

**PSCI 3006B**  
**Social Power in Canada**  
Fridays: 2:35pm to 5:25pm  
Check Carleton Central for Location

**Instructor:** Asif Hameed

**Office:** Loeb B660, or over Zoom

**Hours:** Fridays 1:00PM – 2:00PM. Thursdays: By appointment.

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**A. Description:**

This course is a critical examination of the social, political, economic, and discursive dimensions of power and privilege in Canada. While Canada is lauded (often by itself) as a bastion of diversity and a unique and novel post-national community, since the dawn of the nation inclusion, citizenship and belonging have been defined by hierarchy, exclusion and a firm line between those who belong to the national community and those who do not.

This course is meant to dive into the weeds of power and privilege in Canada to unpack not only the discursive, institutional, epistemological and ontological processes that perpetuate our vertical mosaic, but also the work of those who challenge this hierarchy and have attempted to build a fairer and more equitable Canada.

As such, much of our work will be centered on activism in Canada and the work of activists. While we will certainly engage with the scholarship of activism, social movements, nationalism, gender, race and Indigeneity in Canada (to name a few), we will also be opening up our classroom to a series of guest speakers who are “doing the work”, whether as activists in the field, or scholars who have embraced “good trouble” as part of their pedagogy. The goal of all of this is to not only to offer you a survey of the nature of hierarchy in Canada from a scholarly point of view, but to also aid you in developing your own ‘toolkit for change’. As a result, much of your evaluation in this course will be based on some form of in-person engagement.

During the semester, we will interrogate harsh truths about the nation in which we live and our places within these structures of power. As such, students should begin to think about the processes that construct and perpetuate the Canadian *vertical* mosaic. How are power and privilege reproduced by institutions, and how do they shape and mold institutions in kind? How is hierarchy constructed and reified beyond political and public life? And how can we envision and construct a politics that aids, as Dr. Martin Luther King suggested long ago, in bending the long arc of the moral universe towards justice?

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**B. Format:**

The intended format of this course is that we will meet in person for three hours each week on Friday afternoons starting at 2:35pm. I will admit, I have about as much interest talking *at* you for three hours straight on a Friday afternoon as you have in being talked at for three hours straight on a Friday afternoon, so I envision this course being far more interactive and engaged than the archaic 'lecturer-listener' approach.

My current mindset is as follows: each week I will lecture for roughly half of our time together. The lecture will cover the theme of the week, based on the week's readings. During the second half of our sessions, we will host a group discussion featuring a guest speaker; these speakers will be individuals who have experience – whether as academics or community activists, or both – with the topic/theme of the week. These discussions will be student-led, with a group of students assigned and graded as facilitators (see more information on this evaluation below). There will be a few weeks that will deviate from this structure – most notably our first two sessions and our final session.

Students are encouraged to participate vigorously, ask questions when necessary and try their utmost to be an active member of this course. Again, I don't come from the perspective that I should just be talking at you, but rather we should be talking to one another; we're all part of an academic community at Carleton, and it is my goal, in part, to use this course to foster this sense of community dialogue. I will do my most to facilitate an open and respectful environment that seeks to aid not only academic development, but personal growth as well – and that is as true of myself as much as it is for you.

Our assigned readings this semester will not come from a single text, but rather will be drawn from the larger literature of Canadian politics and social movements. Generally, the workload for each week will consist of 3 to 4 assigned readings, alongside a series of recommended readings and online content. Students are expected to keep up with the week's required readings and are encouraged to engage the recommended content whenever possible. I have included LOTS of recommended content so that students have access to different perspectives, but also to offer a springboard for resources to be used in your major research paper. While you will not be tested on the recommended readings, they will reinforce the issues engaged by the assigned content, so it is definitely recommended to peruse the recommended sections of each week whenever time avails. Readings can be accessed through ARES, MacOdrum Library's online course reserve. Links to our course's ARES reserve can be found on the course Brightspace page.

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**C. Equity Statement:**

Your experience in this course is important to me and is not something I take lightly. As your instructor, I am committed to fostering an equal and inclusive environment where all are respected, and all contributions are welcomed. And my expectation is that, as a student of this course, you will also be committed to this approach in your interactions with myself, the course TA, our guest lecturers, and your fellow students as well. As we will study the many ways

states make race, we will also be critically engaging with harsh truths related to racism, patriarchy, genocide, and settler colonialism in this course, and I am well aware we may not all have the same experiences, forms of knowledge and perspectives when it comes to these issues. So, it is fundamental that we approach these conversations openly, respectfully and in good faith. Anything less – whatever the intent – will simply not be tolerated.

The content we will be engaging here will be difficult at times, and I do not believe in filtering or restraining the depths of issues like misogyny, racism, and inequality in our understanding of Canadian politics – in fact, I believe they are **central** to fully understanding Canadian politics. If this content or any other aspect of the course makes you feel uncomfortable, please know that you can reach out to me at any time to discuss these concerns and I will do what I can to facilitate an environment that works for you while balancing the expectations and needs of the course.

Lastly, while the global COVID-19 pandemic is officially over, its impacts still loom over us in many ways, and there are fewer spaces where that is more evident than in a classroom. In lieu of this, our approach in this course should be as much concerned with fairness, respect, and tolerance as it is with intellectual growth and achievement. The world needs more of these things, after all – let us do our utmost to foster them here as well.

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#### **D. Learning Outcomes:**

By the end of the course, you will be able to do the following:

1. **Critically engage** the ways in which institutions, laws, policies, and culture construct and reproduce power and privilege in Canada.
2. **Analyze issues and debates** surrounding politics, power, policymaking, and change in Canada.
3. **Employ, apply and wield** important theoretical frameworks necessary to disembed inequality, such as social movement theory/theories of contentious politics, pluralism, political economy, intersectionality, post-structural theory, critical race theory and critical theory more broadly.
4. **Develop, hone, and strengthen** your research skills, scholarly practice, and intellectual curiosity through the application of the above in discussion and in the development of unique, research-based projects.
5. **Re-evaluate and reflect** on your own place within the axes of privilege and marginalization, and develop a personal toolset embedded in justice.

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#### **E. Communication & Office Hours:**

If you have questions related to any aspect of the course, I encourage you to reach out to me at any time by email at [asif.hameed@carleton.ca](mailto:asif.hameed@carleton.ca). The only caveat is that you must use your Carleton University email account and include the course code (PSCI3006) in the subject line of all emails. It just saves us both a ton of time and hassle with regards to filters and identification.

I generally try to attend to student questions as quickly as possible, but my response time may take up to 48 hours.

Also, I am always willing to meet with students, either in person or over Zoom. At the very least, this will consist of my official office hours on Friday afternoons – should you desire to discuss any aspect of the course in greater detail than just over email, this would be the ideal time for us to speak. Because of my own personal workload, my availability beyond the above office hours is somewhat limited – if there are conflicts on your end which precludes meeting at that time, let me know and we can always try to schedule a mutually beneficial time. Regardless, appointments and meetings can be arranged through the email address above.

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## **F. Evaluation**

This course will evaluate student performance based on a combination of written assignments and participation the breakdown of which is as follows:

Participation: 10% - **On-going.**

Critical Review: 10% - **Due Friday January 31, 2025, by 11:59pm.**

Discussion Lead: 10% - **Assessed on the day of your discussion.**

Discussion Report: 20% - **Due Friday March 7, 2025, by 11:59pm.**

Self Reflection: 20% - **Due Friday April 4, 2025, by 11:59pm.**

Final Exam: 30% - **During Exam Period.**

### Participation – 10%

Students are expected to participate vigorously during discussions on the week's topic/readings. To be clear: participation does not just mean attending the lectures, but rather that you are present in conversation and engaging with the course material during our time together. This could be in the form of responding to prompts, engaging with ideas during lecture, or posing questions to the group or the Professor directly on the content, or engaging with our weekly speakers. I say "vigorous" participation here because in offering this course I will make it my responsibility to bring my enthusiasm and curiosity to each class – I expect you to do the same. I want to hear what you think – I want to hear your reactions to the readings, the relevance of the topics at hand to events you see in the news or online or the world around you. I want to know about your thoughts and experiences with power and privilege, because your thoughts on these things matter.

### Critical Review – 10%

For the critical review students are expected to produce a critical assessment of one peer-reviewed, academic required reading (in other words, **not** a podcast, web article, video or other form of content, and **not** recommended content). Students are encouraged to think about the argument posed by the author and address a series of questions: What is the central argument of the article/chapter? What inferences does the text offer the topic of study for the given week? Is the argument posed compelling, or are there elements missing? What theoretical perspectives inform the text? How does the text compare to other texts we have read throughout the

semester, other readings from the given week, or texts you have encountered in your own research/experience? Does the article offer insights into other subjects we have discussed in this course? What is the role of context in the work, and do the arguments posed by the author work in other contexts/locations? These are just a few examples of the sorts of things that should be addressed in this assignment. You are free to compare your chosen reading to other readings, but the focus of the assignment should be on one of the required articles for a given week.

The critical review is due on Friday January 31, 2025. Submissions will be accepted as on time until 11:59pm. The critical review should be between 500 and 750 words (i.e., 2-3 pages, double spaced, 12-point font), adhere to APA style/format, and be submitted through Brightspace.

#### Discussion Facilitation – 10%

As mentioned above, during weeks centered on an issue/area related to social power in Canadian politics, the second half of our sessions will be dedicated to a discussion with academic experts/individuals involved in the struggle. These discussions will be student-led, and students will be evaluated on the quality of the conversation that develops.

Students will have the opportunity to sign up for a week they are interested in facilitating on Brightspace, with groups of up to five students being responsible for leading/facilitating the discussion with our guest speakers. You can choose to work together as a group, or you can merely coordinate your own solo efforts, but regardless student facilitators will be evaluated for the questions posed, the quality of discussion initiated, and observations on their contributions. To be clear, this is not meant to be a presentation, but rather is about the quality of the discussion you facilitate with our guest speakers.

#### Discussion Report – 20%

Tied to the above, in anticipation of these discussions, students are expected to undertake research beyond the content of the course and produce a report on the social movement/area of activism from their assigned week. This report should provide a comprehensive analysis of the movement, or a specific organization within the broader movement, and discuss key topics, such as: the goals of the movement/organization; the structure of the movement/organization; key critical junctures in the development of the movement/organization; mobilization strategies utilized by the organization/movement; key domestic and international stakeholders and partners; limitations to current strategies; areas of opportunity; and importantly, recommendations on strategies and approaches to help them reach their priorities and goals.

While the report is not a research essay, as it does not require you to argue a specific position, it still must be researched, developed and supported through the utilization of *peer-reviewed, scholarly literature*. You can, of course, use course content as part of your research, but the expectation is that the vast majority (ie: at least 80%) of your cited research will come from beyond the course. Students are expected to draw from a minimum of 10 academic sources for this paper.

The report will be due on Friday March 7, 2025. Submissions will be accepted as on time until 11:59pm. The report should be between 2000 and 2500 words (i.e., 8-10 pages, double spaced, 12-point font), adhere to APA style/format, and be submitted through Brightspace.

#### Self Reflection – 20%

This course is as much about personal growth as it is about academic achievement; in light of that, the final major assignment for the semester will be an ethnographic self reflection. For this assignment, students are encouraged to think of their own privilege and the opportunities afforded to them and consider their place in relation to at least one struggle we engaged with this semester. The specifics of this project will be developed throughout the term, with a detailed outline of the assignment made available by Lecture 8 (March 7). While not a formal academic paper, you are expected to support your reflection with *peer-reviewed, scholarly literature*. You can, of course, use course content as part of your research, but the expectation is that the vast majority of your research (at least 75%) will come from beyond the course. Students are expected to draw from a minimum of 8 academic sources for this reflection.

The self reflection will be due on Friday April 4, 2025 – the last day of class. Submissions will be accepted as on time until 11:59pm. The self reflection should be between 1500 and 2000 words (i.e. 6-8 pages, double spaced, 12 point font), adhere to APA style/format, and be submitted through Brightspace.

#### Final Exam – 30%

The final exam will be written in-person during the formal examination period, with students being given 3 hours to write. Though the exam has yet to be drafted, students can expect it to feature a combination of short answer and essay questions. For each section, students will have the option of selecting a single question out of several choices. Students will only be tested on the material of the course (i.e., content solely derived from lectures and the course readings/content). Research or the use of content beyond the course is not necessary for the exam, and its use on the exam will be scrutinized heavily.

