COURSE DESCRIPTION

As one half of the core graduate course in Canadian government and politics, PSCI 6000 examines the field at an advanced level, and is designed to assist PhD candidates preparing for the comprehensive examinations in Canadian politics. Focusing on the societal elements of state-society relations, the course begins with an overview of conventional approaches to the study of Canadian politics found in the traditional political science literature (liberalism, elite theory, pluralism, neo-Marxism, institutionalism, rational choice), as well as more recent challenges to those constructions of the political that have come from feminism, political economy, critical race theory, and post-modernism/post-structuralism. Students should be able to identify the various approaches as we track through the bodies of literature to follow, from constructions of Canadian socio-political history to those of political economy, class, gender, race and ethnicity, Indigenous nations, interest groups, social movements, and political culture.

Although this course focuses on Canada as a unique polity shaped by its own historical legacies, it will be useful to students interested in comparative politics as we will examine in a more general and theoretical way the questions asked about Canadian politics and the approaches, values, theories, and worldviews of the answers offered by Canadian political scientists and political sociologists. Hence, the course examines the essential interaction between empirical and normative political science, viewing Canada more as a case study of broader political questions than as the intrinsic subject/object of interest. Through a critical discussion of major articles and books, seminarians will evaluate the theoretical paradigms and methodological approaches that have dominated the study of Canadian politics. Why have they been influential?
How fruitful have they been in providing an understanding of political life in Canada? What are the most promising directions for the future?

The companion course to this one, PSCI 6001, focuses more on state/structural elements, including such areas as institutions (Parliament, the executive, and the judiciary), political parties, the constitution, the Charter of Rights, federalism, and nationalism.

**COURSE REQUIREMENTS**

Students must fulfil all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F.

**DOCTORAL STUDENTS**

Evaluation will be based on:

- **Six (6) review papers (80%)** for presentation in class, each of which will be approximately 8-10 double-spaced pages long. Each review paper should: (a) offer a synopsis of at least three of the readings assigned; (b) compare and contrast their main approaches and ideas; (c) provide a succinct critical analysis of each; and (d) evaluate their construction of the field of inquiry in question. Oral presentations should be no more than 20 minutes long.

- **Oral participation (20%)** in the form of comments and criticisms of the weekly reading assignments. Each student is expected to read at least three of the items listed each week, and to be prepared to offer a short précis of each.

**MASTERS STUDENTS**

Evaluation will be based on:

- **Four (4) review papers (80%)** for presentation in class, each of which will be approximately 8 double-spaced pages long. Each review paper should: (a) offer a synopsis of at least three (3) of the readings assigned; (b) compare and contrast their main approaches and ideas; (c) provide a succinct critical analysis of each; and (d) evaluate their construction of the field of inquiry in question. Oral presentations should be no more than 20 minutes long.

- **Oral participation (20%)** in the form of comments and criticisms of the weekly reading assignments. Each student is expected to read at least two of the items listed each week, and to be prepared to offer a short précis of each.

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**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.
PRESENTATIONS

Dates and topics/readings for presentations will be allocated during the first class. Presentations are intended to provide openings into class discussions. Depending upon the number of students in the seminar, there may well be two or more people presenting each week, so the exercise should be approached as a collaborative effort. Students must confer with others in order to avoid repetitious presentations/themes/arguments, preferably 1-2 weeks before the seminar. Each individual’s presentation should normally last 15-20 minutes, so time should be set aside for rehearsal.

Preparation for presentations includes reading a core set of readings to be chosen by (or assigned to, as the case may be) each presenter during the first class. Debate presentations should proceed logically from a summary of the issues considered in the readings, to a coherent exposition of a series of ideas, facts, and arguments, to a succinct conclusion. The purpose is not merely to summarize the readings descriptively, but to examine them analytically and critically in terms of their points of view. As some of the materials aim more to describe bodies of theory or ideas/approaches than to offer original arguments, you may focus on the content of the ideas being described, critiquing them as appropriate, or on the particular author’s approach to the ideas, or both. This means consciously tracking not only what is said in a text, but how and why it is said, as well as what is not said. You should evaluate the factual information offered in the materials, as well as their approaches, arguments, logic, organization, and contrasting approaches and ideas. In other words, pay attention to authors’ methodologies as well as to their scholarly and political purposes. What is the crux of the issue being discussed, and what is the author trying to say? The section on “Critical Analysis” at the end of this document outlines some good ways in which to engage the materials. A good debate presentation will show awareness of and sensitivity to alternative approaches to the issues.

Presentation papers must be handed in at the relevant seminar, and will be returned (graded) to students in two batches at mid-point in the course and at the end of classes. Students MUST keep copies of each of their papers.

A document entitled “Essay Tips 2009” (on WebCT), designed to help you to improve your writing skills, is compulsory reading.

N.B. Failure to deliver a debate presentation will mean that a course component has not been completed, resulting in a grade of ‘F’ for the course. If a student is unable, for medical reasons, to attend class for any of their presentations, s/he must inform the instructor before the class, either directly by telephone/ voice mail (2788), or by email. A medical note detailing the extent of incapacitation will be required.

CONDUCT OF THE SEMINAR AND PARTICIPATION GRADE

All students are expected to prepare carefully for each seminar by reading a chosen core of required readings listed under each week’s topic: at least 3 items for doctoral students; at least 2 items for Masters students. You will be expected to come to class prepared to discuss your
**observations** and **questions** arising from the readings (e.g. involving facts, arguments or approaches you find interesting and/or significant), and to engage with each week’s presenters on the content of their presentations. You are responsible for raising your observations and questions in class, but expect to be called upon by me if you do not. As students will be reading different items, you should be prepared to summarize the materials you have read for the benefit of the class.

The general participation grade will be distributed over a variety of kinds of participation in the seminars over the whole length of the course: evidence of preparation via questions and observations arising from the readings; questions and comments to others, especially to presenters; faithfulness and steadiness in building up central ideas and themes from week to week as our base of knowledge and shared vocabulary grow (which of course requires steady attendance); contribution of information and analysis to the seminars on the basis of good preparation; and, of course, civility and collegiality in engaging and providing bridges into the discussion for others.

**PLAGIARISM**

The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: [www.carleton.ca/polisci/undergrad/styleguide.pdf](http://www.carleton.ca/polisci/undergrad/styleguide.pdf)

**CONNECT EMAIL ACCOUNTS**

The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See [http://connect.carleton.ca](http://connect.carleton.ca) for instructions on how to set up your account.

**TEXT LOCATIONS**

The readings listed are to be found in the Reserves Section on the main floor of the library. Please advise the Instructor immediately of any missing items.
Weekly Topics and Readings

**SEMINAR 1 (SEPT. 11) - INTRODUCTION**

- general introduction to course structure, themes and readings
- presentation schedule

**SEMINAR 2 (SEPT. 18) - WHO PUT THE POLITICS IN CANADIAN POLITICAL SCIENCE?**

**Required**


**Suggested**

SEMINAR 3 (SEPT. 25) - IN THE BEGINNING...SOCIO-POLITICAL FOUNDATIONS OF THE CANADIAN STATE

Required


Royal Commission on Aboriginal Peoples, Vol. 1, LOOKING FORWARD, LOOKING BACK, (Ottawa: 1996), chs. 3, 4, 5, 6, 9


Suggested


Frances Henry, Carol Tator et. al., THE COLOUR OF DEMOCRACY: RACISM IN CANADIAN SOCIETY, (Toronto: Harcourt Brace, 2000), ch. 4 (“Racism and Aboriginal Peoples”)


Olive Dickason, CANADA’S FIRST NATIONS: A HISTORY OF FOUNDING PEOPLES SINCE EARLIEST TIMES, 3rd edition (Toronto: McClelland and Stewart, 2002), chs. 4, 9, 10, 12

J. R. Miller, ed., SWEET PROMISES: A READER ON INDIAN-WHITE RELATIONS IN CANADA, (U. of Toronto Press, 1991), especially:
  - Bruce Trigger, “The Jesuits and the Fur Trade”: 3-18
  - Cornelius Jaenen, “French Sovereignty and Native Nationhood During the French Régime”: 19-42
  - John L. Tobias, “Protection, Civilization and Assimilation: An Outline History of Canada’s Indian Policy”: 127-144
  - J. R. Miller, “The Northwest Rebellion of 1885”: 243-258
  - A. Blair Stonechild, “The Indian View of the 1885 Uprising”: 259-276
  - John L. Tobias, “Canada’s Subjugation of the Plains Cree, 1879-1885”: 212-240
  - J.R. Miller, “Owen Glendower, Hotspur and Canadian Indian Policy”: 323-352

SEMINAR 4 (OCT. 2) – POLITICAL ECONOMY

Required


- Sam Gindin and Jim Stanford, “Canadian Labour and the Political Economy of Transformation”: 422-442
- Christina Gabriel and Laura MacDonald, “Beyond the Continentalist/Nationalist Divide”: 213-240

*Suggested*


Ralph Matthews, THE CREATION OF REGIONAL DEPENDENCY, (Univ. of Toronto Press, 1983)

Murray Knuttita, STATE THEORIES: FROM LIBERALISM TO THE CHALLENGE OF FEMINISM, (Toronto: Garamond Press, 1987), chs. 5, 6 (classical Marxism, neo-Marxism)
MARXISM IN CARTOONS: http://www.youtube.com/watch?v=INFkaCZpw4I

**SEMINAR 5 (OCT. 9) – CLASS**

**Required**


Rand Dyck, CANADIAN POLITICS: CRITICAL APPROACHES, 4th edition (Toronto: Nelson, 2004), ch. 8

Richard Helmes-Hayes and James E. Curtis, eds. THE VERTICAL MOSAIC REVISITED, (Univ. of Toronto Press, 1998)


Wallace Clement, THE CHALLENGE OF CLASS ANALYSIS, (Ottawa: Carleton U. P., 1988), especially chapters 2 & 4


**Suggested**


Wallace Clement, THE CANADIAN CORPORATE ELITE, (McClelland, Toronto, 1975)

John Porter, THE VERTICAL MOSAIC: AN ANALYSIS OF SOCIAL CLASS AND POWER IN CANADA, (Toronto: Univ. of Toronto Press, 1965)

**SEMINAR 6 (OCT. 16) - GENDER**

*Required*

Jill Vickers, REINVENTING POLITICAL SCIENCE: A FEMINIST APPROACH, (Fernwood, Halifax, 1997), chs. 1, 2, 4

Jane Arscott and Manon Tremblay, “Feminism and Political Science in Canada and Québec”, *CJPS*, XXXII: 1, (March 1999): 125-151


- Arscott and Trimble, “Introduction”: 1-17
- Jill Vickers, “Towards a Feminist Understanding of Representation”: 20-46
- Lisa Young, “Fulfilling the Mandate: Women in the Canadian House of Commons”: 82-103


*Suggested*


Lisa Young, FEMINISTS AND PARTY POLITICS, (Vancouver: U.B.C. Press, 2001), esp. ch. 6


**SEMINAR 7 (OCT. 23) – RACE AND ETHNICITY**

**Required**

Daiva Stasiulis and Glen Williams, “Mapping Racial/Ethnic Hierarchy in the Canadian Social Formation, 1860-1914: An Examination of Selected Federal Policy Debates” (unpublished, photocopy in library)


Frances Henry, Carol Tator et. al., THE COLOUR OF DEMOCRACY: RACISM IN CANADIAN SOCIETY, (Toronto: Harcourt Brace, 2000), chs. 2, 3

Himani Bannerji, THE DARK SIDE OF THE NATION, (Toronto: Canadian Scholar’s Press, 2000), ch. 3 (87-124)


- V. Satzewich, “Race, Racism and Racialization: Contested Concepts”: 25-45
- Della Kirkham, “The Reform Party of Canada: A Discourse on Race, Ethnicity and Equality”: 243-267

Peter S. Li, RACE AND ETHNIC RELATIONS IN CANADA, 2nd edition, (Don Mills: Oxford University Press, 1999):
- R. Breton, “Intergroup Competition in the Symbolic Construction of Canadian Society”: 291-310
- Vic Satzewich, “The Political Economy of Race and Ethnicity”: 311-346
- Daiva Stasiulis, “Feminist Intersectional Theorizing”: 34

**Suggested**


Reginald Bibby, MOSAIC MADNESS: PLURALISM WITHOUT A CAUSE (Toronto: Stoddard, 1990)

Yasmeen Abu-Laban and Christina Gabriel, SELLING DIVERSITY: IMMIGRATION, MULTICULTURALISM, EMPLOYMENT EQUITY AND GLOBALIZATION, (Toronto: Broadview, 2002), chs. 2, 4

Rand Dyck, CANADIAN POLITICS: CRITICAL APPROACHES, 4th edition (Toronto: Nelson, 2004), ch. 6

Angus McLaren, OUR OWN MASTER RACE: EUGENICS IN CANADA, 1885-1945, (Toronto: McClelland and Stewart, 1990), preface, chs. 3, 5

**SEMINAR 8 (OCT. 30) – INDIGENOUS NATIONS**

**Required**

John Borrows, RECOVERING CANADA: THE RESURGENCE OF INDIGENOUS LAW (University of Toronto Press, 2002), chs. 1, 3, 5, 6


Suggested

Joyce Green, “Cultural and Ethnic Fundamentalism: the Mixed Potential for Identity, Liberation, and Oppression”, (Saskatchewan Institute of Public Policy, Fall 2003)


- Mary Ellen Turpel-Lafond, “Patriarchy and Paternalism: the Legacy of the Canadian State for First Nations Women”: 64-78
- Wendy Moss, “The Canadian State and Indian Women: the Struggle for Sex Equality under the Indian Act”: 79-88
- Teressa Nahanee, “Indian Women, Sex Equality, and the Charter”: 89-103


**SEMINAR 9 (NOV. 6) – CITIZENSHIP**

**Required**

Will Kymlicka, MULTICULTURAL CITIZENSHIP: A LIBERAL THEORY OF MINORITY RIGHTS, (Oxford: Clarendon, 1995), Intro. and chs. 6, 7, 9

Rita Dhamoon, IDENTITY/DIFFERENCE POLITICS: HOW DIFFERENCE IS PRODUCED AND WHY IT MATTERS, (Vancouver: U.B.C. Press, 2009), ch. 1: 19-48


Engin Isin and Bryan Turner, HANDBOOK OF CITIZENSHIP STUDIES, (Sage: London, 2002):
- Ruth Lister, “Sexual Citizenship”: 191-207


- Jacob Levy, “Three Modes of Incorporating Indigenous Law”: 297-325
- John Borrows, “‘Landed’ Citizenship Narratives of Aboriginal Political Participation”: 326-342

Suggested


SEMINAR 10 (NOV. 13) – INTEREST GROUPS

Required


- Coleman and Skogstad, “Introduction”, pp. 1-12
- Coleman and Skogstad, "Policy Communities and Policy Networks: a Structural Approach," pp. 13-33


**Suggested**


Rand Dyck, CANADIAN POLITICS: CRITICAL APPROACHES, 4th edition (Toronto: Nelson, 2004), ch. 15

**SEMINAR 11 (NOV. 20) – SOCIAL MOVEMENTS**

**Required**

Miriam Smith, A CIVIL SOCIETY? COLLECTIVE ACTORS IN CANADIAN POLITICAL LIFE, (Peterborough: Broadview, 2005), chs. 1, 2, 3, 7


- W. Carroll, “Social Movements and Counter-Hegemony”: 3-38
- Barry Adam, “Post-Marxism and the New Social Movements”: 39-56

Suggested


- McAdam, Tarrow and Tilly, “Toward an Integrated Perspective on Social Movements and Revolution”: 142-173

SEMINAR 12 (NOV. 27) – POLITICAL CULTURE

The ‘Tory Touch’ thesis

Required

Gad Horowitz, “Notes on ‘Conservatism, Liberalism and Socialism in Canada’: An Interpretation”, CJPS, 11, 2, 1978


Suggested


- Nelson Wiseman, “Tory-touched Liberalism: Political Culture in Canada”: 72-83
- Janet Ajzenstat and Peter J. Smith, “The ‘Tory Touch’ Thesis: Bad History, Poor Political Science”: 84-91

Janet Ajzenstat and Peter Smith, eds., CANADA’S ORIGINS: LIBERAL, TORY OR REPUBLICAN?, (Carleton U. P., Ottawa, 1995), introduction and conclusion

The ‘Citizens’ Constitution’ thesis

Required


- Neil Nevitte and Mebs Kanji, “Canadian Political Culture and Value Change”: 56-73

Suggested

Alan Cairns, “A Defence of the Citizens’ Constitution Theory”, CJPS, 26, 1993


Critical analysis is one of the most important and useful skills to be developed at university, especially at the graduate level. Although one (negative) meaning of ‘critical’ is ‘to find fault with a person or thing’, ‘critical analysis’ of, for example, an argument/article/book means evaluating the text after breaking it down into its constituent parts, analyzing its mechanics or logic, its methodology, the why, the who, the where, the how, and the what of it. Whether or not you like, enjoy, or agree with the ultimate point the author is making is not what makes an analysis a critical one. Rather, it is the kinds of questions we ask about the text, the way in which we analyze its component parts. For instance, we might distinguish between fact and opinion in the piece – often the latter is presented as the former – or we might evaluate the quality and validity of the sources of information or evidence upon which it relies, or the applicability or validity of particular theories mobilized by the author(s) in support of their position. Critical analysis thus takes into account a variety of factors beyond one’s personal opinion or preferences. Critical analysis is directed at ideas/positions/arguments rather than individuals per se. In the social sciences, its purpose is to expand our understanding of the socio-political world in general by requiring rigorous standards of logic, reasoning, theorizing, observation, and argument in explanations of the particular.

Do not assume that because an article or book has been written by a well-regarded ‘expert’ and published by a reputable publisher it is somehow unassailable. In social sciences more often than not people make qualitative arguments based on values or worldviews that are neither scientifically verifiable nor explicitly identified in the text. However, we can still evaluate the methodology, style, logic, and evidence used to support the message. You might dislike a text and yet respect what it says and how it says it. You might love a text and find that you agree with its position regardless of the wayward methods and scant evidence deployed by the author(s). Alternatively, you may find that you cannot go along with an author’s conclusion even though her methodology and logic are above reproach. This is where other factors come into play – one’s own values, social situation, life experience, other points of view etc. – and this is where critical analysis can be particularly interesting (fun, or confronting even), as it can tease
out your own (unconscious) views or even biases. In other words, critical analysis of another’s work makes you think more consciously about what you think and why – it can be a process of self-discovery.

Critical analysis is thus a crucial skill to develop at the advanced level. If you do not read critically you may take on board ideas that are flawed, perhaps biased, inconsistent and confusing, sometimes downright wrong, or even dangerous in some ways. Critical reading and analysis allows us to understand better what works and what does not work in the contributions of others, and hence can help you to develop more astute use of the tools of meaning in your own work. In fact, it is good practice to apply the tools of critical analysis to your own work before releasing it to the critically analytical eyes of others.

**Writing an Analytical Essay**

The purpose of an analytical essay is to convey your sense of what the text is saying, how it is saying it, and to evaluate whether its use of devices such as logic, factual evidence, organization of ideas, and language lead one successfully from its initial premises to its ultimate conclusion.

A good way to begin is with the BIG PICTURE of the text and your interpretation of it:

- What is the text about? What problem or issue is it addressing? (clue – look at the title!)

- What do you think the author is trying to say? What is her/his argument? What is his/her purpose in writing this text? What does s/he want to accomplish? Put it into your own words.

- Who is the author (or who are the authors) and is her/his own social profile at all significant re what s/he is saying and why s/he is saying it? All scholarly work is socially, historically situated and is both written and read for particular purposes and through particular personal, gender, racial, class, ideological, disciplinary, and other perspectives. Does consciousness of these lenses add anything to your understanding of the text?

- When was this text written? The temporal context can be extremely significant. We might judge a text written 40 years ago quite differently from one written two years ago given advances in knowledge and thinking, not to mention changes in the material conditions of the world over the period.

- Is this original research or was it written in response to another text?

- What are the author’s main assumptions or premises (premise = a proposition or propositions on which an argument and conclusion are based)? A central premise might be that capitalism is good, or that power corrupts, or that citizens want to participate
more in government, or that there is no such thing as an objective right and wrong, or that modern technology is ruining human community and relationships. Are the key assumptions or premises clearly identified by the author or must they be inferred?

- Is the argument based (consciously or not) on an identifiable theoretical approach or is it seeking to refine an existing one or to create a new one?

- To what body of literature is the text a contribution (or not)?

- What is the author’s standpoint? Is s/he biased? (N.B. having a point of view is not necessarily ‘biased’; being unfair or partial because of a preference or dislike for someone or something probably is.) What are the underlying values in the text?

- Is the argument based on deductive reasoning? (i.e. reasoning from the general to the particular, where one arrives at a conclusion that is inherent in the premise(s) – e.g. All humans are mortal [major premise], Poppy is a human [minor premise], therefore Poppy is mortal). Or does it use inductive logic (or reasoning from the particular to the general, where the premises of an argument seem to support the conclusion but do not ensure it – e.g. the sun has been observed to rise every day for 3000 years, therefore the sun will rise tomorrow [strong inductive logic], or e.g. 60% of 5000 voters polled said they preferred candidate B to candidate A, therefore candidate B will win the next election [weak inductive logic].

- What are the main points of the text?

- Is the argument based upon reliable evidence of sufficient quality and/or quantity to be regarded as sound?

- What are the strengths of the text?

- What are its weaknesses? Are they fatal to the overall argument?

- Is there a clear conclusion that follows logically from the information presented?

- Is this or ought it to be regarded as a significant work in the field? Why, or why not?

Giving the reader a sense of how you are going to proceed and why helps her/him to follow your line of reasoning and evaluate whether you have accomplished what you set out to do.

The body of your essay then demonstrates what you think the text means by unpacking its component methods in more detail to see how they fit together and contribute (or not) to a successful argument or position. To conduct a critical analysis in more depth, you might consider the following questions (found at http://unilearning.uow.edu.au/reading/2b.html):
Critical Reading Checklist

These questions on this checklist are designed as a guide to the process of reading academic texts critically and analytically. You can apply these questions to most academic texts.

