UNIVERSITY of ALBERTA
POL S 225-A2
INTRODUCTION TO CANADIAN POLITICS – FALL 2016

Time: Tuesday – Thursday 11 AM – 12.20 PM
Class Room: 1- 107 Tory Bldg.
Instructor: Dr. Janine Brodie
Office: 12-24 Tory Bldg./Telephone: 492-2172
Email: jbrodie@ualberta.ca

Office Hours: Tuesday, Thursday 10-11 AM and by Appointment

Objectives:
POLS 225 provides an introduction to Canadian politics. This course is a complement to POLS 224 which examines the evolution and contemporary functioning of core political institutions in Canadian government such as federalism, the constitution and Parliament. While POLS 225 also examines the influence of core institutions from time to time, its primary focus is politics — broadly viewed as the play of social and political forces that have helped shape the historical and contemporary contours of Canadian political debates and outcomes. After examining the role of governing ideas in the formation and development of Canadian politics, the course explores five primary axes of Canadian politics — Indigenous-settler relations, national duality, regionalism, diversity, and continentalism. These political cleavages have structured ongoing patterns of inequality, social division and political conflict in Canada. The final section of the course examines several avenues for the mobilization of political identities, interests, and influence such as elections, political parties, organized groups and social movements, and the media.

As a successful member of this course, a student will:

1. Attend class consistently, critically engage with the assigned readings, and participate regularly and generously in class discussions. Students should bring to each class at least two questions suitable for class clarification and discussion. NOTE THAT YOU WILL BE TESTED ON MATERIAL THAT IS COVERED IN CLASS LECTURES AS WELL AS IN THE ASSIGNED READINGS.

2. Complete and submit three assignments on specified due dates. Project descriptions are included in this course outline.

   Project 1. Review of lecture by Dr. Samantha Nutt, 11th Hurtig Lecture, September 29.
   Project 2. Review of a National Film Board of Canada Documentary, to submit and discuss in class.

Course Text: James Bickerton and Alain-G. Gagnon. Canadian Politics. 6th Edition. Toronto: University of Toronto Press. This text is available at the University of Alberta Bookstore for approximately $55.00 but can also be downloaded as a kindle book for @ $35.00.

A copy of the book is also on reserve at the Rutherford library.

Some weeks require additional readings. PDFs/URLs for these readings are accessible through eClass.

Grading:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>(including discussion of film review)</td>
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<tr>
<td>Review of Hurtig Lecture</td>
<td>15%</td>
<td>October 4, 2016</td>
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<tr>
<td>NFB Documentary Review</td>
<td>15%</td>
<td>October 13, 2016</td>
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<td>In Class Test</td>
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<td>October 18, 2016</td>
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<td>In Class Test</td>
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<td>November 22, 2016</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
<td>December 1, 2016</td>
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Late Penalties, Plagiarism & Academic Honesty:

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reason for being late does not also explain this lack of communication, then you should be prepared to be penalized by at least a half grade.

Plagiarism & Academic Dishonesty: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. An important excerpt from the Code of Student Behaviour is appended at the end of this syllabus. Additional information and resources are available through the UofA’s Truth in Education project: http://www.uofaweb.ualberta.ca/TIE/

Specialized Support and Disability Services:

Students with disabilities or special needs that might interfere with their performance should contact the professor at the beginning of the course with the appropriate documentation. Every effort will be made to accommodate such students, but in all cases prior arrangements must be made to ensure that any special needs can be met in a timely fashion and in such a way that the rest of the class is not put at an unfair disadvantage. Students requiring special
support or services should be registered with the office of Specialized Support & Disability Services (SSDS): http://www.uofaweb.ualberta.ca/SSDS/. This is particularly important for students requiring special exam arrangements. Once you have registered with SSDS, it is your responsibility to provide the instructor with a "Letter of Introduction" and, if necessary, an "Exam Instruction & Authorization" form.

**Feeling Overwhelmed?** (In need of student, social, financial or security services?):

**Counselling and Clinical Services** offers psychological and psychiatric services to students.
- Call: 780-492-5205
- Drop in: 2-600 in the S.U.B., MRF: 8am-4:30pm, TW: 8am-7pm
- Visit: [http://www.mentalhealth.ualberta.ca/](http://www.mentalhealth.ualberta.ca/)

**Edmonton Support Network's 24/7 Distress Line:**
- Call: 780-482-HELP (780-482-4357)

**The Peer Support Centre** is there to listen, offer support, supply information and provide services:
- Call: 780-492-4268; Help Line: 780-492-HELP (780-492-4357)
- Drop in: 2-707 in the S.U.B., M-F: 9am-8pm
- Visit: [https://www.su.ualberta.ca/services/psc/](https://www.su.ualberta.ca/services/psc/)

**The Sexual Assault Centre** provides a safe space where survivors of sexual assault, stalking, harassment, and/or relationship violence can access drop-in, phone, or e-mail support services. Services include regular drop-in hours, counselling appointments, referrals, resources, workshops, and support for friends, family, and partners of survivors.
- Call: 780-492-9771 (for crisis support outside of the Centre's regular hours, please call the Sexual Assault Centre of Edmonton's 24 Hour Sexual Assault Crisis Line, 780-423-4121)
- Drop in: 2-705 in the S.U.B., M-F: 9am-8pm
- Visit: [https://uofa.ualberta.ca/current-students/sexual-assault-centre](https://uofa.ualberta.ca/current-students/sexual-assault-centre)

**University of Alberta Protective Services** offers complaint investigation, security patrol, and accident, alarm, and incident responses:
- Call: **In case of emergency, call 911, all campuses**
- Call: 780-492-5050 for complaints/information
- Drop-in: 24/7 in the Education Car Park (11390 87 Avenue NW)
- Visit: [http://www.protectiveservices.ualberta.ca/](http://www.protectiveservices.ualberta.ca/)

**The Office of the Student Ombuds** provides confidential, impartial, accessible, and independent information, support, and advice to students, faculty, and staff related to issues with student programs:
- Call: 780-492-4689
- Drop-in: 5-02 in the S.U.B., M-F: 10am-4pm
• Visit: [http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/)

The Office of Safe Disclosure and Human Rights (OSDHR) provides a safe, confidential, and neutral space where members of the University of Alberta community can disclose concerns related to safety violations, discrimination or harassment, ethical concerns, and/or financial mismanagement:

• Call: 780-492-7325
• Visit: [http://www.disclosure.ualberta.ca/Office%20of_Safe_Disclosure_and_Human_Rights.aspx](http://www.disclosure.ualberta.ca/Office%20of_Safe_Disclosure_and_Human_Rights.aspx)

**THE CENTRE FOR WRITERS**

Located in Assiniboia Hall 1-42, the University of Alberta’s Centre for Writers offers writing support to students, staff, instructors and alumni, at any level of study. Students are encouraged to visit the Centre for Writers online at [http://c4w.ualberta.ca](http://c4w.ualberta.ca) where they can obtain writing resources. Students may also book appointments with the Centre’s tutors. Students are encouraged to book appointments in advance.
CLASS SCHEDULE:

PART ONE  INTRODUCTORY THEMES
WEEK 1.  Course Introduction
WEEK 2.  September 6, 8. Governing Ideas

PART TWO  FIVE AXES OF CANADIAN POLITICS
WEEK 3.  September 13, 15. Indigenous-Settler Relations
WEEK 4.  September 20, 22. Nationalisms
WEEK 5.  Tuesday, September 27. Regions
  Thursday, September 29 NO CLASS - ATTEND HURTIQ LECTURE (See Project 1)
WEEK 6.  October 4, 6. Multiculturalism, Diversity and Race
WEEK 7.  Tuesday, October 11. Continentalism: Canada/US
  Thursday, October 13. Discussion of Film Reviews (See Project 2)
WEEK 8.  Tuesday, October 18. IN-CLASS TEST

PART THREE  POLITICAL ACTION AND DEMOCRATIC DEFICITS
WEEK 8.  Thursday, October 20. Citizenship
WEEK 10.  November 1, 3. Political Parties
WEEK 11.  November 8, 10. NO CLASSES: READING WEEK
WEEK 12.  November 15, 17. Groups and Movements
WEEK 13  Tuesday, November 22. In-Class Test
  Thursday, November 24. Media and Communications
WEEK 14  December 1, 6. Course summary and discussion of research papers (Project 3)
READING SCHEDULE:

PART ONE: Introductory Themes - Governing Ideas

WEEK 1. September 1. Course Introduction

WEEK 2. September 6, 8. Governing Ideas


PART TWO: Five Axes of Canadian Politics

WEEK 3. September 13, 15. Indigenous-Settler Relations


WEEK 4. September 20, 22. Nationalisms - Quebec


Discussion of how to write a thesis statement

WEEK 5. Tuesday, September 27. Regions

Allison Harell and Lyne Deschatelets. “Political Culture(s) in Canada: Orientations to Politics in a Pluralist, Multicultural Federation.” Chapter 11 in B&G text.


