

**University of Toronto  
Department of Political Science  
POL 224Y; section L5101**

**Canada in Comparative Perspective  
Fall/Winter 2013-2014**

**NOTE: Tutorial dates have not been set as of August 28, 2014**

Instructor: Dr. Pauline Beange

Class time: Tuesday, 6-8 PM

Class location: MC 102

**Instructor's office location:**

Office hours: Tuesday, 4:00-5:30 in office; 8-8.30 in MC102 following class

E-mail: pauline.beange@utoronto.ca

Blackboard: It is students' responsibility to check the course website regularly.

**Course description:**

Politics and policy impact us all, whether or not we pay attention to politics and elections. A key assumption underlying the course design is that a good understanding of Canadian politics develops not only as we examine Canada but also as we compare Canadian democratic practices and institutions with other nations in the developed world. It has been said that, "Those who know only one country know no country," suggesting that that if we know only our own nation, we will either err towards being overly critical or overly complacent.

This full-year course is divided into three parts. Section [A] begins with an examination of concepts – such as the state, power, authority, legitimacy and ideas-democracy, totalitarianism – that are essential for the study of comparative politics. Section [B] examines the three pillars of Canadian democracy in comparative perspective: the Charter of Rights and Freedoms as a constitution; Canada's parliamentary system; and Canada's federal system. In Section [C], we delve into how Canadians organize for political action—through, for example, political parties, interest groups and social media. We will also examine the role of leaders such as Prime Minister Harper and President Obama and the role of the civil service in shaping policies and political engagement and attitudes.

The focus of this course is Canada with comparative perspectives gleaned from developed societies, primarily Britain, which provided Canada's political heritage and the US, which constitutes a major cultural influence on Canada.

Students are encouraged to keep abreast of political developments. To do so, read a newspaper (*The Globe and Mail*, *National Post* and *The Economist* are recommended), watch the news on television or online.

## **Course objectives:**

Course objectives: This course is designed to assist you in developing and demonstrating the following skills:

1. Learning to understand and evaluate Canadian political processes and outcomes.
2. Cultivating a measured yet thoroughgoing approach to comparative political analysis.
3. Learning how ideas, institutions and interests influence political engagement.
4. Demonstrating university-level writing and citation skills
5. Reading, understanding, analyzing and critiquing texts

**Format:** There will be a two hour lecture, once a week. Students will meet with their teaching assistant for an additional one hour tutorial roughly every other week during each term. Tutorials will not start until about the 4th week of the course. *You are expected to attend all lectures and tutorials.*

## **Readings:**

**Mintz, Eric, David Close and Osvaldo Croci. 2013. *Politics, Power and the Common Good: An Introduction to Political Science*. Pearson. Available at bookstore.**

**Coursepack. Available at bookstore.**

**E-links to library or other sites.**

## **Important for reference but not required:**

Brooks, Stephen. *Canadian Democracy*. 7<sup>th</sup> ed. **Course reserves.**

Dyck, Rand and Christopher Cochrane. *Canadian Politics: Critical Approaches*. Nelson. **Course reserves.**

**Getting in Touch with Me:** I keep two hours of office time each week during term (see above). You can drop by and see me then. If you cannot make it at those times, *e-mail me*. I respond to emails Monday-Friday, regular business hours and usually respond three hours. When emailing me, put POL224Y in the subject line.

**Your Teaching Assistant:** Once you have been assigned a teaching assistant, please try to abide by the following formula in deciding whether to e-mail me or your TA about a question related to the course: If the issue has to do with the *course structure, rules and procedures, or about a substantive point discussed in lecture* that you would like clarified, contact me. If the question has to do with *how you should go about preparing an assignment that the TA will be grading, or about the readings*, contact the TA first. Of course, you should feel free to contact me about these too, but I would prefer if you contacted your TA first.

**Grades and grading:** If you wish to *appeal a grade* assigned by a TA, you will have to approach your TA *first*, with a 150-200 word written explanation of why you wish to have the grade reviewed. Only after this step has been completed, and the paper has been re-evaluated by the TA, will I consider the matter. I will only adjust an assigned grade if I feel that it is egregiously wrong – i.e., if the grade is off by 5% or more.

## Grading Scheme:

Short paper	15%	(4-5 pages; upload to Turnitin.com <u>November 3</u> ; hard copy to <u>tutorial leader or date-stamped in department</u> )
Fall term test	20%	( <u>on December 2 in class</u> )
Research essay	25%	(8-10 pages; <u>upload to Turnitin.com March 9</u> ; hard copy to <u>tutorial leader or date-stamped in department</u> )
Final examination	30%	( <u>during April exam period</u> )
Tutorial participation	10%	

*Normally, students will be required to submit their course essays to **Turnitin.com** for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism.* The terms that apply to the University's use of the Turnitin.com service are described on the turnitin.com web site. If, as a student, you object to using turnitin.com, please see me to establish alternative arrangements for submission of your written assignments.

Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism please see Writing at the University of Toronto <http://www.writing.utoronto.ca/advice/using-sources>

Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing in to the TA/Instructor/Department. Essays/assignments should be kept until the marked essays/assignments have been returned to you and the grades are posted on ROSI.

### ***How to Submit Assignments:***

The short paper in the fall and the research essay in the spring **MUST** be submitted to turnitin on the specified deadline and in hard copy to the tutorial leader or submitted to the department and date-stamped.

**Tutorial Participation:** Tutorials are an important part of this course. Students are expected to attend them regularly and participate in tutorial discussions. The tutorials will help you complete your term essays and to prepare for examinations. They also provide a more intimate setting for discussing concepts and information covered in the lecture and in the course readings. Please note that 10% of the course grade is allocated to tutorial participation; it will be evaluated by the Teaching Assistant who conducts your tutorial. The grade will be calculated based on your record of attendance, and the quality and quantity of your participation. This assessment will reflect each student's preparation for tutorial meetings, her attentiveness to and involvement in

tutorial discussions and the degree to which her involvement reflects a careful and perceptive understanding of the issues under discussion. Students are expected to account for all absences. If you do not attend tutorials, be prepared to receive a grade of zero for this component of the course.

**Term Essays:** Each term's essay assignment will be circulated early in the term; students will have at least six weeks to complete it. Please note that papers that are handed in late will be *penalized at the rate of 2% per week day* (Monday to Friday). Exceptions will only be made to this rule on justified medical grounds with *proper medical documentation*. *Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing their paper in. These should be kept until the marked assignments have been returned.*

*Students should also be aware that plagiarism is considered to be a major academic offence, and that it will be penalized accordingly. For further clarification and information, please see the University of Toronto's policy on plagiarism at <http://www.writing.utoronto.ca/advice/using-sources>.* The essay assignment sheet will also provide more detail on these points.

*All first term work must, according to University regulations, be submitted by December 2, 2014. Second term work must be submitted by April 2, 2015.*

### **Autumn term lecture themes and readings**

**Readings:** *All readings listed directly under a lecture title are required.*

The instructor will assign media articles in addition to the following, throughout the course, in order to apply course concepts to evolving political events.

***Week 1: September 9: Course Introduction***

***What is Comparative Politics?***

***Why Compare?***

***Week 2: September 16: What is a State? Can States Fail?***

Mintz. Chapter 2.

Shively, W. Phillips. *Power and Choice*, 10<sup>th</sup> ed. (New York: McGraw Hill, 2007), pp. 41-65.  
**Coursepack.**

- *A new state? Watch for outcome of Scottish referendum September 18*

***Week 3: September 23: Big Ideas: Liberalism, Conservatism, Socialism. Do We Still Think in Those Terms?***

Mintz. Chapter 3.

***Week 4: September 30: Democracy and its Varieties: Canada and Abroad***

Mintz. Chapter 10.

Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Pp. 1-12 and 23-26.

<http://www.d.umn.edu/cla/faculty/jhamlin/1095/The%20Protestant%20Ethic%20and%20the%20Spirit%20of%20Capitalism.pdf>

***Week 5: October 7: Non-Democracies: How Different are They from Canada? Where Do Citizens Fit In? How Do We Measure 'Democracy'?***

Mintz. Chapter 11.

***Week 6: October 14: Political Culture in Canada***

Mintz. Chapter 5.

**Tutorial:** Bilodeau, Antoine and Mebs Kanji. 2006. Political Engagement among Immigrants in four Anglo-Democracies. *Electoral Insight*.

[http://www.elections.ca/res/eim/article\\_search/article.asp?id=149&lang=e&frmPageSize](http://www.elections.ca/res/eim/article_search/article.asp?id=149&lang=e&frmPageSize)

***Week 7: October 21: Political Culture in Britain and the US***

Norton, Philip. Political Culture. Pp. 22-40. Chapter 2 in *The British Polity*. **Coursepack.**

Almond, Gabriel and Sidney Verba. Chapter 13 in *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Boston and Toronto: Little, Brown and Co. Pp. 337-374. **Coursepack.**

***Week 8: October 28: Constitutions and Courts***

Mintz. Chapter 12.

W. Phillips Shively, *Power and Choice*, 10<sup>th</sup> ed. (New York: McGraw Hill, 2007), pp. 311-322, 331-347. **Coursepack.**

***Week 9: November 4: The Canadian Charter of Rights: Were There Civil Liberties before the Charter?***

Hiebert, Janet. The Canadian Charter of Rights and Freedoms. In *Oxford Handbook of Canadian Politics*. <http://go.utlib.ca/cat/8021758>

MacIvor, Heather. Interest Groups and the Courts. Pp.179-195. In MacIvor, Heather. *Canadian Politics and Government in the Charter Era*. 2013. Oxford University Press. **Coursepack.**

**Week 10: November 11: Parliamentary vs. Presidential systems**

Mintz. Chapter 14 and pp. 348-362.

*Nov 18: No class*

**Week 11: November 25:** Canadian Parliament: Prime Minister, Parliament and the Crown  
(Governor-General)

Ajzenstat, Janet. 2005. Bicameralism and Canada's Founders. Pp. 3-31. In *Protecting Canadian Democracy: The Senate You Never Knew*. Edited by Serge Joyal. McGill-Queen's University Press. **Coursepack.**

Joyal. Conclusion. Pp. 271-308. In *Protecting Canadian Democracy: The Senate You Never Knew*. **Coursepack.**

*Current event: The Senate Expense scandal*

**Week 12: December 2: Fall term test (in class)**

**Winter term lecture themes and readings**

**Week 13: January 6: Federalism: Who is responsible for what? Who is accountable for what?**

Mintz. Chapter 13. Pp. 298-311 only.

Smith, David E. Canada: A Double Federation. In *Oxford Handbook of Canadian Politics*.

<http://go.utlib.ca/cat/8021758>

**Readings for next tutorial:**

Aboriginal Governance. April 2012. The Fifth Annual Aboriginal Governance Index: Expecting Good Governance on Prairie First Nations. Frontier Centre for Public Policy.

[https://www.fcpp.org/files/1/PS134\\_AGI2012\\_Ap11F1.pdf](https://www.fcpp.org/files/1/PS134_AGI2012_Ap11F1.pdf)

*Globe and Mail*. July 25, 2014. *The AFN: A story of too many chiefs and too few voters*.

<http://www.theglobeandmail.com/globe-debate/editorials/the-afn-a-story-of-too-many-chiefs-and-too-few-voters/article19781815/>

**Week 14: January 13: Political parties and party systems**

Mintz. Chapter 6.

Hershey, Marjorie. Chapter 1. What are Political Parties? Pp. 1-14; 24-27. **Coursepack.**

***Week 15: January 20: Elections and Electoral Systems***

Mintz. Chapter 7. Pp. 143-153 only.

