



Department of Political Science
 POLI 2210 Unity and Diversity:
 The Federal Dynamics of Canadian Politics
 Summer 2023: May 8-May 30

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.

Contact Information:

Instructor: Darryl C. Eisan, MA

Office Hours: No set hours; if you need to contact me, do not hesitate to email during week days

E-mail: deisan@dal.ca

Class Time: Remote – Asynchronous

Class Location: Remote – Asynchronous

Pre-Requisites for Course:

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



Course Communication:

Given that POLI 2210 will be delivered as Asynchronous, Brightspace will serve as the primary communication channel / platform.

Make sure to check Brightspace on a daily basis for:

- Course Syllabus
- Weekly Materials (Overview, Learning Outcomes, Required Readings, PowerPoint Slides, Video Notes, Key Terms)
- Discussion Boards
- Announcements
- Writing Assignments

When sending me e-mails, I request that you put the course name and section in the subject line, i.e. *POLI 2210 Unity and Diversity*.

I will make every effort to respond to e-mails within 24-hours on **weekdays**.

Do not expect speedy replies on the weekends.

Remember that university prepares you for the working world, so please strive to be professional in your communications with me. You may refer to me as 'Darryl'.

Ensure that your Banner e-mail address is up to date.

Brief Teaching Philosophy Statement:

I was and continue to be drawn to teaching at the university level because it is an excellent complement to my professional responsibilities with the Government of Nova Scotia. Moreover, the opportunity to provide students with practical, real-life perspectives on how government organizations work is a direct benefit to the university, our city, province and country. Assisting youth is my prime motivator to teach, and it provides me with significant personal and professional satisfaction. Teaching at the university level keeps me up to date on current literature and research, and I am also energized by being on campus, interacting with students and networking with faculty. I am challenged by today's students and encouraged by their depth of knowledge.

I teach with a great deal of enthusiasm in the hope that this will inspire my students. I also want to be as engaging as possible, because I want students to be stimulated by the course content and not preoccupied with their smart phone devices or other distractions. This approach has resonated with my students and my attendance figures are consistently high. I want my students to become good writers, to feel comfortable in participating in class discussion and small group activities and presentations. I balance this strategy with practical examples that I draw on from my career in the Nova Scotia Public Service.

I strive to treat all students with respect and be sensitive to their opinions. This approach is critical in gaining the respect of your students and maintaining a high level of credibility in the classroom. I make every effort to be available to students outside of the classroom and I regularly encourage students to communicate with me with course related questions. I enjoy interacting with my students and getting to know them. This in my view is one of the more gratifying elements of teaching in a university.

Course Description:

As described in the 2022-23 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 Indigenous governments), and debates concerning the causes and consequences of centralization and decentralization in the Canadian federation.

Learning Outcomes:

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.
- to increase student confidence and skills for conducting research and writing papers.

Instructional Approach:

POLI 2210 will comprise regular and meaningful interaction between students and the Professor. As such, students are to prepare by completing the assigned readings and actively participate in the 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.

POLI 2210 will be delivered as **Asynchronous**, which means course content is on Brightspace and you are self-paced through course lessons (e.g., lectures, written content that you can review, discussion boards, etc.).

Students should approach the Professor with any questions and / or concerns.

Minimal Technical Requirements:

The minimal technical requirements for POLI 2210 are: workable technology, i.e., laptop or desk-top computer and a secure internet connection.

Learning Management System Site Information:

This course will be delivered online via Brightspace, which can be accessed at the dal.ca homepage or at <https://dal.brightspace.com>.

Sign in with your NetID and password and look for the course: “POLI 2210 – Unity and Diversity - Summer 2023.”

We will use this online course space <https://dal.brightspace.com/d2l/home/272293>.

If you have trouble logging into Brightspace or have questions about how to use it, please contact the Help Desk at helpdesk@dal.ca.

More information on Brightspace can be accessed here:

https://www.dal.ca/academics/online_learning/getting-started-.html.

Learning Materials:

1. Alex Marland and Jared Wesley, *Inside Canadian Politics (2e)*, (Don Mills: Oxford University Press, 2020). Can be purchased from the Dalhousie University Bookstore.
2. Additional required readings may be placed on Brightspace.

Evaluation:

Course Requirement	Due Date	% of Final Grade
INTRODUCTORY		
Self-Introduction	May 12	3%
ON-LINE PARTICIPATION		
Week 1	May 8-May 12	9%
Week 2	May 15-May 19	9%
Week 3	May 23-May 26 (note: Monday, May 23 is Victoria Day; university closed)	9%
QUIZZES		
Quiz #1 - on Week 1 - May 8-12 Marland and Wesley (2e) Chapters 1, 2 and 3	May 15	10%
Quiz #2 - on Week 2 - May 15-19 Marland and Wesley (2e) Chapters 4, 5 and 8	May 23 (note: Monday, May 22 is Victoria Day; university closed)	10%
Quiz #3 - on Week 3 - May 23-26 Marland and Wesley (2e) Chapters 9, 10 and 12	May 29	10%
INDIVIDUAL WRITING ASSIGNMENTS		
Individual Writing Assignment #1	May 16	20%
Individual Writing Assignment #2	May 30	20%
TOTAL		100%

INTRODUCTORY

Self-Introduction – May 12 - 3%

Discussion: Introduce yourself to me and to your fellow classmates.

This discussion post is to be presented in paragraph form, be at least one–page in length (single spaced), include a recent photo, i.e., a headshot, and 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 to you?
5. What types of extracurricular activities are you involved in?
6. *Aside from attaining a good grade*, what are your expectations for POLI 2210?
7. Any issues / topics you would like to see addressed?
8. What could the Professor do to support your learning and contribute to your academic success in POLI 2210?
9. Which media stories have you been following recently? (minimum of 3 examples)
10. Confirm that you have read the Course Syllabus in its entirety and accept it as the Learning Contract for POLI 2210.

ON-LINE PARTICIPATION

Weekly Discussions - 3 weeks x 9% each = 27%

You are 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 Weekly Discussions, to discuss that information with classmates and their instructor, and to integrate the results of those discussions into their own learning.

Simply downloading material from the Internet and posting it as your Initial or Response Post(s) will not suffice and will be graded accordingly.

Initial Posting (200-250 words)

Choose one question from the list of questions provided for each weekly Module. Post a written response to the chosen question highlighting the connection between your answer to the discussion posting question and the course materials (Marland and Wesley (2e) and Brightspace) 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

Discussion Postings (includes Initial and Response Postings) will be graded against the following criteria:

Required Elements	Criteria
Demonstrates an understanding of a course concept	<p>Demonstrates an understanding of a course concept. This applies to your initial and response posts, and includes the following elements:</p> <ol style="list-style-type: none"> Are your posts relevant to the assigned topic and question? Do your posts demonstrate accurate understanding of course materials (Marland and Wesley (2e) and Brightspace)? <p>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 and relevant examples.</p>
Advances the discussion by adding new knowledge	<p>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:</p> <ol style="list-style-type: none"> Apply references to course material/theoretical concepts. Provide a counterexample based on personal / practical experiences that refute or weaken the position taken by the initial author (e.g., I hear you say this..., but my experience suggests this...). Apply a related concept from the course that the initial post did not reference. Apply a related example from current events or some other resource. Attempts to motivate the discussion.
Have uploaded your Initial Post and three Response Posts by the stated dates located on Brightspace and in the Course Syllabus	<p>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.</p>
Mechanics	<p>Posts are free of grammatical, spelling, or punctuation errors.</p>

QUIZZES

May 15, May 23 and May 29 – 3 X 10% each = 30%

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

Each Quiz is worth 10% of your total grade, and each Quiz comprises 75 questions.

Each Quiz will be made available beginning at 12 PM Atlantic Daylight Time (ADT) the date it is scheduled, and close at 11:59 PM (ADT) the same day.

You will have 90-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 (2e) text, or any material on Brightspace for assistance.

You are to work independently and not consult with any other classmate, student or person regarding the Quizzes. Any evidence of collaboration with another classmate, student or person, will result in a grade of zero.

You are not to consult any external resources. This includes internet searches, materials from other classes, shared Google documents, books, or notes you have taken in other classes.

INDIVIDUAL WRITING ASSIGNMENTS

May 16 and May 30 - 20% + 20% = 40%

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.

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

Please see pages 10 and 11 for specific grading criteria.

Individual Writing Assignment #1 - May 16 - 20%

For Individual Writing Assignment #1, students are to prepare a properly structured paper that critically evaluates **one** of the following questions:

1. Is the American influence on Canadian government and politics too significant?
2. If Canada's constitution could be easily amended, which *realistic* changes would you include (a minimum of three) and why?
3. How would you define the region in which you live? What are its defining features? Are you relying on stereotypes? How does your region differ from neighbouring regions?
4. In terms of its composition, how representative of society is the federal cabinet - <https://pm.gc.ca/en/cabinet> - of the rest of Canadian society? What could be done to enhance its representativeness?

Word Count: Minimum: 1,700 words; Maximum: 2,000 words.

Students are to provide documented evidence in the form of at least **eight** sources 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 #2 - May 30 - 20%

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

1. Should Canada's political parties do more to recruit and promote women and members of underrepresented groups as candidates? If yes, what steps would you suggest that political parties take?
2. What are the advantages and risks of using a blockade to pursue change in Canada?
3. Should the voting age in Canada be lowered to 16? Identify at least three reasons in favour of lowering the voting age and provide at least three counterarguments that address key criticisms.
4. Do governments in Canada consult the public sufficiently in the public policy process? Who should lead public engagement activities: politicians or bureaucrats?

Word Count: Minimum: 2,000 words; Maximum: 2,500 words.

Students are to provide documented evidence in the form of at least **ten** references 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 assessed against the following criteria:

Elements	Criteria
<i>Thesis</i>	<ul style="list-style-type: none"> - Clearly stated, creative, original, and insightful. - Presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory. - States the main points to be developed in the Writing Assignment. - Conveys the purpose of the Writing Assignment. - Indicates how sources, etc. will support the line of argument.
<i>Background, Course Content, Research, and Analysis</i>	<ul style="list-style-type: none"> - Contains relevant background information. - Draws upon course readings, lecture material, external sources, and other research. - Includes a critical analysis of the sources used
<i>Conclusions</i>	<ul style="list-style-type: none"> - Are clear, creative, and insightful. - Contains a clear, cogent reiteration of and support for the central points of the thesis.
<i>Writing Style and Essay Structure</i>	<ul style="list-style-type: none"> - 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.
<i>Grammar and Mechanics</i>	<ul style="list-style-type: none"> - Written in MS-Word. - All sources are cited accurately using APA style. - Inclusive of a separate title page. - Minimal spelling, punctuation, and grammatical errors. - Respects minimum and maximum word counts. - Type-written. - Single-spaced. - 12-pt Times New Roman font. - One-inch-wide margins on all four sides.

Due Dates And Late Assignments:

All Individual Writing Assignments are to be submitted in MS-Word (**not as a pdf or in pages, etc.**) and to Brightspace by **5:00 PM ADT** the day they are due.

The required format for electronic submissions should include the student's first name, last name and assignment name. For example, john_smith_essay#1 is the acceptable format.

If you are concerned that your Individual Writing 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.

Students are responsible for knowing the due dates for POLI 2210 course requirements. Deadline extensions or make-up assignments will not be given.

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 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.

In addition, the following are considered **unethical behaviours** in this course:

- Lobbying me for a certain grade;
- Asking for extra assignments or different weightings for the purpose of raising your grade;
- Making fraudulent excuses to postpone exams or assignments; and
- Having someone impersonate you, do your work for you, or sign your name on work you did not do.

Weekly Schedule:**Week 1 – May 8-12**

- **Topic: Course Orientation**
 - Preparation
 - Review the Course Syllabus and the expectations for POLI 2210

- **Topic: Overview of Canadian Politics**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*., chapter 1, pp. 1-28

- **Topic: The Constitution**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 2, pp. 30-65

- **Topic: Federalism**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 3, pp. 66-94

- **Tasks**
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **May 9** and your Response Postings (at least three Response Postings; 100-150 words each) by **May 11**.

 - Complete the Self-Introduction - **before May 12** - located under Orientation on Brightspace.

Week 2 – May 15-19

- **Topic: Regionalism and Political Cultures**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 4, pp. 95-129
- **Topic: The Executive**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 5, pp. 130-164
- **Topic: Public Policy and Bureaucracy**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 8, pp. 248-288
- **Tasks**
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **May 16** and your Response Postings (at least three Response Postings; 100-150 words each) by **May 18**.
 - Quiz #1 – **May 15** – on Week 1 – Marland and Wesley (2e) chapters 1, 2 and 3.
 - Individual Writing Assignment #1 due **May 16**.

Week 3 – May 23-26 (Note: Monday, May 22 is Victoria Day – University Closed – no classes)

- **Topic: Political Parties**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 9, pp. 290-328
- **Topic: Elections and Voting**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 10, pp. 329-368
- **Topic: Interest Groups and Social Movements**
 - Preparation
 - Marland and Wesley, *Inside Canadian Politics (2e)*, chapter 12, pp. 407-436
- **Tasks**
 - Upload your Initial Posting (200-250 words) to the Discussion Board by **May 24** and your Response Postings (at least three Response Postings; 100-150 words each) by **May 25**.
 - Quiz #2 – **May 23** – on Week 2 – Marland and Wesley chapters 4, 5 and 8

Week 4 – May 29-30

• **Tasks**

- Quiz #3 – **May 29** – on Week 3 – Marland and Wesley chapters 9, 10 and 12

- Individual Writing Assignment #2 due **May 30**.

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
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 (PND)	Neutral	Grade not reported

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](#)