THE CANADIAN STATE AND IDENTITY POLITICS

Instructor: Dr. Yasmeen Abu-Laban  
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Seminars: Monday: 9:00-11:50 Tory 11-13  
Office Hours: Monday: 2:00-4:00 (or by appointment)

Course Description and Objectives

This seminar course focuses on the Canadian state and identity politics. Special attention will be paid to analyzing the relative power, impact and types of inter-connections of both economic (class) cleavages and non-economic cleavages (including those relating to gender, race/ethnicity, nation, indigeneity, religion and disability). The nature of state responses to societal collectivities; debates surrounding state policies (such as immigration and multiculturalism); and the broad issue of representation (whether in historical narratives or contemporary institutions) are topics that buttress this exploration. Additionally, consideration is given to Canada's place in the world and the expression of identity, rights and responsibilities globally. Accordingly, this course has the following objectives:

1) To survey various approaches to the study of identity and politics in Canadian political science and highlight the complex character of "identity";
2) To critically examine systematic empirical and theoretical treatments of some key divisions including those relating to race/ethnicity, class and gender;
3) To understand the factors motivating, and identify points of historical, thematic, and ideological similarity and divergence in, contemporary Canadian political controversies surrounding recognizing and valuing particular identity expressions;
4) To refine students' analytical, research, writing and communication capabilities; and
5) To provide students with a basis for further examination of the broad and evolving character of identity, power, and the interaction among state, societal and global forces.

Course Prerequisite and University Calendar
The prerequisite for enrolling in this class is Political Science 220 (Canadian National Government and Politics), or the consent of the Department. If you do not have either the prerequisite or the consent of the Department, please come and see me right away.

Course Format and Grading

Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar. This course is an advanced undergraduate/graduate seminar, and therefore students attendance and active participation in class is expected. While there will be some lectures, the bulk of the weekly class will be devoted to extended discussion of the readings with opportunity to also explore research issues and progress.

In order to foster a dynamic and informed classroom dialogue, all students are expected to have read the weekly assigned readings prior to each class session.

Each week, select students will be asked to present on the assigned readings, and raise one or two analytical questions arising from the readings to help lead class discussion.

The presentation of the analytical questions should be preceded by:

1) a brief discussion of the author's main argument(s);
2) the evidence used to support the main argument(s); and
3) a discussion of how well the evidence supports the argument (e.g., are there any examples of bias or faulty reasoning found in the reading, or if it is convincing, why is it convincing).

Where appropriate, presenters are encouraged to situate the discussion of a specific author in relation to other readings and authors covered to date. Presenters are also welcome to highlight other readings/authors not covered in the course if it is necessary to substantiate a point—in this case a full citation should be provided to class members.

Each student presentation should be no longer than 15 minutes. Students presenting are also required to hand out a brief written summary (no more than one page in length) of their presentation and question(s) to the instructor and all members of the class.

All students should be able to identify the arguments and general findings in each designated weekly set of readings, as well as provide constructive comments and criticism of the readings, lectures and presentations of other students.

You are welcome to use laptops or tablets for taking notes. However, as part of creating a positive class environment, I ask that computers (or other electronic
devices) only be set and used for word processing functions in class. Cell phones should be silenced. The use of social media (Twitter, Facebook, email etc.), computer games, online shopping etc. can be very distracting for those sitting beside you, and the sound of incoming calls or texts is disruptive for everyone.

Please also note that any audio or video recording of this class by students is not permitted without the prior signed consent of the instructor, or as part of an approved accommodation plan. As noted in Section 23.4(2) of the University Calendar, "Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Grades will initially be given in per cent form, and translated later into the letter system adopted by the University of Alberta. This will roughly translate as follows:

- 80% and above (excellent work in the "A" range)
- 69-79% (good work in the "B" range)
- 58-68% (satisfactory work in the "C" range)
- 50-57% (passing work in the "D" range)
- 49% and below (failing work, or "F")*

*Please note, for graduate students a grade below a C+ constitutes failing work.

The course grade will be based on the following:

- Leading Discussion and Summary (sign up for twice in term): 20%
- Attendance and Quality of Comments in Class: 20%
- Midterm Assignment: 20% (two copies due March 6, 2017)
- Research Essay: 40% (two copies due April 3, 2017)

As part of the term paper requirement, all students must also turn in two copies of a proposal due in class on January 29, 2017.
**Midterm Assignment:** The midterm assignment will be handed out in class and will require a response of no more than 8 pages (2000 words) typed, due in class on March 6, 2017. This take-home assignment will allow for an opportunity to creatively integrate assigned readings in relation to a critical book review of *Settler Identity and Colonialism in 21st Century Canada* by Emma Battell Lowman and Adam L. Barker.

**Research Essay:** Each student will complete a major research paper. The topic of the research paper will be selected in consultation with the instructor. For students enrolled in Political Science 442, the recommended length of the paper is 15 double-spaced typed pages (excluding notes and bibliography). The recommended length of the paper for students enrolled in Political Science 542 is 25 double-spaced typed pages (excluding notes and bibliography). As this is a research paper, attention will be paid to the currency of the sources and evidence used, and it is therefore required that students use at least two sources (e.g., newspapers, academic journals or other periodicals or books) from 2016-2017.

Students must submit two typed (double spaced) hard copies of a written proposal specifying the nature of the paper's topic, a general outline and preliminary references by January 30, 2017. Upon scheduling an appointment to meet briefly with the instructor, one copy of the proposal will be returned with comments. As well, two hard copies of the final research paper are also required (due April 3, 2017). One copy will be returned with comments. Please do not submit email attachments.

**Course Deadlines:** In order to ensure fairness and equity to the whole class, each student is expected to meet the course expectations and deadlines as spelled out. Late assignments will be deducted by 5% per day (excluding weekends). Extensions will be given only under exceptional circumstances.

**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.governance.ualberta.ca) 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 University of Alberta’s Truth in Education project, see: http://www.osja.ualberta.ca/en.aspx

**Office Consultations:** Please note that any student may consult with the instructor during office hours on Monday from 2:00 to 4:00 PM. In addition, we
can arrange to set up an appointment outside of office hours for office consultation, or can consult by telephone or email. If you leave a phone message for me, please indicate the purpose of your call and time when you are best reached. If we fail to make contact within two days, please try and contact me again.

Reading Assignments and Topical Outline

There are readings that can be accessed on electronic reserve, or in a couple of cases hard copy at the reserve desk (Rutherford North). These both operate through the University of Alberta library system and the links to these readings are posted on Moodle. Additionally, there are two required books for the course available in the University of Alberta bookstore.


3) Reserve (Electronic or Desk): [https://library.ualberta.ca/reserves](https://library.ualberta.ca/reserves) and see also the Moodle site for this class [Hereafter Called RESERVE]
Week 1 (January 9, 2017): Administrative Session and Course Overview

Week 2 (January 16, 2017): Identity, Power and Narratives: Contemporary Approaches and Debates in Canada


Kiera L. Ladner and Michael McCrossan, "Whose Shared History?," Labour/Le Travail 73 (Spring 2014): 200-202. RESERVE


Alain Noël, "History Under Harper: Leaving Québec, and Much Else, Outside
Week 3 (January 23, 2017): (Re)Thinking Confederation at the Sesquicentennial Mark


Connie Wyatt Anderson, “Canada’s Sesquicentennial: Revisiting Confederation.” Canadian Issues (Fall 2014): 38-41. RESERVE

Guy Laforest, “The Historical and Legal Origins of Assymetrical Federalism in Canada’s Founding Debates: A Brief Interpretive Note.” Asymmetry Series 2005 1 (8), IIQR, School of Policy Studies, Queen’s University: 1-5. RESERVE

Denis Pilon, “Confederation and Democracy.” Canada Watch (Robarts Centre for Canadian Studies of York University) (Spring 2016): 18-20. RESERVE

Kathryn McPherson, “Gender and the Confederation Debates.” Canada Watch (Robarts Centre for Canadian Studies of York University) (Spring 2016): 30-32. RESERVE

Gabrielle Slowey, “Confederation Comes at a Cost: Indigenous Peoples and the
Week 4 (January 30, 2017): First Nations and Indigeneity

***Term Paper Proposal Due In Class***


Week 5 (February 6, 2017): Quebec, Nationalism and Linguistic Minorities

Week 6 (February 13, 2017) Multiculturalism, Interculturalism, Immigration and (non)Citizenship


Week 7 (February 20, 2017): NO CLASS DUE TO READING WEEK
**Week 8 (February 27, 2017): Thinking about Settler-Colonialism**


**Week 9 (March 6, 2017) The Traditional Perspectives: Economic Based Groups and Identities**

***Midterm Assignment Due in Class***


**Week 10 (March 13, 2017) Class as Old Religion as a “New” Identity: Re-thinking Diversity in an Age of Security**


**Week 11 (March 20, 2017) Gendering Identity and Intersectionality**


Cressida J. Heyes, “Feminist Solidarity after Queer Theory: The Case of Transgender” Signs 28, 4 (Summer 2003): 1093-1120 RESERVE

**Week 12 (March 27, 2017) Disability, Environmental and Health Organizing**


**Week 13 (April 3, 2017) Considering Mixed Identities**

***Term Paper Due In Class***


Film: Between: Living in the Hyphen (National Film Board)

**Week 14 (April 10, 2017) New or Old Narratives?**

Do a one page review of any story (or stories) of your choosing appearing on the Government of Canada’s “Canada150” page of the Department of Canadian
Heritage @ http://canada.pch.gc.ca/eng/1468262573081. Bring 20 copies to class to share, and be prepared to summarize your analysis in class!
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your co-operation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(3) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.3 Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (TIE) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour. There are helpful tips for Instructors and Students. Please take the time to visit the website at: http://www.ualberta.ca/tie
**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR**
**FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

**Procedures for Instructors Regarding**

**Plagiarism, Cheating.**

**Misrepresentation of Facts and Participation in an Offence**

The following procedures are drawn from the *Code of Student Behaviour* as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean — or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Office [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

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**Possible Sanctions**

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

- **30.4.3(2) a.i** a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
- **30.4.3(2) a.ii** Reduction of a grade in a course
- **30.4.3(2) a.iii** a grade of F for a course
- **30.4.3(2) a.iv** a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii

- **30.4.3(3) b** Expulsion
- **30.4.3(3) e** Suspension

The following sanctions may be used in rare cases:

- **30.4.3(3) e** Suspension of a Degree already awarded
- **30.4.3(3) f** Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(2)c.ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

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**PROFESSOR STEVEN PENNEY**
**CHAIR, CAMPUS LAW REVIEW COMMITTEE**

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the *Code of Student Behaviour* and of student disciplinary procedures.

**DR MARTIN FERGUSON-PELL**
**ACTING PROVOST AND VICE-PRESIDENT (ACADEMIC)**

Updated: 30/01/2013