

Political Science 9531¹

Course Title:	Canadian Politics (Core Course)
Day:	Tuesdays
Time:	1pm to 4pm
Location:	TBA

Instructor:	Dr. Christopher Alcantara
Office Hours:	By appointment
Office Location:	TBA
Email:	calcant@uwo.ca
Telephone:	Ext. 85171

Course Description

This course provides an introductory overview of how political scientists study the politics of Canada. Rather than focusing solely on the nuts and bolts of institutions, actors, histories, or events, students will grapple with the main theoretical and methodological approaches used in the literature to analyze Canadian politics. Each week, we will focus on a particular approach and discuss its analytical utility by assessing its underlying assumptions and its empirical applications to a variety of Canadian political phenomena and trends. Class discussion will also focus on identifying some of the main themes that characterize our domestic politics, such as interests, ideas, institutions, identities and money. No prior knowledge of Canadian politics is necessary, although having some knowledge would be helpful.²

Student Learning Objectives

At the end of this course, students should be able to:

- Identify the patterns, puzzles and explanations found in the Canadian politics literature.
- Describe the main approaches used by political scientists to study the politics of Canada;
- Explain the strengths and weaknesses of the different approaches and how they intersect;
- Elaborate on the main characteristics and themes that define our domestic politics.
- Apply the approaches to empirical phenomena or theoretical puzzles in creative ways;
- Identify theoretical, conceptual, and empirical avenues for future research;
- Synthesize and assess information from a variety of academic sources;
- Communicate ideas regarding the nature of Canadian politics to diverse audiences.

PhD-Specific Learning Objectives

In addition to the learning objectives above, PhD students at the end of this course should be able to:

- Situate new social science literature and political trends within the analytical approaches discussed in the course;
- Specify the ontological (e.g. what we know) and epistemological (e.g. how we know) bases of the Canadian politics literature;
- Map out the broad themes and debates in the literature in preparation for the Comprehensive Exam and/or delivering lectures to an undergraduate introductory class on Canadian politics.

Course Materials

¹ Version date: 20 December 2024. This syllabus may be altered at any time up until the first meeting of the class in January. Please make sure you check the website and OWL for new versions of this syllabus prior to that date.

² If you have never taken a course in Canadian Politics before during your undergrad or MA studies, then you should pick up and read any introduction to Canadian Politics textbook as needed.

All readings are available through OWL Brightspace under the “course readings” tab.

Methods of Evaluation for MA Students

Knowledge Mobilization	20%	<u>Due Week 4 before the start of class</u>
Theory Paper	30%	<u>Due Week 8 before the start of class</u>
Oral Exam	20%	<u>Friday March 28 or April 4</u>
Participation	30%	<u>Continuous</u>
Total		100%

Methods of Evaluation for PhD Students

Knowledge Mobilization	10%	<u>Due Week 4 before the start of class</u>
Lecture or Practice Exam	30%	<u>Due March 18 or Week 14</u>
Research Note	30%	<u>Due Week 13 before the start of class</u>
Participation	30%	<u>Continuous</u>
Total		100%

Necessary Condition for Passing this Course

To receive a passing grade in this course, you must attend at **least 10 full classes** beginning in week 2. Failure to attend at least 10 classes will result in an automatic failure in the course regardless of the grades received on the written and oral assignments.

MA Assignments

For the theory papers, please use the formatting (double spaced, headings, etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*. All in-text citations **MUST INCLUDE PAGE NUMBERS** for all materials quoted, paraphrased, or summarized. These guidelines are available online at <https://www.cambridge.org/core/services/aop-file-manager/file/575aba2ed9d085462c71cf30/Instructions-for-Contributors-bilingual-CJPS.pdf>.

Please submit all assignments to the **ASSIGNMENT FOLDER** on OWL Brightspace.

KNOWLEDGE MOBILIZATION (Due Week 4)

- The purpose of this assignment is to help you learn how to engage in knowledge mobilization, which is an important skillset to have, whether you plan to do further graduate work or seek employment in the public or private sectors.
- According to [SSHRC](#), “Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to the production and use of research results, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users.”
- **Your task, in this assignment, is to take ONE of the course readings and translate its findings into accessible knowledge that policymakers, the media and citizens can understand and use to tackle a real-world problem.**
- Knowledge mobilization can take many forms (e.g. [plain language summaries](#), [podcasts](#), [infographics](#), [op eds](#), and [videos](#)) but **to complete this assignment, you must write and submit one “Policy Options”-style essay (750-1200 words)**, by drawing upon ONE course reading to analyze and propose a solution to a contemporary Canadian political or policy problem.
- Have a look at the Policy Options guidelines for information on format and **how to cite your sources** using embedded links: <https://policyoptions.irpp.org/article-submission/>
- Here is one example of a Policy Options style paper and the academic article on which it was based:
 - <https://policyoptions.irpp.org/magazines/clearing-the-air/alcantara-spicer/>

- Christopher Alcantara and Zac Spicer. 2016. “A New Model for Making Aboriginal Policy? Evaluating the Kelowna Accord and the Promise of Multilevel Governance in Canada.” *Canadian Public Administration*. 59 (2): 183-203.
- Here are other examples:
 - <https://policyoptions.irpp.org/magazines/august-2016/indigenous-communities-and-local-governments-are-powerful-partners/>
 - <https://policyoptions.irpp.org/magazines/may-2021/the-covid-19-crisis-is-about-physical-infrastructure-too/>
 - <https://theconversation.com/to-improve-drinking-water-quality-in-first-nation-communities-a-collaborative-approach-is-important-200619>
- One more example, this time of a shorter newspaper op ed that connects empirical research to Doug Ford’s apology in May 2021 and a piece on whether star candidates matter for vote choice:
 - <https://www.stcatharinesstandard.ca/opinion/contributors/2021/05/08/will-premier-doug-fords-apology-stop-his-governments-popularity-slide.html>
 - <https://ottawacitizen.com/news/politics/loewen-when-stars-align-in-the-political-universe>
 - https://www.thestar.com/opinion/contributors/trudeau-shouldn-t-expect-big-boost-from-star-candidates/article_bbc2b8ba-2b58-5ded-a2a7-4bfb90e72a9a.html

THEORY PAPER (Due Week 8)

- Write an **eight-to-ten-page essay (maximum)** that revisits one reading or a series of readings on one topic and reinterprets the finding using a different theoretical perspective learned in this course. Your essay should have the following sections:
 - Describe the analytical/theoretical approach(es) you have chosen (2 pages maximum).
 - Summarize the research question and findings from your chosen reading/readings (2 pages max).
 - Apply your theoretical approach(es) to the findings and discuss how the results are different (or not), and what the tradeoffs are (positive and/or negative) for reinterpreting the findings using the new theory (approximately 4-6 pages maximum).

You are expected to write this paper by relying only on the course readings. You may use more readings if you wish but this is not required nor expected. No introduction and conclusion are necessary for this paper.

IN PERSON ORAL EXAMINATION

- On either Friday March 28 or April 4, each student will meet with the course instructor for twenty minutes for an oral examination of the course readings, inclusive from week 1 up to the time of their oral exam.
- Students will be asked an opening question and given three minutes to prepare their answer before delivering it. The rest of the exam will involve a question-and-answer period and/or a broader discussion about their answer, other course themes, and the course readings.
- The exam is open book, which means students are free to bring as many printed notes or hardcopies of the readings to the exam. No electronic aids (e.g. computers, phones or tablets) are allowed.

SEMINAR PARTICIPATION (continuous)

- Each week, students will be expected to PARTICIPATE in class discussion on the readings. **There is no grade for attendance.**
- Focus on identifying the pattern, puzzle and explanation offered in each reading and be prepared to discuss what they contribute to our understanding of Canadian politics. Also be prepared to comment fully on the theoretical approach that is the focus of each week and its usefulness (or lack thereof) for studying Canadian politics.

- Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates. Participation will be evaluated according to whether students:
 1. demonstrated that they have read, understood, and thought critically about the course materials and themes; (avoid the temptation of using CONTROL-F in class to search for answers to class questions).
 2. participated in discussions in a civil, respectful, and thoughtful manner, avoiding personal attacks and offensive language;
 3. showed a willingness to take decisive stands on issues in a way that fostered intelligent conversation;
 4. demonstrated that they are open to changing their opinions as a result of debate and discussion.

Participation Grading Scheme

- 10/10 = demonstrated mastery of all readings in terms of summarizing, analyzing, and applying their content to class discussions;
- 9/10 = demonstrated mastery of most of the readings in terms of summarizing, analyzing, and applying their content to class discussions;
- 8/10 = demonstrated mastery of some of readings in terms of summarizing, analyzing, and applying their content to class discussions;
- 7/10 = demonstrated mastery of one or two readings in terms of summarizing, analyzing, and applying their content to class discussions;
- < 6 = failure to demonstrate any mastery of course readings as they relate to class discussions.

PhD Assignments

For all written assignments (except for the knowledge mobilization assignment), please use the formatting (double spaced, headings, etc) and referencing style (Harvard, in-text) of the *Canadian Journal of Political Science*. All in-text citations MUST INCLUDE PAGE NUMBERS for all materials quoted, paraphrased, or summarized. These guidelines are available online at <https://www.cambridge.org/core/services/aop-file-manager/file/575aba2ed9d085462c71cf30/Instructions-for-Contributors-bilingual-CJPS.pdf>.

Please submit all assignments to the **ASSIGNMENT FOLDER** on OWL.

The following assignments are meant to provide you with an opportunity to practice and develop skills towards producing several outputs that are normally done by PhD students over the course of their studies.

KNOWLEDGE MOBILIZATION (Due Week 4)

- The purpose of this assignment is to help you learn how to engage in knowledge mobilization, which has become an important part of scholarship and academic job applications for PhD students.
- According to [SSHRC](#), “Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to the production and use of research results, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users.”
- Your task, in this assignment, is to take ONE of the course readings and translate its findings into accessible knowledge that policymakers, the media and citizens can understand and use to tackle a real world problem.

- Knowledge mobilization can take many forms (e.g. [plain language summaries](#), [podcasts](#), [infographics](#), [op eds](#), and [videos](#)) but **to complete this assignment, you must write and submit one “Policy Options”-style essay (750-1200 words)**, by drawing upon ONE course reading to analyze and propose a solution to a contemporary Canadian political or policy problem.
- Have a look at the Policy Options guidelines for information on format and how to cite your sources using embedded links: <https://policyoptions.irpp.org/article-submission/>
- Here are some useful tips on how to write plainly for a lay audience: https://owl.purdue.edu/owl/general_writing/writing_style/plain_style%20.html
- Here is one example of a Policy Options style paper and the academic article on which it was based:
 - <https://policyoptions.irpp.org/magazines/clearing-the-air/alcantara-spicer/>
 - Christopher Alcantara and Zac Spicer. 2016. “A New Model for Making Aboriginal Policy? Evaluating the Kelowna Accord and the Promise of Multilevel Governance in Canada.” *Canadian Public Administration*. 59 (2): 183-203.
- Here is another example:
 - <https://policyoptions.irpp.org/magazines/august-2016/indigenous-communities-and-local-governments-are-powerful-partners/>
- One more example, this time of a shorter newspaper op ed that connects empirical research to Doug Ford’s apology in May 2021:
 - <https://www.stcatharinesstandard.ca/opinion/contributors/2021/05/08/will-premier-doug-fords-apology-stop-his-governments-popularity-slide.html>

LECTURE OR COMPREHENSIVE EXAM PRACTICE (Due March 18 or Wk 14)

- For this assignment, please choose ONE of the following:
 - write and record a 50-minute lecture for a first or second year undergraduate “Introduction to Canadian Politics” course (Due March 18); OR
 - write a 24 hour take home comprehensive exam on Canadian politics (April 11, 12 or 14)
- For the lecture assignment, students will write, record, and submit their lectures notes, slides and video lecture to OWL. The lecture should be on one of the following topics: Elections; Federalism; Indigenous Politics, Nationalism, Public Policy, or Regionalism. Students may choose a different topic with the permission of the instructor. The lecture should draw on course readings and other supplementary material as needed to provide a theoretically-informed overview of the topic that is appropriate for the audience. The lecture can be written and delivered with the assumption that the fictional undergraduate students in your class will have done some prior reading on the topic from a standard Canadian politics textbook. Grading of this assignment will focus on the content, organization, and delivery of the lecture.
- For the practice comprehensive exam option, students will write a take home “comprehensive exam” that asks them to answer one Canadian Politics question. To answer the question, students must draw mainly on the required and (if possible) the supplementary readings, as well as any relevant readings and materials from other Canadian Politics electives they may have taken already. Students will have 24 hours to write the exam and may choose either Friday April 11, Saturday April 12 or Monday April 14 to write the exam.

RESEARCH NOTE (Due Week 13)

- According to the [Canadian Journal of Political Science](#), “Research notes are shorter academic pieces ... that advance a new theoretical perspective, methodological approach, conceptualization, operationalization or descriptive analysis in political science.”
- They can vary in length, from 3500-6000 words, depending on the journal.
- Most research notes (sometimes they are called “Letters”) are 4000 words in length.

- **For this assignment, you are to write a research note between 4000-6000 words.** The paper can propose a new concept or theoretical perspective, a new method or novel data on a particular problem, or provide a descriptive analysis or new measure of something novel or salient to contemporary Canadian politics.
- Ideas for research notes can come from a variety of sources. You should look for conceptual, theoretical, and empirical gaps as you read the Canadian politics literature. You should also think about how ideas from one topic can be applied to a completely different topic. Don't be afraid to also consider how insights from other subfields (e.g. Comparative Politics or International Relations) or from POL 9502 and 9590 might apply to some debate or help fill in some gap in the Canadian Politics literature.
- Students are strongly encouraged to speak to the course instructor about their topic prior to writing and submitting the research note. Some ideas:
 - Write a commentary on the state of the subfield. Use the course readings to revisit or extend previous research on the subfield that we read in class.
 - Reinterpret some existing research we read using a new theoretical perspective.
 - Analyze secondary data to contribute to the literature through replication, extension, or testing of some untested assumption in one of the readings.
- Here are some examples of research notes:
 - Loewen, P., & Rubenson, D. 2021. "War Deaths Can Increase Support for Incumbents." *Canadian Journal of Political Science*, 54(2), 416-430.
 - Wallace, R., Lawlor, A., & Tolley, E. 2021. "Out of an Abundance of Caution: COVID-19 and Health Risk Frames in Canadian News Media." *Canadian Journal of Political Science*, 54(2), 449-462.
 - Mattan, A., & Small, T. 2021. "Worth a Thousand Words: The Study of Visual Gendered Self-Presentation on Twitter." *Canadian Journal of Political Science*, 54(2), 477-490.
 - Nicolaides, E., & Snow, D. 2021. "A Paper Tiger No More? The Media Portrayal of the Notwithstanding Clause in Saskatchewan and Ontario." *Canadian Journal of Political Science*, 54(1), 60-74.

SEMINAR PARTICIPATION (Continuous)

- Each week, students will be expected to PARTICIPATE in class discussion on the readings. **There is no grade for attendance.**
- Focus on identifying the pattern, puzzle and explanation offered in each reading and be prepared to discuss what they contribute to our understanding of Canadian politics. Also be prepared to comment fully on the theoretical approach that is the focus of each week and its usefulness (or lack thereof) for studying Canadian politics.
- Effective participation requires careful preparation (reading and thinking critically about the readings) and actively contributing to class exercises and discussions by responding to the conversations generated by the instructor and classmates. Participation will be evaluated according to whether students:
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- 7/10 = demonstrated mastery of one or two readings in terms of summarizing, analyzing, and applying their content to class discussions;
- < 6 = failure to demonstrate any mastery of course readings as they relate to class discussions.

Class and Reading Schedule

Each week, please read the assigned materials with the following questions in mind:

- What is the pattern and puzzle that are at the core of each reading? What explanation of that pattern and puzzle does the author put forward?
- How would you describe the theory and methods used in the readings?
- What do these readings tell us about the character and nature of Canadian Politics? How do they reinforce or undermine your assessments from previous weeks?
- Do you agree or disagree with the arguments presented in the readings?
 - Assess the explanations by focusing on
 - the theoretical assumptions and their applicability to the phenomena,
 - plausible alternative explanations from the reading or from previous weeks,
 - the nature of the empirical evidence and methods used, and
 - the application of the theory/findings to other similar cases.
 - the contribution of the paper in light of readings from the previous weeks and current week.

Please consider reading the following chapter if you would like some advice on how to read effectively for classes, research, and the comprehensive exam:

- Andrew Abbott. 2014. *Digital Paper: A Manual for Research and Writing with Library and Internet Materials*. University of Chicago Press. Chapter 7: “Reading”.
<https://press.uchicago.edu/ucp/books/book/chicago/D/bo18508006.html>

Week 1: Introductions and Orientation (Jan. 7)

The main goal for this class, beyond discussing the administrative aspects of the course, is to read through some articles to identify how they are organized and structured. These papers are good models for how to write professional academic research papers and should help you be better consumers and producers of political science research.

Before class, please read the following three articles and be prepared to discuss:

- What are the various sections of a journal article?
- What does each section seek to accomplish?
- What are the elements that make up each section?

1) Blais, André. 2005. “Accounting for the Electoral Success of the Liberal Party in Canada.” *Canadian Journal of Political Science* 38 (4): 821-840.

2) Gerrits, Bailey. 2024. “When a “Feminist” Government Tackles Gender-Based Violence: A WPR Approach to the Speeches of Canadian Cabinet Ministers (2015–2019).” *Canadian Journal of Political Science*. 57 (1): 119-138.

3) Caplan, Michelle, Nicole McMahon, and Christopher Alcantara. 2020. “Representing the Constituency: Institutional Design and Legislative Behaviour.” *Representation: Journal of Representative Democracy* <https://doi.org/10.1080/00344893.2020.1842798>

You should also read **one or both** of the following guides, if you need a refresher on how to read and interpret descriptive statistics and regression tables:

- Anderson, Cameron and Laura Stephenson. 2019. *Reading Political Behaviour Research: A Note on Methodology*. pp. 6-20. Available on OWL.
- Sevi, Semra. 2021. *A Guide to Interpreting Regression Tables*. <https://semrasevi342192471.files.wordpress.com/2021/01/guide-to-interpreting-regression-tables.pdf>

Week 2: The State of the Discipline (Jan. 14)

Lucas, Jack. 2013. “A Century of Political Science in Canada.” *Journal of Canadian Studies* 47 (2): 89-118.

LaSelva, Samuel. 2017. “The Canadian Charter, the British Connection, and the Americanization Thesis: Toward a Montesquieuean Analysis of Rights and Their Protection.” *Canadian Journal of Political Science (CJPS)* 50 (4): 1061-1081.

Rocher, François. 2019. “The Life and Death of an Issue: Canadian Political Science and Quebec Politics”. *CJPS* 52 (4): 631-655.

Ladner, Kiera. 2017. “Taking the Field: 50 Years of Indigenous Politics in the CJPS.” *Canadian Journal of Political Science*. 50 (1):163-179.

Smith, Miriam. 2005. “Institutionalism in the Study of Canadian Politics: The English-Canadian Tradition.” In Andre Lecours, ed, *New Institutionalism: Theory and Analysis*, UofT Press, pp. 101-127.

Smiley, Donald. 1974. “Must Canadian Political Science be a Miniature Replica?” *Journal of Canadian Studies* 9 (1): 31-42.

Turgeon, Luc. 2014. “Introduction” In Turgeon, Papillon, Wallner, and White, Eds. *Comparing Canada: Methods and Perspectives on Canadian Politics*. Vancouver: UBC Press: 3-19.

Week 3: Rational Choice and Game Theory (Jan. 21)

Green, Donald and Ian Shapiro. *The Pathologies of Rational Choice Theory*. Yale University Press. Chapter 2.

Armstrong, David, Christopher Alcantara and John Kennedy. 2023. “Exploring the Effects of Electorate Size on Indigenous Voter Turnout.” *Politics, Groups, and Identities* 11 (1): 98-107.

Jacques O, Ferland B. 2021. “Distributive Politics in Canada: The Case of Infrastructure Spending in Rural and Suburban Districts.” *Canadian Journal of Political Science*. 54 (1): 96-117.

White, S.E., Alcantara, C. 2019. "Do Constraints Limit Opportunism? Incumbent Electoral Performance Before and After (Partially) Fixed-Term Laws." *Political Behavior* 41: 657–675.

Flanagan, Tom. *Game Theory and Canadian Politics* Toronto: UTP Chapter 2.

Manfredi, Christopher 2003. "Strategic Behaviour and the Canadian Charter of Rights and Freedoms." in Patrick James et al., *The Myth of the Sacred: The Charter, the Courts, and the Politics of the Constitution in Canada*. McGill-Queens University Press.

Sayers, Anthony, Christa Scholtz, David Armstrong, Christopher Kam, and Christopher Alcantara. 2023. "Covid-19 Policy Convergence in Response to Knightian Uncertainty." *Political Studies Review*. 21 (3): 625-635.

Week 4: Institutions and Historical Institutionalism (Jan. 28)

Hodgson, Geoffrey M. 2006. "What are Institutions?" *Journal of Economic Issues* XL (1): 1-25.

Fioretos, Orfeo and Tulia G. Falletti and Adam Shingate. 2016. "Historical Institutionalism in Political Science." *Oxford Handbook of Historical Institutionalism* Oxford University Press. DOI: 10.1093/oxfordhb/9780199662814.013.1

Henderson Phil. 2024. "Federalism and Settler Imperialism: Racial Regimes, Whiteness, and Conquest in Canadian Constitutionalism." *Canadian Journal of Political Science*. 57 (2):466-487.

Elrick, Jennifer. 2020. "Bureaucratic implementation practices and the making of Canada's merit-based immigration policy." *Journal of Ethnic and Migration Studies*, 48 (1): 110–128.

Maioni, Antonia. 1997. Parting at the crossroads: The development of health insurance in Canada and the United States, 1940-1965. *Comparative Politics*, 29 (4): 411-431.

Allsop, Corrine and Emmanuelle Richez. 2021. "Representational commissions and policy making on Indigenous and women's issues: A case-study of the Liberal Party and the New Democratic Party of Canada." *Canadian Public Administration* <https://doi-org.proxy1.lib.uwo.ca/10.1111/capa.12406>

Week 5: Discursive Institutionalism (Feb. 4)

Schmidt, Vivian. 2008. "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse." *Annual Review of Political Science* 11: 303-326.

Béland, D., & Lecours, A. 2020. "Ideas, federalism and policy feedback: an institutionalist approach." *Territory, Politics, Governance* 11 (2): 377–393.

Broschek, Jörg. 2024. "Why Federalism Matters: Policy Feedback, Institutional Variation, and the Politics of Trade Policy-Making in Canada and Germany." *New Political Economy* <https://doi.org/10.1080/13563467.2024.2356546>

Bradford, Neil. 2016. "Ideas and Collaborative Governance: A Discursive Localism Approach." *Urban Affairs Review* 52 (5): 659-684.

Morden, Michael. 2016. "Theorizing the resilience of the Indian Act." *Canadian Public Administration* 59 (1): 113-133.

Bhatia, Vandna and William Coleman. 2003. "Ideas and Discourse: Reform and Resistance in the Canadian and German Health Systems." *Canadian Journal of Political Science* 36 (4): 715-739.

Week 6: Sociological Institutionalism (Feb. 11)

Mackay, Fiona and Surya Monro and Georgina Waylen. 2009. "The Feminist Potential of Sociological Institutionalism." *Gender and Politics* Vol. 5 No. 2: 253-262.

Basta, Karlo. 2020. "Performing Canadian State Nationalism through Federal Symmetry." *Nationalism and Ethnic Politics* 26 (1): 66-84.

Johnstone R. 2024. "When the House is Not a Home: Assessing the Family-Friendliness of Canadian Legislatures." *Canadian Journal of Political Science*. 57 (2): 278-300.

Collie, James and Christopher Alcantara. 2024. "Decoy politics: How settler states deflect Indigenous threats." *Environment and Planning C: Politics and Space*. <https://doi.org/10.1177/23996544241267965>

Wiseman, Nelson. 2007. *In Search of Canadian Political Culture*. Vancouver: UBC Press, Chapters 1.

McGrane, David and Loleen Berdahl. 2019. "Reconceptualizing Canadian Federal Political Culture: Examining Differences between Quebec and the Rest of Canada." *Publius: Journal of Federalism* 50 (1): 109-134.

Week 7: Winter Reading Week (Feb. 18)

Week 8: Regionalism (Feb. 25)

Cochrane, Christopher and Andrea Perrella. 2012. "Regions, Regionalism and Regional Differences in Canada: Mapping Economic Opinions." *CJPS* 27: 829-854.

Salée, Daniel. 2022. "The New Face of Quebec Nationalism: Reconsidering the Nationalism/Democracy Nexus." *American Review of Canadian Studies* 52 (2): 119-138.

Brie, Evelyne and Félix Mathieu. Online First. "Strained ties in plurinational states: Analysing the social network divide between Canada's two solitudes." *Nations & Nationalism*. <https://doi.org/10.1111/nana.13026>

Banack, Clark. 2020. "Ethnography and Political Opinion: Identity, Alienation and Anti-establishmentarianism in Rural Alberta." *CJPS* (online first) DOI:10.1017/S0008423920000694.

Borwein, Sophie, Jack Lucas and Cameron Anderson. 2024. "Lay Theories of Place Effects." *Political Psychology* Online First. <https://doi.org/10.1111/pops.12959>

Borwein, S., Lucas, J. 2023. "Municipal Identity and City Interests." *Political Behavior* 45: 877-896.

Week 9: Canadian Political Economy (Mar. 4)

Mahon, Rianne. 1993. "The New Canadian Political Economy Revisited: Production, Space, Identity," In R. Mahon, et al., eds., *Production, Space, Identity: Political Economy Faces the 21st Century*. Toronto: Canadian Scholars' Press, pp. 1-21.

Pilon, Dennis. 2006. "Explaining Voting System Reform in Canada: 1874 to 1960," *Journal of Canadian Studies*, 40 (3): 135-61.

Pilon, Dennis. 2017. "The Contested Origins of Canadian Democracy." *Studies in Political Economy* 98 (2): 1-19.

Rivard AB, Godbout J-F, Bodet MA. 2024. "Political Dynasties in Canada." *Government and Opposition*. Online first:1-21. doi:10.1017/gov.2024.11

Jacques, Olivier, Daniel Béland, and André Lecours. 2022. "Fiscal Federalism, Social Identity and Place-Based Resentment." *Regional Studies* 56 (7): 1210-1223.

Borwein S. 2024. "Groups, Identity, and Redistributive Preferences in Canada." *Canadian Journal of Political Science* 57 (2):402-426.

Week 10: No class (Mar. 11)

Week 11 "Old" Identities (Mar. 18)

Cochrane, Christopher. 2010. "Left/Right Ideology and Canadian Politics." *Canadian Journal of Political Science* 43 (3): 583-605.

Lachance S, Beauvais E. 2024. "Group-Based Affect and the Canadian Party System." *Canadian Journal of Political Science*. 57 (1): 65-82.

Merkley, Eric. 2022. "Polarization Eh? Ideological Divergence and Partisan Sorting in the Canadian Mass Public." *Public Opinion Quarterly* 86 (4): 932–943.

Wallace, R., Goodyear-Grant, E., & Bittner, A. 2024. "We Are the Woman and We Are the Man": Insights from Focus Group Analysis on How Scholars Should Measure Sex and Gender. *Journal of Women, Politics & Policy*, 1–19. <https://doi.org/10.1080/1554477X.2024.2358256>

Sevi, Semra, V. Arel-Bundock and A. Blais. 2019. "Do Women Get Fewer Votes? No." *Canadian Journal of Political Science*, 52 (1), 201-210.

Mehravar, J., Alcantara, C., & Roy, J. 2024. "Does Simulating Financial Equality Reduce the Political Donations Gender Gap?" *Political Studies Review* 22 (3): 657-666.

Tolley E. 2023. "Gender Is Not a Proxy: Race and Intersectionality in Legislative Recruitment." *Politics & Gender*. 19 (2): 373-400.

Week 12: "New" Identities (Mar. 25)

Albaugh QM, Harell A, Loewen PJ, Rubenson D, Stephenson LB. 2024. "From Gender Gap to Gender Gaps: Bringing Nonbinary People into Political Behavior Research." *Perspectives on Politics*. Online:1-19. doi:10.1017/S1537592724000975

Nath, Nisha, Ethel Tungohan and Megan Gaucher. 2018. "The Future of Canadian Political Science: Boundary Transgressions, Gender and Anti-Oppression Frameworks." *CJPS*.
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Week 13: Canadian Democracy (Apr. 1)

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Week 14: Conclusions (Apr. 8)

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Supplementary Readings for the Comprehensive Exam (for PhD students only)

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Due dates and Non-medical and medical accommodation

Assignments must be submitted on the dates specified above by the beginning of class. **Failure to turn in an assignment on time will result in a penalty of FIVE percentage points for each day or partial day it is late.** Only papers accompanied by a doctor's note (stating that the illness occurred before the due date) or proper documentation in the case of family emergencies will be exempt from late penalties. Please speak to the instructor to arrange for an extension BEFORE the due date. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Essays MUST be submitted online to the appropriate assignment folder in OWL. Students are also responsible for ensuring that their paper has successfully been submitted to the appropriate assignment folder on OWL. Please be aware that internet servers tend to slow down near the deadlines as dozens of students try to submit their papers at the same time so submit early. No extensions will be granted on the basis of technological failures or unexpected slowdowns with the OWL server.

Under no circumstances should assignments be physically handed in, emailed, or slipped under any door. Students should always keep a copy of any work that is handed in, at least until it is graded and returned. Students should also keep all rough and draft work.

Statement on Contact

If you have questions or concerns, or wish to meet with me in person, you can contact me via email, campus phone, or by attending posted office hours. Please expect at least a 24 hours delay in getting responses to emails, though responses may come sooner. Email contact should be for clarification purposes; more in-depth concerns should be addressed in a scheduled meeting or in office hours

Only emails sent from a valid UWO email address will be read.

Phone contact can only be made during posted office hours; the phone message systems will not be monitored. Alternative appointment times may be arranged if the office hours are not accessible.

The most preferred form of contact is in person. I am more than happy to meet with students during posted office hours or by mutually convenient appointment.

Statement on Use of Electronic Devices

Laptops, iPads, smartphones and related devices are amazing tools, with remarkable capabilities. Among other things, they allow us to download PowerPoint slides, maintain a portable work station, keep neatly typed lecture notes, and stay in touch with friends through social networking sites, texting, and instant messaging. Because activities that provide entertainment for an individual (e.g., movie trailers, party photos, status updates) often prove distracting for others, there is a need to follow basic rules of electronic etiquette in a classroom setting. Whether you are sitting with friends or by yourself, please consider the impact of your electronic activities on those who are attempting to listen to lectures, watch class films, and participate in discussions. **All students are expected to comply with a simple principle: if it might distract someone sitting beside you or near you, don't do it.**

Statement on 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/handbook/appeals/scholastic_discipline_undergrad.pdf.

Statement on Turnitin:

“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>).”

Students may NOT use the DRAFT option from any other course and doing so will result in a 0 on the paper.

APPENDIX TO 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."

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

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/handbook/appeals/scholastic_discipline_grad.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.

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

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> 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.

Plagiarism

"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/handbook/>

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.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.