

# POLITSC 4270: THE CANADIAN POLITICAL SYSTEM

The OHIO STATE UNIVERSITY, SPRING 2020

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**Instructor:** Kevin Simmt

**Contact:** simmt.1@osu.edu

**Time & Location:** Wed, Fri 12:45 - 2:05 PM; Lazenby Hall 034

**Office Hours:** Fri 2:15 - 3:30pm; Derby Hall 2014

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## Course Objectives

A moment of painful honesty: a class in Canadian politics has the potential to be ruthlessly boring and essentially useless in abetting your life's prospects. And, yet, I think you should take this course out of an immodest (albeit sincere) belief that my own, particular, take on Canadian politics (largely) overcomes both faults. The value of this course, I believe, derives from the two teaching philosophies on which it is built.

First, while the class is largely structured, I abide David Foster Wallace's maxim: "We can talk about whatever you wish to - provided that we do it cogently and well." In other words, as much as this class is about Canadian politics, you will find many opportunities to twist coursework towards better understanding social issues that you care about - *provided that* you (a) do it well and (b) use Canada as a case for the issue's study.

Second, this course is not, *per se*, about collecting an encyclopedic knowledge of Canada's political system. I strive not to teach trivia (for the sake of trivia). Rather, as social scientists we want to understand when "the particular" of a society implicates good (or bad) consequences upon human welfare. We must, of course, study the "trivia" of Canada's political system, but as a means rather than an end. We are, ultimately, upon a humanistic project to disentangle which features of a society are primary in determining social outcomes. In some cases, we find aspects of society that might be manipulated so as to build a better society and, in yet other cases, we discover that an aspect of society: (i) is beyond manipulation; (ii) has non-constant effects upon manipulation (i.e., the mediating effects of unique context); and/or (iii) has the potential to be manipulated to solve one problem but, in turn, will trigger a watershed of other problems.

## Course Content & Structure

The content of this course results directly from its objectives: what must we know in order to make claims about why/when particular features of (Canadian) society incur a 'good' or 'bad' social outcome? The task is deceptively tricky. Due to the complexity of this objective, we necessarily cover a greater variety of topics than is orthodox in a university course. Ultimately, together we must build five bases of knowledge: the Canadian political system; the comparative method; political economy; distributive justice; and public economics.

## The Canadian Political System

All our discovery necessarily begins here: with substantive knowledge of Canada's features that drive her to the social outcomes we care about. Let's think about what needs to be covered to make a claim that a societal feature of Canada, "X," causes a "good" (or "bad") social outcome, "Y." First, to propose such a theory requires knowing a hell of a lot about Canada. After all, to make such conjecture we must have enough knowledge about Canada so as to speak about (i) Canada's interesting social outcomes that are worthwhile to explain and, moreover, (ii) the many plausible traits about Canada that might explain this curious outcome. So, understanding Canada's political system is a must.

## The Comparative Method

Second, to gain confidence that our theory explains an observed outcome (plus, the *extent* of its effect), we cannot *just* show that "X" and "Y" both happen to occur together in the case of Canada (i.e., correlation) but, rather, that in the absence of "X" there would be no "Y" (i.e., causation). To prove that our correlation in the Canadian context is not simply "lucky," or spurious to some other effect, we must make meaningful comparisons across cases. In class, I explain how the comparative method might enable us to demonstrate that a particular feature of Canada actually *causes* our outcome of concern, not merely that the input coincides with the output. As such, learning about the comparative method is a must.

## Political Economy

Third, while we could just stop at showing how empirical evidence demonstrates that "X" causes "Y," we ultimately want to know *why* that link from "X" to "Y" exists. In other words, we don't just want to describe what we observe, but we also want to understand why the pattern happens in the first place. To accomplish this, I endorse political economy. Political economy helps us understand *explanatory* theories about how individual preferences interact with institutions to procure particular outcomes. This helps us know why a certain feature (of Canada) causes a certain outcome (in Canada); moreover, it will help us think about the conditions necessary for this link to exist. We may, for example, find that the cause of "Y" will *only* work in Canada due to a set of peculiar prerequisite conditions (e.g., unique institutions, or commonplace features that become unique when taken in combination).

## Distributive Justice

Fourth, you may have noted that I spoke of making claims about "good social outcomes" and "bad social outcomes." Such language takes a lot for granted: what makes an outcome "good" or "bad"? While political economy might help us understand why a certain outcome happens, it cannot tell us whether that certain outcome is desirable. Hence, we need normative theory to justify the outcomes we pursue for society.

Often in political science, we try to responsibly explain what does happen, without taking a stance on whether that outcome is good or bad. Yet, it's not clear why we should study political science, beyond an academic (typically morbid) curiosity, if we are not going to use our knowledge of "what causes outcomes" in order to promote the good outcomes and avoid

the bad outcomes. By bringing the normative realm into the open, rather than hiding it, we can collectively work on defending our vision for “a good society” while engaging those who would disagree. Hence, being upfront about one’s normative program may help one to become less dogmatic in one’s stances. Or, it may reveal a contradiction between one’s beliefs and one’s policy stances. Further yet, one may “come around” to doubting beliefs previously taken for granted. As such, we will discuss the modern distributive justice literature, which helps us understand the values implicit in the policies and “shapes of society” that we pursue.

## **Public Economics**

Once we have used our knowledge of distributive justice to feel confident saying, “Y is a socially desirable outcome,” then we have a follow up question, “what is the most effective way in which to achieve Y.” Ultimately, most outcomes can be achieved a multitude of ways. The question is: which way is the best? Public economics provides tools to understand how we can most efficiently attain outcomes we care about. Given the many different objectives we have to improve our society, and the scarcity of resources with which we have to attain them, we must strive to achieve each objective efficiently in order to leave resources for attaining all the others. For example, if we decide eliminating poverty is a good thing, then we must discuss whether the most effective solution is the free market, a minimum wage, a universal basic income, etc.

Lastly, note the importance that students and social advocates consider not only what is ideal, but what is feasible. Here we will, again, evoke political economy to theorize about whether the ideal policy is politically feasible and, if not, which of our “second-best” policies might be able to gather a politically salient coalition that can ensure its implementation. Perhaps you have concluded the universal income is the best policy to end poverty. Will it be politically feasible? If so, is it feasible across every political context, or only some? As such, if we are to come to conclusions about how to advocate for a better society, we cannot just consider each of the five topics above ‘in silos’ but must consider each topic as it interacts with each of the others.

## **Class Structure**

Predictably, each session of the course will focus on a substantive topic about Canadian politics. Each class also has a component on the comparative method, political economy, distributive justice and/or public economics. These subjects will help us leverage our knowledge of Canadian politics towards affecting social outcomes we might care about.

Typically, I try to open the class with a lighthearted commentary or short video clip that sheds light on Canada. Classes often conclude with a (loosely framed) discussion that brings together all of the day’s topics. Often this occurs by discussing policy.

While I have a fixed set of material for each day, plenty of time is available for questions/commentary. You should not be shy of speaking up. In fact, past experience tells me that often the most learning occurs when impromptu - sometimes intense - debates breakout. Interruption, so long as tactful, is encouraged.

## Cautionary Note

Students are responsible for all material contained in the required reading, presented in class, and covered in class discussions. Students are also responsible for contributing to class discussion. This requires keeping up with the course material.

I should note immediately: in this course we develop our skills to work (read and write) effectively. Demonstrations of your learning are regularly required (exams, memos, book reports); moreover, readings are heavy. I will provide guidance on getting through the workload effectively.

## Texts for Purchase

The course has two book reports. In each instance, you will choose one from a set of books (based on which book appears most interesting to you):

For Book Report I, buy one of:

*An Unlikely Utopia*, by Michael Adams  
*Sorry, I Don't Speak French*, by Graham Fraser  
*A Fair Country*, by John Ralston Saul

For Book Report II, buy one of:

*Indian Horse*, by Richard Wagamese  
*Three Day Road*, by Joseph Boyden  
*On Being Here to Stay*, by Michael Asch  
*Seven Fallen Feathers: Racism, Death, & Hard Truths*, by Tanya Talaga

Additionally, daily reading requires you to buy one textbook. You may choose between a physical copy or digital. Purchase from the web-retailer of your choice. NOTE: You might save money by opting to buy the 5<sup>th</sup> edition of this book. Buy it online, but be cautious of shipping times:

**Bickerton, James and Alain-G. Gagnon, eds., Canadian Politics, 5<sup>th</sup> or 6<sup>th</sup> ed. (Toronto: University of Toronto Press, 2014). ISBN: 978-1-4426-0703-3**

Additionally, students may reference, but need not purchase, the following texts:

Brooks, Stephen, Canadian Democracy, 7th or 8th ed. (Don Mills, Ontario: Oxford University Press, 2015). ISBN: 978-0-19-901115-5

Kasoff, Mark and Patrick James, eds., Canadian Studies in the New Millennium, 1st or 2nd ed. (Toronto: University of Toronto Press, 2013). ISBN: 978-1-4426-1174-0

## Graded Work:

I consistently ask for deliverables, which amounts to much work; however, I hope this relieves pressure from performing well on any one dimension. Deadlines are listed in the weekly schedule below (and on Carmen). Work will include:

- 3 Exams (20% each)
- 2 Model Parliament Policy Proposals (5% each)
- 2 Model Parliament Participation Evaluations (5% each)
- 2 Book Reports (10% each)

Additionally, students are expected to be prepared to discuss the assigned reading as outlined below. They are also expected to be able to identify and discuss major current developments in Canadian politics.

In general, “good” answers will include explanation of the phenomena described, not just description. It will also include political variables in that explanation.

## Exams (3x20%):

Three in-class exams will occur (i.e., during our usual place, usual time) on the dates listed below. You receive from 1245 to 205 PM. They will cover lecture materials, assigned readings and insights from class discussions. The course is broken into four sections; the first two exams cover the first two sections, respectively, and the third exam covers the last two sections. Nonetheless, you will find that effective answers in later exams draw upon the materials of earlier exams (knowledge is cumulative, after all). Exams will have an essay component, in addition to short answer, multiple choice, fill-in-the-blank, matching, true/false, etc. The exact design of the exam will be discussed in class.

## Model Parliament Report (2x5%)

500 words. Exactly like the memo, but you will be responding to a prompt asking you to propose a government policy. The first policy proposal must be about social issues, the second must be about economic issues. You must carefully justify why your policy improves the status quo and why it is better than any obvious alternative policies. You will then have a party meeting in which you discuss your policies. The party will vote on which policies to present at a Model Parliament, which will be hosted the next class.

## Model Parliament Participation (2x5%)

Attend and actively participate in our two Model Parliaments. Student's are to show the ability to present policy, including defense against counter-arguments. Knowledge of public economics and/or of Canadian social issues should be used. Students with justified absence (documentation required) will need to complete an alternate assignment (750 word essay responding to a policy proposal).

## Book Reports (2x10%)

750 words. I provide a prompt to which you must respond. Each report offers a selection of books from which you must select one. (Hence, read all the synopses, but ultimately only read/buy *two* of them). You may buy these books online, used, to save money, but beware shipping times.

### Book Report 1

Choose amongst the following 3 books, each concerning a major defining issue of Canadian society:

- *An Unlikely Utopia*, by Michael Adams [Read in full]
- *Sorry, I Don't Speak French*, by Graham Fraser [Intro, Ch 1-4, 8, 9-11 & Conclusion.]
- *A Fair Country*, by John Ralston Saul [Parts I, II, & IV.]

### Book Report 2

Choose between the following 4 books, which each outline a distinct perspective on the consequences of Canada's original (and ongoing) sin:

- *Indian Horse*, by Richard Wagamese
- *Three Day Road*, by Joseph Boyden
- *On Being Here to Stay*, by Michael Asch
- *Seven Fallen Feathers: Racism, Death, & Hard Truths* by Tanya Talaga

## SUMMARY OF DEADLINES [N.b., posted on Carmen]

- In-Class Exam I (Framework of Canadian Politics) on Feb 12
- Book Report I (Core Political Issues of Canada) due on Feb 26
- In-Class Exam II (Three Branches of Government) on Feb 28
- Model Parliament (Social) Policy Proposal due on March 2
- Participate in Model Parliament (Social Issues) on March 4 & 6
- Book Review II (Aboriginal Politics) on Mar 27
- Model Parliament (Economic) Policy Proposal due on April 6
- Participate in Model Parliament (Economic) on April 8 & 10
- In-Class Exam III (Civil Society, Electorate & Political Issues in Canada) on April 17

## Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Grading

Grades are assessed according to the scale below:

Letter Grade	Percentage Range
A	90-100
A-	85-90
B+	80-85
B	75-80
B-	70-75
C+	65-70
C	60-65
C-	55-60
D	50-55
E	<50

## Deadlines and Late Penalties

Meeting deadlines in this course is essential (the assignments are all relatively short and, thus, I do not think this demand is unreasonable). Because we talk about memos and book reports during the class for which they are due, you become “dead weight” if you fail to complete on time.

As such, late memos and book reports are worth ZERO if late UNLESS valid documentation is presented to the instructor.

Midterms and Exams must be completed in-class. If you are absent, you will receive a ZERO automatically UNLESS valid documentation is presented. If valid, then the instructor will offer a make-up midterm, which will have entirely different questions than the exam written in-class.

## Disability

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Applying Theory to Current Events

Strictly speaking, this class is not about describing recent, one-off, events in Canada. That's journalism. This is political science. Our primary goal is to understand deep structures that drive Canadian society "to be as it is." However, when current events reflect upon a broader pattern, then it becomes important to explain them in terms of deep structures. Hence, students do well to skim news sources. Notably, The Globe and Mail [[theglobeandmail.com](http://theglobeandmail.com)] and The National Post [[nationalpost.com](http://nationalpost.com)] focus upon "country-level" news. Other newspapers are also worth skimming for political news, both national and provincial (especially if you have a proclivity for a particular region).

Major newspapers include:

- National Papers: The Globe & Mail; National Post
- Quebec: La Presse; Montreal Gazette; Le Journal de Quebec
- Ontario: The Star; Ottawa Citizen
- Prairies: Edmonton Journal; Regina Leader-Post; Saskatoon StarPhoenix; Calgary Herald; Winnipeg Free Press
- British Columbia: Vancouver Province; Victoria Times-Colonist

There are, of course, a number of other newspapers throughout the country that can be skimmed for regional/provincial perspectives. For browsing the full array [hundreds] of Canadian newspapers with websites go to <http://www.onlinenewspapers.com/canada.htm>.

To get easy access to the best political columnist in Canada google "Chantal Hebert on national newswatch." Also worthwhile: skimming weekly for political news in Canada's



major weekly newsmagazine, Macleans. <http://www.macleans.ca>. Additionally, a number of stories in many papers come from Canadian Press, the Canadian equivalent of the Associated Press in the U.S. Finally, radio and television websites can also be skimmed for late news and, in the case of CPAC, live coverage of Parliamentary sessions and other political events:

- <http://www.cpac.ca/eng>. [public affairs broadcasting provided by the cable industry; the Canadian equivalent of C-SPAN in the U.S.]
- <http://www.cbc.ca> [the CBC, a Crown Corporation, has both radio and television networks in English and French].
- <http://www.ctv.ca> & <http://www.globaltv.com>

#### OTHER USEFUL WEBSITES

- <http://www.statcan.gc.ca>
- <http://www.canadianbiodiversity.mcgill.ca>
- <http://www.thecanadianencyclopedia.ca>
- <http://www.thecanadaguide.com>

#### Canadian Political Parties

- <http://www.liberal.ca>
- <http://www.ndp.ca>
- <http://conservative.ca>
- <http://www.blocquebecois.org>
- <http://www.greenparty.ca>

## Schedule: topics, reading assignments & deliverables

The course is composed of 4 parts: (1) the basic framework of politics in Canada including (a) its citizen's values & (b) its institution's historical evolution (esp., the constitution); (2) the three branches of government; (3) electoral politics and its interaction with civic society; and (4) the political structure as it relates to the central problems facing Canadian society. Note that an \* indicates required reading, all other readings are merely relevant references.

### Part 1.A. Framing Canadian Politics: *Origins & Effects of Values*

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#### CLASS 1 – JAN. 8

Class Cancelled (...the Joy of Airlines...)

#### CLASS 2 – JAN. 10

Title: Course Introduction

Synopsis: teaching philosophy; overview of syllabus; course objectives; group discussion on our purpose being here; of moose & men, plus dumpster fires; FERDA

#### READING:

- Canadian Politics:
  - \*This Incredible Syllabus
  - \*Citizenship & Immigration Canada (2016) "The Rights & Responsibilities of Citizenship."
  - \*Library of Parliament (2009) "Our Country, Our Parliament," pgs. 1-36. [N.b., you may also view this document interactively by browsing the first four tabs of: <http://www.lop.parl.gc.ca/About/Parliament/Education/OurCountryOurParliament/>]

#### CLASS 3 – JAN. 15

Title: An Introduction to Canada – Your Guide to Citizenship

Synopsis: why study Canada?; a comparative & statistical overview; downward causation; seriously, "eh" is better than "huh;" the meaning of a Canadian sorry

#### READING:

- Canadian Politics: Attaining Canadian Citizenship
  - \*<http://www.thecanadaguide.com/culture/social-issues/>
  - Bickerton/Gagnon [B/G]: chpt. 11 (3) [Harell & Deschatelets];
  - Kasoff/James [K/J]: chpt. 1[Broadway]; plus, Brooks, chpt. 1 & chpt. 2

- Research Design:
  - \*Hodgson (2006) What are Institutions?, pgs. 2-5 & 17-19 [Concluding Remarks]
  - \*Hollis & Smith (2002) The philosophy of social science: an introduction (Ch 1)
- Political Economy:
  - Mark Granovetter (1985) Economic Action and Social Structure.

## CLASS 4 – JAN. 17

**Title: Theories of Canadian Values**

**Synopsis: why the differences between Canada and the USA? theories accounting for Canadian values; a further overview of vital statistics**

### READING

- Canadian Politics:
  - \*<http://www.thecanadaguide.com/basics/> ... legal system; language; economy; quality of life; people; aboriginals; foreign policy
  - \*<http://www.thecanadaguide.com/history/> ... Early History; 19th, 20th & 21st C.
  - David Foster Wallace (1996) Infinite Jest [Selection 1], *henceforth DFW's IJ*
  - Alice Munro (1999) A bear came over the mountain [short story]:  
<https://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2> [SKIM]
- Research Design:
  - Collier (1993) The Comparative Method
  - \*Mayer, Burnett and Ogden (1996) Comparative Politics: Nations and Theories.

## CLASS 5 – JAN. 22

**Title: Critiquing Theories of Canadian Values**

**Synopsis: the Loyalists and the Revolutionaries; an Albertan's reluctant love for the Quebecois; a Canadian sorry about the White House; theories on the origin of Canadian values (& their critics); research design for meaningful comparison; path dependency**

### READING:

- Canadian Politics:
  - \*Kay (2017) "Why Canada is Able to do Things Better":  
<https://www.theatlantic.com/business/archive/2017/07/canada-america-taxes/533847/>

- Chen (2015) “Forget Denmark: The United States Should Emulate Canada”:  
<https://www.theatlantic.com/business/archive/2015/10/forget-denmark-emulate-canada/410947/>
- \*Bickerton/Gagnon [B/G]: \*Ch 1 (1) [Laselva]; \*11 (3) [Harell & Deschatelets]
- K/J : Ch. 2 [Thompson & Richard]; 3 [Eagles & Manna]; 4 [Kasoff & Storer]; 7 [Holman & Thacker]

- Research Design:

- \*Paul Pierson (2000) Increasing returns, path dependence & the study of politics.

## CLASS 6 – JAN. 24

**Title:** Identity & Nationalism

**Synopsis:** when identity becomes nationality; the double-movement; distinct nations; “tabernacle;” & the hilarity of “seals” among Canadian bilingual schoolkids

### READING

- Canadian Politics:
  - Brooks, chpt. 6;
  - \*B/G: chpt. 2 (2) [Kymlicka]
  - \*Listen to Leonard Cohen’s “Hallelujah,” contrast with K.D. Lang’s cover (Juno’s)
- Political Economy:
  - \*Fred Block (2008) “Polanyi’s Double Movement & the Reconstruction of Theory”
  - Polanyi, Karl. (2001) *The Great Transformation*. (Intro [F. Block], Ch. 4-6)
- Political Theory
  - DFW’s IJ [Selection 2 & 3]
  - \*In lieu of Taylor (1992) “Politics of Recognition,” see <https://vimeo.com/4203047>

## Part 1.B. Framing CP: *Origins & Effects of Institutions*

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## CLASS 7: JAN. 29

**Title:** Regionalism

**Synopsis:** the spatial distribution of Speedo sales; the political salience of Canada’s regions; dependency theory & its relation to staples theory

### READING

- Canadian Politics:

- \*<http://www.thecanadaguide.com/places/geography/> [only the main page]
- Cochrane & Perrella (2012) Regions, Regionalism & Regional Differences in Canada
- Political Economy: Staples Theory
  - \*Innish, Harold (2001) The Fur Trade in Canada. (Ch., Intro + Conclusion)
  - Watkins, Melville (1963) A Staple Theory of Growth. [Excellent, but advanced]
  - Stanford, Jim (2014) Staples Theory at 50 (Ch., Staple Theory Redux)
  - Drache, D. (1982). Harold Innis and Canadian Capitalist Development.
  - \*Clement & Williams. The New Canadian Political Economy Ch. 7 [Brodie])

## **CLASS 8 – Jan 31**

**Title: Constitution in Comparative Perspective**

**Synopsis: the evolution of Canada’s constitution; a comparison to the United States; theories of justice; Kymlicka’s theory of multiculturalism; Trudeau Sr & Jr, a.k.a. the cruelly unequal distribution of beauty & charisma in Canada**

### **READING**

- Canadian Politics:
  - Brooks, chpt. 6 & 7;
  - \*<http://www.thecanadaguide.com/government/the-constitution>
- Political Theory
  - \*Kymlicka (2002) Contemporary Political Philosophy [Extract]
  - DFW’s IJ [Selection 4 & 5]

## **CLASS 9 – FEB 5**

**Title: Constitution in Historical Perspective**

**Synopsis: a history of the constitution’s evolution; the whole big deal of 1982; democracy “notwithstanding,” our illiberal tendencies; the emperor [ahem... PM] has no clothes; ongoing issues**

### **READING**

Canadian Politics:

- \*B/G: chpt. 3 (5) [Gibbins]
- Political Theory
  - \*Kymlicka (1995) Multicultural citizenship (Ch. 1).
  - Taylor (1992) The Politics of Recognition. [Incredible, but advanced.]

## CLASS 10 – FEB 7

Title: Federalism

Synopsis: the logical culmination of Canada's regionalism; constitutional implications; the "East wants in" and "Quebec wants out;" the pain-in-the-ass grandstanding of provincial politics; review for exam

### READING

- Canadian Politics:
  - \*B/G chpt. 4 (8) [Simeon, Robinson & Wallner]

## CLASS 11 – Feb 12

Title: Exam I (In-Class!)

Synopsis: use of class to write a midterm covering Canadian values, identity & nationalism; regionalism; constitution; and federalism; their interrelationships

## Part 2: The Three Branches of Government

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## CLASS 12 – Feb 14

Title: The Grand Overview

Synopsis: a pathetic flow chart that solves all of our mysteries; comparisons to the US; notes on the Canadian political parties

### READING

- Canadian Politics:
  - \*<http://www.thecanadaguide.com/government/>
  - DFW's IJ [Selection 6]

## **CLASS 13 – FEB. 19**

**Title: The Legislative Branch**

**Synopsis:** the role of Parliament in Canadian government; the upper and lower house; the effects of institutional design on public policy outcomes; understanding the role of government in market economies; the extraordinary badassness of our Sergeant at Arms; the substitute teacher takes on kindergarten after Halloween, a.k.a., Question Period

### **READING**

- Canadian Politics:
  - Brooks, pp. 281-292; 294-295; 300-302;
  - \*B/G: chpt. 8 [Docherty]
- Political Economy:
  - \*Steinmo (1993) Taxation and Democracy

## **CLASS 14 – FEB. 21**

**Title: The Executive Branch**

**Synopsis:** the role of the Prime Minister, cabinet ministers & the civil service; “Yes Minister;” understanding the role of government in market economies; executive dominance and the democratic deficit; when the Elephant snores, the Mouse shakes

### **READING**

- Canadian Politics:
  - Brooks: pp. 264-281, Ch 10;
  - \*B/G: chpt. 7 [Savoie]; \*B/G: chpt. 9 [Thomas]
  - DFW’s IJ [Selection 7]
- Political Economy:
  - Steinmo (1993) Taxation and Democracy. Ch 1 & 2

## **CLASS 15 – FEB. 26**

**DUE: Book Report I (Core Issues of Canadian Politics)**

**Title: The Judicial Branch**

**Synopsis: the courts; appointment processes; civil society strategy; systemic corruption**

### **READING**

- Canadian Politics:
  - Brooks, pp. 293-301
  - \*B/G 10 (10) [Bazowski]

## **CLASS 16 – FEB. 28**

**Title: Exam II (In-Class!)**

**Synopsis: our second midterm covering the three branches in government; make comparative statements on institutional differences between Canada and the US**

### **READING**

- Catch-up week

## **CLASS 17: MAR 4**

**DUE 48 hours prior to class: Model Parliament Policy Proposals**

**Title: Party Meetings - Social Issues**

**Synopsis: you will select your preferred Canadian political party and band together to promote your policy ideas and contest for party leadership**

### **READING**

- Canadian Politics:
  - DFW's IJ [Selection 8 & 9]
  - Re-read: <http://www.thecanadaguide.com/government/political-parties/>



## **CLASS 18: MAR 6**

**Title:** Model Parliament

**Synopsis:** we will host a Model Parliament - debating the policy proposals selected by your party in the previous class; the grand experiment of trying to not hate each other

### **READING**

- Catch-up week

## **CLASS 19: MAR 11**

Cancelled for spring break

## **CLASS 20: MAR 13**

Cancelled for spring break

## **Part 3: Electoral Politics, Civil Society & the Design of Economies**

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## **CLASS 21: MAR 18**

**Title:** Political Parties & Elections

**Synopsis:** the organization of political parties; the ideological scale; party leadership; the Canadian electoral system; of fakes and men among Queen's: he developed all the faculties of a man; a note on radical kindness

### **READING**

- Canadian Politics:
  - Brooks, chpt. 11
  - \*B/G: chpt. 12 [Bickerton]
  - \*Re-read: <http://www.thecanadaguide.com/government/elections/>
  - \*Andrew Prokop (2017) How Canada Ended Gerrymandering:  
<https://www.vox.com/2014/4/15/5604284/us-elections-are-rigged-but-canada-knows-how-to-fix-them>
- Political Economy
  - Downs (1957) An Economic Theory of Democracy (Ch. 1, 2)
  - \*Iversen & Soskice (2006). Electoral institutions and the politics of coalitions.

## CLASS 22: MAR 20

**Title:** Interest Groups

**Synopsis:** free rider problems; the virtues and vices of lobbyist efforts; a discussion on Steinmo; the maple syrup cartel

### READING

- Canadian Politics:
  - Brooks, chpt. 12;
  - \*B/G: chpts. \*15 (13) [Montpetit]; \*16 [Orsini];
  - K/J: chpt. 11 [Carragata & Basu]
  - R. Cohen (2016) “Inside Quebec’s Great, Multi-Million-Dollar Maple-Syrup Heist”
- Political Economy:
  - \*Olson (1965) Logic of Collective Action (Ch. 1, 2)

## CLASS 23: MAR 25

**Title:** A Lecture on Public Economics

**Synopsis:** tying loose ends from our study on interest groups; an intuitive account of public economics; using our new toolkit to evaluate public policy; and some inevitable snark

### READING

- Political Economy:
  - \*Hahnel (2007) The Case Against Markets.
  - Wolf (1979) A Theory of Non-Market Failure. [Intro]
  - \*Bowles (1991) What Markets Can and Cannot Do.
  - \*Kahn (1966) Tyranny of Small Decisions. [Intro]
  - \*Lipsey & Lipset (1956) General Theorem of the Second Best. [Intro]
  - Mankiw, N.G. (2017) The Economics of Healthcare:  
<https://scholar.harvard.edu/mankiw/publications/economics-healthcare>

## Part 4: Core Issues of Canadian Politics

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### CLASS 24: MAR 27

**DUE:** Book Report (Government Relations to the First Nations)

**Title:** the First Nations

**Synopsis:** understanding Canada's Original Sin; the role of institutional structure in the construction of marginal communities; the current status of the First Nations; the ties that bind: particular myths that answer universal curiosities; and a class discussion on the book report

#### READING

- Canadian Politics:
  - Brooks, chpts. 15, 16;
  - \*B/G: chpts. 6 (9) [Papillon]
  - K/J: chpts. 8 [Lusztig]; 9 [Leclerc]
  - \*<https://www.theglobeandmail.com/opinion/indigenous-memo-to-canada-were-not-your-incompetent-children/article37511319/>
- Philosophical Backdrop: –
  - \*Truth and Reconciliation Committee (2015) Executive Summary.

### CLASS 25: APR 1

**Title:** the French Factor

**Synopsis:** concerning the French question, which isn't always of politics; nations within nations; accents; maple syrup; addressing Canada's uncertain compromise; a group discussion on an apologetic bilingual Canada

#### READING

- Canadian Politics:
  - Brooks chpt. 14;
  - K/J: chpt. 6 [Blanger & Doran];
  - \*B/G: chpt. 5 [Gagnon]
- Philosophical Backdrop: –
  - Taylor (1992) The Politics of Recognition.
  - DFW's IJ [Selections 10 & 11]
  - \*David Foster Wallace (2005) "This is Water":  
<https://www.youtube.com/watch?v=8CrOL-ydFMI>

## CLASS 26: APR 3

**Title: Official Multiculturalism and Immigration Policy**

**Synopsis: the point system; values towards diversity; wolf in sheep's clothes?; reflections on immigration: Edmonton, a harmony of contradictions; discussion on Canada's "welcomeness"**

### READING

- Philosophical Backdrop:
  - \*In lieu of Kymlicka (2007) *Ethnocultural Diversity in a Liberal State: Making Sense of the Canadian Model(s)*, watch Kymlicka (2011) *The Three Lives of Multiculturalism*: [http://www.thelaurier.ca/podcasts/2008\\_thethreelivesofmulticulturalism.mp3](http://www.thelaurier.ca/podcasts/2008_thethreelivesofmulticulturalism.mp3)
  - \*Wendy Brown (approx 2008) *Tolerance* [Podcast]: <http://philosophybites.com/2008/11/wendy-brown-on-tolerance.html>
- Canadian Politics:
  - Brooks, chpt. 4;
  - \*B/G: chpt. 18 [Abu-Laban]
  - \*Keller (2018) "Canada Has Its Own Ways of Keeping Out Unwanted Immigrants": <https://www.theatlantic.com/ideas/archive/2018/07/canada-immigration-success/564944/>
  - \*Thompson (2018) "Canada's Secret to Escaping the Liberal Doom Loop" <https://www.theatlantic.com/ideas/archive/2018/07/canadas-secret-to-escaping-the-liberal-doom-loop/564551/>

## **CLASS 27: APR 8**

**DUE 48 hours prior to class: Model Parliament Policy Proposals**

**Title: Party Meetings - Economic Issues**

**Synopsis: you will select your preferred Canadian political party and band together to promote your policy ideas and contest for party leadership**

## **CLASS 28: APR 10**

**Title: Model Parliament**

**Synopsis: we will host a Model Parliament - debating the policy proposals selected by your party in the previous class**

## **CLASS 29: APR 15**

**Title: I am Canadian - A Message to America**

**Synopsis: a critical overview; a reflection on comparisons; & what its all worth**

## **READINGS**

- Political Economy:
  - Panitch, Leo (1978) The Canadian State: Political Economy & Political Power (Ch. 1, 12).
  - Miliband, Ralph (1969) The State in Capitalist Society (Ch. 1-3)
- Research Design:
  - \*Brown, Bernard (2000) Comparative Politics: Notes and Readings
- Political Theory
  - \*Cox, Robert (1981) Social Forces, States and World Orders.
  - Carens, Joseph (1981) "Equality, Moral Incentives, & the Market: An Essay in Utopian Politico-Economic Theory"

## **CLASS 30: APR 17**

**Final Exam (IN-CLASS!)**

**Synopsis: a final exam asking you to reflect on how Canadian values and institutions shape each other and shape social outcomes, with a focus on core issues studied**