LeDuc et al. Explaining Dynasties and Interludes [in Canadian elections]. In *Dynasties and Interludes: Past and Present in Canadian Elections*. 2010. Pp. 521-548. **Coursepack.**

***Week 16: January 27: Political leaders in Canada: is Justin Trudeau a Canadian Obama?***

Hershey, Marjorie. Chapter 10. Choosing the Presidential Nominees. Pp. 189-209. **Coursepack.**

Cross, William P. and Andre Blais. 2012. Chapter 2, Who Picks the Party Leader? In *Politics at the Centre: The Selection and Removal of Party Leaders in the Anglo Parliamentary Democracies*. <http://go.utlib.ca/cat/8960011>

***Week 17: February 3: Election Campaigns.***

Mintz Chapter 7. Pp. 153-169 only.

Hershey. The General Election [US]. Pp. 210-228. **Coursepack.**

**Reading for next tutorial:** Geer, John G. 2006. *In Defence of Negativity: Attack Ads in Presidential Campaigns*. Chicago: U. Of Chicago. Chapter 1. The Need for Negativity. <http://go.utlib.ca/cat/8873034>

***Week 18: February 10: Interest Groups and Social Movements as Political Actors:***

Mintz. Chapter 8.

Norton. Interest Groups and Relations with Government. Pp. 185-201. **Coursepack.**

***Feb. 17: No class***

***Week 19: February 24: Media and Social media in Canadian Politics***

Davis, Richard. Blogs and Politics. Pp. 55-69. In *How Canadians Communicate IV*. Ed. David Taras and Christopher Waddell. 2012. **Coursepack.**

Beange, Pauline and Natalie Roebuck. 2013. Unpublished. *Canadian Political Parties and Their Jump to Social Media: The 2011 Canadian Federal Election*. **Coursepack.**

***Week 20: March 3: Special Issues in Democratic Participation: Youth and Minorities***

Blais, Andre and Peter Loewen. 2011. *Youth Electoral Engagement in Canada*. Elections Canada. [http://www.elections.ca/res/rec/part/youeng/youth\\_electoral\\_engagement\\_e.pdf](http://www.elections.ca/res/rec/part/youeng/youth_electoral_engagement_e.pdf)

Tossutti, Liviana. 2007. *The Electoral Participation of Ethnocultural Communities*. Elections Canada. PP. 11-16.  
[http://www.elections.ca/res/rec/part/paper/ethnocultural/ethnocultural\\_e.pdf](http://www.elections.ca/res/rec/part/paper/ethnocultural/ethnocultural_e.pdf)

***Week 21: March 10: Public Policy and Public Administration***

Mintz. Chapter 16.

***Week 22: March 17: Public Policy Vignette: Family and Childcare Policy ‘Problems’: Where Values, Beliefs, Interests and Ideologies Meet***

Miljan, Lydia. Family Policy. Pp. 210-242. In *Public Policy in Canada*. Oxford University Press. 2012. **Coursepack.**

***Week 23: March 24: Canada on the International Stage***

Mintz. Chapter 18.

Huntington, Samuel. The Clash of Civilizations? *Foreign Affairs* Summer 1993. Link: <http://www.foreignaffairs.com/articles/48950/samuel-p-huntington/the-clash-of-civilizations>

Class video: Hernando De Soto (ILD) on the Arab Spring.

***Week 24: March 31: Course overview and review***

**Additional Information:**

***Political Science Research Guide and Resources***  
<http://guides.library.utoronto.ca/polcancomp?hs=a>

***Accessibility Services***  
[www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)

The mission of Accessibility Services is to ensure that all students with disabilities can freely and actively participate in all facets of University life; to provide and coordinate services and programs that enable students with disabilities to maximize their educational potential and to increase awareness of inclusive values among all members of the University community. If you require accommodations for a disability, or have any accessibility



concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:.

*Writing Assistance*

<http://www.writing.utoronto.ca/>

**You must book an appointment. This is a busy service so plan ahead!**

*Appropriate Use of Information and Communication Technology*

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited.