

PSCI 6001F
Political Process in Canada II
Tuesday 8:35 - 11:25 a.m.
Please confirm location on Carleton Central

Instructor:	Professor Conrad Winn
Office:	B676 Loeb
Office Telephone:	613-520-2600 ext. 1195
Office hours:	Monday 07:30-08:30 a.m., 14:30-17:30 p.m.; Tuesday 17:30-18:30 p.m. by appointment. Other times also available by appointment.
Normal communication:	All normal communication should be by email to cwinn@connect.carleton.ca . Response within one business day.
Urgent communication:	cjwinn@telus.blackberry.net – to book a meeting to be held over the phone or in person for urgent medical/personal matters or to change an appointment. In urgent situations, the phone should be used as a supplement with messages to be left only on the cell phone: cell 613-293-66297.
Email-requirements:	Student email must be from a Carleton email account and must have the following subject heading: “PSCI [course number], [your name as it appears on university records], [purpose, e.g. to discuss a paper or submit a paper].”

Information Other Than Weekly Topics

Course Objectives—The General Task of Defining the Field

Like other key field-overview courses in graduate programs, this one has the goal of reflecting the state of the sub-discipline, Canadian Government and Politics. The course has the mandate of focusing on political institutions as opposed to politics and society.

The goals and mandate of the course face six main challenges. First, there are often gaps in the field. To provide one example, individual decades may have passed without much research on Parliamentary institutions in general or individual sub-sub-fields such as the roles of MPs, Senators, Parliamentary Committees, partisan staff, non-partisan staff, and non-partisan Parliamentary institutions.

Secondly, the profession lacks a consensus about what the core material should be. The inchoate evidence is that the content of core courses in the Canadian subfield

Political Process in Canada II, Professor Winn, Autumn, 2010

can vary from university to university and from year to year when the instructor changes.

Thirdly, there may be some disjunction between what a subdiscipline's researchers are doing and what the sub-discipline should be doing or what researchers in the field have done traditionally.

Fourthly, the study of political institutions has not benefitted from the kinds of left and right ideological perspectives or debates that have injected spirit and insight into research on politics and society. The main exception to this may be research on the courts.

Fifthly, field courses are often ahistorical. Yet, sometimes even the most brilliant, current writing depends on classical writing that we no longer read and whose existence may have slipped from consciousness.

Sixthly, the literature in the field is too field-focused for its own good, not recognizing that the comparison of Canada and one or more other countries can often shed more light on Canada than the study of Canada alone.

Course Objectives—The Specific Task of Defining the Field in Fall, 2010

The autumn, 2010 course seeks to define the field in a way that draws strength from the syllabus of the Carleton precursor to this course and from the syllabi of corresponding courses in other major graduate programs.

Because of the importance of the course syllabus for helping to define the Canadian Politics subfield, students in the course will be invited to help define the field and its literature as a significant course task, as detailed below under "Analytic Reports."

Texts

None.

Evaluation at a Glance

- Class Discussion.....25%
- Term assignments: three analytic reports.....3 x 25% = 75% OR
- Two analytic reports plus one research report as detailed below: 3 x 25% = 75%.

Evaluation Details

Class Discussion. Graduate seminars depend for their success on students who are well prepared, engaged, and willing to actively share the fruits of their reading, thinking, and perspectives. Students are expected to be familiar with and able to converse in some depth about a significant number of readings each week.

Each seminar will begin with a careful review of the previous week's seminar. At least one seminar participant will be invited to lead the review, distilling major

Political Process in Canada II, Professor Winn, Autumn, 2010

conclusions, areas of disagreement, and areas of opportunity. Seminar participants will be expected to comment and assess any analytic report(s) provided in a given week.

Analytic Reports. Students are required to prepare thoughtful assessments of a week's readings for three different weeks, subject to the optional exception detailed below in "Option for Analytic Report Exception". Approximately 15 pp in length, the term assignments are to address the following questions:

- o What are and what should be the main issues in the topic of the week;
- o How well did the assigned readings address these issues and which did so especially well;
- o Which of the assigned readings, if any, do not truly qualify for a core course reading list and why;
- o Which unassigned readings ought to be added, and why;
- o Are there classic readings (e.g. at least a generation old, possibly much older) that ought to be included and why; and
- o Are there cross-national studies on the topic that are pertinent to Canada and why.

