The University of Western Ontario

Political Science 3335E–Political Leadership in Canada

2011 - 2012

Instructor: M. Westmacott
    Associate Professor

Class Time: Tuesday   9:30am - 11:30 am
Class Location: Room 4255 SSC

Office: 4216 Social Science Centre

Telephone: Office : (519) 661-2111, Ext. 85160
            Home : (519) 645-7203
Email: mwestmac@uwo.ca

Office Hours: Monday and Wednesday: 9:30am - 10:30am
              Thursday: 1:30 pm - 2:30 pm
              Other times by chance or appointment

Calendar Description

This course focuses on the office and powers of the Prime Minister of Canada. The course will review the literature on political leadership in Canada, trace the evolution of the office, evaluate cabinet government, and examine styles of political leadership.
Prerequisite: Politics 2230E or Politics 2234E
2 hour seminar

Antirequisite: Politics 485E King's University College 2006-2007

Important Notice Re: Prerequisites/Antirequisites: Please note the following from the UWO Academic Calendar, 2011/2012 p 44.

"Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite courses(s) that they have taken. If the student does not have the requisites for a course, and does not have the written special permission from his or her Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites."

NOTE: You are expected to read the course outline carefully and be familiar with the content.

Detailed Description
The course will focus on the office and powers of the prime minister. There is an extensive range of literature that focuses on the central role of the prime minister in the decision-making processes of the federal government. Since 1960, the phrase "prime-ministerial government" has been a recurring theme in academic literature that describes and evaluates decision making within the executive branch of government.

The objectives of the course are 1) to review selected literature on the concept of political leadership and in particular on political leadership in Canada, 2) to trace the evolution of the office of prime minister and assess the literature that evaluates the nature of cabinet government in 2011-2012, and 3) to examine major political events/themes/issues in Canadian politics that demonstrate "leadership qualities" and "styles of leadership" of particular prime ministers and provincial premiers. Comparisons with other Westminster parliamentary systems (Australia, Great Britain) will be made where appropriate.

The course begins with a review of literature that focuses on the concept of political leadership and a discussion of issues related to leadership recruitment and accountability and the growing importance of a leader’s image on voting patterns and electoral outcomes. Forming a government (selecting and organizing a cabinet) and exercising political leadership in a fragmented community are recurring challenges encountered by all prime ministers since 1867. Additional themes selected for discussion include an examination of relations between the prime minister and the cabinet, the parliamentary caucus and the prime minister’s party, a review of the tensions between central coordinating agencies and line departments, and an assessment of the role of the PCO and the PMO as sources of policy advice. Intergovernmental interactions with the provincial premiers and the management of relations with interest groups and the media will demonstrate the constraints on the exercise of power by a prime minister. The challenges of leading a "minority government" provides an opportunity to assess the ability of a prime minister to advance a legislative agenda that will accommodate some of the policy priorities of both opposition leaders and provincial premiers. The course concludes with seven case studies that reveal the "leadership styles" of several prime ministers and provincial premiers.

Course Work:

Essay 20 pages (February 14/2012) 35%
Essay proposal (November 22/2011)
Seminar Presentations and Commentary Papers 30% (15% x 2)
Participation Grade 10% (5% x 2)
Final Exam (Scheduled during exam period in April 2012) 25%

Readings that relate to seminar topics will be assigned each week. The participation grade is based on attendance and contributions to seminar discussions.
During the year, it is recommended that students consult a reputable newspaper on a regular basis. Many newspapers are available on the Internet and many newspapers will email major headline stories or the daily front page. Each seminar will begin with a brief discussion of current events that relate to the themes and issues discussed in the course.

**Required Texts:**

Graham White, *Cabinets and First Ministers*, University of British Columbia Press, 2005.

**Supplementary (Optional) Texts Check**


In addition, there are numerous journal articles as well as chapters from books that are on reserve in D.B. Weldon Library that will be assigned throughout the year. If you encounter difficulties in locating the assigned readings please consult the instructor.

**Books and Articles on (2) Two Day Reserve**

**Note**

A copy of the required readings for each seminar (excluding readings from required texts and journal articles that are available electronically) will be placed in the Political Science Resource Room (Room 4109 SSC)

**Readings listed as optional are not placed on reserve**

**Journal Articles available electronically will not be placed on reserve**

Aucoin, Peter, Jarvis, Mark D., and Turnbull, Lori, *Democratizing the Constitution: Reforming Responsible Government*, Emond Montogomery Publications, 2011,
Bakvis, Herman *Regional Ministers: Power and Influence in the Canadian Cabinet*, University of Toronto Press, 1991
Cook, Ramsay and Belanger Real (under the direction of), *Canada’s Prime Ministers, Macdonald to Trudeau: Portraits from the Dictionary of Canadain Biography*, University of Toronto Press, 2007.
Cross, William, *Political Parties*, University of British Columbia Press, 2004
Docherty, David, *Legislatures*, University of British Columbia Press, 2005
Everitt, Joanna and O'Neil, Brenda, *Citizen Politics: Research and Theory in Canadian Political Behaviour*, 321 - 337,
Hamelin, Marcel, (ed.), *The Political Ideas of the Prime Ministers of Canada*, University of Ottawa, 1969
Harder, Lois, and Patten, Steve, (eds), *The Chrétien Legacy: Politics and Public Policy in Canada*, Mc Gill –Queen's University Press, 2006,
Hamelin, Marcel, (ed.), *The Political Ideas of the Prime Ministers of Canada*, University of Ottawa, 1969
Harder, Lois, and Patten, Steve, (eds), *The Chrétien Legacy: Politics and Public Policy in Canada*, Mc Gill –Queen's University Press, 2006,
Hamelin, Marcel, (ed.), *The Political Ideas of the Prime Ministers of Canada*, University of Ottawa, 1969
Harder, Lois, and Patten, Steve, (eds), *The Chrétien Legacy: Politics and Public Policy in Canada*, Mc Gill –Queen's University Press, 2006,

Simeon, Richard, *Federal-Provincial Diplomacy*, University of Toronto Press, 1972


Smith, Denis, *Bleeding Hearts, Bleeding Country: Canada and the Quebec Crisis*, M.G. Hurting, 1971


Ward, Norman and Spafford, Duff, (eds), *Politics in Saskatchewan, Longmans Canada, 1968,*


Whitaker, Reg, "Apprehended Insurrection? RCMP Intelligence and the October Crisis" in *Queen's Quarterly*, Summer 1993, pp.383 – 406

White, Graham, *Cabinets and First Ministers*, University of British Columbia Press, 2005


### Journal Articles that are available electronically will not be placed on reserve but are available on line from the Weldon Library website. Readings listed as optional are not on reserve

### Class Organization:

The class will meet for two hours a week. Each seminar will commence with a short introduction to the topic by the course instructor followed by student presentations and class discussion. Each student will be responsible for the required assigned readings for each seminar. The examination at the conclusion of the course (April 2012) will be based on the readings assigned for the seminars (September 2011 – April 2012). Class participation is encouraged and a participation grade is a component of the final course grade.

The course has been designated as an essay course and will involve total written assignments (essays) of at least 5,000 words.

### Participation Grade:

Note: Attendance will be recorded each week and the participation grade will be based on an assessment of each student's contribution to class discussion and attendance at seminars. Please
note that regular attendance with no significant contribution to class discussion will result in a participation grade of no more than 4/10. The first term participation grade will be assigned in December 2011 and the participation grade for the second term will be assigned in April 2012.

**Seminar Presentation: Literature Review, Commentary Paper and Discussant Questions**

Readings are assigned for each seminar to provide context for the issues under discussion. Appropriate case studies have been assigned as readings for many of the seminars.

Each student will be required to prepare two seminar presentations (one in each term). The seminar presentation will involve a review of literature assigned for the topic. The seminar objectives and discussion questions outlined for each class constitute the basis for the literature review. Students will select a specific theme / issue for the seminar presentation. Students must submit a written commentary (2500 words essay format) with direct quotations and other factual points documented one week after the seminar presentation. Deadlines will be enforced.

There will be seminar presentations each week. Seminar presentations should be no more than 25 minutes in length to ensure that there is adequate time for discussion and debate. The purpose of the presentation is to outline and assess the major themes, issues, and conclusions that emerge from the assigned literature. The presenter of the seminar should not attempt a detailed summary of the assigned literature. Students are encouraged to use power point presentations and video clips where appropriate. Seminars will be graded on the quality of the written paper and the effectiveness of the presentation.

**NOTE:**

Students presenting seminars must meet with the instructor prior to the seminar to discuss the presentation.

**Seminar Discussants**

**Each week at least two students will serve as seminar discussants. It will be the responsibility of the seminar discussants to comment on the presentations and to initiate discussion by posing a series of questions (two or three) that will encourage discussion.**

Seminar discussants will be assessed on the quality of their commentary and on the originality of the discussion questions. The grade assigned for this portion of the seminar will be a component of the participation grade. Students will be assigned the role of seminar discussant for at least two seminars during the course of the year.

**NOTE:** Seminars begin on September 27/2011
Deadlines for the Submission of Seminar Commentary Paper, Seminar Discussion Questions, Essay Assignment

Please note policies regarding the application of late penalties. Academic accommodation citing medical and compassionate grounds will be granted in accordance with the provisions of the Policy on Accommodation for Medical Illness- Undergraduate Students approved by the Senate of the University of Western Ontario effective September 1, 2008.

Student participation grades (5% per term) will be assigned in December 2011 and April 2012. Because participation grades will be based in part on class attendance, students will be required to provide medical documentation for extended absences from class that could affect the participation grade assigned by the instructor in each term.

1. Seminar Commentary Paper and Discussant Questions:

The Seminar Commentary paper must be submitted to the course instructor one week after the date of the seminar presentation. A copy of the Discussion Questions must be submitted to the instructor at the conclusion of the class. Students must retain a copy of all assignments (essays, seminar commentary papers and seminar discussion questions). Copies of the seminar questions will be retained by the instructor.

Failure to present the seminar on the assigned date will result in a grade of 0% unless there are compelling documented medical or compassionate grounds. A late penalty of 5% per day including holidays and weekends will be assigned to Seminar Commentary Papers submitted after the deadline.

Failure to present discussion questions at the assigned seminar will be recorded and will affect the participation grade assigned for the course.

2. Late Penalties For Essays:

A late penalty of 3% per day including weekends and statutory holidays will be assigned. Therefore an essay that was due on a Friday and which is submitted on a Monday will be assigned a 6% penalty. The late penalty will be deducted from the grade assigned to the essay. An assigned grade of 80% with a late penalty of 6% would result in a grade of 74%. Papers submitted 10 days after the due date documentation will not normally be accepted unless appropriate documentation is provided. Essays cannot be submitted via email without the permission of the instructor.

3. Essay Proposal: An essay proposal must be submitted on or before Nov 22/2011. Details regarding the format will be discussed in the seminar on September 13/2011. Failure to submit a proposal will result in a 5% reduction in the grade assigned to the essay. For example a grade of
75% will be reduced to 70% if an essay proposal is not submitted on **Nov 22/2011**. Essay proposals will be reviewed with each student before the end of Term I.

### Course Structure: An Overview

Part III - Evaluating Political Leadership: A series of case studies that assess and compare "leadership styles" and the capacity of prime ministers and provincial premiers to manage conflict. (Feb 7/2012 – April 10/2012).

### Seminar Schedule and Readings

*Note: Readings marked (R) are required  
Readings marked (O) are supplementary*

**Part I**  
**Political Leadership: Recurring Themes and Approaches** (Sept 13/2011 - October 11/2011)

**Sept. 13/2011**  
**Overview of course**

- Course Outlines
- Course objectives
- Assignments (seminars, essays) participation grade, essay commentary papers and final exam
- Allocation of seminar topics and assignment of seminar discussants
- Guidelines for seminar presentations and the documentation of sources for assignments
- Essay Topics: Discussion
- Essay Proposal: Discussion
- Assignment of readings for seminar on Sept 20/2011

**Sept. 20/2011**  
**Political Leadership: Literature Review: Application to Canada**  
**Political Leadership: Charismatic, Transactional and Transformational Leadership**

**Seminar Objectives:**
To identify common themes in definitions of "leadership"
To review approaches to the study of leadership
To outline and assess the concepts of “hard power” (p. 40), “soft power” (p.40) and “smart power” (p.43) outlined by Joseph Nye.


To apply the concepts of “transactional” and “transformational” leadership in the Canadian context.

**Readings:**

**Optional Readings**
Robert Elgie, "Leadership: Political", in *International Encyclopaedia of the Social and Behavioral Sciences*, 1st ed. 2001 (0)
Leon Dion, "The Concept of Political Leadership: An Analysis", *Canadian Journal of Political Science*, March 1968, pp. 2-17(0)
Michael Foley, *the British Presidency*, Manchester University Press, 2000, Chpt. 2 (0)

**Questions:**

1. Note the themes in the definitions of political leadership and the approaches to the study of leadership outlined by Joseph Nye Jr.
4. Outline and assess the “leadership styles” as well as the tactics and strategies associated with “transactional” and “transformational” leadership. To what extent can these concepts be applied to the study of political leadership in Canada?
5. Define the term “Emotional Intelligence” (p. 69) and “Contextual Intelligence” (p.85). (Joseph S. Nye Jr, *The Powers to Lead*, Oxford University Press, 2008, pp. 69 and 85. Assess the importance of these concepts in the exercise of political leadership.

6. Discuss the political skills and leadership strategies required for effective “crisis management”.

7. What insights and conclusions emerge from C. de Clercy's case study that evaluates and compares how two provincial premiers (Klein and Romanow) utilized different leadership styles and strategies to deal with the fiscal challenges (significant budget deficits) in Alberta and Saskatchewan during the 1990's.

**Sept.27/2011 Evaluating Political Leadership**

**Seminar Objectives**

To define the benchmarks/criteria developed by Joseph Nye to evaluate the performance of political leaders and to assess how he identifies “good and bad leaders” Joseph S. Nye Jr, *The Powers to Lead*, Oxford University Press, 2008, p.111.


**Questions**

1. How should the performance of political leaders be evaluated? What benchmarks should be employed to evaluate the performance of political leaders? Outline and assess the benchmarks/criteria developed by Joseph Nye Jr.


**Seminar Objectives**:

To define and assess the notion of "leadership styles"
To assess the impact of "personality" on the exercise of political leadership
To review frameworks for evaluating and comparing political leadership styles
To discuss the themes and conclusions that emerge from the three case studies (Thatcher, Obama and Mulroney) that assess the impact of personality and leadership style on the exercise of political leadership.

**Readings**: 


**Case Study:**


**Optional Reading:**


**Questions:**

1. Discuss and evaluate the "Four Types of Presidential Character" (Barber, p. 8) developed by Barber. To what extent can an analysis of a leader's personality provide a basis for predicting and assessing a leader's performance in office?

2. Define the term "leadership style"? What factors influence "leadership styles" of presidents and prime ministers? Note observations of Greenstein regarding the variables that can be used to compare presidential “leadership styles “.

3. Discuss the themes and conclusions that emerge from the three case studies (Thatcher, Obama and Mulroney) that assess the impact of personality and leadership style on the exercise of political leadership.
Gender and Political Leadership: Canada

Seminar Objectives:

To review literature that explores the issue of political leadership and gender
To assess the role of women in electoral politics in Canada with particular attention to representation in legislatures and in the executive.

Readings:


Case Study


Optional Reading

Linda Trimble, and Jane Arscott, Still Counting: Women in Politics Across Canada, Broadview, 2003 (O)

Questions:
1.Trimble and Arscott use the term "The Electoral Glass Ceiling" (Still Counting: Women in Politics Across Canada, Broadview, 2003, p. 42) to note the relative absence of women in leadership
positions in Canadian politics (representation in legislatures and in cabinet) at both the federal and provincial levels. Review the evidence and arguments developed by Sylvia Bashevkin to document the challenges encountered by women in leadership positions in Canada.

2. Outline and discuss the observations and conclusions that emerge from the case study that examined the perceptions of female party leaders by the electorate during election campaigns in Canada and Australia.

II - Part II - Prime Ministerial Leadership: Challenges and Strategies (Oct 18/2011 – Jan 31/2012)

Oct 18/2011  The Origins and Evolution of the Office of Prime Minister: Prime Ministerial Government

Please note that the seminar on October 18/2011 will be held in Room 9420 Social Science Centre. The Seminar room is located in the Dean’s Office on the 9th floor of the Social Science Building. Please proceed to the Dean’s Office and you will be directed to Room 9420.

Seminar Objectives:

To document the historical origins and the evolution of the office of prime minister in Canada
To identify the factors that have contributed to the “presidentialization” of the Canadian parliamentary system and in particular to the office of prime minister

Readings:

Westminster Parliamentary Democracy: Responsible Government
Background and Context

Prime Ministerial Government
Graham White, Cabinet and First Ministers, University of British Columbia Press, 2005, pp.64 -101, 170-186(R).
Peter Aucoin, Mark D. Jarvis and Lori Turnbull, Democratizing the Constitution: Reforming Responsible Government, Emond Montgomery Publications, 2011, Chapter 4. (R)

Optional Reading
Jeffrey Simpson, The Friendly Dictatorship, McClelland and Stewart, 2002, pp.3 – 72.(0)
Peter W. Hogg, Constitutional Law of Canada, Carswell, 2002 Student Edition, pp.249 - 278 (0)
R.M. Punnett, The Prime Minister in Canadian Government and Politics, Macmillan, 1977, pp. 17 – 29 (0)
Patrick Weller, First Among Equals, ch.1, pp. 1-17 (O)
Donald Savoie, Power Where Is It? McGill-Queen’s University Press, 2010, pp. 127 - 151(0)
W. A. Matheson, The Prime Minister and the Cabinet, Methuen, 1976, pp.1 -21. (O)

Questions:
1. Trace the historical origins of “responsible government” in Canada and identify the evolution of the constitutional customs and conventions surrounding parliamentary government and the office of prime minister in Canada.

2. Identify and discuss the factors that have contributed to the “presidentializaton” of parliamentary systems. In particular discuss the factors that have contributed to the “presidentializaton” of the Canadian parliamentary system and in particular the office of prime minister. What factors limit /constrain the influence/ dominance of the prime minister in the policy making process?

Seminar Objectives:
To outline and assess the procedures for selecting national leaders in Canada
To debate the merits of leadership selection by caucus and by convention
To debate the advantages and disadvantages of leadership selection by a "delegate based
convention" as opposed to a "direct membership' vote (“UMV”) of all party members.
To assess the effectiveness of the procedures developed by political parties for leadership review

Readings:
William Cross, *Political Parties*, University of British Columbia Press, 2004 Chapter 5(R)
H. J. Michelman, Donald C. Storey and Jeffrey Steeves, *Political Leadership and Representation
in Canada, Essays in Honor of John C. Courtney* University of Toronto Press, 2007,
pp. 16 – 38. (R)
Thomas Bateman, "Party Democracy Increases the Leader's Power" in *Policy Options*, September
2001, Vol 22, No 7, pp.20 -23 (R)

Case Studies
David Stewart,” Electing a Premier: An Examination of the 1992 Alberta PC Universal Ballot",
in Joanna Everitt and Brenda O'Neil, *Citizen Politics: Research and Theory in Canadian
Political Behaviour*, 321 - 337 (R)

Optional Reading
John Courtney, *Do Leadership Conventions Matter? Choosing National Party Leaders
in Canada*, ch.3, 13 ( 0)
D.V. Smiley, “The National Party Leadership Convention in Canada: A Preliminary Analysis” in
*Canadian Journal of Political Science*, Vol 1, December 1968, No 4, pp. 373- 379 ( 0)
David K. Stewart and R. Kenneth Carty,” Leadership Politics as Party Building:
The Conservatives in 1998” in William Cross (ed), *Political Parties, Representation, and
Electoral Democracy in Canada*, Oxford University Press, 2002, pp.55-67 ( 0)

Questions:
1. Canada and Australia use different methods to select national party leaders-the parliamentary
caucus and leadership conventions. Discuss the relative merits of each method. What factors
prompted the choice of the leadership convention in Canada as the method of leadership selection?
"One member one vote" conventions have replaced the delegate convention as the preferred method
of leadership selection for many political parties in Canada. What do you consider to be the
advantages and disadvantages of the new "direct vote" leadership selection process? What
conclusions emerge from the case study that examined the selection of Ralph Klein as leader of the
Progressive Conservative Party of Alberta?
2. Leadership review processes were implemented by the federal Liberal and Conservative parties
in Canada in 1966. Discuss the procedures available to review the leadership of political parties.
How do leadership review procedures affect relationships between the caucus and the extra-
parliamentary party and the accountability of political leaders to the caucus and the extra-parliamentary party?

3 Weller identifies four factors that affect the vulnerability of political leaders to leadership challenges. (See Courtney, pp. 49-53). Discuss the relative security and vulnerability of the prime minister to leadership challenges. Compare the job security of the Canadian prime minister with his/her colleagues in Australia and Great Britain. Whose job is most secure?

Nov 1/2011 Political Leadership and Election Campaigns: Receiving and Renewing a Mandate

Seminar Objectives:
- To assess the importance of political leadership in the exercise of partisan choice (voting).
- To discuss and to evaluate the importance of political leadership in receiving and renewing a mandate

Readings:

Optional Reading
Richard Johnston, "Prime Ministerial Contenders in Canada" in Anthony King (ed), Leaders' Personalities and the Outcomes of Democratic Elections, pp.158 -183 (O)
Anthony King, "Do Leaders' Personalities Really Matter?" in Anthony King (ed), Leaders Personalities and the Outcomes of Democratic Elections, pp.1- 43 (O), pp.210 -221 (O)

Questions:
1. What factors determine how an individual will vote: party, leader, local candidate?
2. What observations are found in the literature with regard to the relationship between the party leader, leadership images and voting intentions?
3. Assess the influence of party leadership and leadership images on voting intentions.

Nov 8/2011 Preparing to Govern: The Transition

Seminar Objectives
To identify the challenges faced by a “prime minister designate “in the interval between winning a leadership convention and / or a general election and assuming the position of prime minister.


Case Study


Questions

1. Identify and discuss the challenges faced by a "prime minister designate" in the transition period between a leadership convention and / or a general election and assuming office. What factors /circumstances influence the nature of the transition process? What insights emerge from the case studies of the transition in Ontario from Frank Miller to David Peterson in 1985 and from David Peterson to Bob Rae in 1990. Discuss the transition of power from Paul Martin to Stephen Harper at the national level in 2006

2.Discuss the impact of the leadership style and the personality of political leaders (prime ministers) on the transfer of power in Canada after a federal election.

Nov 15 /2011

**Exercising Political Leadership in a Fragmented Community**

**Forming A Government: Selecting a Cabinet**

**Regional Ministers and the Quebec Lieutenant**

**Seminar Objectives:**

To assess the ability of prime ministers to provide political leadership within a regionally and culturally fragmented community through elite accommodation
To assess the factors a prime minister takes into account in forming a cabinet
To assess the evolving role of the "Quebec Lieutenant" and the "Regional Minister"
in the federal cabinet.

Readings

Forming a Government: Exercising Political Leadership in a Fragmented Community

W. A. Matheson, *The Prime Minister and the Cabinet*, pp.22 - 46, 176 -180 (R)
Graham White, *Cabinets and First Ministers* pp. 40 - 42, 162 -164 (R).
Herman Bakvis, *Regional Ministers: Power and Influence in the Cabinet*, University of Toronto Press, 19991, Ch 12, pp. 283 -302 (R)

Optional Reading

John English, The “French Lieutenant” in Ottawa”, in R. K Carty and W. Peter Ward (eds),
W.A. Matheson, *The Prime Minister and the Cabinet*, pp.127-180 for an overview.
These chapters will provide historical background on the representational role of the cabinet in a
"consociational model" of decision-making and identify the constraints placed on the Prime
Minister in the selection of ministers.
Matthew Kerby, “Worth the Wait: Determinants of Ministerial Appointment in Canada,1935 -
Christopher Kam and Indridi Indridason, “The Timing of Cabinet Reshuffles in Five Westminster

Questions:
1. Matheson employs the concept of “consociational democracy" as a framework to view the
relationship between the Prime Minister and the Cabinet and as a bench mark to evaluate the
leadership skills and styles of Prime Ministers.
What personal attributes ("leadership qualities" / "leadership style") are required if prime ministers
are to govern effectively for an extended period of time in a fragmented political community?
(Matheson, p.175) How do these leadership traits affect the character of Canadian politics? (see
Matheson, p. 179)
Is longevity in office an effective (perhaps the only way) to measure the leadership skills of
national leaders?
2. Define the term "regional minister". What roles have "regional ministers" performed in the
federal cabinet? What techniques / strategies have been used to perform these roles? Has the role
of the "regional minister" changed over time?
3. Is there a conflict between the role of a cabinet minister as a "departmental leader" exercising policy leadership and the role of a minister as a representative of regional/linguistic interests?

4. Define the term "Quebec Lieutenant"? What factors /circumstances explain the success of particular prime ministers (Macdonald and King) in selecting a prominent cabinet minister from Quebec (Cartier and Lapointe) to perform a special role and to exercise significant influence in cabinet decision-making. Why have some prime ministers been less successful in defining a special role for a Quebec minister in the cabinet?

Nov 22/2011 Organizing and Managing A Government: the Prime Minister and the Cabinet

Seminar Objectives

To assess the evolving role of the cabinet in the context of “prime ministerial” government
To assess the different perspectives on "cabinet government” within a Westminster model of parliamentary democracy
To isolate and assess major trends in cabinet government in Canada since 1945
To discuss the merits of the "departmentalized" and "institutionalized" cabinets.

Readings:

Cabinet Organization: An Overview 1945 – 2010

Graham White, Cabinets and First Ministers, University of British Columbia Press, 2005, pp.29 – 63 and pp.102 – 169 (R)

Optional Reading

Christopher Dunn, “The Utility of the Institutionalized Cabinet” in Charlton, Mark and Barker, Paul (eds), Contemporary Political Issues, 3rd edition, 1998, Nelson, pp.244 – 263 (0)
Paul Barker, “Problems with the Institutionalized Cabinet“ in Charlton, Mark and Barker, Paul (eds), Contemporary Political Issues, 3rd edition, 1998, Nelson, pp. 264 -274 (0)
Peter Aucoin, "Organizational Change in the Management of Canadian Government: From Rational Management to Brokerage Politics", Canadian Journal of Political Science Vol 19,No 1, March 1986, pp. 3-27 (0)
Herman Bakvis, "Cabinet Ministers: Leaders or Followers?" in M. Mancuso, R. Price, and R. Wagenberg, (eds.) Leaders and Leadership in Canada, Oxford 1994, pp. 132 -154 (0)
Questions:

1. Trace the evolution of "Cabinet Government" in Westminster parliamentary systems since 1945 as outlined by Weller and White. In particular, identify the trends that emerge from the readings with regard to the evolving role of the cabinet and cabinet ministers in the formation of policy and the relationship between the Prime Minister and cabinet ministers, cabinet committees and central agencies in the cabinet decision-making process. What special role does the Prime Minister play in the organization and operation of the cabinet?

Nov 29/2011  The Exercise of Power: Sources of Advice

Seminar Objectives:

To assess and evaluate the sources of advice available to prime ministers
To assess and evaluate the role of central coordinating agencies
To review the evolving role of the PMO and the PCO as sources of advice to the prime minister and the cabinet

Readings:

Sources of Advice


Donald Savoie, Breaking the Bargain: Public Servants, Ministers, and Parliament, University of Toronto Press, pp.103- 131 (R).

Central Agencies

Optional Reading
Thomas Axworthy, "Of Secretaries to Princes", Canadian Public Administration, Vol 31, No 2, Summer 1988, pp. 247-264 (O)

Questions:

Sources of Advice

1. What type of advice does the Prime Minister need? Identify the sources of advice that are available to the Prime Minister? Who is best equipped to provide advice to the Prime Minister? Why do first ministers rely less heavily on policy advice from the federal bureaucracy and increasingly seek policy advice from “think tanks”, “consulting firms” and “focus groups”? Do governments rely too heavily on public opinion surveys and “focus groups” in the formation of public policy?

Central Agencies

1. What is a central agency and how can it be differentiated from "line" departments? What objectives does the "core executive" hope to achieve when central agencies are established? Why do central agencies have influence? Do central agencies work to advance the interests of line departments or the policy priorities of the Prime Minister? Cite examples to illustrate the obstacles that central agencies can construct to challenge the policy initiatives of line departments.
2. What is the Privy Council Office? What role does the PCO play in the cabinet planning and decision-making processes? What is the role of the Clerk of the Privy Council? Discuss how the role of the office has changed over the past 25 years.
3. What is the PMO? Differentiate the role of the PCO and PMO?

Dec 6/2011  Prime Minister and Provincial Premiers - Federal-Provincial Relations

Seminar Objectives:

To outline and assess the strategy and tactics employed by prime ministers to manage and resolve intergovernmental conflict
Readings:

Background and Framework:
Donald Wallace, "Friends and Foes: Prime Ministers and Premiers in Intergovernmental Relations", in L. Pal and D. Taras, Prime Minister and Premiers, pp. 69-86 (R)

Case Study: Lester B. Pearson and the" Quiet Revolution"
Readings:

Optional Reading
Gordon Robertson, "Unity", in Pearson, The Unlikely Gladiator, McGill - Queen's University Press, 1999, pp. 178 -180 (o)

Questions:

1. Define the term “consociational politics" and indicate how the concept provides a framework to assess the role of the Prime Minister in managing federal -provincial relations and intergovernmental conflict? Cite examples to demonstrate Noel’s observation that "if a Prime Minister is unable or unwilling to perform what may be called his "elite accommodation role", he is unlikely to survive for long to perform the others, or to perform them well" (p.158).

2. Trace the evolution and assess the effectiveness of First Ministers’ Conferences as a mechanism for the resolution of intergovernmental conflict. Assess the impact of the “leadership style” of first ministers on the strategy and tactics employed by first ministers in the negotiation of
intergovernmental accords? What resources can Prime Ministers employ to manage intergovernmental conflict?

3. To what extent do the events in Quebec from 1960 -1966 ("Quiet Revolution") demonstrate Prime Minister Pearson's “leadership style" (political values, policy objectives as well as negotiating strategy and bargaining tactics) on the management and resolution of intergovernmental conflict.

Jan 10/2012  The Prime Minister and Parliament: Opposition Parties, the Government Caucus, and Party Discipline

Seminar Objectives:

To assess and evaluate the role of the parliamentary caucus
To assess the opportunities available to backbench members of the legislature to participate in the legislative process and to raise issues for discussion and debate that are either of personal interest to the member or of general concern to their constituents
To review the evolution of relations between the government caucus and the prime minister and to assess the impact of party discipline on the legislative and representative roles of backbench members of parliament
To assess the relationship between opposition party leaders and the parliamentary caucus.
To compare the mechanisms of control and influence that can be exerted on government and opposition caucus members by the party leader.

Readings:

Caucus
Graham White, Cabinets and First Ministers, University of British Columbia Press, 2005, pp. 125 -129. (R)

Party Discipline
David Docherty, Legislatures, University of British Columbia Press, 2005,pp.94 -117, pp.157 -175, 190 -194(R)

Case Study: Jean Chrétien and the Liberal Caucus: 1993 -2003

**Optional Reading**


Ian Stewart, "Scaling the Matterhorn: Parliamentary Leadership in Canada", in Mancuso et al (ed), pp.154-173 ( O)


**Questions:**

1. Discuss the roles performed by the “government” and the “opposition” party caucus. How has the nature of the relationship between the Prime Minister and the caucus changed over time in Canada? Cite examples (King, St.Laurent, Diefenbaker, Pearson, Trudeau, Mulroney, and Chrétien) to illustrate the extent to which a Prime Minister must look to the caucus for support and advice. Is it possible for a first minister to ignore the caucus and his /her political party? What opportunities exist for backbench members to influence the legislative agenda and to raise policy issues of concern to constituents? How effective are parliamentarians in exploiting these opportunities? (See Docherty, *Legislatures*, pp. 94 -117)

2. Define the terms “party cohesion” and “party discipline”. What factors are cited in the literature (Kam ) to explain the relationship that develops between party leaders and backbenchers? What variables influence the degree of cohesion within a party caucus? What leadership qualities and skills are required by party leaders to exercise effective leadership within the party caucus?. What mechanisms are available to the party leader to facilitate cohesion within a caucus? What mechanisms are available to members of parliament to express views or to consider legislative initiatives that challenge the party position and produce tensions and conflict between backbenchers and the leadership of the party. Do MP's re-evaluate their views with regard to party
discipline based on the length of their tenure in the House of Commons? (See Docherty, Legislatures, pp. 157-175, 190-194.

3. Assess the nature of the relationships between Prime Minister Chrétien and the Liberal caucus from 1993-2003. In particular assess the role of the Liberal caucus during the summer of 2002 in influencing Prime Minister Chrétien’s decision to announce a retirement date. How would you describe relations between the Prime Minister and the caucus during the period from September 2003 to January 2004? Will these events create a precedent that will influence relations between a Prime Minister and the caucus in the future?

Jan 17/2012 Managing a Minority Government: Case Studies

Seminar Objectives:

To evaluate the arguments surrounding "Minority Government"

To assess how Prime Ministers and Provincial Premiers have managed minority governments using the minority government in Ottawa from 1972-1974 (Trudeau) and the minority government in Ontario 1975 – 1981 (Davis) and 1985-1987 (Peterson) as case studies.

Readings:

Mark Chalmers “Canada’s Dysfunctional Minority Parliament” in Robert Hazell and Akash Paum (eds), with Mark Chalmers, Ben Young and Catherine Haddon, Making Minority Government Work: Hung Parliaments and the Challenges for Westminster and Whitehall, Institute for Government, the Constitution Unit, December 2009, pp. 26-37 (R)

Peter H. Russell “Learning to Live with Minority Parliaments” in Peter H. Russell and Lorne Sossin (eds), Parliamentary Democracy in Crisis, University of Toronto Press, 2009, pp. 136-149. (R)


Case Studies: Minority Governments


Optional Reading

Questions:

2. Paul Thomas utilized a series of benchmarks to evaluate the performance of minority parliaments. What conclusions emerge from his analysis?
3. What arrangements/strategies/coalitions/legislative agreements can be negotiated by a prime minister/provincial premier in a minority parliament to maintain "the confidence of the House?" In particular, discuss the relative costs and benefits of the following strategies that can be adopted to manage a minority parliament - the formation of a coalition government, the negotiation of a formal "political accord" between political parties or short term ad hoc agreements negotiated on an issue by issue basis with opposition parties. Was the "political accord" negotiated between David Peterson and Bob Rae in Ontario between 1985 -1987 a more effective strategy for dealing with a
minority legislature than the ad hoc arrangements negotiated between Paul Martin and Jack Layton in 2005 or between Pierre Trudeau and David Lewis from 1972-1974.

Jan 24/2012 Patronage: Building a Party and Remaining in Office

Seminar Objectives:

To assess the use of patronage by political leaders to build political parties and winning electoral coalitions.
To evaluate "patron-client" relations as a framework in which to assess the notion of political patronage.
To consider how the "rules of the game" regarding the distribution of patronage have evolved over time.

Readings:


Case Study: John Savage


Optional Readings

Questions:

1. What is meant by the term "political patronage"? Both Simpson and Noel suggest that the distribution of patronage can be assessed in the context of "patron-client relations". Is this an appropriate framework in which to discuss the concept of patronage?
2. Noel refers to the "old" and "new" rules governing the distribution of patronage. What are the differences between the "old and new" rules?
3. "The history of Canadian politics shows that the use of patronage, rather than the mere possession of the resources to dispense it, is a litmus test of political success. Some prime ministers- Macdonald, Laurier, King- have used it with subtlety and a sure sense of purpose. Other prime ministers - Mackenzie and Mulroney- have misunderstood its exacting requirements” Jeffrey Simpson, Spoils of Power: The Politics of Patronage, Collins, Toronto, 1988, p.13

4. Using the case of John Savage (Premier of Nova Scotia 1993 -1997) as a basis for analysis, outline and assess the challenges / obstacles that a premier /prime minister can encounters when “traditional conventions” surrounding the use of patronage are challenged by the party leader..

Jan 31/2012  The Prime Minister and the Media: Public Persuader - Managing the Message

Seminar Objectives:

To define and to assess the role of the prime minister as a "public persuader"
To assess the evolving relationship between the prime minister and the media

Background Readings:

Fred Fletcher, "The Prime Minister as a Public Persuader" in T. Hockin, Apex of Power, 2nd, Prentice-Hall, 1977 , pp. 86-111 (R)
David Taras,"Prime Ministers and the Media” in Leslie A. Pal and David Taras (eds), in Prime Ministers and Premiers, Political Leadership and Public Policy in Canada, pp.36 -50. (R).

Case Study:

Lester Pearson and the Media
Readings:

Optional Readings
Allan Levine, Scrum Wars: The Prime Minister and the Media, ch.13 (0)
David Taras, The Newsmakers: The Media’s Influence on Canadian Politics, ch. 5 (R)
Paul Nesbitt-Larking, Politics, Society and the Media: Canadian Perspectives, Broadview, 2001, Chapter 13 (O)

Questions:
1. Fred Fletcher indicates that one of the most important roles performed by a Prime Minister is that of "public persuader". What does this mean and what role does the media play in influencing the strategies and tactics employed by the Prime Minister and the PMO to "sell the government"?  
2. What words or phrases best describe the relationship between the PM and the media? What factors influence the nature of the relationship and how has the relationship changed over time?  
3. Outline and evaluate the guidelines proposed by Allan Blakeney with regard to the development of a “crisis management strategy” to deal with unexpected events (crisis) that develop within a community.  
4. Using Prime Minister Pearson's relations with the media as case study, indicate how the prime minister was portrayed by the media and how the prime minister attempted to use the media to convey his message to the Canadian electorate?

Part III     Evaluating Political Leadership: Case Studies (Feb 7 /2012 – April 10/2012)

The following seminars are devoted to a selection of case studies that are designed to demonstrate how prime ministers/ provincial premiers manage conflict, build support for a major policy initiative, or obtain or renew a mandate from the electorate.

In preparing the seminars on these topics the following format is suggested:  
a. Provide a short biographical note on the prime minister or provincial premier that is the subject matter of the case study  
b. Place the issue in historical context and provide a brief summary of the events surrounding the issue/policy/proposed initiative/election. Identify the key actors that are central to the case study you have selected.  
c. Using the framework and concepts outlined by Joseph S. Nye Jr., The Powers to Lead, Oxford University Press, 20008, outline the goals and objectives the prime minister /provincial premier were attempting to achieve. What resources, strategies
and tactics was the prime minister/ premier prepared to employ to achieve these policy goals and objectives. How successful was the prime minister/ provincial premier in achieving their objectives?

Feb 7/2012  Managing Relations with the United States:
John Diefenbaker, the Cuban Missile Crisis and Cabinet Revolt

Seminar Objectives:

To assess the state of Canadian - American relations from 1957 - 1963
To review the issues that promoted conflict between Ottawa and Washington and to assess how Prime Minister Diefenbaker attempted to redefine Canada's relations with the United States.

Readings:

A. John Diefenbaker: Political Values and Beliefs

Michael Bliss, Right Honourable Men, pp 185 -215 (R).

B. John Diefenbaker: The Cuban Missile Crisis 1962 and Canadian Defence Policy 1962-1963

Denis Smith, Rogue Tory: the Legend of John G. Diefenbaker, pp. 452-488 (R)

Optional Reading

Peyton Lyon, "Prime Minister Diefenbaker and the Cuban Missile Crisis", in Apex of Power, 2nd, Prentice-Hall, 1977, pp. 294-306 (O)
Peter Newman, Renegade in Power: The Diefenbaker Years chs. 23, 24 (O)
J.L. Granatstein, Yankee go Home: Canadians and Anti-Americanism, Chpt. 5, pp.121 -145, (O)
Robert Bothwell, *Canada and the United States: The Politics of Partnership*, University of Toronto Press, 1992, Chapter 4 pp.70 -87 (O)

Questions:

1. Place the debate surrounding the "Cuban Missile Crisis" and the debate surrounding the acquisition of nuclear weapons in the larger context of Canadian- American relations during the period from 1957-1963.
2. There are conflicting views regarding Canadian defence policy during Diefenbaker's tenure as prime minister. Virtually all observers support the views of Denis Smith and Peter Newman that "The Cuban Missile Crisis" of October 1962 was a significant event that contributed to the disintegration of the minority Diefenbaker Government. However, authors disagree with regard to both the content of Canada's defence policy during the period and to the capacity of the prime minister to provide effective leadership. How do you evaluate Diefenbaker’s leadership during this period?
3. Peter Newman has written “… that under the parliamentary system, a prime minister can be removed by undercover intrigue among his ministers, only if it culminates in a sudden, unpredicted coup d’etat. The takeover must be so swift and so ruthless that by the time it flares up into the open around the cabinet table, the power struggle has been resolved and the prime minister’s resignation becomes only its final ritual."(Peter Newman, *Renegade in Power: The Diefenbaker Years*, p. 355). Using this quotation as a basis for discussion, describe the events surrounding the attempted cabinet revolt in February 1963. Discuss the strategy of the cabinet rebels and assess the tactics employed by the prime minister to remain in office. In retrospect, what strategic errors did the cabinet rebels make that allowed Prime Minister Diefenbaker to remain in office? What does this incident demonstrate with regard to the vulnerability of prime ministers to leadership challenges and the security of their tenure in office?

Feb 14 /2012  Managing Relations with the United States: 
Lester Pearson and the Vietnam War 1963 -1968

Seminar Objectives:

To review Canadian - American relations during the period from 1963 -1968
To compare and contrast the "leadership styles" of Diefenbaker and Pearson with regard to managing relations with the United States
To explore the strategy and tactics of the Pearson Government to influence American policy on the Vietnam War
Readings:

A. Lester Pearson: Political Values and Beliefs


B. Lester Pearson and the Vietnam War 1963-1968


Optional Reading


Questions:


2. What were the goals and objectives of Canadian foreign policy during the period from 1963-1968? To what extent was the Pearson Government successful in brokering a negotiated resolution to the conflict between North and South Vietnam?

3. Discuss the nature of the tensions/issues of dispute that developed between the prime minister and the Minister of External Relations (Paul Martin) over Canadian policy in south-east Asia.
Feb. 28/2012
Managing Relations with the United States after September 11/2001
Jean Chrétien and Iraq: 2002 -2003

Seminar Objectives:

To review Canadian - American relations during the period from September 11 2001 to Dec 2003 and from 2003- 2009
To place the decision of the Chrétien Government on March 17/2003 not to commit troops to participate in military action against Iraq without a resolution from the Security Council of the United Nations in the broader context of Canada's relations with the United States.
To assess the rationale provided by the Chrétien Government for the decision not to participate in military action against Iraq and the possible implications for Canadian - American relations.
To assess reaction of opposition parties in the House of Commons, provincial governments and the Canadian electorate to Chrétien’s announcement of March 17/2003. Assess the evolution of public opinion in Canada on the Iraq War and more generally on the overall direction of Canadian foreign policy.

Readings
A. Jean Chrétien and Iraq: 2002 -2003

Optional Reading


Questions:

1. Place the decision of the Chrétien Government on March 17, 2003 not to participate in military action against Iraq in the context of the evolution of Canadian-American relations since September 11/2001.

2. Assess the rationale provided by the Chrétien Government for the March 17/2003 decision not to participate in military action against Iraq as well as the implications of the decision on the evolution of Canadian-American relations. Was this decision consistent with the fundamental principles that have guided Canadian foreign policy since 1945?


4. Was the decision of the Chrétien Government not to participate in the Iraq War the most important element of the Chrétien legacy?
March 6/2012  Maintaining the Unity of the Nation
The Conscription Crisis 1942 and 1944

Readings:

A. Mackenzie King: Political Values and Beliefs


B. King and Conscription: 1942 and 1944

J.L. Granatstein, Canada’s War: The Politics of the Mackenzie King Government, chs. 6, 9 (R)
"Result of the Plebiscite of 27 April 1942" in J.L. Granatstein and Peter Neary (eds.), The Good Fight: Canadians and World War II, Copp Clark, 1995, pp.227 -228 (R)

Optional Reading

R. MacGregor Dawson, The Conscription Crisis of 1944, pp. 11-25 (O)
Michael Bliss, Right Honourable Men, pp123-183(O)

Questions:

1. Blair Neatby has written that "In conclusion, let me repeat that Mackenzie King did have political ideas. He was not a philosopher, but he had a consistent framework of inarticulated attitudes and sentiments. He had a political philosophy" (H.B. Neatby, "The Political Ideas of William Lyon Mackenzie
King”, in Marcel Hamelin, (ed.), The Political Ideas of the Prime Ministers of Canada, University of Ottawa, 1969 p. 136). Using Neatby’s comments as a framework, outline what you consider to be the major principles, ideas, beliefs that influenced King’s approach to politics and public policy.

2. What was the Conscription Crisis of 1942 and 1944? Identify the key issues and political actors involved in the debate. How did King manage the conflict in terms of his relations with the cabinet, the caucus, the opposition parties in the House of Commons, and the Canadian electorate? What insights can be gained with regard to King’s views about the nature of political leadership? How would you evaluate his leadership during this period?

3. Outline, evaluate and assess the strategies and tactics employed by Sir Robert Borden (1917 -1918) and Mackenzie King (1942 and 1944) to "manage" the issue of conscription during their tenure as prime minister.

March 13/2012 Pierre Trudeau–The October Crisis 1970

Readings:


B. The October Crisis 1970: Evaluation and Assessment

Denis Smith, Bleeding Hearts, Bleeding Country: Canada and the Quebec Crisis, ch.7, pp. 134-150 (R)
Reg Whitaker, "Apprehended Insurrection? RCMP Intelligence and the October Crisis" in Queen's Quarterly, Summer, 1993, pp.383 - 406 (R)

Optional Reading

Questions:

1. Document the events surrounding the October Crisis 1970. Identify the key political actors.

2. Assess the arguments advanced by Prime Minister Trudeau in his speech invoking the War Measures Act, taking into account his views about Quebec nationalism, his assessment of the Quiet Revolution of the 1960's, and his beliefs about the protection of individual freedoms in a democratic state.

3. Was the government justified in invoking the War Measures Act in October 1970? Note the comments of Whitaker, Granatstein, Kierans and Jamieson.

4. Denis Smith questions the argument advanced by authorities in October 1970 that there had been an "erosion of public will" (p.146) that justified the invocation of the War Measures Act. Professor Smith argues that in a democracy the authority of the state should not be used "to shock or intimidate public opinion." (p. 145). "It cannot, that is legitimately, use techniques of scare, or arbitrary police action, or emergency measures to meet an "erosion of public will", because the "erosion of public will" is a euphemism for the free evolution of public debate." (P.145- 6) How do you evaluate Professor Smith’s view?

March 20/2012: Transformational Leadership: Lester Pearson: The Canada Pension Plan and Medicare

Seminar Objectives:

To identify the major themes and social policies that define the "Pearson Legacy" (1963 -1968)
To review and assess the federal/provincial negotiations surrounding the introduction of Medicare and the Canada Pension Plan.

Reading: Transformational Leadership


Question:

1“In the more noble reaches of politics, windows of opportunity provide gifted leaders with a chance to advance crucial public policy. But the window is usually not open for a long period of time, and the politician needs sufficient leadership skills and talented advisors to recognize and seize the opportunity. (Jim Coutts, “Windows of Opportunity: Social Reform Under Lester B. Pearson, “Policy Options, Vol 24, No 10, Nov 2003, p. 9. )

Using the quotation by Jim Coutts as a basis for discussion, outline and assess the conditions that are necessary for political leaders to exercise transformational leadership within a community.
Readings: Canada Pension Plan and Medicare


Questions:


“Pearson’s legacy, then, is mixed. He created the environment in which social plans could flourish, secured a partial consensus, and then somewhat reluctantly pushed through the necessary legislation. It is his foresight in producing the Canada Pension Plan and Medicare that is remembered more frequently than his caution.”(P.E. Bryden, “Prescience, Prudence and Procrastination: National Social Policies in the Pearson Era”, in Norman Hillmer (ed.), *Pearson: The Unlikely Gladiator*, McGill – Queen’s Press, 1999, p. 103).

Using the above comments by Bryden as a basis for analysis, assess the leadership provided by Lester Pearson with regard to the development and the implementation of the Canada Pension Plan and Medicare during the period from 1963-1968.

March 27/2012 Transformational Leadership: Tommy Douglas

Seminar Objectives: Tommy Douglas and Medicare in Saskatchewan

To review and assess the events surrounding the introduction of medicare in Saskatchewan in 1962.

To identify the major themes that defines the "Douglas Legacy" (1944 -1961)

Readings:

A. Tommy Douglas and Medicare

Questions:
1. Review the events surrounding the introduction Medicare in Saskatchewan from 1960 - 1962.
2. Define the issues of conflict that emerged in Saskatchewan between the provincial government and the College of Physicians and Surgeons of Saskatchewan. Discuss the role of Woodrow Lloyd in the final negotiations leading to a resolution of the dispute with the doctors.


Seminar Objectives:

- To review the events leading to the election of the Robichaud Government in 1960
- To outline and assess the social, economic and cultural reforms initiated by the Robichaud Government from 1960 -1970
- To document the sources of opposition to the reform agenda of the Robichaud Government
- To assess the strategic leadership skills of Louis Robichaud to implement a legislative agenda
- To assess the political legacy of Louis Robichaud

Readings:

A. Louis Robichaud: Political Values and Beliefs


Optional Reading

Seminar Objectives:

To discuss the strategies developed by Stephen Harper to build a coalition of interests that allowed the Conservative Party to win a majority government in 2011 and to be in a position to dominate national politics in Canada for a sustained period of time.

To assess the tensions (Chretien and Martin) that emerged within the Liberal Party from 2000 – 2006 that culminated in the defeat of the Martin government in January 2006.

To discuss the challenges the Liberal Party has encountered since 2006 to rebuild the party.

To assess the implications of the results of the 2011 election campaign and to consider if there is a role for a moderate centrist party in Canadian politics. Will polarized politics dominate party politics in Canada in the future?

Readings:


Readings: Federal Election 2011


Optional Reading


Questions:

1. George Perlin has used the phrase "The Tory Syndrome" to describe the challenges faced by leaders of the Progressive Conservative Party to build an electoral coalition that would allow
the party to win federal elections over a sustained period of time. What is the "Tory Syndrome"? To what extent does Perlin's analysis of the conflicts that divided the Progressive Conservative Party account for past electoral failures.


3. What factors contributed to the dominance of the Liberal Party and the perception that since 1896 the Liberal Party was Canada's "natural governing party"? In particular assess the importance of political leadership as a contributing factor to the prolonged dominance of the Liberal Party in federal politics. Can Perlin’s analysis of the tensions and conflicts within the Progressive Conservative Party (“the minority party syndrome”) p. 200 be applied to the tensions and challenges encountered by the Liberal Party since 2004.

ESSAY ASSIGNMENT

You may not select a topic that directly duplicates research/reading for your seminar presentations. If there is any uncertainty regarding the selection of a topic please discuss the matter with course instructor.

Essay Assignment:

Format: 20 pages typed (double spaced) excluding footnotes and bibliography

Documentation of Sources:

Please read the material attached to the course outline with regard to plagiarism and paraphrasing. Please ensure that all sources are documented and that all direct quotations from sources are clearly marked with quotation marks and an appropriate footnote. All footnotes must include the page reference from the source cited in the footnote.

Submission of Essay:

February 14/2012

Late Penalties For Essays:

A late penalty of 3% per day including weekends and statutory holidays will be assigned. Therefore an essay that was due on a Friday and which is submitted on a Monday will be assigned a 6% penalty. The late penalty will be deducted from the grade assigned to the essay - an assigned grade of 80% with a late penalty of 6% would result in a grade of 74%. Papers submitted 10 days
after the due date will not normally be accepted without appropriate documentation. **Essays can not be submitted via email or "fax" without permission of the instructor.**

**Essay Proposal:** An essay proposal must be submitted on or before Nov 22/2011. Details regarding the format will be discussed in the seminar on September 13/2011. Failure to submit a proposal will result in a 5% reduction in the grade assigned to the essay. For example a grade of 75% will be reduced to 70% if an essay proposal is not submitted on Nov 22 /2011. Essay proposals will be reviewed with each student prior to the conclusion of classes in December 2011.

**Essay Topic**

1. **Select a policy issue/theme/incident that demonstrates the ability of a prime minister, a provincial premier, a regional minister or a leader of an opposition political party to manage conflict, to build a consensus, or to win and/or renew a mandate from the electorate.**

Your essay should place the issue/incident/theme in historical context and must include an analysis, and assessment of the leadership skills demonstrated by the political leader you have selected. Several case studies have been referred to in the seminars and there is a wide variety of literature available on provincial premiers.

You may chose an historical or a more contemporary case study. In selecting your topic, you must assess the availability of research material as it will be necessary to consult a variety of sources in the preparation of the essay. You should begin your research early in the first term.

You may not choose a topic that duplicates research prepared for a seminar presentation. If there is any doubt, please contact the course instructor.

**Some Suggestions for Essay Topics**

**A. Federal – Provincial Conflicts:**

- Pierre Trudeau and Rene Levesque: Referendum 1980 and the Constitutional Future of Quebec
- Pierre Trudeau and Peter Lougheed: National Energy Program
- Brian Mulroney: Meech Lake Accord and the Charlottetown Accord

**B. National Policy Initiatives**

- Brian Mulroney and Free Trade
- Lester Pearson and the Canada Pension Plan
- Lester Pearson and Medicare
- Lester Pearson and the Flag Debate
- Pierre Trudeau and Bilingualism
John Diefenbaker and the AVRO Arrow
Robert Borden and Mackenzie King: Conscription
Joey Smallwood and the entry of Newfoundland into Confederation
Jean Lesage and the "Quiet Revolution"
Sir John A. Macdonald and the National Policy

**Regional Ministers**
James Gardiner
C.D. Howe
Ernest Lapointe
John Crosbie
Thomas Crerar
Allan MacEachen

**Opposition Party Leaders**
Robert Stanfield
Ed Broadbent
Preston Manning

*Note: Students must consult with the instructor with regard to topics and the availability of resources.*

September 1, 2011.
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:


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.