

Carleton University
Department of Political Science

Winter 2008

PSCI 4205A
Identity Politics
Fridays 8:35-11:25 – A602LA

Instructor – Cheryl Collier

Loeb B646

Office Hours – Fridays 11:40 – 12:40 or by appointment

520-2600 ext. 1598

collier@connect.carleton.ca

This course broadly explores what constitutes political identity and, more specifically, how identity is politicized in the Canadian context. It will also examine the place of social movements in Canadian politics, how social movements act, ways to theorize social movement activity and approaches to assessing how ‘successful’ social movements are in contemporary Canadian society. In the second half of the course, students will use these tools to analyze particular Canadian social movements in depth.

Class Format –

This course will be undertaken in seminar format. As such, strong emphasis will be placed on collaborative discussion, debate and inquiry focusing on the readings for each week. The instructor or student seminar leader(s) will begin each class with a brief discussion placing the week’s readings into broader perspective, highlighting major themes, key discussion questions and, when appropriate, will introduce concrete (and current) Canadian examples. It is imperative that students carefully read, analyze and reflect upon each week’s readings in order that they may fully benefit from the course discussions. It is the duty of the seminar leader to facilitate discussion but not to monopolize it. Weekly participation by all students is a key component of the course evaluation and as such, each student should be prepared to contribute often to the ongoing discussion and to be able to reference weekly required readings. *As this is a seminar class, attendance is mandatory – absences from class must be validated with a medical certificate.*

Course Requirements and Evaluation –

1. Participation in Class – 20%.
2. Lead a Seminar – 25%.
3. Two short Critical Reflection Papers – 15% - **due by Week 7, February 29 (before Student-Led Seminars).**
4. Research Paper – 40% - **due at the last class, April 7.**

*****Note that all assignments must be completed and submitted in order to receive a credit for this course and must be handed directly to the instructor on or before the due date indicated.**

Required Text – (available for purchase in the bookstore)

Lisa Young and Joanna Everitt (2004) *Advocacy Politics* UBC Press: Vancouver.

Required Readings – On reserve in the library and/or in the Political Science Resource Room (6th floor, C Tower Loeb Building) or available on-line.

***Note that supplemental readings are also listed for further research as required. These readings may similarly be available via library reserve, the Political Science Resource Room or on-line.

Course Assignment Details -

1. Participation in Class (20%) – A successful seminar course relies heavily on high quality, active, consistent and constructive participation in class discussions. In addition to mandatory attendance (which will be taken each class), students will be assessed each week on the quantity, as well as the **quality** of their participation. Factors taken into consideration in evaluating the quality of participation include being prepared for class (i.e. with reference to reading and reflecting on assigned required readings), being attentive during class discussions, raising thoughtful comments and questions in class, and providing insight and analysis to weekly readings and discussions.

2. Lead a Seminar (25%) – Students will work in groups of approximately five to plan, lead and facilitate the discussion for one week during the last half of the term. Students can sign up for their choice of week beginning on the first day of classes and need to have finalized their choices by the end of discussion in Week 3. Seminar groups will be expected to have prepared for class by reading both the required and supplemental readings for their leadership week. Students are also invited to research their week ahead of time and should provide the rest of the class with access to at least one additional reading (this should be given to the instructor to put on reserve in the Political Science Resource Room no later than one week before the intended seminar.) Seminar groups are expected to begin the class with a brief presentation highlighting the main issues and themes for the week from the readings, the major questions that are raised, make reference to previous weeks as necessary as well as incorporate concrete/current examples as appropriate. Student groups will then facilitate the discussion, keeping the dialogue on topic and making sure the class discusses most, if not all, of the main themes from the readings during the seminar time frame. Groups are encouraged to be as creative as possible with their presentations and plan for the class, but remember that the goal of the seminar is to facilitate the discussion, not monopolize it, while guiding the class through the key points of the week. Students will also each fill in an evaluation sheet to assess the level of work demonstrated by each of his/her group peers to be sure that tasks and duties are shared as equally as possible within the groups themselves. If a

student does not fully contribute to his/her group work, this will result in reductions off of the group grade accordingly.

3. Two Short Critical Reflection Papers (15%) – Students will write two, one-page critical reflections on the readings for two separate weeks during the first half of the course. Each one-page critical reflection must be handed in BEFORE class for the particular week which has been covered in the critical reflection piece. For example, one-page reflections on the readings for Week 3 must be handed in before class begins on Week 3. Critical reflections should not summarize the readings but instead should point out strengths and weaknesses of at least two readings for the week being covered.

4. Research Paper (40%) – Students will research and write a 15-20 page political analysis of one or two (comparatively, if you choose to do two) Canadian social movement(s). Papers should briefly document the origins of the movement(s), will identify each movement's goals and how these may have shifted over time and will assess each movement's "success" in achieving those goals using one or more of the theoretical approaches to movement politics covered in class. Students are welcome to cover social movements that are discussed in seminar during the last half of the course and/or any additional movements of interest that are active in the Canadian context. Each student must submit a **one-page proposal** for her/his research paper to the instructor no later than **February 8, 2008**. Final research papers are due at the last class – **April 7, 2008**.

Submission of Work and Late Policy - All assignments are due **in class** at the **beginning** of the seminar and must be handed directly to the instructor. Faxed or emailed assignments will not be accepted. Overdue assignments will lose one grade point per day (including weekends - for example from B to B-). Extensions are rare and **only** granted upon presentation of a medical certificate. Late assignments should be deposited in the Political Science Drop Box, **not** my personal mailbox. Note that the Political Science Drop Box is emptied every day at 4pm. Assignments deposited after 4pm will receive a date stamp for the following day. **All written work must be handed in by April 7, 2008.**

Return of Work – Grades will be posted via Web CT as they become available throughout the term. Short paper assignments and a written assessment of group seminar presentations will be returned in class (except for the last group seminar). Students who wish to have their final research papers or any other unclaimed assignments returned by mail must attach a self-addressed, stamped envelope to their papers/assignments upon submission.

*******All work must be the original work of the student.** Plagiarism is an academic offence and will not be tolerated. Also remember that it is unacceptable to hand in the same assignment for two or more courses.

SEMINAR SCHEDULE -

Week 1 Introduction and overview of the course

January 11 Discussion of instructor expectations, assignments, sign-up for groups and discussion of student expectations.

Week 2 What is Political Identity?

January 18

Readings –

1. 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.
2. Charles Taylor. 1992. "The Politics of Recognition," in Charles Taylor *Multiculturalism and "The Politics of Recognition,"* Princeton University Press: Princeton, 25-73.
3. Neil Bissoondath. 1993. "A Question of Belonging," in William Kaplan ed. *Belonging*, McGill-Queen's University Press: Montreal, 368-387.
4. Iris Marion Young. 1997. "Difference as a Resource for Democratic Communication," in James Bohman and William Rehg ed. *Deliberative Democracy: Essays on Reason and Politics*, MIT Press: Cambridge, Chapter 12.

Recommended –

1. Commentary on Charles Taylor's "The Politics of Recognition," by Amy Guttmann, Steven C. Rockefeller, Michael Walzner and Susan Wolf in Charles Taylor *Multiculturalism and "The Politics of Recognition,"* Princeton University Press: Princeton, 75-103.

Week 3 Political Identity in Canada

January 25

Readings –

1. Alan Cairns. 1995. "The Fragmentation of Canadian Citizenship," in Douglas E. Williams, *Reconfigurations: Canadian Citizenship and Constitutional Change*, McClelland and Stewart: Toronto, 157-185.
2. Kenneth McRoberts. 1997. *Misconceiving Canada*, Oxford University Press: Toronto, Chapters 5 and 6.
3. William Kaplan. 1993. "Who Belongs? Changing Concepts of Citizenship and Nationality," in William Kaplan ed. *Belonging*, McGill-Queen's University Press: Montreal, 245-264.

