

**POLITICAL SCIENCE POLI 2210**  
**Unity and Diversity: The Federal Dynamics of Canadian Politics**  
**Thursday / Thursday 10 - 11:30 am**

**Professor Louise Carbert**

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**COURSE SUMMARY**

This course is an introduction to the social, economic, and participatory dynamics that drive Canadian politics. It covers political culture, regionalism, political economy, interest groups, social movements, and elections. Federalism is central to all these topics, as we study the role of Quebec nationalism in the federation's evolution, the relationship between the Charter of Rights and Freedoms and federalism, the place of emerging "orders of government" (including First Nations governments), and debates concerning the causes and consequences of centralization and decentralization in the Canadian federation.

**LEARNING OBJECTIVES**

Students completing this course will be introduced to the methodologies, concepts, and approaches used by political scientists to study Canada. At the end of this course, students should be able to apply these new tools to help describe, understand, and explain a variety of political phenomena in Canadian politics. In addition to strengthening their analytical abilities, students will have the opportunity to improve their writing and presentation skills through the completion of multiple assignments, presentations, and discussions with the instructor and fellow classmates.

GRADING SCHEME	DUE	WEIGHT
Students' peer evaluation of posters	30 October; 1, 6, 8, 29 November	4 evaluations x 5% each = 20%
Professor's evaluation of posters	30 October; 1, 6, 8, 29 November	40%
Final exam assignment	December exam period	40%

**TEXTBOOK**

Alex Marland and Jared Wesley. 2016. *Inside Canadian Politics*. Toronto: Oxford University Press.

**POSTER PRESENTATION:**

Each student prepares a poster to be presented in class on designated days. The poster is based on the "Up for Debate" topic in the textbook. The poster presentations correspond to the scheduled readings in the textbook as we move through the syllabus. Additional research is necessary to construct the poster. See the textbook and consult the professor about additional sources.

Design your material for a standard tri-fold poster. I have used poster boards to distribute. For those who wish to purchase a new poster board, [http://www.staples.ca/en/Quartet-Project-Presentation-Display-Board-48-x-36-/product\\_40192\\_2-CA\\_1\\_20001](http://www.staples.ca/en/Quartet-Project-Presentation-Display-Board-48-x-36-/product_40192_2-CA_1_20001).

Each student should be prepared to speak for maximum 5 minutes each (or maximum 10 minutes per pair) as we move around the classroom, visiting each presentation. Each person in the pair should speak about the poster for roughly the same length of time.

Corresponding to the “debate” format in the textbook, students prepare and present their poster in pairs of two people. There are five days of poster presentations. Do NOT wait until very end to present. It gets increasingly frantic and crowded to present closer to the end of term. If you dislike public speaking under pressure, prepare to go earlier. If you prefer to present earlier in the term, time can be set aside for you.

### **PEER EVALUATION OF POSTER PRESENTATION**

Students grade poster presentations using a rubric posted to Brightspace. Complete the rubric and submit the file to Brightspace. Evaluate a presentation of your choice.

Attendance is crucial to this component of the course. Students do four peer evaluations, corresponding to each of the days scheduled for presentations. You may NOT receive credit for doing more than one peer evaluation per day of presentations.

### **PROFESSOR’S EVALUATION OF PEER EVALUATION OF POSTER PRESENTATION**

The professor grades each student’s peer evaluation of a poster using a rudimentary scoring format:

- Excel (3/3). A paragraph of incisive and thoughtful critique for both positive and negative.
- Pass (2/3). A sentence or two of thoughtful critique for both positive and negative points.
- Minimal (1/3). A sentence or two indicating attendance.
- Failure to submit (0/3).

Any conflict of interest is avoided because students receive credit for evaluating each other’s posters, independently of how well their own poster fares. Pro-tip: it’s easier to engage thoughtfully with an outstanding presentation than it is for an inadequate one.

