

Canadian Politics and Civil Society  
PSCI 2002A

GENERAL INFORMATION		
<b>Instructor</b> Gabriel Maracle	<b>E-mail:</b> gabrielmaracle@cunet.carleton.ca	<b>Schedule:</b> Thursdays 9:35AM-11:25AM
<b>Course type:</b> Two Hour In-person Lecture One Hour Tutorial	<b>Lecture Location:</b> Confirm location on Carleton Central	<b>Office Hours:</b> Thursdays 12:00AM-1:00PM

## COURSE DESCRIPTION

This course is an introduction to the study of Canada and Canadian politics. This course covers the various institutions, societies, political parties, and communities that make up the political systems in Canada. We can better understand the Canadian political landscape by examining Canada as a complex web of relations, institutions, and communities. The course will cover regionalism, race, gender, citizenship, and political identities. One of the questions embedded within this course is: who are the main actors in Canadian politics? How do we understand what it means to be a part of a political system? What does the image of Canada tell us about this country? How does Canada navigate a diverse and multicultural society? What is the relationship between Canada and the First Peoples of this land like, and how has it changed? How do we navigate politics when we are bombarded by misinformation and disinformation? Where do we, as citizens, community members, or Indigenous people, fit into Canada?

## COURSE FORMAT

This course is a two-hour lecture that will be given in person. However, considering the ever-shifting world we live in, things can change.

Students are required to register for a weekly one-hour tutorial, which you are expected to attend. The tutorials will be directed by the Teaching Assistant (TA).

## LEARNING OUTCOMES

1. **Understand** key concepts and ideas in Canadian Politics
2. **Critically Analyze** Canada as a state and a collection of communities
3. **Use** theoretical frameworks in the study of Canadian politics, such as federalism and regionalism
4. **Discuss** a variety of political issues that are central to Canadian political discourse
5. **Hone** academic research and writing skills
6. **Reflect** on various political issues and concepts thoughtfully and respectfully.

## EQUITY STATEMENT

I am committed to ensuring this course fosters thoughtful and generative discussion, debate and learning. There are parts of this course that will be contentious. Looking at the politics of Canada opens the door for numerous different perspectives and ideologies that underpin particular approaches to these issues. Diversity of opinions and perspectives is embedded within Canadian politics and in the learning atmosphere at Carleton University.

Learning is an uncomfortable process; as students, you engage with materials and unfamiliar concepts. Discomfort is good; it means you are expanding your understanding of Canada and the issues that are a part of Canadian political discourse. Experiencing discomfort is not the same as having your safety threatened. This course will ensure that students can learn in a safe environment; learning can be uncomfortable, but that does not mean your safety will be jeopardized. Safety is not stifling academic inquiry but ensuring that the classroom and space are places for thoughtful academic inquiry.

This course will be a space for deeply and critically engaging with various issues. These issues will inspire different perspectives and opinions; this is not a space to dehumanize, delegitimize, or discriminate against people or communities for the sake of argument or "academic freedom."

## COURSE MATERIALS

Required: Cochrane, Christopher, Blidook, Kelly and Dyck, Rand (2020). Canadian Politics: Critical Approaches. 9th Ed. Toronto: Nelson. (\$96 from the Carleton Bookstore)

You can purchase this book from the Carleton Bookstore or through Tophat Publishing: (<https://tophat.com/catalog/social-science/political-science/full-course/canadian-politics-criticalapproaches-9th-edition-rand-dyck-christopher-cochrane-kelly-blidook/4385/>).

*Additional required and recommended readings can be found online through the course Ares reserve or through Carleton's MacOdrum Library*

## ASSIGNMENT FORMAT

All assignments must be submitted to Brightspace by midnight of the due date. All written assignments must be:

- double-spaced
- 12-point font
- Times New Roman
- Submitted as a Word document or PDF
- Chicago-style citation
- Properly formatted bibliography
- Edited for grammar, spelling and syntax
- Any submissions that do not abide by these formats will automatically fail

This is a second-year university course, and you will be expected to use the academic voice in your writing. This means avoiding contractions, slang or idioms, and critically analyzing an issue or argument, not just summarizing what is being said.

All assignments are due at **11:59 PM**

## LATE ASSIGNMENTS

Extensions for assignments will be granted on a case-by-case basis. The maximum amount of time that can be granted for an extension is **7-days**.

Late assignments will be deducted **5% per day** from the deadline to a maximum of **20%**. Any assignment submitted after the 4-day period will be given an automatic zero.

## EVALUATIONS-AT-GLANCE

	ASSIGNMENT	WEIGHT	DUE DATE
<b>1</b>	Tutorial Participation	10%	Throughout the Term
<b>2</b>	Group Presentation: News of the Week	15%	Throughout the Term
<b>3</b>	What Do I Think About Canadian Politics	5%	September 11, 2025
<b>4</b>	Midterm Exam	20%	October 9, 2025
<b>5</b>	Group Presentation: Historical Social Media	15%	Weeks 9 through 11
<b>6</b>	What have I learned about Canadian Politics	10%	December 11, 2025
<b>7</b>	Final Exam	25%	During Exam Period

## EVALUATIONS

### Tutorial Participation – 10%

Students are expected to participate in the required weekly tutorials. Learning is not a spectator sport; it requires reading and engaging with your peers. Simply showing up to tutorial and not participating meaningfully is the same as not showing up at all. As students, we expect you to show up having read the materials and be willing to respectfully discuss and engage with the TA and your peers. Marking will be at the discretion of your teaching assistant.

### Group Presentation: News of the Week- 15%

This is a presentation that focuses on a political issue of the week. Students will be expected to discuss the week's political issues and how they relate to the course. The students will discuss how the media

addresses said issue, what the government has to say about it, and the students' analysis of the issue. This presentation will be done in the tutorial session.

The presentation should be a maximum of **15 minutes**. The students will be grouped into pairs or a trio, depending on the number of students per seminar. The presentation should include **two discussion** questions for the tutorial and a slide deck. Each student will be required to submit the group PowerPoint presentations and notes as a part of their submission. Marking will be at the discretion of your teaching assistant.

Students must choose the week for the presentation by **September 25, 2025**, by e-mailing your teaching assistant. You will be assigned a date if you have not e-mailed the teaching assistant.

#### What Do I Think About Canadian Politics – 5%

This assignment will require you to write about who you are, where you come from, what degree you're pursuing, and your perspective and experiences with Canadian politics.

As this is about you, the use of "I" is encouraged. You do not have to provide any citations. The assignment should be between **250-500** words.

**This assignment is due September 18, 2025**

#### Midterm Exam – 20%

The midterm exam will in the second hour of class on **October 9, 2025**.

#### Group Presentation: Historical Social Media – 15%

One of the most important ways in which governments, communities and organizations communicate is through social media. Whether it is official Twitter/X accounts, use of Instagram posts and reels, YouTube Videos, Reddit AMAs, and specific branding deals, political figures, issues and topics are constantly being engaged with on social media. The proliferation and power of social media has fundamentally changed how we as citizens of the country and the globe engage with politics.

The students will be grouped into pairs or a trio, depending on the number of students per seminar, and choose an event or issue and design a social media campaign around it using at least four different social media formats for the campaign. The students will choose a topic from a list of preselected topics. Using academic and scholarly research, the students will do a presentation on what the actual subject is, who are some of the key figures, and what are some concepts and ideas that are related to the subject. After which, the students will present their social media campaign, showcasing the actual content and explanation around their particular approach.

**The presentation should be 15 minutes.**

### What have I learned about Canadian Politics – 10%

This assignment requires you to go back and look at what you wrote for the “What Do I Think About Canadian Politics” assignment and look back to where you started and reflect on where you are now in your understanding of Canadian politics. As you navigate this course, and the political atmosphere in Canada and globally, your perspective on issues can change, shift, deepen or be reaffirmed. Discuss at least four things from the course that resonated with you, explain what you originally thought about said subject, and then discuss what you’ve learned. Think about how you will move forward as a more informed citizen or community member of Canada.

As with the “What do I think about Politics” assignment, use of “I” pronoun is encouraged. You are expected to use **at least** six sources. The assignment should be **750-1000 words**.

**This assignment is due December 11, 2025**

### Final Exam – 25%

The final exam will take place during the exam period and will be written in person.

## **COURSE SCHEDULE**

Week 1.	Approaching Canadian Politics	<b>September 4, 2025</b>
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Chapter 1: Approaching the Study of Politics

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Week 2.	Institutions of Canada	<b>September 11, 2025</b>
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Chapter 2: Institutional Foundations and the Evolution of the State

**What do I think about Politics Assignment Due**

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Week 3.	Regionalism	<b>September 18, 2025</b>
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Chapter 3: Regionalism

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Week 4.	Indigenous Peoples and Canada	<b>September 25, 2025</b>
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Chapter 4: Indigenous People

Peach, Ian. "The Power of a Single Feather: Meech Lake, Indigenous Resistance and the Evolution of Indigenous Politics in Canada." *Review of Constitutional Studies* 16, no. 1 (2011): 1–29.

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Week 5. Multiculturalism and Secularism **October 2, 2025**  
Chapter 5: French Canada and the Quebec Question  
Taylor, Charles. "Interculturalism or Multiculturalism?" *Philosophy & Social Criticism* 38, no. 4–5 (May 2012): 413–23. <https://doi.org/10.1177/0191453711435656>.

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Week 6. The Media, Internet and Social Media **October 9, 2025**  
Chapter 11: Political Socialization, the Mass Media, and Public Opinion Polls  
McCue, Duncan. "What It Takes for Aboriginal People to Make the News." *CBC News*, January 29, 2014. <https://www.cbc.ca/news/indigenous/what-it-takes-for-aboriginal-people-to-make-the-news-1.2514466>.

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**Midterm Exam**

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Week 7. Women, Gender and 2SQT Communities **October 16, 2025**  
Chapter 7: Gender  
Sethi, Sanyam, and Meghan Miller. "Canadians Support Protection of The LGBT+ Community, But Declining Support May Indicate a Step Back in Progress." IPSOS Marketing and Research, June 1, 2024.

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**FALL BREAK – October 20 to October 24**

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Week 8. Canadian Society and Politics **October 30, 2025**  
Chapter 10: The Canadian Political Culture

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Week 9. Canadian Political Parties **November 6, 2025**  
Chapter 13: Political Parties and the Party System

### Historical Social Media Campaign Presentations Start

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- Week 10. The Charter and Constitution Express **November 13, 2025**  
Chapter 18: The Charter of Rights and Freedoms
- Feltes, Emma, and Sharon Venne. "Decolonization, Not Patriation: The Constitution Express at the Russell Tribunal." *British Columbia Studies*, no. 212 (Winter 2021): 65–102.

### Historical Social Media Campaign Presentations

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- Week 11. Canada on the World Stage **November 20, 2025**
- Chapter 9: Canada's External Environment

### Historical Social Media Campaign Presentations

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- Week 12. Federal Elections and Engagement **November 27, 2025**
- Chapter 14: The Election Campaign, Voting, and Political Participation
- Chapter 15: Advocacy Groups, Social Movements and Lobbying

- Week 13. Conspiracy Theories and Extremism **December 4, 2024**
- Supplemental Chapter: COVID-19 and Canadian Politics
- Carr, Hon. Jim. "The Rise of Ideologically Motivated Violent Extremism in Canada." Standing Committee on Public Safety and National Security, June 2022.
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## Political Science Course Outline Appendix

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

#### Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

#### **Emergency Resources (on and off campus):**

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

#### **Off Campus Resources:**

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

#### **Academic consideration for medical or other extenuating circumstances:**

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more

information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

#### **Academic Accommodations for Students with Disabilities:**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (*if applicable*).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the

individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

#### PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### INTELLECTUAL PROPERTY

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

#### OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

#### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

#### ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required

to familiarize themselves with the university's [Academic Integrity Policy](#).

#### 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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.