Recommended –

1. Kenneth McRoberts. 1997. *Misconceiving Canada*, Oxford University Press: Toronto, Chapter 4.

2. Robert J. Sharpe. 1993. "Citizenship, the Constitution Act, 1867, and the Charter," in William Kaplan ed. *Belonging*, McGill-Queen's University Press: Montreal, 221-244.

Week 4 Social Movements

February 1

Readings –

1. Young and Everitt Chapters 1-3, 3-43.
2. Sylvia Bashevkin. 1996. "Interest Groups and Social Movements," in Laurence LeDuc, Richard G. Niemi and Pippa Norris, ed., *Comparing Democracies*, Sage: CA, 134-159.
3. Claus Offe. 1985. "Challenging the boundaries of institutional politics: social movements since the 1960s," in *Social Research* 52:4, 817-868 (available on-line via the library's electronic journal service).

Recommended –

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

Week 5 Social Movement Theory

February 8

Readings –

1. 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.
2. 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.
3. Sydney Tarrow. 1998. "Contentious Politics and Social Movements," in *Power in Movement* (2nd ed.) Chapter 1, 10-25.
4. Young and Everitt Chapter 5, 67-86.

Recommended –

1. William K. Carroll. 1997. "Social Movements and Counterhegemony: Canadian Contexts and Social Theories," in William K. Carroll ed. *Organizing Dissent* (2nd ed.) Garamond: Toronto, Chapter 1, 3-38.
2. 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.
3. Steven M. Buechler. 1995. "New Social Movement Theories," in *The Sociological Quarterly*, 36:3, 441-464 (available on-line via the library's electronic journal service).

Week 6 Social Movement Activism

February 15

Readings –

1. Young and Everitt, Chapters 4, 6 and 7, 44-66 and 87-122.
2. Miriam Smith. 2005. *A Civil Society? Collective Actors in Canadian Political Life*, Broadview: Peterborough, Chapters 4-6, 81-193.

Recommended –

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

*****WINTER BREAK FEBRUARY 18-22, NO CLASSES*****

Week 7 Assessing Social Movement “Success”

February 29

Readings –

1. Young and Everitt Chapters 8-9, 123-152.
2. Sidney Tarrow. 1998. “Struggling to Reform,” in Sidney Tarrow *Power in Movement* (2nd ed.), Cambridge University Press: New York, Chapter 10, 161-175.
3. Cheryl N. Collier. 2005. “Do strong women’s movements get results? Measuring the impact of child care and anti-violence movements in Ontario 1970-2000,” Paper presented at the annual meeting of the Canadian Political Science Association, 2-4 June, London, ON. Available on-line at http://www.cpsa-acsp.ca/template_e.cfm?folder=conference&page_name=agm-papers-2005.htm#c

Recommended –

1. 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.
2. Suzanne Staggenborg. 1995. “Can Feminist Organizations be Effective?” in Myra Marx Ferree and Patricia Yancey Martin eds., *Feminist Organizations: Harvest of the New Women’s Movement*, Temple University Press: Philadelphia, Chapter 22.

STUDENT GROUP-LED SEMINARS

Week 8 The Women’s Movement in Canada

March 7

Readings –

1. 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.
2. Louise A. Chappell. 2002. "Feminist Actors in Australia and Canada: Identities, Ideas, Strategies, and Structures," in Chappell *Gendering Government: Feminist Engagement with the State in Australia and Canada*, UBC Press: Vancouver, Chapter 2, 18-50.
 3. Sylvia Bashevkin. 1998. "Driving a Wedge," in Bashevkin *Women on the Defensive: Living Through Conservative Times*, University of Toronto Press: Toronto, Chapter 5, 165-199.
 4. 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.

Recommended –

1. Naomi Black. 1993. "The Canadian Women's Movement: The Second Wave," in Sandra Burt, Lorraine Code and Lindsay Dorney eds. *Changing Patterns: Women in Canada*, McClelland and Stewart: Toronto, 151-176.
2. Jill Vickers, Pauline Rankin, and Christine Appelle. 1993. *Politics As If Women Mattered: A Political Analysis of the National Action Committee on the Status of Women*, University of Toronto Press: Toronto, Introduction and Chapter 1, 3-64.
3. 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.

Week 9 The Gay/Lesbian/Transgendered Movement in Canada

March 14

Readings –

1. David Rayside. 1998. *On the Fringe: Gays and Lesbians in Politics*, University of Toronto Press: Toronto, Chapters 4-5, 105-177.
2. 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.
3. 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 (available on-line via the library's electronic journal service).

Recommended –

1. David Rayside. 1998. *On the Fringe: Gays and Lesbians in Politics*, University of Toronto Press: Toronto, Chapter 6, 179-211.

2. 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.
3. 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* (available on-line via the library's electronic journal service).
4. Gary Kinsmen. 2001. "Challenging Canadian and Queer Nationalisms," in Terry Goldie ed. *In a queer country: Gay and Lesbian studies in the Canadian context*, Arsenal Pulp Press: Vancouver, 209-234.

******NOTE FRIDAY MARCH 21 IS A STAT HOLIDAY – NO CLASSES – THIS MISSED CLASS WILL BE MADE UP WITH AN ADDITIONAL CLASS ON MONDAY, APRIL 7******

Week 10 The Environmental Movement in Canada

March 28

Readings –

1. Debora VanNijnatten. 1999. "Participation and Environmental Policy in Canada and the United States," *Policy Studies Journal*, 278:2, 267-287 (available on-line via the library's electronic journal service)..
2. 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).
3. 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.

Recommended -

1. D. Salazar and D. Alper. 2002. "Reconciling Environmentalism and the Left: Perspectives on Democracy and Social Justice in BC's Environmental Movement," in the *Canadian Journal of Political Science* 35:3, 527-560 (available on-line via the library's electronic journal service).
2. 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.
3. Neil Nevitte and Mebs Kenji. 1995. "Explaining environmental concern and action in Canada," *Applied Behavioural Science Review*, 3:12, 85-102 (available on-line via the library's electronic journal service).

Week 11 The Aboriginal Movement in Canada

April 4

Readings –

1. 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).
2. 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.

Recommended –

1. Graham White. 2002. "Treaty Federalism in Northern Canada: Aboriginal Government Land Claims Boards," in *Publius: the Journal of Federalism* 32:3, 81-114 (available on-line via the library's electronic journal service).
2. 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.
3. 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 (available on-line via the library's electronic journal service).

Week 12 The Disability Movement in Canada

April 7

*****RESEARCH PAPERS ARE DUE TODAY*****

Readings –

1. Michael J. Prince. 2004. "Canadian Disability Policy: Still a Hit-and-Miss Affair," in *Canadian Journal of Sociology*, 29:1, 59-82 (available on-line via the library's electronic journal service).
2. David Cameron and Fraser Valentine. 2001. *Disability and Federalism: Comparing Different Approaches to Full Participation*, McGill-Queen's University Press: Montreal/Kingston, Chapters on Canada.
3. Sally Chivers. 2007. "Barrier By Barrier: The Canadian Disability Movement and the Right for Equal Rights," in Smith ed. *Group Politics and Social Movements in Canada*, Broadview Press: Peterborough, Chapter 12.

Recommended –

1. Freda L. Paltiel. 1997. "The Disabled Women's Network in Canada," in *Sexuality and Disability* 15:1, 47-50 (available on-line via the library's electronic journal service).

Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. 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 in-class test or CUTV midterm exam**. This will allow for sufficient time to process your request. Please note the following deadline for submitting completed forms to the PMC for formally scheduled exam accommodations: **March 14th, 2008** 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.