McMaster University
Department of Political Science

POLSCI 770 / GLOBALST 770
Globalization and the Canadian State
Winter 2017, Term 2

Instructor: Dr. Stephen McBride
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Seminar: Fridays, 08.30 am – 11.20 am
Classroom: KTH 732
Office Hours: Fridays, 11.30 am-12.30 pm or by appointment

Description:

Canada has always been a global (nation) state, integrated with the international political economy and having close political, economic and cultural ties with succeeding hegemonic powers. An active player on the global stage, Canada has also had to adapt and respond to intellectual and policy paradigm shifts embedded in global relations, while taking into account its federal structure and diversity based on issues of region, class, and nationality. This course examines the relationship between the Canadian state and globalization, old and new.

Course Organization: There will be a three-hour seminar each week.

Required and Recommended Readings: listed below in the syllabus

Course Evaluation:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Short Reports (2 @ 10 each)</td>
<td>20%</td>
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<tr>
<td>Draft Research Paper</td>
<td>20%</td>
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<td>Research Paper</td>
<td>40%</td>
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SYLLABUS: TOPICS AND READINGS

Week 1  January 6  Course Organisation and Introduction

Week 2  January 13  Key Concepts and the Globalization Debate

Required:


Week 3  January 20  Globalization and the (Nation-) State

Required:


Roger King and Gavin Kendall, "Classical Theories of the State" in King and Kendall, (eds.) The State, Democracy and Globalization (Palgrave Macmillan, 2004)

Recommended:


Week 4  January 27  Theories and Practices of the Canadian State

Required:


Stephen McBride, “The Theory and Practice of Trade and Investment Agreements: Class and Nation at the Global Level” in McBride *Paradigm Shift* (Fernwood, 2nd edition, 2005), Chapter 4

Stephen Clarkson, “NAFTA and the WTO as Supraconstitution” in Clarkson, *Uncle Sam and Us* (University of Toronto Press, 2002), pp. 49-72

Recommended:

Week 5  
**February 3**  
Canada: An (Always) Global (and Resource Dependent?) Nation/State

**Required:**

E.A. Heaman, “The Liberal State in the Nineteenth Century” in Heaman A *Short History of the State in Canada* (University of Toronto Press, 2015), Chapter 3


Stephen McBride, "Canada: An (Always) Global Nation" in McBride *Paradigm Shift* (Fernwood, 2001), Chapter 2


**Recommended:**


Week 6  
**February 10**  
State Strategies in Canada: From Economic Nationalism to Continentalism and Beyond

**Required:**

Lorraine Eden, and Maureen A. Molot, “Canada’s National Policies: Reflections on 125 Years”, *Canadian Public Policy* 19:3 (September, 1993), pp. 252-254


**Recommended:**


**Week 7 February 17 Canada and the National and Regional Questions**


**Recommended:**


Julie Simmons and Peter Graefe, “Assessing the Collaboration That


Week 8 February 24 READING WEEK NO CLASS

Week 9 March 3 Globalization, Labour, and Canadian Political Economy


Judy Fudge and Fiona MacPhail, “The Temporary Foreign Worker Program in Canada: Low-Skilled Workers as an Extreme Form of Flexible Labour” Comparative Labor Law and Policy Journal 31:5 (2009)


Recommended:


Week 10  March 10  Globalization, Canadian Political Economy, and Democratic Malaise

Required:

E.A. Heaman, “The People’s State in the Twentieth Century” in *A Short History of the State in Canada* (University of Toronto Press, 2015), Chapter 4


Colin Hay, *Why We Hate Politics* (Cambridge: Polity Press, 2007), Chapter 3

Recommended:


Weeks 11, 12, 13  March 17, 24, 31
presentation and peer discussion of draft papers

**Further on the course evaluation requirements**

An explanation of what is involved in each of these categories follows.
Participation

Students are expected to attend all sessions and to demonstrate that they have prepared for the seminar discussion. In the first part of the course this will be demonstrated by taking part in discussions of the assigned readings in such a way that it is clear that the material has been read, thought about, analysed and questioned. In the second part of the course, this will be demonstrated by taking part in the discussion of other students’ papers, which will have been circulated electronically in advance of the seminar, showing that they have been read and either critiqued or constructive suggestions made whereby the paper might be improved.

Reports

Each student will be responsible for the preparation and presentation to the seminar of two reports (max. length 750 words each). Each report will be presented orally in class with a written version being handed in the same day.

*Report 1* will deal with *one of the “recommended” readings* – a journal article or book chapter.

The report will present a summary and critique of the article/chapter. It should: summarise the main argument; then make a critique. The critique might: comment on its strengths/weaknesses, relationship to other readings, for the week, say whether it seems to make a significant argument, point to obvious criticisms that could be made of its contents, perspective, methodology etc. In particular, *the oral presentation* of the report should make connections with other course readings and draw out questions or issues that are deserving of discussion by the class as a whole. In some cases it may also be necessary to update the empirical content of the article via brief web research.

*Report 2* will involve each student serving as chief *discussant for another student’s paper* in the second part of the course. This is modelled on the procedure used at many academic conferences. The paper will be received in advance and the discussant will prepare a review (not unlike that in *Report 1*) but focused on identifying weaknesses and on suggesting improvements. This will be presented orally after the paper-giving student has finished an in-class presentation of his/her paper. A copy of the report will be given to *both* the instructor and to the paper-giver.

Research Paper Process

The paper should be on *a topic relating globalization and some aspect of the Canadian state* (for example, institutions, political processes, policies, political economy). The topic should be developed in consultation with the instructor. Papers will be expected to
address some of the theoretical and empirical concerns that are reflected in the course readings.

There are a number of distinct stages in the development of the research papers for this course – some very brief and casual, other more substantial and formal.

1. During the first three to four weeks of class each student should identify a general topic and check with instructor that it is generally acceptable. This can be done in a casual conversation or by a brief email exchange.
2. Each student will be expected to schedule a 5-10 minute meeting with the course instructor during the week of January 30, or earlier, to discuss ideas for the essay, agree on a precise topic etc.
3. Following that meeting students will prepare a draft research proposal and may engage in some discussion with the instructor, either in person or by email, about the development of the proposal. The formal Research Proposal will be due, by email attachment (in WORD not pdf) on Friday February 17. It should contain: a title, a description of the topic or question to be investigated; the main theoretical issues raised by the research topic or question; a preliminary thesis statement; a very short literature review; an identification of types of evidence to be used in investigating the topic; and a bibliography. (maximum length of the proposal, not including the bibliography = 750 words). Written feedback will provided during the week of February 20
4. On the basis of this research proposal and feedback received, students will then prepare a draft research paper which will be presented in one of the seminars in the last part of the course (Scheduling of the order of presentations, and assignment of a discussant for each paper, will be done by February 20 and circulated to all class members by email)
5. DRAFT PAPER DUE: Authors will electronically circulate the draft paper to all members of the class by 10 am on the Tuesday prior to the day the paper will be presented.

FINAL PAPER Due Date: Two weeks after in-class presentation

Length Guideline: 5000 words (not including bibliography or Appendix 1 – see below).

As an Appendix to the paper, each student will include a 750 word response to comments, criticisms, and suggestions received during the presentation of their paper. This might include reasons why particular criticisms/ suggestions were accepted or rejected in the writing of the final paper.
(Note: You will receive written comments from your discussant and the instructor but will need to take notes of comments by your peers)
University Policies

Academic Dishonesty
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:
1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities
Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

Faculty of Social Sciences E-Mail Communication Policy
Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI: http://www.mcmaster.ca/uts/support/email/emailforward.html
*Forwarding will take effect 24-hours after students complete the process at the above link
(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Course Modification Statement
The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Avenue to Learn
In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.