

**Course Outline**  
**PSCI 3006A**

Social Power in Canadian Politics  
2:35PM to 5:25PM Thursdays  
Please confirm location on Carleton Central

**Instructor:** Jennifer Robson  
[jrobson@connect.carleton.ca](mailto:jrobson@connect.carleton.ca)  
613.762.3190

**Office Hours:** Thursdays, 1:15PM-2:15PM or by appointment  
Loeb B646  
(613) 520-2600 x1598 (no voicemail)

**Course Description:**

This course examines the role of social forces in the Canadian political process, including interest groups, social movements, elites and classes.

Of particular interest is a forward-looking perspective that considers, from an interdisciplinary set of readings, how the trends, processes and balances of social power in Canada are shifting and what the implications are for our political and policy-making structures and processes. Students will be invited to think critically about major theories of social power in light of changes to who wields social power, when and where it is used and how social power is generated.

**Objectives:**

- To enhance students' knowledge of key concepts in the study of social power, from a multidisciplinary perspective, with relevance to Canadian politics.
- To enhance students' capacity to critically discuss current trends and discourse related to social power in Canadian politics with a focus on forward-looking analysis. Of particular interest will be the implications of key drivers including demographic change, technological change, wealth distribution, regionalization and globalization.
- To provide students engaging in future learning in Political Science with a foundation for future development and a better understanding of the roles and influences of social actors and processes in the Canadian political arena.

**Texts:**

- Reading list on reserve at MacOdrum Library (mandatory only) and on WebCT (mandatory and suggested)
- Please see weekly schedule for assigned readings. You are expected to come to class having read the assigned readings and prepared to discuss them.
- Please see WebCT for additional resources.

**Evaluation:**

- Course participation: \_\_\_\_\_ 10%

- Evaluation: Attendance (3%); WebCT activity (3%); In class contributions (4%)
- Assignment 1: Group research and presentation 20%
  - Assigned week; marks to be available within 2 weeks of assignment
  - Students will be divided into groups. Each group will be assigned a topic related to a week in the course outline and will be expected to research a relevant reading to add to the class assignment no later than the week prior. The group will inform the rest of the students in class of their additional reading for the following week.
  - During the assigned week, each group will deliver a short presentation (10-20 minutes) providing a synopsis of their selected reading as well as presenting a critical discussion of its relationship within the other topics assigned and suggested for that week.
  - Key questions each group presentation should address:
    - What are the key ideas or arguments from the selected reading?
    - Does the selected reading largely confirm or contradict the major points made by other authors?
    - Does the selected reading provide a new insight or new idea that adds to the discussion?
    - Is there anything in the selected reading that suggested there may be changes underway or imminent in social power dynamics in Canadian politics?
  - Each group will be composed of 5 or 6 students and it is strongly recommended that you divide the work as follows:
    - Subgroup A: Responsible for conducting a short literature review and selecting a good reading. Also responsible for responding to two questions in class from the instructor following the group presentation.
    - Subgroup B: Responsible for presenting the highlights from the reading – not just a summary but highlighting the new and relevant ideas from the reading for the course themes.
    - Subgroup C: Responsible for presenting how the reading compares with other assigned or optional readings.
  - Evaluation: Relevance of reading (5%); Quality of presentation (10%); Collaboration within the group (5%)
- Assignment 2: Essay proposal / outline; due in class October 16 30%
  - Based on their assigned topic from Assignment 1, each individual student will be expected to develop a critical review paper during the term. The first step is to develop a proposal and outline for the final paper.
  - The essay topic must be based on the first assignment and must include at least 4 readings from the course reading list. All students are expected to develop an essay that will compare and contrast issues in the (re) organization of social power by taking their assigned theme and comparing it to another week's theme of their choice. For example, if you are assigned to the group examining changes related to gender (week 11), you may choose to develop your outline and eventual essay to compare with issues related to diversity (week 10) or perhaps examine the relationship between women's social power and

- globalization (week 4). This is an example only!! Be thoughtful but creative in picking your two themes to compare.
- The outline should be 2-4 pages in length and should use the following format:
    - Times New Roman 12pt font -or- Courier New 12pt font
    - Double spacing between lines, regular character spacing; all 1 inch margins
    - Proposed Title: *Give your essay an interesting but clear title*
    - Student name, number and email address
    - Introduction: *In 1 or 2 paragraphs give an overview of your chosen comparison. Why should it be of interest to look at the relationship between these?*
    - Literature review: *In ½ to 1 page, summarize at a very high level what other authors have written about your themes. Do they generally agree? Is there a particular point of debate? What questions do they raise for others to study?*
    - Proposed hypothesis: *In 1 or 2 paragraph describe your hypothesis. It should connect to the existing literature. What position will you take? The more specific you can be about your hypothesis the easier you will find it the rest of the writing.*
    - Proposed paper: *In 1 page or less, give a summary of how you'll be trying to support your hypothesis. What 2 or 3 arguments will you make to show the hypothesis is true? What evidence will you use? What do you expect to conclude from your research?*
    - Proposed bibliography: *List (using CPSA style – see <http://www.cpsa-acsp.ca/pdfs/Editorial%20Style%20Guidelines%202008.pdf>) the main sources you will be citing for your paper. You should aim to have at least 8 good sources, including 4 from the course reading list. Sources may include books, e-books, papers in peer-reviewed journals, papers published in other publications, on-line publications (include the exact URL and date you last accessed the site), podcasts, news media, wikis, blogs, etc.. Give thought to your sources – they will be subject to random checks.*
  - Evaluation: Relevance of topic (5%); Clarity of hypothesis (5%); Cogence of outline (10%); Proposed bibliography (5%); Quality of writing (5%)
  - Marked assignments will be returned in class on October 30.
- Assignment 3: Final paper, due in class November 27 40%
    - Based on an acceptable outline, each student will prepare a final paper that will compare and contrast two topics from the course in greater depth. The outline must be related to the assigned group presentation and, in turn, the final paper must reflect the outline as marked.
    - The aim of the paper is to demonstrate a good knowledge of the literature on the topic, to be able to effectively articulate and defend a particular position by critically reviewing existing literature and drawing on other sources of evidence or argumentation.
    - The final paper should be 15-20 pages in length and should use the following format:
      - Times New Roman 12pt font -or- Courier New 12pt font

- Double spacing between lines, regular character spacing; all 1 inch margins
- Use APA citation style and include a full bibliography for all sources cited.
- Key sections:
  - Title
  - Student name, student number and email
  - Introduction
  - Research question
  - Literature review
  - Discussion
  - Conclusion
  - Bibliography
- If you want a copy of your final paper returned, please include a self-addressed and stamped envelope when you submit your paper. Otherwise they will be available to be picked up (and discussed) during regular office hours on December 11.

**Miscellaneous:**

- All final marks will be submitted using E-Grades as per departmental policy. All assignment marks will be available to students on WebCT generally within 1-2 weeks of the assignment.
- Please check the WebCT site for additional resources related to the course material, changes to the outline, etc...
- Late assignments are subject to a 2% per day penalty. All assignments not submitted in class will be considered late. Assignments will not be accepted at the instructor's office outside office hours, at the departmental office or in electronic format. This is as per departmental policy.
- Office hours and class time are the students' opportunity to raise any questions or concerns regarding any of the assignments and they are expected to use these opportunities to meet their individual needs for advice and assistance.
- Please see the attached sheet for information on academic accommodations for students with special needs.

**Lecture and Reading Schedule:**

Week1

September 4:            Introductions  
                              Course overview and objectives  
                              Defining the "social" in social power  
                              *Begin Assignment #1*

Week2

September 11:        Defining "power"  
                              Key constructs

Review of theory on social power  
Populism  
Neo-populism  
Structuralism  
Social movement theory

Required readings:

1. Pross, P. (1985) *Group Politics and Canadian Public Policy*, Oxford University Press, Toronto. Chapters
2. Brodie, I. (2001) "Interest Group Litigation and the Embedded State", *Canadian Journal of Political Science*, v36:2, pp 357-376.
3. Savoie, D. (1999) Governing from the Centre: The concentration of power in Canadian politics, University of Toronto Press, Toronto. Chapter 11, "Incentives, Constraints and Behavior".

Week 3

September 18:

Emerging social trends and drivers in Canada  
Globalization  
New regionalism  
Civic participation and partisan activity  
Wealth and income distribution  
Diversity  
Gender in education and employment  
Population aging  
Technology and new media

Required readings:

1. Jenson, J. (2004) "Catching up to Reality: Building the case for a new social model", Canadian Policy Research Networks, Ottawa. Available online at: [http://www.cprn.org/documents/26067\\_en.pdf](http://www.cprn.org/documents/26067_en.pdf).
2. Canada. Policy Research Initiative (2007) *Horizons*, v.9(7), December 2007. Available online at: [http://www.policyresearch.gc.ca/doclib/HOR\\_v9n4\\_200712\\_e.pdf](http://www.policyresearch.gc.ca/doclib/HOR_v9n4_200712_e.pdf). Skim the issue but pay attention to the articles by each Beaujot and Antal.
3. Sauvé, R. (2008) "The Current State of Canadian Family Finances: 2007 Report", Vanier Institute of the Family, Ottawa. Available online at: <http://www.vifamily.ca/library/cft/famfin07.pdf>.

