GLOBALIZATION AND THE CANADIAN STATE

Seminar: Mondays, 08:30 AM – 11:20 AM
Seminar Room: KTH-732

Instructor: Dr. Stephen McBride
Office: KTH 529
Office Hours: Monday 11.30-12.30; Wednesday 10.30-11.30, or by appointment
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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:
Participation 20%
Short Reports (2 @ 10 each) 20%
Draft Research Paper 20%
Research Paper 40%
SYLLABUS: TOPICS AND READINGS

Week 1    September 14    Course Organisation and Introduction

Week 2    September 21    Key Concepts and the Globalization Debate

Required:


Week 3    September 28    Globalization and the (Nation-) State

Required:


Recommended:


**Week 4**

**October 5**

**Theories and Practices of the State**

**Required:**


**Recommended:**


**Week 5**

**October 12**

**READING WEEK NO CLASS**

**Week 6**

**October 19**

**Canada: An (Always) Global (and Resource Dependent?) Nation/State**

**Required:**

Stephen McBride, "Canada: An (Always) Global Nation" in McBride
Paradigm Shift (Fernwood) 1st edition 2001


Recommended:


Week 7  October 26  State Strategies in Canada: From Economic Nationalism to Continentalism and Beyond

Required:


Recommended:
Week 8  November 2  Canada and the National and Regional Questions


Garth Stevenson, Unequal Union, 1979 ed. Chapter 4: The Political Economy of Decentralization”


Joyce Green, “Decolonization and Recolonization in Canada” in W. Clement & L. Vosko eds. Changing Canada: Political Economy as Transformation

Recommended:


Week 9  November 9  Globalization, Labour, & Canadian Political Economy

Required:


Judy Fudge and Fiona MacPhail. 2009. “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:**

Suzanne Mills and Brendan Sweeney, “Employment Relations in the Neo-Staples Resource Economy: Impact Benefit Agreements and Aboriginal Governance in Canada’s Nickel Mining Industry”, *Studies in Political Economy*

**Week 10**  
**November 16**  
**Globalization, Canadian Political Economy, and Democratic Malaise**

**Required:**

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


**Recommended:**


Weeks 11, 12, 13  November 23, 30, December 7
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).

Report 1 will deal with one or more of the “recommended” readings.

The report should: contextualize the reading in terms of overall course content, summarise the main argument, 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 provide questions/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 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**

1. 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 either on Friday October 2nd or at the beginning of week 4 (i.e. October 5-6)** 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 final *Research Paper Proposal* will be due, by email attachment (in Word not pdf) on **Monday October 19**. *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 *Weeks 6 and 7 (October 20-30)*

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 during weeks 6 and 7 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 pm on the Thursday prior to the day the paper will be presented.

Due Date: Two weeks after in-class presentation
Length Guideline: 5000 words

Academic Dishonesty
Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at: http://www.mcmaster.ca/policy/Students-AcademicStudies

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 examination.

Accommodations for Students with Disabilities
Special arrangements can be made for students with disabilities. If you need assistance because of a disability please consult with the Student Accessibility Services (SAS), MUSC Room B107, ext. 29652. Information is also available online, at http://sas.mcmaster.ca/. Once you have consulted with a program coordinator, you need to notify me as soon as possible with respect to your accommodation needs.

Statement on Electronic Resources
In this course we will be using AvenueToLearn (A2L). 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.

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.

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.