UNIVERSITY OF TORONTO

POL490 F: Topics in Canadian Political Science
Political Discourse in Canada

Syllabus

Fall 2024

Mondays 5-7pm

Instructor: Chris Greenaway
Email: chris.greenaway@mail.utoronto.ca
Office Hours: TBA
Office Location: MN 5185

Course Description

This course analyzes the unequal distribution of political power in Canada through the lens of political discourse. What is the relationship between political discourse and effective representation? This course explores diverse approaches to political debate and decision-making from within key democratic institutions and civil society. Parliamentary discourse in the style of Canada's adversarial Westminster House of Commons is compared with the northern consensus-seeking adaptations of Indigenous territorial legislatures. The transformation of political discourse in the 21st century is examined, from the feminization of discourse to e-democracy and online debate, to the ongoing process of political disagreement in the form of ideology and polarization in Canada. Qualitative and quantitative methods for the analysis of discourse are also compared. This course studies the relationship between discourse, representation, and power in Canada.

Student Learning Outcomes & Writing-Integrated-Teaching

This is an advanced research and seminar course that will equip students with relevant methods and literature, thus enabling them to develop their own unique research project throughout the semester. Students will connect the overarching theme of political discourse with a specific topic of their choosing, and produce a completed research proposal, major research paper, and a scientific poster or slide-deck in the form of a research presentation. Students will learn to recognize different types of political debate and discourse, from institutional (i.e. parliamentary)

to societal (i.e. online discourse) in selecting their research domain. Introductions to both qualitative and quantitative methods are provided early in the semester so that students may choose their preferred research agenda. This course is guided by the award-winning Writing-Integrated-Teaching (WIT) program, framing seminars around low-stakes writing and participation. WIT resources such as writing guides, slide decks, and student handouts will be provided throughout the semester.

Experiential Learning Module (ELM)

This course builds students' capacity to engage with Canada's democratic system by fostering direct involvement with the political environment. This course includes contributions and engagement with a host of experts with lived experience in Canadian politics, including a practitioner of parliamentary procedure, a former provincial Cabinet Minister, and a prominent journalist on Canadian democracy. This allows students to connect and network with the real people behind the core concepts and themes of the course. As part of the ELM assessment criteria, students may attend virtual and/or in-person experiential learning opportunities. Confirmed opportunities so far include attending a Charter case at a criminal trial and attending the class trip to the Ontario Legislative Assembly. A sign-up sheet for experiential learning opportunities will be posted to the course's Quercus page.

Prerequisites

Prerequisites are strictly checked and enforced and must be completed before taking a course. By taking this course, you acknowledge that you will be removed at any time if you do not meet all requirements set by the Department of Political Science. Further information can be found in the 2023-24 Academic Calendar, which is available from the Office of the Registrar.

Required Text

- All readings for this course will be accessible online through the University of Toronto Library System (https://onesearch.library.utoronto.ca/). Students will have access to all readings electronically.

Recommended Reading

- A separate document including weekly recommended readings will be posted to Quercus per topic.

Assessment

Research Proposal	Due: October 7	20%
Research Paper	Due: November 11	35%
Research Presentation	Due: November 25	15%
Experiential Learning Reflection	Due: Before December 3	10%
Seminar & Course Participation	Due: Ongoing	20%

Note: Without prior arrangements, there will be a -5% late penalty applied per calendar day.

Last day to drop the course without academic penalty is Monday November 4

Online Resources:

https://www.canlii.org/en/
https://lipad.ca/
https://www.parl.ca/
https://www.statcan.gc.ca/en/start3
https://policyalternatives.ca/
https://www.fraserinstitute.org/
https://www.tvo.org/theagenda
https://library-archives.canada.ca/eng

Accessibility

> Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Resource Centre as soon as possible. If you require accommodations or a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services at 416-978-8060 or accessibility.services@utoronto.ca Appointments and drop-in sessions for accessibility advisors and learning strategists are available.

Commitment to Equity, Human Rights, and Respect for Diversity

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities

Statement on the use of Turnitin in Quercus.

> Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible

plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

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A WARNING ABOUT PLAGIARISM

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Plagiarism is an academic offence with a severe penalty.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, requires consultation with the course instructor prior to the submission of assignment materials. The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course without prior consultation with the course instructor. Representing as one's own an idea, or expression, of an idea, that was AI-generated by be considered an academic offence.

It is essential that you understand what plagiarism is and that you do not commit it. In essence, it is the theft of the thoughts or words of others, without giving proper credit. You must put others' words in quotation marks and cite your source(s). You must give citations when using others' ideas, even if those ideas are paraphrased in your own words. Plagiarism is unacceptable in a university. What the university calls "plagiarism", non-university institutions might call "fraud".

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The University of Toronto provides a process that faculty members must initiate when they suspect a case of plagiarism. In the Department of Political Science, suspected evidence of plagiarism must be reported to the Chair; in most cases, the Chair passes the case on to the Dean.

A faculty member may not mark an assignment or assess a penalty if he or she finds evidence of plagiarism – the matter must be reported. Penalties are assigned by the Chair, by the Dean or by the University of Toronto Tribunal.

The following are some examples of plagiarism:

1. Submitting as your own an assignment written by someone else.
2. Quoting an author without indicating the source of the words.
3. Using words, sentences, or paragraphs written by someone else and failing to place quotation marks around the material and reference the source and author. **Using either quotation marks or reference alone is not sufficient. Both must be used!**

4. Adapting an author's ideas or theme and using it as your own without referencing the original source.
5. Seeking assistance from a friend or family member in respect to work you claim as your own.

Ignorance of the rules against plagiarism is not a defence; students are presumed to know what plagiarism is and how to avoid it.

Students are especially reminded that material taken from the web **must** be quoted and cited in the same manner as if it came from a book or printed article.

If you are not sure whether you have committed plagiarism, it is better to ask a faculty member or teaching assistant than risk discovery and be forced to accept an academic penalty.

Plagiarism is **cheating**. It is considered a **serious offence** against intellectual honesty and intellectual property. Penalties can be severe, ranging from a mark of "0" for the assignment or test in question, **up to and including expulsion from the university.**

Some website listed below on avoiding plagiarism:
'How to Use Sources and Avoid Plagiarism' - available at:
http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize Other Advisory
Material available at: http://www.writing.utoronto.ca/home

Class Schedule

Note: Monday September 2nd is Labour Day Holiday – No Class

Class 1 (September 9): Course Introduction: Power & Discourse in Canada

Required:

- Syllabus POL490-F 2024: Political Discourse in Canada

Recommended:

Brideau & Brosseau. 2019. "The Distribution of Legislative Powers: An Overview." *Parliamentary Library.* *https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201935E*6

Emergency debate in Canada's Parliament on anti-mandate demonstrations: https://www.youtube.com/watch?v=zT01gcghcQQ

Class 2 (September 16): Methods I: Qualitative Study of Political Discourse – Discourse Quality Index

Batchtiger and Parkinson. 2019. *Mapping and Measuring Deliberation: Towards a New Deliberative Quality.* Oxford University Press: Chapters 1-3.

Loat and Macmillan. 2014. *Tregedy in the Commons: Former Members of Parliament Speak Out About Canada's Failing Democracy*. Random House Canada: Chapter 1.

Montpetit and Foucault. 2012. "Canadian Federalism and Change in Policy Attention: A Comparison with the United Kingdom." *Canadian Journal of Political Science* 45(3): 635-656

Canadian House of Commons Debate. Question Period. June 19 2024: https://www.youtube.com/watch?v=fUHDRBM9Gxc

Class 3 (September 23): Methods II: Quantitative (Computational) Study of Political Discourse – Natural Language Processing (NLP) and Text-Analysis

Rheault and Cochrane. 2019. "Word Embeddings for the Analysis of Ideological Placement n Parliamentary Corpora." *Political Analysis* 28(1): 112-133

Rodman, Emma. 2019. "A Timely Intervention: Tracking the Changing Meanings of Political Concepts with Word Bectors." *Political Analysis* 28(1): 87-111

Spirling, Arthur. 2012. "U.S. Treaty Making with American Indians: Institutional Change and Relative Power, 1784-1911." *American Journal of Political Science* 56(1): 84-97

Michael, Jean-Baptiste et al. 2011. "Quantitative Analysis of Culture Using Millions of Digitized Books." *Science* 331(6014): 176-182

Class 4 (September 30): Institutionalized Adversarialism: Parliament of Canada

Malloy, Johnathan. 2023. *The Paradox of Parliament.* University of Toronto Press: Chapters 1 and 5

Savoie, Donald. 2021. *Democracy in Canada: The Disintegration of Our Institutions*. McGill-Queen's University Press: Chapter 8

Giasson et. al, 2017. *Permanent Campaigning in Canada*. UBC Press: Chapter 1

Class 5 (October 7): Centralization of Power & Message Control

Marland, Alex. 2020. *Whipped.* UBC Press: Chapters 1 and 12

Malloy, Johnathan. 2023. *The Paradox of Parliament.* University of Toronto Press: Chapter 67

Lewis, J.P. 2021. "Party Unity and Discipline in Canadian Politics." *Canadian Journal of Political Science* 54(1): 230-232

Erksine-Smith, 2024. "C-270 and social conservativism with Arnold Vierson." *Uncommons with Nate Erksine-Smith*: https://open.spotify.com/episode/65hyuyNIzW7zuMjse4maH1

Monday October 14 is Thanksgiving Holiday – No Class

Class 6 (October 21): Discourse in Action: Trip to the Legislative Assembly of Ontario

October 28 – November 1: Reading Week – No Class

Class 7 (November 4): Indigenous Consensus-Seeking Models of Discourse: Nunavut

Ferrazzi et. al. 2019. "*Aajiiqatigiingniq*: An Inuit Consensus Methodology in Qualitative Health Research

Fuji Johnson, Genevieve. 2015. *Democratic Illusion*. University of Toronto Press: Chapter 5.

White, 2006. "Traditional aboriginal values in a Westminster Parliament: The Legislative Assembly of Nunavut." *Journal of Legislative Studies*: 8-31

Former MP Mumilaaq Qaqqa's final speech in the House of Commons: https://www.youtube.com/watch?v=rP3YSK1LqzM

Class 8 (November 11): Feminization of Political Discourse

Hargrave, Blumenau. 2022. "No longer conforming to Stereotypes? Gender, Political Style, and Parliamentary Debate in the UK." *British Journal of Political Science* 52: 1584-1601

Hargrave and Langengen. 2020. "The Gendered Debate: Do Men and Women Communicate Differently in the House of Commons?" *Politics & Gender* 17(4): 580-606

Gidgengil, Everitt. 2003. "Conventional Coverage/Unconventional Politicians: Gender and Media Coverage of Canadian Leaders' Debates." *Canadian Journal of Political Science* 36: 559-77

Blaxill, Beelen. 2016. "A Feminized Language of Democracy? The Representation of Women at Westminster since 1945." *Twentieth Century British History* 27(3): 412-449

Utych, Stephen. 2021. "Speaking style and candidate evaluations," *Politics, Groups, and Identities* 9(3): 589-607

Class 9 (November 18): Discourse, Deliberation, & Civil Society

Sokolon, Marlene K. 2019. "Deliberative Democracy: The Canadian Experience." In *Applied Political Theory and Canadian Politics*, Eds., David McGrane, Neil Hibbert. University of Toronto Press: 219-2378

Batchtiger and Parkinson. 2019. *Mapping and Measuring Deliberation: Towards a New Deliberative Quality*. Oxford University Press: Chapters 4 and 5

Knobloch, Gastil. 2022. "How Deliberative Experiences Shape Subjective Outcomes: A Study of Fifteen Minipublics from 2010-2018." *Journal of Deliberative Democracy* 18(1).

Policy Options, 2020. "Canada can prove it's a leader in deliberative democracy." https://policyoptions.irpp.org/magazines/november-2020/canada-can-prove-its-a-leader-in-deliberative-democracy/

Class 10 (November 25): Federalism: Ideology and Disagreement

Stuart N. Soroka and Anthony Kevins, 2018. "Growing Apart? Partisan Sorting in Canada, 1992-2015. *Canadian Journal of Political Science* 51(1): 103-133.

Cochrane, Christopher. 2015. *Left and Right: The Small World of Political Ideas*. McGill-Queen's University Press: Chapter 8.

Hollander, Patapan. 2018. "Deliberative Federalism." In *Deliberating Under Constitutions*" Eds.

Ron Levy, Hoi Kong, Graeme Orr and Jeff King. Cambridge University Press: Chapter 7.

Finlay et. al. 2020. "Navigating Government Disability Programs in Canada." *Canadian Public Policy* 46(4): 474-491

Class 11 (December 2): E-Democracy and Online Discourse

Canada's Online Streaming Act: https://www.canada.ca/en/radio-television-telecommunications/news/2024/06/crtc-requires-online-streaming-services-to-contribute-to-canadas-broadcasting-system.html

Fournier-Tombs et. al. 2020. "DelibAnalysis: Understanding the quality of online political discourse with machine learning." *Journal of Information Science*. 46(6): 810-822

Lazer, David, Matthew A Baum et. al. 2018. "The science of fake news." *Science 359(6380):* 1094-1096

Dommett and Verovesk. 2021. "Promoting Democracy in the Digital Public Sphere: Applying Theoretical Ideals to Online Political Communication." *Journal of the European Institute for Communication and Culture* 28(4): 358-374.

Class 12 (*Tuesday* December 3): Deliberative Syllabus Week

- Registered students will discourse, debate – and then vote – early in the semester to determine the topic for this week. Topics may include: emotion and sentiment analysis, legal discourse/dialogue theory, political discourse and sexuality, the politics of discourse on Canadian university campuses, or other suggested topics from students