#### Optional Bonus Reflection Assignments – 1% each

Throughout the semester I will make recommendations on scholarly events on campus for students to attend. Attendance of these events is always optional, but to encourage your participation in the vibrancy of campus life, students who attend these events have the opportunity to submit reflections via email to me. These reflections should not just be a brief summary of what was said or seen, but should critically engage with the ideas or information shared at the event. Reflections that meet this threshold will result in a 1% boost to your final grade. Submissions must be made via email within 24 hours of the start of the event.

#### Slip Days, Extensions and Penalties

Each student in this course will be granted one ‘slip day’ pass; meaning that for one assignment over the course of the semester, students can use their pass to get a free extension of four days – no questions asked. There are two caveats – the first should be obvious: slip days will not apply to in-person evaluations (eg: the final exam, discussion facilitation). Don’t even bother trying.

Second, students must email the course instructor/TA **at least** 24 hours in advance of a deadline to inform them that they will be using their slip day. Failure to do so will result in the slip day request being rejected.

Extensions to deadlines will only be granted in exceptional circumstances. Should you wish to request an extension, you must email the instructor with a written justification for the request (with the necessary documentation to verify it, if applicable). Requests for extensions and accommodations also must be made in advance of a deadline, not after it has passed, unless the circumstances are truly exceptional. Late submissions will be subject to a penalty of 5% off the assignment per day, inclusive of weekends and holidays.

While deferrals for the final exam are the purview of the registrar's office, as mentioned in the appendix below, students must meet a minimum standard to apply for a deferral. For this course, the minimum standard for 'good standing' is the submission of written work totalling at least 50% of the student's final grade by 11:59pm on April 4.

All assignments must be submitted in either .doc/.docx/Microsoft Word format. **Any other file formats will not be accepted.**

As outlined in the appendix below, any assignment suspected of being produced by AI – either in part or in full – will be treated as **plagiarized work** and will **automatically receive a failing grade and be forwarded to the Dean's Office for evaluation.**

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## G. Texts

The primary textbook for the course is: [Smith, Miriam \(2014\). \*Group Politics and Social Movements in Canada, Second edition\*. Toronto: University of Toronto Press.](#)

It is a pretty widely available reader on social movements in Canada. It is available to purchase online (retail: \$50.25), but is also available electronically and physically through the library. It is also very easy to find for a cheaper price.

Additional readings can be found online through the course Ares reserve or through Carleton's MacOdrum Library.

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## H. Schedule:

January 10: Lecture 1 – Course Introduction: Conceiving Power and Privilege in Canada

### Recommended Content

*Read:* Smith, M. (2018) *A Civil Society: Collective Actors in Canadian Political Life*. University of Toronto Press. "Chapter 2: Historical Trajectories of Influence in Canadian Politics", 33-70.

## January 17: Lecture 2 – Social Movements, Policy Networks and Setting the Agenda

### **Required Content**

**Read:** Smith, M. (2014) "Introduction: Theories of Group and Movement Organizing", in M. Smith, (ed.), *Group Politics and Social Movements in Canada. 2<sup>nd</sup> Edition*. Toronto: University of Toronto Press. xi-xxxi.

**Read:** Tarrow, S. (1998). *Power in Movement: Social Movements and Contentious Politics*. Cambridge: Cambridge University Press. "Chapter 1: Contentious Politics and Social Movements", 10-26.

**Read:** Amenta, E., Caren, N., Chiarello, E., & Su, Y. (2010). The political consequences of social movements. *Annual Review of Sociology*, 36(1), 287-307.

### **Recommended Content**

**Read:** Smith, M. (2018) *A Civil Society: Collective Actors in Canadian Political Life*. University of Toronto Press. "Chapter 2: Historical Trajectories of Influence in Canadian Politics", 33-70 (if you didn't last week).

**Read:** Choudry, A. (2015). *Learning activism: the intellectual life of contemporary social movements*. Toronto: University of Toronto Press. "Chapter 2: Critiquing the Study of Social Movements – Theories, Knowledge, History, Action". 41-80.

## January 24: Lecture 3 – Labour, Business and Oligarchy

*Guest Speaker: TBA, Representative from CUPE 4600*

### **Required Content**

**Read:** Clancy, P. (2014). "Business Interests and Civil Society in Canada," in Miriam Smith (ed.), *Group Politics and Social Movements in Canada. 2nd edition*. Toronto: University of Toronto Press, pp. 5- 32.

**Read:** Yates, C. and Coles, A. (2014) "Party On or Party's Over? Organized Labour and Canadian Politics" in M. Smith (ed.), *Group Politics and Social Movements in Canada. 2nd edition*. Toronto: University of Toronto Press, 33-52.

**Read:** Thomas, M.P. and Tufts, S. (2016) "Austerity, Right Populism, and the Crisis of Labour in Canada", *Antipode*, 48(1), 212-230.

### **Recommended Content**

**Read:** Porter, J. (2016). "The Vertical Mosaic" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond Montgomery Publications. 497-504

**Listen:** Commons Podcast. Work 1 – The War on Workers.

<https://www.canadaland.com/podcast/work-1-the-war-on-workers/>



## January 31: Lecture 4 – Climate Justice and Environmental Protection

*Guest Speaker: Angela Kellog-Herzog – Executive Director of the Community Association for Environmental Sustainability (CAFES Ottawa).*

### **Required Content**

**Read:** Paehlke, R. (2014) “The Canadian Environmental Movement: Remembering Who We Are”, in M. Smith, (ed.), *Group Politics and Social Movements in Canada, 2nd edition*. Toronto: University of Toronto Press. 283-303

**Read:** Haley, B. (2011). From Staples Trap to Carbon Trap: Canada’s Peculiar form of Carbon Lock-In. *Studies in Political Economy*, 88(1), 97–132.

**Listen:** Front Burner Podcast. What’s the Future for Global Climate Action?  
<https://www.cbc.ca/player/play/audio/1.6969887>

### **Recommended Content**

**Read:** Martiskainen, M., Axon, S., Sovacool, B. K., Sareen, S., Del Rio, D. F., & Axon, K. (2020). Contextualizing climate justice activism: Knowledge, emotions, motivations, and actions among climate strikers in six cities. *Global Environmental Change*, 65.

**Read:** Lawson, M. (2022, October 31). “Climate change is a class issue”. *EQUALS*.  
<https://equalshope.org/index.php/2022/10/01/climate-change-is-a-class-issue/>

## February 7: Lecture 5 – Patriarchy and Reproductive Justice

*Guest Speaker: Kimberlee Nesbitt, Department of Political Science, Carleton University*

### **Required Content**

**Read:** Dobrowolski, A (2014). “The Women’s Movement in Flux: Feminism and Framing, Passion and Politics”, in Miriam Smith (ed.), *Group Politics and Social Movements in Canada, 2nd edition*. Toronto: University of Toronto Press. 151-177

**Read:** Johnstone, R. (2018) *After Morgentaler: The Politics of Abortion in Canada*. UBC Press. “Chapter 1: The Anti-abortion, Pro-choice, and Reproductive Justice Movements”, 25-50.

### **Recommended Content**

**Listen:** Abortion Rights in Canada: Morgentaler and Beyond. Episode 4: The Future of Reproductive Justice in Canada. <https://www.constitutionalstudies.ca/podcasts/abortion-rights-in-canada/>

**Read:** Collier, C. (2014). “Not Quite the Death of Organized Feminism in Canada: Understanding the Demise of the National Action Committee on the Status of Women.” *Canadian Political Science Review* 8(2).

## February 14: Lecture 6 – Housing, Poverty and Homelessness

*Guest Speaker: Dr. Anna Kopec, School of Public Policy and Administration, Carleton University*

### **Required Content**

**Read:** Green, J. (2014). “Mobilizing On the Defensive: Anti-Poverty Advocacy and Activism in Times of Austerity” in M. Smith, (ed.), *Group Politics and Social Movements in Canada, 2nd edition*. Toronto: University of Toronto Press. 75-96.

**Read:** Mensah, J., & Tucker-Simmons, D. (2021). Social (In) justice and rental housing discrimination in urban Canada: The case of ethno-racial minorities in the Herongate community in Ottawa. *Studies in Social Justice*, 15(1), 81-101.

**Read:** Kopec, A., & Smith, A. (2024). Lived Expertise in Homelessness Policy and Governance. *Social Sciences*, 13(5), 271.

### **Recommended Content**

**Read:** Revington, N., & August, M. (2020). “Making a market for itself: The emergent financialization of student housing in Canada”. *Environment and Planning A: Economy and Space*, 52(5), 856-877.

**Listen:** Let’s Talk Housing Podcast. S1E11 – Activists and Public Sector Working Together. <https://open.spotify.com/episode/4B1JwX5KXUoE5hY3WK2zw4>

## February 21: No Lecture – Reading Week

### **Required**

Have a breather; enjoy libations, carbs and people.

## February 28: Lecture 7 – Queer and Trans Resistance

*Guest Speaker: Leonard Halladay, Queer Ontario/Department of Political Science, Carleton University*

### **Required**

**Read:** Labelle, A. (2020). “Why participate? An intersectional analysis of LGBTQ people of color activism in Canada”. In *The Politics of Protest*. Routledge. 249-267.

**Read:** Smith, M. (2014). “Identity and Opportunity: The Lesbian, Gay, Bisexual and Transgender Movement”, in M. Smith, (ed.), *Group Politics and Social Movements in Canada, 2nd edition*. Toronto: University of Toronto Press. 179-200.

**Read:** Smith, M. (2007). Queering public policy: A Canadian perspective. *Critical policy studies*, 91-109.

## Recommended

**Read:** DeGagne, A. (2020). Pinkwashing pride parades: The politics of police in LGBTQ2S spaces in Canada. *Turbulent Times, Transformational Possibilities*, 258-281.

**Listen:** The Backbench Podcast. Why Are Conservatives Obsessed with Trans People? <https://www.canadaland.com/podcast/83-why-are-conservatives-obsessed-with-trans-people/>

### March 7: Lecture 8 – Indigenous Resurgence on Turtle Island

*Guest Speaker: Dr. Gabriel Maracle, Department of Political Science, Carleton University*

#### **Required Content:**

**Read:** Jewell, Eva and Ian Mosby (2023). "Calls for Action Accountability: A 2023 Status Update on Reconciliation," Yellowhead Institute. <https://yellowheadinstitute.org/resources/calls-to-action-accountability-a-2023-status-update-on-reconciliation/>

**Read:** Ellasante, Ian Khara (2021). "Radical Sovereignty, Rhetorical Borders, and the Everyday Decolonial Praxis of Indigenous Peoplehood and Two-Spirit Reclamation." *Ethnic and Racial Studies*, 44(9). 1507–1726.

**Read:** Ladner, K. (2014). "Aysaka'paykinit: Contesting the Rope Around the Nations' Neck", in Miriam Smith (ed.), *Group Politics and Social Movements in Canada. 2nd edition*. Toronto: University of Toronto Press. 227-253.

#### **Recommended Content:**

**Read:** Raynauld, V, Richez, E and Katie Bourdeau Morris (2018). "Canada is #IdleNoMore: Exploring Dynamics of Indigenous Political and Civic Protest in the Twitterverse," *Information, Communication & Society*, 21(4). 626-642.

**Read:** Midzain-Gobin, L., & Smith, H. A. (2020). "Debunking the myth of Canada as a non-colonial power". *American Review of Canadian Studies*, 50(4), 479-497.

**Read:** Gobby, J. and Everett, L. (2022). "Policing indigenous land defense and climate activism: learnings from the frontlines of pipeline resistance in Canada," in *Enforcing Ecocide: Power, Policing & Planetary Militarization*. Springer International Publishing. 89-121

### March 14: Lecture 9 – Race and the Myth of Multiculturalism

*Guest Speaker: Dr. Tari Ajadi, Department of Political Science, McGill University*

#### **Required Content**

**Read:** Furman, E., Singh, A. K., Darko, N. A., & Wilson, C. L. (2018). Activism, intersectionality, and community psychology: The way in which Black Lives Matter Toronto helps us the

examine white supremacy in Canada's LGBTQ community. *Community Psychology in Global Perspective*, 4(2), 34-54

**Read:** Maynard, R. (2017). *Policing Black Lives: State Violence in Canada From Slavery to the Present*. Fernwood Publishing. 'Chapter 1: Devaluing Black Life, Demonizing Black Bodies'. 17-49.

**Read:** Maynard, R., & Simpson, L. B. (2020). "Towards Black and Indigenous Futures on Turtle Island: A Conversation," in *Until we are free: reflections on Black Lives Matter in Canada*. University of Regina Press. 75-94.

**Recommended Content:**

**Read:** Strauss, K., & McGrath, S. (2017). Temporary migration, precarious employment and unfree labour relations: Exploring the 'continuum of exploitation' in Canada's Temporary Foreign Worker Program. *Geoforum*, 78, 199-208.

**Read:** Clark, M. D. (2019). White folks' work: Digital allyship praxis in the #BlackLivesMatter movement. *Social Movement Studies*, 18(5), 519-534.

March 21: Lecture 10 – Nationalism and Maple-Glazed Extremism

*Guest Speaker: N/A – yours truly will be this week's expert.*

**Required Content:**

**Read:** Scrivens, R., & Perry, B. (2019). "Introduction: Situating Right Wing Extremism in Canada and the United States." In Perry, Gruenewald and Scrivens' *Right-Wing Extremism in Canada*. Springer International Publishing AG. 3-19.

**Read:** Gillies, J., Raynauld, V., & Wisniewski, A. (2023). Canada is no exception: The 2022 Freedom Convoy, political entanglement, and identity-driven protest. *American Behavioral Scientist*.

**Read:** Harrison, T.W. (2014) "Populist and Conservative Christian Evangelical Movements: A Comparison of Canada and the United States", in M. Smith, (ed.), *Group Politics and Social Movements in Canada, 2nd edition*. Toronto: University of Toronto Press. 201-224.

**Recommended Content:**

**Read:** Dhamoon, R., & Abu-Laban, Y. (2009). Dangerous (internal) foreigners and nation-building: The case of Canada. *International political science review*, 30(2), 163-183.

**Read:** Bannerji, H. (2020). *The Ideological Condition: Selected Essays on History, Race and Gender*. Toronto: Brill. "On the Dark Side of the Nation: Politics of Multiculturalism and the 'State' of Canada," 364-393.

## March 28: Lecture 11 – Transnational Solidarity – The Case of Palestine

Guest Speaker: TBA

### **Required Content**

**Read:** Bhandar, B. (2024). A Land Acknowledgment in a Different Key: Palestine, Solidarity and the Disruption of the Liberal Script. *Middle East Critique*, 33(3), 449-464.

**Read:** Abu-Laban, Y., & Bakan, A. B. (2019). *Israel, Palestine and the Politics of Race: Exploring Identity and Power in a Global Context*. Bloomsbury Publishing. “Chapter 6 – Global Civil Society and the United Nations from Below: The BDS Movement”.

**Read:** Desai, C. (2021). Disrupting settler-colonial capitalism: Indigenous intifadas and resurgent solidarity from Turtle Island to Palestine. *Journal of Palestine Studies*, 50(2), 43-66

### **Recommended Content:**

**Read:** Morgensen, S. L. (2012). Queer settler colonialism in Canada and Israel: Articulating two-spirit and Palestinian queer critiques. *Settler Colonial Studies*, 2(2), 167-190

## April 4: Lecture 12 –Conclusions/Review

### **Recommended Content:**

**Read:** Smith, M. (2018) *A Civil Society: Collective Actors in Canadian Political Life*. University of Toronto Press. “Chapter 6: Conclusions”, 175-189.

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### **I. Additional Resources for Students**

Are you struggling academically? Reach out to the [Academic Advising Centre](#) and the [Centre for Student Academic Support](#).

Are you experiencing disability and require academic accommodations? Consult the [Paul Menton Centre for Students with Disabilities](#).

Are you experiencing food insecurity? Visit CUSA’s [Unified Support Centre](#).

Are you experiencing distress and need to talk to someone? Reach out to [Carleton Health and Counselling Services](#); [Sexual Assault Support Services](#); or call the Good2Talk Postsecondary Student Helpline (Phone: 1-866-925-5454).

Need a furry friend to scratch? Visit a [Carleton Therapy Dog](#) (including our unofficial TA Aristotle).

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## Political Science Course Outline Appendix

### 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:

#### Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

#### **Emergency Resources (on and off campus):**

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

#### **Off Campus Resources:**

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

#### **Academic consideration for medical or other**

**extenuating circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating

circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University. Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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 [click here](#).

#### **Academic Accommodations for Students with**

**Disabilities:** 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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

**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: <https://carleton.ca/equity/sexual-assault-support-services>.

**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 will be provided to students who compete or perform at the national or international level. Write to me 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.

#### PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### 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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30<sup>th</sup>, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

**WDN:** For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

#### OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).**

#### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

#### ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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#### 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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

**RESOURCES (613-520-2600, phone ext.)**

Department of Political Science (2777)	B640
Loeb	
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory