

DEPARTMENT OF POLITICAL SCIENCE
UNIVERSITY OF TORONTO

POL 224 Y1Y
CANADA IN COMPARATIVE PERSPECTIVE

COURSE OUTLINE

FALL 2017 & WINTER 2018
(SECTION L5101)

CLASS TIME: **MONDAYS, 6PM–8 PM**

CLASS LOCATION: **MS 3153 (MEDICAL SCIENCES BUILDING 3153)**

INSTRUCTOR: Prof. Ludovic Rheault
OFFICE HOURS: Tuesdays, 1–3 PM

EMAIL: ludovic.rheault@utoronto.ca
OFFICE LOCATION: Sidney Smith 3005

Course Description

This course introduces students to Canadian politics using a comparative approach. It provides essential knowledge about the variety of political regimes around the world, with concrete examples emphasizing the comparison of Canada with other countries. Topics covered include the evolution of democracies, political institutions, electoral systems, voting, ideology, the role of the state in the economy, as well as contemporary issues such as social policies, representation and inequalities.

The objective of the course is twofold. First, the aim is for students to acquire practical knowledge about the functioning of democracies and their implications for society, the Canadian society in particular. Second, the goal is to get acquainted with the core theories of political science. By extension, this implies becoming familiar with the scientific method, from the conception of theoretical arguments to data analysis and empirical testing. By the end of this course, students should have gained considerable expertise about politics and be more confident about their scientific skills.

Course Format

The course comprises lectures given in class on Mondays, combined with tutorials chaired by teaching assistants (TAs) roughly every two weeks. Tutorial registration is done at the time of enrollment in the course, using ACORN. The room for each tutorial will appear on students' official schedule. Students can switch to a different tutorial group up to a few weeks into the semester by editing their choice on ACORN.

The allocation of groups to each TA will be announced at the beginning of the semester, and a summary of tutorial information will be posted on Blackboard in September.

Tutorials provide students with opportunities to participate actively in the discussions undertaken during the lectures, and to prepare for evaluations.

Contact Policy

Questions about the course materials can be asked in person during office hours or during class breaks, or before/after a tutorial session. Emails should be reserved for administrative and formal purposes, as they are sub-optimal for providing feedback and in-depth explanations. For questions regarding tutorial attendance or your grade on an assignment, please contact your TA first.

Marking Scheme

Essay #1	20%	Due: November 13, 2017
Midterm Test	25%	December 4, 2017
Essay #2	20%	Due: March 12, 2018
Final Exam	25%	April 2018 Exam Period
Tutorial Participation	10%	

Readings

REQUIRED

- **Christopher Cochrane, Kelly Blidook and Rand Dyck. 2017.**
Canadian Politics: Critical Approaches. 8th Ed. Toronto: Nelson Education.
 - Available at the UofT Bookstore, [online as an e-book](#), and at the Robarts Library in the Course Reserve.
 - Abbreviated as CBD below. The 8th edition is more up-to-date, but the 7th one could be used instead, if necessary.
- **Selected Readings on Blackboard.**
 - To complement the textbook and add a comparative dimension, a selection of relevant papers and book chapters will be made available electronically to students on the Blackboard page for this course. Copyright permissions have been obtained for those documents, and students are allowed to consult them freely.
 - Those readings are numbered from #1 to #12 below.

OTHER USEFUL GENERAL REFERENCES

- William Roberts Clark, Matt Golder and Sona Nadenichek Golder. 2013.
Principles Of Comparative Politics. 2nd Ed.
Thousand Oaks: Sage.
- P. Russell, F. Rocher, D. Thompson and L. White, Eds. 2010.
Essential Readings in Canadian Government and Politics.
Toronto: Emond Publishing.
- Mark Charlton and Paul Barker, Eds. 2012.
Crosscurrents: Contemporary Political Issues.
Toronto: Nelson Education.
- James Bickerton and Alain-G. Gagnon, Eds. 2014.
Canadian Politics. 6th Ed.
Toronto: University of Toronto Press.

Evaluations

Tutorial Participation

Tutorials are designed to foster students' involvement in the learning process, providing them with an opportunity to exchange on the topics discussed during lectures. The class will be divided in subgroups for tutorials, and students must attend the tutorial in which they are officially enrolled. Attendance to tutorials is required.

Each student will be asked to act as a presenter for one of the topics to be addressed during tutorials. A typical tutorial starts with an introduction of the topic by the TA chairing the session. Students registered as presenters for that week will have a few minutes to express oral arguments in support of a position on that topic. Although debates require students to take a stance on the topics, presenters are expected to rely upon the literature and available evidence to support their argument. Each student is expected to act as a presenter at least once during the course. Unless specified otherwise, tutorials are expected to be on the following questions:

1. *Should we reform the electoral system in Canada?*
2. *Are Canadian political parties ideological or opportunistic?*
3. *Does money have too much influence on elections?*
4. *How to explain the outcome of the 2016 US election?*
5. *Should the Canadian Senate be reformed? Elected? Abolished?*
6. *Do courts have too much influence on policy? Or not enough?*
7. *Are changes to NAFTA beneficial to Canadians?*
8. *Should there be a universal basic income in Canada?*
9. *Should we allow more privatization of the Canadian health care system?*
10. *Do social media have a positive effect on the quality of democratic debates?*

Students are evaluated based on their attendance to tutorials and their interventions (both as presenters and discussants).

Essays

Unlike tutorial debates, essays are expected to be devoid of opinions and normative judgments. Written assignments are designed to assess students' ability to conduct scientific research about social phenomena. The assignments consist of short reports (about 2,000–2,500 words, or 7–8 pages with standard fonts) addressing a research question related to the materials examined during the course. Students may work alone or in groups of up to two individuals. A list of suitable research questions for the two written assignments will be available to students on the course portal via Blackboard. Written assignments are submitted via the Turnitin.com service and a physical copy is handed in during class at the due date.

If a student cannot submit the essay in class at the due date, they can submit late essays using the deposit box located in the head office of the Department of Political Science (SS 3018). The **late penalty** is 2% of the assignment value per day, including weekends.

Demands for appeal regarding a grade are to be justified in writing (250 words maximum) and submitted to a TA. The policy of the Faculty of Arts and Science reads:

If a TA originally marked the work, the remarking request should go first to the TA and any appeal of that should go to the course instructor.

Such a request entails a remarking of the work. Hence, if a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition.

Turnitin.com Statement

Submission of the work to Turnitin can be done using the link provided in the UofT portal (Blackboard). The statement of the University regarding the use of Turnitin reads as follows:

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.

Examinations

Examinations normally comprise a multiple choice section and essay questions. For the second section, students choose to answer two out of four essay questions. The final examination is non-cumulative.

Illnesses and Extensions

Due to the volume of extension requests we receive every year, we are required to apply the same policy for all students, to ensure that everyone in the class is treated fairly and equally. Requests for extensions or to retake a missed evaluation are only possible when a recognized form of documentation is provided.

The Faculty of Arts and Science recognizes the following four (4) types of documentation:

- The [UofT Verification of Illness or Injury Form](#).
- The Student Health or Disability Related Certificate.
- The Letter of Accommodation from Accessibility Services.
- A letter from the College Registrar.

Again, to ensure a fair treatment to all students, the instructor and teaching staff are not authorized to provide extensions or special accommodations due to reasons not covered by the documentation above, for instance a busy schedule or extra-curricular activities.

If you face a serious problem of a personal or familial nature that affects your ability to fulfill your obligations, you may refer to your College Registrar for assistance. As indicated above, we accept recommendations coming from registrars.

Extensions on Essays

If you can provide one of the forms of documentation mentioned in the section above and are requesting an extension on an essay, *please staple a visible copy of that documentation along with the essay at the time of submission*. The person marking the essay will make the necessary adjustment based on the dates indicated on the documentation.

If the length of the extension required by the medical condition is within two weeks, there is no need to contact the teaching staff to obtain prior approval; simply append the documentation with your work, as indicated above.

If a condition requires an extension of more than two weeks, we ask that you inform the TA or instructor that you intend to submit your work, and confirm whether you will provide one of the accepted forms of documentation. This will ensure that we correctly keep track of your situation when registering the marks.

Missed Examinations

Students who do not write the midterm test should provide one of the forms of documentation indicated above to register for a makeup test, and inform the instructor as early as possible after the missed evaluation.

If a student does not inform the instructor that they missed the midterm test for medical reasons before the makeup test in January, they will have to use a petition process at the end of the course.

For final examinations, makeup exams are organized by the Faculty of Arts and Science and requests for retaking the final need to be made using a petition by contacting the College Registrar.

Missed Tutorial

Tutorial participation marks will allow for one absence during the term. Therefore, if you cannot attend one tutorial due to some obligation or the religious observance of a holiday, this will not affect your participation mark.

If you missed tutorials and you can provide one of the forms of documentation above for medical conditions, please contact your TA as early as possible.

Petition Process

The ultimate deadline for the academic year is normally set to one week after the end of the April examination period. Requests regarding incomplete term work at that date and beyond can only be done using a petition process, which is initiated through your College Registrar before the deadline.

Teaching Assistants and Tutorial Groups

We are lucky to have an experienced team of TAs for this course. Each will supervise smaller groups of students during tutorials. The assignment of groups to each TA will be published at the beginning of the course in September.

Here is a summary of the time slots for each of the 10 tutorial groups:

- Monday, 4PM–5PM (x2)
- Monday, 5PM–6PM (x2)
- Monday, 8PM–9PM
- Tuesday, 12PM–1PM
- Tuesday, 1PM–2PM
- Tuesday, 2PM–3PM
- Wednesday, 1PM–2PM
- Wednesday, 2PM–3PM

“Explore It” Program

This year, students in POL 224 have the opportunity to enroll in the *Explore It* program. This is a voluntary career exploration program that will allow you to meet with alumni from the Department of Political Science in their work environment, and to see firsthand how the skills and knowledge gained through this course are translated into a breadth of potential careers. Visits with alumni hosts will last from a half- to a full-day and can include up to eight students. Each experience will differ depending on the alumni host but in all cases, you see an alumnus’ career in action, can grow your network and will have the opportunity to consider your education in a wider context. An *Explore It* orientation will be scheduled around one of the early classes/tutorials introducing you to the program and showing you how to participate.

Class Schedule: Summary of Readings, Tutorials and Due Dates

Date	Readings	Tutorials, Due Dates
FALL SEMESTER		
<u>Topic 1. The Origins and Evolution of Democracies</u>		
September 11	CBD#2; R#1	
September 18	CBD#2; R#1	
<u>Topic 2. Political Behaviour</u>		
September 25	CBD#13; R#2	Tutorial #1
October 2	CBD#13; R#2	
October 9	[<i>Thanksgiving–No Class</i>]	
October 16	CBD#14; R#3	Tutorial #2
October 23	CBD#14–15; R#3–4	
October 30	CBD#15; R#4–4b	Tutorial #3
November 6	[<i>Reading Week–No Class</i>]	
November 13	R#5	Tutorial #4 Assignment #1 Due
<u>Topic 3. Political Institutions</u>		
November 20	CBD#18; R#6	
November 27	CBD#20–23; R#6–7	Tutorial #5
December 4	Midterm test (Regular classroom)	Midterm Test
December 7	CBD#20–23; R#6–7	Makeup Monday Class
WINTER SEMESTER		
January 8	CBD#17,19,24; R#6	
January 15	CBD#17,19,24; R#6	Tutorial #6
<u>Topic 4. Political Economy and Public Policy</u>		
January 22	R#8	
January 29	R#9–10	Tutorial #7
February 5	R#9–10	
February 12	R#11; CBD#8	Tutorial #8
February 19	[<i>Family Day–No Class</i>]	
February 26	R#12–12b	
March 5	R#12–12b	Tutorial #9
<u>Topic 5. Political Culture and the Canadian Society</u>		
March 12	CBD#4–5	Assignment #2 Due
March 19	CBD#6–7	
March 26	CBD#6–7	Tutorial #10
April 2	CBD#12	
April 9–30	Final Examination Period	Final Exam

CBD means the main textbook (Cochrane, Blidook and Dyck 2017) and the numbers refer to the chapters. **R** refers to the other readings numbered from #1 to #12 on Blackboard.

Class Schedule: Detailed

LEGEND

Each lecture is described with four entries.

- **Key concepts:**
The key theories or substantive concepts important for that lecture.
- **Required Readings:**
The required sections to read, prior to attending the lecture.
- **Structure of the Class:**
An idea of the main themes addressed during the lecture.
- **Additional References:**
Those are not required readings, but references mentioned during the lecture or seminal texts on the topic under study. They can be consulted to satisfy a student's curiosity or personal interest in a specific topic, or as a starting point to survey the literature for written assignments.

Note: Dates for each topic are an approximation and the schedule may be adjusted during the semester to increase the pedagogical benefits. A more detailed version of the lectures and readings is available in the electronic version of the syllabus on Blackboard.

Fall 2017

1 The Origins and Evolution of Democracies (September 11 & 18)

- **Key Concepts:** Origins of the State, Democratic Transition, Selectorate Theory.
- **Required Readings:**
 - Reading #1: Daron Acemoglu and James A. Robinson. 2013. "The Turning Point." In *Why Nations Fail*. New York: Crown Business. Chapter 7, pp. 182–212.
 - CBD: Chapter 2, "Institutional Foundations and the Evolution of the State."
- **Structure of the Class:**
 1. The origins of the state.
 2. Autocracies and democracies.
 3. The turning point: Transition toward democracy in England.
 4. A brief history of modern Canada.
- **Additional References:**
 - Gary S. Becker. 1974. *Crime and Punishment*. National Bureau of Economic Research.
 - Samuel P. Huntington. 1991. "Democracy's Third Wave." *Journal of Democracy* 2(2): 11-34.
 - Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson and James D. Morrow. 2003. *The Logic of Political Survival*. Cambridge: MIT Press.5
 - Dennis Mueller. 2003. "The Origins of the State." In *Public Choice III*. Cambridge: Cambridge University Press.
 - Charles Tilly. 2007. *Democracy*. Cambridge: Cambridge University Press.
 - Gregory Clark. 2009. "Introduction: The Sixteen-Page Economic History of the World." In *A Farewell to Alms: A Brief Economic History of the World*. Princeton: Princeton University Press. Chapter 1, pp. 1–16.

2 Political Behaviour (September 25–November 13)

2.1 Electoral Systems (September 25–October 2)

- **Key Concepts:** Plurality Vote, Majority Rule, Majority Run-Off, Proportional Representation, Mixed Systems.
- **Required Readings:**
 - Reading #2: Elisabeth Carter and David M. Farrell. 2010. "Electoral Systems and Election Management." In Lawrence LeDuc, Richard G. Niemi and Pippa Norris, Eds., *Comparing Democracies 3*. Thousand Oaks: Sage. Ch. 2, pp. 25–44.
 - CBD: Ch. 13, "Elections and the Electoral System."
- **Structure of the Class:**
 1. Majority voting and the search for an optimal voting rule.
 2. Families of electoral systems.
 3. The Canadian electoral system in a comparative perspective.
 4. The impact of electoral systems.
- **Additional References:**
 - Kenneth Arrow. 1951. *Social Choice and Individual Values*. New Haven: Yale University Press.
 - Rein Taagepera and Matthew Soberg Shugart. 1989. *Seats and Votes*. New Haven: Yale University Press.
 - Louis Massicotte and André Blais. 1996. "Electoral Systems." In Lawrence LeDuc et al., Eds., *Comparing Democracies: Elections and Voting in Global Perspective*. Thousand Oaks: Sage.
 - Gary Cox. 1997. *Making Votes Count*. Cambridge: Cambridge University Press.
 - Nils-Christian Bormann and Matt Golder. 2013. "Democratic Electoral Systems Around the World, 1946–2011." *Electoral Studies* 32(2): 360–369.

Tutorial #1: Should we reform the electoral system in Canada?

Tutorial #1 is taking place during the week of September 25 to September 29.

2.2 Political Ideologies and Party Systems (October 2–October 16)

- **Key Concepts:** Social Cleavages, Duverger's Law, Effective Number of Parties, Tories/Whigs, Conservatism/Liberalism, Policy Dimensions, Left-Right Scale.
- **Required Readings:**
 - Reading #3: Russell J. Dalton. 2013. "Elections and Political Parties." In *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*. 6th Edition, Ch. 7, pp. 133–153.
 - CBD: Chapter 14, "Political Parties and the Party System."
- **Structure of the Class:**
 1. Political parties and ideology.
 2. Political "families" around the world.

3. Theories on the formation of party systems.
 4. Evolution of the Canadian party system.
- **Additional References:**
 - Philip E. Converse. 1964. "The Nature of Belief Systems in Mass Publics." In David E. Apter, Ed., *Ideology and Discontent*. New York: Free Press of Glencoe.
 - Seymour Martin Lipset and Stein Rokkan. 1967. *Party Systems and Voter Alignments: Cross-National Perspectives*. New York: The Free Press.
 - Rein Taagepera and Matthew Soberg Shugart. 1989. *Seats and Votes*. New Haven: Yale University Press.
 - Gary Cox. 1997. *Making Votes Count*. Cambridge: Cambridge University Press.
 - Richard Johnston. "Political Parties and the Electoral System." In John C. Courtney and David E. Smith, Eds., *The Oxford Handbook of Canadian Politics*. Oxford: Oxford University Press, pp. 208–225.

Tutorial #2: Are Canadian political parties ideological or opportunistic?

Tutorial #2 is taking place during the week of October 16 to October 20.

October 9: Thanksgiving—No Class

2.3 Political Behaviour and Vote Choice (October 16–October 30)

- **Key Concepts:** Columbia and Michigan Schools, Party Identification, Proximity (Spatial) Model, Valence Model.
- **Required Readings:**
 - Reading #4: Larry Bartels. 2010. "The Study of Electoral Behavior." In Jan E. Leighley, Ed., *The Oxford Handbook of American Elections and Political Behavior*. Oxford: Oxford University Press, pp. 239–261.
 - CBD: Chapter 15, "The Election Campaign, Voting, and Political Participation."
- **Structure of the Class:**
 1. Models of vote choice.
 2. Empirical evidence from Canada.
 3. Campaign finance and money.
 4. The impact of electoral campaigns.
- **Additional References:**
 - Anthony Downs. 1957. *An Economic Theory of Democracy*. New York: Harper and Row.
 - Morris P. Fiorina. 1981. *Restrospective Voting in American National Elections*. New Haven: Yale University Press.
 - Donald E. Stokes. 1992. "Valence Politics." In Dennis Kavanagh, Ed., *Electoral Politics*. Oxford: Clarendon Press.
 - Bernard Grofman and Samuel Merrill III. 1999. *A Unified Theory of Voting*. Cambridge: Cambridge University Press.
 - André Blais, Elisabeth Gidengil, Richard Nadeau and Neil Nevitte. 2002. *Anatomy of a Liberal Victory: Making Sense of the Vote in the 2000 Canadian Election*. Peterborough:

Broadview Press.

- Elisabeth Gidengil, Neil Nevitte, André Blais, Joanna Everitt and Patrick Fournier. 2012. *Dominance and Decline: Making Sense of Recent Canadian Elections*. Toronto: University of Toronto Press.

Tutorial #3: Does money have too much influence on elections?

Tutorial #3 is taking place during the week of October 30 to November 3.

Special Topic: The Scientific Method (October 30)

Research Methods Workshop

- **Key Concepts:** A part of the class on October 30 will be devoted to the scientific method in preparation for written assignments.
- **Required Readings:**
 - Reading #4b: Paul M. Kellstedt and Guy D. Whitten. 2013. "The Scientific Study of Politics." In *The Fundamentals of Political Science Research*. 2nd Edition. Cambridge: Cambridge University Press. Chapter 1, pp. 1–23.
- **Structure of the Class:**
 1. The scientific method.
 2. Research designs.
- **Additional References:**
 - William Roberts Clark, Matt Golder and Sona Nadenichek Golder. 2013. "What is Science?" In *Principles Of Comparative Politics*. 2nd Ed. Thousand Oaks: Sage.
 - Paul M. Kellstedt and Guy D. Whitten. 2013. *The Fundamentals of Political Science Research*. 2nd Ed. Cambridge: Cambridge University Press.
 - Gary King, Robert O. Keohane and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
 - Stanley Lieberson. 1991. "Small N's and Big Conclusions: An Examination of the Reasoning in Comparative Studies Based on a Small Number of Cases." *Social Forces* 70(2): 307–320.

November 6: Reading Week—No Class

Tutorial #4: How to explain the outcome of the 2016 US election?

Tutorial #4 is taking place during the week of November 13 to November 17.

2.4 Political Participation (November 13)

- **Written Assignment #1 Due**
- **Key Concepts:** Calculus of Voting, Paradox of Participation, Determinants of Turnout.

- **Required Readings:**

- Reading #5: André Blais. 2006. "What Affects Voter Turnout?" *Annual Review of Political Science*. 9: 111–125.
- CBD: Chapter 15, "The Election Campaign, Voting, and Political Participation." (Continued)

- **Structure of the Class:**

1. Turnout in Canada and around the world.
2. Institutional determinants of turnout.
3. Individual determinants of turnout.
4. Other forms of participation.

- **Additional References:**

- William H. Riker and Peter Ordeshook. "A Theory of the Calculus of Voting." *American Political Science Review* 62(1): 25-42.
- Sidney Verba, Kay Lehman Schlozman and Henry Brady. 1995. *Voice and Equality: Civic Voluntarism in American Politics*. Cambridge: Harvard University Press.
- Mark N. Franklin. 2004. *Voter Turnout and the Dynamics of Electoral Competition in Established Democracies since 1945*. Cambridge: Cambridge University Press.
- Robert M. Bond et al. 2012. "A 61-Million-Person Experiment in Social Influence and Political Mobilization." *Nature* 489: 295-298.

3 Political Institutions (November 20–January 15)

3.1 Federalism v. Unitary Systems (November 20)

- **Key Concepts:** Federalism, Unitary system, Provinces, Local Governments.

- **Required Readings:**

- Reading #6: William Roberts Clark, Matt Golder and Sonja Nadenichek Golder. 2008. "Institutional Veto Players." In *Principles Of Comparative Politics*. Thousand Oaks: Sage, Chapter 14, 603–657. (This reading is relevant for the next 5 classes, so feel free to come back to it.)
- CBD: Chapter 18: "The Federal System."

- **Structure of the Class:**

1. Federalism v. unitary systems.
2. The Canadian and American federations.
3. Division of powers.
4. Fiscal federalism.

- **Additional References:**

- Richard A. Musgrave. 1959. *The Theory of Public Finance: A Study in Public Economy*. New York: McGraw-Hill.
- Charles M. Tiebout. 1961. *An Economic Theory of Fiscal Decentralization*. National Bureau of Economic Research.
- Harvey Lazar, Ed. 2005. *Canadian Fiscal Arrangements: What Works, What Might Work Better*. Montreal: McGill-Queen's University Press.
- Wallace E. Oates. 2005. "Toward A Second-Generation Theory of Fiscal Federalism."

International Tax and Public Finance 12: 349-373.

- Richard Simeon. 2006. *Federal-Provincial Diplomacy: The Making of Recent Policy in Canada*. Toronto: University of Toronto Press.
- Herman Bakvis and Grace Skogstad, Eds. 2012. *Canadian Federalism: Performance, Effectiveness and Legitimacy*. 3rd Edition. Oxford: Oxford University Press.
- Christopher Dunn, Ed. 2015. *Provinces: Canadian Provincial Politics*. 3rd Edition. Toronto: University of Toronto Press.

3.2 Parliamentary v. Presidential Systems, Unicameralism v. Bicameralism (November 27)

- **Key Concepts:** Veto Player Model, Cabinet, Senate, Presidential and Parliamentary Systems, Unicameralism and Bicameralism.
- **Required Readings:**
 - Reading #7: Kenneth Newton and Jan W. van Deth. 2010. "Presidential and Parliamentary Government." *Foundations of Comparative Politics*. 2nd Edition. Cambridge: Cambridge University Press. Chapter 5, pp. 91–104.
 - (If not completed yet, continue Reading #6: Clark, Golder and Golder. "Institutional Veto Players.")
 - CBD: Chapters 21 to 23.
- **Structure of the Class:**
 1. Parliamentary and presidential systems.
 2. The executive in Westminster systems.
 3. Veto player model.
 4. Bicameralism.
- **Additional References:**
 - James Madison. 1787. [The Federalist No. 51](#).
 - Arend Lijphart. 1999. *Patterns of Democracy*. New Haven: Yale University Press.
 - George Tsebelis. 2002. *Veto Players: How Political Institutions Work*. Princeton: Princeton University Press.
 - Thomas Poguntke and Paul D. Webb, Eds. 2005. *The Presidentialization of Politics: A Comparative Study of Modern Democracies*. Oxford: Oxford University Press.

Tutorial #5: Should the Canadian Senate be reformed? Elected? Abolished?

Tutorial #5 is taking place during the week of November 27 to December 1.

December 4

Midterm Test. The midterm test takes place in the usual lecture room during regular class hours.

3.3 The Legislative Process (December 7)

- **Monday Make-Up Class.** Since Monday courses are one week short compared to other courses, we are asked to re-take the missed week on December 7. The class location and meeting time will be determined by the administration.

- **Key Concepts:** Executive v. Legislative, Party Discipline, Rice Index, Cartel Theory, Whip, Legislative Committees.
- **Required Readings:**
 - CBD: Chapters 21 to 23.
- **Structure of the Class:**
 1. Inner workings of a parliament.
 2. The introduction and passage of bills.
 3. Parliamentary committees
 4. Party discipline.
- **Additional References:**
 - Donald J. Savoie. 1999. *Governing from the Centre: The Concentration of Power in Canadian Politics*. Toronto: University of Toronto Press.
 - David Docherty. 1997. *Mr. Smith Goes to Ottawa: Life in the House of Commons*. Vancouver: UBC Press.
 - Graham White. 2005. *Cabinets and First Ministers*. Vancouver: UBC Press.
 - William Roberts Clark, Matt Golder and Sona Nadenichek Golder. 2013. "Parliamentary, Presidential, and Semi-Presidential Democracies: Making and Breaking Governments." In *Principles Of Comparative Politics*. 2nd Ed. Thousand Oaks: Sage, Chapter 12.

Holiday Break

Winter 2018

3.4 Constitutions and the Courts (January 8–January 15)

- **Key Concepts:** Constitutionalism, Judicial Review, British North America Act, Patriation, Charter of Rights and Freedoms, Notwithstanding Clause, Supreme Court.
- **Required Readings:**
 - CBD: Chapters 17, 19 & 24, "The Canadian Constitution and Constitutional Change" and "The Judiciary."
 - (If not done yet) Reading #6: Clark, Golder and Golder. "Institutional Veto Players."
- **Structure of the Class:**
 1. Constitutions around the World.
 2. Constitutionalism and judicial review.
 3. The Canadian Constitution and the Charter of Rights and Freedoms.
 4. The justice system.
- **Additional References:**
 - Ian Greene. 1997. *The Courts*. Vancouver: UBC Press.
 - Ran Hirschl. 2004. *Towards Juristocracy: The Origins and Consequences of the New Constitutionalism*. Cambridge: Harvard University Press.
 - Christian Leuprecht and Peter H. Russell, Eds. 2011. *Essential Readings in Canadian Constitutional Politics*. Toronto: University of Toronto Press.

Tutorial #6: Do courts have too much influence on policy? Or not enough?

Tutorial #6 is taking place during the week of January 15 to January 19.

4 Political Economy and Public Policy (January 22–March 5)

4.1 Schools of Political Economy (January 22)

- **Key Concepts:** Mercantilism, Liberalism, Keynesianism, Monopolies, Oligopolies.
- **Required Readings:**
 - Reading #8: Gilpin, Robert. 1987. “Three Ideologies of Political Economy.” In *The Political Economy of International Relations*. Princeton: Princeton University Press, Ch. 2: pp. 25–64.
 - Dani Rodrik. 2013. “The New Mercantilist Challenge.” *Project Syndicate*, January 9. Available Online.
- **Structure of the Class:**
 1. Classical schools of political economy.
 2. Keynesianism and Monetarism.
 3. Canada’s Competition Bureau.
- **Additional References:**
 - Adam Smith. 2009 [1776]. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Project Gutenberg. Online.
 - Alexander Hamilton. 1791. *Report on the Subject of Manufactures*. Presented to the U.S. House of Representatives on December 5th, 1791.
 - David Ricardo. 1821 [1817]. *On the Principles of Political Economy and Taxation*. London: John Murray.
 - Jacob Viner. 2014 [1968]. “Mercantilist Thought.” In *Essays on the Intellectual History of Economics*. Chapter 11, pp. 262–276.
 - Michael Howlett, Alex Netherton and M. Ramesh. 1999. *The Political Economy of Canada: An Introduction*. 2nd Ed. Toronto: Oxford University Press.
 - Ernesto Screpanti and Stefano Zamagni. 2005. *An Outline of the History of Economic Thought*. Oxford: Oxford University Press.
 - Edward Iacobucci and Michael Trebilcock. 2012. “Canada: The Competition Law System and the Country’s Norms.” In Eleanor M. Fox and Michael J. Trebilcock, Eds., *The Design of Competition Law Institutions: Global Norms, Local Choices*. Oxford: Oxford University Press, pp. 109–148.

4.2 International Trade and Capital Controls (January 29–February 5)

- **Key Concepts:** Comparative Advantage, Protectionism, Free Trade, Staples Theory, Capital Controls, Central Bank.
- **Required Readings:**

- Reading #9: Paul R. Krugman, Maurice Obstfeld and Marc J. Melitz. 2012. "Labor Productivity and Comparative Advantage: The Ricardian Model." In *International Economics: Theory and Policy*. 9th Edition. Boston: Addison-Wesley. Chapter 3, 24–40.
- Reading #10: Christopher Ragan. 2006-2007. "Why Monetary Policy Matters: A Canadian Perspective." *Bank of Canada Review*. Ottawa: Bank of Canada.
- **Structure of the Class:**
 1. Theory of comparative advantage.
 2. The politics of trade.
 3. Canada and international trade agreements.
 4. Central banks and monetary policy.
 5. Capital controls.
- **Additional References:**
 - Douglas A. Irwin. 1996. *An Intellectual History of Free Trade*. Princeton: Princeton University Press.
 - J. Lawrence Broz. 1998. "The Origins of Central Banking: Solutions to the Free-Rider Problem." *International Organization* 52(2): 231–268.
 - Michael Howlett, Alex Netherton and M. Ramesh. 1999. *The Political Economy of Canada: An Introduction*. 2nd Ed. Oxford: Oxford University Press.
 - Christopher J. Neely. 1999. "An Introduction to Capital Controls." *Federal Reserve Bank of St. Louis Review*, Nov/Dec 1999.

Tutorial #7: Are the changes to NAFTA beneficial to Canadians?

Tutorial #7 is taking place during the week of January 29 to February 2.

4.3 Income Redistribution (February 12)

- **Key Concepts:** Redistribution, Inequalities, Pareto-Efficiency, Social Welfare Functions.
- **Required Readings:**
 - Reading #11: Dennis Mueller. 2003. "The Reason For Collective Choice–Redistribution." In *Public Choice III*. Cambridge: Cambridge University Press. Chapter 3, Pages 44–63.
 - OPTIONAL. DC: Chapter 8, "Class."
- **Structure of the Class:**
 1. The reasons for redistribution.
 2. Income inequalities and social welfare functions.
 3. Redistributive policies in Canada
- **Additional References:**
 - Amartya K. Sen. 1971. *Collective Choice and Social Welfare*. Amsterdam: North-Holland.
 - John Rawls. 1971. *A Theory of Justice*. Oxford: Oxford University Press.
 - Peter A. Hall and David Soskice. 2001. "An Introduction to Varieties of Capitalism." In P. A. Hall and D. Soskice, Eds., *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford: Oxford University Press. Chapter 1, pp. 1–68.
 - Dennis Mueller. 2003. "Part V. Normative Public Choice." In *Public Choice III*. Cambridge: Cambridge University Press, pp. 563–652.
 - William Roberts Clark, Matt Golder and Sona Nadenichek Golder. 2013. "The Effect

- of Political Institutions on Fiscal Policy." In *Principles Of Comparative Politics*. 2nd Ed. Thousand Oaks: Sage, Chapter 16.
- Daniel Béland and Pierre-Marc Daigneault, Eds. 2015. *Welfare Reform in Canada: Provincial Social Assistance in Comparative Perspective*. Toronto: University of Toronto Press.

Tutorial #8: Should there be a universal basic income in Canada?

Tutorial #8 is taking place during the week of February 12 to February 16.

February 19: Family Day/Reading Week—No Class

4.4 Public Goods, Health Care and Education Policies (February 26–March 5)

- **Key Concepts:** Collective Action, Public Goods, Welfare State, Human Capital, Health Care and Education.
- **Required Readings:**
 - Reading #12: Richard Nadeau, Eric Bélanger, François Pétry, Stuart N. Soroka and Antonia Maioni. 2015. "The Evolution of Health Care Policy in the US and Canada." In *Health Care Policy and Opinion in the United States and Canada*. New York: Routledge. Chapter 2, pp. 18–33.
 - OPTIONAL. Reading #12b: Olson (1965, Ch. 1).
- **Structure of the Class:**
 1. The provision of public goods.
 2. Health care policy in Canada and the USA.
 3. Rankings of health care systems.
 4. Investments in human capital.
 5. The Canadian K12 system.
 6. The financing of higher education
- **Additional References:**
 - Theodore W. Schultz. 1961. "Investment in Human Capital." *American Economic Review* 51(1): 1–17.
 - Mancur Olson. 1965. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard University Press.
 - Jacob A. Mincer. 1974. *Schooling, Experience, and Earnings*. National Bureau of Economic Research.
 - Carolyn Hugues Tuohy. 1999. *Accidental Logics: The Dynamics of Change in the Health Care Arena in the United States, Britain, and Canada*. Oxford: Oxford University Press.
 - Martin J. Osborne. 2003. [An Introduction to Game Theory](#). Toronto: Oxford University Press.
 - Dan Zuberi. 2006. *Differences That Matter: Social Policy and the Working Poor in the United States and Canada*. Ithaca: Cornell University Press.
 - Lydia Miljan. 2012. "Health Policy." In *Public Policy in Canada An Introduction*. Toronto: Oxford University Press.

- Richard Nadeau, Eric Bélanger, François Pétry, Stuart N. Soroka and Antonia Maioni. 2015. *Health Care Policy and Opinion in the United States and Canada*. New York: Routledge.

Tutorial #9: Should we allow more privatization of the Canadian health care system?

Tutorial #9 is taking place during the week of March 5 to March 9.

5 Political Culture and the Canadian Society (March 12–April 2)

5.1 Linguistic Diversity and the “Quebec Question” (March 12–March 19)

- **Written Assignment #2 Due**
- **Key Concepts:** Linguistic Diversity, Secession, Meech Lake Accord, Charlottetown Accord, Quebec’s Referendums.
- **Required Readings:**
 - CBD: Chapters 4–5, “Aboriginal Peoples” and “French Canada and the Quebec Question.”
- **Structure of the Class:**
 1. Cultural and linguistic diversity.
 2. History of linguistic diversity in Canada.
 3. The secessionist movement in Quebec.
 4. Secession around the world.
- **Additional References:**
 - André Siegfried. 1907. *The Race Question in Canada*. London: Eveleigh Nash.
 - Pierre Elliot Trudeau. 1968. *Federalism and the French Canadians*. Toronto: Macmillan.
 - Stéphane Dion. 1992. “Explaining Quebec Nationalism.” In Kent Weaver, Ed. *The Collapse of Canada?* Washington: Brookings.
 - François Yale and Claire Durand. 2011. “What Did Quebecers Want? Impact of Question Wording, Constitutional Proposal and Context on Support for Sovereignty, 1976–2008.” *American Review of Canadian Studies* 41(3): 242–258.

5.2 Gender, Multiculturalism and Representation (March 19–March 26)

- **Key Concepts:** Gender Gap, Women in Politics, Enfranchisement, Representation.
- **Required Readings:**
 - CBD: Chapters 6 & 7, “Ethnocultural Minorities” and “Gender.”
- **Structure of the Class:**
 1. The representativeness of parliaments.
 2. Women’s movement and gender gap(s).
 3. Multiculturalism and representation of minorities.
- **Additional References:**

- Elizabeth Goodyear-Grant. 2010 “Who Votes for Women Candidates and Why?” In Cameron D. Anderson and Laura B. Stephenson, Eds., *Voting Behaviour in Canada*. Vancouver: UBC Press.
- Ronald Inglehart and Pippa Norris. 2000. “The Developmental Theory of the Gender Gap: Women’s and Men’s Voting Behavior in Global Perspective.” *International Political Science Review* 21(4): 441–463.
- Linda Trimble, Jane Arscott and Manon Tremblay, Eds. 2013. *Stalled: The Representation of Women in Canadian Governments*. Vancouver: UBC Press.
- Keith G. Banting and Will Kymlicka. 2010. “Canadian Multiculturalism : Global Anxieties and Local Debates.” *British Journal of Political Science* 23(1):43–72.

Tutorial #10: Do social media have a positive effect on the quality of democratic debates?

Tutorial #10 is taking place during the week of March 26 to March 30.

5.3 The Role of Media and Social Media in Politics (March 26–April 2)

- **Key Concepts:** Agenda-Setting, Framing, Cognitive Dissonance.
- **Required Readings:**
 - CBD: Chapters 12, “Political Socialization, the Mass Media, and Public Opinion Polls.”
- **Structure of the Class:**
 1. Overview of theories of political communication.
 2. The media in Canada and around the world.
 3. The impact of media on public opinion.
 4. Social networks and politics.
 5. The spread of information in social media.
- **Additional References:**
 - Amos Tversky and Daniel Kahneman. 1981. “The Framing of Decisions and the Psychology of Choice.” *Science* 211(4481): 453–458.
 - John Zaller. 1992. *The Nature and Origins of Mass Opinion*. Cambridge: Cambridge University Press.
 - Robert Huckfeldt and John Sprague. 1995. *Citizens, Politics, and Social Communication: Information and Influence in an Election Campaign*. Cambridge: Cambridge University Press.
 - Gene Grossman and Elhanan Helpman. 2001. *Special Interest Politics*. Cambridge: Cambridge University Press.
 - Matthew Gentzkow and Jesse M. Shapiro. “What Drives Media Slant? Evidence from U.S. Daily Newspapers.” 2010. *Econometrica* 78(1): 35–71.
 - Alex Marland, Thierry Giasson and Tamara Small, Eds. 2014. *Political Communication in Canada: Meet the Press and Tweet the Rest*. Vancouver: UBC Press.
 - Eytan Bakshy, Solomon Messing and Lada A. Adamic. 2015. “Exposure to Ideologically Diverse News and Opinion on Facebook.” *Science* 348(6239): 1130–1132.

April 9–30

Final Examination: Date and location to be determined by the Faculty of Arts and Science.