

PSCI 2002 (Section A)

Canadian Political Environment

Wednesdays 2:35 p.m. – 4:25 p.m.

Please confirm location on Carleton Central

Instructor: Steve White

Office: Loeb C677

Office Hours: Tuesdays, 2-4pm (or by appointment)

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Course Description

Politics is about managing diversity in societies. Many political communities struggle, and some ultimately fail, to cope with the many different wants and needs that emerge from within. Canada is a very diverse country, but it has endured. How does Canada accommodate multiple social and political identities, and reconcile competing interests and different ideas about how Canadians ought to be governed? This course introduces students to fundamental issues in Canadian politics by focusing on these many forms of diversity, and how they have shaped Canadian politics. In exploring the Canadian political environment, this course will evaluate how well Canada performs on three essential features of liberal democracy: political equality, popular control, and recognizing and protecting minority rights.

Course Objectives

By taking this course, students will:

- Develop a strong base of knowledge about Canada's contemporary and historical political environment, including the identities, ideas, and interests that shape Canadian politics
- Learn to systematically evaluate the features of Canada's political system
- Learn about longstanding arguments among scholars of Canadian politics, and develop the skills to critically assess their claims

Format

Weekly lectures will focus on topics identified in the schedule. Lectures and tutorials will complement the assigned readings. Tutorials will be held weekly starting on September 9.

From time to time, the class may also feature a special guest speaker. Students will be informed in advance in the event that a guest speaker will be appearing in class.

Course Materials

Required Text

Dyck, Rand, & Christopher Cochrane. 2014. *Canadian Politics: Critical Approaches* (7th Edition). Toronto: Nelson Education. (Available at the University Bookstore)

All other material is available through ARES system on CULearn.

Evaluation

Overview

Assignment	% Final Grade	Due Date
Class attendance and tutorial participation	10%	Throughout course
Quiz 1	5%	September 29 (on cuLearn)
Midterm test	25%	October 14 (in class)
Quiz 2	5%	November 17 (on cuLearn)
Review essay	20%	December 2 (in class)
Final examination	35%	In the University's formal Examination Period (December 9-21)

Examinations

Midterm test (25%): The midterm test will take place in class on October 14, and will cover all assigned readings and lectures up to and including the October 7 class. It will consist of: 1) a section in which students will be asked to define and explain the significance of key terms/concepts, and 2) a section in which students will be asked to compare and contrast key terms/concepts.

Students will be provided with a study guide on cuLearn one week before the test. This guide will include a list of terms/concepts that students will be expected to define, and a list of terms/concepts that students will be expected to compare and contrast. The midterm test will draw exclusively from terms on these lists.

Students who miss the midterm test because of special circumstances, (e.g. illness, bereavement) and who have verifiable documentation, will have the opportunity to write a make-up midterm test at a later date to be determined.

Final examination (30%): The final examination will take place in the Examination Period, at a date, time, and location assigned by the University. It will cover all assigned readings and lectures. It will consist of: 1) a multiple choice section, 2) a section in which students will be asked to define and explain the significance of key terms/concepts, and 3) an essay section in which students will be asked to answer two out of three questions.

Students will be provided with a study guide on cuLearn in the final week of classes. This guide will include a list of terms/concepts that will appear in the multiple choice section, and a list of

terms/concepts that students will be expected to define. The examination will draw exclusively from terms on these lists. The guide will also include three essay questions, all of which will appear on the examination.

Term Work

Critical Review Essay (20%): The purpose of the critical review essay is to apply what you have learned throughout the course by assessing the research of other political scientists -- the kinds of research you will encounter throughout your university career. You are asked to evaluate a reading assigned in this course.

Your paper must summarize and analyze the reading by identifying the strengths and weaknesses of the argument and evidence presented in the reading. Papers should demonstrate comprehension and careful analysis of the central research question and argument of the reading, as well as the evidence used by the author. You must also research and cite in your paper at least **five** other academic sources.

You must choose to review **ONE** of the following five readings (these articles are available electronically through cuLearn):

- Adams, “Fire and Ice” (excerpt)
- Gagnon, “Five Faces of Quebec”
- Berdahl & Gibbins, “The West Outside In”
- Green & Peach, “Beyond ‘Us’ and ‘Them’”
- Ley, “Multiculturalism: a Canadian defence”

The review essay must have an **introduction** with a thesis statement, a **summary** of the reading, a **critical analysis**, and a **conclusion**. These sections should be clear to you as the essay writer and equally clear to the reader.

The **introduction** indicates the general line of argument that the essay writer will pursue. Use your opening paragraph to identify **your own** argument about the reading you are reviewing. Your thesis statement should summarize your own assessment of the reading.

Limit the space you devote to **summary**: it should be concise and clearly written. The summary should not exceed four pages. If you find that you are using more than half of your paper to recount what is in the article, then you have moved too far in the direction of a book report. You cannot possibly relate all of the points the author has made in the chapter or article. Focus on the reading’s central argument, and on the most significant claims and evidence in the reading. **Use quotations from the reading sparingly**. Instead, **use your own words to summarize the article**. As you develop your own *analysis* of the reading, you can elaborate further upon important points raised by the author.

Make sure you identify the author’s research question or argument: that is, what is it that the author is trying to explain?

The **critical analysis** is the ***most important element of the paper***.

The main purpose here is to present your point of view. What aspects of the reading (if any) do you like or agree with? More importantly, why do you like or agree with these parts? What parts of the article (if any) do you dislike or disagree with? Why? When you present your own point of view, be sure to provide evidence from the reading, and evidence from the other sources you have consulted.

In this section, you may consider whether:

- the author provides evidence that supports the author's thesis
- the author has considered alternative arguments or explanations
- you may also feel the reading is relevant to issues or controversies other than those which the author has identified. The reading may be used to shed light on some other topic we have been discussing in class.

The review essay should be 8 pages double-spaced in 12 pt. Times New Roman or Cambria font, with left and right margins not larger than 1 ¼ inches. Use the *Chicago Manual of Style* in-text citation format to cite sources.

Essays submitted at the deadline will be returned at the final examination. Essays submitted late may not yet be graded at this time. Students can arrange to collect their essays from the instructor's office, or provide the instructor with a self-addressed stamped envelope to return the essay.

Other Forms of Evaluation

Class attendance and tutorial participation (10%): Students are expected to attend class having read the required materials for that week and to be prepared to participate in discussions moderated by a teaching assistant. Attendance will be taken in class each week and will count towards your grade for this portion of the evaluation.

Quizzes (5% each): Students will complete two short, multiple-choice quizzes to assess comprehension of readings and lectures. These will be available on cuLearn, where students will have a period of 3-4 days to take each quiz.

Policies and Procedures

Late Penalties: Assignments are due IN CLASS on the dates specified in the course outline. ***All papers not submitted in class will be considered late.*** Late papers will be subject to a penalty of 3% for the first day past the due date, and 6% per day (excluding weekends) thereafter. Assignments that are more than two weeks past the due date will not be accepted.

No extensions on assignments will be granted after their due dates. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

Schedule

Date	Lecture Topic	Readings
September 2	Introduction	- <i>Canadian Politics</i> , Chapters 1 & 2
September 9	Canadian political culture	- <i>Canadian Politics</i> , Chapter 11 - Adams, "Fire and Ice" (excerpt)
September 16	Political socialization and the media	- <i>Canadian Politics</i> , Chapter 12 - Samara Canada, "Lightweights? Political Participation Beyond the Ballot Box"
September 23	Quebec	- <i>Canadian Politics</i> , Chapter 5 - Gagnon, "Five Faces of Quebec"
September 30	Regionalism	- <i>Canadian Politics</i> , Chapter 3 - Berdahl & Gibbins, "The West Outside In"
October 7	Gender	- <i>Canadian Politics</i> , Chapter 7 - Newman & White, "The Practical Realities of Political Change"
October 14	MIDTERM TEST	No assigned readings
October 21	Indigenous politics	- <i>Canadian Politics</i> , Chapter 4 - Green & Peach, "Beyond 'Us' and 'Them'"
October 28	READING WEEK	No assigned readings
November 4	Multiculturalism	- <i>Canadian Politics</i> , Chapter 6 - Ley, "Multiculturalism: a Canadian defence"
November 11	Class and Inequality	- <i>Canadian Politics</i> , Chapter 8 - Banting & Myles, "To fight income inequality, we need a new politics"
November 18	Interest groups and social movements	- <i>Canadian Politics</i> , Chapter 16 - Corrigan-Brown, "Protesting more, but alone"
November 25	Foreign relations	- <i>Canadian Politics</i> , Chapter 10 - Paris, "Time to Make Ourselves Useful"
December 2	Wrap-up	No assigned readings

Academic Accommodations

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 for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** 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*). 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*).

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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2

70-72	B-	7	50-52	D-	1
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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.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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 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, visit <https://www.facebook.com/groups/politicalsciencesociety/> 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.