GLOBALIZATION AND THE CANADIAN STATE
Term 1, Fall 2018

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Course 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 accounts its federal structure and diversity based on issues of region, class, indigeneity, and nationality. This course examines the relationship between the Canadian state and globalization, old and new.

Course Objectives
By the end of the course students should be able to:

- Understand and discuss the main theoretical and empirical debates about the interaction of globalization and the Canadian state.
- Complete a significant research paper on the topic.
- Constructively comment on and critique academic writings and peer papers.

Required Materials and Texts
There is no required textbook. Students will have assigned readings as listed under the Weekly Course Schedule and Required Readings section.

See below under Weekly course schedule and required readings.

Class Format
The course will adapt a seminar format.

Course Evaluation – Overview
1. Seminar Participation – 20%
2. Short Reports (2 @ 10%) – 20%
3. Draft Research Proposal - 20%, due Friday, October 12th
4. Final Research Paper – 40%, due two weeks after class presentation

Course Evaluation – Details
Seminar Participation (20%)
The success of any graduate class depends on the active participation of students. So, of course, you are expected to attend all sessions and to show that you have prepared for the seminar discussion, by drawing out questions and issues from the assigned materials and giving your own reflections on the significance of the points made by authors of those materials.
In the first part of the course this will be through taking part in discussions of the assigned readings and in the last part of the course, it will be through discussion of other students’ papers, which will have been circulated electronically in advance of the seminar. Constructive criticism and suggestions for improvement are especially appreciated as these papers are drafts with opportunities to revise and improve them before the final version is submitted.

**Short Reports (2 @10%) 20%**

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 written 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 written 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.

**Draft Research Proposal (20%), due Friday, October 12th**

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. It’s a good idea to check with instructor that the topic is 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 me during the week of October 1st, 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 October 12. 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 (October 15).

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 October 18 and circulated to all class members by email). The presentations themselves will be during the last 3 weeks of class – Nov 15, 22 and 29.

5. DRAFT PAPER DUE: Authors will electronically circulate the draft paper to all members of the class by 10 am on the Monday prior to the day the paper will be presented.

Final Research Paper (40%), due 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).

Weekly Course Schedule and Required Readings
Week 1 (Sept 6) Introduction

Topic: Course Organization and Introduction
Required Readings: n/a

Week 2 (Sept 13) Key Concepts

**Topic: Key Concepts and the Globalization/Nation-State Debate**

Required Readings:

Week 3 (Sept 20) Theories and Practices

**Topic: Theories and Practices of the Canadian State**

Required Readings:

Recommended:

Week 4 (Sept 27) Embracing Globalization
**Topic: Embracing Globalization**

**Required Readings:**

**Recommended:**

**Week 5 (Oct 4) Canada**

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

**Required Readings:**

**Recommended:**

**Week 6 (Oct 11) Fall mid-term recess, NO CLASS**

**Week 7 (Oct 18) Of Petro-States and Pipelines**

**Topic: Of Petro-States and Pipelines**

**Required Readings:**

**Recommended:**

**Week 8 (Oct 25) Globalization, Labour and Canadian Political Economy**

**Topic: Globalization, Labour and Canadian Political Economy**

**Required Readings:**

**Recommended:**

**Week 9 (Nov 1) Canada’s Multilevel State**

**Topic:** Canada’s Multilevel State and the National and Regional Questions

**Required Readings:**

**ONE OF**

**OR**

**OR**


  OR


Recommended:


**Week 10 (Nov 8) Globalization, Canadian Pol Econ & Democratic Malaise**

**Topic: Globalization, Canadian Political Economy and Democratic Malaise**

Required Readings:

- 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


Recommended:

**Week 11 (Nov 15) Presentations**

**Topic:** Presentation and Peer Discussion of Draft Papers

Readings: n/a

**Week 12 (Nov 22) Presentations**

**Topic:** Presentations and Peer Discussion of Draft Papers

Readings: n/a

**Week 13 (Nov 29) Presentations**

**Topic:** Presentations and Peer Discussion of Draft Papers

Readings:

**Course Policies**

**Submission of Assignments**
Written work must be submitted in hard copy in class and cannot be accepted electronically or by fax.

**Grades**
Grades will be based on the McMaster University grading scale:

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<th>GRADE</th>
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<tr>
<td>90-100</td>
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<td>85-90</td>
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<td>80-84</td>
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<tr>
<td>77-79</td>
<td>B+</td>
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<tr>
<td>73-76</td>
<td>B</td>
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<tr>
<td>70-72</td>
<td>B-</td>
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<td>69-0</td>
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Late Assignments
Late papers will be accepted, but will be subject to a late penalty of 1 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged with me in advance for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Absences, Missed Work, Illness
Please inform me of any absences or problems with the course.

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.

University Policies
Academic Integrity Statement
You are expected to exhibit honesty and use ethical behavior 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 behavior 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 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.

Course Modification
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.