

POLITICAL SCIENCE POLI 2210

Unity and Diversity: The Federal Dynamics of Canadian Politics

Professor Louise Carbert

Lecture: Tuesday / Thursday 4 – 5:15 pm

Office hours: Monday and Tuesday 3 - 4 pm, and by appointment

Email: louise.carbert@dal.ca

COURSE SUMMARY

This course is an introduction to the social, economic, and participatory dynamics that drive Canadian politics. It covers political culture, regionalism, indigenous politics, political economy, interest groups, social movements, and the executive. Federalism is central to all these topics, as we study the role of Quebec nationalism in the federation's evolution, the relationship between the constitutional order 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 reading comprehension and writing skills through the completion of multiple, diverse assignments.

This class is succeeded by POLI 2220 in January. POLI 2210 is not a pre-requisite, but the POLI 2220 curriculum takes off from where we leave off in December. POLI 2220 begins from the second half of the same textbook.

TEXTBOOK

- Marland, Alex and Jared Wesley. 2020. *Inside Canadian Politics*. 2nd edition. Toronto: Oxford University Press.
- The instructor reserves the right to assign additional readings to Brightspace.

ASSIGNMENTS

ON-LINE QUIZZES

Each module has its own quiz. The quizzes are short-answer, multiple-choice, true/false format. The goal is to enable you to study the material efficiently, with direction and purpose in order to understand key concepts. They ensure that you have acquired a solid foundation of knowledge from the textbook.

These quizzes stay open for the duration of the module. Some students may want to do the quizzes ahead of time. Other students will want to delay until near the due date. Your time is yours to organize. The quizzes will be graded immediately on receipt, but the correct answers will not be revealed until after the due date. Quizzes close at midnight (Atlantic time zone) of the day due.

POSTER PRESENTATION

1. 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.
2. Design your material for a standard tri-fold poster. I have used poster boards to distribute. Or you may wish to purchase a new poster board from Staples or elsewhere. Or come to my office to look at posters from previous years.
3. Consult the many abundant on-line resources for how to design a poster. Here are a few suggestions.
 - 3.1. [Basic guide to using powerpoint to create poster](#)
 - 3.2. [Advanced guide to using powerpoint to create a poster](#)
 - 3.3. [Poster presentations, Michigan State University, 2021](#)
 - 3.4. The Cal NERDS' Faculty Centric Poster Judging Method
https://www.youtube.com/watch?v=TKFL_D5K7Yc
 - 3.5. Principles of 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=PLQYPRVJgjEZZd9EAqwml53ziYQldQpJ3>
4. It's best to prepare material for your poster as a giant slide using powerpoint, keynote, or google docs. Try to keep colouring, cutting and pasting to a minimum.
5. 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.
6. 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

1. 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.
2. Attendance is crucial to this component of the course. Students do four peer evaluations, corresponding to each of the days scheduled for presentations.

PROFESSOR'S EVALUATION OF PEER EVALUATION OF POSTER PRESENTATION

The professor or teaching assistant grades each student's peer evaluation of a poster using a rudimentary scoring format:

- Excel (5/5). A paragraph or two of incisive and thoughtful critique that addresses both positive and negative.
- Pass (2.5/5). A few sentences that indicate cursory engagement with the poster.
- Minimal (1/5). A sentence or two indicating attendance.
- Failure to submit (0/5).

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 PEER 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. To what extent students collaborate with each other 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 essay format. To synthesize is to bring different aspects of the course material together in a single coherent explanation. The questions to be posed typically ask the student to address – in all its historical and theoretical complexity- a current “crisis” in Canadian politics. It will, most likely, be assigned as a take-home exam; date to be determined.

GRADING SCHEME

<i>Assignment</i>	<i>Due date</i>	<i>Value (%)</i>
Chapter 1 Overview of Canadian politics quiz	26 September	4.28
Chapter 2 Constitution quiz	26 September	4.28

Chapter 3 Federalism quiz	17 October	4.28
Chapter 4 Regionalism quiz	14 November	4.28
Chapter 5 Executive quiz	14 November	4.28
Chapter 8 Public policy & bureaucracy quiz	28 November	4.28
Chapter 12 Interest groups & movements quiz	28 November	4.28
Peer evaluation of posters (4 at 5% each)	throughout	20
Professor evaluation of poster	throughout	30
Final essay exam	December	20

SCHEDULE

Introduction – Why study your own country?

7, 9 September

- [The Two Sides of Canada | Patriot Act with Hasan Minhaj](#) Netflix, posted to YouTube
- Noël, Alain. 2014. "Studying your own country: Social scientific knowledge for our times and places" *Canadian Journal of Political Science*, 47(4).

Module 1 Overview of key concepts & cleavages

14 September. No class 16 September, watch NFB film on Patriation instead.

Chapter 1, Overview, textbook

Chapter 1 quiz due 19 September

Module 2 Constitution

21, 23 September

Chapter 2, Constitution, textbook.

Roy, Marc-André and Laurence Brosseau. 2018. *The Notwithstanding Clause of the Charter*. Library of Parliament, Legal and Social Affairs Division.

National Film Board, [The Road to Patriation Robert Duncan, 1982 | 1 h 33 mi](#)

Chapter 2 quiz due 26 September

Module 3 Federalism (with 3 sub-modules)

28 September Introduction to the mechanics of federalism in Canada

Chapter 3, Federalism, textbook

[Fierlbeck, K. and L. Hardcastle, "Have the post-SARS reforms prepared ss for COVID-19? Mapping the institutional landscape" in Eds., Flood, MacDonnell, Philpott, Thériault, Venkatapuram *Vulnerable: Law, policy and ethics of COVID-19*. Ottawa: University of Ottawa Press, 2020.](#)

Reconciliation Day; no class 30 September

Sub-module 3.1

5, 7 October **Quebec**

Walker, John. 2019. "Quebec My Country Mon Pays" *access through Killam Library with netid*

Sub-module 3.2

12 October **Fiscal federalism**

Wesley, Jared. 2014. [The vertical dimension video](#). [The horizontal dimension](#) video

POSTER PRESENTATIONS

14 October

Chapter 3 quiz due 17 October

Sub-module 3.3

19, 21 October **Treaty federalism**

[APTN video Living Treaties, parts 1 & 2](#)

Starblanket, Gina. 2019. "The numbered treaties and the politics of incoherency" *Canadian Journal of Political Science*.

Papillon, Martin. 2018. "The Trans Mountain ruling shows we need to acknowledge Indigenous peoples' jurisdiction over their lands and establish joint decision-making processes" *Policy Options*.

Module 4 Regionalism & political cultures

26, 28 October

Chapter 4, Regionalism, textbook.

[Potter, Andrew. 2019. "Could populism take root in Canada? Too late - it already has" *Toronto Globe & Mail*.](#)

[Bricker, Darrel and John Ibbitson. 2012. "The collapse of the Laurentian consensus" *The Big Shift video*.](#)

[Environics. 2021. *Confederation of tomorrow survey. The role of governments and the division of powers: Federalism in the context of a pandemic*.](#)

Module 5 Executive

2, 4 November

Chapter 5, Executive, textbook

Lagassé, Philippe. 2016. "The Crown and PM power" *Canadian Parliamentary Review* 17-23.

Lagassé, Philippe. 2018. A pedantic style guide.

Lagassé, Philippe. 2019. <https://soundcloud.com/canada2020/explain-like-im-five-13-the-governor-general-with-philippe-lagasse>

Chapters 4, 5 quiz due 14 November

9, 11 November fall break; Remembrance Day

POSTER PRESENTATIONS

16 November

Module 8 Public policy and bureaucracy

18 November

Chapter 8, Public policy and the bureaucracy, textbook

Banting, Keith & Debra Thompson. 2021. "The puzzling persistence of racial inequality in Canada"
Canadian Journal of Political Science, 1-22.

Module 12 Interest groups and social movements

23, 25 November

Chapter 12, Interest groups and social movements, textbook

[Wells, Paul. 2019. "Canada – the show" Macleans.](#)

Chapters 8, 12 quiz due 28 November

POSTER PRESENTATIONS

30 November, 2 December

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 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
- University Grading Practices: Statement of Principles and Procedures
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
- 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
- Counselling and Psychological Services: 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
- Aboriginal Student Centre: 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
- Writing Centre: 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

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.

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 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.