### **PROFESSOR’S EVALUATION OF POSTER PRESENTATION**

The professor uses the same rubric posted to Brightspace as a \*.docx file. When class is over, submit the poster to the professor. How much students work together to assemble a joint project varies. Each student takes either a pro / con side of the poster; but the central portion of the poster should be a joint project. The poster may be lopsided in terms of quality; in that case, each student receives a separate, independent grade. The professor’s evaluation is entirely separate from, and independent of, the peer evaluation of the same poster.

### **FINAL EXAM**

The final exam requires you to synthesize broad course themes in an essay. To synthesize is to bring different aspects of the course material together in a single coherent explanation. The question to be posed typically asks the student to address – in all its historical and theoretical complexity- a current “crisis” in Canadian politics.

### **SCHEDULE**

4 September Introduction to course and to poster assignment.

- Deborah Sleight, “Poster Feng Shui” Office of Medical Education Research and Development, Michigan State University, April 2011. Posted to Brightspace.
- The Cal NERDS' Faculty Centric Poster Judging Method [https://www.youtube.com/watch?v=TKFL\\_D5K7Yc](https://www.youtube.com/watch?v=TKFL_D5K7Yc)

- Creating Effective Poster Presentations, George Hess, Kathryn Tosney, Leon Liegel  
<https://www.ncsu.edu/project/posters/index.html#Note0>;  
<https://www.youtube.com/playlist?list=PLQYPRVJgjEZZd9EAqwmI53ziYOqIdQpJ3>
- Producing an academic poster, University of St Mark & St John. Adam Read, Senior e-Learning Technologist.  
<https://www.youtube.com/watch?v=GJwcVWszLC4>

6 September	Introduction to Canadian Politics, Chapter 1
11, 13 September	Constitution, chapter 2
18, 20 September	Federalism in Canada, chapter 3
25, 27 September	Regionalism in Canada, chapter 4
2, 4 October	Public policy and public administration, chapter 8
9, 11 October	Political parties, chapter 9
16, 18 October	Democracy and elections, chapter 10
23, 25 October	Political communications, chapter 11
30 Oct, 1, 6, 8 Nov	Poster presentations

- Do Aboriginal and non-Aboriginal politics belong in the same political system?
- Is federalism working in Canada?
- Is regionalism a dynamic force in Canadian politics?
- Is political patronage still necessary in today's Canada?
- Should parties take action to increase the presence of women and other underrepresented Canadians?
- Do election campaigns matter in Canada?
- Is negative political advertising bad for Canadian democracy?

*13, 15 November fall break; no class*

20, 22 November	Political activism, chapter 12
20, 22 November	Diversity and Representation, chapter 13
27 November	Canada's place in the world, chapter 14
29 November	Poster Presentations
	<ul style="list-style-type: none"> <li>• Should spending limits on election spending by interest groups be eliminated?</li> <li>• Are affirmative action programs needed in the Canadian public service?</li> <li>• Should Canada give more money to foreign aid?</li> </ul>

*FINAL EXAM, 6-16 December to be scheduled*

## 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.

### 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.

### 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, NFLD).

### 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.

### 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 be 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).

### 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)

### 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)

### **From the University Calendar**

"Students are expected to complete class work by the prescribed deadlines. Only in special circumstances ... may an instructor extend such deadlines." Late papers will be assessed a late penalty at the instructor's discretion. Students who miss a deadline on account of illness are expected to hand in the assignment within one week of their return to class, with a medical certificate, per academic regulations of the Dalhousie Calendar.

Papers should be submitted directly to the instructor or in person to the Political Science office between 8:30 am and 4:30 pm on weekdays only. The instructor cannot assume responsibility for papers otherwise submitted.

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain Form A: Request for Accommodation. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require them will be able to participate in the class.

### **INFORMATION ON PLAGIARISM**

Proper documentation is required on all writing assignments. Failure to document sources constitutes plagiarism and can result in severe academic penalty. You should keep your rough notes and be prepared to defend your work orally. Consult a writing/style manual for acceptable citation styles.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived.

At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

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