

PSCI 4205A SEMINAR

Identity politics

Tuesday: 8.35-11.35 a.m.

Please confirm location on Carleton Central

Instructor: Annette Isaac
Office: Loeb D692
Office Hours: Thursday 12.00 -2.30 p.m (and by appointment)
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Course Description:

This course examines what constitutes political identity, in particular, how identity is politicized in the Canadian context. In the first part of our course the main goal is to examine the place of social movements in Canadian politics, how social movements act, ways to theorize social movement activity and how successful social movements have been in advancing their agendas. In the second half of the course, we will use these tools to analyze particular Canadian social movements in depth.

Textbooks and readings

There are no required text books for this course.

All *required* readings (books and photocopies only) are on reserve at the MacOdrum Library **OR** through the library's on-line journal subscriptions.

Please note that because inquiry on identity politics in Canada is an evolving field I will post on web ct, as needed, updated readings or current events to make our deliberations more relevant.

Evaluation: Students will be evaluated based on their class participation, seminar presentation, research paper proposal, and research paper. Marks will be assigned as follows:

Participation	20%	
Seminar Presentation	20%	
Research Paper Outline	10%	Due in class on Feb 10
Research Paper	50%	Due in class on March 31

Participation (20%): This is not a lecture course. The point of a seminar class is to provide a forum for students to discuss their thoughts and ideas. You must complete all required readings prior to each class. Seminar participation will be evaluated on the bases of attendance and the active and good-quality contributions in class discussions. A good-quality contribution should reflect students' knowledge and critical understanding of the reading materials. Accordingly, it is mandatory to complete all required readings and give

them a careful thought before coming to class. If you do not keep up with the readings, you will not extract maximum value out of the seminar and it will be impossible to receive a good mark.

Each week, students will be required to write a short paragraph **in class**, (maximum: half a page) outlining the main argument or key points of **2 (two)** of the assigned readings for that day of varying lengths. I will collect these at the end of the class. **Please note to obtain this mark (2% per summary) you must write the summary in class.** I expect these to be thoughtful reflections on the readings (and not scrappy notes!). I will return your first set of summaries on Feb 10, 2009

Seminar Presentation (20%): During the first class (introduction), students will be asked to sign up for a topic(s) of their interest. Depending on class enrollment groups of two to three students or more will be responsible for one seminar topic.

1. To lead a seminar, a student or a designated group will begin with an oral presentation of the readings, which should include a brief summary of the readings, (with appropriate references to pages in the assigned readings) and a critical evaluation including a discussion of strengths and weaknesses and comparison of arguments from other required readings.
2. The group will also lead the class discussion. Students are encouraged to use various formats of participation such as posing questions, inviting questions, breaking down to small groups and report back to the whole class, etc. to help facilitate the discussion.
3. To be able to conduct a seminar successfully, each member of the group has to complete all the required readings. Group members should meet before class to divide up the presentation, the writing of the report, and to choose a format for the seminar presentation and participation. Overheads, power point or the blackboard are useful aids for clarity and more focused presentations.
4. The seminar will be graded based on the quality of the presentation, which should reflect clear and critical understanding of the readings and their connection to the topic, and the efforts of the group in leading the class discussion.
5. The group should prepare and distribute to the class an executive summary of the *required readings* which includes a brief synopsis of each article and about three or four important questions coming out of the central themes of the *readings* for class discussion.
6. For later presenters from January 20 onwards, if you choose alternative readings, please let me know ahead of time so I can place them on reserve if necessary. Please e-mail your colleagues with your selections including sources well ahead of time.

Research Paper Outline (10%): Students are required to develop a short (**4 pages maximum**) outline of their intended research paper, **related to the course themes**, containing the title, research question(s), the organization of the paper, an indication of some of the relevant literature, a summary of the argument, and a select bibliography,

reference or citation list. This outline must be submitted in class on **Tuesday, February 10.**

Research Paper (50%): Students will write a longer research paper (**14-16 pages maximum, 12 font and double-spaced**) based on the approved outline. This assignment will be graded based on the quality of research and analysis, coherence and originality of argument, clarity of writing (**don't trust the spellchecker!**), and good organization of the paper. The research paper is due in class on **Tuesday, March 31.**

Late Assignment Penalty: There is a late penalty of **1% per day** (including weekends) for all assignments handed in after the due date. Please do not slide assignments under my office door but use the Departmental Drop Box if you are unable to hand in your assignment during class. The departmental drop box cut off time is 4pm. Any assignments submitted after 4pm will be date stamped for the following weekday. **Please note that assignments sent via e-mail or fax will not be accepted.**

Submission of grades

*Please note that once marks are entered through **E grades**, any requests for deferrals or appeals must be handled through your Department or the Registrar's office. This can be a time consuming process and so it is imperative that you submit within the deadlines identified by the university and myself.*

Final Grading: While the calculation of the final marks is based on the criteria shown under 'Evaluation' above, "...the following equivalents apply to all final grades at Carleton"

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = 0-49
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A- = 80-84	B- = 70-72	C- = 60-62	D- = 50-52	

COURSE OUTLINE AND READINGS:

Class 1 (Jan 6) Introduction

General introduction and administrative matters, including the assignment of seminar topics and discussion of student expectations.

Class 2 (Jan 13): What is Political Identity?

Required Readings:

Jane Jenson. 1999. "Understanding Politics: Concepts of Identity in Political Science," in James Bickerton and Alain-G Gagnon, eds. *Canadian Politics* (3rd ed.), Chapter 2.

Charles Taylor. 1992. "The Politics of Recognition," in Charles Taylor *Multiculturalism and "The Politics of Recognition,"* Princeton University Press: Princeton, 25-73.

Neil Bissoondath. 1993. "A Question of Belonging," in William Kaplan ed. *Belonging,* McGill-Queen's University Press: Montreal, 368-387.

Elaine Stavro,(2007). Rethinking identity and coalitional politics. Insights from Simone de Beauvoir. *Canadian Journal of Political Science.* 40:2. pg 439-464

Class 3 (Jan 20) Political Identity in Canada

Required Readings:

Alan Cairns. 1995. "The Fragmentation of Canadian Citizenship," in Douglas E. Williams, *Reconfigurations: Canadian Citizenship and Constitutional Change,* McClelland and Stewart: Toronto, 157-185.

Kenneth McRoberts. 1997. *Misconceiving Canada,* Oxford University Press: Toronto, Chapters 5 and 6.

Will Kymlicka, *Finding Our Way.* Toronto: Oxford University Press, 1998 Chapters 11 and 12.

Carl E. James and Adrienne Shadd (1994). *Talking about difference.* Between the lines. Toronto. Part, 1. Who is a Canadian anyway. Pages 9-22

Class 4 (Jan 27) Social movements

Required Readings:

Lisa Young and Joanne Everitt (2004). *Advocacy groups.* UBC Press: Vancouver Chapters 1-3, 3-43.

Sylvia Bashevkin. 1996. "Interest Groups and Social Movements," in Laurence LeDuc, Richard G. Niemi and Pippa Norris, ed., *Comparing Democracies,* Sage: CA, 134-159.

Steven M. Buechler. 1995. "New Social Movement Theories," in *The Sociological Quarterly,* 36:3, 441-464.

Susan D. Phillips, "Social Movements in Canadian Politics: Past Their Apex?" in James Bickerton and Alain-G. Gagnon, eds., *Canadian Politics* 3rd Ed. (Peterborough, Ontario: Broadview Press, 1999), Chapter 17.

John D. McCarthy and Mayer N. Zald. 2001. "Resource Mobilization Theory: Vigorous or Outmoded?" in Jonathan H. Turner ed. *Handbook of Sociological Theory*, Kluwer Academic/Plenum Publishers, New York, 553-565.

Class 5 (Feb 3): Social movement theory

Required Readings:

Jacquetta Newman A. Brian Tanguay. 2002. "Crashing the Party: The Politics of Interest Groups and Social Movements," in Joanna Everitt and Brenda O'Neill, eds., *Citizen Politics: Research and Theory in Canadian Political Behaviour*, Oxford University Press: Don Mills, Chapter 23.

Miriam Smith. 2005. "Understanding Group and Movement Politics," in Miriam Smith, *A Civil Society? Collective Actors in Canadian Political Life*, Broadview: Peterborough, Chapter 2, 19-45.

John D. McCarthy and Mayer N. Zald. 2001. "Resource Mobilization Theory: Vigorous or Outmoded?" in Jonathan H. Turner ed. *Handbook of Sociological Theory*, Kluwer Academic/Plenum Publishers, New York, 553-565.

Sydney Tarrow. 1998. "Contentious Politics and Social Movements," in *Power in Movement* (2nd ed.) Chapter 1, 10-25.

Lisa Young and Joanne Everitt (2004). *Advocacy groups*. UBC Press: Vancouver Chapter 5.

Class 6 (Feb 10): Social movement activism

Required Readings:

Miriam Smith. 2005. *A Civil Society? Collective Actors in Canadian Political Life*, Broadview: Peterborough, Chapters 4 and 5.

Sidney Tarrow 1998. "Cycles of Contention," in Sidney Tarrow *Power in Movement* (2nd ed.), Cambridge University Press: New York, Chapter 9, 141-160.

Lisa Young and Joanne Everitt (2004). *Advocacy groups*. UBC Press: Vancouver. Chapter 6.

CLASS 7 (FEB 17) WINTER BREAK. NO CLASSES

Class 8 (Feb 24) Impacts of social movements

Required readings

D. Salazar and D. Alper, "Reconciling Environmentalism and the Left: Perspectives on Democracy and Social Justice in BC's Environmental Movement" in *Canadian Journal of Political Science*, 35:3 (September, 2002), 527-560.

Sylvia Bashevkin. 1998. "Policy Battles," in Sylvia Bashevkin *Women on the Defensive: Living Through Conservative Times*, University of Toronto Press: Toronto, Chapter 2, 47-91.

Sidney Tarrow. 1998. "Struggling to Reform," in Sidney Tarrow *Power in Movement* (2nd ed.), Cambridge University Press: New York, Chapter 10, 161-175.

Nancy Adamson, Linda Briskin, Margaret McPhail, *Feminist Organizing for Change*, (Toronto: Oxford University Press: 1989), Chapter 6, "The Ideology of the Women's Movement".

Class 9 (March 3) The women's movement

Required Readings

Jacquetta Newman and Linda White. 2006. "The Women's Movement in Canada," in Newman and White, *Women Politics and Public Policy: The Political Struggles of Canadian Women*, Oxford University Press: Don Mills, Chapter 4, 64-95.

Alexandra Dobrowolsky. 2007. "The Women's Movement in Flux: Feminism and Framing, Passion and Politics," in Miriam Smith ed. *Group Politics and Social Movements in Canada*, Broadview Press: Peterborough, Chapter 6.

Lisa Young. 2002. "Going Mainstream? The Women's Movement and Political Parties in Canada and the United States," in Joanna Everitt and Brenda O'Neill, eds., *Citizen Politics: Research and Theory in Canadian Political Behaviour*, Oxford University Press: Don Mills, Chapter 24.

Pauline Rankin and Jill Vickers (1998). Locating women's politics. In Manon Tremblay and Caroline Andrews (eds). *Women and political representation in Canada*. University of Ottawa Press. Chapter 12.

Class 10 (March 10) The Aboriginal Movement in Canada

Caroline Dick (2006). The politics of intragroup difference: First nation's women and the Sawridge dispute. *Canadian Journal of Political Science*. 39(1)/ 97-116

Michael Murphy 2003. *Canada: The State of the Federation 2003: Reconfiguring Aboriginal-State Relations*, McGill-Queen's University Press: Montreal/Kingston, Chapters by Chris Anderson (295-325), Prince and Abele (237-263), and Evelyn Peters (39-76).

Kiera L. Ladner. 2007. "Aysaka'paykinit: Contesting the Rope Around the Nations' Neck," in Smith ed. *Group Politics and Social Movements in Canada*, Broadview Press: Peterborough, Chapter 9.

Karen Lohead. 2004. "Whose Land is it Anyway? The Long Road to the Nisga'a Treaty," in Robert M. Campbell, Leslie A. Pal, and Michael Howlett eds. *The Real Worlds of Canadian Politics: Cases in Process and Policy* (4th ed.), Broadview: Peterborough, 267-321.

Christopher Alcantara. 2006. "Explaining Aboriginal Treaty Negotiation Outcomes in Canada: The Cases of the Inuit and the Innu in Labrador," *Canadian Journal of Political Science*, 40:1, 185-207

Class 11 (March 17) The Gay/Lesbian/Transgendered Movement in Canada

Required Readings

David Rayside. 1998. *On the Fringe: Gays and Lesbians in Politics*, University of Toronto Press: Toronto, Chapters 4-5, 105-177.

Miriam Smith. 1999. *Lesbian and Gay Rights in Canada: Social Movements and Equality-Seeking, 1971-1995*, University of Toronto Press: Toronto, Chapters 1 and 6.

John Grundy and Miriam Smith. 2005. "The Politics of Multiscalar Citizenship: The Case of Lesbian and Gay Organizing in Canada," in *Citizenship Studies*, 9:4, 389-404.

Miriam Smith. 2007. "Identity and Opportunity: The Lesbian and Gay Rights Movement," in Smith ed. *Group Politics and Social Movements in Canada*, Broadview Press: Peterborough, Chapter 7.

S.B. Boyd and C.F.L Young. 2003. "From same-sex to no sex? Trends towards recognition of same-sex relationships in Canada," *Seattle Journal for Social Justice*

Class 12 (March 24) Multiculturalism. Whose movement?

Required Readings:

Jack Jedwab (2008). The rise of the unmeltable Canadians? Ethnic and national belonging in Canada's second generation. *Canadian diversity*. 6:2. (Metropolis, Spring 2008).

Will Kymlicka (1998). *Finding our way*. Oxford University Press. Don Mills, Ontario. Chapters 2 and 6.

Donaldson, Ian. (2006). Visible minority demographic projections and multicultural integration in Canada's urban areas. *Our Diverse Cities*, 2, 146-153.

Garcea, J. (2006). Provincial multiculturalism policies in Canada, 1974-2004: A content analysis. *Canadian Ethnic Studies*, 38 (3), 1-20.

Lenard, P.T. (2005/2006). Belonging, political participation and ethno-cultural minorities. *Canadian Foreign Policy*, 12 (3), 53-66.

Class 13 (March 31). The Environmental Movement in Canada. Last class. Final paper due.

Required readings

Steven Bernstein and Ben Cashore. 2000. "Globalization, Four Paths of Internationalization and Domestic Policy Change: The Case of Eco-forestry in British Columbia," in the *Canadian Journal of Political Science* 33:1, 67-99 (available on-line via the library's electronic journal service).

Judith I. McKenzie. 2007. "The Environmental Movement in Canada: Retreat or Resurgence?" in Smith ed. *Group Politics and Social Movements in Canada*, Broadview Press: Peterborough, Chapter 11.

Lorna Stefanick. 2002. "New Social Movements and the Environmental Policy Process: The Case of Alberta's Castle Wilderness Area," in Joanna Everitt and Brenda O'Neill, eds., *Citizen Politics: Research and Theory in Canadian Political Behaviour*, Oxford University Press: Don Mills, Chapter 25, 426-439.

Neil Nevitte and Mebs Kenji. 1995. "Explaining environmental concern and action in Canada," *Applied Behavioural Science Review*, 3:12, 85-102 .

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 (500 University Centre) 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 the instructor receives your letter of accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least 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 University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course. 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 only communicates with students via Connect accounts. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect 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.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.