Thursday, September 29 NO CLASS ATTEND HURTIG LECTURE (See Project 1)

WEEK 6. October 4, 6. Multiculturalism, Diversity and Race


**WEEK 7.** Tuesday, October 11. Continentalism: Canada/US

Mark Brawley. “Canada and the World.” Chapter 19 in B&G text.


**Thursday, October 13. 3 Discussion of film reviews (See Project 2)**

**WEEK 8.** Tuesday, October 18. Review of Course Material and In-Class Test.

**PART THREE  POLITICAL ACTION AND DEMOCRATIC DEFICITS**

**WEEK 8.** Thursday, October 20. Citizens

Will Kymlicka. “Citizenship, Communities, and Identity in Canada.” Chapter 2 in B&G text.


**WEEK 9.** October 25, 27. Elections

Bryan Tanguay. “The Limits to Democratic Reform in Canada.” Chapter 13 in B&G text.


**WEEK 10.** November 1, 3. Political Parties and Party Systems


**WEEK 11.** November 8, 10. NO CLASSES: READING WEEK

**WEEK 12.** November 15, 17. Groups and Movements

Eric Montpetit. “Are Interest Groups Useful or Harmful? Take Two.” Chapter 15 in B&G text.


**WEEK 13** Tuesday, November 22. **Review of Course Material and In-Class Test**

Thursday, November 24 **Media and Communications**


Marland and Giasson (eds.) **Canadian Election Analysis 2015.** (Read Part 4: The Media and Political Communication, pp 64-85).

**WEEK 14** December 1, 6. Course review and discussion of research papers
DESCRIPTION OF PROJECTS: PROJECT 1. REVIEW OF LECTURE OF DR. SAMANTHA NUTT. 11TH ANNUAL HURTIG LECTURE. 7PM SEPTEMBER 29.

Class is cancelled on Thursday September 29 so that students can attend the 11th Annual Hurtig Lecture on the Future of Canada, which will be delivered this year by Dr. Samantha Nutt. Dr. Nutt is the founder of the renowned international humanitarian organization War Child and is a regular panelist on CBC News TV “The National.” She will be delivering a lecture on Canada and War. The lecture will be held at the Centennial Centre for Interdisciplinary Science (CCIS), Room 1-440 at 7PM. **You must order a ticket ASAP at HURTIGLECTURE.EVENTBRITE.CA**

For this project, students are required to write a brief summary of Dr. Nutt’s lecture (no more than 800 words) that focuses less on the details provided in the lecture than on the structure of her argument(s). In particular, students are asked to identify Dr. Nutt’s core thesis and the main points that she raises to support her argument.

In order to help you better “hear” the lecture and to write your review, students should view two helpful Youtube videos on how to write a thesis statement before the lecture. These are:

*"How to write a thesis statement in 4 minutes”*
https://www.youtube.com/watch?v=en1xVDU0xIl

*"Thesis Statements – How to construct and compose”*
https://www.youtube.com/watch?v=DfUkhdh8Z08

Your review should generally take the form:

Dr. Nutt argues that Canada should ...... (her core argument) **BECAUSE ..... (why it is important/necessary)** **WHICH IS ILLUSTRATED in** (3 points she uses to support her argument).

STUDENTS ALSO SHOULD USE THIS BASIC FORMAT FOR BOTH THEIR NFB FILM REVIEWS AND THEIR FINAL PAPER.

**Due in class October 4, 2016**
Project 2. Review of NFB Documentary

Many of the social cleavages and political conflicts that we examine in this course have deep historical roots, or, indeed, are embedded in Canada’s foundational institutional design, and have flared up in different ways in earlier eras, often around seemingly small or unrelated issues. The National Film Board of Canada has a large archive of documentaries that explore the five axes of Canadian politics that we examine in POLS 225. They are available for viewing free of charge at https://www.nfb.ca/.

Project 2 requires students to select and view one of the below documentaries. Students should follow the same format as in Project 1, writing a review of the documentary in 1000 words or less. The review should address:

What is the documentary’s main argument?
Why is it important?
What evidence does the filmmaker use? (3 strong points)
Was the argument convincing? Why?
Because these documentaries are from an earlier era, students should also address
What has changed (or not)? Why?
This project is due in class October 13 when we will also discuss the documentaries.

Students should be prepared to discuss their review.

SELECT ONE OF THE FILMS BELOW:

Quebec Nationalism and the Constitution:
The Champions (1978), EITHER Part 1 OR Part 2 OR PART 3
Action: The October Crisis of 1970 (1973)

Indigenous Politics
Our Nationhood (2003)
Kanehsatake: 270 Years of Resistance (1993)

Diversity
Kim Campbell: Through the Looking Glass (2000)
Sisters in the Struggle (1991)

Continentalism – Canada/US
In Bed with an Elephant (1986)
Project 3 Research Paper

In this final project students are asked to select from one of the below topics and write an argumentative essay of no more than 2000 words. This essay should be in the same format that has been developed in projects 1 and 2 – involving a distinct thesis statement, an assessment of the importance of the topic and a discussion of at least three strong threads of evidence to support your argument. This project requires a literature review of the topic. You can access information from a variety of sources, including studies posted on the internet from think tanks and relevant policy organizations and social organizations. However, your research essay should include at least 3 academic studies published in academic journals or edited volumes. Your paper should properly cite sources. This includes citing the gist of arguments formulated by the authors that you include in your literature review. All sources should be included in a bibliography at the end of your paper. Use the Chicago Manual of style in-text citation format to cite sources. Direct quotes from a source require quotation marks “....” around the quote.

We will discuss the findings of your research papers in the last week of class.

The following youtube videos, however, will get you started.

“How to write a literature review – starting a literature review”
https://www.youtube.com/watch?v=eu4NnaRXrBg

“How can you explain your thesis in a nutshell? 3 minute thesis workshop”

“3 minute thesis. Hot tips for students”
www.flinders.edu.au/graduate-research/3-minute-thesis/tips.cfm

SELECT ONE OF THE FOLLOWING RESEARCH PAPER TOPIC

1. Should Canadians adopt a new electoral system? What are the benefits and/or biases of the current first-past-the-post electoral system? What are the alternatives? Which system, if any, is the preferable option? Why?

2. From the Progressives in the 1920s to the women’s, gay rights and environmental movements of the late 20th century, to the Maple Spring and Idle No More in recent years, social movements have been recurring and influential modes of political activism in Canadian politics. Explain why social movements have and continue to be important actors in Canadian politics. In your opinion, what is the most important social movement in contemporary Canada? Why?

3. The final report of the Truth and Reconciliation Commission of Canada sets out a series of steps (94 recommendations) to begin the process of establishing and maintaining respectful relationships with Indigenous peoples. Others, however, have critiqued the very idea of reconciliation as a remedy to Canada’s history of colonialism and dispossession. Discuss and assess the recommendations and
critiques of the TRC. Which do you find most compelling? Why? Does the idea of reconciliation go far enough?

4. Discuss the idea and evolution of the idea of multiculturalism in Canada. Does the concept adequately recognize or address inequalities in power and privilege owing to other vectors of diversity such as race and/or gender or the legacies of Canada’s colonial past and present?

5. Did the 2015 federal election represent a significant shift away from the neoliberal liberal governing ideas that have dominated the Canadian political landscape in past decades? Support your argument with evidence from party platforms and the new Trudeau government’s policy agenda.

6. Describe the origins and ongoing activities of the Idle No More (INM) movement. What distinguishes this social movement from previous campaigns for social justice for Indigenous peoples? Has INM had an impact on public attitudes and public policy? Provide evidence to support your claims.
More information can be found at: https://www.gov.bc.ca/
### PROVOST AND VICE-PRESIDENT (ACADEMIC)

**Dr. Steven Dew**

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<td>30.4.4</td>
<td>Possible Sanctions</td>
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<td>30.4.5</td>
<td>Procedures for Inspections in Cases of Inappropriate Academic Behavior</td>
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### CHAIR, CAMPUSS LAW REVIEW COMMITTEE

**Professor Steven Penny**

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<tr>
<td>30.4.2</td>
<td>Procedures for Inspections in Cases of Inappropriate Academic Behavior</td>
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<tr>
<td>30.4.3</td>
<td>Documents and Other Evidence that a Student Might Have a Seemingly Inappropriate Academic Behavior</td>
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**FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOR**