

Carleton University
Winter 2021
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 2002 (Section B)
Canadian Politics and Civil Society
Online Course (cuLearn & Zoom)
Mondays: 11:35 AM – 1:35 PM

Instructor: Leonard Halladay
Office: C660 Loeb Bldg.
Hours: Tuesdays 11:35AM – 1:35PM (by appointment)
Scheduler: <https://calendly.com/leonardhalladay/15min>
Email: leonard.halladay@carleton.ca

A. Description:

Politics is about power – the capacity of individuals, groups, norms, and institutions to influence the actions, beliefs, and behaviours of others. Hence, the idea of power looms large in this course, as in others in Political Science. This course, in particular, examines some of the central social, political, and economic cleavages, as well as the identities and historical conflicts that structure political life in Canada. We will explore both how these dynamics have shaped Canadian politics and how politics affects them. Students are therefore encouraged to think about these dynamics in terms of their significance for shifting power relations. Some questions to keep in mind throughout the course include: Who are the primary actors in Canadian politics? Are they formally recognized as such? What are some of the core political claims common to Canadian politics and how do these contribute to the idea of Canadian identity? What role do ideas play in Canadian politics? What kinds of demands, for instance, do our commitments to diversity, multiculturalism, and reconciliation place on us in an era of Indigenous resurgence and renewed calls for racial justice? Ultimately, what is Canada? And what makes us Canadian? These and other issues will be covered in this course.

B. Format:

This is an online course which will be delivered synchronously via audio lecture on Zoom. This means that a meeting room on Zoom will be made available for students to access the lecture through cuLearn at the scheduled time (11:35AM – 1:35PM) each Monday. Though I will deliver each lecture live using audio (and video as necessary), I will also be recording each lecture and posting these recordings to cuLearn. You will therefore have the option of listening to the recorded lectures if you miss the scheduled lecture or wish to revisit the lecture material. Once on cuLearn, click the document called 'Lecture Access (Zoom)' under the 'General' heading at the top of your screen. This will open a page the includes a link and login credentials.

Attendance will be taken in lecture and will contribute to the participation grade you receive for this course. Students are strongly encouraged to both attend and participate. While I will be using my microphone (and webcam as necessary), there will be no expectation that you need to. Text participation is entirely acceptable. However, students are encouraged to use their microphone to ask questions and participate in lecture as if they were seated in a regular lecture hall. In a certain sense, I encourage you to think of the lecture for this course as being akin to a radio show or podcast. If I am the host, and you are my guests, it will be a much better show about Canadian politics if I get people "calling in" when I ask questions or seek listener participation.

On the Sunday evening preceding each scheduled lecture I will post a series of lecture slides to cuLearn covering the topic that week. You are encouraged to access these slides at the beginning of each lecture and use them to follow along. In the event that there are visuals to go along with the lecture, such as images or brief videos, those will also be posted to cuLearn. CuLearn is also where all assignments will be submitted. As cuLearn will be the primary course space, students are responsible for checking it regularly and ensuring that their email can receive course announcements.

Along with the assigned readings and lectures, you are expected to participate in weekly tutorials, which will be led by a Teaching Assistant (TA) on Zoom. These tutorials will draw on the readings assigned each week. You are expected to read the material and contribute constructively – with critical arguments and questions – to the tutorial discussions on each of the weekly themes. Each TA will use their webcam and microphone in tutorial, and you are strongly encouraged to do the same. As tutorial groups are small, these sessions are designed to be participatory to a much greater extent than lectures and are greatly enhanced when students use both their camera and microphone where possible. Attendance will be taken in tutorial and will also contribute to the participation grade you receive for this course. Please note that tutorials begin in week 2 of the course (on January 18, 2021).

C. Equity Statement:

Your experience in this class is important to me. As your instructor, I am committed to fostering a learning environment that is inclusive of everyone regardless of differences in race, ethnicity, class, gender (identity or expression), sexuality, nationality, religion, age, and ability. Students in this class are also expected to observe this commitment. In addition, I welcome communications from students to make me aware of your preferred name and pronoun.

All students in the class, the instructor, and any guests of the class should be treated with dignity and respect. It is also my hope that our class will support and welcome a range of different experiences, thoughts, and perspectives. Please feel free to contact me if any aspect of the class makes you feel uncomfortable.

In addition, I recognize that part of conducting research includes making assumptions. Irrespective of method, all research is oriented by a particular point view. It is therefore possible that some of the course content will contain research findings with clearer limitations than others. Where limited definitions or measures have been used to inform our knowledge of the topics under study, I will strive to highlight these issues and promote critical engagement with both the nature of research and its implications for your understanding of course content.

Finally, the COVID-19 pandemic has forced each of us to confront changes to how we live and work. Many, including myself, are destabilized by the realities of living through a global pandemic and are struggling to find ways to move forward with personal and professional goals amidst a complex mixture of feelings about what this all means. Given the required distancing and closure measures, I have certainly struggled with the (hopefully temporary) loss of my so-called “old life,” where meeting face to face with students and colleagues, social food and drink with family and friends, the regular experience of travel, art, and culture, or simply seeing other people in urban space, was different than it is today. This is a strange time to be both an instructor and a student; let’s all try to be patient, understanding, and kind to one another.

D. Communication & Office Hours:

As questions, comments, or concerns arise, you are welcome to contact me by email using your Carleton University email address at leonard.halladay@carleton.ca. Though I am able to respond

quickly to most messages, you should expect a response time of up to two business for all email correspondence.

In addition to the weekly lecture, I am happy to meet one-on-one with anyone who would like. To help cut down on the number of emails, I use an application called Calendly to book those meetings. While Calendly helps to arrange and schedule meetings, we will be meeting on Zoom. My office hours are by appointment, from 11:35AM – 1:35PM on Tuesdays. To book a meeting, please access Calendly through the following link: <https://calendly.com/leonardhalladay/15min>.

E. Texts:

1. Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2020. *Canadian Politics: Critical Approaches*. 9th Ed. Toronto: Nelson.

This **required text** is available from Carleton at: <https://www.bkstr.com/carletonstore/home> and Nelson Publishing at: <https://retail.tophat.com/products/9780176883881>.

2. Additional readings posted to cuLearn either through the ARES system via Carleton’s MacOdrum Library or by hyperlink. Many of these are drawn from one of the three following texts, which **you do not have to purchase** but you may if you wish:

Bickerton, James and Alain-G. Gagnon, Eds. 2020. *Canadian Politics* 7th Ed. Toronto: University of Toronto Press.

Russell, Peter et al, Eds. 2016. *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond.

Smith, Miriam, Ed. 2014. *Group Politics and Social Movements in Canada*. Toronto: University of Toronto Press.

F. Evaluation:

- | | |
|---------------------------------------|------------------------------|
| 1. Participation and Attendance (15%) | Ongoing |
| 2. Critical Review (15%) | Due: February 8, 2021 |
| 3. Research Paper (35%) | Due: March 29, 2021 |
| 4. Final Take-Home Exam (35%) | Due: April 27, 2021 |

Participation and Attendance: You are expected to attend both the lectures and tutorials having read the required materials for each session. You are also expected to participate in both, and attendance will be recorded in each. All readings listed on the Schedule (Section L. of this document) are required unless otherwise indicated.

Though success in this course will require a commitment to keeping up with your reading, do not be intimidated by the number of readings listed on the Schedule. The lectures will provide an overview of the textbook chapter assigned for each week, attaching key themes from the textbook to the other readings. Your tutorials will, in turn, focus on a particular case or debate raised by the readings beyond what is covered in the textbook. While keeping up with your reading and regularly attending both lecture and tutorial will not ensure success on their own, doing so will put you in an excellent position to do well in this course.

Critical Review: For this assignment, you are expected to select any of the weekly themes and submit a short review essay of the readings assigned for that topic. Material from the textbook for the week selected should not be included in your review. This assignment is meant to be a critical analysis rather than a summary of the readings. You are therefore expected to question, trouble, probe, support, defend and/or evaluate the author’s contentions, claims, and arguments. In doing

so, you may also choose to highlight points of agreement or contrast that emerge from the readings in question, demonstrating a capacity for critical thinking and providing an analysis of the topic specified. This assignment allows students to receive feedback on their writing and critical thinking skills prior to submitting their research paper.

Appropriate essay format must be followed for this assignment. You are expected to construct a clear and concise thesis statement and support it with clear and logical arguments. No additional research is required for this assignment. This assignment must be double spaced and approximately 3-4 pages (not less) in length (1000 words).

Research Paper: For this assignment, you are expected to undertake research using sources beyond those covered in the course. A minimum of eight (8) peer-reviewed scholarly sources are required. Though you are not obliged to make a wholly original argument in your research paper, you will again be expected to construct a clear and concise thesis statement and support it with clear and logical arguments derived from the research you conduct. You may use course content to support your arguments and claims, drawing on primary sources, news articles, and other non-scholarly material if you wish. However, these will not count toward to required number of peer-reviewed scholarly sources necessary for completing this assignment. Appropriate essay format must also be followed for this assignment, which must be double spaced and approximately 10-12 pages (not less) in length (3000 words).

Final Exam: On the day of the last lecture (April 12, 2021), a final take-home exam will be posted on cuLearn. This exam consists of three sections, each containing three essay questions. You will select and answer one question from each section. Each answer should be double spaced and approximately 3-4 pages (not less) in length (1000 words). You are expected to draw on course lectures and readings when answering the exam questions; no outside research is required. Just like the others, appropriate essay format must also be followed for this assignment, which must be double spaced and approximately 10-12 pages (not less) in length (3000 words).

Submission Requirements: All assignments for this course (including the final exam) will be submitted through cuLearn. Email submissions will not be accepted. You are responsible for ensuring that the correct file has been uploaded to cuLearn when submitting assignments. Assignments must use a standard 12-point font (Times New Roman, Arial etc.), be double spaced, have standard 1-inch margins, include page numbers on the bottom of each page, use one of either MLA or Chicago/Turabian citation styles, and be accompanied by a bibliography or reference list.

All assignments must be submitted as Microsoft Word documents to the appropriate online drop box by 11:59PM on the date they are due. Carleton University offers Microsoft Office (which includes Word and other programs) to students for download at no charge. To download Microsoft Office, visit: <https://carleton.ca/its/help-centre/get-microsoft-office-for-students/>.

Each assignment must also include a header at the top of the first page (justified to the right margin before the assignment title), including the student's name and student number; course code; instructor's name; and TA's name. Title pages are not required for assignments submitted in this course. An example of the header format is as follows:

First Last | 00000000
PSCI 2002 | Leonard Halladay
TA: First Last

Submission Title

First line of your submission.

G. Grading:

Grading: All components of this course eligible for a grade (participation and attendance, assignments, and exams) will receive a percentage grade. To convert this percentage to a letter grade, or to the university's 12-point system, consult the following link: <https://carleton.ca/academicadvising/cgpas/>.

All written submissions will be evaluated using the rubric provided on cuLearn. Each category on the rubric is weighted equally, with citation covered under "spelling and grammar." All written submissions should employ appropriate grammar, syntax, spelling, and be free of errors. Generally speaking, written submissions in the A range will demonstrate mastery of the material that exceeds many (if not all) of the expectations for the assignment by showing originality and critical engagement with the chosen subject; these are polished and virtually error free. Similarly, written submissions in the B range will demonstrate a thorough understanding of the material and meet all of the expectations of the assignment; these may have a few minor errors. Finally, written submissions in the C range will demonstrate some broad acquaintance with aspects of the material but may read confused or be missing key insights; these may also have frequent errors or show a lack of regard for proper style and citation.

Producing polished written work is a significant dimension of this course. For assistance with developing your ideas, proof-reading, and for tips on how to refine your writing, I encourage you to connect with Carleton University's Writing services at: <https://carleton.ca/csas/writing-services/>.

Extensions & Penalties: Extensions will be granted in exceptional circumstances only. Should you wish to request an extension, you will be required to provide a written justification for your request and verifiable documentation where applicable. Late submissions are subject to a penalty of 3% per day late, inclusive of weekends and holidays. If you have a valid reason for making a late submission, you should contact your TA or the instructor as early as possible.

H. Academic Accommodations:

Pregnancy: Please 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, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>.

Religious Obligation: Please 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, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>.

Students with Disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

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 is 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/sexual-violence-support/>.

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 must be provided to students who compete or perform at the national or international level. Please 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 information, visit: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the Political Science Departmental Administrator or visit: <https://students.carleton.ca/course-outline/>.

I. COVID-19 Accommodations:

Due to COVID-19, instructors will not request or require a medical documentation when students seek accommodation for missed term work or exams due to illness. Instead, students are asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf.

J. 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:

1. 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;
2. submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
3. using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
4. using another’s data or research findings;
5. failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
6. 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 your 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

K. Intellectual Property:

Materials created for this course (including presentations, notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s) (whether the instructor, teaching assistants or students themselves). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

L. Schedule:

1. **January 11, 2021 (Course Introduction & Overview)**
 - Text: Cochrane et al. CHAPTER 1 (3-17).
 - Pal, Leslie A. 1999. "State and Society: Conceptualizing the Relationship" in *Canadian Politics* 2nd Ed. Peterborough: Broadview Press.

2. **January 18, 2021 (Conceiving Canada)**
 - Text: Cochrane et al. CHAPTER 2 (19-38) ****Recommended****
 - LaSelva, Samuel V. 2020. "Understanding Canada's Origins: Federalism, Multiculturalism and the Will to Live Together" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press.
 - Stasiulis, Daiva and Radha Jhappan. 1995 "The Fractious Politics of a Settler Society: Canada" in *Unsettling Settler Societies: Articulations of Gender, Race, Ethnicity and Class*. London: Sage.
 - **NB: Tutorials Begin TODAY**

3. **January 25, 2021 (Canada's Political Culture)**
 - Text: Cochrane et al. CHAPTER 10 (19-38)
 - Kymlicka, Will. 2020. "Citizenship, Communities, and Identity in Canada" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press.

4. **February 1, 2021 (Regionalism, Federalism, Urban v. Rural)**
 - Text: Cochrane et al. CHAPTER 3 (41-67)
 - Wallner, Jennifer. 2020. "Practices of Federalism in Canada" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press.
 - Ibbitson, John. 2012. "The Collapse of the Laurentian Consensus: On the Westward Shift of Canadian Power and Values." *Literary Review of Canada*. <https://reviewcanada.ca/magazine/2012/01/the-collapse-of-the-laurentian-consensus/>.

5. **February 8, 2021 (A Crash Course in Writing and Research)**
 - Text: None
 - NB: This lecture will provide an overview of academic writing and research processes to aid in you in preparing your Research Paper for submission.
 - This lecture will also include guest speakers from Carleton's MacOdrum Library and Writing Services.
 - **NB: Critical Review (15%) DUE via cuLearn at 11:59 PM**

6. **February 15, 2021 (** NO CLASSES**)**
 - As I doubt there will be many trips to Mexico planned this year, this is a good time to catch up on your reading and set out a plan for your research paper.

7. **February 22, 2021 (Indigenous Politics: Reconciliation and Resurgence)**
 - **NB: Guest Lecture: Asif Hameed, PhD Candidate Carleton University**
 - Text: Cochrane et al. CHAPTER 4 (69-98).
 - Elliott, Michael. 2018. "Indigenous Resurgence: The Drive for Renewed Engagement and Reciprocity in the Turn Away from the State." *Canadian Journal of Political Science* 51(1): 61-81.
 - Coulthard, Glen Sean. 2014. Excerpts from *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition* (pp. 1-6 & pp. 159-165, following headings). Minneapolis: University of Minnesota Press.

8. **March 1, 2021 (Québec Politics)**

- Text: Cochrane et al. CHAPTER 5 (99-124).
- Gagnon, Alain-G. 2020. "The Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press.

9. March 8, 2021 (Immigration & Multiculturalism)

- Text: Cochrane et al. CHAPTER 6 (125-140).
- Taylor, Charles. 2012. "Interculturalism or Multiculturalism?" *Philosophy and Social Criticism* 38(4-5): 413-423.
- Bannerji, Himani. "The Dark Side of the Nation" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond.
- Abu-Laban, Yasmeen. 2020. "Diversity in Canadian Politics" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press. ****Recommended****

10. March 15, 2021 (Social Movements & Interest Groups in Canada)

- Text: Cochrane et al. CHAPTER 15 (345-370).
- Frost, Karl. 2019. "First Nations Sovereignty, Environmental Justice, and Degrowth in Northwest BC, Canada." *Ecological Economics* 162: 133-142.
- Paehlke, Robert. 2014. "The Canadian Environmental Movement: Remembering Who We Are" in *Group Politics and Social Movements in Canada*. Toronto: University of Toronto Press.
- Smith, Miriam. 2018. "Power and Group Politics" in *A Civil Society? Collective Actors in Canadian Political Life*. Toronto: University of Toronto Press. ****Recommended****

11. March 22, 2021 (Class, Inequality & Canadian Political Economy)

- Text: Cochrane et al. CHAPTER 8 (163-184).
- Panitch, Leo. "Elites, Classes, and Power in Canada" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond.
- Clancy, Peter. 2014. "Business Interests and Civil Society in Canada" in *Group Politics and Social Movements in Canada*. Toronto: University of Toronto Press.

12. March 29, 2021 (Gender & Sexuality in Canadian Politics)

- Text: Cochrane et al. CHAPTER 7 (141-162).
- Smith, Miriam. 2020. "Homophobia and Homonationalism: LGBTQ Law Reform in Canada." *Social and Legal Studies* 29(1) 65-84.
- Brodie, Janine. 2008. "We Are All Equal Now." *Feminist Theory* 9(2): 145-64.
- **NB: Research Paper (35%) DUE via cuLearn at 11:59 PM**

13. April 5, 2021 (Race & Racism in Canadian Politics)

- Text: None.
- Thompson, Debra. "Is Race Political?" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond.
- Maynard, Robyn. 2017. "On State Violence and Black Lives" in *Policing Black Lives: State Violence in Canada From Slavery to Present*. Halifax & Winnipeg: Fernwood Press
- Hudson, Sandy and Rodney Diverlus. 2020. "The Origins of Black Lives Matter in Canada" in *Until We Are Free: Reflections on Black Lives Matter in Canada*. Regina: University of Regina Press. ****Recommended****

14. April 12, 2021 (Canada & the World)

- Text: Cochrane et al. CHAPTER 9 (185-212).

- Doran, Charles. "Forgotten Partnership – US Canada Relations Today" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond.
- Clarkson, Steven. "Uncle Same and US: Globalization, Neoconservatism and the Canadian State" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond.
- **NB: Final Take-Home Exam (35%) Questions Distributed via cuLearn TODAY. Final Take-Home Exam DUE via cuLearn at on APRIL 27th at 11:59 PM.**