

Political Science , [Faculty of Liberal Arts & Professional Studies](#) , York University  
Fall/Winter 2012-2013 Course Outline  
AP/POLS 6110 6.0: Term Y

## Canadian Core

Class Time: Wednesdays 11:30-2:30 pm      Class Location: Verney Room

Professor:	<b>G. Slowey (F) / B. Cameron (W)</b>
Office:	Slowey: South Ross 665 (Department of Political Science)
Office Hours:	Slowey: Mondays 1:00-2:00 pm or by appt.

## Course Information

### Course Description

This course is designed to prepare PhD students, who have chosen Canadian politics as their major or minor field, to write the Major Field Examination (MFE; aka 'comp') in Canadian Politics. It is also available to other doctoral level candidates simply interested in Canadian politics as it provides an opportunity to review and reflect on key issues and themes in the literature of Canadian Political Science.

### Context

There was a time when the study of Canadian politics was almost entirely about the study of existing political institutions. The texts and research articles of the past were almost exclusively about institutional arrangements. It was thought that all one needed to know in order to understand politics was a knowledge of political history and biography, the rules and practices by which institutions like parliament or political parties are constituted, and the background laws which frame the exercise of power. From this perspective, description was tantamount to explanation; in other words, to describe accurately the constitutive rules and conventions of political and legal institutions was deemed to be sufficient as an explanation of the political world. There was of course a strong normative dimension associated with this view: liberal democracy, and in particular, its parliamentary variant, was the political form ideally suited to a proper civic life, a life in which the public and private were assigned to different spheres of action. Such a normative outlook permitted competing interpretations of the precise institutional mix most conducive to the broad ideals of liberalism, and, at the margins, of the appropriate relationship between the public and private. Hence Tory and liberal might offer rival political histories, policy prescriptions, different

views of institutions and even occasionally engage socialists in political debate, but always within the terms of a discourse defined largely by a commitment to liberal individualism and by the institutions of a parliamentary democracy.

The contemporary study of politics in Canada no longer proceeds with such narrow methodological or ideological constraints. This reflects both the variety of theoretical and methodological currents that came to contend in the study of political science in the latter half of twentieth century and the early years of the twenty-first, and the emergence of a more critical or skeptical political culture in which the maxims of Anglo-American liberalism no longer routinely function as the basic elements of political common sense.

The pedagogic history of Canadian political science reveals much about these changes in theoretical orientations and ideological predispositions. For instance, early institutionalism was supplemented with an indigenous political economy approach associated with Innis and Easterbrook, and with sociological perspectives offered by scholars like Clark and Porter. The late 1950s and 1960s witnessed the incursion of behaviouralism into political science, the effort to make the study of politics scientific on the model of the natural sciences. The 1960s and 1970s also saw a revival of political economy, most notably, of the nationalist and Marxist schools. A counter-tendency to the society-centred theories represented by political sociology and political economy was also discernable by the 1970s and came to be known as neo-institutionalism. Sharing a conviction that “institutions matter,” neo-institutionalists are themselves a highly diverse lot. Together with public choice theorists, the contemporary iteration of post-war behaviourists, the assorted schools of neo-institutionalism have tended to dominate the academic literature in mainstream political science in recent years.

These different theoretical approaches not only operate to frame the way one apprehends the political world, but are themselves implicated in the very political developments they purport to explain. For example, the uneven economic development experienced in Canada has meant that criticisms of political orthodoxies historically have tended to be expressed in the form of regional protest, a fact that has been reflected in both Innsian and much of contemporary nationalist and Marxist political economy. More recently, the active engagement of Canadian political elites in the project of global free trade has been reflected in a pronounced shift amongst students of Canadian political economy to questions of international and comparative political economy.

**Required Texts:**

All readings can be found in the Department of Political Science, Grad Lounge, POLS 6110 drawer of the filing cabinet. They are available for you to copy for your own personal use. Alternatively, each of the journal articles and texts listed can be accessed through the York University library system or found via the internet.

**Course Requirements (1<sup>st</sup> term only)**

Participation:	20%	
First Short Paper	15%	24 October
Second Short Paper	15%	28 November
<b>Total:</b>	<b>50%</b>	

## Course Assignments and Evaluation

### Seminars

A seminar-style format, attendance and participation are a required expectation of successful performance in the course. To facilitate discussion, one student will be responsible for preparing a short, oral presentation of the readings each week to the class (10-12 minutes max) [this presentation and facilitation constitutes 10% of the 20% participation mark]. The presentations are not summaries of the readings but rather reflect on them, make connections where possible and raise analytic questions for discussion. For the seminar to be effective, all participants must have to read all of the week's readings though they may focus on the readings for which they have prime responsibility [weekly active participation and contributions constitutes the other 10% of the participation grade].

### Essays

Students must complete two survey essays each worth 15% of the final grade. Each essay will cover the readings for one of the term's topics. Each essay should be 10-15 pages and critically review, compare and contrast the different readings for that topic. The essays should not go outside the set readings unless you can make a compelling case and they are not research essays. You are free to choose the two topics that interest you most. The best essays will follow a theme or idea or approach through the readings. All papers must be handed in in class. Any papers handed in after class will be considered late. (Please see late penalty policy listed in class policies below).

### Lecture Schedule

WK 1	5-Sept	Course Introduction
WK 2	12-Sept	Approaches to the Study of Canadian Politics
WK 3	19-Sept	Political Culture
WK 4	26-Sept	Political Economy
WK 5	3-Oct	Law and Politics
WK 6	10-Oct	Gender and Public Policy
WK 7	17-Oct	Media and Culture
WK 8	24-Oct	Nationalism
WK 9	31-Oct	NO CLASS – Co Curricular Week
WK 10	7-Nov	Regionalism
WK 11	14-Nov	Immigration and Multiculturalism
WK 12	21-Nov	Indigenous Politics
WK 13	28-Nov	End of Term Wrap Up – Identifying key/common themes

## Course Policies

### Academic Integrity

The university takes very seriously infractions of academic integrity, including plagiarism, impersonation and cheating on exams. York's policies on plagiarism can be found at: [http://www.yorku.ca/tutorial/academic\\_integrity](http://www.yorku.ca/tutorial/academic_integrity). Students who are in doubt as to what constitutes plagiarism in a particular instance should consult with their TA or professor. For additional insight on the issue, see Margaret Proctor's "How Not To Plagiarize," available at <http://www.utoronto.ca/writing/plagsep.html>.

### Late penalty

There is a 0 tolerance for late submissions. However, if work is submitted late, there will be a late penalty of **5%** per day on all late papers (including weekends). All late papers must be dropped off in the drop box for the course located opposite the departmental office (South Ross, 6<sup>th</sup> floor). Papers will **not be accepted via email or fax**. Under no circumstances should papers ever be slid under office doors.

If a student falls ill, they **MUST** contact the instructor as soon as possible to avoid incurring late penalties. Papers simply submitted after the due date with a medical certificate attached are **NOT** acceptable. Consideration for late submission must be obtained from the course instructor.

### Grading

Only the Graduate Program Director (GPD) is able to approve incompletes for coursework. Substantive documentation will be required for the approval of an incomplete and the circumstances must be demonstrably beyond the student's control. Incompletes that do not receive approval will rover over into Fails, and students will have to petition to have these removed from their transcripts.

### Special Needs

Students who encounter extenuating circumstances during the term that may interfere with their successful completion of exams or other course assignments should discuss the matter with their tutorial leader or course instructor as soon as possible. Students with physical, psychiatric or learning disabilities may request reasonable accommodations in teaching style or evaluation methods, as outlined in Appendix A the Senate Policy on Students with Special Needs. They should advise the director at the earliest opportunity, so that appropriate arrangements may be with the assistance of the Office for Persons with Disabilities, the Counseling Development Centre or the Learning Disabilities Program.

## Lecture/Readings Schedule - FALL Term

**WK 1      5-Sept      Course Introduction**

**WK 2      12-Sept      Studying Canadian Politics: Fields and Methods**

1) Bickerton, J. and Alain Gagnon, 1994. "Introduction: The Study of Canadian Politics." in J. Bickerton and A. Gagnon (eds.), *Canadian Politics* 2nd ed. Peterborough: Broadview Press, 9-36.

2) Cairns, A. 1974. "Alternative Styles in the Study of Canadian Politics," *Canadian Journal of Political Science* 7:1 (March), 101-28 plus responses by Ward, Mallory, Van Loon and Whittington, 128-34.

3) Drache, D. and W. Clement. 1985. "Introduction: The Coming of Age of Canadian Political Economy," in Drache and Clement, (eds.) *The New Practical Guide to Canadian Political Economy*. Toronto: James Lorimer & Company, ix-xxiv.

4) Pal, Leslie, 1994. "From Society to State: Evolving Approaches to the Study of Politics," in J. Bickerton and A. Gagnon (eds.), *Canadian Politics* 2nd ed. Peterborough: Broadview Press, 39-53.

5) Simeon, R. 1976. "Studying Public Policy," *Canadian Journal of Political Science* 9:4 (Dec), 548-580.

6) Smith, M. 2005. "Institutionalism in the Study of Canadian Politics: The English-Canadian Tradition," in Andre Lecours (ed.), *New Institutionalism: Theory and Analysis*. Toronto: University of Toronto Press, 101-127.

7) Vipond, R. 2008. "Introduction: The Comparative Turn in Canadian Political Science," in White et al. (eds.), *The Comparative Turn in Canadian Political Science*. Vancouver: UBC Press.

### Further Reading:

- Smiley, D. 1974. "Must Canadian Political Science be a Miniature Replica?" *Canadian Journal of Political Science* 9:1 (February), 31-42.
- Rocher, F. 2007. "The End of 'Two Solitudes'? The presence (or Absence) of the Work of French-speaking Scholars in Canadian Politics," *Canadian Journal of Political Science* 40:4 (December), 833-857.

**WK 3 19-Sept Canadian Political Culture**

- 1) Stewart, I. 2002. "Vanishing Points: Three Paradoxes of Political Culture Research," in J. Everitt and B. O'Neill (eds) *Citizen Politics: Research and Theory in Canadian Political Behaviour* Toronto, Oxford. 21-39
- 2) Bazowski, R. "Political Ideologies in Canada: What's Left? What's Right?" *Canadian Politics 4<sup>th</sup> ed.*. Peterborough: Broadview, 2005.
- 3) Nevitte, N. 1996. *The Decline of Deference*. Peterborough: Broadview. 1-73.
- 4) Horowitz, Gad. 1968. "Conservatism, Liberalism and Socialism in Canada: an Interpretation." *Canadian Labour in Politics*. Toronto: University of Toronto Press. 3-57.
- 5) Lipset, S. M. 1990. *Continental Divide: the Values and Institutions of the United States and Canada*. New York: Routledge. Chapters 1,2.
- 6) Wiseman, N. 2007. *In Search of Canadian Political Culture*. Vancouver: UBC Press. Introduction. Chapter 4. Conclusion (whole book recommended – available on google books).
- 7) Henderson, A. 2007. *Nunavut: Rethinking Political Culture*. Vancouver: UBC Press. Chapters 1, 3, 10. (google books).

**Week 4: 26-Sept Political Economy - Bruce Smardon**

- 1) C. Berger, *The Writing of Canadian History*, (Toronto: University of Toronto Press, 1986), Chapter 4 on Harold Innis. On reserve in the Scott library.
- 2) Brenden Haley, "From Staples Trap to Carbon Trap: Canada's Peculiar Form of Carbon Lock-In", *Studies in Political Economy*, Vol. 88, (2011).
- 3) Jerome Klassen, "Canada and the New Imperialism: The Economics of a Secondary Power", *Studies in Political Economy*, Vol. 83, (2009).
- 4) Bruce Smardon, "Shifting Terrains of Accumulation: Canadian Industry in Three Eras of Development", *Studies in Political Economy*, Vol. 87, (2011).
- 5) W. Clement
- 6) H. Innis

**Week 5: 3-Oct Law and Politics- Jacqueline Krikorian**

1) Russell, Peter H. "The Politics of Law." Windsor Yearbook Access to Justice, vol 11 (1998), 127-191.

2) Whittington, Keith E., R. Daniel Kelemen, and Gregory A. Caldeira. "Chapter 1: The Study of Law and Politics." In Keith E. Whittington, R. Daniel Kelemen, and Gregory A. Caldeira, eds. The Oxford

3) Krikorian, Jacqueline. 2012.

**Week 6: 10-Oct Gender and Public Policy – Barb Cameron**

TBA

**Week 7: 17-Oct Media and Culture – Scott Forsyth**

TBA

Potential Reading List includes:

T.Adorno and M.Horkheimer, "The Cultural Industry: Enlightenment as Mass Deception,"

Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction,"

Noam Chomsky, Manufacturing Consent,

Harold Innis, Empire and Communication,

Marshall McLuhan, Understanding Media: The Extensions of Man,

Michael Dorland, (ed.) The Cultural Industries in Canada,

Leslie Regan Shade, (ed.) Mediascapes: new patterns in Canadian Communication,

Chris Gittings, Canadian National Cinema,

Ted Magder, Canada's Hollywood: The Canadian State and Feature Films,

James Doyle, Progressive Heritage: Evolution of a Politically Radical Literary Tradition in Canada,

Malek Khouri, Filming Politics: Communism and the portrayal of the working class at the NFB, 1939-1946,

D.Varga and M.Khouri, (eds.), Working on Screen: Representation of the Working Class in Canadian Cinema

**Week 8: 24-Oct Nationalism**

- Dufour, P. and C. Trainsel. 2008. "Nationalism and Protest: The Sovereignty Movement in Quebec," in M. Smith (ed.), Group Politics and Social Movements in Canada. Peterborough: Broadview Press, 251-276.
- McRoberts, K. 1997. Misconceiving Canada: The Struggle for National Unity. Toronto: Oxford University Press, Chs. 1-4, 7.

- Salée, D. and W. Coleman. 1997. "The Challenge of the Quebec Question: Paradigm, Counter-paradigm, and ...?" in W. Clement (ed.), *Understanding Canada: Building on the New Canadian Political Economy*. Montreal and Kingston: McGill Queen's University Press, 262-85.

Bercuson, D. and Cooper, B. 1991. *Deconfederation: Canada Without Quebec*. Toronto: Key Porter Books. 1-66, 131-176

Simeon, Richard, *Limits to Partnership: Canada-Quebec Relations in a Postsecession Era* (Toronto: C.D. Howe Institute, 1998)

Laforest, G. 1998. "Standing in the Shoes of the Other Partner in the Canadian Union." Gibbins, R. and Laforest, G. *Beyond the Impasse: Toward Reconciliation*. Montreal: Institute for Research on Public Policy. 51-79.

**Week 9: 31-Oct NO CLASS: York Co-Curricular Week**

**Week 10: 7-Nov Regions and Regionalism**

TBA

**Week 10: 14-Nov Immigration and Multiculturalism**

Pierre Elliott Trudeau, Statement on Multiculturalism to the House of Commons October 8, 1971.

Cairns, A. 1993. "The Fragmentation of Canadian Citizenship." Kaplan, W. ed. *Belonging: the Meaning and Future of Canadian Citizenship*. Montreal: McGill-Queen's University Press. 181-220.

Taylor, C. 1994. "The Politics of Recognition." Amy Gutmann ed. *Multiculturalism: Examining the Politics of Recognition*. Princeton: Princeton University Press. 25-74.

Banerji, H. 2000. "Charles Taylor's Politics of Recognition: A Critique." *The Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Gender*. Toronto: Canadian Scholar's Press. 125-150.

Kymlicka, W. 1998. "Multinational Federalism in Canada: Rethinking the Partnership." Gibbins, R. and Laforest, G., eds. *Beyond the Impasse: Toward Reconciliation*. Montreal: Institute for Research on Public Policy. 15-50.

<http://www.irpp.org/po/archive/mar98/kymlicka.pdf>

Stasiulis, D. 1995. "Deep Diversity': Race and Ethnicity in Canadian Politics." M. Whittington and G. Williams eds. *Canadian Politics in the 1990s*, 4<sup>th</sup> Edition. Scarborough: Nelson Canada. 191-217

Abu-Laban, Y. and C. Gabriel. 2002. *Selling Diversity: Immigration, Multiculturalism, Employment Equity and Globalization*. Peterborough, Broadview Press. 11-35, 105-128, 165-179.

**Week 11: 21-Nov Indigenous Politics**

TBA

**Week 12: 28-Nov End of Term Wrap Up**

## Summarizing and discussing the readings

What is the book or reading about? A deceptively simple question that probably has several answers. While there is an obvious answer there is a more complicated answer that needs to be explicated by looking closely at what the author writes about and excludes and how they do it, what evidence they rely on and the underlying assumptions that accompany the doing.

What is the intellectual heritage of the reading? What body of work or ideas does it connect to or flow from? Who are the guiding sources? How do they direct the work? What ideas come from those sources? How are those ideas varied or built upon?

What authors is it in opposition to? Who is specifically mentioned as taking opposite positions to the work? What is lacking or misleading in the positions that other authors take on the same or a similar subject?

What is the theoretical approach?

What causes or explains the actions or inactions or choices of people? Are institutions of government or the structures and forms of accumulation or class or culture or religion or the prevailing narrative or a universal moral position, the sources of the causes of action?

## Evidence

Not all research is equally obsessed with empirical verification. Research that is styled theory, still employs evidence though often of a rather casual, selective and non-systematic sort partly because the method is not explained according to accepted rules.

What evidence is provided to support the argument?

Where does the evidence come from?

How is the evidence selected?

Is the evidence really proof of the point?

Is there readily recallable counter-evidence?

What people or voices or authorities or actions are the sources of evidence?

What people or voices are excluded from the argument? What would they add if they were included? Why are certain voices excluded?