

DALHOUSIE UNIVERSITY

POLI 4207: Canadian Politics: Themes and Theories
POLI 5207: Advanced Seminar in Canadian Politics

3 credit hours

Course Location: Mona Campbell Building, Room 2107

Seminars held Friday from 9:25 a.m. to 12:35 p.m.

Instructor: Dr. Kristin Good

Associate Professor, Department of Political Science
Cross-appointed with the Law, Justice and Society Program

Office: 356 Henry Hicks

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Office Hours: Monday and Wednesdays: 1-2 p.m.; Fridays 1:30 p.m.-2:30 p.m.; or by appointment.

Note: My telephone is only answered when I'm in the office and I don't have voicemail. Email is my preferred mode of communication.

Learning Platform: The learning platform for this course is Brightspace, which can be accessed at the following address: <https://dal.brightspace.com>

Calendar Description of POLI 4207 and 5207

POLI 4207 Canadian Politics: Themes and Theories/POLI 5207 Advanced Seminar in Canadian Politics CREDIT HOURS: 3 This senior seminar will take an in-depth and critical look at the major issues and institutions in Canadian politics and government. Topics include: the concentration of power; parliamentary governance; constitutional politics; party and electoral systems; and, the role of the mass media and pressure groups. PREREQUISITES: Permission of the instructor. CROSSLISTED: POLI 4207.03 or POLI 5207.03 EXCLUSIONS: POLI 4204.03 FORMATS: Seminar

Extended Description Course Topics

This course covers a wide range of fundamental topics in the study of Canadian politics and government including the nature of Canadian political institutions, political culture(s), identities and interests. Topics include 'responsible government,' Parliament (including the House of Commons and the Senate), the nature of the Canadian party system and elections, federalism, the role of the courts in Canadian governance, interest groups and social movements, online participation, municipal governance, and the multifaceted relationship of Indigenous governments and peoples to the Canadian state. We also explore Canadian political culture including the influence of regionalism, Quebecois and Indigenous nationalisms, multicultural identities, race, gender and class on Canadian political development.

Learning Objectives

The course's primary learning objectives are the following:

Students will ...

Develop an in-depth understanding of Canada's political institutions.

Become familiar with some of the fundamental debates in the Canadian political science literature.

Hone reading comprehension skills by being asked to read, digest and analyze a significant amount of reading quickly and accurately.

Strengthen oral and written communication skills by writing weekly short analytical pieces on the readings and through participation in small group (instructor-led) discussions about the material.

Improve analytical skills and one's ability to develop a sound argument by filtering the readings through a weekly question.

Learn how to edit one's work in response to constructive class and instructor feedback.

Method of Assessment

Breakdown of Final Grade – POLI 4207 and 5207*

Weekly discussion papers	40%
Participation	10%
Written commentary (on another student's paper)	10%
Research paper	40%

*Please note differences in requirements for graduate students under each assignment description.

Grading Scale and Definitions

Both undergraduate and graduate students will be assigned numerical grades for each assignment that will be translated into letter grades. The grade scale and definitions for undergraduate students is reproduced on the next page. The definitions of these grades are different for graduate students. Graduate students should refer to: 1) The Graduate Studies Calendar (p. 47) for the university's grade scale and definitions for graduate students :

https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/academiccalendar/GraduateCalendar_2019_2020.pdf

2) Graduate students should also consult the Department of Political Science's grading rubric which also elaborates upon the meaning of grades in a graduate context. It is available on the Department's website at the following address:

<http://www.dal.ca/content/dam/dalhousie/pdf/politicalscience/syllabi%202012-13/Graduate%20Student%20Grading%20Rubric.pdf>

17.1 Grade Scale and Definitions (undergraduates)

Grade	GPA		Definition	
A+	4.30	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	4.00	85-89		
A-	3.70	80-84		

B+	3.30	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	3.00	73-76		
B-	2.70	70-72		
C+	2.30	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	2.00	60-64		
C-	1.70	55-59		
D	1.00	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" or "C+" is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	

ILL	Neutral and no credit obtained	Compassionate reasons, illness
P	Neutral	Pass
TR	Neutral	Transfer credit on admission
Pending	Neutral	Grade not reported

Description of Assignments

Discussion Papers

Discussion papers should respond to the question that is provided in the syllabus. They should draw upon ALL of the assigned readings for the week (and cite them). The idea is to develop a dialogue among the authors in response to the assigned question asking, for instance, ‘how would each author answer the question?’ as well as ‘where do the authors of the readings differ in their perspective and on what points do they share common ground?’ Discussion papers should be one single-spaced page in length (12 point font) and raise a question for class discussion at the bottom of the page.

Discussion papers must be submitted to Brightspace no later than 9 a.m. on the Wednesday before the seminar. They will be posted on Brightspace by the end of the day on Wednesday. Seminar participants should read at least 2 other discussion papers each week and note questions for other students about their papers.

Discussion papers (and heavier than usual reading) replace an exam requirement for the course. They are designed as a way to assess student’s knowledge of the material without testing as well as to assess analytical and communication skills more than memorization. Furthermore, the discussion papers are designed to raise the level of discussion in the class since all students will not only have read the readings but will have considered them thoughtfully.

Graduate student requirement: There are 11 topics. **Graduate students** are expected to **write 10 discussion papers**. Also, I will drop lowest discussion paper grade when calculating the final grade. However, 10 discussion papers must be submitted in order to receive credit for the course.

Undergraduate student requirement: **Undergraduate students** must **write 7 discussion papers** for the course and I will also drop the lowest discussion paper grade when calculating the final grade. However, 7 papers must be submitted to receive credit for the course.

***Also, please note:** Additional readings for graduate students are marked with an asterisk. These readings should be incorporated into discussion papers and graduate students are expected to raise their most salient points in the class discussion. Undergraduate students are not expected to read readings marked with an asterisk.

A word of advice: You should consider saving a week without a discussion paper for the week that the first draft of your research paper will be due (see below).

Research Paper

The first iteration of research papers will be due at 4 p.m. on Friday, the week before it will be presented in class to give the commentator time to prepare their written commentary (see below) and to allow students sufficient time to read the paper. The paper should be submitted through Brightspace and will be posted in the content section so the other students can read it.

Commentaries will be presented in class (informally) to start the discussion about the paper (paper writers will not present their own papers since it will be assumed that all students have read the papers). I say “informally” because the grade will be assigned based on the quality of the written commentary and not on how it was presented. Paper writers will of course be given an opportunity to respond to the commentary and then it will be discussed by the class.

All students will be given the opportunity to edit their papers in light of feedback provided in class and by the instructor. The final drafts should be submitted to the instructor on the final day of classes at which point they will be evaluated formally.

For undergraduates (POLI 4207), research papers should be 15 pages in length and should include reference to at least 10 good academic sources (journal articles, chapters in books and books published by reputable academic publishers, papers published by reputable think tanks). This could include readings from the assigned readings or the full-length version of readings in the *Essential Readings* textbook but should go beyond the course material.

For graduate students (POLI 5207), research papers should be 25 pages in length and should reference at least 15 good academic sources.

Paper presentations will begin October 11th, 2019.

Please note: All papers will be checked for plagiarism using urkund plagiarism detection software.

Commentary

Students will submit a written commentary on another student’s research paper. The commentary should be 5 pages (double-spaced). It should provide a critical assessment of the paper’s strengths and weaknesses focusing primarily on its analytical and organizational aspects. The commentary will be presented informally in class to begin the discussion of the student’s paper. It should be submitted to the instructor by 4 p.m. on the Thursday before its presentation in class the following Friday morning.

Participation

Active participation in seminar discussions is expected of all members of the group and attendance is mandatory.

The participation grade will be assigned on the basis of the quality of students’ interventions in class discussions. Essentially, it will assess students’ knowledge and analysis of readings as well as their ability to express their ideas clearly and effectively through oral communication.

As part of their discussion grade, students are also expected to demonstrate knowledge and engagement of the material in other students' discussion papers and to provide feedback on their peers' research papers.

Late Penalties

Research papers must be submitted to Brightspace on November 29, 2019, which is the last day of the class. Late papers will not be accepted except in the case of a documented medical or family emergency.

Late discussion papers and commentaries will receive a grade of "O". As mentioned above, I will drop the lowest discussion paper grade in my calculations. However, all discussion papers must be completed by the final class to receive credit for the course. Penalties for late commentaries will be waived in the case of illness or family emergency and the paper's presentation will be scheduled for the following week.

Other Classroom Policies

The seminars will not be recorded by the instructor and students are not permitted to record them themselves.

Seminar Schedule – Fall 2019

September 6: Introduction: Studying Canadian Politics and Government

September 13: Responsible Government

September 20: The Senate

September 27: Political Parties, Party Systems and Elections

Note: October 2nd is the last day to drop fall term courses without a “W”

October 4: Federalism and Intergovernmental Relations

October 11: The Courts and the Charter

October 18: Municipal Government, Urban Politics and Governance

October 25: Political Culture (s) and Ideologies

Note: October 31 is the last day to drop fall term courses with a “W”

November 1: Constitutional Politics and Quebec

November 8: Indigenous Politics

November 11-15: Fall Study Break – No class on November 15.

November 22: Diversity in Canadian Politics?

November 29: Interest Groups, Social Movements and Online Political Participation

POLI 4207 and 5207 – READING LIST

Prof. Kristin Good
Associate Professor, Department of Political Science

Note: *Readings marked with an asterisk are **required for graduate students only**.

Textbooks (Recommended for purchase) and Other Reading Materials:

Bickerton, James and Alain-G. Gagnon. Eds. (2014) *Canadian Politics* (sixth edition). Toronto: University of Toronto Press.

The Kindle version of this book can be purchased on amazon.ca:

<https://www.amazon.ca/Canadian-Politics-Sixth-James-Bickerton/dp/1442607033>

Russell, Peter H., François Rocher, Debra Thompson and Amanda Bittner Eds. (2016). *Essential Readings in Canadian Government and Politics*. Toronto: Emond Montgomery Publications. It can be purchased as an e-book through Emond Montgomery:

<https://www.emond.ca/essential-readings-in-government-and-politics-2nd-edition.html>

1. Introduction: Studying Canadian Politics and Government

An introduction to the course and discussion of the following question: What is the role of the political scientist in Canada?

Noël, Alain. 2014. "Studying Your Own Country: Social Scientific Knowledge for Our Times and Places" *Canadian Journal of Political Science*, 47, 4, December 2014, 647-66.

2. Responsible Government

Discussion paper question: What is responsible government? Is it in need of reform?

Jennifer Smith. 1999. "Democracy and the Canadian House of Commons at the Millennium," *Canadian Public Administration*. 42, 4: 398-421.

<http://ezproxy.library.dal.ca/login?url=http://dx.doi.org/10.1111/j.1754-7121.1999.tb02034.x>

Peter Aucoin, Mark D. Jarvis, and Lori Turnbull. 2011. *Democratizing the Constitution: Reforming Responsible Government*. Toronto: Emond Montgomery Publications. Chapter 6.

Canadian Politics (6th edition):

Donald Savoie – “Power at the Apex: Executive Dominance” (Chapter 7)

David C. Docherty – “Parliament: Making the Case for Relevance” (Chapter 8)

*Paul Thomas – “Two Cheers for Bureaucracy: Canada’s Public Service” (Chapter 9)

Essential Readings (Textbook):

#13 - Eugene Forsey and Helen Forsey. “Prorogation Revisited: Eugene Forsey on Parliament and the Governor General”

#15 – Donald Savoie – “The Rise of Court Government in Canada”

#16 – Lisa Young. “Value Clash: Parliament and Citizens after 150 Years of Responsible Government”

#18 – Peter Aucoin, Mark Jarvis, and Lori Turnbull – “Democratizing the Constitution: Reforming Responsible Government”

3. The Senate

Discussion paper question: Have the Trudeau government’s reforms to the Senate improved a fundamental institution suffering from a crisis in legitimacy? What is Scheer’s (and the Conservatives) position? (the second part of this question will require some additional reading of newspaper articles from credible sources)

Institute for Research on Public Policy (IRPP). 2019. *Renewal of the Canadian Senate: Where to from Here?* IRPP Report (February). Montreal: Institute for Research on Public Policy.

<https://irpp.org/wp-content/uploads/2019/02/Renewal-of-the-Canadian-Senate.pdf>

*Thomas, Paul. 2019. “Moving Toward a New and Improved Senate.” IRPP. Available at:

<http://irpp.org/research-studies/moving-toward-new-improved-senate/>

Sharman, Campbell. 2008. “Political Legitimacy for an Appointed Senate,” *Choices* 14:11, 1-28.

<http://irpp.org/wp-content/uploads/assets/research/strengthening-canadian-democracy/political-legitimacy-for-an-appointed-senate/vol14no11.pdf>

Heard, Andrew. 2015. “Tapping the Potential of Senate-Driven Reform: Proposals to Limit the Powers of the Senate,” *Constitutional Forum* 24, 2: 47-54.

[file:///C:/Users/profg/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/24941-Article%20Text-62966-1-10-20150623%20\(3\).pdf](file:///C:/Users/profg/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/24941-Article%20Text-62966-1-10-20150623%20(3).pdf)

Optional:

Bruce Hicks and André Blais. 2008. “Restructuring the Canadian Senate through Elections,” *Choices* 14:15, 1-24.

<http://irpp.org/wp-content/uploads/assets/research/strengthening-canadian-democracy/restructuring-the-canadian-senate-through-elections/vol14no15.pdf>

Jennifer Smith. 2013. *Abolishing the Senate: The NDP's Bad Idea*. The Federal Idea, A Quebec Think Tank on Federalism. November, pp. 19. Available online: http://ideefederale.ca/documents/IF_Senat_ang.pdf

Essential Readings (Textbook): Optional Readings

#17 – Senators Hugh Segal, Bert Brown, Lowell Murray, and Sharon Carstairs - “Referendum on the Future of the Senate: A Round Table”

4. Political Parties, Party Systems and Elections

Discussion paper question: Does continuity or change stand out in Canadian elections and party politics?

Canadian Politics (6th edition):

James Bickerton – “Competing for Power: Parties and Elections in Canada,” (Chapter twelve)

Alex Marland – “Political Communication in Canada: Strategies and Tactics,” (Chapter 14)

*A. Brian Tanguay – “The Limits to Democratic Reform,” (Chapter 13)

Essential Readings (Textbook):

#19- Alain C. Cairns – “The Electoral System and the Party System in Canada, 1921-1965”

#20 – Sylvia Bashevkin – “The Higher the Fewer: Women’s Participation in Major Party Organizations”

#21– Janine Brodie and Jane Jenson – “The Party System”

#22 – R. Kenneth Carty – “The Politics of Tecumseh Corners: Canadian Politics Parties”
William Cross, and Lisa Young – “A New Canadian Party System”

#23 – Denis Pilon - “The Politics of Voting”

#24 – R. Kenneth Carty and William Cross – “Political Parties and the Practice of Brokerage Politics”

#28 – André Blais – “Accounting for the Electoral Success of the Liberal Party of Canada,”

5. Federalism and Intergovernmental Relations

Discussion paper question: Does continuity or change stand out in the evolution and politics of Canadian federalism?

Please read the following source to infuse current issues into our discussion:

Graham Fox and Daniel Béland. 2019. “Federal-Provincial Tensions Loom Over 2019 Election Campaign,” IRPP special feature on “Provincial Dynamics and the 2019 Federal Election,”

<https://policyoptions.irpp.org/magazines/june-2019/federal-provincial-tensions-loom-over-2019-campaign/>

Rocher, Francois and Miriam Smith. 2003. "The four dimensions of Canadian federalism," In their edited *New trends in Canada federalism (second edition)*. Peterborough, ON: Broadview Press.

Meekison, J. Peter, Hamish Telford and Harvey Lazar. 2003. "The Institution of Executive Federalism: Myths and realities," In their edited *Canada: The State of the Federation. Reconsidering the Institutions of Canadian Federalism*. Montreal and Kingston: McGill-Queen's University Press.

<http://www.queensu.ca/iigr/sites/webpublish.queensu.ca/iigrwww/files/files/pub/archive/SOTF/SOTF2002.pdf>

Harmes, Adam. 2007. "The Political Economy of Open Federalism," *Canadian Journal of Political Science*. 40, 2: 417-437.

Canadian Politics (Sixth edition):

Richard Simeon, Ian Robinson, and Jennifer Wallner – "The Dynamics of Canadian Federalism," (Chapter 4)

Essential Readings (Textbook): Federalism

#41 – Alan C. Cairns - "The Governments and Societies of Canadian Federalism"

#42 – Donald V. Smiley and Ronald L. Watts – "Intrastate Federalism in Canada,"

#43 – Roger Gibbins – "Federalism and Regional Alienation"

#45 – François Rocher – "The Quebec-Canada Dynamic *or* the Negation of the Ideal of Federalism,"

6. The Courts and the Charter

Discussion paper question: To what extent are rights and parliament reconciled in the current constitutional arrangement?

Ajzenstat, Janet. 1997. "Reconciling Parliament and Rights: A. V. Dicey Reads the Canadian Charter of Rights and Freedoms," *Canadian Journal of Political Science*. 30, 4: 645-662.

Morton, F. L. "The Charter Revolution and the Court Party." *Osgoode Hall Law Journal* 30 no. 3 (1992): 627-52.

*Kelly, James, B. 2001. "Reconciling Rights and Federalism during Review of the Charter of Rights and Freedoms: The Supreme Court of Canada and the Centralization thesis, 1982 to 1999," *Canadian Journal of Political Science* 34, 2: 325-55.

*Kelly, James B. 2007. "Parliament and the Charter: An Unfinished Constitutional Revolution," *Policy Options*, February.

Canadian Politics (Sixth edition):

Raymond Bazowski – “Judicial Politics in the Age of the Charter,” (Chapter 10)

Essential Readings (Textbook):

#46 – Alain Cairns – “The Judicial Committee and Its Critics”

#47 - Peter Russell – “The Political Purposes of the Canadian Charter of Rights and Freedoms”

#48 - Peter Hogg, A.A. Bushnell – “The Charter Dialogue between the Courts and Legislatures”

#49 – Beverly McLachlin – “Courts, Legislatures and Executives in the Post-Charter Era”

#50 - F.L. Morton, Rainer Knopff – “Judges and the Charter Revolution,”

7. Municipal Government, Urban Politics and Governance

Discussion paper question: What purpose do municipalities serve in the Canadian political system? Is reform needed to serve this purpose as Canada becomes increasingly urban?

Good, Kristin R. 2016. “Municipal Political Parties: An Answer to Urbanization or an Affront to Traditions of Local Democracy?,” in Alain-G. Gagnon and Brian Tanguay (eds.). *Canadian Parties in Transition* (4th edition). Toronto: University of Toronto Press.

Levi, Ron and Mariana Valverde. 2006. “Freedom of the City: Canadian Cities and the Quest for Governmental Status,” *Osgoode Hall Law Journal*. 44, 3: 409-459.

Sancton, Andrew. 2005. “The Governance of Metropolitan Areas in Canada,” *Public Administration and Development*. 25, 4: 317-327.

Sancton, Andrew. 2008. *The Limits of Boundaries*. Montreal & Kingston: McGill-Queen’s University Press. [read enough to familiarize yourself with his argument]

*Magnusson, Warren. 2005. “Are Municipalities Creatures of the Provinces?” *Journal of Canadian Studies*. Spring, 39, 2: 5-29.

Essential Readings:

#76 – Caroline Andrew – “The Shame of (Ignoring) the Cities”

8. Political Culture (s) and Ideologies

Discussion paper question: What is “political culture” and what does it explain?

Nelson Wiseman. 2007. *In Search of Canadian Political Culture*. Vancouver: UBC Press. Chapter 1 (‘Pathways to Canadian Political Culture,’) and 6 (‘Atlantic Canada: Traditional Political Culture?’)

Laycock, David. 2015. "Populism and the New Right in English Canada," in Francisco Panizza ed. *Populism and the Mirror of Democracy*. New York: Verso Press.

Ambrose, E., and C. Mudde. 2015. "Canadian Multiculturalism and the Absence of the Far Right," *Nationalism and Ethnic Politics*. 21, 213-36.

*Henderson, Ailsa. 2004. "Regional Political Cultures in Canada," *Canadian Journal of Political Science*. 37, 3: 595-615.

Canadian Politics (6th edition):

Allison Harell and Lyne Dechâtelets – "Political Culture(s) in Canada: Orientations to Politics in a Pluralist, Multicultural Federation," (Chapter 11)

Essential Readings (Textbook):

#8 – Preston Manning – "The West Wants In"

*#75– Nelson Wiseman – "The Pattern of Prairie Politics"

#77 – Robert Finbow – "Atlantic Canada in the Twenty-First Century: Prospects for Regional Integration"

#78 – William Johnson – "Stephen Harper and the Rise of Western Conservatism"

9. Constitutional Politics and Quebec

Discussion paper question: Is Quebec's distinctiveness recognized and accommodated adequately in Canadian politics?

Canadian Politics (6th edition):

*Samuel V. Laselva – "Understanding Canada's Origins: Federalism, Multiculturalism, and the Will to Live Together," (Chapter 1)

Roger Gibbins – "Constitutional Politics" (Chapter 3)

Alain-G. Gagnon – "Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics," (Chapter 5)

Essential Readings (Textbook):

#5 – David Twavnick – "The Tremblay Report"

*#6 – Daniel Johnson – "Equality or Independence"

#7 – Pierre Elliott Trudeau – "Federalism, Nationalism and Reason"

#8 – Charles Taylor – "Shared and Divergent Values"

*#11 – Peter H. Russell – "Canada – A Pioneer in the Management of Constitutional Politics in a Multinational Society"

#12 – James Tully – "Canada as a Multinational Democracy"

*#36 – Jean Chrétien – "Bringing the Constitution Home,"

#37 – Donald V. Smiley – "A Dangerous Deed: The Constitution Act, 1982"

#54 – Peter H. Russell – "Constitutional Politics: In a New Era Canada Returns to Old Methods"

10. Indigenous Politics

Discussion paper question: What is and ought to be the nature of the relationship between Aboriginal peoples and the Canadian state?

Frances Abele and Michael Prince. 2006. "Four Pathways to Aboriginal Self-Government in Canada," *American Review of Canadian Studies*. 36, 4: 568-95.

Kiera L. Ladner. 2005. "Up the Creek: Fishing for a New Constitutional Order," *Canadian Journal of Political Science*. 38, 4: 923-53.

Canadian Politics (6th edition):

Martin Papillon – "The Rise (and Fall?) of Aboriginal Self-Government," (Chapter 6)

Essential Readings (Textbook):

#10 – Royal Commission on Aboriginal Peoples – "People to People, Nation to Nation,"

61 – Jean Chrétien. – "The White Paper,"

62- Harold Cardinal – "The Unjust Society,"

#63 – Taiaiake Alfred – "Wasáse: Indigenous Pathways of Action and Freedom,"

#64 – Glen Sean Coulthard – "Red Skin, White Masks,"

11. Diversity in Canadian Politics?

Discussion paper question: Who is "in" and who is "out" of Canadian politics and why?

Canadian Politics (6th edition)

Will Kymlicka – "Citizenship, Communities, and Identity in Canada," (Chapter 2)

Yasmeen Abu-Laban – "Diversity in Canadian Politics" (Chapter 18)

Melanee Thomas and Lisa Young – "Women (Not) in Politics: Women's Electoral Participation," (Chapter 17)

Essential Readings (Textbook) : Race, Ethnicity, Multiculturalism and Class

#23 – J. S. Woodsworth – "Strangers Within Our Gates"

#25 – Pierre Elliott Trudeau – "Statement on Multiculturalism"

#26 – Guy Rocher – "The Ambiguities of a Bilingual and Multicultural Canada"

#69 – Gérald Bouchard and Charles Taylor – "Bouchard-Taylor Report on Accommodation"

#70 – Debra Thompson – "Is Race Political?"

#73 – Leo V. Panitch – "Elites, Classes and Power in Canada"

Essential Readings: Gender

#27 – Elisabeth Gidengil, André Blais, Richard Nadeau, and Neil Nevitte – "Women to the Left? Gender Differences in Political Beliefs and Policy Preferences,"

#29 – J. Scott Matthews – “The Political Foundations of Support for Same-Sex Marriage in Canada,”

#57 – Royal Commission Report – “Royal Commission on the Status of Women in Canada,”

#58 – Mary Ellen Turpel – “Patriarchy and Paternalism: The Legacy of the Canadian State for First Nations Women,”

#59 – Himani Bannerji – “The Dark Side of Nation,”

#60 – Miriam Smith – “Identity and Opportunity: The Lesbian, Gay, Bisexual and Transgender Movement,”

12. Interest Groups, Social Movements and Online Political Participation in Canada

Discussion paper question: Do interest group, social movement and online forms of political participation enhance the quality of Canadian democracy?

Tamara A. Small, Harold Jensen, Frédérick Bastien, Thierry Giasson and Royce Koop (2014)
“Online Political Activity in Canada: The Hype and the Facts,” *Canadian Parliamentary Review*.
Winter: 9-16.

Canadian Politics (6th edition):

Éric Montpetit – “Are Interest Groups Useful or Harmful? Take Two,” (Chapter 15)

Michael Orsini – “Of Pots and Pans and Radical Handmaids: Social Movements and Civil Society,” (Chapter 16)

SECTION B: 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, available at

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4424&loadusercredits=False>

University Statements

- **Territorial Acknowledgement:**

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.¹

- **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. 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. (read more: https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

- **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus 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).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre:

https://www.dal.ca/campus_life/academic-support/accessibility.html

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

¹ For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

- **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. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

- **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. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

(read more: <https://www.dal.ca/cultureofrespect.html>)

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- Dalhousie Grading Practices Policy
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy
https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-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 – Advising
https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html)
- Indigenous Student Centre
https://www.dal.ca/campus_life/communities/indigenous.html
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.)
<https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- Black Student Advising Centre:
https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre
https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre
<https://southhousehalifax.ca/>

- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Services <http://dsu.ca/dsas>
- Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising