

DALHOUSIE UNIVERSITY

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

3 credit hours

Course Location: McCain Arts and Social Sciences Building, Room 2116

Seminars held Mondays, 10:05 a.m.-12:55 p.m.

Instructor: Dr. Kristin Good

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Office Hours: Tuesdays and Thursdays from 1 –2 p.m. or by appointment.

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 Aboriginal governments and peoples to the Canadian state. We also explore Canadian political culture including the ideologies, identities and actors that have both influenced and been shaped by these political institutions as well as consider the influence of regionalism, Quebecois and Aboriginal nationalisms, multicultural identities, race, gender and class on Canadian politics and 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.

Accessibility Services

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 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 494-2836 for more information or send an email to 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.

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 for Graduate Students

Both undergraduate and graduate students will be assigned numerical grades for each assignment that will be translated into letter grades following the grading scale below (on the next page of the syllabus). However, the definitions of these grades are different for graduate students. Graduate students should refer to the Department of Political Science's grading rubric which 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>

Grading Scale for Undergraduate Students (POLI 4207)

Dalhousie University uses a common grading scale which reproduced below. It is taken from the Undergraduate Calendar 2016-2017 which is available at the following website:

<http://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=1&loaduserredits=False>

17.1 Grade Scale and Definitions

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 e-mailed to me no later than 9 a.m. on the Friday before the seminar. They will be posted on Brightspace. Seminar participants should read at least 3 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 students’ 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.

Note: Graduate students are expected to **write all 11 discussion papers**. I will drop the discussion paper with the lowest grade when calculating the final grade. However, all 11 discussion papers must be submitted in order to receive credit for the course.

Undergraduate students must **write 8 discussion papers** for the course and I will also drop the lowest discussion paper grade when calculating the final grade. However, eight papers must be submitted to receive credit for the course.

***Note for students in POLI 5207:** 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.

Research Paper

The first iteration of research papers will be due at noon on the Tuesday before it will be presented in class to give the commentator time to prepare their written commentary and to allow students sufficient time to read the paper. The paper will be posted on Brightspace. Commentaries will be presented in class (informally) to start the discussion of the paper (paper writers will not present their own papers since it will be assumed that all students have read the papers).

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). This could include readings from the assigned readings, the supplementary reading list or the full-length version of readings in the *Essential Readings* textbook.

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 after the Winter Study Break (on February 27).

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 on the student's paper.

Participation

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

The participation grade will be assigned on the basis of the quality of students' interventions in class discussion. 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.

Basic Rules of the Class for all Students (POLI 4207 and 5207)

Attendance is mandatory

Since the class is a seminar, attendance is mandatory. Missing classes would have a significant impact on one's participation grade.

Late penalties

Research papers must be submitted at the last class on April 3rd at the latest. Late papers will not be accepted unless an extension has been provided in advance. Students who present on April 3rd may submit their paper without penalty on or before April 7th.

Late discussion papers will receive a grade of “O”. I will drop the lowest discussion paper grade in my calculations. However, all discussion paper must be completed by the final class to receive credit for the course.

Late penalties will be waived for exceptional reasons (such as medical and family emergencies).

ACADEMIC INTEGRITY

At Dalhousie University, we are guided by the values of academic integrity: honesty, 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.

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?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- make sure you understand Dalhousie’s policies on academic integrity (see http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)
- do not cheat in examinations or write an exam or test for someone else
- do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, 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 through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

WHERE CAN YOU TURN FOR HELP?

If you are ever unsure about any aspect of your academic work, contact me (or the TA):

- Faculty of Health Professions Academic Integrity Website
 - Overview of academic integrity process, with resources for faculty and students
- Academic Integrity Website
 - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre
 - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries
 - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service
 - assists students with academic appeals and student discipline procedures.
- Senate Office
 - List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

WHAT WILL HAPPEN IF AN ALLEGATION OF AN ACADEMIC OFFENCE IS MADE AGAINST YOU?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart

(www.dal.ca/dept/university_secretariat/academic-integrity.html) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- 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.

Seminar Schedule

January 9: Introduction: Studying Canadian Politics and Government

January 16: Responsible Government

January 23: The Senate

January 30: Political Parties, Party Systems and Elections

February 6: Federalism and Intergovernmental Relations

February 13: The Courts and the Charter

February 20 – no class – Winter Study Break

February 27: Municipal Government, Urban Politics and Governance

March 6: Political Culture (s) and Ideologies

March 13: Constitutional Politics and Quebec

March 20: Aboriginal Politics

March 27: Diversity in Canadian Politics?

April 3: 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 and Other Reading Materials

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

Russell, Peter H. , François Rocher, Debra Thompson and Amanda Bittner Eds. (2016)
Essential Readings in Canadian Government and Politics. Toronto: Emond
Montgomery Publications. It is available at the Dalhousie bookstore (Student Union
Building). It can also be purchased as an e-book through Emond Montgomery:
<http://www.emp.ca/essential-readings-in-canadian-government-and-politics.html>

1. 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”

2. The Senate

Discussion paper question: What ought to be done about the current crisis of legitimacy of the Canadian Senate?

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

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>

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>

Essential Readings (Textbook):

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

3. 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,”

4. Federalism and Intergovernmental Relations

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

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,”

5. The Courts and the Charter

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

*Janet Ajzenstat. 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,”

6. 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?

Kristin R. Good 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.

Cameron, David M. 1980. "Provincial Responsibilities for Municipal Government," *Canadian Journal of Public Administration* 23, 2: 222-235.

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.

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

*Warren Magnusson. 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"

7. 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?')

Ian Stewart. 2002. "Vanishing Points: Three Paradoxes of Political Culture Research," in Joanna Everitt and Brenda O'Neill, eds., *Citizen Politics: Research and Theory in Canadian Political Behaviour*. Toronto: OUP, pp. 21-39.

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"

8. 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”

9. Aboriginal 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,”

10. 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,”

11. 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)