Option for Analytic Report Exception. Instead of 3 analytic reports as described above, a course participant may submit 2 analytic reports and 1 research report. On any relevant topic, the research report of approximately 15 pp should consist of a review of literature relevant to a research topic or findings from an empirical study not otherwise prepared for another course. A substitute for one of the three analytic reports, the research report shall be worth 25%. It shall be distributed to all course participants the Friday preceding the course topic most relevant to the research report topic.

Writing Style. Any conventional Anglo-American spelling or essay style is acceptable except that all references should be complete, including page numbers, and appear in footnotes and in no other form (e.g. no endnotes).

Term Paper Submission. Following the schedules described above, term assignments must be submitted electronically to cwinn@connect.carleton.ca and electronically or in person subject to agreement with other class participants by end of the Friday preceding the Tuesday assigned to the topic. Grades for late assignments shall be reduced by 5% plus 5% per day.

Reaching Professor Winn

Consulting times are by appointment and normally in consulting hours. Students are encouraged to use email (cwinn@connect.carleton.ca) to discuss brief topics, send writing for comment, seek feedback, book an appointment, or request a telephone conversation. Emails requesting a conversation by phone should list the student's full name, phone number, and time periods when the instructor's return phone call might

work. Barring technical difficulties, email messages are normally returned within a business day.

Weekly topics and readings

1. Introduction and Canadian Political Science (Sept. 14)

Tasks: General discussion of course structure and participants' roles and contributions.

Readings:

Peter Aucoin, "Political Science and Democratic Governance," *CJPS*, Vol. 29, #4, December 1996.

Linda A. White *et al*, *Comparative Turn in Canadian Political Science* (Vancouver: UBC, 2009) *passim*, especially Eric Montpetit, "A Quantitative Analysis of the Comparative Turn in Canadian Political Science," Alan Cairns, "Are We on the Right Track?" and Keith Banting, "Canada as Counternarrative: Multiculturalism, Recognition and Redistribution," and Rodney Haddow, "How Can Comparative Political Economy Explain Variable Change? Lessons for, and from, Canada."

Bernard Grofman, "Seven Durable Axes of Cleavage in Political Science," in Kristen Monroe (ed.), *Contemporary Empirical Political Theory*, (Berkeley: University of California Press, 1997, pp. 73-86).

Tom Pocklington, "The Place of Political Science in Canadian Universities," *CJPS*, Vol. 31, #4, December 1998.

Francois Rocher, "The End of the 'Two Solitudes'? The Presence (or Absence) of the Work of French-speaking Scholars in Canadian Politics," *CJPS*, Vol. 40, #4, December 2007.

Margaret Somerville, "Facing up to the Dangers of the Intolerant University," *Academic Matters* (May, 2009)

http://www.academicmatters.ca/current_issue.article.gk?catalog_item_id=2528&category=featured_articles

Rothman, Stanley, S, Robert Lichter, and Neil Nevitte, 2005, "Politics and Professional Advancement among College Faculty," *The Forum* 3(1).

2. Canadian Political Science Continued and Institutionalism (Sept. 21)

A. Lecours, ed., *New Institutionalism: Theory and Analysis* (University of Toronto Press, 2006), especially Andre Lecours, "New Institutionalism: Issues and Questions" and Miriam Smith, "Institutionalism in the Study of Canadian Politics: The English Canadian Tradition", and Linda Cardinal, "New Institutionalism and Political Science in Quebec."

3. House of Commons (Sept. 28)

David E. Smith, *The Peoples House of Commons: Theories of Democracy in Contention* (University of Toronto Press: Toronto, 2007)

C.E.S. Franks, *The Parliament of Canada* (Toronto: University of Toronto Press, 1987)

C.E.S. Franks, "The Problem of Debate and Question Period" in John C. Courtney, eds., *The Canadian House of Commons* (1985).

Peter H. Russell and Lorne Sossin, eds., *Parliamentary Democracy in Crisis* (University of Toronto Press, 2009), especially "Introduction: Parliament in an Age of Reform," C. E. S. Franks, "To Prorogue or Not to Prorogue: Did the Governor-General Make the Right Decision," Lorne Sossin and Adam Dodek, "When Silence Isn't Golden," Jennifer Smith, "Parliamentary Democracy vs. Faux Populist Democracy," and David Cameron, "Ultimately, the System Worked."

David Docherty, *Mr. Smith Goes to Ottawa: Life in the House of Commons* (Vancouver: University of British Columbia Press, 1997).

John Stilborn, "Officers of Parliament" in Bruce Doern, ed., *How Ottawa Spends* (McGill-Queen's, 2010).

4. Senate and Governor-General (October 5)

Serge Joyal, ed., *Protecting Canadian Democracy. The Senate You Never Knew* (2003), especially C.E.S. Franks, "The Canadian Senate in Modern Times".

David E. Smith, *The Canadian Senate in Comparative Perspective* (Toronto: UTP, 2003).

Colin Campbell, *The Canadian Senate: a Lobby Within* (Toronto: Macmillan, 1978).

Brian Slattery, "Why the Governor General Matters" in Peter H. Russell and Lorne Sossin, eds., *Parliamentary Democracy in Crisis* (University of Toronto Press, 2009)

5. Cabinet and Executive (Week of Oct. 12)

William G. Howell, "Executives – the American Presidency," in R.A.W. Rhodes, et al. (eds.), *The Oxford Handbook of Political Institutions*, (New York: Oxford University Press, 2006), pp. 303 -322.

Graham White, *Cabinets and First Ministers* (Vancouver: University of British Columbia Press, 2005).

Matthew Kerby, "Worth the Wait: Determinants of Minister Appointments in Canada, 1935-2008, *CJPS*, Vol. 42, #3, Sept. 2009.

Donald J. Savoie, *Court Government and the Collapse of Accountability* (University of Toronto, 2008)

Sharon Sutherland, "Responsible Government and Ministerial Responsibility," *CJPS*, 1991, #1.

6. Federalism (Week of Oct. 19)

White, *Comparative Turn*, especially Martin Papillon, "Is the Secret to Have a Good Dentist? Canadian Contributions to the Study of Federalism in Divided Societies," Thomas O. Hueglin, "Working around the American Model: Canadian Federalism and the European Union," and Jennifer Wallner, "Empirical Evidence and Pragmatic Explanations: Canada's Contributions to Comparative Federalism.'

Alan C. Cairns, "The Governments and Societies of Canadian Federalism," *CJPS*, 1977, no. 4. <http://www.jstor.org/stable/3230452>

Garth Stevenson, "Federalism and the Political Economy of the Canadian State" in L. Panitch, ed., *The Canadian State* (Toronto: University of Toronto Press, 1977).

Alain-G. Gagnon and Raffaele Iacovino, *Federalism, Citizenship and Quebec*. Toronto: University of Toronto Press, 2007, Chapter Three ("The Federal Principle in Canada."). Gregory Tardi, "A Nutshell Reminder of the Evolution of Canada's Territories" in Christopher Dunn, ed. *Provinces: Canadian Provincial Politics* (Broadview: 2006).

7. Federalism Continued (Week of Oct. 26)

Peter Russell, *Constitutional Odyssey: Can Canadians Become a Sovereign People* (Toronto: University of Toronto Press, 2004), *passim*.

Herman Bakvis and Grace Skogstad, eds., *Canadian Federalism: Performance, Effectiveness and Legitimacy*. Second Edition. (Toronto: Oxford University Press, 2007), Part 1.

Alan Cairns, "The Living Canadian Constitution" in D.E. Williams, ed., *Constitution, Government and Society in Canada: Selected Essays by Alan C. Cairns* (McClelland and Stewart, 1988).

Francois Rocher and Miriam Smith, "The Four Dimensions of Canadian Federalism" in Rocher and Smith, eds., *New Trends in Canadian Federalism (Second Edition)* (Broadview: 2003)

Alan Cairns, "The Judicial Committee and Its Critics" *Canadian Journal of Political Science* IV:3 (September 1971) <http://www.jstor.org/stable/3231357>

8. Courts (Week of Nov. 2)

Kate Malleson and Peter Russell, eds., *Appointing Judges in an Age of Judicial Power* (University of Toronto Press, 2006)

Political Process in Canada II, Professor Winn, Autumn, 2010

C.L. Ostberg *et al*, "Ideological Consistency and Attitudinal Conflict: A Comparative Analysis of the U.S. and Canadian Supreme Courts," *Comparative Political Studies* (June 1, 2009), 42: 763-792

Christopher P. Manfredi, "The Use of United States Decisions by the Supreme Court of Canada Under the Charter of Rights and Freedoms," *CJPS* (1990), 23:499-518.

Rainer Knopff and F.L. Morton, *The Charter Revolution and the Court Party* (Broadview Press, 2000)

Miriam Smith, "Partisanship as Political Science: A Reply to Rainer Knopff," *CJPS* (2002) 35, 43-48.

Robert I. Martin, *The Most Dangerous Branch* (McGill-Queen's, 2003)

9. Public Sector Management, Interests, and the Location of Power (Week of Nov. 9)

Donald Savoie, *Governing from the Centre: The Concentration of Power in Canadian Politics* (University of Toronto Press, 1999) vs. Donald Savoie, *Power-Where Is It* (McGill-Queen's, 2010)

Edward Tufte, *Political Control of the Economy* (Princeton UP, 1978), passage showing effect of U.S. cycle on Canadian election timing.

David A Good, *The Politics of Public Money* (University of Toronto, 2007)

Grace Skogstad, "Policy Networks and Policy Communities: Conceptualizing State-Societal Relationships in the Policy Process" in White, *Comparative Turn*.

Chris Eichbaum and R. Shaw, "Revisiting Politicization: Political Advisers and Public Servants in Westminster Systems," *Governance*, Vol. 21, #3, 2008.

Miriam Smith, *A civil society?: collective actors in Canadian political life*, (Peterborough: Broadview Press, 2005).

Stuart Soroka and Christopher Wlezien. "Opinion Representation and Policy Feedback: Canada in Comparative Perspective," *CJPS* (2005) 37-3, pp. 531-559.

Lydia Miljan and Barry Cooper, *Hidden Agendas* (Vancouver: UBC Press, 2003).

10. Elections (Week of Nov 16)

André Blais, Elisabeth Gidengil, Neil Nevitte, and Richard Nadeau. 2004. "Where does Turnout Decline Come From?" *European Journal of Political Research* 43: 221-236.

Mebis Kanji and Keith Archer. 2002. "The Theories of Voting and their Applicability in Canada" in *Citizen Politics: Research and Theory in Canadian Political Behaviour*. eds. Joanna Everitt and Brenda O'Neill (Toronto: Oxford University Press), 160-183.

Elisabeth Gidengil. 1992. "Canada Votes: A Quarter Century of Canadian National Election Studies." *CJPS* 25-2: 219-248.

Political Process in Canada II, Professor Winn, Autumn, 2010

L. Epstein, "The Comparative Study of Canadian Parties" in APSR (March 1964).

Donald E. Stokes, "Spatial Models of Party Competition" (chap. 9) in Angus Campbell et al., *Elections and the Political Order* (1966).

Escott M. Reid, "Canadian Political Parties: a Study of the Economic and Racial Bases of Conservatism and Liberalism in 1930", John Meisel, "Religious Affiliation and Electoral Behaviour: a Case Study", and Leon Kamin, "Ethnic and Party Affiliations of Candidates as Determinants of Voting" in John C. Courtney, ed., *Voting in Canada* (1967).

11. The Electoral System and Parties (Week of Nov. 23)

White, *Comparative Turn*, especially Brian Tanguay, "What's So Bad about Cultivating Our Own Theoretical Gardens? The Study of Political Parties in Canada," James Farney and Renan Levine, "Canadian Voting Behaviour in Comparative Perspective,"

R.K. Carty, "The Politics of Tecumseh Corners: Canadian Political Parties as Franchise Organizations," *CJPS*, December 2002.

Richard Johnston, "Polarized Pluralism in the Canadian Party System," *CJPS*, December 2008.

Matthew Shugart, "Comparative Electoral Systems Research: The Maturation of a Field and New Challenges Ahead" in Michael Gallagher and Paul Mitchell (eds.), *The Politics of Electoral Systems*. Oxford: Oxford University Press, 2008. pp. 25-57

Reg Whitaker, "The Government Party" in Ken Carty, ed., *The Canadian Political Party Systems*.

Andre Siegfried, "Party Politics in Canada" in Ken Carty, ed., *Canadian Political Party Systems* (1992).

11. First Nations (Week of Nov. 30)

Royal Commission on Aboriginal Peoples, "People to People, Nation to Nation," Russell, *Essential Readings*, pp. 54-60.

Alan C. Cairns, *Citizens Plus: Aboriginal Peoples and the Canadian State* (Vancouver: UBC Press, 2000).

Thomas Flanagan et al., *Beyond the Indian Act: Restoring Aboriginal Property Rights* (McGill-Queen's UP, 2010).

Frances Abele et al, *Northern Exposure: Peoples, Powers and Prospects in Canada's North* (IRPP, 2010).

Calvin Helin, *The Economic Dependency Trap* (Vancouver: Orca, 2010).

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15 2010 for December examinations and March 11 2011 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

Political Process in Canada II, Professor Winn, Autumn, 2010

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2

Political Process in Canada II, Professor Winn, Autumn, 2010

70-72	B-	7	50-52	D-	1
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Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.