

Carleton University
Department of Political Science
<https://carleton.ca/polisci>
Fall 2020

PSCI 3004: Political Parties and Elections in Canada

Time: Fridays, 2:35pm until 5:25pm (EST)

Location: Remote and Online

Instructor: Rob Currie-Wood

Online Office hours: Tuesdays, 3:00pm – 5:00pm (EST)

E-mail: robcurriewood@cunet.carleton.ca

Course objectives

“Canada, more than any other country, has been defined by its politicians, its political parties, and its patterns of party competition” (Carty, Cross, and Young, 2000: 14). Parties are integral to Canadian democracy: they develop policy, organize public opinion, structure voting behaviour, recruit candidates, mobilize voters, organize government, and, some argue, foster a sense of national identity. At the same time, however, parties are constantly viewed as unrepresentative of, and unresponsive to, the electorate.

This course introduces students to the academic study of political parties and elections in Canada. What are political parties? Why are elections conducted? How can elections be conducted freely and fairly when parties (once in office) control the rules of the game? This course addresses these questions while covering the following themes: the origins and evolutions of political parties in Canada; theories of democratic participation and representation; and, the relationship between political parties, civil society, and the state. In addressing these themes, this course is designed to accomplish the following learning objectives:

1. Develop a strong comprehension of parties as multidimensional organizations;
2. Understand the role of parties and the electoral process in Canada;
3. Situate contemporary patterns of intraparty democracy and interparty competition in historical context;
4. Critically evaluate political parties and elections as venues for democratic participation and representation;
5. Apply knowledge learned in the course to practical scenarios (academic and vocational).

Course Format

This is a blended course, involving both synchronous (live, real-time classes) and asynchronous (online modules, not live or in real-time) components. Students are required to attend all 8 remotely scheduled classes (i.e., synchronous). Each remotely scheduled class consists of a lecture, group discussion, and student presentations. These classes will take place on Big Blue Button. Students should [familiarize themselves with this online learning tool](#). In other weeks, students are required to complete 4 online modules (i.e., asynchronous). The 4 online modules consist of brief

introductory remarks, readings, videos, and quiz. Students may complete the online modules anytime during the week beginning from the date they are scheduled.

Given the anticipated high volume of emails, I will respond to student emails on Tuesdays and Thursdays from 1pm until 2pm. Please keep this in mind when you email me with questions. For instance, if you need your question answered for Friday, you must ensure you email me before Thursday 1 pm (EST). Substantive questions about course material or requirements are best addressed during office hours. It is strongly recommended that questions about assignments are asked 7 days before the respective due date.

Students are required to **communicate using their Carleton emails**. I will not respond to any inquiry that does not come from a Carleton email address.

Course Requirements

Group Presentation	15%
Term Paper Proposal (Sept. 25)	10%
Term Paper (Nov. 27)	35%
Quizzes (throughout the term)	20%
Final exam (TBD)	20%
Total	100%

Group presentation (15%): Each synchronous week, 2 groups (each consisting of 5 or 6 students) will present campaign plans for historically significant party leaders. Students will sign up for one of the campaign teams with assigned presentation dates on a first-come, first-served basis immediately after the first lecture. Campaign teams will have no more than 20 minutes to present their plan to the class. After each presentation, campaign teams will respond to brief questions from students and the instructor. Each campaign team is required to submit a summary of their presentation to the instructor before their presentation (this can happen at the beginning of class). Detailed instructions will be posted on cuLearn before the first scheduled class. Group presentations will be evaluated based on historical accuracy, feasibility, persuasiveness, and structure of the presentation. Presentation grades are assigned to the group. The instructor reserves the right to adjust individual grades should issues arise.

Term Paper Proposal (10%): Students are required to submit an outline of their independent research essay (see below). Proposals should range from 750 to 1,000 words. Essay proposals must identify the one research question that will be answered in the term paper, contains no less than 3 peer-reviewed sources that engage with the research question (examples of peer-reviewed sources can be found [here](#)), and outline the tentative argument, hypothesis, or thesis statement. Proposals must be written in full sentences and follow a standard academic style guide. Proposals will be predominantly evaluated based on the extent to which each of these criteria is satisfied. Excellent proposals will demonstrate a strong grasp of the peer-reviewed research cited, whereas weak proposals will not engage with the sources at all. Term paper proposals are by 11:59 pm (EST) on September 25.

Term Paper (35%): Students are required to write a research-based term paper on one of four topics assigned by the instructor. The term paper topics will be posted to cuLearn after the first lecture. Term papers must be approximately 3,000 words in length and based on research conducted independently by each student. Students must follow a standard academic style guide. The Carleton Library offers some examples [here](#). Term papers will be evaluated based on the clarity of the thesis statement, the logical consistency of supporting arguments, the validity and reliability of evidence, and clarity (i.e., structure, spelling, and grammar). A complete grading rubric will be posted to cuLearn after the first lecture. Term papers are due by 11:59 pm (EST) on Friday, November 27.

Quizzes (20%): Students are required to complete a short quiz after completing each of the 4 online course modules (5% per module). The course grade for quizzes will be the average of each student's three highest quiz scores (the lowest quiz grade will be dropped).

Final Exam (20%): Students are required to write a final exam upon completion of this course. The final exam is open book (i.e., students may use their notes, readings, and any of the lecture materials). The exam will pose three questions that address the themes of the course. Students must answer one of these questions in an essay format within a 24-hour window. Please check the Carleton University exam schedule for more details.

Late penalties: Assignments that are not submitted by the due date will receive a late penalty of 5% per day for a maximum of 7 days. Assignments that are not submitted within 7 days after the due date will not be accepted and will receive an automatic grade of 0%. Students who fail to submit one or more of the written or oral components listed under the course requirements, including quizzes, will automatically receive a maximum final grade of 49%. Reasonable accommodations will be made for students who proactively raise potential issues with the instructor 7 days before the respective due date.

Final Grades

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+= 90-100; A= 85-89; A-=80-84;
B+=77-79; B=73-76; B-=70-72;
C+=67-69; C=63-66; C-=60-62;
D+=57-59; D=53-56; D-=50-52;
F= Below 50

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found in the [General Academic Regulations of the University](#).

All final grades are subject to the approval of the Dean.

Required Textbook

Election, ed. Heather MacIvor, Emond Publishing (2009).

The textbook is available at the Carleton Bookstore. Please note that students may find more affordable options from Emond Publishing or online booksellers, such as Amazon.

Class Schedule

Week	Format	Topic	Assignments
1. September 11	Synchronous	Introduction	
2. September 18	Synchronous	The Voting Franchise	
3. September 25	Online Module	Electoral Systems	Essay Proposal Due Quiz
4. October 2	Synchronous	Party Systems	Group Presentations
5. October 9	Synchronous	Political Parties	Group Presentations
6. October 16	Synchronous	Party Members	Group Presentations
7. October 23	Online Module	Personnel Selection	Quiz
October 30		FALL BREAK NO CLASSES	
8. November 6	Synchronous	Party Policy Development	Group Presentations
9. November 13	Online Module	Party Positioning and Party Identification	Quiz
10. November 20	Synchronous	Election Law	Group Presentations
11. November 27	Online Module	Election Campaigns	Essay Due Quiz
12. December 4	Synchronous	Representation	

Notwithstanding this class schedule and class readings (listed below), the instructor maintains the discretion to alter topics and readings if necessary throughout the term.

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for

accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

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;
- 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Students are not permitted to record the audio or video of any online lectures without prior written consent from the instructor.

Class Readings

Week 1 (Sept. 11): Introduction

Required readings:

- MacIvor, Chapter 2.
- van der Eijk, Cees and Mark N. Franklin. 2009. "Why Elections?" *Elections and Voters*. New York: Palgrave MacMillan, (1-26).
- Ware, Alan. 1996. "Introduction." *Political Parties and Party Systems*. Oxford University Press, (1-13).

Week 2 (Sept. 18): The Voting Franchise

Required readings:

- MacIvor, Chapters 5 and 12.
- Courtney, John C. 2004. "Who Can Vote?" *Elections*. UBC Press, (22-44).

Week 3 (Sept. 25): Electoral Systems (ONLINE MODULE)

Required readings:

- MacIvor, Chapter 3.
- Johnston, Richard. 2010. "Political Parties and the Electoral System." In *The Oxford Handbook of Canadian Politics*, eds. John C. Courtney and David E. Smith. Oxford University Press, (208-225).
- Weinstock, Daniel. 2017. "The Complex Normative Landscape of Electoral Systems" In *Should We Change How We Vote?*, eds. Andrew Potter, Daniel Weinstock, and Peter Loewen. McGill-Queen's University Press, (14-22).

Required media:

- CPAC. 2005. "Voting Reform: A Fair Race." <https://www.cpac.ca/en/programs/voting-reform/episodes/90007406/>.

Week 4 (Oct. 2): Party Systems

Required readings:

- Carty, R. K. 2000. "Three Canadian Party Systems: An Interpretation of the Development of National Politics." In *Party Politics in Canada, Eighth Edition*, eds. Hugh Thorburn and Alan Whitehorn. Toronto: Prentice Hall, (16-32).
- Pruyzers, Scott, Anthony Sayers, and Lucas Czarnecki. 2020. "Nationalization and Regionalization in the Canadian Party System, 1867-2015." *Canadian Journal of Political Science* 53, 151-169.

Week 5 (Oct. 9): Political Parties

Required readings:

- Carty, R. Kenneth. 2002. "The Politics of Tecumseh Corners: Canadian Political Parties as Franchise Organizations." *Canadian Journal of Political Science* 35(4): 723-745.
- Meisel, John and Matthew Mendelsohn. 2000. "Meteor? Phoenix? Chameleon? The Decline and Transformation of Party in Canada." In *Party Politics in Canada, Eighth Edition*, eds. Hugh Thorburn and Alan Whitehorn. Toronto: Prentice Hall, (163-178).

Week 6 (Oct. 16): Party Members

Required readings:

- Cross, William and Lisa Young. 2004. "Political Parties as Membership Organizations (chapter 2)." *Political Parties*. UBC Press.
- Cross, William P. 2019. "Descriptive Representation in Local Party Associations and Its Implications for Representation in Parliament: Findings from the Canadian Case." In *Do Parties Still Represent? An Analysis of the Representativeness of Political Parties in Western Democracies*, eds. Knut Heider and Bram Wauters. Routledge.

Week 7 (Oct. 23): Personnel Selection (ONLINE MODULE)

Required readings:

- MacIvor, Chapter 7
- Cross, William P. 2014. "Party Leadership in Canada." In *The Selection of Political Party Leaders in Contemporary Democracies: A Comparative Study*, eds. Jean-Benoit Pilet and William P. Cross. London: Rutledge, (171-188).
- Thomas, Melanee. 2019. "Parties, not voters, to blame for slow rise of women MPs." *Policy Options*, <https://policyoptions.irpp.org/magazines/october-2019/parties-not-voters-to-blame-for-slow-rise-of-women-mps/>.

Required media:

- Raymont, Peter. 1977. *Flora: Scenes from a Convention Floor*. National Film Board of Canada. https://www.nfb.ca/film/flora_scenes_from_a_leadership_convention/.

See next page for Week 8.

Week 8 (Nov. 6): Policy Development

Required readings:

- Cross, William. 2007. "Policy Study and Development in Canada's Political Parties." In *Policy Analysis in Canada: The State of the Art*, eds. Laurent Dobuzinkis, Michael Howlett, and David Laycock. Toronto: University of Toronto Press, (425-442).
- Turcotte, Andre and Eric Grenier. 2020. "Pollsters." In *Inside the Campaign: Managing Elections in Canada*, eds. Alex Marland and Thierry Giasson. Vancouver: UBC Press, (99-108).
- Wesley, Jared and Renze Nauta. 2020. "Party Platform Builders." In *Inside the Campaign: Managing Elections in Canada*, eds. Alex Marland and Thierry Giasson. Vancouver: UBC Press, (123-134).

Week 9 (Nov. 13): Party Positioning and Party Identification (ONLINE MODULE)

Required readings:

- MacIvor, Chapters 13 and 14.
- Carty, R. Kenneth. 2013. "Has Brokerage Politics Ended? Canadian Parties in the New Century." In *Parties, Elections, and the Future of Canadian Politics*, eds. Amanda Bittner and Royce Koop. Vancouver, UBC Press, (10-23).

Required media:

- CBC News. 2019. "Conservative Party brand 'old and traditional,' says survey."
https://www.youtube.com/watch?v=Dsau5ysxyec&feature=emb_logo.

Week 10 (Nov. 20): Election Law

Required readings:

- MacIvor, Chapter 4.
- Small, Tamara. 2014. "Regulating Canadian Elections in the Digital Age: Approaches and Concerns." *Election Law Journal* 8(3): 189-205.
- Young, Lisa. 2017. "Money, Politics, and the Canadian Party System." In *Canadian Parties in Transition, Fourth Edition*, eds. A Brian Tanguay and Alain-G. Gagnon. University of Toronto Press, pages 28-43.

See next page for Week 11.

Week 11 (Nov. 27): Election Campaigns (ONLINE MODULE)

Required readings:

- MacIvor, Chapters 6 and 8.
- Cross, William P., Rob Currie-Wood, and Scott Pruysers. 2020. "Money talks: Decentralized personalization and the sources of campaign funding." *Political Geography* 82: 1-11.

Required media:

- CPAC. 2019. "Vote 2015—Calgary Skyview."
<https://www.cpac.ca/en/programs/campaign-politics/episodes/41195888/>.

Week 12 (Dec. 4): Representation

Required readings:

- Andersson, Cameron and Elizabeth Goodyear-Grant. 2010. "Why are highly informed citizens skeptical of referenda?" *Electoral Studies* 29: 227-238.
- Brodie, Janine and Jane Jenson. 1996. "Piercing the Smokescreen: Stability and Change in Brokerage Politics." In *Canadian Parties in Transition, Second Edition*, eds. A Brian Tanguay and Alain-G. Gagnon. Nelson Canada, (52-72).
- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *Journal of Politics* 61(3): 629-57.