

**POLITICAL SCIENCE POLI 2210**  
**Unity and Diversity: The Federal Dynamics of Canadian Politics**  
**Thursday / Thursday 11:30 – 12:45**

**Professor Louise Carbert**

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**COURSE SUMMARY**

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

**LEARNING OBJECTIVES**

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

GRADING SCHEME	DUE	WEIGHT
Students' peer evaluation of posters	4 Oct, 25 Oct, 17 Nov, 1 Dec	4 evaluations x 5% each = 20%
Professor's evaluation of posters	4 Oct, 25 Oct, 17 Nov, 1 Dec	40%
Final exam assignment	December exam period	30%

**TEXTBOOK**

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

**POSTER PRESENTATION:**

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

Design your material for a standard tri-fold poster. [http://www.staples.ca/en/Quartet-Project-Presentation-Display-Board-48-x-36-/product\\_40192\\_2-CA\\_1\\_20001](http://www.staples.ca/en/Quartet-Project-Presentation-Display-Board-48-x-36-/product_40192_2-CA_1_20001)

Each student should be prepared to speak for 2.5 minutes each (or five minutes per pair) as we move around the classroom, visiting each presentation. Each person in the pair should speak about the poster for roughly the same length of time.

Corresponding to the “debate” format in the textbook, students prepare and present their poster in pairs of two people. A sign-up sheet will be distributed on the first day. There are four days of poster presentations. Ten posters are presented on each of those four days.

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

Students grade poster presentations using a rubric posted to Brightspace as a \*.docx file. Complete the rubric and submit the \*.docx file to Brightspace. Evaluate a presentation (1 of 10 posters) of your choice.

Attendance is crucial to this component of the course. Students do four peer evaluations, corresponding to each of the days scheduled for presentations. You may NOT receive credit for doing ALL your peer evaluations on just one day of presentations. You may do two evaluations on one day because you cannot feasibly do a peer evaluation on the one day when you are presenting yourself.

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

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

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

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

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

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

### **FINAL EXAM**

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

### **SCHEDULE**

6 September: Introduction to course

8 September: Introduction to poster assignment

Deborah Sleight, “Poster Feng Sui” Office of Medical Education Research and Development, Michigan State University, April 2011. Posted to Brightspace

View in class

1. The Cal NERDS' Faculty Centric Poster Judging Method was designed to maximize both faculty and student experiences while streamlining poster session processes. [https://www.youtube.com/watch?v=TKFL\\_D5K7Yc](https://www.youtube.com/watch?v=TKFL_D5K7Yc)
2. Creating Effective Poster Presentations, George Hess, Kathryn Tosney, Leon Liegel  
<https://www.ncsu.edu/project/posters/index.html#Note0>;  
<https://www.youtube.com/playlist?list=PLQYPRVJgJEZZd9EAqwmI53ziYOqIdQpJ3>
3. Producing an academic poster, University of St Mark & St John. Adam Read, Senior e-Learning Technologist.  
<https://www.youtube.com/watch?v=GJwcVWszLC4>

13 September Introduction to Canadian Politics, Chapter 1

15 September Constitution, chapter 2

20, 22 September Federalism in Canada, chapter 3

27, 29 September Regionalism in Canada, chapter 4

4 October Poster presentations

- Do Aboriginal and non-Aboriginal politics belong in the same political system?
- Is federalism working in Canada?
- Is regionalism a dynamic force in Canadian politics?

6, 13 October Public policy and public administration, chapter 8

18, 20 October Political parties, chapter 9

25 October Poster Presentations

- Is political patronage still necessary in today's Canada?
- Should party leaders take political action to increase the presence of women and other underrepresented Canadians in legislature?

1, 3 November Democracy and elections, chapter 10

*8, 10 November fall break; no class*

15 November Political communications, chapter 11

17 November Poster Presentations

- Do election campaigns matter in Canada?
- Is negative political advertising bad for Canadian democracy?

22, 24 November Political activism, chapter 12

17, 22 November Diversity and Representation, chapter 13

29 November Canada's place in the world, chapter 14

## 1 December Poster Presentations

- Should spending limits on election spending by interest groups be eliminated?
  - Are affirmative action programs needed in the Canadian public service?
  - Should Canada give more money to foreign aid?
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### **UNIVERSITY REGULATIONS**

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

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

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

### **INFORMATION ON PLAGIARISM**

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

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

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

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