



Instructor: Dennis Pilon

Course time: Wednesday, 11:30-2:20

Office hours: Wednesday, 2:30-3:20

Location: Zoom link in Moodle

Email: dpilon@yorku.ca

Course Description

Political parties have remained the most visible manifestation of how politics is done across western industrialized countries for well over a century. They mobilize voters, provide candidates for office, produce policy proposals, and are the primary vehicles for sorting out who governs and who legitimately vies to replace those in government after an election. This course will explore the origins of political parties as the primary means to organize politics and review the academic debates about why parties operate as they do, with a particular focus on the social and historical factors contributing to the balance (or imbalance) of influence from voters, money, region, and ideology over time.

Required Text

Alain-G. Gagnon and Brian Tanguay (eds.), *Canadian Parties in Transition, 4th Edition*, (Toronto: University of Toronto Press, 2017).

Grade Breakdown

Short essay (8-10 pp.)	20%
Research essay (14-15 pp.)	40%

Take-home midterm	30%
Participation	10%

<u>Weekly Course Themes - Outline</u>		<u>Required Reading</u>
September 8	Introduction	
September 15	The origins of political parties	GT1/5
September 22	Analyzing political parties	GT4/16
September 29	Parties and civil society	GT6/17 <i>*Short essay due*</i>
October 6	Parties and representation	GT12/14
October 13	Reading week (no class)	
October 20	How parties organize	GT18/19 <i>*Take-home midterm exam due Friday, October 22*</i>
October 27	Money and parties	GT2/MacDermid I
November 3	Parties of government: Conservatives & Liberals	GT7/8
November 10	Parties of belief: CCF-NDP & Greens	GT9/10
November 17	Parties of region: Quebec & Western Canada	GT3/13
November 24	Parties of place: federal, provincial, municipal	GT20/MacDermid II
December 1	Reforming political parties?	GT11/15 <i>*Cumulative Weekly Reading Journal due*</i>
		<i>*Research essay due December 8*</i>

Course Delivery

This course will be taught remotely via an interactive Zoom meeting space on Wednesdays, from 1130 am to 220pm. Course time will be divided between a one hour live lecture from 1130-12:20 and two subsequent smaller group sessions, occurring from 1230-120 and 130-220. All students will attend the lecture, which will be recorded and posted to the class Moodle site after the lecture. The class will be divided into two groups for the smaller group sessions with one attending the 1230-120 session and the second attending the 130-220 session. Groups will rotate each week so that students alternate between the first and second slots. Office hours will follow the course time and also be conducted in Zoom, using the 'waiting room' feature.

Weekly Course Themes - Detailed

September 8 **Introduction**

September 15 **The origins of political parties**

Patten, "The Evolution of the Canadian Party System: From Brokerage to Marketing Oriented Politics," 3-27.

Grant Amyot, "The Waning of Political Parties?" 84-108.

September 22 **Analyzing political parties**

Johnston, "Polarized Pluralism in the Canadian Party System," 64-83.

Marland and Glasson, "From Brokerage to Boutique Politics: Political Marketing and the Changing Nature of Party Politics in Canada," 343-63.

September 29 **Parties and civil society**

Nelson Wiseman, "Ideological Competition in the Canadian Party System," 109-26.

Nadeau and Bastien, "Political Campaigning," 364-87.

Short essay due

October 6 **Parties and representation**

Jacquette Newman, "Back to the Future: Encoding and Decoding Interest Representation Outside of Parties," 250-76.

Joanna Everitt, "Where Are the Women in Canadian Political Parties?" 296-315.

Take-home midterm exam distributed at the end of class

October 13 **Reading Week (no class)**

October 20 **How parties organize**

Small, "Two Decades of Digital Party Politics in Canada: An Assessment," 388-408.

Milner, "Participation, Mobilization, and Political Engagement of Internet Generation," 409-31.

Take-home midterm exam due Friday, October 22

October 27 **Money and politics**

Lisa Young, "Money, Politics, and the Canadian Party System," 28-43.

Robert MacDermid (I), "Political Funding Regimes and Political Communications," in K. Kozolanka (ed.), *Publicity and the Canadian State*, (UofT Press 2014), 151-71.

November 3 Parties of government: Conservatives and Liberals

Peter Woolstencroft, "The Conservatives: Rebuilding and Rebranding, Yet Again," 146-67.
Brooke Jeffrey, "The Liberal Party: Rebuilding, Resurgence, and Return to Power," 127-45.

November 10 Parties of belief: CCF/NDP and Greens

David McGrane, "Ideological Moderation and Professionalization: The NDP under Jack Layton and Tom Mulcair," 168-84.

Éric Bélanger, "Third Parties in Canada: Variety and Success," 185-216.

Research essay outline with sources due

November 17 Parties of region: Quebec and Western Canada

James Bickerton, "Parties and Regions: Representation and Resistance," 44-63.

Alain-G. Gagnon and François Boucher, "Party Politics in a Distinct Society: Two Eras of Block Voting in Quebec," 277-95.

November 24 Parties in place: federal, provincial and municipal

Kristin R. Good, "Municipal Political Parties: An Answer to Urbanization or an Affront to Traditions of Local Democracy?" 432-64.

Robert MacDermid (II), *Funding City Politics: Municipal Campaign Funding and Property Development in the Greater Toronto Area*, (CSJ Foundation for Research 2009), 55pp.

December 1 Reforming political parties?

Dennis Pilon, "Party Politics and Voting Systems in Canada," 217-49.

A. Brian Tanguay, "The Promise of Direct Democracy: Is That All There Is?" 316-42.

Cumulative Weekly Reading Journal due Dec 1

Research essay due December 8

Course Assignments and Evaluation

Short essay (8-10 pp.) 20%

The short essay assignment will require students to monitor a political party Twitter account and 'read' the posts critically to identify who the audience is that the party is trying to reach with their different messages as well as explain how they are doing it and assess whether they think the party is doing it effectively. The point of the assignment is to develop a critical approach to 'reading' political party messaging to unpack the political strategies inherent in political communication in terms of both direct, obvious appeals and more indirect, coded appeals. A handout will go into more detail about form the essay should take, the appropriate citation methods that should be utilized, and the evaluation criteria for the assignment.

Take-home midterm 30%

Students will receive the take-home midterm at the end of class on October 6th and will be required to return it by 5pm on October 22nd. The exam will test student comprehension of the lectures and assigned readings through a series of short answer and essay questions.

Research essay (14-15 pp.) 40%

Students will produce an 14-15 page double-spaced essay on a topic chosen from a list that will be provided by the instructor. The paper will be due December 8th, a week after our last class. Students must prepare a one-page proposal for their term paper outlining how they plan to take up their chosen topic and include a bibliography of at least 5 academic sources demonstrating that they have done some preliminary research. The proposal will be due November 10th and requires approval from the instructor to proceed. In addition to the completed essay, students must also submit outline drafts and the notes they have taken from the sources they have used to prepare their essay.

Participation 10%

The participation grade will be assessed through two components, the submission of weekly reflection paragraphs on our assigned readings and participation in the discussions in our smaller group meetings. Each week students will submit a one to two paragraph reflection journal to the professor by email. *These reflection journals are not meant to be summaries of the readings.* Instead, students should 'reflect' on what they've read, what questions they raise for them, what has surprised or intrigued them about the readings, or how what they have read may relate to their own personal experience. At the end of the term, students will collate all these reflections into a single document, a cumulative weekly reading journal, and submit them by December 1st. In our weekly smaller group meetings, students will be expected to contribute to the discussions. This can be accomplished by responding to questions posed by the professor, or developing a point raised by other students, or simply offering questions of their own.

Course Policies

Academic Integrity

The university takes very seriously infractions of academic integrity, including plagiarism, impersonation, and cheating on exams. York policies on plagiarism are reviewed in detail on the last page of this outline and can also be found in electronic form here: <https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Students who are in doubt as to what constitutes plagiarism in a particular instance should consult with the professor. For additional insight on the issue, see the York Library "What is Academic Integrity?" website here: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Late Assignments

Assignments must be handed in on the date specified in this outline. Failure to turn in an assignment on time will result in a penalty of a percentage point for each day or partial day it is late. Only documented medical or family issues will be exempt from late penalties. In addition, students should always keep a copy of any work that is handed in, at least until it is graded and returned. Assignments are to be handed in via email.

Accommodations

Students may require accommodations i.e. personal and/or technological assistance, or some flexibility in attending lectures, tutorials, and exams, or in meeting assignment deadlines. Students that require accommodations should make them known in the first week of classes, both to the appropriate office of the university and the professor, and supply all the necessary documentation. For more information, Student Accessibility Services:

<http://accessibility.students.yorku.ca>

Contact

If you have questions or concerns, or wish to schedule a zoom meeting, you can contact me via email or during class. Please expect at least a day delay in getting responses to emails, though responses may come sooner. Email contact should be for clarification purposes; more in-depth concerns should be addressed in a scheduled meeting or in office hours. Approach me in class or via email to set up appointments if posted times are not convenient for you.

Grading Scale

The grading scale that will be used in this class is as follows: A+ 90-100%; A 80-89%; B+ 75-79%; B 70-74%; C+ 65-69%; C 60-64%; D+ 55-59%; D 50-54%; F below 50%.

DEPARTMENT OF POLITICAL SCIENCE

UNACADEMIC PRACTICES

In recent years a distressingly large number of students in Political Science courses have been found to have committed an unacademic practice, receiving penalties ranging from "F" in the assignment, or "F" in the course to suspension from the University ("F"s in accordance with Faculty, Senate policy). It is the Faculty Academic Hearing Committee that decides the penalty (no longer the Department). The severe consequences of abusing the accepted rules and morality of university life should be kept firmly in mind. Failure for the course is usually the least serious effect.

All students should read the statement, "Faculty of Liberal Arts & Professional Studies Policy on Academic Dishonesty", in the Undergraduate Program's Calendar where plagiarism and cheating are defined and the procedures and penalties described. You should note several further points, in addition to this statement and the guidelines below. First, allowing someone else to copy your work -- whether a term paper or essay in whole or in part, or on an examination -- is an unacademic practice even though the work you yourself submit is completely your own. Second, collaboration in research is quite acceptable, but the final written product must be the result of each student's own evaluation and analysis, and in each student's own words. Third, when preparing for examinations it is quite acceptable to study together and to anticipate possible questions. However, one should not prepare an answer and then go looking on the examination for a question that fits the answer (certainly not an answer to be used by more than one student, or one that takes verbatim without attribution to material from another source). Each answer or essay/paper must, in the end, represent considered reflection upon the subject material, be a product of the student's own thought processes, and be in the student's own words. Fourth, handing in the same piece of work in more than one course, without first securing the permission of the instructors involved (i.e., "double counting") is also an offense.

GUIDELINES FOR AVOIDING PLAGIARISM

The majority of cases of unacademic practices occur under the heading A.1. of the Faculty of Liberal Arts & Professional Studies Policy on Unacademic Practices. It is especially important, therefore, for all students to be aware of the elementary procedures for avoiding difficulties in this area. The following are some of the most obvious points:

1. Identification in General:

Ideas, words, phrases and intellectual work in general which are somebody else's should always be identified as such. The aim here is not to discourage the incorporation of others' concepts into one's own thinking, but to make it clear from whence this material has come. It is better to over-identify than to under-identify.

2. Quotations:

- a) All phrases or passages taken from another's writing, of whatever length, must be enclosed in quotation marks and immediately identified with a footnote. Unless it is transparently clear that quotes interspersed in the text are all taken from the same source and the same page, it is obligatory to indicate the source of each with a footnote.
- b) The listing of a source at the end of the paper in the bibliography in no way constitutes acceptable citation of the source with respect to the identification of quotes or paraphrases.

- c) If one wishes to introduce changes in the wording of a quotation (e.g. in order to make some observation of one's own or to render the quote grammatical in the context of one's own sentence) such changes should always be enclosed by square brackets.

For example, suppose the quoted material read: "The Yugoslav sample was structured so as to reflect three key features of the country: the culture of the region, the development level of the commune, and the occupation of the respondent."¹ We might wish to change the tense and elaborate the quote as follows:

Zaninovich observes that "the Yugoslav sample [is] structured so as to reflect three key features of the country -- the culture of the region [e.g. Serbia, Slovenia, Croatia, etc. -- J.J.], the development level of the commune, and the occupation of the respondent."

¹M. George Zaninovich, "Elites and Citizens in Yugoslav Society: A Study of Value Differentiation," in Carl Beck et. al., *Comparative Communist Leadership* (New York: McKay, 1973) p. 228.

The point, in other words, is that substitution or alteration of words in a quote does not change the fact that the quote is still a quote, nor relieve one of the responsibility of indicating who is the author of what.

- d) If one wishes to omit material in a quotation, this is done by the insertion of ellipse marks (three dots). For example, let us suppose that the quote read: "The Prime Minister, with relentless force and supreme confidence, refuted the slanders of the opposition." We might shorten it as follows: "The Prime Minister ... refuted the slanders of the opposition."
- e) Suppose that you find a statement by author X that you want to quote, in a piece of writing by author Y. You may quote this statement, but you must indicate in the footnote not only the original source for author X but author Y. To fail to cite author Y is misleadingly to convey the impression that you are the one who originally determined the significance of author X's words and brought them to public attention.
- f) Quotations translated from another language into English remain quotations and must be handled like all other quotations.

3. **Paraphrases:**

- e) The alteration of several words in a quotation does not turn the quotation into a paraphrase, much less relieve you of the responsibility of identifying the source (see 2c. above).
- f) Each separate piece of text in your paper that substantially reproduces the form and combination of ideas taken from an outside source, without repeating the exact words in which these ideas were originally expressed, must be identified with a footnote. That is to say, paraphrases must be footnoted in exactly the same manner as quotations.

It is also important to pay attention to elementary matters of style -- especially the use of punctuation marks. Spend twenty minutes of your life learning a conventional style of punctuation and presentation of footnotes and bibliography, and then stick to it. The Centre for Academic Writing (Arts), S 329 Ross (736-5134) has many useful works on this subject, and on essay writing in general.