Course Description
Canadian elections have offered students of Canadian politics a great deal to think about over the past few decades. After spending the 2000s moving away from the Liberals and towards the Conservatives and New Democrats, voters suddenly reversed course in 2015 elevating the Liberals to government from third place, throwing the Conservatives into opposition, and reducing the NDP to a third party. This is not the first time Canadian voters have decided to remake the Canadian party system. In 1993 they reduced what had been a Conservative majority to 2 seats, reduced the NDP from 44 to 9 seats and elevated two previously unrepresented parties, the Bloc Quebecois and Reform, to official opposition and third place respectively.

This course will explore the dynamics of Canadian elections. It will look at the way that voters’ identities (regional, gender, and cultural), economic conditions, and parties’ strategic positions affect voters’ choices. It will also explore the way campaigns shape elections exploring national and local level campaigns, the influence of party leadership and debates, and the way that social media is changing the way politicians appeal to voters.

Required Text

Course Learning Objectives
This course has several learning objectives. These include the following:

1. Students will develop an understanding of the underlying factors that shape Canadians’ vote choice, from identity, to the economy, to partisanship, and the way that parties position themselves and emphasize certain issues.
2. Students will develop an understanding of the way campaign interact with the above underlying factors to shape Canadian election results.
3. Students will draw on course material to make and justify strategic decisions in a campaign environment
4. Students will complete a research paper answering a question central to the study of Canadian elections.
Course Format
This course will consist of two one and a half hour lectures per week. In most classes I will lecture for between 30 mins and an hour. I expect these lectures to be more interactive than lectures in a first and second year course. I highly encourage students to raise questions or to expand on a certain point they are interested in. I design my lectures with the assumption that students have done the reading before lecture. These lectures are designed to complement the readings. In course assignments I expect students to make use of material from both readings and lectures.

The course will also consist of a course-long simulation of the upcoming 2019 election campaign. Students will be expected to work in teams on the campaign of one of the major federal political parties. The success of students’ party will depend on their ability to work together as a team to develop and execute a campaign strategy and to respond to events that occur over the course of the campaign. At the same time, students’ will be given discrete responsibilities on their campaign and will be graded individually based on the way that the fulfil those responsibilities.

Course Schedule

Introductory Concepts

Monday January 7th- Introductions
No Readings

Thursday January 10th- Elections and Probability- Reading Polls and Other Election Analyses


Monday January 14th- First Past the Post: Impact on Campaigns and Results
Gidengil et al. Dominance and Decline. Chapter 8: Strategic Considerations.

Underlying Factors: Identity, the Economy, and Party Strategy

Thursday January 17th and Monday January 21st- What is Important? Issue Ownership and how Much the Economy Matters


Gidengil et al. Dominance and Decline. Chapter 10: Election Dynamics and Québécois. (read for the 24th)


Monday February 7th: Partisan Identity and Voting

Thursday February 11th and Thursday February 14th: Strategic Positioning and Issue Emphasis


Note: Tom Flanagan is controversial for his views on indigenous politics. His inclusion on the syllabus is by no means an endorsement of his broader research or political agenda. His experience as an academic who ran Stephen Harper’s first Conservative campaigns provides unique insight into Canadian election. On a similar note, you should read this as part academic work, part first-hand account from someone with a particular political perspective.

Campaigning in Canadian Elections

**Monday February 25th and Thursday February 28th: Paying for the Campaign**


**Monday March 4th: The National Campaign**

Note: Delacourt is a journalist, which will give her a somewhat different perspective than some of the author pieces on the syllabus.

**Thursday March 7th: The Local Campaign**

**Monday March 11th and Thursday March 14th: Advertising and Branding**


**Monday March 18th and Thursday March 21st: Leaders and Debates**


Monday March 25th and Thursday March 28th: Showing Up: Voter Turnout and Participation


Monday April 1st and Thursday April 4th: Waves and Naturally Governing Parties: Stability and Change in Canadian Elections


Note: Brad Lavigne was a key part of Jack Layton’s campaign team. Take that chapter as a first-hand account as opposed to academic scholarship.
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>All Classes</td>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>All Classes with Election Meetings</td>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>January 17</td>
<td>Party and Role Selection</td>
<td>No Grade</td>
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<tr>
<td>February 7</td>
<td>Pre-Campaign Strategy Document</td>
<td>15%</td>
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<tr>
<td>February 14 – March 28</td>
<td>4 Campaign Strategy Memos</td>
<td>28% (7% each)</td>
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<td>April 4</td>
<td>Term Paper</td>
<td>35%</td>
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<tr>
<td>April 9</td>
<td>Final Campaign Reflection</td>
<td>7%</td>
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* University of Victoria policy requires students to complete all assignments in a course to receive a passing grade. Failure to complete an assignment worth 15% or more will result in a letter grade of N for the course and a grade no higher than 49.

**Attendance and Participation**

5% of your grade for each class will come from attendance. This will be given as a percentage of the classes for which you are present. If you are present for all classes you will get 5 points, if you are present for half of the classes you will get 2.5, and if you are present for no classes you will get no points. If you have to miss class for illness, family emergency, or a similar reason, please get in touch with the instructor. In these cases, you may be given an excused absence so that the class you have to miss will not affect your attendance grade.

Participation in simulation sessions is worth 10% of your grade. For each simulation session, which will include either pre-election, campaign, or post-election meetings you will be graded on your participation out of 10. The average for each meeting will be your participation grade for the course. In these meetings quality of participation is preferable to quantity (though some quantity is necessary to demonstrate quality). Students who are actively engaged in group meetings, responding to others’ ideas, and drawing on course materials in their comments will get the strongest participation grades.

**Pre-Election Campaign Strategy Document**

Prior to the start of the election simulation each student must submit a pre-campaign document outlining the strategy they intend to use over the course of the election simulation. The focus of the document will depend on the role that the student has in their group. For example, the student in charge of advertising should submit a memo on how they intend to approach advertising over the course of the campaign while the student responsible for local campaigns should outline a strategy that looks a riding targeting and support for local campaigns. The strategy should be justified using course material, additional research where appropriate, and information from pre-election strategy meetings with the other students in your group.

**Campaign Strategy Memos**

Each student is responsible for producing 4 campaign strategy memos during the course of the campaign. These are brief memos outlining an action or strategy that the campaign will be
taking over the course of the campaign. They may be responses to something that has happened during the campaign, actions that you want your party to take during the campaign, or actions designed to throw an opposing campaign off message. No additional research is expected for these memos, but they should draw on course materials (both lectures and readings) and sources used in the pre-campaign strategy document to justify actions taken. Students have some leeway to decide when they are submitting a memo, but the timing of a memo should make sense given the way that the campaign is progressing. Memos are due by 4:00 the day after the class they are submitted for. I need them by 4:00 so that I can prepare a campaign update for the following class.

**Campaign memos may not be submitted late. Actions taken during a campaign have to be taken and justified on a tight timeline. A late decision may prevent an action from be taken. Practically for the course, I cannot prepare the campaign update for an upcoming class if I do not have all the memos from the previous class by 4:00 on the day after the previous class.**

**Term Paper**
Students are expected to produce a term paper for this course on a topic related to Canadian elections. Students will be provided questions for the term paper in the term paper assignment. Students may write on a topic of their choosing provided that topic is approved by the instructor.

**Final Campaign Reflection**
Students are expected to produce a final memo at the end of the campaign assessing the parts of their strategy that worked and that parts that did not. This memo should consider the final election results, offer some thoughts on what might have led to those results and offer some reflection on whether the campaign could have done anything to change those results.

**Course Policies**
**E-Mail and Appointments outside of Office Hours**
You are welcome and encouraged to communicate with me by e-mail. I will do my best to answer e-mails as promptly as possible, but I am limited by other commitments. Please allow 24 hours as a response time to e-mails. **Questions the night before an assignment is due or before an exam may not be answered.** I am happy to schedule appointments outside of office hours for students who cannot make my regular hours.

**Submitting Assignments and Late Penalties**
Assignments must be turned in at the beginning of class on the date indicated unless otherwise specified in the assignment. Papers that are turned in late will be assessed a 5% per day late penalty with week-ends counting as a single day. **Assignments turned in after class on the same day as the due date will be considered late.** Please be aware that the political science office date stamps all assignments handed in to the instructor’s drop box at 4:00. If you hand an assignment into to my mailbox on the day it is due it will be considered handed in after class and late. **Never slide an assignment under my door. There is a reasonable chance that assignments submitted in this manner can get lost and I have no way of determining the date at which such assignments are turned in.**
The campaign memos are the exception to this policy. They may not be submitted late.

Extensions will be granted only in extraordinary circumstances and at the discretion of the instructor. Students unable to turn in an assignment for health or similar unforeseen reasons must provide written documentation to the instructor. Extensions will generally not be granted for reasons related to work in other courses or employment. All requests for extensions must be accompanied by documentation from Academic Advising for the Humanities, Sciences, and Social Sciences, Centre for Accessible Learning, a mental or physical health professional, or similar individual.

If you are ever in doubt about whether you are eligible for an extension, come talk to me. I would much rather hear about a case where I cannot grant an extension than not hear about a case where I can grant an extension. I will never hold an extension request against a student, regardless of whether the request is granted.

Students who have to miss a class due to illness, family emergency, religious holiday, or similar circumstances should notify as soon as possible. Students requesting accommodation for more than 5% of their grade must provide supporting documents.

Appeals and Requests for Re-grading

You may ask to have grade reviewed and adjusted. Requests for a review of a grade must come at least 24 hours after an assignment is returned. If you wish to have an assignment re-graded you must submit a written request to me. This request must outline why you think the assignment deserves a different grade and must reference both the grading rubric at the end of the syllabus and the comments that I have provided on your paper. I reserve the right to adjust a grade either upwards or downwards. All requests for re-grades must be made in writing. Requests made in person without a formal, written request, will not be accepted. Students should keep a copy of all submitted assignments (in case of loss) and should also retain all of their marked assignments.

Course Conduct

Questions and discussion in the classroom are highly encouraged. Chit-chat and private conversations are strongly discouraged as they make it more difficult for others to follow the lecture. Political science covers a number of topics, many of which are controversial. Students are encouraged to express their opinions and to debate and disagree with other. Such disagreement must be about the ideas presented in class and must not become personal. Students are expected to respect each other at all times and take seriously the comments of those that disagree with them. Personal attacks, excessive or loud interruptions, racist or sexist comments, or behaviour generally dismissive of the contributions of others will not be tolerated and may be grounds for dismissal from lecture.

Technology in the Classroom

Cellphones must be turned off during class time (not left on silent). Texting during class is not permitted. The use of laptops is permitted, but please ensure they are not a distraction to others. The use of laptops for games or other activities unrelated to the course is not permitted.
Computers being used for purposes other than taking notes or following along with the lecture slides can be distracting to other students. I reserve the right to ask any students texting in class or playing games/watching television/using Facebook or other social networking sites during class time to leave the class.

**Plagiarism and Academic Integrity**
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

**The responsibility of the institution** - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

**The responsibility of the student** - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found at [http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html).

**Course Experience Survey (CES)**
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

**Additional Resources**
*Centre for Accessible Learning*: [http://www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/)
*Academic Advising for Humanities, Sciences, and Social Sciences*: [http://www.uvic.ca/services/advising/](http://www.uvic.ca/services/advising/)
Grading Rubric
The following marking criteria will be used as a guide for grading. I will use this as a framework to guide the grading of all coursework. This is designed to complement the UVic grading rubric which can be found here: https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/grading.html.

A+ (90-100%)
An answer that not only fulfills all of the requirements of an A paper (noted below) but in addition shows an exceptional degree of independent thought and analysis. It demonstrates not only an outstanding degree of engagement with existing literature and ideas, but also includes highly original scholarship. The work far exceeds the course expectations. It is not expected that a grade of 90 or above will be given in this class but it is possible.

A (85-89)
The paper provides an authoritative, fully effective response to the question. It shows good command of the existing literature and is able to integrate that literature into a broader argument. A very high level of analysis runs through the paper from beginning to end. The overall argument is very well defended and is highly convincing. All arguments and claims are well justified with appropriate and convincing evidence. Sources are used effectively throughout the answer to inform the argument, but do not dominate it. There is strong critical engagement with sources used and with opposing arguments. The structure of the paper and use of language is clear and easy to follow. A paper receiving an 85-89 will usually be one of the strongest 1 or 2 papers in the class.

A- (80-84)
The paper provides a sharp answer of high intellectual quality. The answer is a comprehensive response to the question and maintains a sophisticated level of analysis throughout. The overall argument is well defended and is convincing. The vast majority (and core) arguments are well supported with convincing evidence, but there may be one or two minor assumptions that need further justification. The paper engages critically with the literature and shows a good ability to move beyond it, using sources creatively to arrive at its own independent conclusions. The structure of the paper and use of language is clear and easy to follow. A paper receiving an 80-84 will be usually be in the top 15% of papers in the class.

B+ (77-79)
A very good answer that goes beyond the merely routine or acceptable. The question is addressed fully and directly. The paper makes good use of sources and presents evidence critically. The overall argument is well defended and is generally convincing. Arguments in the paper are well supported and justified, though there may be some claims and points that need further development. These should not be significantly detrimental to the argument. There should be no significant errors of fact or interpretation. The structure of the paper and use of language should be clear and easy to follow. A paper receiving a 77-79 is usually a well above average paper.
B (73-76)
A good answer that goes beyond the merely routine or acceptable. The question is addressed fully and directly. The paper makes good use of sources and presents evidence critically. The overall argument is well defended and is convincing, though there may be small pieces that need work. The arguments in the paper are generally well supported and justified, though there may be some significant claims that are only partially justified. These may raise questions as to the strength of the author's argument but should not undermine it. Any errors of fact or interpretation are small and do not do damage to the paper's argument. The structure of the paper and the use of language are clear and easy to follow, though there may be some sections that could be better worded. A paper receiving a grade of 73-76 is usually a slightly above average paper.

B- (70-72)
A good answer that goes beyond the merely routine or acceptable. The question is addressed directly. The paper makes reasonable use of sources and presents evidence critically. The overall argument is defended and broadly convincing, but there are significant parts of the argument that need more work. The arguments in the paper are reasonably well supported and justified, but there are significant claims that have been left unjustified. There may be a few errors of fact or interpretation, but they are marginal and do not undermine the paper's argument. The structure of the paper and the use of language are clear and easy to follow, though there may be some sections that could be better worded. A paper receiving a grade of 70-72 is usually an average paper.

C+ (65-69)
A satisfactory answer with elements of the routine and predictable. The question is addressed directly. The answer is based in the readings and complimented with a significant number of sources. It presents information that responds to the question and shows a reasonable understanding of the issues central to the question. The overall argument is broadly defended but is not fully convincing. The arguments in the paper are somewhat well supported, but significant claims have been left unjustified. This lack of justification does significant damage to the paper's argument. There are some errors of fact and interpretation but they do only limited harm to the paper's overall argument. There are some problems with the structure and writing of the paper but the argument still comes through reasonably clearly. A paper receiving a 65-69 is usually a slightly below average paper.

C (60-64)
A satisfactory answer with elements of the routine and predictable. The question could be addressed more directly, but in the end the paper responds to the question. The answer is based in the readings and makes use of some additional sources. The answer presents information that demonstrates some understanding of the central issues to the question. The overall argument is presented but is not defended as well as it should be. The arguments in the paper are plausible but need substantial work in order to be well justified. There are some errors of fact and interpretation, but they do limited harm to the paper's argument. There are some problems with the structure and writing of the paper but the argument still comes through reasonably clearly. A paper receiving a grade between 60-64 is usually a significantly below average paper.
D (50-59)
A passable answer that displays some understanding of the question and refers to some relevant literature. The answer demonstrates some understanding of some of the central issues to the question. The answer presents an overall argument that is defended only in a very limited manner if at all. Some of the arguments in the paper are plausible, though others may not be. Arguments are based largely on reasonable assertions but are not well justified with evidence. There are some errors of fact and interpretation that do some harm to the paper's argument. The paper's argument comes through, but there are significant issues with the paper's structure and clarity of writing.

F (40-49)
An answer with evident weaknesses of understanding that shows a limited understanding of the question at most. The answer demonstrates a limited understanding of the issues central to the question. The overall argument in the paper is present but not defended at all. Some of the arguments in the paper may be plausible, but the majority are not. Arguments are not justified at all with evidence. There are significant errors of fact and interpretation that hurt the paper's argument. The paper's ideas come through but there are significant issues with the paper's structure and clarity.

Serious Failures
30-39: An answer showing serious inadequate knowledge of the subject, with limited awareness of the relevant issues in the literature. There is few and inadequate use of sources. The paper lacks an overarching argument. The arguments made in the paper are not justified at all. The paper's structure and clarity make the paper more difficult to understand.

20-29: An answer that falls far short of a passing level by a combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with readings or academic concepts.

0-19: An answer without any academic merit which usually conveys little sense that the course has been followed or of the basic skills of essay-writing.
## Essay Feedback Form

**Student:**

**Essay question number:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<tr>
<td>Addresses question set?</td>
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<td>Shows wide ranging basic knowledge and grasp of contents?</td>
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<td>Develops a logical and effective pattern of argument?</td>
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<td>Supports arguments with examples where relevant?</td>
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<td>Is well and correctly referenced?</td>
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<td>Is clear and well-written?</td>
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* Please note that the grading in this course is holistic. A grade is not based on the summation of scores in the above categories. A paper may, for example, be excellently written but receive a poor grade if it shows limited knowledge or fails to establish a logical and effective pattern of argument. To receive a high grade a paper must excel in each category of the rubric. The criteria above is provided as a guide to show where the paper succeeded and where it ran into a problem.

Penalty imposed for late or over-long essay?

Comments: