

**PSCI 2002A  
Canadian Political Environment  
Wednesday, 08:35AM - 10:25AM  
Please confirm location on Carleton Central**

Instructor: Raffaele Iacovino  
Office: Loeb B647  
Office Hours: Monday 12:00-14:00 PM; Wednesday 12:00- 14:00 PM.  
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**WebCT:**

On-line components of this course will be managed through WebCT. Please visit the WebCT site regularly to receive the most current information pertaining to important course announcements and materials.

**Course Description:**

This course focuses on some salient social and political cleavages, conflicts and identities that structure political life in Canada. Some of the questions that students should keep in mind throughout the course include: Who are the main constitutive actors in Canadian politics? Are they formally recognized as such? What are the some enduring competing/complementary political claims and how do these claims shape identities and power relations in Canada? What is the relationship between the question of legitimacy and the variable of power in shaping conceptions of political community in Canada? The role of ideas is thus paramount in shaping political conflicts in Canada, thus students are strongly encouraged to approach the course through the lens of critical engagement – ready to develop, defend and criticize arguments.

**Class Format:**

The course will consist of lectures (and the occasional documentary film) and weekly tutorials. The lectures will take place once a week for two hours. While these sessions will consist of traditional lectures, students are nevertheless encouraged to initiate some interaction and class discussion. Along with the assigned readings and lectures, students are expected to actively participate in weekly tutorials, which will be led by a teaching assistant and will draw on complementary readings assigned specifically for the seminar. Students are expected to read the material and contribute constructively with critical arguments and questions pertaining to the weekly themes.

**Texts:**

- Rand Dyck, *Canadian Politics: Critical Approaches*, Sixth Edition, (Toronto: Nelson Education Ltd., 2010).

Please ensure that you have the proper edition of the book. The textbook is available at the Carleton University Bookstore. A reserve copy will also be made available at the library.

There is a student resource website that accompanies the textbook which includes text updates, practice test questions and other useful info: [<http://www.canadianpolitics6e.nelson.com>]

- There will also be a **Coursepack** available at the Carleton University Bookstore consisting of the assigned articles that are not available online. These articles are clearly indicated in your syllabus. Moreover, material from the coursepack will be placed on reserve.
- The remaining readings are all accessible online. I will, however, post them on WebCT for easy access.

### Evaluation:

**15%**- Attendance and participation in tutorials

**15%**- Short assignment (**Due on Week 4, October 6<sup>th</sup>**)

**30%**- Research paper (**Due on Week 12, December 1<sup>st</sup>**)

**40%**- Final Exam (To be held during the University's formal Exam Period: **December 9<sup>th</sup>-22<sup>nd</sup>**).

- **Attendance and participation in Tutorials:** Students are expected to attend tutorials having read the required materials for that week and 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.
- **Short assignment:** Students will select any one of the weekly themes and provide a short review essay of the assigned readings for that topic. **YOU ARE NOT EXPECTED TO INCLUDE MATERIAL FROM THE TEXTBOOK FOR THIS REVIEW.** It is meant to be a critical analysis, not a summary of the readings. Students are expected to question and/or support some of the authors' contentions, highlight points of agreement or contrasting arguments of the articles in question, and generally, demonstrate some capacity for analytical thinking on a specified topic. This exercise will allow students to receive some early feedback, as a practical matter, as well as allowing students to delve more deeply into a topic that interests them.

Proper essay format must be followed. You must construct a clear and concise thesis statement and support it with clear and logical arguments. The short assignment must be 3 – 4 double spaced pages (750 – 1000 words). You should use 12" font and 1" margins. The assignment will be returned on **Week 5, October 13<sup>th</sup>**, as per early feedback guidelines.

- **Research paper:** The research paper must be between 8-10 typed pages – double-spaced, using 12 point font. The paper must follow proper essay style and structure, and must use a recognized referencing style (which must be consistent throughout). Essay topics will be posted on WebCT, or students may choose their own topic in consultation with the instructor. I recommend that students consult the editorial style guidelines of the *Canadian Journal of Political Science*, which can be accessed here:  
<http://www.cpsa-acsp.ca/pdfs/Editorial%20Style%20Guidelines%202008.pdf>.

Students are expected to undertake research using sources beyond those listed in the course outline. The essays are due **at the beginning of the class on December 1<sup>st</sup>**. The essay will not be accepted if you are late to class. If you do not bring your essay on time to the beginning of class, you must deposit your essay in the Political Science drop box. These essays will be counted as 'late' (see late policy below). Students are not expected to defend an original argument in this paper – it is not a thesis. Secondary research is all that is required to write the paper, yet students may draw upon primary sources if they wish. The goal is to allow students to grasp the body of literature on a particular topic by providing a cogent and coherent synthesis, and to demonstrate a capacity to articulate and defend a particular position based on the assessment of the literature. Please avoid overly drawn-out summaries in exposing what has been written on a topic – the exercise is meant to allow students to critically assess the state of research in their chosen topics.

### **Academic Support:**

If you require research, computer or learning support services, please consult the Carleton University Learning Commons at:

[http://www.library.carleton.ca/learning\\_commons/](http://www.library.carleton.ca/learning_commons/)

For help with academic writing and related issues, please consult the Academic Writing Centre and Writing Tutorial Service:

<http://www.carleton.ca/wts/>

- **Final Exam:** The final exam will be held during the scheduled final examination period. The exam will include material from the entire term, including lectures, films, and all of the assigned readings (including tutorial readings). The exam will consist of three sections: A- Short answers (definition and significance); B- A short essay question; and C- A long essay question. In each section, students will be provided with a fair amount of questions among which to choose.

### **Other Information:**

**Submitting assignments and late policy:** Extensions beyond the original due date will only be granted in the case of exceptional circumstances. If you are ill (with a doctor's note) or have another legitimate reason for lateness, please see the instructor as soon as possible (preferably before the due date). All assignments must be handed in as *hardcopies* directly to the instructor, at the beginning of class. For late assignments, the Department of Political Science's drop-off box may be used (located outside B640 Loeb Building, the box is emptied every weekday at 4 p.m. and papers are date-stamped with that day's date). Please recall that if an assignment is submitted via the drop-box on the day it is due, it will be considered one day late. Assignments sent by email will not be accepted. Assignments will be returned in class or during the instructor's office hours. If handed in with a self-addressed stamped envelope, they will be returned by mail. Late assignments will be penalized by five percentage points (5%) per day (including weekends); assignments submitted more than ten days late will receive a mark of 0%.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

**Office Hours and E-mail:** My office hours are posted on this outline, and I strongly encourage students to use them for any issue related to the course material. If students cannot make it during the posted times, we can arrange individual appointments. If I have to cancel my office hours for any reason, I will make every effort to inform the class regarding make-up office hours. Please do not e-mail me with questions regarding the course material. I will only respond to e-mails regarding non-substantive procedural/technical issues which require a brief answer. Moreover, I will only respond to emails that use a Carleton account.

## **Lecture and Reading Schedule:**

### **-Week 1 (September 15, 2010):**

#### *Introduction and Thematic Overview of the Course*

### **-Week 2 (September 22, 2010):**

#### *Institutional Foundations, Constitutive Principles and the Question of Political Legitimacy*

Dyck, Ch. 2: "Institutional Foundations and the Evolution of the State"

Dyck, Ch. 17: "The Canadian Constitution and Constitutional Change"

**Discussion Reading:** Samuel V. LaSelva, "Understanding Canada's Origins: Federalism, Multiculturalism and the Will to Live Together", in J. Bickerton and A.-G. Gagnon, (eds.), *Canadian Politics*, Fifth Edition, (Toronto: University of Toronto Press, 2009). (\***Coursepack**)

### **-Week 3 (September 29, 2010):**

#### *Canadian Political Culture(s)*

Dyck, Ch. 11: "The Canadian Political Culture"

**Discussion Readings:** Philip Resnick, "Canada: A Different North American Society?" *Inroads: The Canadian Journal of Opinion*, Winter, 14, 2004. (\***WebCT**)

Finn Poschmann, “America North: A Different Canadian Society?” *Inroads: The Canadian Journal of Opinion*, Winter, 14, 2004. (\*WebCT)

**-Week 4 (October 6, 2010): \*Short assignment due\***

***The National Question in Quebec***

Francois Rocher, “The Evolving Parameters of Quebec Nationalism”, in *International Journal on Multicultural Societies*, Vol. 4, No. 1, pp. 1-18. (\*WebCT)

Michael Keating, “Canada and Quebec: Two Nationalisms in the Global Age”, in *Scottish Affairs*, No. 11, Spring 1995. (\*WebCT)

**Film:** *Questions nationales / National Matters* (2009) **If available.**

**Discussion Reading:** Micheline Labelle and François Rocher, “Debating Citizenship in Canada: The Collide of Two Nation-Building Projects”, in P. Boyer, L. Cardinal and D. Headon (eds.), *From Subjects to Citizens: A Hundred Years of Citizenship in Australia and Canada*, (Ottawa: University of Ottawa Press, 2004), pp. 263–286. (\*Coursepack)

**-Week 5 (October 13, 2010):**

***Québec-Canada Relations and the French-English Dynamic***

Dyck, Ch. 5: “French Canada and the Quebec Question”

Michael Burgess, “Competing National Visions: Canada-Quebec Relations in a Comparative Perspective”, in A.-G. Gagnon and J. Tully, (eds.), *Multinational Democracies*, (Cambridge, UK: Cambridge University Press, 2001). (\*Coursepack)

**Film:** *The Champions* (1984)

**Discussion Reading:** Michel Seymour, “On Not Finding Our Way: The Illusory Reform of the Canadian Federation”, in Alain-G. Gagnon, (ed.), *Contemporary Canadian Federalism: Foundations, Traditions, Institutions*, (Toronto: University of Toronto Press, 2009), pp. 187-212. (\*Coursepack)

**-Week 6 (October 20, 2010):**

***Aboriginal Peoples***

Dyck, Ch. 4: “Canada’s Aboriginal Peoples”

**Film:** *Ipperwash: A Canadian Tragedy* (2005, 57 Minutes) **If available.**

**Discussion Reading:** Martin Papillon, “Towards Postcolonial Federalism: The Challenges of Aboriginal Self-Determination in the Canadian Context”, in A.-G. Gagnon, (ed.), *Contemporary Canadian Federalism*, (Toronto: University of Toronto Press, 2009. (\*Coursepack)

Kathleen Mahoney “Evolving Citizenship: What Difference has 400 Years Made” *Policy Options* (Montreal: IRPP) July/August 2008 pp.45-47. (\*WebCT)

## **-Week 7 (October 27, 2010):**

### ***Diversity and Multiculturalism***

Dyck, Ch. 6: “Ethnocultural Minorities”

Daiva Stasiulis and Yasmeen Abu-Laban, “Unequal Relations and the Struggle for Equality: Race and Ethnicity in Canadian Politics” in *Canadian Politics in the 21st Century*. Seventh Edition. M. Whittington and G. Williams (eds.), (Toronto: Nelson, 2008) pp. 284-311. (\*Coursepack)

**Film:** *The M-Word: Canada’s Multiculturalism* (2007, 48 minutes)

**Discussion Reading:** Keith Banting and Will Kymlicka, “Canadian Multiculturalism: Global Anxieties and Local Debates”, in *British Journal of Canadian Studies*, Vol., 23, No. 1, 2010. (\*WebCT)

## **-Week 8 (November 3, 2010):**

### ***Gender and Politics***

Dyck, Ch. 7: “Gender”

Lisa Young, “Women (Not) in Politics: Women’s Electoral Participation”, in J. Bickerton and A.-G. Gagnon, (eds.), *Canadian Politics*, Fifth Edition, (Toronto: University of Toronto Press, 2009). (\*Coursepack)

**Discussion Reading:** Jacquetta Newman, “Should Women Focus on Small-p Politics” in *Contemporary Political Issues*, Sixth Edition, Mark Charlton and Paul Barker (Toronto: Nelson, 2009) pp. 263-290. (\*Coursepack)

## **-Week 9 (November 10, 2010):**

### ***Regionalism, Urban/Rural and Other Cleavages***

Dyck, Ch. 3: “Regionalism”

Dyck, Ch. 9: “Other Cleavages and Identities: Urban/Rural, Religion, and Age”

**Discussion Readings:** Stephen Harper, Tom Flanagan, Ted Morton, Rainer Knopff, Andrew Crooks and Ken Boessenkool, “The Alberta Agenda,” *Policy Options*, April, 2001. (\*WebCT)

Allan Gregg, 2006, "The True West, Strong and Free: What Will Canada's Richest Province Do With Its New-Found Wealth?" *The Walrus*, September. 2006. (\*WebCT)

## **-Week 10 (November 17, 2010):**

### ***Social Actors in Canadian Political Life: Interest and Advocacy Groups***

Dyck, Ch. 16: "Advocacy Groups, Social Movements and Lobbying"

**Discussion Readings:** Éric Montpetit, "Are Interest Groups Useful or Harmful," in J. Bickerton and A.-G. Gagnon, (eds.), *Canadian Politics*, Fifth Edition, (Toronto: University of Toronto Press, 2009). (\*Coursepack)

Heather MacIvor, "Shining a Harsh Light on Political Financing," in *Policy Options*, Vol. 26, No. 5. 2005. (\*WebCT)

## **-Week 11 (November 24, 2010):**

### ***Elites, Classes and Inequality***

Dyck, Ch. 8: "Class"

**Discussion Readings:** Bruce Livesey, "Moneybags," *The Walrus*. July/August, 2007. (\*WebCT)

Linda McQuaig, "Corporate Elite Settles Old Score," *Toronto Star*, April 21. (\*WebCT)

## **-Week 12 (December 1, 2010):            \*Research paper due\***

### **Political Socialization and the Mass Media**

Dyck, Ch. 12, "Political Socialization, the Mass Media, and Public Opinion Polls"

**Discussion Readings:** Robert Hackett, "Why Media Reform Should be a Democratic Priority," *Canadian Dimension*, January/February. (\*WebCT) [<http://canadiandimension.com/articles/2008/01/11/1527/>].

Steve Anderson, "The Fight for the Open Internet," *Canadian Dimension*, January/February, (\*WebCT) [<http://canadiandimension.com/articles/2008/01/16/1543/>]

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### **Academic Accommodations**

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation.

After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15 2010 for December examinations and March 11 2011 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](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

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

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

**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:** 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:** All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

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