

**University of Waterloo**  
**Department of Political Science**  
**PSCI 490/661/663**  
**New Books in Canadian Politics**  
**Winter 2015**  
**Tuesday, 12:30-2:20, HH345**

**Instructor Information**

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**Course Description**

This seminar course undertakes a broad survey of the most recent works in political science relating to the politics and government of Canada.

It is structured as a simulation of a book prize jury. Five recent book-length works relating to the politics and government of Canada will be nominated for reading by the jury (class) with each jury member (student) making a recommendation as to the book making the most important contribution to the understanding of Canadian government and politics. By way of conclusion, the jury will, as a whole, attempt to come to a consensus (or not!) in this regard.

The course is based heavily on student preferences in determining the actual reading material – taking advantage of recent innovations in availability of online book information, expedited online book ordering and shipping, and university e-book holdings which no longer necessitate that a reading list be constructed and books ordered in advance of a course taking place.

**Course Goals and Learning Outcomes**

Upon completion of this course, students should be able to:

- A. demonstrate a broad command of the political science literature relating to the politics and government of Canada
  - identify the major sub-fields of Canadian politics
  - demonstrate a broad knowledge of the most recent works and trends across a number of major sub-fields of Canadian politics
- B. demonstrate an ability to provide a meaningful critical assessment of individual works in the political science literature relating to the politics and government of Canada
  - demonstrate an ability to write a concise critical review of an individual work

- demonstrate an ability to write a concise critical review which compares and contrasts the contribution of multiple works
- C. demonstrate an appreciation of the distinction between academic political science analysis versus popular and/or journalistic approaches to writing about topics relating to the politics and government of Canada
- outline the major differences between academic and non-academic work
  - discuss the major differences between academic and non-academic work with reference to specific examples
- D. demonstrate an appreciation of different theoretical and methodological approaches within the field of Canadian political science
- demonstrate an ability to identify and assess the theoretical approach underpinning a work including its strengths and weaknesses
  - demonstrate an ability to identify and assess the methodological approach underpinning a work including its strengths and weaknesses
  - demonstrate an understanding of how an individual researcher conceptualizes, situates relative to the existing literature and designs a major research project

### Required Text

- There are no pre-determined required texts. Seminars will each be based on one recent research monograph – each of which is to be determined by class discussion on Week 2. Please see list below.

### Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Seminar Participation	Ongoing	15%
Online Participation	Ongoing	10%
Single Book Review #1 – Draft	Student Choice – Books 2 or 3	10%
Single Book Review #1 – Final Version	Student Choice – Books 2 or 3	15%
Single Book Review #2 – Draft	Student Choice – Books 3 to 5	10%
Single Book Review #2 – Final Version	Student Choice – Books 3 to 5	15%
Multiple Book Review #2	Friday, April 10th, 5:00 pm	25%
<b>Total</b>		<b>100%</b>

### Assessment 1 Ongoing Seminar Participation

Participation is graded on the basis of two equally-weighted criteria – frequency of class contributions and the quality of class contributions. Regarding the first criteria, students contributions should be sufficient in number to demonstrate that the student is engaged with the developing discussion. In regard to the second criteria, student contributions should demonstrate that students have adequately read and thought about the material in question. With 11 graded seminars, participation (with a cumulative weight of 15% of the final course grade) in each seminar is worth approximately 1.5% of the final grade.

## **Assessment 2 Ongoing Online Participation**

As outlined below, there will be three online mini-assignments due over the first four weeks of the course. On Monday, January 12th (5:00 pm), students will be expected to submit their ranking of their preferred subfields of Canadian politics. On Monday, January 19th, they will be expected to provide their annotated ranked list of preferred books for Book #2. On Friday, January 30th, they will be expected to provide their annotated ranked list of preferred books for Books #3, #4 and #5.

## **Assessment 3a: Book Review #1 Draft Version**

Students will be required to write a 2000 word book review providing a critical assessment of the book under review. The initial draft version (approximately 1000 words) should clearly and concisely identify the work's central argument (although it should NOT provide an overview of the book) and the basis on which the argument is established. The review should then outline the book's main contribution (identifying whether the central contributions are empirical, methodological, or theoretical.) All single book review drafts are due electronically before class on the first date for which the book is assigned.

## **Assessment 3b: Book Review #1 Final Version**

In addition to revising the draft version of the book review in light of class discussion and/or instructor comments, the final version will include the elements outlined above for the draft version and, in addition, the final version (approximately 2000 words) should also identify the book's main weaknesses (again, identifying whether these are primarily empirical, methodological or theoretical) and provide a balanced overall assessment of the books contributions and weaknesses. All single book review final versions are due electronically before class on the second date for which the book is assigned.

## **Assessment 4a and 4b -- Book Review #2**

See description under Assessment 2a and 2b above.

## **Assessment 5 Multiple Book Review**

Students will be required to write a 2500 word book review outlining which of the five books in the course was, in their opinion, the work that makes the most valuable contribution to an understanding of Canadian government and politics. The review will clearly and concisely outline the reasons for this assessment by outlining the work's main contributions (e.g. empirical/methodological/theoretical.) It will also place the work in the broader context of the other works considered in the course and assess the weight of its contribution relative to the contributions of the other works considered in the course.

Due Friday, April 10th, 5:00 pm electronically.



## Course Outline

Readings to be determined based on class preferences via online student submissions followed by an in-class discussion on Week 2 (Jan. 13) – please see book inventory below.

In the first phase, students will be expected provide (via the Learn website on Monday, January 12th by 5:00 pm) an annotated ordered list of their five preferred topic areas from the thirteen possible subfields of Canadian political science (with at least two topics from each of the two broad sections) Students will be asked to outline why they think specific areas are particularly important or particularly interesting as topics in Canadian politics as well as to outline why they think other areas may be less important. One suggested strategy for doing so would be to browse either overview/summaries of the books online (through the publisher's website and/or a website such as Amazon/Chapters) and/or examine the books in various subfields themselves (copies of all books will be available in the instructor's office for student access.) On January 13th, the class will discuss the prioritization of the various subfields and why students feel that some subfields are likely to be more important than others. At the end of the session, the class will vote (e.g. allowing students to change their votes) and the five subfields will be identified.

Then, in subsequent weeks, for each of the five areas that the class has chosen, each student will be asked to vote for their top preferences for the book that the seminar should read in that topic area with reasons why it looks likely to be the most important or interesting of the books in that topic area. This will require browsing either overview/summaries of the books online (through the publisher's website and/or a website such as Amazon/Chapters) and/or examining the books themselves (all books will be available in the instructor's office for student access.) [Students should try to limit their list to no more than two popular books in total.] Due to the limited time frame for the course, the instructor will pick the first book (Book #1) based on an assessment of the student's subfield preferences submitted on Monday, January 12th. By Monday, January 19th (5:00 pm), students will be expected to submit their ranking of book preferences for Book #2 and the results will be announced as soon as possible.

The remaining ranked student book preferences will be due on Friday, January 30th. Using these lists, the instructor will aggregate student preferences to come up with a final reading list for the course which will be sent by email to students as soon as possible following class so that students can order/arrange access to copies of the book. (Amazon.ca now has a free two-day shipping service for university students.)

Week	Date	Topic	Readings Due
1	Jan.6	Orientation and Syllabus Overview	n/a
2	Jan. 13	Curriculum Planning/Overview of Critical Review	Course Syllabus
3	Jan.20	Book Set 1	TBD
4	Jan.27	Book Set 1 (cont'd)	TBD
5	Feb.3	Book Set 2	TBD
6	Feb.10	Book Set 2 (cont'd)	TBD
7	Feb.17	Reading Week	n/a
8	Feb.24	Book Set 3	TBD
9	Mar.3	Book Set 3 (cont'd)	TBD
10	Mar.10	Book Set 4	TBD
11	Mar.17	Book Set 4 (cont'd)	TBD
12	Mar.24	Book Set 5	TBD
13	Mar.31	Book Set 5 (cont'd)	TBD

### **Late Work**

The book reviews are due before class on each seminar date for two reasons: first, to ensure that the student is prepared to make a strong contribution to class discussion and, secondly, to ensure the originality of the ideas presented in the book review. As such, late reviews will not be accepted. The penalty for a late review is that the student must write a review on another seminar topic at a later date. No exceptions will be made to this provision.

The late penalty for the multiple book review is 5% per day or part thereof.

### **Attendance Policy**

As a seminar, this course relies exclusively on student participation although no grades are assigned solely for attendance. (That is, students who attend seminar but do not participate in the discussion will receive a grade of zero for that date.) The participation grade for one scheduled seminar may be waived provided the student notifies the instructor of the absence in advance and provides appropriate documentation for the absence (e.g. medical note.) Further absences also require appropriate formal documentation in which case the determination of grading procedure and final weighting of the participation component of the final grade will be determined on a case-by-case basis through discussion with the instructor and, if necessary, Associate Chair, Undergraduate or Graduate as appropriate.

### **Book List**

The class will collectively choose five topics (and books) from the thirteen topics on the following list. The selections will include at least two topics from each of the two broad sections (political institutions/axes of political competition) and will be limited to two popular/non-academic works [p].

Although there are a handful of exceptions, the basic criteria for inclusion in the Canadian politics survey inventory are as follows:

- the book is a monograph (e.g. written on a single topic by a single author) rather than an edited collection of essays by a single author or multiple authors (the rationale for this criteria is that monographs typically have a clear, singular central argument which makes them easier to assess than edited collections which may lack continuity or even a singular central argument);
- the book is academic (e.g. rather than a popular treatment of a topic) which is usually indicated by a combination of the credentials of the author, whether the publisher is a university press, that the book is properly referenced with appropriate citations and full bibliography (the list below contains a number of books that do not meet this criteria and are designated as 'popular' or non-academic);
- the book is recent and has a publication date of 2014 or later (this is to ensure that the work is consistent with the theme of the course as a survey of recent works in Canadian politics as well as to help ensure the originality of student reviews.)

Popular books are listed and explicitly identified on the book list [p]. The class may select up to two (of the total of five books for the course) from among the popular/non-academic books. In the seminar discussions of these books, emphasis will be on how popular books differ from academic research monographs.

Students are encouraged to suggest additional books not currently on the list for the class seminar readings or to choose additional non-listed books for the purposes of the book review assignment so long as the book meets the requirements identified above (or a compelling argument is provided as to why a work does not meet the criteria but should still be considered) and is approved in advance by the instructor.

[p] - popular

## POLITICAL INSTITUTIONS - Venues of Political Competition

### Set 1 Parliament and Political Control

Smith, David. 2013. *Across the Aisle: Opposition Politics in Canada*. Toronto: University of Toronto. Winner, Prize for Social Sciences 2014, Federation for the Humanities and Social Sciences in Canada.

[p]Rathgeber, Brent. 2014. *Irresponsible Government: The Decline of Parliamentary Democracy in Canada*. Dundurn: Toronto.

[p]Loat, Allison and Michael MacMillan. 2014. *Tragedy in the Commons: Former Members of Parliament Speak out About Canada's Failing Democracy*. Toronto: Random House.

[p] Harris, Michael. 2014. *Party of One: Stephen Harper and Canada's Radical Makeover*. Toronto: Viking.

## Set 2 The Judiciary and Judicial Politics

McCormick, Peter. 2015. *The End of the Charter Revolution: Looking Back from the New Normal*. Toronto: University of Toronto Press.

Macfarlane, Emmett. 2013. *Governing from the Bench: The Supreme Court of Canada and the Judicial Role*. Vancouver: UBC Press.

Nominee, CPSA Smiley Prize, 2014.

## Set 3 Parties and Elections

Flanagan, Tom. 2014. *Winning Power: Canadian Campaigning in the 21st Century*. Montréal and Kingston: McGill-Queen's University Press.

[p] Delacourt, Susan. 2013. *Shopping for Votes: How Politicians Choose Us and We Choose Them*. Toronto: Douglas and McIntyre.

[p] Wells, Paul. *The Longer I'm Prime Minister: Stephen Harper and Canada, 2006-*. Random House Canada: Toronto: 2013.

Winner, Writers' Trust Shaughnessy Cohen Prize for Political Writing, 2014

Winner, John W. Dafoe Book Prize, 2014

## Set 4 The Media

Clarke, Debra M. 2014. *Journalism and Political Exclusion: Social Conditions of News Production and Reception*. McGill-Queen's University Press.

Goodyear-Grant, Elizabeth. 2014. *Gendered New: Media Coverage and Electoral Politics in Canada*. Vancouver: UBC Press.

Short-Listed Finalist, CPSA Smiley Prize, 2014.

\*Taras, David. 2015. *Digital Mosaic: Media, Power and Identity in Canada*. Toronto: University of Toronto Press. \*Available January 26, 2015.

## Set 5 Federalism

Michael M. Atkinson, Daniel Béland, Kathy McNutt, Greg Marchildon, Peter Phillips and Ken Rasmussen. 2013. *Governance and Public Policy in Canada: A View from the Provinces*. Toronto: University of Toronto Press.



Nominee, CPSA Smiley Prize, 2014.

Wallner, Jennifer. 2014. *Learning to School: Federalism and Public Schooling in Canada*. Toronto: University of Toronto Press.

#### Set 6 Political Control of the Bureaucracy

Zussmann, David. 2013. *Off and Running: The Prospects and Pitfalls of Government Transitions in Canada*. Toronto: University of Toronto Press.

Nominee, CPSA Smiley Prize, 2014.

Savoie, Donald. 2013. *Whatever Happened to the Music Teacher: How Government Decides and Why*. Montreal and Kingston: McGill-Queen's University Press.

Short-Listed Finalist, Shaughnessy Cohen Prize for Political Writing, 2013.

#### AXES OF POLITICAL COMPETITION - Political Cleavages in Canada

#### Set 7 Gender and Politics

Goodyear-Grant, Elizabeth. 2014. *Gendered News: Media Coverage and Electoral Politics in Canada*. Vancouver: UBC Press.

Short-Listed Finalist, CPSA Smiley Prize, 2014.

Altamirano-Jiménez, Isabel. 2013. *Indigenous Encounters with Neoliberalism: Place, Women and the Environment in Canada and Mexico*. Vancouver: UBC Press.

Nominee, CPSA Smiley Prize, 2014.

#### Set 8 First Nations

Alcantara, Christopher. 2013. *Negotiating the Deal: Comprehensive Land Claims Agreements in Canada*. Toronto: University of Toronto Press.

Short-Listed Finalist, CPSA Smiley Prize, 2014.

Asch, Michael. 2014. *On Being Here to Stay: Treaties and Aboriginal Rights in Canada*. Toronto: University of Toronto Press.

Altamirano-Jiménez, Isabel. 2013. *Indigenous Encounters with Neoliberalism: Place, Women and the Environment in Canada and Mexico*. Vancouver: UBC Press.

Nominee, CPSA Smiley Prize, 2014.

\*Andersen, Chris. 2015. "Métis": Race, Recognition and the Struggle for Indigenous Peoplehood.

Vancouver, UBC Press. \*Available January 15th.

#### Set 9 Multiculturalism and Immigration Politics

Stevenson, Garth. 2014. *Building Nations from Diversity: Canadian and American Experience Compared*. Montréal and Kingston: McGill-Queen's University Press.

\*Kazemipur, Abdolmohammad. 2015. *The Muslim Question in Canada: A Story of Segmented Integration*. Vancouver: UBC Press. \*Available January 15th.

#### Set 10 Regionalism

Berdahl, Loleen and Roger Gibbins. 2014. *Looking West: Regional Transformation and the Future of Canada*. Toronto: University of Toronto Press.

[p] Bricker, Darryl and John Ibbitson. 2013. *The Big Shift: The Seismic Change in Canadian Politics, Business and Culture and What It Means for Our Future*. Toronto: Harper Collins.

#### Set 11 Dualism and Québec Nationalism

\*Bouchard, Gerard. 2015. *Interculturalism: A View from Quebec*. Toronto: University of Toronto Press.  
\*Availability TBD.

Gagon, Alain-G. 2014. *Minority Nations in an Age of Uncertainty: New Paths to National Emancipation and Empowerment*. Toronto: University of Toronto Press.

Wright, Robert. 2014. *The Night Canada Stood Still: How the 1995 Quebec Referendum Nearly Cost Us Our Country*. Toronto: Harper Collins.

#### Set 12 Ideological Cleavages and Party Politics

Farney, James. 2013. *Social Conservatives and Party Politics in Canada and the United States*. Toronto: University of Toronto Press.

McGrane, David. 2014. *Remaining Loyal: Social Democracy in Québec and Saskatchewan*. Montréal and Kingston: McGill-Queen's University Press.

#### Set 13 Economic Interests and Political Economy

Anastakis, Dimitry. 2013. *Autonomous State: The Struggle for a Canadian Car Industry from OPEC to Free Trade*. Toronto: University of Toronto Press.

Taylor, Gregory. 2013. *Shut Off: The Canadian Digital Television Transition*. Montreal and Kingston: McGill-Queen's University Press.

Klassen, Jerome. 2014. *Joining Empire: The Political Economy of the New Canadian Foreign Policy*. Toronto: University of Toronto Press.

## **Academic Integrity**

***Academic Integrity:*** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

***Discipline:*** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

***Grievance:*** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

***Appeals:*** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

## **Other sources of information for students**

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

## **Accommodation for Students with Disabilities**

***Note for students with disabilities:*** The [AccessAbility Services office](#), located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.