



**POLS 212
Canadian Politics
Winter 2018**

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Office: Mac-Corry C302
Office Hours: Mon. & Wed. 10:30-12:00

Course schedule: Mon. (9:30-10:30); Wed. (8:30-9:30); Thu. (10:30-11:30)*
Location: Chernoff Auditorium

* Thursday classes are reserved for make-up lectures in case of a cancellation. Please be sure to check onQ for changes to the lecture schedule.

Course Description

This course examines Canada's social dynamics. Class lectures will focus on the principles underlying these dynamics. Current events and controversies will frequently be employed as examples and used as a basis for class and tutorial discussions. This focus only society is meant to complement the institutional focus of POLS 211 (Canadian Government). The course considers some key features of the Canadian context, including federalism, regionalism, voter behaviour and the media to explore the various challenges that face Canadians in carrying out policy change. Student performance in this course is evaluated primarily on the basis of original written work and exams.

Format of the Course

This course will consist of lectures (2 per week) and tutorial discussions (1 per week, starting on week 3). While lectures will normally fall on Mondays and Wednesdays, please reserve the Thursday lecture space (10:30-11:30) in case rescheduling for holidays or class cancellations is required. Tutorial discussions are meant to provide you with the opportunity to review course materials in a smaller group and also to engage with other perspectives and examples relevant to class discussions. Some tutorial sessions may have a small amount of required reading.

Course Materials

- Cochrane, C., Blidook, K., & Dyck, R. (2016). *Canadian Politics: Critical Approaches* (8th ed.). Toronto: Nelson Education.
- Russell, P., Rocher, F., Thompson, D., and Bittner, A. (2016). *Essential Readings in Canadian Government and Politics*. Toronto: Edmond Montgomery.

The textbooks for this course can be found in the campus bookstore. Any other readings will be accessible through the onQ page for this course.

Evaluation Components

The evaluation components for this course are designed to provide students with some control over their learning, while capitalizing on the different learning styles and skill-sets students bring to class. If you have suggestions on how this course could be made more accessible, please contact the instructor directly or submit anonymous suggestions using the survey available in onQ. If you require a specific accommodation you can contact the Disability Services Office <http://www.queensu.ca/hcds/ds/>.

Assessment Activity	Weight	Due Date
Survey	5%	Week 4
Tutorial Participation	10%	On-going
Tutorial Roundtable	10%	As assigned
Topic Review Paper	10%	One week after roundtable
Literature Review	30%	Week 11
Final Exam	35%	TBD

Tutorial Participation

Your participation grade will be significantly influenced by your active involvement in class, and the quality of that involvement. Lack of participation, or ‘negative participation’, will also significantly influence your participation grade. Activities or behaviours that will be considered ‘negative’ include the following: missing tutorial; talking to classmates about things that are not a contribution to the tutorial discussion; general nonparticipation in or disruption of tutorial activities; coming to tutorial late or leaving early; and, distracted use of electronic devices. Tutorials start on week 3.

Tutorial Roundtable

Students will be divided into groups of 3 or 4 for an in-tutorial discussion on the assigned readings for that week. Groups will pick which week they would like to cover. The final week of tutorial will be an in-tutorial review session.

Tutorial Schedule

General class discussions:

Week 3 – Is regionalism an important part of Canada’s political identity?

Weeks available for assigned roundtables:

Week 4 – Is the brokerage system a ‘good’ thing?

Week 5 – Does Canada have a nation to nation relationship with indigenous peoples?

Week 6 – Is Quebec a distinct society within Canada?

Week 7 – Is multiculturalism a workable policy in Canada?

Week 8 – Is Canada doing enough to bridge the gender gap?

Week 9 – Is “the Media” doing its job?

Week 10 – Lobbying: necessary function or catering to special interests?

Week 11 – What determines Canadians’ vote choice?

Week 12 –Exam Review

Survey

A short survey will be available on the onQ page in the third week of class. Students will be asked to fill and submit their responses online. Responses will be anonymous, but participation will be graded.

Topic Review Paper (4 double-spaced pages)

Students may choose **one** of the topics from tutorial and write a review of one of the articles. Each paper should:

- (i) provide a summary and assessment of the author's main argument;
- (ii) compare/contrast how the author presents their argument with other articles from that week; or explore the relationship between institutions, actors, and outcomes within the article;
- (iii) provide a discussion of how the article relates to the content of the course;
- (iv) justify why you are persuaded/not persuaded by the article.

Literature Review (8-10 double-spaced pages)

The literature review assignment is intended to assist you in developing an important academic skill: the grounding of your work in the existing body of literature on your topic. For this assignment, each student will choose one of the topics from the course and expand their reading to engage with the broader literature on the subject. The aim is to discover some of the dominant arguments and theories about your subject and to provide an analysis of those arguments. The primary learning outcome will be to develop a more nuanced and balanced understanding of the various arguments that authors present on your subject. Your completed paper should take the reader on a tour of the subject area and give them a reasonable understanding of where there is agreement in the field and where there are active and ongoing debates. A review of this length cannot, of course, be comprehensive. You are not expected to cover the full breadth of the literature on the subject. Rather, you are expected to present a representative sample and explore the arguments found within that sample.

Final Exam

The final exam for this course will be cumulative – i.e., it will address the full breadth of the material covered in the course. Students who do the course readings, attend lectures and tutorials and make an effort to digest the course material can expect better results on the final exam. A review session will be held during your final week of tutorials to assist you in preparing for the exam.

Course Schedule

“CP” refers to the text Canadian Politics: Critical Approaches

“ER” refers to the text Essential Readings in Canadian Government and Politics

PART I – Cleavages

Week 1 (January 8 & 10) – Introduction: What is Canada?

- CP, Chapter 1: The Study of Politics
- ER, 41. Alan Cairns, “The Governments and Societies of Canadian Federalism”

Week 2 (January 15 & 17) – Social Cleavages (Class, Religion, Age, Urban/Rural)

- CP, Chapter 8: Class
- CP, Chapter 9: Urban/Rural Location, Region, and Age
- ER, 73. Leo Panitch, “Elites, Classes and Power in Canada”
- ER, 74. Armine Yalnizyan, “Income Inequality in Canada: What Can Be Done”

Week 3 (January 22 & 24) – Political Cleavages (Ideology and Political Parties)

- CP, Chapter 14: “Political Parties and the Party System”
- ER, 21. Janine Brodie and Jane Jenson, “The Party System”
- ER, 22. R. Kenneth Carty, “The Politics of Tecumseh Corners”
- ER, 22. R. Kenneth Carty and William Cross, “Political Parties and Brokerage Politics”

Week 4 (January 29 & 31) – Regional Cleavages (Regionalism)

- CP, Chapter 3: Regionalism
- ER, 75. Nelson Wiseman, “The Pattern of Prairie Politics”
- ER, 77. Robert Finbow, “Atlantic Canada in the Twenty-First Century”
- ER, 78. William Johnson, “Stephen Harper and the Rise of Western Conservatism”

PART II – Identity

Week 5 (February 5 & 7) – Aboriginal Politics

- CP, Chapter 4: Aboriginal Peoples
- ER, 10. Royal Commission on Aboriginal Peoples, “People to People, Nation to Nation”
- ER, 61. Jean Chrétien, “The White Papers”
- ER, 62. Harold Cardinal, “The Unjust Society”

Week 6 (February 12 & 14) – Quebec Politics

- CP, Chapter 5: French Canada and the Quebec Question
- ER, 4. Henri Bourassa, “The French Language and the Future of Our Race”
- ER, 5. David Kwavnik, “The Tremblay Report”
- ER, 6. Daniel Johnson, “Equality or Independence”

*** READING WEEK – FEBRUARY 19 & 21 ***

Week 7 (February 26 & 28) – Diversity and Multiculturalism

- CP, Chapter 6: Ethnocultural Minorities
- ER, 66. Laurendeau & Dunton, “Royal Commission on Bilingualism and Biculturalism”
- ER, 67. Pierre Trudeau, “Statement on Multiculturalism”
- ER, 69. Bouchard & Taylor, “Report on Accommodation Practices in Québec”

Week 8 (March 5 & 7) – Gender Politics

- CP, Chapter 7: Gender
- ER, 27. Elizabeth Gidengil et al. “Women to the Left?”
- ER, 20. Sylvia Bashevkin, “Women’s Participation in Major Party Organizations”
- ER, 58. Mary Ellen Turpel. “Patriarchy and Paternalism”

PART III – Representation

Week 9 (March 12 & 14) – Political Socialization and the Media

- CP, Chapter 12: Political Socialization, the Mass Media, and Public Opinion Polls
- ER, 25. Mildred Schwartz, “Public Opinion and Canadian Identity”
- ER, 33. Darin Barney, “Democracy, Technology, and Communication in Canada”
- ER, 34. Tamara A. Small, “Canadian Politics in 140 Characters”

Week 10 (March 19 & 21) – Advocacy, Social Movements and Lobbying

- CP, Chapter 16: Advocacy Groups, Social Movements, and Lobbying
- ER, 60. Myriam Smith, “Identity and Opportunity: The LGBT Movement”
- ER, 63. Taiaiake Alfred/Wasase, “Indigenous Pathways of Action and Freedom”

Week 11 (March 26 & 28) – Elections & Voting Behaviour

- CP, Chapter 15, “The Election Campaign, Voting, and Political Participation”
- ER, 26. Richard Johnston, “Party Identification and Campaign Dynamics”
- ER, 28. André Blais, “Accounting for the Electoral Success of the Liberal Party”

Week 12 (April 2 & 4) – Conclusion & Review: What is Canada?

- /no readings

COURSE POLICIES

Grading Scheme

Some components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Assignment Submission Guidelines

Online & Paper Submissions:

The Topic Review paper and Literature Review need to be submitted online through the onQ Dropbox for that particular assignment before the deadline. You must name your files as follows: Course Code-Name-Assignment Name (e.g., POLS212-JP Gauvin-Topic Review). Before class on the due date, students **must also** submit a physical copy in the department's Drop Box. The online submission date is the one that will be considered.

Assignment Formatting

All assignments must be submitted using a standard 12pt font (no novelty fonts!), double-spaced, with 1-inch margins and page numbers. The first page should be a standardized cover page (template available on onQ).

Citation Style

The citation style is based on the Canadian Journal of Political Science guidelines, available on the course website.

Late Submission Policy

This course employs a “grace period policy”. Students who cannot submit their paper in time are allowed 7 days of extra time to hand-in their work. Submissions made on the 8th day or later will not be accepted and a mark of **zero will be entered**. There will be **no extensions**.

Academic Integrity

Academic integrity comprises the five core fundamental values of honesty, trust, fairness, respect and responsibility (<http://www.academicintegrity.org/icaai/home.php>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar: see Academic Regulation 1 (<http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Students are advised that incomplete standing will be granted only with the permission of the chair of undergraduate or graduate studies (as appropriate) and only where there is a clear demonstration of need. Applications for “Incomplete” standing must be made in the first instance to the instructor on the form available in the General Office. The simple fact of non-submission of work does not constitute an application and will result in a grade of zero for that assignment.

Students who feel that there are reasons to have their grades reviewed should follow the steps set out in the Faculty of Arts and Science's Regulation 11, "Review of Grades and Examinations" (<http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-11>).

Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in this course. This material shall not be distributed or disseminated to anyone other than students registered in this course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Students with Disabilities

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) office (formerly the Disability Services Office) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:

<http://www.queensu.ca/studentwellness/accessibility-services>