Instructor: Professor S. Bashevkin
E-mail: sbashevk@chass.utoronto.ca (please allow one full day for response time during the week during the academic term)

Online delivery details: Full details on how to access various course components will be posted on the Quercus site for the course. Since this information may be updated from time to time, students are urged to consult regularly the Quercus Announcements page for POL490/2102H.

Synchronous class meeting time: Wednesdays 10 am to 12 noon
Virtual office hours: Mondays 1:15 to 2:15 pm or by appointment

Overview: This course has two main purposes: first, to examine critically the range of analytic, memoir and biographical material that is available about provincial and territorial leaders in Canada; and second, to contribute as contemporary researchers to the development of scholarship in this field. By assessing where the academic, journalistic and popular literatures in this area stand, the course aims to engage students in the creation of new knowledge and insight pertaining to sub-national leadership in Canada. Given a highly structured emphasis on seminar participation and cross-fertilization across student projects, no other research or writing assignments will be admitted as substitutes for the course requirements outlined below.

Course requirements: One two-hour seminar per week. Regular attendance and participation in the virtual classroom as well as frequent one-on-one virtual meetings with the course instructor are essential to fulfilling the course requirements. No make-up seminar sessions will be held for students who miss class and hence miss their seminar presentations or their opportunities for seminar participation. Students are expected to present two seminars during the term and to submit two short versions as well as one full version of the course paper. Writing assignment instructions follow this outline. Written assignments must be submitted online via Quercus as Word documents by 11:59 pm Toronto, Ontario time on the due date.

Background reading: Students are expected to have recent and extensive familiarity with Canadian history, which can be refreshed or deepened by reading one of the following texts:


Seminar presentation schedule will be organized at the beginning of the term. Students are urged to prepare written comments on weekly readings as a basis for discussion, including when they are not scheduled to make a formal presentation. *Presentations of 12-14 minutes should focus on critical questions and integrative points linking the readings, not on descriptive summaries of texts*. Students are welcome to consult with Professor Bashevkin before their first presentation in order to ensure high quality content and an effective speaking style. Responsibility for presentations rests with students. Professor Bashevkin must be notified at least three hours before the start of class.
if for any reason you will not be making your presentation on the given materials at a specified class. Given enrolment pressures for seminar courses, there is no guarantee that missed presentations will be rescheduled. All students will be required to make at least one seminar presentation on or before November 4 so the instructor can grade at least one significant piece of work before the drop deadline of November 9.

**Class participation:** Grade is based on quality of engagement in seminar discussions, not seminar attendance. Students are urged to prepare written comments on weekly readings as a basis for discussion, including when they are not scheduled to make a formal presentation. To ensure a high mark on the participation component of the course, ensure you regularly contribute perspectives to seminar discussion that demonstrate facility with course readings, including the ability to compare varied authors’ perspectives. Students are urged to consult with Professor Bashevkin regularly to receive feedback on their class participation.

**Camera use required:** Credit for student participation and student seminar presentations requires use of a camera showing a full facial view of the speaker for the full period that the student is speaking.

**Grading scheme:** No tests or exams. Emphasis is placed on insightful reading that is communicated clearly via weekly seminar participation as well as strong research, writing and seminar presentation skills. Final mark is calculated as follows:

- Class participation: 15% (based on quality of on camera seminar engagement, not attendance)
- Presentations: 20% (two each @ 10% on camera)
- Paper overview: 15%, due 14 October
- Short version paper: 20%, due 4 November
- Full version paper: 30%, due 9 December

**Late penalty for written work:** A late penalty of 3 percentage points per day including Saturdays and Sundays will be assessed for the paper overview, short version and full version paper assignments. Only in rare circumstances will a full or partial waiver of the late penalty be considered, and waivers will only be considered on the basis of documentation submitted to Accessibility Services or your college registrar. Written assignments must be submitted online via Quercus as Word documents by 11:59 pm Toronto, Ontario time on the due date. The instructor assumes no responsibility for papers otherwise submitted.

**Re-marking practices** are consistent with standard policies of the Department of Political Science.

**Writing assignments:** Instructions follow this outline. Students are strongly urged to consult with the course instructor well in advance of the deadline for the overview of the course paper in order to select an appropriate topic and research strategy for the assignment. Note strictly enforced late penalty. Essays are organized in sequential order: Students must in all cases submit assignment #1 (overview of course essay) before assignment #2 (short version of course essay) which is in turn a prerequisite for the completion of assignment #3 (full version of course essay). Grading regulations are clearly delineated in the Faculty of Arts and Science calendar. Criteria used in the assessment of student papers are posted on the course Quercus site and include clarity of the writing and argumentation, organized sequencing of ideas, evidence of clear reasoning and support for core claims, facility with relevant sources, and ability to follow conventions of high quality writing. Students must respond directly to the questions using qualitative and/or quantitative evidence; no essay assignment for POL490/2102 involves writing a
rhetorical opinion piece or manifesto-style polemic. **Students are strongly urged to reserve an early appointment with a writing centre to ensure their work meets expectations in an upper-level course in political science at the University of Toronto.**

**Back up your work:** Students are strongly advised to keep rough and draft work, and to make hard copies of their essays before handing them in to the instructor. These should be retained until the marked assignments have been returned and the grades posted on ACORN.

Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism, see the website of Writing at the University of Toronto: www.writing.utoronto.ca/advice/using-sources

Textbook: Sylvia Bashevkin, ed., *Doing Politics Differently? Women Premiers in Canada's Provinces and Territories* (Vancouver: UBC Press, 2019). Available at University of Toronto Bookstore and other outlets, including as e-book. Other course readings will be made available on the Quercus site for POL 490H/2102H.

**COURSE SCHEDULE**

**16 September –** Introduction to course syllabus, organization of seminar presentations

**23 September –** Themes in Canadian provincial and territorial leadership


**30 September –** Ontario


**7 October –** Quebec


14 October – British Columbia  
**“Paper overviews due”**


Ujjal Dosanjh, *Journey after Midnight: India, Canada and the road beyond* (Vancouver: Figure 1, 2016), chap. 43.


21 October – Alberta


28 October – Newfoundland and Labrador


4 November – New Brunswick  **short version of course papers due**


11 November – Fall break, no class meeting or office hours this week

18 November – Saskatchewan and Manitoba


25 November – Leadership in Canada’s Territories


2 December – Integrative seminar meeting with no additional assigned readings
Students presenting this week will address one (1) of the following questions:

- How is Marland’s (2014) concept of premier-centred leadership (see readings for 23 Sept.) relevant beyond the jurisdiction and time frame he considers?
- What evidence shows ideological polarization matters more to political outcomes in some provinces than others?
- To what extent does gender figure in provincial and territorial leadership in Canada?
- What dimension of provincial and territorial leadership listed as a/b/c in the course essay assignment has been most fully explored in course readings? What dimension is least examined?

9 December  **full version of course papers due**
Drawing conclusions & presentation of student research papers
**Essay Assignment Information**

Note that norms of high-quality prose writing including the use of full sentences, paragraphs, and full source citations are expected in the overview, short version and full version essay assignments. **Close consultation with Professor Bashevkin on the choice of theory, testable proposition and empirical case is crucial to successful completion of all three essay assignments.**

1. **Paper overview, due 14 October**

   **Suggested length is 500 words in total (two typed, double-spaced pages)**

   In light of course readings, identify one theory and one testable proposition following from it concerning the impact of one premier since 1945 in one of Canada’s provinces or territories. Explain why the theory you are considering is important, how your study constitutes an original contribution to research and how you plan to test your core proposition using empirical data. How will you access these data and what conclusions might you draw from the analysis?

   Focus on one of the following themes: (a) the difference made by leader approaches to political executive or party leadership in a given jurisdiction; (b) the difference made by leader approaches to intergovernmental relations (i.e. with the Canadian federal government and other sub-national jurisdictions); or (c) leader impact on provincial or territorial social values or policy outcomes in a field of your choice.

2. **Short version of course paper, due 4 November**

   **Suggested length is 1000 to 1500 words in total (4 to 6 typed, double-spaced pages)**

   In light of comments received on your paper overview, develop the core of an original piece of empirical research that evaluates the impact of one decision-maker since 1945 in a single Canadian province or territory. Absent that individual or individuals, how would political history have likely unfolded?

   Explain why the theory you are considering is important, how your study contributes to previous research and how your initial examination of the data either confirms or disconfirms your core proposition. What consequences do your findings hold for the study of leader influence in Canadian provincial and territorial politics?

3. **Full version of course paper, due 9 December**

   **Suggested length is 2500-3000 words in total (10 to 12 typed, double-spaced pages)**

   In light of comments received on your short version paper, clarify the main lines of your theory and core research proposition, refine your empirical data and discussion, and draw some key conclusions that are relevant to sub-national elites in Canada since 1945. Try to use course readings to help guide your own writing, argumentation and research toward a level of publishable quality.

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The grading rubric used to evaluate POL490/2102 student papers is presented on the course Quercus site.