- What is the author's approach/perspective?
- Is there another theoretical or philosophical approach that might have been taken?
- Who/what is left out of the text?
- Does the author write from an insider's/outsider's perspective? How does this effect what is included/excluded from the text?
- Do you agree with the points the author is making?
- Are the points made by the author supported by evidence?
- Is the evidence anecdotal or is the evidence the result of scientific study/research?
- Is the evidence referenced? Is it recent?
- Does the writer present opinion as fact?
- Does the writer use valid reasoning?
- Are any assumptions the writer has made clear to the reader?
- Does the writer oversimplify complex ideas?
- Does the writer make unsupported generalizations?
- Does the writer make reasonable inferences?
- Does the writer represent the ideas of others accurately? Fairly?
- Does the writer distort the ideas of others or present them out of context?
- Does the writer use unfair persuasion tactics such as appeals to prejudice or fear?
- Does the writer present a balanced picture of the issue?
- How would you characterize the writer's tone? How does the tone affect your response to the text?
- Does the writer's language, tone, or choice of examples reveal any biases? If so, do the writer's biases reduce his or her credibility?
- Do your reactions reveal biases in your own thinking?
- Does the text challenge your own values, beliefs, and assumptions?
- If the paper contains statistics, graphs, illustrations etc, are these adequately introduced and discussed and do they contribute to the author's argument?

The questions below are some that are especially relevant to research articles:

- Are the limitations of the procedures clear?
- Is the methodology valid? (e.g. size of the sample, method of sampling used)
- Are the results consistent with the objectives?

---

• Are the results verifiable?
• Are the claims the author makes about his or her own research internally consistent? That is, are the aims, method, results, and conclusion of the research logically consistent with each other (i.e. what is argued on the basis of the research is supported by the results; the methodology allows the aims of the research to be achieved)?
• Are the diagrams clear to the reader?

If you are dealing with more than one text, do the same exercise, but in a comparative fashion as well. Identify the similarities and differences between the texts in terms of their main focus, theoretical approach, methodology, argument, use of evidence etc. Are they consistent with each other or contradictory? Is one more persuasive than the others? Why? What do they tell us individually and taken together as a collection about the philosophical or policy field, or about political science, or some other broader question.

In the conclusion, you sum up your findings and comment on the broader significance of the argument or of the text in particular – perhaps its significance for the discipline, or for public policy, for decision makers, or for public education or whatever is relevant given the nature and purpose of the work.

Of course, there is no definitive formula for writing an essay. Do not be afraid to think and to organize your material in a creative way – as long as you make clear what you are doing and why so that you bring the reader on board with you on an intellectual journey whose destination you determine.

Examples of Critical Analysis

- found at: http://unilearning.uow.edu.au/reading/2c.html

Excerpt 1 (from an academic journal)

Is the methodology valid here? Critical readers would question whether the sample size was big enough to fulfil the aim of this study. They would also question whether the sample was representative enough of the wider population, as the criterion for inclusion in the population sample perhaps created an unrepresentative sample.

The aim of the study was to describe how patients perceive involvement in decisions concerning their own treatment and nursing care.

Sample

A convenience sample of 12 patients was selected from three mixed-sex medical wards. The only criterion for inclusion in the study was a willingness to participate.

---

2 These critical questions are adapted from: Journal of Construction, Engineering, and Management, (1992), 18: 1-2.
group. The personality type that is willing to participate in a study of this kind may suggest subjects that are already highly involved in patient participation, thus skewing the survey results.

**Excerpt 2** (from an academic journal)

Has the author overgeneralized the results here?
The author has used the findings from a very small sample size, that may not represent a sufficient range of patients, to support a major line of argument about how patients view collaboration. The authors are inferring that the results gained from surveying these patients can be generalised to all patients.

**Excerpt 3** (from an academic journal)

The idea in this first sentence in a Nursing article is most probably informed by research in Sociology or Anthropology. Where is the reference?

Are these author's ideas presented as facts? The writer here is writing as if his or her interpretation were absolutely the truth, instead of just an interpretation.

**Excerpt 4** (from a popular health journal)

The author appears to be linking common feelings of sadness and melancholy with depressive illnesses such as bipolar disorder and SADS. Is this factually correct? By linking these things does the author mean to invoke fear

Each interview was tape-recorded and took between 60 and 90 minutes to complete. After each interview, the tape was listened to and transcribed. During this period, hunches or working hypotheses were identified which were explored in subsequent interviews. The major theme of 'toeing the line' was identified that provides insight into how patients view 'collaboration'. The remainder of this paper will focus on an exploration of this theme and its significant implications for nursing.

The value systems of individuals and of societies can be said to have dominant temporal focuses. Societies in which hospital sickness and other disasters are seen as visited upon the individual by angry gods, spirits, or ancestors hold a dominant temporal focus on the past. Societies in which causes and consequences are disregarded in favour of immediate gratification and symptom hold a present temporal focus. Societies that show considerable anxiety about the implications and consequences of present situations, to experience little anxiety relief at the removal of a symptom, and need to plan and work toward future eventualities hold a future temporal focus.

Gloom and doom; sadness and madness; melancholy; doldrums; languor; sorrowfulness - depression has many names. Often described as the common cold of psychiatry, depression is a very common problem and, indeed, it is a rare human being that does not feel depressed at some time. There are many different types of depression, with widely differing symptoms. Depression can be unipolar (medical language for 'simple') or bipolar. The latter is also known as manic depression and one variant of it is manic depressive psychosis. Then there is SADS, or Seasonal
in the reader?

Excerpt 5 (from a popular health journal)
A critical reader of this article would ask why the author has suddenly switched to informal language where one might have expected formal language to continue. Is he/she attempting to first blind the reader with science and then build a personal relationship with the reader? Why?

Excerpt 6 (from a weekend newspaper article)
What evidence does the author provide to support his or her argument? Is there evidence provided supporting this? Would you accept this as fact? Why?

Excerpt 7 (from a weekend newspaper article)
Who says leadership is back in fashion? Is this assumed knowledge within the discipline of Management?

**Affective Disorders Syndrome.** There is also PPD (post-partum depression) and endogenous (from within) and reactive depression. This last means you are depressed because that is how you react to something that has happened to you.

**Excerpt 5** (from a popular health journal)
The metabolism of tyrosine is dependent on a form of folic acid (biopterin) and NADH (a type of Vitamin B3) as well as copper and vitamin C. Once tyrosine reaches the neurons, it is quickly converted to norepinephrine. This last, but crucial step, however, needs the presence of an enzyme (tyrosine hydroxylase) at the presynaptic nerve ending. This enzyme has to travel all the way down the axon to get there. So its availability, and therefore the output of norepinephrine to lift the depression, depends on the amount of electrical activity along the nerve itself. This electrical activity is stimulated by any form of touch - chiropractic, osteopathy, massage, acupuncture, cuddling, stroking and, of course, sex. In case you think this is one of the best excuses for sex you've ever read - you're darn right!

**Excerpt 6** (from a weekend newspaper article)
Teams are not magic. They must have tasks that are achievable within a specified time frame. The team charged with 'management' has an impossible brief and will surely fail unless effort is spent spelling out what the management task involves and what constitutes success.

Neither are teams a cheap option. They inevitably consume resources and time. Teams rarely resolve conflict. More often, they pressure-cook it.

If an individual has the skills to do the job with the requisite creativity, then the individual, not the team, should do the job.

A third illusion is that leaders are not necessary in good teams. Leadership is back in fashion. But people in teams often argue that good teamwork makes leadership redundant. Explicit or strong leadership behaviour is seen as contrary to the notional equality of teams.

This illusion and the lack of leadership it produces is one of the worst things that can happen to a team. It ensures an obsession
with internal power relations and a team without a champion. A leader is the team's link with the wider organisation and the vital conduit for resources, support and credibility. Teams need help to understand how their leadership requirements change and how to make the most of the leadership resources distributed among members.

This point is stated as fact. What theory is it based on? Do you agree with it?


**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 16, 2009 for December examinations and March 12, 2010 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).

**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, visit our website at 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.