



**DALHOUSIE
UNIVERSITY**

Department of Political Science

POLI 2210 Unity and Diversity

Distance

Summer 2020: May 11 – June 2

RECOGNITION OF MI'KMAQ TERRITORY

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

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, 1321 Edward Street, or email Elders@dal.ca.

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Pre-Requisites for Course:

1000-level course in Political Science or Kings FYP recommended.

Course Description:

As described in the 2019-2020 Academic Calendar, 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 Aboriginal governments), and debates concerning the causes and consequences of centralization and decentralization in the Canadian federation.

Learning Objectives:

By the end of the course, the student should be able to:

- to understand why Canada adopted a federal model of governance;
- to explore the evolution of federalism in Canada and assess whether it has remained the same;
- to explain how Canadian federalism works from the inside in the form of executive federalism;
- to communicate confidently and effectively with your classmates so as to impart knowledge and understanding of the course material; and
- to increase student confidence and skills for conducting research and writing papers.

Approach Taken:

POLI 2210 will comprise regular and meaningful interaction between the students and the Professor. As such, students are to prepare by completing the assigned readings and participating in on-line discussions. The on-line sessions may incorporate some additional learning technologies that will contribute to student learning and understanding as well as providing source material for on-line discussion and debate.

Students are encouraged to approach the Professor with any questions and/or concerns. This will be a key ingredient in creating a satisfying learning experience.

Learning Materials:

The required learning materials are:

1. Alex Marland and Jared Wesley, Inside Canadian Politics, 1st ed. (Don Mills: Oxford University Press, 2016). Ebooks can be purchased from <https://redshelf.com/book/526747>
2. Additional required readings may be placed on Brightspace.

Method of Evaluation:

COURSE REQUIREMENTS	DUE DATE (S)	% OF FINAL GRADE
Course Outline Confirmation	May 18	1%
Self-Introduction	May 18	2%
ON-LINE PARTICIPATION		
Module I	May 11-15	7%
Module II	May 19-22	7.5%
Module III	May 25-June 2	7.5%
QUIZZES		
Quiz #1 - On Module I Marland and Wesley chapters 1, 2 and 3	May 19	10%
Quiz #2 - On Module II Marland and Wesley chapters 4, 5 and 8	May 25	10%
Quiz #3 - On Module III Marland and Wesley chapters 9, 10 and 12	June 1	10%
INDIVIDUAL WRITING ASSIGNMENTS		
Individual Writing Assignment #1	May 15	10%
Individual Writing Assignment #2	May 22	15%
Individual Writing Assignment #3	June 2	20%
TOTAL		100%

COURSE OUTLINE CONFIRMATION

May 18 - 1%

Confirm that you have read the entire Course Syllabus and accept the Course Syllabus as our learning contract.

SELF-INTRODUCTION

May 18 - 2%

Introduce yourself to me and to your fellow classmates.

This assignment, which should be in paragraph format and no longer than one page, should ideally address the following:

1. Name, number of years in University and number of years since high school graduation.
2. Where are you from?
3. What contribution do you want to make to your community, society, family, etc.?
4. Why are these contributions important?
5. What types of volunteer and sport activities are you involved in?
6. Have you, or someone you know well, been involved in government / political related activities? If yes, what was the nature of that involvement?
7. *Aside from attaining a good grade*, what are your expectations for POLI 2210?
8. Any particular issues / topics you would like to see addressed?
9. What could the Professor do to enhance your learning?
10. Is this the first time that you have taken a Distance Learning course? Are you nervous? Excited?
11. What media stories have you been following recently? (minimum of 3 examples)

ON-LINE PARTICIPATION

Three Modules - 22%

You are required to participate in **all** online discussions. Each online discussion will comprise an initial posting on the discussion topic and *at least* three response postings / comments - either in response to a classmate's posting or as an augmentation of your initial posting.

Focused online discussions allow students to express their understanding of information addressed in each of the Modules, to discuss that information with classmates and their instructor, and to integrate the results of those discussions into their own learning.

Initial posting (200-250 words)

Choose one question from the list of questions provided for each Module. Post a written response to the chosen question highlighting the connection between your answer to the discussion posting question and the course materials and class discussion on the topic. Your posting is to be logical with good grammar and sentence structure.

Response Postings (100-150 words each)

Read the postings of your classmates and respond *to at least three postings* either in response to a classmate's posting or as an augmentation of your initial posting. Present additional/alternate perspectives or, if you agree or disagree with them, explain why.

You should be an active participant in the discussions. A quality comment should build on another student's posting, your own or add an additional point of view that references the text, course readings or some other reference material.

Your grade for this part is to be assessed on the extent to which your answer draws on the materials in the course and the relevance of your comments. Students should review the comments of all classmates and are encouraged to continue discussion in the module forum as you would in a lecture in a classroom.

Evaluation Criteria – Online Discussions

Discussion Postings (includes initial and response postings) will be graded per the following criteria:

1. **Demonstrates an understanding of a course concept.** This applies to your initial and response posts, and includes the following elements:
 - a. Are your posts relevant to the assigned topic and question?
 - b. Do your posts demonstrate accurate understanding of course material?
 - c. Does the subject field convey the essence of your post (in less than 10 words)?

Important Note for Quality Posts: While your posts will often draw on experience and informed opinions, the most successful posts will support personal opinions with reference to course material.

2. **Advances the discussion by adding new knowledge.** This applies to your response posts, in which you should try to broaden the perspective presented in another post by building on their ideas or pushing those ideas in a new direction. Some possible ways to do this are:
 - a. Apply references to course material/theoretical concepts.
 - b. Provide a counter-example based on personal experiences that refute or weaken the position taken by the initial author (e.g., I hear you say this..., but my experience suggests this...)
 - c. Apply a related concept from the course that the initial post did not reference.
 - d. Apply a related example from current events or some other resource.
3. **Have uploaded your Initial Post and Response Posts by the stated dates.** Waiting until the last minute to make a required post can decrease the quality of the conversation about the topic. Posting earlier allows other students and me the opportunity to respond to a post and engage in debates that help everyone in the class get the most out of the conversation.

QUIZZES

May 19, May 25 and June 1 - 30%

There will be three Quizzes comprising Multiple Choice and True and False type questions.

Each Quiz is worth 10% of your total grade.

Each Quiz will be made available beginning at 12 PM Atlantic Daylight Time (ADT) the date it is scheduled, and close at 11:49 PM (ADT) the same day.

You will have **60-minutes** to complete each Quiz from start to finish.

The Quizzes are “open book”, but you **may only refer to course material**, including your own notes from the course, the Marland and Wesley text, or any material on Brightspace for assistance.

INDIVIDUAL WRITING ASSIGNMENTS

May 15, May 22 and June 2 - 45%

POLI 2210 has an emphasis on writing and for these written assignments, students are expected to prepare properly structured papers that critically evaluate the assigned questions.

It is expected that students follow generally accepted norms of evidenced-based opinion writing and students are encouraged to be critical and provocative. This of course is contingent on your points being argued clearly, logically, and persuasively. All quotations should note the page of the article from which they are taken.

Since communication is an important managerial skill, a high standard of writing will apply for these assignments, including the format, footnotes, and references.

Please see page 8 for grading criteria.

Individual Writing Assignment #1

For Individual Writing Assignment #1, your task is to research current events in the media that are directly or indirectly related to **Unity and Diversity in Canada** and to develop a Newspaper Article Scrapbook.

Specifically, you are to:

1. Pick one of the following media sources:
 - <http://www.cbc.ca/>
 - <http://www.theglobeandmail.com/>
 - <http://thechronicleherald.ca/>
 - <https://www.thestar.com>
 - <https://nationalpost.com/>
2. Log on to your chosen web site and search for titles that incorporate the words “**Unity and Diversity in Canada**”, and record how many ‘Results’ you get.
3. Pick **FIVE** of the 2019 or 2020 “Results” in your search and create a Newspaper Article Scrapbook that relates to directly to “**Unity and Diversity in Canada**”.
4. Each article is to be compiled in an 8 1/2 x 11 format (photocopied) and to be accompanied by a three-quarter page (single spaced typewritten) summary and explanation / analysis of how it relates / connects / links to some aspect of “**Unity and Diversity in Canada**”.

Individual Writing Assignment #2

For Individual Writing Assignment #2, students are to prepare a properly structured paper that critically evaluates **one** of the following questions:

1. Would it be possible to rule or govern Canada ***today*** through only one centralized government, with limited power devolved to provincial / sub-national governments?
2. In respect to the sources of Prime Ministerial power in Canada, do the benefits of having so much power concentrated in the hands of the Prime Minister outweigh the dangers?
3. Is balanced budget legislation, requiring governments in Canada (both federal and provincial) to balance their revenues and expenditures, be made mandatory?

Word Count: Minimum: 1,500 words; Maximum: 1,700 words.

Students are to provide documented evidence in the form of at least **eight** third party citations taken from text books, academic journals, government sources, the news media or other literature to support their work.

The word limit is inclusive of quotations and students should present their ideas thoughtfully and succinctly. The bibliography is **not** counted as part of the word limit.

Individual Writing Assignment #3

For Individual Writing Assignment: Essay #3, students are to prepare a properly structured paper that critically evaluates **one** of the following questions:

1. Should Canada's political parties, both at the federal and provincial levels, do more to recruit and promote women and members of underrepresented groups as candidates?
2. The single member plurality electoral (SMP) system has been widely used in Canada over the years. Do you think that system should be replaced? If so, what alternative would you prefer, and why?
3. Are there certain groups that tend to be more influential most of the time in Canada? Why is this the case?

Word Count: Minimum: 1,800 words; Maximum: 2,000 words.

Students are to provide documented evidence in the form of at least **ten** third party citations taken from text books, academic journals, government sources, the news media or other literature to support their work.

The word limit is inclusive of quotations and students should present their ideas thoughtfully and succinctly. The bibliography is not counted as part of the word limit.

Grading of Written Work:

Written work will be graded against the following criteria:

Thesis

- Clearly stated, creative, original and insightful
- Presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory

Background and Course Content

- Contains relevant background information
- Draws upon course text and lecture material

Research, Supporting Data and Analysis

- Refers to a full range of relevant current resources (course materials, external sources), and other research
- Uses relevant data, analyses and conclusions
- Includes a critical analysis of the sources used
- Minimum and maximum word counts are respected

Conclusions

- Are clear, creative, and insightful
- Contain a clear, cogent reiteration of, and support for, the central points of the thesis

Writing Style and Essay Structure

- Essay is very well organized
- Central ideas are presented very clearly, cogently, and effectively
- There is critical analysis and integration of ideas throughout the paper

Grammar and Mechanics

- Inclusive of a separate title page
- Minimal spelling, punctuation, and grammatical errors
- Type-written
- Single-spaced
- 12-pt Arial font
- One-inch wide margins on all four sides
- Written in MS-Word

Drop dates:

Last day to add/drop classes – May 18, 2020

Last day to drop without a “W” – June 2, 2020

Last day to drop with a “W” – July 2, 2020

Ground rules:

As with face-to-face conversations, appropriate online communication etiquette is expected.

Some examples are:

- Emails: put the topic in the Subject and your name at the end.
- Don't write messages in all capital letters; this can be perceived and interpreted as shouting.
- Grammar and spelling are important. Online courses demand the same standard of academic communication as face-to-face delivery.
- Avoid unkind, public criticism of others on the Discussion Boards.
- Use sarcasm cautiously. In the absence of non-verbal clues such as facial expressions and voice in inflections, your message may be misinterpreted.
- Never use profanity in any area of the course.
- Be careful what you put in writing. Though you may send an email to a single person, it is very easy to forward your messages to others.

Submission of Written Work:

All assignments are to be submitted in **MS-Word** and to **Brightspace by 11:59 pm Atlantic Daylight Time (ADT) the day they are due**. Any assignment that is not submitted before 11:59 pm (ADT) the day they are due, will receive a grade of zero. There are **absolutely** no exceptions.

If you are concerned that your assignment was not successfully uploaded to Brightspace, e-mail your work directly to me before the deadline. It is the student's responsibility to double check their file uploads. The required format for electronic submissions is MS-Word and the file name should include the student's first name, last name and assignment name. For example, john_smith_essay#1 is the acceptable format.

There will be no extensions or make-up assignments.

Course Schedule:

Dates	Topic and Reading Assignments
ORIENTATION and MODULE I	
May 11-15	<p>Marland and Wesley, Overview of Canadian Politics, <i>Inside Canadian Politics</i>, chapter 1, pp. 1-31</p> <p>Marland and Wesley, The Constitution, <i>Inside Canadian Politics</i>, chapter 2, pp. 36-80</p> <p>Marland and Wesley, Federalism in Canada, <i>Inside Canadian Politics</i>, chapter 3, pp. 81-122</p> <p>INITIAL POST BY <u>MAY 12</u> and FOLLOW-UP POSTS BY <u>MAY 14</u></p>
MODULE II	
May 19-22	<p>Marland and Wesley, Regionalism in Canada, <i>Inside Canadian Politics</i>, chapter 4, pp. 123-165</p> <p>Marland and Wesley, The Executive, <i>Inside Canadian Politics</i>, chapter 5, pp. 166-203</p> <p>Marland and Wesley, Public Policy and Public Administration, <i>Inside Canadian Politics</i>, chapter 8, pp. 288-336</p> <p>INITIAL POST BY <u>MAY 20</u> and FOLLOW-UP POSTS BY <u>MAY 21</u></p>
MODULE III	
May 25-June 2	<p>Marland and Wesley, Political Parties, <i>Inside Canadian Politics</i>, chapter 9, pp. 338-385</p> <p>Marland and Wesley, Democracy and Elections, <i>Inside Canadian Politics</i>, chapter 10, pp. 386-427</p> <p>Marland and Wesley, Political Activism, <i>Inside Canadian Politics</i>, chapter 12, pp. 467-493</p> <p>INITIAL POST BY <u>MAY 26</u> and FOLLOW-UP POSTS BY <u>MAY 28</u> and <u>JUNE 1</u></p>

[Dalhousie is scent free](#) - Thank you for helping us all breathe easier!

APPENDIX

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 Regulations](#), [Academic Regulations](#))

Grade Scale and Definitions

Grade	Grade Point Value		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	0-49.9	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
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W	Neutral and no credit obtained	Withdrew after deadline
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ILL	Neutral and no credit obtained	Compassionate reasons, illness
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P	Neutral	Pass
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TR	Neutral	Transfer credit on admission
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Pending (PND)	Neutral	Grade not reported
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University Grading Practices:

The [Grading Practices Policy](#) outlines the university's commitment and professors' responsibilities on how grading will be achieved. The policy applies to all credit-bearing courses at both the undergraduate and graduate levels at the university.

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.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate”. Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s [Academic Integrity](#) page.

Please note that Dalhousie subscribes to a plagiarism detection software that checks for originality in submitted papers. 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 very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even 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.

Furthermore the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. 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. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

ACCESSIBILITY

The Student Accessibility Centre (Halifax Campus) and the Student Success Centre (Agricultural Campus) are Dalhousie’s centres of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the [Student Accessibility Centre](#) (dal.ca/access) and/or make arrangements to discuss with the instructor.

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.

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 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).

Learning and Support Resources:

- [Undergraduate Advising Office](#)
- [Writing Centre](#)
- [Studying for Success Program](#)
- [Indigenous Students](#)
- [Black Students](#)
- [International Students](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Student Health & Wellness](#)
- [Human Rights and Equity Services](#)
- [Dalhousie Student Advocacy Services](#)
- [Dalhousie Ombudsperson](#)
- [Fair Dealing Guidelines](#)
- [Dalhousie University Libraries](#)
- [Copyright Office](#)
- [E-Learning website](#)