

POLB52H3S Canadian Politics: Connecting Citizens and Government

Thursdays, 3-5pm, Rm: SY-110

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1 Course Description

This course examines the relationship between politics and society in Canada. At the end of this course, students will understand the specific mechanisms through which Canadian political institutions interact with the society in which they are embedded. The core theme of the course is how different approaches to the study of politics improve our understanding of the state-society relationship in Canada.

2 TA Contact Information, Course Codes, and Passwords

Teaching Assistants:

Adrienne Davidson: adrienne.davidson@utoronto.ca (Teaching)

Paul Thomas: paul.thomas@utoronto.ca (Grading)

Twitter:

name: cochrane_utsc

hashtag: #POLB52

Turnitin:

course id: 5947726

password: Canada

Coursepeer:

web address: www.coursepeer.com (create an account, then add POLB52)

3 Assessment

3.1 Schedule and Weighting

Participation	15%	
Midterm Exam	25%	February 28
Writing Assignment	25%	Due March 21
Final Exam	35%	Final Exam Period

3.2 Participation

The participation component of your grade is based on the quality of your contributions to tutorial discussion about the course readings, as well as your contribution to the class discussion of the course readings on Coursepeer. Contributing to tutorial discussion does not mean talking all of the time, but nor does it mean simply showing up and listening to others. It means: a) reading the required readings and some of the supplemental readings; b) making thoughtful and relevant comments in tutorial about

the readings; c) being courteous to your fellow students and respectful of opposing points of view; d) not sitting quietly or monopolizing tutorial discussion. Your participation grade will reflect your contribution to discussions of course readings on Coursepeer; at least some of which should be done in advance of the tutorial for the week those readings are assigned.

3.3 Course Readings

Two-thirds of your participation grade is allocated to your contribution to class discussions of the supplemental and required readings, both in tutorial and on Coursepeer. Thus, attendance at tutorials is a necessary but not a sufficient condition of a good participation grade. Your participation grade includes, for example, volunteering on occasion to photocopy and post for your colleagues a chapter of a book from the supplemental readings, and of contributing to the discussion of all of the required and some of the supplemental readings in tutorial and, in advance of the tutorial, on Coursepeer.

3.4 Essay Assignment

The essay assignment in this class will involve doing research in addition to the course readings.

3.4.1 Essay Grading Criteria

- Style (10%): The essay follows perfectly the formatting guidelines laid out in the APSA Style Manual for Political Science or, equivalently, the author-date style in the 15th edition of the Chicago Manual of Style. The essay is devoid of typographical errors.
- Writing (15%): The essay is well-written. It is grammatically sound and easy to read. Each paragraph contains a single major idea. There are no run-on or incomplete sentences. Punctuation is used properly. The writing is succinct: it is creative, but not wordy. All quotations are properly introduced by preceding text.
- Demonstrated Understanding (25%): The essay demonstrates a comprehensive understanding of the key concepts and relevant readings. The essay cites the relevant readings but is not stacked with general citations to irrelevant sources. The in-text citations to specific arguments from sources include at least one exact page number on which the argument appears.
- Argument (25%): The essay analyzes and synthesizes the arguments in relevant readings to support the development of a single central thesis. This thesis is creative. It is stated clearly at the outset of the essay, and the remainder of the essay is organized explicitly and logically around supporting this thesis. The essay does not rely heavily on quotations or on tight paraphrasing of wording from sources. Rather, the essay uses original language to characterize the main points from relevant sources.
- Research (25%): The paper uses appropriate academic sources (e.g., journal articles and books) and does use as secondary sources unpublished work (e.g., internet sites), work by anonymous authors (e.g., Wikipedia), media reports, or the assigned readings from the course. If in doubt about the appropriateness of a source, please ask your TA or the professor.

3.4.2 Essay Late Penalties

The essay assignment is due to turnitin.com by 11:59pm of the day it is due. The late penalty is 5% for each day, or part thereof, that the work is late (including weekends). There will be no extensions, except in the case of documented medical illness. Please note the extension policy, as there will be no exceptions this semester.

3.4.3 Statement on Academic Integrity

Students who work hard and play by the rules will not come out of this course with a lower grade than someone who cheats. As the University Handbook on Student Rights and Responsibilities points out:

Honesty and fairness are considered fundamental values shared by students, staff and faculty at the University of Toronto. The University's policies and procedures that deal with cases of cheating, plagiarism and other forms of academic misconduct, are designed to protect the integrity of the institution and to maintain a community where competition is fair. As a result, U of T treats cases of academic misconduct very seriously. If it has been alleged that you committed an academic offense, you will find that the allegation is dealt with formally and seriously, and that the penalties can be severe if it is determined that you did cheat. All of the policies and procedures surrounding academic offenses are dealt within one policy: The Code of Behaviour on Academic Matters (the 'Code'). This booklet on Academic Integrity is intended to supplement the Code, but not to take its place as the official document on these matters. Nor does this booklet take the place of legal counsel. The full text of the Code of Behaviour on Academic Matters can be found in your Faculty Calendar or online at www.utoronto.ca/govcncl/pap/policies/behaveac.html.... **Ignorance of the rules does not excuse cheating or plagiarism.**

All instances of academic misconduct will be forwarded to the University for further review and discipline. For more information, please visit the website of the Center for Teaching Support and Innovation at the University of Toronto: Academic Integrity at the University of Toronto. If you have any questions about what constitutes plagiarism, please do not hesitate to ask me.

3.4.4 Statement on the Use of *Turnitin*

To deter and detect academic misconduct, this course uses, among other things, *turnitin.com*, a tool which facilitates an analysis of textual similarities between sources. Thus,

students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

3.5 Exams

The examinations in this class will be comprised of short answer and essay questions, with approximately equal weight assigned to both types of questions in the midterm, and 2/3rds weight assigned to the essay questions in the final exam.

3.5.1 Missing the Midterm

Students who do not write the midterm exam will have to provide appropriate documentation, as per University policy. University policy stipulates, for example, that

petitions based on medical grounds must be supported by an original medical certificate stating both that the student was examined and diagnosed at the time of illness and was examined on the day of the exam or immediately after (i.e. the next day). A statement from the physician that merely confirms a report of illness and/or disability made by the student will not be acceptable to justify the absence.

If you are experiencing family or personal difficulties that you are not comfortable discussing with me, I can also accept documentation from the Health & Wellness Center.

3.5.2 Missing the Final

For information about missing the final exam, which is not handled at the course level, please see The Office of the Registrar.

4 Texts and Materials

- Dyck, Rand. 2011. Canadian Politics: Critical Approaches, Sixth Edition. Toronto, ON: Nelson Education.
- The course text is available for purchase, if you do not already have it (and previous editions are fine, though the page numbers may not align). All supplemental readings are available online, or will be made available by student volunteers, on Coursepeer.

5 Class Schedule

Class Attendance: In the event that you have to miss a class, please use the discussion board on the class website to catchup. I encourage you to use this board whenever you have a question, and to monitor this board regularly for an opportunity to answer the questions of others. If you miss a tutorial, you are responsible for notifying your TA for the reason of your absence. It is also your responsible to ensure that your presence at each tutorial is known to your TA. Thus, for example, if your name is not called during attendance, you will be marked absent unless you inform your TA immediately that your name was not called.

5.1 January 10: Introduction

5.1.1 Lecture

Why Study Canadian Society?

5.2 Tutorial

No tutorial this week.

5.2.1 Readings

- POLB52H3S Course Syllabus.

5.3 January 17: The Canadian Context

5.3.1 Lecture

The Canadian Context

5.3.2 Tutorial

Introduction: How to Read and Write an Academic Article

5.3.3 Readings

- Dyck, Rand. 2011. Canadian Politics: Critical Approaches, 6th ed. 10-25, 27-46.
- Nevitte, Neil. 1996. The Decline of Deference: Canadian Value Change in Cross National Perspective. Peterborough, ON: Broadview Press, 1-14.

Part I: Worldviews in Canadian Politics

5.4 January 24: The Origins of Worldviews

5.4.1 Lecture

Information and Predisposition

5.4.2 Tutorial

How might do rational-choice theory, political psychology, political sociology, behavioral genetics, and political institutions help explain the origins of Canadians' worldviews. To what extent and in what ways, specifically, do these varying explanations overlap and conflict with each other?

5.4.3 Readings

- Converse, Philip. 1964. "The Nature of Belief Systems in Mass Publics." In Ideology and Discontent, ed. David Apter. New York, NY: Free Press of Glencoe, 206-214.
- Jost, John T. 2006. "The End of the End of Ideology." American Psychologist 61(07): 651-670.
- S Zaller, John. 1992. The Nature and Origins of Mass Opinion. New York, NY: Cambridge University Press, 6-39.
- S Downs, Anthony. 1957. An Economic Theory of Democracy. New York, NY: Harper Collins, 96-113 (Chapter 7).
- S Inglehart, Ronald. 1971. The Silent Revolution in Europe: Intergenerational Change in Post-Industrial Societies. American Political Science Review 65(4): 991-1017.
- S Huckfeldt, Robert, and John Sprague. 1987. "Networks in Context: The Social Flow of Political Information." American Political Science Review 81(4): 1197-1216.
- S Tversky, Amos, and Daniel Kahneman. 1981. "The Framing of Decisions and the Psychology of Choice." Science 211(4481): 453-458.
- S Iyengar, Shanto, and Donald Kinder. 2009. News that Matters. Chicago, IL: University of Chicago Press, 112-133.
- S Haidt, Jonathan. 2012. The Righteous Mind: Why Good People are Divided by Politics and Religion. New York, NY: Pantheon Books, xi-26 (Introduction and Chapter 1).
- S Alford, John R., Carolyn Funk, and John R. Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" American Political Science Review 99(2): 153-167.

5.5 January 31: Liberalism, Conservatism, and Socialism

5.5.1 Lecture

Left/Right Ideology and Canadian Politics

5.5.2 Tutorial

The arguments of Horowitz and Haidt generate different explanations for ideological differences in Canadian society. What are these differences? Do these explanations complement each other in any ways?

5.5.3 Readings

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- Horowitz, Gad. 1966. "Conservatism, Liberalism, and Socialism in Canada: An Interpretation." *Canadian Journal of Economics and Political Science* 32(2): 143-171.
- E Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People are Divided by Politics and Religion*. New York, NY: Pantheon Books, 95-111.
- E Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People are Divided by Politics and Religion*. New York, NY: Pantheon Books, 128-154.
- E Haidt, Jonathan. 2012. *The Righteous Mind: Why Good People are Divided by Politics and Religion*. New York, NY: Pantheon Books, 155-188.

5.6 February 7: Nationalisms, Regionalisms, and Canadian Identities

5.6.1 Lecture

Rival Conceptions of the Canadian Nation

5.6.2 Tutorial

What is regionalism? What is nationalism? What is Canadian identity? What are the connections between these three things? How can we account for Canadian regionalism and nationalism from the perspective of rational choice theory, political psychology, sociology, and institutionalism? How and in what ways are these approaches complementary and contradictory?

5.6.3 Readings

- Dyck, Rand. 2011. *Canadian Politics: Critical Approaches*, 6th ed. Toronto, ON: Nelson Education, 51-76.
- Dyck, Rand. 2011. *Canadian Politics: Critical Approaches*, 6th ed. Toronto, ON: Nelson Education, 101-126.
- Simeon, Richard, and David Elkins. 1974. "Regional Political Cultures in Canada." *Canadian Journal of Political Science* 7(3): 397-437.
- S Hobsbawm, Eric. 1983. "Introduction: Inventing Traditions." Cambridge, UK: Cambridge University Press, 1-15
- S Grant, George. 1965. *Lament for a Nation: the Defeat of Canadian Nationalism*. Toronto, ON: McClelland and Stewart. (or any other edition). 99pgs.
- S Bilodeau, Antoine, Stephen White, and Neil Nevitte. 2010. "The Development of Dual Loyalties: Immigrants' Integration to Canadian Regional Dynamics." *Canadian Journal of Political Science* 43(3): 515-514.
- S Cutler, Fred. 2007. "Contextual Effects on Public Opinion: Social Interaction, Default Information, or Local Interests?" *Political Geography* 26(5): 575-600.

5.7 February 14: Race, Gender, and Ethnicity

5.7.1 Lecture

The Politics and Sociology of Race and Gender in Canada.

5.7.2 Tutorial

How do worldviews figure into disagreements about these issues? In what ways do political psychology, rational choice theory, political institutions, and political sociology shed insight on the political circumstances of, and disagreements about, aboriginal peoples, women, and ethnoracial minorities in Canada? What are the limits of these approaches?

5.7.3 Readings

- Dyck, Rand. 2011. Canadian Politics: Critical Approaches, 6th ed. Toronto, ON: Nelson Education, 127-168.
- Thompson, Debra. 2008. "Is Race Political?" Canadian Journal of Political Science 41(3):525-547.
- S Taylor, Charles. 1992. Multiculturalism and the Politics of Recognition. Princeton, NJ: Princeton University Press.
- S Alfred, Gerald R. 1995. Heeding the Voices of our Ancestors. Toronto, ON: Oxford University Press, 1-23; 178-191.
- S Cairns, Alan. 2000. Citizens Plus: Aboriginal Peoples and the Canadian State. Vancouver, BC: UBC Press, Chapter 5.
- S Black, Jerome. 2000. "Entering the Political Elite in Canada: the Case of Minority Women as Parliamentary Candidates and MPs." Canadian Review of Sociology and Anthropology 37(2): 143-166.
- S Bashevkin, Sylvia. 2002. Welfare Hot Buttons. Toronto, ON: University of Toronto Press, 3-18.

5.8 February 28: Midterm Exam

Part II: Connecting Citizens and Government

5.9 March 7: The Role of the State in the Representation and Construction of Canadian Society

5.9.1 Lecture

State and Society in Canada

5.9.2 Tutorial

What is political representation? What is political competition? To what extent and in what ways does the state represent and shape Canadian society? Does it make sense to think of the state and society as separate entities?

5.9.3 Readings

- Dyck, Rand. 2011. Canadian Politics: Critical Approaches, 6th ed. Toronto, ON: Nelson Education, 3-10.
 - Cairns, Alan. 1986. "The Embedded State: State-Society Relations in Canada." In *State and Society: Canada in Comparative Perspective*, ed. Keith Banting. Toronto, ON: University of Toronto Press, 53-86.
 - Pitkin, Hanna. 1967. *The Concept of Representation*. Berkeley, CA: University of California Press, 40-91.
 - Nordlinger, Eric. 1981. *On the Autonomy of the Democratic State*. Cambridge, MA: Harvard University Press, 1-41.
- S Olson, Mancur. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press, Chapter 1 ("A Theory of Groups and Organizations.")
- S Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. New York, NY: Cambridge University Press, Chapter 1 ("Reflections on the Commons").

5.10 March 14: Elections and the Electoral System

5.10.1 Lecture

Elections and Voting Behaviour in Canada

5.10.2 Tutorial

How might rational choice theory, political psychology, behavioral genetics, institutions, and political sociology help to explain voting and voting behavior in Canada? What are the main challenges for each approach?

5.10.3 Readings

- Dyck, Rand. 2011. Canadian Politics: Critical Approaches, 6th ed. Toronto, ON: Nelson Education, 313-336; 371-393.
 - Blais, Andre, and Louis Massicotte. 2002. "Electoral Systems." In *Comparing Democracies 2: New Challenges in the Study of Voting Behavior*, ed. Lawrence Leduc, Richard Niemi, and Pippa Norris. Thousand Oaks, CA: Sage, 40-68.
 - Cairns, Alan. 1968. "The Electoral and the Party System in Canada, 1921-1965." *Canadian Journal of Political Science* 1(1): 55-80.
- S Downs, Anthony. 1957. *An Economic Theory of Democracy*. New York, NY: Harper Collins, 36-50 (Chapter 3); 260-276 (Chapter 14).
- S Green, Donald, Bradly Palmquist, and Eric Shickler. 2002. *Partisan Hearts and Minds: Political Parties and the Social Identities of Voters*. New Haven, CT: Yale University Press, 1-51.
- S Cutler, Fred. 2002. "The Simplest Shortcut of All: Sociodemographic Characteristics and Electoral Choice." *Journal of Politics* 64(2): 466-490.

5.11 March 21: Parties and the Party System

5.11.1 Lecture

Brokerage and Ideological Politics in Canada

5.11.2 Tutorial

What is brokerage politics? What is ideological politics? Why do people get involved in political parties? Are brokerage and ideological politics inherently incompatible? What are the implications of brokerage and ideological politics for parties' representation and construction of Canadian society? How does thinking about rational choice theory, behavior genetics, political psychology, political sociology, and institutions help us to answer these questions?

5.11.3 Readings

- Cross, William, and Lisa Young. 2002. "Policy Attitudes of Party Members in Canada: Evidence of Ideological Politics." *Canadian Journal of Political Science* 35(4): 859-880.
 - Brodie, Janine, and Jane Jenson. 1996. "Piercing the Smokescreen: Stability and Change in Brokerage Politics," in Brian Tanguay and Alain-G. Gagnon, eds., *Canadian Parties in Transition*. Toronto, ON: Nelson, Chapter 2.
 - Young, Lisa, and William Cross. 2002. "Incentives to Membership in Canadian Political Parties." *Political Research Quarterly* 55(3): 547-569.
- S Kitschelt, Herbert. 1989. *The Logics of Party Formation*. New York, NY: Cornell University Press, 9-40, 168-200.
- S May, John D. 1973. "Opinion Structure of Political Parties: The Special Law of Curvilinear Disparity." *Political Studies* 21(2): 135-151.
- S Wilson, James. 1973. *Political Organizations*. New York, NY: Basic Books, 3-55.

5.12 March 28: Federalism and the Charter

5.12.1 Lecture

Policy-Making in Canada

5.12.2 Tutorial

What is mega-constitutional politics and why and when do politicians engage in it? To what extent and in what ways do constitutions shape and respond to Canadian society? How does thinking about rational choice theory, behavioral genetics, political psychology, political sociology, and political institutions help us to answer these questions? Where do these answers complement and contradict each other?

5.12.3 Readings

- Morton, F.L., and Rainer Knopff. 2000. *The Charter Revolution and the Court Party*. Peterborough, ON: Broadview Press, 13-32; 149-166.
- Smith, Miriam. 2002. "Ghosts of the Judicial Committee of the Privy Council: Group Politics and Charter Litigation in Canadian Political Science." *Canadian Journal of Political Science* 35(1): 3-29.

- Russell, Peter. 1983. “The Political Purposes of the Canadian Charter of Rights and Freedoms.” *Canadian Bar Review* 61(1): 30-54.
- S Cairns, Alan. 1977. “The Governments and Societies of Canadian Federalism.” *Canadian Journal of Political Science* 10(4): 695-725.
- S Cairns, Alan. 1992. *Charter versus Federalism: The Dilemmas of Constitutional Reform*. Montreal, PQ: McGill-Queen’s University Press, 1-10; 96-106. (Online via U of T Library)
- S Brodie, Ian, and Neil Neviite. 1993. “Evaluating the Citizens’ Constitutional Theory.” *Canadian Journal of Political Science* 26(02): 235-259.

5.13 April 4: Social Movements, Protest, and Dissent

5.13.1 Lecture

5.13.2 Tutorial

How does thinking about rational choice theory, behavioral genetics, political psychology, political sociology, and political institutions help us to understand the origins, effectiveness, and desirability of social movements and political protest?

5.13.3 Readings

- Smith, Miriam. 1999. *Lesbian and Gay Rights in Canada: Social Movements and Equality-Seeking, 1971-1995*. Toronto, ON: University of Toronto Press, 3-25.
- Inglehart, Ronald. 1990. *Culture Shift in Advanced Industrial Society*. Princeton, NJ: Princeton University Press, 371-392.
- S Kitschelt, Herbert. 1986. “Political Opportunity Structures and Political Protest: Anti-Nuclear Movements in Four Democracies.” *British Journal of Political Science* 16(01): 57-85.
- S Tarrow, Sidney. 2003. *Social Movements and Contentious Politics*, 2nd Edition. New York, NY: Cambridge University Press, 1-33.
- S Olson, Mancur. 1971. *The Logic of Collective Action*. Cambridge, MA: Harvard University Press, 53-65 (Chapter 2).