

BROCK UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

GRADUATE SEMINAR IN CANADIAN GOVERNMENT AND POLITICS
POLI 5P82

Fall 2017

Instructor: Dr. Livianna S. Tossutti

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Seminar Time and Location: Fridays 1200-1500, MCD 403

Course Description

The course adopts a thematic approach to understanding some of the most important political realities of Canada from a domestic and comparative perspective. Weekly readings cover influential works on political culture, the impact of institutional arrangements on law, policy and political behaviour, challenges to current institutional arrangements, conventional and personalized modes of democratic engagement, and key policy debates related to Canada's place in the world. Topics include:

- Canada's Political Culture in a Comparative Context
- Political Leadership: institutions and personalities
- The Courts, Law and Policy
- Indigenous Peoples, the Municipalities and Multilevel Governance
- Reforming Canadian Democracy
- Political Parties, Campaigns and Voters
- Changing Norms of Citizenship and Modes of Democratic Engagement
- Responses to International Migration: Canada in a Comparative Context
- The Canada-U.S. Relationship

Learning Objectives/Outcomes

Through weekly readings, seminar discussions and assignments, students will acquire an understanding of leading scholarship on the government and politics of Canada, and engage in a critical evaluation of research findings and methodologies. All course evaluation components are designed to develop the student's ability to apply their knowledge and clearly communicate their arguments and conclusions, orally and in writing. The process of gathering, analyzing and communicating information, while adhering to academic policies and course deadlines, develops the student's professional capacity and autonomy.

Readings

All required readings are on reserve in the library. The link to the SAKAI site for this course is: <https://lms.brocku.ca/portal/site/5c29bb35-a84c-4a11-8b3a-d610c905cb18>.

Evaluation Components and Due Dates

Reading Assignment #1: 20% (Friday, October 27, in class)
Research Paper: 35% (Friday, November 24, in class)
Reading Assignment #2: 20% (Monday, December 11 at 4pm)
Seminar Participation: 25%

Date for Withdrawal Without Academic Penalty: The date for withdrawal without academic penalty is November 6, 2017. Students will be informed of at least 15 percent of their final grade one week before November 6, 2017.

Seminars

Students should arrive in class with prepared notes on the weekly readings, and a copy of a news item related to the weekly discussion topic. At the beginning of the class, each student will be asked to explain how the news item relates to the assigned readings for that week. Afterwards, the instructor will lead a discussion of the readings and the broader literature on the topic. During this round, students should be prepared to identify and critically assess the authors' main arguments, conclusions and analytical methods.

Participation grades will be awarded on the basis of student performance in three areas: their knowledge of the course readings; the frequency and quality of participation in discussions; their interaction with all course participants. Students who do not participate during a seminar will be assigned a grade of "0" for that seminar. Absences without a valid excuse (medical or personal emergency) will be assigned a grade of "0". Students are encouraged to approach the instructor at any time during the term to receive updates on their participation grades.

Reading Assignments

Two written assignments are based on your knowledge of the authors' arguments, conclusions and analytical methods, and your evaluation of the readings' contribution to your understanding of Canadian politics. Each assignment is approximately 8-10 double-spaced pages in length. Students must submit each assignment to the turnitin.com plagiarism detection service. Students using this service should enter the course number (16171001) and course enrollment key (Cangrad). Students may opt out of a turnitin.com submission with the prior approval of the instructor. Approval of an opt-out is contingent upon evidence of personal research. Students who have received permission to opt-out of the turnitin.com service should submit their essays and supporting materials directly to Professor Tossutti or to the drop box beside the Political Science Office (Plaza 328).

Research Paper

Students must write a research paper of approximately 18-20 typed, double-spaced pages on some aspect of Canadian government and politics, ideally one that is related to their Major Research Paper project. The paper should include a brief review of the relevant literature and a working hypothesis/thesis statement. All topics must be approved by the instructor by Friday, October 27. Five percent will be deducted from papers on topics that are not approved by that date. The Research Paper is due Friday, November 24, in class. Students must submit their research papers to the turnitin.com plagiarism detection service.

Assignment Submission and Late Penalty Policy: Late assignments received by the instructor or deposited in the Political Science department essay boxes after the due date and time will be penalized **five** percent per day from Monday through Friday, and **10 percent** from Friday 4:00 p.m. to Monday 8:30 a.m. No assignment will be accepted one week after the due date.

An extension of the due date will be granted only in circumstances that are beyond the student's control, such as health problems, a death in the family, or personal emergencies, that are supported by a medical certificate or other appropriate documentation. Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

An essay is considered received when the **original** hard copy of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. (ALL ESSAYS MUST INCLUDE A TITLE PAGE WITH THE FOLLOWING INFORMATION CLEARLY MARKED: STUDENT NUMBER, INSTRUCTOR'S NAME, COURSE NAME and NUMBER). Having an essay date-stamped by security, or the library, or anyone else does **not** constitute receipt of the essay by the Political Science Department.

Policy on Returning Marked Assignments

Marked assignments will normally be returned during class meetings. Students who are not in class to receive their essays can obtain them in three ways:

- directly from the instructor during his/her office hours, and/or
- directly from the instructor on specific days and at specific times announced in class or posted on his/her office door.
- after the term has ended students should contact their instructor for specific instructions for collecting their papers.
- **Note:** Essays that are not picked up within a year after the end of term will be shredded.

Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights."

Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

Mental Health Support Services:

Confidential Personal Counselling on Campus

- To make an appointment to see a counsellor call 905-688-5550 extension 4750 during regular
- office hours (8:30 - 12:00, 1:00 - 4:30) or visit the Student Development Centre (ST400)
- during office hours.
- <https://brocku.ca/personal-counselling>

Student Justice Centre

A space safe on campus that provides listening, support, and referral services. Services are available Monday through Friday 9:00-5:00 (TH252A) by appointment or drop in.

www.brocksjc.ca

I.M. Well App

The I.M. Well app aims to address the stigma surrounding mental wellness by connecting students to the appropriate services on campus and within the community. This is an educational tool that covers a wide variety of topics such as anxiety, depression, transition and addiction. This app also offers a 24/7 live chat with mental health professionals.

<https://play.google.com/store/apps/details?id=com.eapexpert.iamwell&hl=en>

<https://itunes.apple.com/ca/app/im-well/id1150435727?mt=8>

SEMINAR SCHEDULE AND READINGS

September 8 – Introduction

September 15 – Canada’s Political Culture in a Comparative Context

Brooks, Stephen. 2014. Imagining Each Other. In David Thomas and David Biette, eds., *Canada and the United States: Differences that Count*, 4th ed. 23-45. Toronto: University of Toronto Press.

Dalton, Russell. 2016. An Undivided Continent: Reexamining the Political Culture of Canadians and Americans. <http://www.socsci.uci.edu/~rdalton/archive/canada2016.pdf>

Nevitte, Neil. 2014. The decline of deference revisited: evidence after twenty-five years. In Russell J. Dalton and Christian Welzel, eds., *The Civic Culture Transformed: from allegiant to assertive citizens*, 35-58. New York, NY: Cambridge University Press.

Nevitte, Neil and Stephen White. 2012. Citizen Expectations and Democratic Performance: The Sources and Consequences of Democratic Deficits from the Bottom Up. In Patti Tamara Lenard and Richard Simeon, eds., *Imperfect Democracies: The Democratic Deficit in Canada and the United States*, 51-75. Vancouver and Toronto: UBC Press.

September 22 – No class

September 29 – Political Leadership: institutions and personalities

Bateman, Thomas M. 2014. Prime Ministers and Presidents: Institutional Differences and Political Convergence. In David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences that Count*, 116-141. Toronto: University of Toronto Press.

Doern, G. Bruce and Christopher Stoney. 2016. The Trudeau Liberals in Power. In G. Bruce Doern and Christopher Stoney, eds., *How Ottawa Spends 2016-2017: the Trudeau Liberals in Power*, 1-29. Ottawa: Carleton School of Public Policy and Management. <https://carleton.ca/sppa/wp-content/uploads/How-Ottawa-Spends-2016-2017.pdf>

Ibbitson, John. 2015. *Stephen Harper*, 252-274 and 345-358. New York: Signal/McClelland & Stewart.

White, Graham. 2012. The “Centre” of the Democratic Deficit. Power & Influence in Canadian Political Executives. In *Imperfect Democracies*, 226-247.

October 6 – The Courts, Law and Policy

Butler, Martha and Marlisa Tiedemann. 2015. *Carter v. Canada: The Supreme Court of Canada's Decision on Assisted Dying*. Ottawa: Library of Parliament.
<https://lop.parl.ca/content/lop/ResearchPublications/2015-47-e.pdf>

Petter, Andrew. 2009. Legalise This: The Chartering of Canadian Politics. In James P. Kelly and Christopher Manfredi, *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms*, eds. 33-49. Vancouver: UBC Press.

Russell, Peter. 2009. The Charter and Canadian Democracy. In *Contested Constitutionalism: Reflections on the Canadian Charter of Rights and Freedoms*, 287-306.

Smith, Miriam. 2014. Identity and Opportunity: The Lesbian, Gay, Bisexual and Transgender Movement. In Miriam Smith, ed., *Group Politics and Social Movements*, 2nd edition, 179-200. Toronto: University of Toronto Press.

October 13 – Thanksgiving Reading Break- no seminar

October 20 - Indigenous Peoples, the Municipalities and Multilevel Governance

Coates, Ken. 2013. Rebuilding Canada: Reflections on Indigenous Peoples and the Restructuring of Government. In Martin Papillon and Andre Juneau, eds., *Canada: the State of the Federation 2013, Aboriginal Multilevel Governance*, 27-42. Montreal and Kingston: McGill-Queen's University Press.

Coté, André and Michael Fenn. 2014. *Provincial-Municipal Relations in Ontario: Approaching an Inflection Point*. Toronto: Institute on Municipal Finance and Governance Papers, University of Toronto.
http://munkschool.utoronto.ca/imfg/uploads/275/1560_imfg_no_17_online_full_colour.pdf

Papillon, Martin. 2013. Introduction: The Promises and Pitfalls of Aboriginal Multilevel Governance. In Martin Papillon and Andre Juneau, eds., *Canada: the State of the Federation 2013*, 3-26.

Slayton, Phillip. 2015. Introduction and Chapter 1. *Mayors Gone Bad*. Viking Press.

October 27 – Reforming Canadian Democracy

Barnes, Andre, Dara Lithwick & Erin Virgint. 2016. *Electoral Systems and Electoral Reform in Canada and Elsewhere: An Overview*. Ottawa: Library of Parliament.
<https://lop.parl.ca/Content/LOP/ResearchPublications/2016-06-e.html?cat=government>

Katz, Richard. 2004. Problems in Electoral Reform: Why the Decision to Change Electoral Systems is Not Simple. In Henry Milner, eds., *Steps Toward Making Every Vote Count: electoral system reform in Canada and its Provinces*, 85-115. Peterborough, ON: Broadview Press.

Raj, Althia. 2017. Fears of Alt-Right, Divisive Referendum Behind Liberal Electoral Reform Reversal: Insiders. *HuffPost*. http://www.huffingtonpost.ca/2017/02/03/liberals-electoral-reform-alt-right-fears_n_14603884.html

Stewart, Kennedy. 2017. Empowering the Backbench: the Story of Electronic Petitions. In Stewart, Kennedy, Michael Chong and Scott Simms, eds., *Turning Parliament Inside Out: Practical Ideas for Reforming Canada's Democracy*, 58-79. Madeira Park, BC: Douglas and McIntyre Ltd.

November 3 - Political Parties, Campaigns and Voters

Amyot, Grant. 2017. The Waning of Political Parties? In Alain-G. Gagnon and A. Brian Tanguay, *Canadian Parties in Transition*, 4th edition, 84-106. Toronto: University of Toronto Press.

Delacourt, Susan. 2016. Ready. *Shopping for Votes: How Politicians Choose Us and We Choose Them*, 293-334. Madeira Park, BC: Douglas & McIntyre Inc.

Marland, Alex and Thierry Giasson. 2016. From Brokerage to Boutique Politics: Political Marketing and the Changing Nature of Party Politics in Canada. In *Canadian Parties in Transition*, 4th ed., 343-363.

Pammett, Jon H. and Lawrence LeDuc. 2016. The Fall of the Harper Dynasty. In Jon Pammett and Christopher Dornan, eds. *The Canadian Federal Election of 2015*, 357-380. Toronto: University of Toronto Press.

November 10 - Changing Norms of Citizenship and Modes of Democratic Engagement

Coates, Ken. 2015. *#Idle No More and the Remaking of Canada*, 1-20, 163-194. Regina, SK: University of Regina Press.

Lafrance, X. and Alan Sears. 2016. Infrastructure of Dissent: The Case of the Quebec Student Movement. In *A World To Win: contemporary social movements and counter-hegemony*, edited by William K. Carroll and Kanchan Sarker, 159-175. Winnipeg: ARP Books.

Milner, Henry. 2016. Participation, Mobilization, and the Political Engagement of the Internet Generation, 409-431. In *Canadian Parties in Transition*, fourth edition.

Stolle, Dietlind, Marc Hooghe and Michele Micheletti. 2005. Politics in the Supermarket: Political Consumerism as a Form of Political Participation. *International Political Science Review* 26(3): 245-269.

November 17 – Guest Speaker

November 24- Global Migration: Canada in a Comparative Context

Akbari, Ather and Martha MacDonald. 2014. Immigration Policy in Australia, Canada, New Zealand, and the United States: An Overview of Recent Trends. *International Migration Review* 48(3): 801-822. https://journals-scholarsportal-info.proxy.library.brocku.ca/pdf/01979183/v48i0003/801_ipiacnsaort.xml

Bloemraad, Irene. 2012. *Understanding “Canadian Exceptionalism” in Immigration and Pluralism Policy*. Washington, DC: Transatlantic Council on Migration, Migration Policy Institute. <http://www.migrationpolicy.org/research/TCM-canadian-exceptionalism>

Wilkinson, Lori and Joe Garcea. April 2017. *The Economic Integration of Refugees in Canada: a mixed record?* Washington, DC: Transatlantic Council on Migration, Migration Policy Institute. <http://www.migrationpolicy.org/research/economic-integration-refugees-canada-mixed-record>

Woroby, Tamara. 2015. Immigration Reform in Canada and the United States: How Dramatic, How Different? *American Review of Canadian Studies* 45(4): 430-450.

December 1 – Canada-U.S. Relations

Biette, David N. and Alexandra Kushner. 2014. Reflections on Foreign Policies, Defence Budgets, Borders, and the Current State of the Partnership, 386-407. In *Canada and the United States: Differences that Count*.

Geoffrey Hale and Stephen Blank. 2010. North American Economic Integration and Comparative Responses to Globalization—Overview. In Geoffrey Hale and Monica Gattinger, eds., *Borders and Bridges: Canada's Policy Relations in North America*, 21-40. Toronto: Oxford University Press.

Tay, Jonathon. October/November. 2017. Trudeau's Trump Bump: how a smaller America gives Canada Room to Grow. *Foreign Affairs*. <https://www.foreignaffairs.com/articles/canada/2017-08-15/trudeaus-trump-bump>

STATEMENT OF ACADEMIC INTEGRITY

Please read and sign the following statement, and submit this sheet with your paper. Your paper will not be graded until you have submitted this form.

I, the undersigned, confirm that I understand that all the following constitutes academic misconduct according to Brock University's policy on academic misconduct, which in turn is consistent with general academic practice:

- Quoting someone's words without using quotation marks
- Quoting someone's words without acknowledging the source
- Citing someone else's ideas in my own words but without citing the source
- Using someone else's organization of ideas
- Allowing someone else the opportunity to borrow material from my paper (e.g., by letting them have access to my paper when they are writing their own paper)
- Writing the paper for another student, or doing some of the work for them (such as, but not limited to, reading the articles for them and providing them with notes on the articles)
- Allowing someone else (or paying someone else) to write part or all of my paper, or do some of the work for me. The exceptions to this are that it is acceptable to allow someone to type the paper for me or make editorial comment on it. However, if someone types the paper for me, or if I incorporate an editorial suggestion, and there are errors in the typing or the suggestion was misguided, I take full responsibility for those errors.
- Submitting this work to another course without both instructors' permission.

I confirm that I have not done any of the above forms of academic misconduct.

Name (please print): _____

Signature: _____

Date: _____