

PSCI 2002 (Section A)
Canadian Political Environment

Fridays 11:35 a.m. – 1:25 p.m.
Please confirm location on Carleton Central

Instructor: Steve White
Office: Loeb D696
Office Hours: Mondays, 2:30-4:30 p.m. (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 in the week of our September 13 class.

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

Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2016. *Canadian Politics: Critical Approaches* (8th Edition). Toronto: Nelson Education.

(Available at Haven Books, 43 Seneca Street, TEL: 613-730-9888, EMAIL: info@havenbooks.ca)

All other material is available through ARES system on CULearn.

Evaluation

Overview

Assignment	% Final Grade	Due Date
Tutorial participation	10%	Throughout course
Review essay topic and article selection	5%	September 30 (on cuLearn)
Midterm test	25%	October 18 (in class)
Review essay	25%	November 25 (on cuLearn)
Final examination	35%	In the University's formal Examination Period

Examinations

Midterm test (25%): The midterm test will take place in class on October 18, and will cover all assigned readings and lectures up to and including the October 11 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 (35%): 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 section in which students will be asked to define and explain the significance of key terms/concepts, 2) a section in which students will be asked to compare and contrast 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

Essay Topic and Article Selection (5%): Students will choose an article from an academic journal, focused on Canadian politics and related to a lecture topic covered in the course. Students are free to choose an article from one of the following journals: Canadian Journal of Political Science, Canadian Public Policy, American Review of Canadian Studies, Canadian Political Science Review, Canadian Journal of Sociology, or Canadian Review of Sociology. Note: an article in an academic journal presents original, peer-reviewed research; book reviews, which are often found in these journals, are not articles.

Students will submit a written rationale for choosing their selected article (approximately 200-250 words). The rationale should briefly explain how the subject matter of the article relates to questions and debates raised in course readings and lectures. No sources outside course readings are required for this assignment. Your rationale should be double-spaced in 12-pt Times New Roman or Calibri font. The assignment will be submitted on cuLearn.

Critical Review Essay (25%): 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 journal article of your choice (see the Essay Topic and Article Selection assignment above).

Your paper must summarize and analyze the article by identifying the strengths and weaknesses of the argument and evidence presented in the article. Papers should demonstrate comprehension and careful analysis of the central research question and argument of the article, as well as the evidence used by the author. You must also research and cite in your paper at least FIVE other academic sources, not including readings from the course.

The review essay must have an **introduction** with a thesis statement, a **summary** of the article, 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 article 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 article's central argument, and on the most significant claims and evidence in the article. Use quotations from the article sparingly. Instead, use your own words to summarize the article. As you develop your own analysis of the article, you can elaborate further upon important points raised by the author.

Make sure you identify the author's 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 article (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 article, 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 argument
- 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 article may be used to shed light on some other topic we have been discussing in class.

You are free to incorporate anything you have written for your essay topic and article selection assignment in your critical analysis.

The review essay should be between 1750-2000 words (excluding bibliography), double-spaced in 12 pt. Times New Roman or Calibri font. Use the Chicago Manual of Style in-text citation format to cite sources (a web link to a citation style guide will be provided on culearn).

Essays are to be submitted on cuLearn. A strong effort will be made to return comments and grades prior to the final examination for essays submitted at the deadline. This will depend, in part, on the date of the examination. Essays submitted late may not yet be graded at this time.

Other Forms of Evaluation

Tutorial attendance and participation (10%): Students are expected to attend tutorials 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 each tutorial and will count towards your grade for this portion of the evaluation.

Policies and Procedures

Late Penalties: All assignments are due on the dates specified in the course outline. Late critical review essays will be subject to a penalty of 3% for each day beyond the due date. Review essays that are more than two weeks past the due date will not be accepted.

Electronic Submission of Assignments: Students are responsible for successfully submitting assignments by following instructions on cuLearn and ensuring the correct assignment file is uploaded. Check to confirm you have not uploaded a blank document, draft version, or a corrupted file.

Extensions: 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.

E-mail: Your TA should be your first point of contact for questions about the course. Please use e-mail only for questions about course procedures and technical matters, or to arrange appointments out of regularly scheduled office hours. Use office hours for substantive questions about course material. Students must use a Carleton e-mail account in all correspondence.

Schedule

Date	Lecture Topic	Readings
Sept. 6	Introduction (NO TUTORIALS)	- Canadian Politics, Chapters 1 & 2
Sept. 13	Canadian political culture and political socialization	- Canadian Politics, Chapters 11 & 12
Sept. 20	Quebec	- Canadian Politics, Chapter 5 - Gagnon, "Five Faces of Quebec"
Sept. 27	Regionalism	- Canadian Politics, Chapter 3 - Bricker and Ibbitson, "Death of the Laurentian Consensus"
Oct. 4	Gender	- Canadian Politics, Chapter 7 - Brodie, "We Are All Equal Now"
Oct. 11	Indigenous politics	- Canadian Politics, Chapter 4 - Coulthard, Glen. "Place Against Empire: Understanding Indigenous Anti-Colonialism"
Oct. 18	MIDTERM TEST (NO TUTORIALS)	No assigned readings
Oct. 25	READING WEEK (NO TUTORIALS)	No assigned readings
Nov. 1	Multiculturalism	- Canadian Politics, Chapter 6 - Abu-Laban & Gabriel, "Multiculturalism and Nation- Building"
Nov. 8	Class and inequality	- Canadian Politics, Chapter 8 - Banting and Myles, "Framing the New Inequality"
Nov. 15	Other forms of diversity	- Canadian Politics, Chapter 9
Nov. 22	Interest groups, social movements, and citizen activism	- Canadian Politics, Chapter 16 - Morton and Knopf, "The Charter Revolution and the Court Party"
Nov. 29	Canada and the world	- Canadian Politics, Chapter 10

Academic Accommodations

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:

Pregnancy 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

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

Academic Accommodations for 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. carleton.ca/pmc

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

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 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

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

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
