

**POLI 2210 — Unity & Diversity**  
**Dalhousie University — Winter 2018**  
**Wednesday & Friday, 1:05pm — 2:25pm, LSC C240**

**Instructor:** Dr. M. Firmini

**Office:** Henry Hicks, Room # 355

**Office hours by appointment contact via email:** [Marcella.Firmini@dal.ca](mailto:Marcella.Firmini@dal.ca)

**Course Description:**

This course is in lecture format and it is an introduction to the driving forces behind Canadian politics with particular attention being drawn to the institution of the Crown (the ‘unity’ component) and federalism (the ‘diversity’ component). The course will delve into the constitutional role of the Crown and its importance as the “organizing principle of Canadian government” (D. Smith). It will also cover themes related to Confederation, and Canadian political thought and political culture. The course then moves to a discussion about federalism (both theoretical and practical) surrounding its history, its purpose, its role at Confederation, its development and mechanisms within a constitutional monarchy, and the effects of centralization and decentralization.

**Course Objectives:**

This course provides students with an introduction to the constitutional role of the Crown in Canada and the federal structures of the state’s political life. The course was originally designed and conceptualized by Dr. K. Good and she described the objectives as follows:

“The primary learning objectives are as follows: develop an in-depth understanding of Canadian federalism as a political institution; situate federalism as part of a broader system of governance in Canada that includes Westminster-style parliamentary government and the Charter of Rights and Freedoms; become familiar with some of the fundamental debates in the Canadian political science literature; Strengthen written communication and analytical skills” (K Good). To this, I add that students will leave the course with a substantial understanding of the importance and the role of the Canadian Crown.



**Evaluation Opportunities:**

**Quiz:** in class (worth 15%) – January 31

**MIDTERM EXAM:** in class (worth 25%) – February 16

**“UP FOR DEBATE” GROUPS:** In class exercise (Worth 25%). This is **NOT** group work – April 4 -10.

**ATTENDANCE:** worth 5%

**FINAL EXAM:** worth 30% (per Registrar’s Calendar)

**Required Text and Readings:**

1. **Textbook:** “**Inside Canadian Politics**” – A. Marland & J.J. Wesley. Oxford University Press (2016)
2. **Bright Space and Library:** Other required readings are posted to Bright Space and/or are on reserve at the Killam Library. Refer to syllabus for details.



## Dalhousie Grading Scheme:

Each assignment will receive a numerical grade. Final grades will be translated into letter grades using the following scale:

A+	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89		
A-	80-84		
B+	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73-76		
B-	70-72		
C+	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	60-64		
C-	55-59		
D	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.



**Drop Course Dates:** please review dates on the registrar's website



## **Rules and Policy Regarding Cell Phone and Computer Etiquette:**

1. The use of cellular phones or any other electronic gadgetry is **not permitted** during class lectures; neither are recording devices of **ANY** kind.
2. During thematic discussions all phones, computers, and all other electronic gadgets **must be turned off and stored away**.
3. Use of laptops for taking notes during lectures is permitted; *however*, should complaints arise regarding inappropriate or distracting web browsing during class, the use of laptops will be restricted. Use them wisely.
4. Phone calls, texts, Snap Chat, You Tube, Facebook, Twitter, and video and audio recordings, and **ALL other forms** of social media usage are **NOT** permitted inside the classroom.

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## **Statement on Academic Integrity (Source: Dalhousie University):**

“At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

### **What does academic integrity mean?**

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student’s responsibility to seek assistance to ensure that these standards are met.

### **How can you achieve academic integrity?**

[T]he following are **some ways** that you can achieve academic integrity:

- Make sure you understand Dalhousie’s policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Be sure not to plagiarize, intentionally or unintentionally
- Clearly indicate the sources used in your written or oral work. This includes ideas, figures of speech, graphical representations, diagrams, videos, and images.
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed...previously [and] submitted for another assignment

### **Where can you turn for help?**

If you are ever unsure about any aspect of your academic work, contact me; also:

- Academic Integrity website <http://academicintegrity.dal.ca/>
- Writing Centre ([http://www.dal.ca/campus\\_life/student\\_services/academic-support/writing-and-study-skills.html](http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html))

## **What will happen if an allegation of an academic offence is made against you?**

I am *required* to report every suspected offence... If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the [academicintegrity.dal.ca](http://academicintegrity.dal.ca) website.

***Ignorance of such policies is no excuse for violations***".

Plagiarism, therefore, is considered a serious academic offence. *No excuse is acceptable for plagiarism* and **NO AMOUNT OF PLAGIARISM WILL BE TOLERATED AND THUS WILL BE REPORTED IMMEDIATELY**. For more information, see:

**[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)**

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## **Requests for Student Accommodation (Source: Dalhousie University):**

“Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 902-494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca)

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class”.

- ✓ No alternative dates for paper deadlines will be set except for serious medical conditions
- ✓ No assignments will be given for extra credit.
- ✓ Lectures cover material not posted on Bright Space.
- ✓ **DO NOT** book any travel before the exam schedules are known.
- ✓ Familiarize yourself with course ‘Drop Dates’. These can be found here: [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)



## **STATEMENTS FROM DALHOUSIE UNIVERSITY:**

### **UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT**

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

### **University Statements**

### *Academic Integrity*

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Click [here](#) to read more.

### *Accessibility*

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NL). Click [here](#) to read more.

### *Student Code of Conduct*

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Click [here](#) to read more.

### *Diversity and Inclusion – Culture of Respect*

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Click [here](#) to read more.

### *Recognition of Mi'kmaq Territory*

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

## **University Policies and Programs**

- Important Dates in the Academic Year (including add/drop dates)  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Scent-Free Program  
<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

## **Learning and Support Resources**

- General Academic Support - Academic Advising:  
[https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Libraries: <http://libraries.dal.ca>
- Student Health Services: [https://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](https://www.dal.ca/campus_life/health-and-wellness/health-services.html)
- Counselling and Psychological Services: [https://www.dal.ca/campus\\_life/health-and-wellness/counselling.html](https://www.dal.ca/campus_life/health-and-wellness/counselling.html)
- Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Aboriginal Student Centre: [https://www.dal.ca/campus\\_life/communities/native.html](https://www.dal.ca/campus_life/communities/native.html)
- ELearning Website: <https://www.dal.ca/dept/elearning.html>
- Student Advocacy Services: <https://www.dsu.ca/services/community-student-services/student-advocacy-service>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)



### **Missed or Late Academic Requirements due to Student Absence**

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (Note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

## **UNITY & DIVERSITY – COURSE OUTLINE, 2018**

**January 10** – Introduction to the course themes, materials, and expectations.

### **Part One: GOVERNMENT & GOVERNANCE**

**January 12** – Introducing Key Themes in Canadian Politics: General Introduction

#### **Readings:**

1. Chapter 1 (pp. 1-28)

**January 17** – The Crown: Constitutional Monarchy & Democracy

#### **Readings:**

1. *The Story of England's Law Invention* in James David Barber "The Book of Democracy" (Bright Space)
2. *The Art of Lawgiving in Three Books (1659)* by James Harrington in "Divine Right and Democracy" (D. Wootton, ed. Penguin, 1986).

**January 19** – The Crown: Constitutional Monarchy & Democracy

#### **Readings:**

1. Chapter 2 (pp. 57-80)
2. *Constitutional Monarchs in Parliamentary Democracies* (Bright Space)
3. *Common Sense* by Thomas Paine, pp. 75-84 (Bright Space)

**January 24** – Key Themes in Canadian Confederation: Crown & Federalism

#### **Readings:**

1. Bright Space (#2)
2. *Crown of Maples*, pp. 50-58 (Bright Space)

**January 26** – The Crown & the Constitution

#### **Readings:**

1. Chapter 2 (pp. 36-57)
2. *Crown of Maples*, pp. 2-14 (Bright Space)

**January 31: QUIZ**

**February 2: Munroe Day**

## **February 7 – The Crown & the Constitution (cont.)**

### **Readings:**

1. *Crown of Maples*, pp. 15-21 (Bright Space)
2. Firmini & Smith, pp. 129-150 (Bright Space)

## **February 9 – The Crown: Parliament**

### **Readings:**

1. Chapter 5 (pp. 166-205)
2. *Crown of Maples*, pp. 25-33 (Bright Space)
3. Aucoin & Smith, pp. 48-61 (Bright Space)

## **February 14 – The Crown and Responsible Government**

### **Readings:**

1. Aucoin & Smith, pp. 17-24 (Bright Space)
2. Chapter 6 (pp. 206-253) & Chapter 7 (pp. 254-287)
3. *Crown of Maples*, pp. 35-44 (Bright Space)
4. *Crown of Maples*, pp. 59-65 (Bright Space)

**February 16: MIDTERM EXAM**

**February 18 – 24: STUDY BREAK**

## **February 28 – Republican Movements in the Commonwealth: the Australian Experience**

### **Readings:**

1. *The Australian Republic: The Failure of the Minimalist Model and the Next Steps Forward*. Stephen Mills (Bright Space)
2. *The Australian Republican Movement and its Implications for Canada*. John D. Whyte (Bright Space)
3. *Ten Years after the Referendum, We Are No Closer to a Republic*. Mike Steketee. The Australian, 2009. (Bright Space)

## **March 2 – The Federal Principle: Origins and Development**

**Readings:** Chapter 4 (pp. 123-165)



**March 7 – The Federal Principle in Canada: Rationale & Development**

**Readings:**

1. Confederation & the Federal Principle (in *The Life & Times of Confederation*. P.B. Waite, UTP 1962. Bright Space)
2. Chapter 8, pp. 104-116.

**March 9 – Federalism in Canada**

**Readings:**

1. Chapter 3 (pp.81-122)
2. *Canadian Federalism* (in “Federalism” by Jennifer Smith. Bright Space)

**March 14 – Federalism in Canada (cont.)**

**Readings:** *All You need to Know about Canadian Federalism* by Johanu Botha (Bright Space)



**Part Two: POLITICS & POLITICKING**

**March 16 – Democracy & its Application to Canada**

**Readings:** Chapter 12 (pp. 465-493)

**March 21 – Elections & Appointments**

**Readings:** Chapter 10 (pp. 386-429)

**March 23 – Representation in Canada: Meanings, Definitions, & Strategies**

**Readings:** Chapter 9 (pp. 338-385)

**Readings:** Chapter 13 (pp. 494-540)

**March 28 – The Media & Politics: General Discussion & the Canadian Case**

**Readings:** Chapter 11 (pp. 430-466)

**Readings:** Chapter 14 (pp. 541-586)

**March 30 – (Good Friday – University Closed)**

**April 4 & 6 – Debates & April 9 & 10 – Debates**

**Final Exam per registrar’s schedule**