

Political Science 3372f (UWO)
The Politics of Ontario
Course Outline

Prerequisites: Pol. Sci. 230E or 2236E (or permission of department)

Type: Day Course (Essay/Lecture) Sept.8/16 to Dec.1/16

Place: SSC 4255

Time: Thursdays 3.30-5.30pm

Instructor: Dr. Robert F. Jonasson Office: SSC 4141; ext. TBA (please call only during office hours)

Home E-mail address: rjonasso@uwo.ca (please e-mail anytime)

Office Hours: Tuesdays 11.30am-12.30pm

Political Science 3372g is a lecture course. The course topic is the politics of Ontario. The focus will be on Ontario's political history, political culture and political system. As well, we will examine the following policy areas in the Ontario context: health, education, and federalism/globalization. In an increasingly decentralized federal system, Ontario politics is more important than ever to the citizens of Ontario.

COURSE STRUCTURE: There will be weekly lectures on the topics given. Discussion will be encouraged.

GRADE BREAKDOWN: (no final exam)

1/ ESSAY: 12-15 double-spaced page paper due Thursday, October 20/16 in class. The paper must be argumentative in form (you need a thesis statement). *The paper should look at some aspect of Ontario politics. worth 50%* See OWL for essay info sheet.

2/ TEST: There will be an in-class test Thursday, November 10/16 on topics covered up until that point. The test will be essay format (2 out of 5 questions). It will be two hours long. worth 50%

READINGS: There is a formal readings package. This should be purchased from The Bookstore. As well, a set of course notes will be available on Sakai. Finally, there may be some suggestions for Web sites and other books/articles not in the readings package. The readings below are only suggestions; you are encouraged to go beyond them.

Sept.8

- course introduction

Sept. 15– Ontario’s history (brief); Ontario’s political culture:

S. F. Wise. “Ontario’s Political Culture.” In Donald C. MacDonald (ed.) The Government and Politics of Ontario. 3rd Ed. (Nelson, Scarborough, Ont. 1985.) Pgs.159-173.

John Wilson. “The Ontario Political Culture at the End of the Century.” in Sid Noel (ed.) Revolution at Queen’s Park: essays on governing Ontario. (James Lorimer and co., Toronto: 1997.) Pgs.55-73.

S.J.R. Noel. Patrons, clients, brokers. (University of Toronto Press, Toronto: 1990.) Pgs.21-39.

Sept.22

- Ontario’s electoral system:

John L. Hiemstra and Harold J. Jansen. “Getting What You Vote For.” in Mark Charlton and Paul Barker (eds.). Crosscurrents: Contemporary Political Issues. 6th Ed. (Nelson, Scarborough, Ont.: 2009.) Pgs.234-247.

Nelson Wiseman. “Not Knowing What You’ll Get.” in Mark Charlton and Paul Barker (eds.). Crosscurrents: Contemporary Political Issues. 6th Ed. (Nelson, Scarborough, Ont.: 2009.) Pgs.248-259.

www.citizensassembly.gov.on.ca/default.asp

other Net sources/magazines/newspapers

Sept. 29

- political history of Ontario (a): explaining the dominance and fall of the Big Blue Machine:

Rosemary Spiers. Out of the blue: the fall of the Tory dynasty in Ontario. (Macmillan of Canada, Toronto: 1986.) Pgs.104-130.

- political history of Ontario (b): the NDP in power:

Bob Rae. From Protest to Power: personal reflections on a life in politics. (Penguin, Toronto: 1996.) Pgs.193-216.

Randall White. Ontario since 1985. (Eastend books, Toronto: 1998.) Pgs.202-245.

Oct.6

- political history of Ontario (c): the years of the 'Common Sense Revolution' (CSR):

Byron Montgomery. The Common(Non)Sense Revolution. (Mad River Publishing, Creemore, Ont.: 2002.) Pgs.80-113.

Ross McClelland. "1,460 Days of Destruction." in Ruth Cohen (ed.) Alien Invasion. (Insomniac Press, Toronto: 2001.) Pgs.91-111.

Robert J. Williams. "The Ontario Party System and the Common Sense Revolution." in Hugh G. Thornburn and Alan Whitehorn (eds.) Party Politics in Canada 8th Ed. (Prentice-Hall, Toronto: 2001.) Pgs.335-350.

David R. Cameron and Graham White. Cycling into Saigon: The Conservative Transition in Ontario. (UBC Press, Vancouver: 2000.) Pgs.139-160.

Oct.13

- political history of Ontario (d): the McGuinty/Wynne years:

Christopher Dunn (ed.) Provinces: Canadian provincial politics. 2nd Ed. (Broadview Press, Peterborough, Ont.: 2006.) Pgs.145-174.*Not in readings package*

Hugh Mackenzie. Ontario chose change: will the Liberals? (Canadian Centre for Policy Alternatives, Ottawa, Ont.: 2004.)*Not in readings package*

Connor Bays. "The Same but Different: The 2013 Intra-Part Transition in Ontario." Pdf file (on Sakai)

Oct.20

Essay due at start of class

Oct.27 - holiday

Nov.3

- Ontario's public health care system:

Antonia Maioni. "Heath Care." in Herman Bakvis and Grace Skogstad (eds.). Federalism: Performance, Effectiveness and Legitimacy. 2nd Ed. (OxfordUniversity Press, Don Mills, Ont.: 2008.) Pgs.161-181.

Gregory Marchildon. Health Systems in Transition: Canada. (University of Toronto Press, Toronto: 2006.)*Not in readings package*

Carolyn Tuohy. Explaining Social Insurance: Can a dose of Europe Cure Canadian Health Care Finance? (Queen's University, Ont.: 2007.) *Not in readings package*

Brett J. Skinner. Paying more, getting less: Ontario's health premium and sustainable health care. (Fraser Institute, Vancouver: 2004.) *Not in readings package*

Nov.10 – in class test 2 hours (essay)

Nov.17

- primary/secondary education in Ontario (public/separate/private):

Robert T. Dixon. Catholic Education and Politics in Ontario, 1964-2001. Vol.4. (Catholic Education Foundation of Ontario, Toronto: 2003.) Pgs.3-26.

Mark Holmes. "The Reformation of Canada's Schools." in Mark Charlton and Paul Barker (eds.). Crosscurrents: Contemporary Political Issues. 4th Ed. (Nelson, Scarborough, Ont.: 2002.) Pgs.411-417.

Kari Delhi. "Shopping for Schools: The Future of Education in Ontario." in Mark Charlton and Paul Barker (eds.). Crosscurrents: Contemporary Political Issues. 4th Ed. (Nelson, Scarborough, Ont.: 2002.) Pgs.418-424.

Duncan MacLellan. "Faith-Based Schooling and the Politics of Education: A Case Study of Ontario, Canada." Pdf file (on Sakai)

Peggy Sattler. "Education Governance Reform in Ontario: Neoliberalism in Context." Canadian Journal of Educational Administration and Policy. No.128. (Jan.16, 2012.) Pdf file (on Sakai)

Nov. 24

- education con't

Dec. 1

- Ontario's place in the Canadian federation

Thomas J. Courchene. From heartland to North American region state: the social, fiscal, and federal evolution of Ontario. (University of Toronto Press, Toronto: 1998.) Pgs.268-299.

Herman Bakvis and Grace Skogland (eds.) Canadian federalism: performance, effectiveness and legitimacy. 2nd Ed. (OxfordUniversity Press, Don Mills, Ont.: 2008.) *Not in readings package*

Garth Stevenson. Unfulfilled Union: Canadian federalism and national unity. 4th Ed. (McGill-Queen's University Press, 2004.) *Not in readings package*

GENERAL COURSE RULES AND SUGGESTIONS

The following rules are to be taken very seriously. They will be strictly enforced. Every student must be treated fairly; the rules below will ensure that all students will be treated in a just manner. If you follow the rules and suggestions laid out here, you will have a much better chance of doing well in the course. If you break the rules, you will suffer certain consequences.

1/ Do not be disruptive in class. After one warning, you will be asked to leave. Continual behavioural problems may lead to more severe consequences (eg. removal from the course).

2/ Come to class on time.

3/ Ask questions intelligently. The prof will let you know when questions can be asked (i.e. later in the lecture). Do not ask questions for the sake of asking them (i.e. to show 'interest', to 'stick out' etc.). Questions should contribute to the lecture. Questions about course material can usually be answered in this course outline.

4/ All grade values in the course outline are 'set in stone'. There will be no re-weighting or bell-curving. No extra assignments will be given. No items will be omitted from the final grade.

5/ All due dates (eg. essays, assignments, tests, exams) in the course outline are 'set in stone', unless they are moved to a later date by the instructor. Under no condition will due dates be made *earlier* than the dates indicated in the course outline.

6/ Do not assume your past (eg. past grades, experience level, age) is the key to your future performance. Profs assume everyone wishes high grades. Please do not indicate to the prof that you need or expect a certain grade in the course.

7/ All essays must be handed to the instructor in-class on the due date. Once the class is over, the paper is late.

8/ All late papers must be handed to the instructor.

9/ Late Penalty for Essay: 15% flat rate; after 2 weeks late (including weekends), paper gets a zero. Computer breakdown is not an excuse. You must have a backup copy of your paper.

10/ The instructor has never lost a paper and will not accept that as an excuse. If you leave a paper in the drop box, you are advised to email the instructor to ensure that the paper has come into his possession. In other words, YOU are responsible for your paper up to and until the INSTRUCTOR has determined that he is in possession of it. Do not let other students hand in your papers unless you are willing to take the risk that it might not get to its destination.

11/ Emailed papers will only be accepted if you have been given *specific permission* by the instructor that this is acceptable. If you seek such permission you should make the request to

the instructor. This option is only for the most rare and unusual circumstances and is subject to the complete discretion of the instructor.

12/ As indicated in the policy of the dept., there are some legitimate excuses which may allow students to get limited extensions for essays, tests and exams. **ALL EXCUSES MUST BE ACCOMPANIED BY AN OFFICIAL NOTE** (eg. doctor's note) which is shown to Academic Counselling. Dates must be present to indicate the time period the student was affected. **The Instructor must be notified by Academic Counselling within 2 weeks of the missed essay or test. The permission must be produced immediately in the case of the final exam.**

13/ If an extension is warranted, the prof and the student will negotiate a time frame for submission. This time frame cannot be just what the student wants.

14/ I take all marking very seriously and I am unwilling to change a grade unless I have made a real error (eg. marked you down for a statement which is not wrong; marked you down for a grammatical error which is not wrong). Subjective feelings are not a valid basis for an appeal (eg. "I think you are too hard on me"; "I have never had a mark this low"). **All appeals must be put into writing. I may take a day or more to make my decision. Even if you just want to discuss the grade, you must put your concerns into writing. I do not discuss with students about their papers on the day I hand them back.**

15/ If you are a student with a serious concern, whether valid or not, and you are unable to keep up with the course for a long period of time, the prof strongly advises that you drop the course. Students who get too far behind generally do not finish in any case or receive an uncharacteristically low grade. Sometimes unfortunate events occur in our lives; try to persevere, but if you cannot, it is no shame to reduce your course load in certain situations.

16/ If you are absent for any of the graded assignments, you MUST seek accommodation from Academic Counselling in order to be accommodated.

17/ Please do not ask the instructor for final grades (or final exam grades). These must be released by the Registrar's Office first.

18/ I will give students basic references (for jobs, student exchange programs etc.) if their grade is above 75% in a class in which I have taught them (final grade). **For all post-graduate references (law school, grad school, teachers' college etc.) and scholarships, students must have completed at least 2 courses (half or full) with me beyond 1020E and have a grade of 80% or better (as an average in the courses). If students took 1020E with me, they may or may not factor the grade in this class into their average, but they will need 2 more classes (half or full).** However, good character is an important consideration for promotion as well. I do not promote opportunists (eg. those who ask for higher grades without merit) or those with 'entitlement' attitudes. Make sure you give me at least 3 weeks notice for any deadlines and always give me all forms and postage. **I will do a maximum of 4 paper/online references for a student in a term.**

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

http://counselling.ssc.uwo.ca/procedures/having_problems/index.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.