

**Carleton University**  
**Fall 2020**  
**Department of Political Science**  
<https://carleton.ca/polisci/>

**PSCI 2002A**  
**Canadian Politics and Civil Society**  
**Online Course**  
**Tuesday: 8:35AM-11:25AM**

Instructor: Raffaele Iacovino  
Office: Online consultation only  
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**CuLearn:**

On-line components of this course will be managed through CuLearn. Please visit the CuLearn site regularly to receive the most current information pertaining to important course announcements and materials, and to submit all of your assignments.

**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 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 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 class will be held online, for two hours per session. The instructor will deliver an audio lecture with slides using BigBlueButton, a web conferencing tool which can be accessed through the course page on CuLearn. Students are encouraged to ask questions and to participate in online discussion throughout the duration of the lecture. Following each class, the instructor will post the slides on CuLearn, and a recording of the lecture will be available.

Along with the assigned readings and lectures, students are expected to actively participate in weekly tutorials, which will be led by a teaching assistant via a Zoom conference, 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:

- Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2017. *Canadian Politics: Critical Approaches* (8th Edition). Toronto: Nelson Education

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. All other material is available through the ARES system on CULearn.

## Evaluation:

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

**10%-** Short assignment (**Due on Lecture 4, October 6, 2020**)

**35%-** Research paper (**Due on Lecture 12, December 8, 2020**)

**40%-** Final Take-Home Exam (To be posted on CuLearn on **Lecture 12, December 8, 2020**; Due on the last day of the formal examination period, **December 23, 2020**).

- **Attendance:** Students are expected to join the online tutorials having read the required materials for that session and be prepared to participate in class discussions. Attendance will be recorded each session.
- **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 point font and 1" margins. The assignment must be submitted on CuLearn.

- **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 CuLearn, or students may choose their own topic in consultation with the instructor.

Students are expected to undertake research using sources beyond those listed in the course outline. The essays are due on **December 8, 2020**, to be submitted on CuLearn. Students are not expected to defend an original argument in this paper. Secondary research is all that is required to write the paper, 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.

- **Final Exam:** On **Lecture 12 (December 8, 2020)**, the instructor will post the final take-home exam on CuLearn, which is due on **December 23, 2020**. Students will submit the exam through the designated tab on CuLearn. The exam will consist of three sections, each containing three essay questions. Students will select one question from each section. Each answer should be about 700-1000 words. Moreover, students are expected to draw from class lectures and reading assignments in writing the essays, and students are not expected to include any research outside of class materials.

### **Other Information:**

**Submitting assignments and late policy:** Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here:

[https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

All assignments are to be submitted through CuLearn. Extensions will only be granted if students fill out the self-declaration form as per University policy. The penalty for late assignments is 5% per day.

**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:** All communication will be undertaken through email. I will not hold designated office hours, but students can feel free to contact me at any time, and I will try my best to respond as quickly as possible. Students may also provide a phone number if they prefer to speak to the instructor directly. As per university regulations, I will only respond to emails that use a Carleton account.

## **Lecture and Reading Schedule:**

### **-Lecture 1 (September 15, 2020):**

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

## **-Lecture 2 (September 22, 2020):**

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

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

Dyck et Al., 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*, 6th Edition, (Toronto: University of Toronto Press, 2014).

## **-Lecture 3 (September 29, 2020):**

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

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

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

#### **Discussion Reading:**

-Mark Charlton & Paul Barker, "Is Canadian Political Culture Becoming Americanized? " in *Crosscurrents: Contemporary Political Issues Seventh Edition*, (Toronto: Nelson Canada, 2013), pp.2-33

## **-Lecture 4 (October 6, 2020): \*Short assignment due\***

### ***Québec I: The National Question***

-Gagnon, Alain-G, "Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics", in *Canadian Politics. Sixth Edition*, James Bickerton and Alain Gagnon, eds. (Toronto: UTP, 2014). pp. 93-113.

#### **Discussion Reading:**

-Charles Taylor, "Interculturalism or multiculturalism?", *Philosophy and Social Criticism*, Vol. 38, Nos. 4-5, May/June 2012, p. 418.

## **-Lecture 5 (October 13, 2020): \*Short assignment returned\***

### ***Québec II: Québec-Canada Relations***

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

-Garth Stevenson, “Canadian Federalism and the Search for Accommodation of Quebec Nationalism”, in S. Gervais, C. Kirkey and J. Rudy, (eds.), *Quebec Questions*, (Toronto: Oxford University Press, 2010), pp. 47-62.

**Discussion Reading:**

-François Rocher, “The Quebec-Canada Dynamic or the Negation of the Ideal of Federalism,” in Alain-G. Gagnon, (ed.), *Contemporary Canadian Federalism: Foundations, Traditions, Institutions*, (Toronto: University of Toronto Press, 2009), pp. 81-131.

**-Lecture 6 (October 20, 2020):**

***Gender and Politics***

Dyck et Al., Ch. 7: “Gender”

**Discussion Readings:**

-Royal Commission Report/ Royal Commission on the Status of Women In Essential Readings in Canadian Government and Politics. Peter Russell et al. editors. Toronto: Emond Press. pp. 413- 419

-Miriam Smith, “Identity and Opportunity: The Lesbian, Gay, Bisexual and Transgender Movement” In Essential Readings in Canadian Government and Politics. Peter Russell et al. editors. Toronto: Emond Press. pp. 431-437

**\*\*FALL BREAK\*\* (October 26-30, 2020)**

**-Lecture 7 (November 3, 2020):**

***Aboriginal Peoples***

Dyck et Al, Ch. 4: “Aboriginal Peoples”

-Martin Papillon, “Framing Self-determination: The Politics of Indigenous Rights in Canada and the US”, in Turgeon et Al (eds.), *Comparing Canada: Methods and Perspectives on Canadian Politics*, (Vancouver: UBC Press, 2014).

**Discussion Reading:**

-Taiaiake Alfred. 2017. “For Indigenous Nations to Live, Colonial Mentalities Must Die”. Policy Options October 13.

## **-Lecture 8 (November 10, 2020):**

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

Dyck et Al., Ch. 6: “Ethnocultural Minorities”

-Keith Banting and Will Kymlicka, “Canadian Multiculturalism: Global Anxieties and Local Debates”, in *British Journal of Canadian Studies*, Vol., 23, No. 1, 2010.

### **Discussion Reading:**

-Abu-Laban, Yasmeen, “Building a New Citizenship Regime? Immigration and Multiculturalism in Canada” in Jatinder Mann (ed.) *Citizenship in Transnational Perspective. Politics of Citizenship and Migration*, (Palgrave Macmillan, 2017).

## **-Lecture 9 (November 17, 2020):**

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

Dyck et Al., Ch. 3: “Regionalism”

Dyck et Al., Ch. 9: “Urban/Rural Location, Religion, and Age”

### **Discussion Readings:**

-John Ibbitson, “The Collapse of the Laurentian Consensus: On the westward shift of Canadian power – and values”

<https://reviewcanada.ca/magazine/2012/01/the-collapse-of-the-laurentian-consensus/>

## **-Lecture 10 (November 24, 2020):**

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

Dyck et Al., Ch. 16: “Advocacy Groups, Social Movements and Lobbying”

### **Discussion Readings:**

-Éric Montpetit, “Are Interest Groups Useful or Harmful? Take Two,” in J. Bickerton and A.-G. Gagnon, (eds.), *Canadian Politics*, Sixth Edition, (Toronto: University of Toronto Press, 2014).

## **-Lecture 11 (December 1, 2020):**

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

Dyck et Al., Ch. 8: “Class”

-Leo Panitch, Chapter 74, “Elites, Classes, and Power in Canada”, in Peter H. Russell et Al., *Essential Readings in Canadian Government and Politics*, (Toronto: Emond Montgomery Publications, 2010).

#### **Discussion Readings:**

-Keith Banting and John Myles, “Framing the Inequality”, *Policy Options*, July 6, 2015.

<http://policyoptions.irpp.org/magazines/clearing-the-air/banting-myles/>

## **-Lecture 12 (December 8, 2020): \*Research paper due\***

### ***Canada and the World***

Dyck et Al., Ch. 10: “Canada’s External Environment: The US and the World”

#### **Discussion Readings:**

-Andrew Nikiforuk, “Oh, Canada: How America's friendly northern neighbor became a rogue, reckless petrostate”, *Foreign Policy*, July 1, 2013.

<http://foreignpolicy.com/2013/06/24/oh-canada/>

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### 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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://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: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://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](mailto: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 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: [carleton.ca/sexual-violence-support](http://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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

### 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.

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



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).