Course Description

Canadian political parties provide students of Canadian politics with a number of interesting puzzles. First, in much of the industrialized world elections are left-right contests between large centre-left and centre-right parties, with centrist parties generally playing a smaller role in politics. In Canada, the centre party, the Liberal party, has been dominant while the centre-left party, the NDP, has been weaker. Second, scholars of Canadian politics have identified at least four distinct systems, yet for the majority of Canadian history the same two parties have dominated politics. Finally, more often than not the Liberals have been the governing party while the Conservatives (then Progressive Conservatives, then Conservatives again) have been the largest opposition party. By 2011 this had supposedly changed, as the Conservatives won their third straight election and the NDP became the official opposition, reducing the Liberals to third party status for the first time in federal election history. The 2015 election, however, saw a return to the patterns that had been present in Canadian politics through much of the 20th century with the Liberals in government, the Conservatives in opposition, and the NDP as the third party.

This course explores the development of Canadian parties and Canadian party systems. It first looks at Canada’s party systems and the different parties that have shaped federal politics. It then looks at the different mechanics of parties focusing on party membership and activists, the leadership and candidate recruitment, and party financing. In doing so the course challenges students to think carefully about how Canadian party politics has evolved.

Required Texts


Course Learning Objectives

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

1. Students should develop an understanding of the evolution of Canada’s party systems and the reasons why different parties have been successful historically and why they are successful (or not) today.
2. Students should develop an understanding of the mechanics of Canadian parties including leadership selection, candidate selection, recruitment of members, and party finance.
3. Students should start to use the academic literature to generate their own questions about Canadian parties.
4. Students should develop a broad understanding of the existing literature on Canadian parties.
5. Students will write a research paper investigating a key question on Canadian parties.

Course Format
This course consists of two 2 and a half hour lectures per week. In each class I will lecture for about 2 hours. 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. Depending on the size of the class I will sometimes put questions for discussion to students during lecture and expect students to respond.

There will also be approximately half an hour of small group discussion per class. Each student will be expected to post two questions to Course Spaces before each class. Questions for small group discussion will be selected from these questions. Over the entire course each student will be expected to post 3 summaries of small group discussion to Course Spaces tying discussion back to the readings.

Every student is expected to keep up with the course readings. You must have done the course readings to come up with your questions for the week. My lectures will be designed to complement the readings. There will be material in my lectures that is not included in the readings and material in the readings that is not included in my lectures. Both are fair game for in-class discussion and for exams.

Course Schedule
Monday May 14th - Introductions and Basic Principles

Wednesday May 16th - Canadian Parties in a Global Context


Wednesday May 23rd - Canadian Party Systems

Monday May 28th - Brokerage Politics and the Success of the Liberal Party


Wednesday May 30th - Failed Brokerage, Ideology, and the (Progressive?) Conservative Party


Monday June 4th - The Social Democratic Challenge and the CCF/NDP


Wednesday June 6th - Regional Challenges: the Progressives, Social Credit, the Reform Party, and Bloc Quebecois


Monday June 11th - Members and Activists

**Wednesday June 13th- Local Candidates and Local Campaigns**


**Monday June 18th- Party Leadership**


**Wednesday June 20th- Party Financing and Advertising**


**Monday June 25th- Challenges to Parties: The Internet, Populism, and Direct Democracy**


Assessment

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>All Classes</td>
<td>Two Questions (per class)</td>
<td>5%</td>
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<tr>
<td>All Classes</td>
<td>Attendance and Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Based on Course Spaces Sign Up</td>
<td>Discussion Summary</td>
<td>15%</td>
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<tr>
<td>May 23</td>
<td>Initial Thoughts on the Term Paper Question</td>
<td>5%</td>
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<tr>
<td>June 6</td>
<td>Term Paper Outline</td>
<td>15%</td>
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<tr>
<td>June 20</td>
<td>Term Paper</td>
<td>35%</td>
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<tr>
<td>June 27</td>
<td>Final Exam</td>
<td>20%</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.

**Two Questions**

For each week, you must come up with two questions based on the readings that you must submit to the course website. Each week I will set up a discussion topic on the course website for you to submit questions to. Questions must be submitted by noon on the day before class. Each class I will select a group members’ questions to serve as a basis for discussion. Grades for these questions will be pass/fail and averaged over the course. If your question has a clear connection to the readings you will get a 5/5 for that week. If you submit questions for every class you will get 100% for this portion of the course. If you submit questions for half of the classes you will get 50%, and if you never submit you will get 0%.

**Attendance and Participation**

5% of your grade will come from attendance and participation. 3 out of the 5 points in the class will be given based on attendance. If you are present for all classes you will get a guaranteed 3 points, if you are present for half of classes you will 1.5 and if you are never present you will get none. I will assign the additional 2 points based on how active you are in responding to questions I ask in lecture and how active you are in your discussion groups. I value quality over quantity when it comes to class participation. A single insightful comment that relates clearly to material from the readings of lecture is more valuable than 5 comments that are off-topic.

**Discussion Summary**

Each student will have to complete three discussion summaries. The summary should include a couple of paragraphs explaining how the group responded to the question for discussion. It should make clear the themes of discussion, points of agreement between group members, and any points of disagreement. It should also connect the discussion back to the readings, citing relevant readings and noting points of agreement and disagreement between the group members and discussion. Discussions must be posted to Course Spaces before the beginning of the next class.
Summary assignments will be done through Course Spaces. Students will be assigned to a group of 5. They must then sign up for 2 summaries to be completed before June 11th (on a week on the party system or on specific parties) and 1 summary for June 11th or after (on party organization).

You must be in class in order to receive a discussion summary grade. If you are absent from class without an accommodation you will receive a 0 for your summary. Students will not be allowed to write make-up summaries.

Writing Assignment
The writing assignment for this class has three parts. For this assignment, you will be expected to write a term paper on a question I provide or on a different question that you get approved by me. I have designed this assignment to give you multiple opportunities to get feedback on your work.

The first part of this assignment will be a 300-word brief providing your initial thoughts on the term paper question you have selected. I do not expect a great deal of research to go into the first part of the writing assignment. You should say a bit about why you chose the question that you did and how you plan to approach researching the question. If you are choosing to write on your own topic instead of one I give you, you must have it approved by me before you turn in this assignment.

The second part of the assignment will be the submission of an outline. This outline should include your thesis statement, the main arguments that you will make in your paper, and majority of the sources that you will use. This assignment will give me an opportunity to see where you are going with your paper and to suggest revisions to your paper before you submit the term paper. If you choose, you may submit this assignment before its due date. If you choose to submit early, I will do my best to get you feedback on your outline early.

The final part of the assignment is the submission of a term paper that responds to your term paper question. This term paper should give a clear and well researched response to the term paper question and follow all of the instructions set out in the term paper assignment.

Final Exam
The final exam will contain 2 essays and last 2.5 hours. I will provide two sets of questions, one that relates to parties and party systems (material in the course covered before June 11th) and one set of questions that relates to party organization (material covered June 11th and after). You will be required to respond to at least one question on parties and party systems and one question on party organization. You must write the final examination on the scheduled date. Exceptions will only be made in cases of satisfactorily documented illness or family tragedy.
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. Papers that are turned in late will be assessed a 10% 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.

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.

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.

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.
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:**

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<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<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: