

PSCI 4005A

Stability, Justice and Federalism

Seminar: Thursday 2:35 p.m.-5:25 p.m.

Please confirm location on Carleton Central

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Course description:

Welcome to PSCI 4005A! This course explores the Canada's seemingly never-ending unity crisis in a comparative perspective. How Canada's federal structures have contributed to and (temporarily) solved unity crises will be compared and contrasted to other national varieties of federalism. The extent to which this has occurred in other countries will be looked at too. This course thus has three aims. First, it is hoped that students will gain a sense of the actualities and legacies of federalism. Despite common features amongst them, federal countries' historical circumstances shaped their political architectures and reasons for pursuing federalism. Second, students are asked to appreciate the structuring of interaction between levels of government. As a discipline, political science's emphasis on economical explanations too often results in pigeonholing responsibilities at the levels which comprise a state. Instead, students are invited to look at federalism in an integral sense and appreciate (1) how federalism's administrative capacities get marshaled since (2) the decisions taken at each level of government affects each other. Third, students are asked to consider how societies have shaped federal states. Federalism is not just a matter of examining what happens in the halls of government; non-state actors do shape federal structures and their responses to maintaining national unity. Ethnic nationalisms and regionalisms have played their own unique role in transforming Canadian federalism.

Texts

- Available at the Carleton University Bookstore: Thomas O. Hueglin and Alan Fenna, *Comparative Federalism: A Systematic Inquiry* (Peterborough, ON: Broadview Press, 2006)
- Materials marked * are on course reserve at the MacOdrum Library
- Materials marked † are available on-line through the MacOdrum Library's catalogue
- Materials marked ‡ are available on the provided url address

Evaluation:

- Critical Review, 4-5 pages, (**due October 9**), 15%
- Essay Outline, 1-2 pages, single-spaced (**due October 23**): 10%
- Final Essay, 15-20 pages (**due December 1 in my office between 3:00 p.m. and 4:00 p.m.**): 40%
- Oral Presentation: 10%
- Weekly Oral Reaction: 15%
- Seminar Participation: 10%

As per early feedback guidelines, the Critical Review which is due October 9th, will be returned by October 31st.

Expectations in Seminars

Students are expected to (1) attend the seminar having completed the assigned readings and (2) come prepared for thoughtful discussions. One requirement for discussion is to be respectful of others' thoughts, opinions, and beliefs.

Students are kindly asked to be respectful during seminars by not conversing with their neighbours.

To obtain credit in a course, students must complete and submit the required written assignments. Not doing so will result in a grade of 'F'.

Weekly Oral Reaction

Beginning on September 11, every seminar will begin with the course instructor asking each student to give an informed reaction to the week's topic based on the assigned readings. Generally, an "informed reaction" is defined as the following:

1. Familiarity with the arguments or issues raised by the week's readings.
2. Thoughtful engagement with the arguments or issues raised in the readings.

Here, students are asked to raise questions about and express criticisms of any or all of a week's readings. Students will be exempt from this during the week he/she is presenting. Students who arrive after the oral reaction portion of the class has been completed will not be accommodated and he/she will not receive a mark for that week.

Participation

Beginning on September 11, students wishing to obtain full marks for participation must not only attend seminars on a weekly basis, but engage with the questions raised by their peers' oral presentation too. All viewpoints are welcome so long as they are in accordance with promoting a tolerant work environment.

Oral Presentation

Students will be asked to sign-up to present on the reading(s) for a particular week. These presentations must be no longer than fifteen minutes and this time limit will be strictly enforced. **These presentations cannot be a summary of the reading(s). A summary will automatically receive a 0.**

The aim of the oral presentation is twofold. First, the presenter is asked to focus on a particular point or theme in the text(s) and develop a critical argument around it.

Second, the presenter will forward one question to their peers in order to generate discussion. Having said this, presenters must situate the presented text(s) in the wider thematic context of the week.

Students who do not show up for their scheduled presentation will receive a 0. A 0 will also be given where a student has overlooked the date of his/her presentation. No accommodations will be made under these circumstances.

If a student is seriously ill, he/she must (1) inform the course instructor via e-mail **at least two hours** prior to the beginning of the seminar and (2) present a doctor's note on the first day he/she returns to class. Accommodations will only be discussed under these circumstances.

Written Work

Unless otherwise indicated, assignments must be submitted at the beginning of the seminar. Faxed or e-mailed assignments will not be accepted. Assignments slipped under the course instructor's office door will not be accepted. If an assignment is slipped under the course instructor's door, the student must submit another copy directly to the course instructor. Late penalties will apply until this second copy is received. It is not acceptable to submit the same assignment for two or more courses. Please be familiar with Carleton University's policies on plagiarism.

With the exception of a serious illness accompanied by a doctor's note or a personal emergency which is deemed serious at the course instructor's discretion, extensions will not be given. **Retroactive extensions will not be granted under any circumstance. Any request for an extension the day an assignment is due will be refused.**

Unless a prior arrangement is made with the course instructor, the following penalties will apply. Assignments submitted to the course instructor after the beginning of a seminar but before the break will lose a letter grade. Assignments submitted to the course instructor after the break but before class has ended will lose two letter grades. Once the seminar has ended, three letter grades are deducted. Once the due date has passed, a penalty of an additional letter grade per day, including weekends, will be applied. For example, a B+ paper handed in after the beginning of class will receive a B. A B+ paper submitted after the class has ended will receive a C+. A B+ paper submitted a day late will receive a C; two days late results in a C-; etc. Assignments which are submitted one week after a due date has passed will automatically receive 0. December 1 is the final day to submit written work in an undergraduate course.

Written Work Requirements

Students should use 1" margins and 12 size font when writing their papers. Unless otherwise stated, all papers are to be double spaced.

With the exception of reports available from reputable organizations, government websites, and on-line academic journals, Internet sources must be kept to an absolute minimum. If a student feels it is warranted, please consult with the course instructor.

Grading

The following is used to assess written assignments:

1. Has the paper identified a central problem that it wishes to explore?

2. Does the essay clearly state its thesis and then follow it up with how the argument will unfold?
3. Does the essay critically engage with other arguments? Strong essays take arguments seriously, even those they may not necessarily like.
4. Does the essay demonstrate conceptual understanding and variety?
5. Is the essay well organized, enabling its arguments to flow?
6. Are arguments elaborated rather than rushed and stated as self-evident? Remember, strong arguments are focused and develop a particular point.
7. Is evidence provided to assert an essay's arguments?
8. Is the essay free from grammatical and/or spelling errors? Poor grammar and spelling immediately create a negative impression. More important, they prevent the clear communication of an essay's arguments and ideas.
9. Is the research adequate and relevant?
10. Proper citation and bibliographical form.

Students wishing to have a grade reappraised by the course instructor must attach a written explanation of which grade he/she feels the assignment deserves and why.

Description of Assignments

Critical Review

This assignment asks students to critically engage with the readings appearing in a week of their choice from Section I. The arguments and ideas contained in the readings should be exposed and their strengths and weaknesses should be grappled with in the context of the student's central thesis. Of course, students may employ readings appearing in other sections and weeks of the course, as well as extra-course readings.

Essay Outline

The essay outline asks students to choose a week's theme that he/she would like to further explore in the context of (a) an existing theoretical debate, (b) a Canadian case study, (c) a case study comparing Canada with another federal country, or (d) a literature review that has a Canadian element to it. **Students cannot write on the week they chose for their critical review and presentation.** Once chosen, students are asked to do five things. First, he/she will identify the central research problem that will be explored by the chosen question. Second, when the student has established this, he/she will state what the essay's thesis will be in *one* sentence. Third, how the argument unfolds will be demonstrated, i.e. the components making up the body of the essay. Fourth, students are asked to state what conclusion(s) the essay hopes to arrive at. Fifth, an annotated bibliography will (1) give three scholarly sources outside the confines of the course that they may feel is useful to their question and (2) state in three to five sentences how the chosen sources are useful to their overall topic

Research Essay

This assignment requires students to develop the ideas expressed in the essay outline in an essay format. **Students are expected to have at least ten academic sources which do not appear in this course.** Certainly, students may incorporate course material when they feel it is useful to their essay. Nonetheless, while the essay outline is designed to get students thinking about the research essay, essays do take on lives of their own and, as such, students are encouraged to proceed down a path which they may feel provides a stronger and more focused argument.

Other Issues

- Students requiring academic accommodation or student support for verifiable disabilities can go to the Paul Menton Centre, located at Room 500 of the University Centre.
- Students seeking to improve their writing skills can go to the Writing Tutorial Service, located at Room 229 in Paterson Hall.
- Students requiring academic accommodation for religious or cultural reasons can go to Equity Services, located at Room 421 of the Tory Building.

Schedule

CF = Comparing Federalism

September 4: Introduction to the Course

Section I: The History and Development of Federalism

September 11: Comparing Federal Systems

- CF, chs. 1, 2, 3
- Michael Burgess, "Canadian Federalism and Federation in Comparative Perspective," in *New Trends in Canadian Federalism*, 2d edition, eds. François Rocher and Miriam Smith (Peterborough, ON: Broadview Press, 2003)*
- Andrew Gamble, "The Constitutional Revolution in the United Kingdom," *Publius* 36, no. 1 (Winter 2006): 19-35[†]

September 18: Thinking Historically about Federalism

- CF, chs. 4, 5
- Raoul Blindenbacher and Barbara Brook, "A Global Dialogue on Federalism," Katy Le Roy and Cheryl Saunders, "Australia: The Evolution of a Constitution," Kris Deschouwer, "Belgium: Ambiguity and Disagreement," Jutta Kramer, "Germany: Overlapping Powers and Political Entanglements," Nicolas Schmitt, "Switzerland: Crisis of Confidence," G. Alan Tarr, "United States of America: Enduring Constitution, New Challenges," and G. Alan Tarr, "Comparative Reflections," in *Dialogues on Constitutional Origins, Structure, and Change in Federal Countries*, eds. Raoul Blindenbacher and Abigail Ostien (Montreal & Kingston: McGill-Queen's University Press, 2005)*
- Rainer Knopff and Anthony Sayers, "Canada," in *Constitutional Origins, Structure, and Change in Federal Countries*, eds. John Kincaid and G. Alan Tarr (Montreal & Kingston: McGill-Queen's University Press, 2005)*
- G. Alan Tarr, "United States of America," in *Constitutional Origins, Structure, and Change in Federal Countries*, eds. John Kincaid and G. Alan Tarr (Montreal & Kingston: McGill-Queen's University Press, 2005)*
- John Kincaid, "Comparative Observations," in *Constitutional Origins, Structure, and Change in Federal Countries*, eds. John Kincaid and G. Alan Tarr (Montreal & Kingston: McGill-Queen's University Press, 2005)*

September 25: The Division of Powers and Responsibility in Federal Systems

- CF, ch. 6

- Clement MacIntyre and John Williams, "Australia: A Quiet Revolution in the Balance of Power," Hugues Dumont et al, "Belgium: Continuing Changes in a New Federal Structure," Hans-Peter Schneider, "Germany: Länder Implementing Federal Legislation," Xavier Bernadí Gil and Clara Velasco, "Spain: A Unique Model of State Autonomy," Sarah Byrne and Thomas Fleiner, "Switzerland: Seeking a Balance between Shared Rule and Self-Rule," Ellis Katz, "The United States of America: A Federal Government of Limited Powers," and Ronald L. Watts, "Comparative Reflections," in *Dialogues on Distribution of Powers and Responsibilities in Federal Countries*, eds. Raoul Blindenbacher and Abigail Ostien (Montreal & Kingston: McGill-Queen's University Press, 2005)*
- Richard Simeon and Martin Papillon, "Canada," in *Distribution of Powers and Responsibilities in Federal Countries*, eds. Akhtar Majeed, Ronald L. Watts, and Douglas M. Brown (Montreal & Kingston: McGill-Queen's University Press, 2006)
- Michael Keating, *The Government of Scotland: Public Policy Making after Devolution* (Edinburgh: Edinburgh University Press, 2005), ch.1*
- Jill Vickers, "Why Should Women Care About Federalism?" in *Canada: The State of the Federation 1994*, eds. Douglas M. Brown and Janet Hiebert (Kingston: Institute of Intergovernmental Relations, 1994)*

October 2: The Evolution of Federal Systems

- CF, chs. 9, 10
- Alan C. Cairns, "The Judicial Committee and Its Critics," *Canadian Journal of Political Science* 4, no. 3 (September 1971): 301-345[†]
- Garth Stevenson, *Unfulfilled Union: Canadian Federalism and National Unity*, 4th edition (Montreal & Kingston: McGill-Queen's University Press, 2004), ch. 4*
- Alexandra Dobrowolsky, "Of 'Special Interest': Interest, Identity and Feminist Constitutional Activism in Canada," *Canadian Journal of Political Science* 31, no. 4 (December 1998): 707-742[†]
- Alan C. Cairns, "The Charlottetown Accord: Multinational Canada v. Federalism," in *Constitutional Predicament: Canada after the 1992 Referendum*, ed. Curtis Cook (Montreal & Kingston: McGill-Queen's University Press, 1994)*
- Thomas Fleiner, "Recent Developments of Swiss Federalism," *Publius* 32, no. 2 (Spring 2002): 97-123[†]

Section II: Federalism from Above: Relations between Federal Levels

October 9: Intra-state Federalism

- CF, chs. 9, 10
- Katy Le Roy and Cheryl Saunders, "Australia: Dualist in Form, Cooperative in Practice," Stefan Oeter, "Germany: Balancing Bundestag against Bundesrat and Governments against Legislatures," Wolf Linder and Isabelle Steffen, "Switzerland: Cooperative Federalism or Nationwide Standards?," John Dinan, "Contemporary Debates about the US Presidency and Congress: The Electoral College, Legislative Gerrymandering and Enumerated Powers," and Katy Le Roy and Cheryl Saunders, "Comparative Reflections," in *Dialogues on Legislative, Executive and Judicial Governance in Federal Countries*, eds. Raoul Blindenbacher and Abigail Ostien (Montreal & Kingston: McGill-Queen's University Press, 2005)*

- Thomas O. Hueglin, "Canada," in *Legislative, Executive, and Judicial Governance in Federal Countries*, eds. Katy Le Roy and Cheryl Saunders (Montreal & Kingston: McGill-Queen's University Press, 2006)*
- Cheryl Saunders, "Comparative Conclusions," in *Legislative, Executive, and Judicial Governance in Federal Countries*, eds. Katy Le Roy and Cheryl Saunders (Montreal & Kingston: McGill-Queen's University Press, 2006)*
- Ronald L. Watts, "Bicameralism in Federal Parliamentary Systems," in *Protecting Canadian Democracy: The Senate You Never Knew*, ed. Serge Joyal (Montreal & Kingston: McGill-Queen's University Press, 2003)*
- Carmel Rouston, "Engendering Devolution," in *Devolution and Identity*, eds. John Wilson and Karyn Stapleton (Aldershot: Ashgate, 2006)*

October 16: Intergovernmental Relations within Federal Systems

- CF, ch. 8
- Richard Simeon and David Cameron, "Intergovernmental Relations and Democracy: An Oxymoron if There Ever Was One?" in *Canadian Federalism: Performance, Effectiveness and Legitimacy*, eds. Herman Bakvis and Grace Skogstad (Don Mills, ON: Oxford University Press, 2002)*
- Julie M. Simmons, "Democratizing Executive Federalism: The Role of Non-Governmental Actors in Intergovernmental Relations," in *Canadian Federalism: Performance, Effectiveness and Legitimacy*, 2d edition, eds. Herman Bakvis and Grace Skogstad (Don Mills, ON: Oxford University Press, 2008)*
- Rianne Mahon, Caroline Andrew, and Robert Johnson, "Policy Analysis in an Era of "Globalization": Capturing Spatial Dimensions and Scalar Strategies," in *Critical Policy Studies*, eds. Michael Orsini and Miriam Smith (Vancouver: UBC Press, 2007)*
- Louise Chappell, *Gendering Government: Feminist Engagement with the State in Australia and Canada* (Vancouver: UBC Press, 2002), ch. 6*

October 23: Transforming Fiscal Federalism

- CF, ch. 11
- Alan Morris, "Australia: Equity, Imbalance, and Egalitarianism," Robin Boadway, "Canada: Emerging Issues in a Decentralized Federation," Lars P. Feld and Jürgen Von Hagen, "Roads to Reform of German Fiscal Federalism," Joaquim Sola Vi Anuva, "Spain: Redefining Fiscal Equalization and Fiscal Relations," Gerard Kirchgassner and Prabhu Guptara, "Sustainable Public Finances with Sub-Federal Fiscal Autonomy: The Case of Switzerland," Merl Hackbart, "The Changing State of Fiscal Federalism in the U.S.," and Anwar Shah, "Comparative Reflections on Emerging Challenges in Fiscal Federalism," in *Dialogues on the Practice of Fiscal Federalism*, eds. Raoul Blindenbacher and Abigail Ostien Karos (Montreal & Kingston: McGill-Queen's University Press, 2006)*
- Douglas M. Brown, "Fiscal Federalism: Searching for a Balance," in *Canadian Federalism: Performance, Effectiveness and Legitimacy*, 2d edition, eds. Herman Bakvis and Grace Skogstad (Don Mills, ON: Oxford University Press, 2008)*
- Thomas J. Courchene, "Hourglass Federalism — How the Feds Got the Provinces to Run Out of Money in a Decade of Liberal Budgets," *Policy Options* 25, no. 4 (April 2004): 12-17[†]
- Hugh Mackenzie, *The Art of the Impossible: Fiscal Federalism and Fiscal Balance in Canada* (Ottawa: Canadian Centre for Policy Alternatives, 2006)[‡]

http://www.policyalternatives.ca/documents/National_Office_Pubs/2006/Fiscal_Federalism.pdf

- Adam Harmes, "The Political Economy of Open Federalism," *Canadian Journal of Political Science* 40, no. 2 (June 2007): 417-437[†]

October 30: Bringing Municipalities Back into the Federal Fold: One Step Forward, Two Steps Back, or One Step Forward and Two Steps Back?

- Nico Steytler, "Comparative Reflections on Local Government and Metropolitan Regions in Federal Countries," Graham Sansom, "Australia: The Third Sphere Steps Up," Robert Young, "Canada: A Creaking System," Martin Burgi, "New Reforms Tackle Old Challenges in Germany Creating New Challenges," Francisco Velasco Caballero, "Spain: Local Governments in a Largely Decentralized State," Andreas Ladner and Thomas Minger, "Metropolitan Governance in Switzerland: Cooperation and Change," and Michael A. Pagnano, "The Challenge of Effectiveness: Local Government in the United States," in *Dialogues on Local Government and Metropolitan Regions in Federal Countries*, eds. Raoul Blindenbacher and Chandra Pasma Montreal & Kingston: McGill-Queen's University Press, 2007)*
- Enid Slack, "Have Fiscal Issues Put Urban Affairs Back on the Policy Agenda?" in *Urban Affairs: Back on the Policy Agenda*, eds. Caroline Andrew, Katherine A. Graham, and Susan D. Phillips (Montreal & Kingston: McGill-Queen's University Press, 2002)*
- Loleen Berdahl, "The Federal Urban Role and Federal-Municipal Relations," in *Canada: The State of the Federation 2004: Municipal-Federal-Provincial Relations in Canada*, eds. Robert Young and Christian Leuprecht (Kingston: Institute of Intergovernmental Studies, 2004)*
- Caroline Andrew, "The Urban Legacy of Jean Chrétien," in *The Chrétien Legacy: Politics and Public Policy in Canada*, eds. Lois Harder and Steve Patten (Montreal & Kingston: McGill-Queen's University Press, 2006)*
- Neil Bradford, *Whither the Federal Urban Agenda? A New Deal in Transition*, Research Paper F65 (Ottawa: Canadian Policy Research Networks, 2007)[‡] http://www.cprn.org/documents/46924_en.pdf
- Warren Magnusson, "Are Municipalities Creatures of the Provinces?" *Journal of Canadian Studies* 39, no. 2 (Spring 2005): 5-29[†]

Section III: Federalism from Below: The Social Dimensions of Federalism

November 6: Regionalism and Federalism: Is Canada an Exception?

- Janine Brodie, "The New Political Economy of Regions," in *Understanding Canada: Building on the New Canadian Political Economy*, ed. Wallace Clement (Montreal & Kingston: McGill-Queen's University Press, 1996)*
- Jane Jenson, "'Different' but Not 'Exceptional': Canada's Permeable Fordism," *Canadian Review of Sociology and Anthropology* 26, no. 1 (1989): 69-94*
- Marilyn Gittell, "Regionalism and Federalism in the American System," in *Regionalism in a Global Society: Persistence and Change in Atlantic Canada and New England*, eds. Stephen G. Tomblin and Charles S. Colgan (Peterborough, ON: Broadview Press, 2004)*
- Neil Brenner, "Building 'Euro-Regions': Locational Politics and the Political Geography of Neoliberalism in Post-Unification Germany," *European Urban and Regional Studies* 7, no. 4 (October 2000): 319-345[†]

- Donald J. Savoie, "Regional Development: A Policy for All Seasons for All Regions," in *New Trends in Canadian Federalism*, 2d edition, eds. François Rocher and Miriam Smith (Peterborough, ON: Broadview Press, 2003)*

November 13: The Language of Federalism

- Kenneth McRoberts, *Misconceiving Canada: The Struggle for National Unity* (Don Mills, ON: Oxford University Press, 1997), ch. 4*
- François Vaillancourt, Dominique Lemay, and Luc Vaillancourt, *Laggards No More: The Changed Socioeconomic Status of Francophones in Quebec*, C.D.
- Howe Institute Backgrounder no. 103 (Toronto: C.D. Howe Institute, 2007)[‡]
http://www.cdhowe.org/pdf/backgrounder_103_english.pdf
- Graham Fraser, *Sorry, I Don't Speak French: Confronting the Canadian Crisis That Won't Go Away* (Toronto: McClelland and Stewart, 2006), ch. 7*
- Maureen Covell, "Minority Language Policy in Canada and Europe: Does Federalism Make a Difference?" in *Canadian Federalism: Performance, Effectiveness and Legitimacy*, eds. Herman Bakvis and Grace Skogstad (Don Mills, ON: Oxford University Press, 2002)*
- Philip Resnick, "Language, Identity, Citizenship," *Inroads* 11 (2002): 66-71[†]
- Wilfried Swenden and Theo Jans Maarten, "Will It Stay or Will It Go?": Federalism and the Sustainability of Belgium," *West European Politics* 29, no. 5 (November 2006): 877-894*

November 20: Recognizing Nations within Federalism: Comparing Québec Inside and Outside of Canada

- Kenneth McRoberts, "Canada and the Multinational State," *Canadian Journal of Political Science* 34, no. 4 (December 2001): 683-713[†]
- Jane Jenson, "Mapping, Naming, and Remembering: Globalization at the End of the Twentieth Century," *Review of International Political Economy* 2, no. 1 (Winter 1995): 96-116*
- Alain-G. Gagnon and Raffaele Iacovino, "Canadian Federalism and Multinational Democracy: 'Pressures' from Quebec on the Federation," in *Canadian Federalism: Performance, Effectiveness and Legitimacy*, 2d edition, eds. Herman Bakvis and Grace Skogstad (Don Mills, ON: Oxford University Press, 2008)*
- Richard Simeon and Daniel-Patrick Conway, "Federalism and the Management of Conflict in Multinational Societies," in *Multinational Democracies*, eds. Alain-G. Gagnon and James Tully (Cambridge: Cambridge University Press, 2001)*
- Robert Scarcia, "Inspired by Canada? Basques Seek to Reform Their Status in Spain," *Inroads* 17 (Summer 2005): 120-126[†]

November 27: Towards a "Third" Order of Government: Indigenous Peoples

- Michael J. Prince and Frances Abele, "Paying for Self-Determination: Aboriginal Peoples, Self-Government, and Fiscal Relations in Canada," in *Canada: The State of the Federation 2003: Reconfiguring Aboriginal-State Relations*, ed. Michael Murphy (Kingston: Institute of Intergovernmental Relations, 2003)*
- Katherine A. Graham, "Urban Aboriginal Governance in Canada: Paradigms and Prospects," in *Aboriginal Self-Government in Canada: Current Trends and Issues*, 2d edition, ed. John H. Hylton (Saskatoon: Purich Publishing, 1999)*
- Juan D. Lindau and Curtis Cook, "One Continent, Contrasting Styles: The Canadian Experience in North American Perspective," in *Aboriginal Rights and*

Self-Government: The Canadian and Mexican Experience in North American Perspective, eds. Juan D. Lindau and Curtis Cook (Montreal & Kingston: McGill-Queen's University Press, 2000)*

- Augie Fleras, "Politicizing Indigeneity: Ethno-Politics in White Settler Dominions," in *Indigenous Peoples' Rights in Australia, Canada and New Zealand*, ed. Paul Havemann (New York: Oxford University Press, 1999)*
- Dan Russell, *A People's Dream: Aboriginal Self-Government in Canada* (Vancouver: UBC Press, 2000), ch. 2*

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities 9500 University Drive) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, **no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008**, for December examinations, and **March 6, 2009**, for April examinations."

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the

drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available **ONLY** if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.