relation to the overarching themes of the course. Many readings also provide further examples and illustrations of the content of the lectures. Tutorials are focused on small

group discussion of the course content, and they are opportunities to develop capabilities to extract the core arguments of course readings. Avenue to Learn will be used to share course content and submit assignments.

Course Evaluation – Overview

1. Lecture Attendance – 10%
2. Tutorial Participation – 10%
3. Advocacy Group Study – 15%, Due October 5th
4. Research Paper – 30%, Due November 30th
5. Final Exam – 35%

Course Evaluation – Details

Lecture and Tutorial Attendance (10%)

Your attendance in class for lectures and tutorials is important both for your learning, and for the learning of your classmates. You may have two unexcused absences without any penalty (you may miss two lectures and two tutorials). After that, you will lose 5% of your attendance mark for each absence. Attendance will be taken at the beginning of each lecture and tutorial.

Tutorial Participation (10%)

This quality of your tutorials depends in significant part on the participation of every student. You will not be graded the quantity of your contributions to discussion, as it is expected that every student will actively contribute. However, each student will be graded at the end of the course according to the quality of contributions over the entire course. I regard high quality contributions to be regular, timely, concise, on topic, and oriented towards promoting collective understanding of the course content.

Advocacy Group Study (15%), due October 5th

Choose an organization that is registered with the Commissioner of Lobbying (<https://lobbycanada.gc.ca>). I suggest that you choose an established organization that is doing work of personal interest to you. This will also help you to sustain your interest in the organization throughout this assignment and the one to follow. Write a brief description and analysis of the organization and its activities (1000-1200 words). This must be written in paragraph format, and not as a questionnaire. It should respond to the following questions:

- What is the mandate of the organization?
- Who does it represent?
- What is its resource base (Where does it get its funding)?
- What policy issues does it promote?

Research Paper (30%), due November 30th

Building on your earlier study, carry out a more in-depth research project that describes and analyzes the development and engagement of this group in political activity aimed

at exerting influence on law and policy. Your paper should answer the following questions:

- How did the group initially develop? What are its historical roots?
- What political strategies does it employ to advance its advocacy agenda?
- How is it connected to policy networks or policy communities?
- How does it engage with some of the political arenas we discuss in the course (i.e. bureaucracy, parties and elections, courts, media)?
- How would you evaluate its effectiveness with translating its issue agenda into law or policy?

Final Exam (35%)

The final examination will be scheduled by the Registrar during the final examination period. The first part of the exam will be multiple choice, primarily focused on content delivered during lecture. The second part will involve short answers that will require you to draw upon knowledge you have gained throughout the course.

Weekly Course Schedule and Required Readings

Week 1 (September 7)

September 7 – Representation and Authority in Canada

Readings:

- Grace Skogstad, "Who Governs? Who Should Govern?: Political Authority and Legitimacy in Canada in the Twenty-First Century," *Canadian Journal of Political Science* 36:5, 2003, 955-973.

PART 1: MODES OF COLLECTIVE ACTION

Week 2 (September 14)

September 14 – Conceptualizing Groups in Canadian Politics

Readings:

- Paul Pross, "Groups and Politics," in *Group Politics and Public Policy*, 2nd ed. Toronto: OUP, 1992: 1-16.
- Miriam Smith, "Historical Trajectories of Influence in Canadian Politics," in *A Civil Society? Collective Actors in Canadian Public Life*, 1st ed. Toronto: UTP, 2005: 47-80.

Week 3 (September 21)

September 21 – Advocacy Groups

Readings:

- Lisa Young and Joanna Everitt, *Advocacy Groups*. Vancouver: UBC, 2004, 15-42.

- Éric Montpetit, “Are Interest Groups Useful or Harmful? Take Two,” *Canadian Politics*, 6th ed., James Bickerton and Alain-G. Gagnon, eds., Toronto: UTP, 2014, 329-348.

Week 4 (September 28)

September 28 – Business Groups

Readings:

- Peter Clancy, “Business Interests and Civil Society in Canada,” *Group Politics and Social Movements in Canada*, Miriam Smith ed. Toronto: UTP, 2014, 5-31.
- Michael M. Atkinson and William D. Coleman, “Industry Structure, Business Dominance, and Industrial Policy,” *The State, Business, and Industrial Change in Canada*, Toronto: University of Toronto Press, 1989, 40-52 (N.B. Focus on the second half of the chapter)

Week 5 (October 5)

October 5 – Social Movements

Readings:

- Michael Orsini, “Of Pots and Pans and Radical Handmaids: Social Movements and Civil Society,” *Canadian Politics*, 7th ed. Toronto: UTP, 2020, 373-395.
- Jacquetta Newman, “Acting in and on History: The Canadian Women’s Movement,” *Canadian Politics*, 7th ed. Toronto: UTP, 2020, 397-419.

Notes: **Advocacy Group Study Due**

Week 6 (October 12)

October 12 – Mid-term recess, No Class

Week 7 (October 19)

October 19 – Indigenous Groups

Readings:

- Naiomi Walqwan Metallic, “The Relationship between Canada and Indigenous Peoples: Where Are We?” *Canadian Politics*, 7th ed. Toronto: UTP, 2020, 423-441.
- Michael Morden, “Right and Resistance: Norms, Interests and Indigenous Direct Action in Canada.” *Ethnopolitics* 14, no. 3 (May 27, 2015): 256–76.

Week 8 (October 26)

October 26 – Solidary Groups

Readings:

- Will Kymlicka, "Citizenship, Communities, and Identity in Canada," *Canadian Politics*, 7th ed. Toronto: UTP, 2020, 327-348.
- John Biles and Humera Ibrahim, "Religion and Public Policy: Immigration, Citizenship, and Multiculturalism – Guess Who's Coming to Dinner," *Religion and Ethnicity in Canada*, eds. Paul Bramadat and David Seljak, Toronto: UTP, 2009, 154-177.

PART 2: GROUPS AND POLITICAL INFLUENCE

Week 9 (November 2)

November 2 – Theorizing Influence

Readings:

- Andrew McFarland, "Neopluralism," *Annual Review of Political Science*, 10(1) 2007, 45–66.
- Michael Howlett and Sarah Giest, "The policy-making process," *Routledge Handbook of Public Policy*, Eduardo Araral, et al. eds. London: Taylor & Francis Group, 2012.

Week 10 (November 9)

November 9 – Bureaucracy and Policy Communities

Readings:

- Michael Atkinson and William Coleman, "Policy Networks, Policy Communities and the Problems of Governance," *Governance*, 5 (1992): 154-180.
- Grace Skogstad, "Policy Networks and Policy Communities: Conceptualizing State-Societal Relationships in the Policy Process," in *The Comparative Turn in Canadian Political Science*, ed. Linda White, Toronto: UTP, 2008, 206-220.

Week 11 (November 16)

November 16 – Political Parties and Elections

Readings:

- Miriam Smith, "Arenas of Influence: Parliament, Parties, and Elections," *A Civil Society? Collective Actors in Canadian Public Life*, 2nd ed. Toronto: UTP, 2018: 71-102.
- Charlotte Yates and Amanda Coles, "Party On or Party's Over?: Organized Labour and Canadian Politics," *Group Politics and Social Movements in Canada*, Miriam Smith, ed. Toronto: UTP, 2014, 33-52.

Week 12 (November 23)

November 23 – Courts and the Charter

Readings:

- Gregory Hein, "Interest Group Litigation and Canadian Democracy," *Choices* vol. 6(2) 2000, 3-30.
- Ian Brodie, "Interest Group Litigation and the Embedded State: Canada's Court Challenges Program" *Canadian Journal of Political Science* vol. 34(2) 2001, 357- 76.

Week 13 (November 30)

November 30 – Media and Public Opinion

Readings:

- Alex Marland, "Media and Strategic Communication in Canadian Politics," *Canadian Politics*, 7th ed. Toronto: UTP, 2020, 307-323.
- Darin Barney, "Publics without Politics: Surplus Publicity as Depoliticization," *Publicity and the Canadian State*, ed. Kirsten Kozolanka, Toronto: UTP, 2014, 70-86.

Notes: **Research Paper Due**

Week 14 (December 7)

December 7 – Conclusion and Review

Course Policies

Submission of Assignments

All assignments must be submitted in either MS Word or PDF format via Avenue to Learn before the beginning of lecture 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

Late assignments will be accepted without penalty for three days after the due date. From that point forward, late assignments will receive a penalty of 2 percentage points a day. Extensions will be considered if they are requested in person ahead of time.

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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 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.

Academic Integrity Statement

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.