*Group 1 assigns reading*

*September 19:*

*Last day to register or make class changes*

Week 4

September 25:

Globalization and social power dynamics

Required readings:

1. Faux, J. (2003) "Corporate control of North America", *American Prospect*, vol. 13(24).
2. Panitch, L. (2002) "Violence as a tool of order and change: The war on terrorism and the anti-globalization movement", *Policy*

*Options*, September 2002, Institute for Research on Public Policy, Montreal. Available online at:  
<http://www.irpp.org/po/archive/sep02/panitch.pdf>.

3. Fletcher, F. and Everett, R. (2004) "The media and Canadian politics in an era of globalization", in M. Whittington and G. Williams eds. *Canadian Politics in the 21<sup>st</sup> Century: 6th Edition*, Nelson Thomson, Canada.
4. Reading from group 1 (TBA)

*Group 1 presentation*

*Group 2 assigns reading*

Week 5

October 2:  
power

Regional power: F/P/T relations, "place-based" policy-making and social

Required readings:

1. Clément, D. (2005) "An Exercise in Futility? Regionalism, State Funding and Ideology as Obstacles to the Formation of a National Social Movement Organization in Canada", *BC Studies*, n146, Summer, pp.63-91.
2. Kitchin, R. and R. Wilton (2003) "Disability activism and the politics of scale", *Canadian Geography*, v.47(2), pp. 97-115.
3. Reading from group 2 (TBA)

*Group 2 presentation*

*Group 3 assigns reading*

Week 6

October 9:

Political parties: Power brokers no more?

Required readings:

1. Carty, K (2006) "The shifting place of political parties in Canadian public life", *Choices*, v.12(4), June 2006. Available online at:  
<http://www.irpp.org/choices/archive/vol12no4.pdf>.
2. Cross, W and L. Young (2006) "Are Canadian political parties empty vessels?", *Choices*, v.12(4), June 2006. Available online at:  
<http://www.irpp.org/choices/archive/vol12no4.pdf>.
3. Dobrowolsky, A (2004) "Political Parties: Teletubby politics, the Third Way and democratic challengers" in M. Whittington and G. Williams eds. *Canadian Politics in the 21<sup>st</sup> Century: 6th Edition*, Nelson Thomson, Canada.
4. Reading from group 3 (TBA)

*Group 3 presentation*

*Group 4 assigns reading*

Week 7

October 16:

Civic participation and power

Required readings:

1. Segal, H. (2002) "The Fragmentation of the Spectrum: The decoupling of political governing instruments from civil society", speech to the Queen's International Institute on Social Policy,

Kingston. Available online at:

<http://www.irpp.org/miscpubs/archive/020819e.pdf>.

2. Statistics Canada (2005) "Caring Canadians, Involved Canadians", Catalogue no: 71-542-XIE. Available online at: <http://www.statcan.ca/english/freepub/71-542-XIE/71-542-XIE2006001.pdf>. Read the Executive Summary and Chapter 3.
3. Public Policy Forum (2008) "Listen, Learn and Act: A new model for public engagement", Government of New Brunswick, Fredericton, April 2008. Available online at [http://www.ppforum.ca/common/assets/publications/en/final%20report%20%20embargoed\\_eng.pdf](http://www.ppforum.ca/common/assets/publications/en/final%20report%20%20embargoed_eng.pdf) . Read pages 9-35.
4. Reading from group 4 (TBA)

*Group 4 presentation*

*Group 5 assigns reading*

*\*\*Assignment 2 due in class\*\**

Week 8

October 23:

Corporate power, lobbying and consumer power in politics

Required readings:

1. Sawatsky, J. (1987) *The Insiders: Government, business and the lobbyists*, McClelland and Stewart, Toronto. Chapters 1, 2 and 3.
2. Carroll, W. (2007) "From Canadian Corporate Elite to Transnational Capitalist Class: Transitions in the Organization of Corporate Power", *Canadian Review of Social Anthropology*, v.44(3), pp.265-288.
3. Magnan, A. (2007) "Strange Bedfellows: Contentious coalitions and the politics of GM wheat", *Canadian Review of Social Anthropology*, v.44(3), pp.289-317.
4. Reading from group 5 (TBA)

*Group 5 presentation*

*Group 6 assigns reading*

Week 9

October 30:

Show me the money: Wealth distribution and power

Required readings:

1. Tabb, W. (2006) "The Power of the Rich", *Monthly Review*, v.58(3), pp.6-17.
2. Robson-Haddow, J. and P. Nares (2006) *Wealth and Well-Being, Ownership and Opportunity: New Directions for Social Policy in Canada*, SEDI, Toronto. Available online at <http://www.sedi.org/DataRegV2-unified/sedi-IDA/Assets%20Book%20English%20Version.pdf>. Skim the publication but pay attention to chapters 3 (Robson-Haddow) and 5 (Williams).
3. Reading from group 6 (TBA)

*Group 6 presentation*

*Group 7 assigns reading*

*\*\*Assignment 2 returned in class\*\**

Week 10

November 6:

3M Canada and new power dynamics

Required readings:

1. Liodakis, N. and V. Satzewich (1998) "From Solution to Problem: Multiculturalism and race relations as new social problems" in L. Samuelson and W. Antony eds. *Power and Resistance: Critical issues thinking about Canadian social issues*, Fernwood Publishing, Halifax, pp. 95-114.
2. Stasiulis, D. and Y. Abu-Laban (2004) "Unequal Relations and the Struggle for Equality: Race and Ethnicity in Canadian Politics," in M. Whittington and G. Williams eds., *Canadian Politics in the 21st Century*. Toronto: Thomson/Nelson.
3. Caidi, N. and D. Allard (2005) "Social Inclusion of Newcomers to Canada: An information problem?" *Policy Matters*, December 2005, CERIS, Toronto. Available online at: [http://canada.metropolis.net/pdfs/PolicyMatters23\\_e.pdf](http://canada.metropolis.net/pdfs/PolicyMatters23_e.pdf)
4. Reading assigned by group 7 (TBA)

*Group 7 presentation*

*Group 8 assigns reading*

*\*\*Last day to withdraw from classes\*\**

Week 11

November 13:

Gender: "Third-wave" movements and new possibilities

Required reading:

1. Rankin, L. and J. Vickers (2001) "Women's Movements and State Feminism: Integrating diversity into public policy", Status of Women Canada, Ottawa. Available online at: [http://www.swc-cfc.gc.ca/pubs/pubspr/0662657756/index\\_e.html](http://www.swc-cfc.gc.ca/pubs/pubspr/0662657756/index_e.html).
2. Burt, S. (2004) "Women and Canadian Politics: Taking (some) women's interests into account", in M. Whittington and G. Williams eds. *Canadian Politics in the 21<sup>st</sup> Century: 6th Edition*, Nelson Thomson, Canada.
3. Reading assigned by group 8 (TBA)

*Group 8 presentation*

*Group 9 assigns reading*

Week 12

November 20:

An aging Canada: Raging Grannies and disengaged youth?

Required reading:

1. Stolle, D and Cesi Cruz (2005) "Youth Civic Engagement in Canada: Implications for Public Policy" in Social Capital in Action: Thematic Policy Studies, Policy Research Initiative, Government of Canada, September 2005. Available on-line at: [http://www.policyresearch.gc.ca/doclib/BK\\_SC\\_ThematicStudies\\_200509\\_e.pdf](http://www.policyresearch.gc.ca/doclib/BK_SC_ThematicStudies_200509_e.pdf).

2. Milner, H. (2007) "Political knowledge among young Canadians and Americans" IRPP Working Paper number 2007-01, November 2007, Montreal. Available on-line at: <http://www.irpp.org/wp/archive/wp2007-01.pdf>.
3. Foot, D. (2006) "The boom is fading", reprinted from *The Ottawa Citizen*, October 19, 2006, page A17. Available online at: <http://www.footwork.com/citizen2.pdf>.
4. Reading assigned by group 9 (TBA)

*Group 9 presentation*

*Group 10 assigns reading*

Week 13

November 27:

Technology, media and new forms of social action

Required reading:

1. "Beware grannies on facebook", *The Economist*, April 17 2008. Available online at: [http://www.economist.com/finance/displaystory.cfm?story\\_id=11052935](http://www.economist.com/finance/displaystory.cfm?story_id=11052935).
2. Carroll, W and R. Hackett (2006) "Democratic media activism through the lens of social movement theory", *Media, Culture and Society*, v.28(1), pp.83-104.
3. CBC (2008) "Full Interview: Clay Shirkey on the 'cognitive surplus'", *Spark*, May 2008. Audio file available online at: [http://www.cbc.ca/spark/blog/2008/05/full\\_interview\\_clay\\_shirkey\\_on.html](http://www.cbc.ca/spark/blog/2008/05/full_interview_clay_shirkey_on.html).
4. Reading assigned by group 10 (TBA)

**\*\*Final papers due in class\*\***

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### 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 (9500 University Drive) 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 I receive your letter of accommodation, **no later than 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 7, 2008**, for December examinations, and **March 6, 2009**, 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](http://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 Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

**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.

**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:** Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. 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:** The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your 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](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

