



POL490H1S: Topics in Canadian Politics I: Identity Politics in Canada

Faculty of Arts and Science
Department of Political Science

Professor Elizabeth McCallion

Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in POL490H1S. This material shall not be distributed or disseminated to anyone other than students registered in POL490H1S. Failure to abide by these conditions is a breach of copyright.

Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Course Description

Canada is often described as a diverse country, and much of our political activity involves balancing group interests. In this course, we will examine the foundations of identity politics in Canada, including theoretical and historical perspectives. We will also explore contemporary issues and strategies of identity groups in Canada who are seeking to bolster or defend their interests. Topics include the Charter of Rights and Freedoms, colonialism, bilingualism, multicultural policies, federalism, separatist movements, and activist movements including women's rights, 2SLGBTQI+ rights, Black Lives Matter, Idle No More, and Every Child Matters.

Course Objectives

1. Students will develop advanced oral communication skills by engaging in critical discussion about and expressing sophisticated opinions about major issues in the field of Canadian politics.
2. Students will develop advanced written communication skills by producing an interesting and relevant written essay, which interrogates a specific topic and makes a persuasive argument about said topic.

3. Students will develop analytical skills and communication skills by creating a highly focused critical analysis of an individual article or book chapter, using broad knowledge of the field to scrutinize an argument and identify its strengths and weaknesses.

4. Students will develop analytical skills and communication skills by participating in the peer-review process; write thoughtful, precise, and polite constructive criticism for colleagues, and apply peers' suggestions to one's own work.

Course Requirements

Presentation	15%	Due in class when reading is discussed
Essay Outline	15%	Due January 31, 5 pm
Peer Review	10%	Due March 13, 5 pm (submit completed first draft to peer by March 6, 5 pm)
Essay	40%	Due March 27, 5 pm
Participation	20%	Ongoing
Syllabus Quiz*	1%	Due January 17, 5 pm
Meme Assignment*	1%	Due April 1, 5 pm

**Bonus Marks*

Presentation: This assignment has two parts: a 5- to 7-minute presentation, and the submission of three discussion questions. Start by reading and critically analysing an article or book chapter you have been assigned from the syllabus. In class, take 5 to 7 minutes to summarize the reading for your peers and offer your critique of the reading. Formulate at least three discussion questions for the class (you may write more than three questions if you wish). During seminar, the class will have a discussion about the reading using your questions.

Essay Outline (750 words + reference list): Include your thesis statement, main points of discussion, and the evidence you will use to support your arguments. In your references, list 7-10 sources, at least half of which should be peer reviewed. Remember to use your sources meaningfully to support your points.

Peer Review (250 words): Read your partner's paper and offer feedback. You can use track changes to catch things like typos or to leave short comments about a specific part of the paper. Then, write 250 words of feedback to your partner to let them know what they've done well and where they can improve. You will be graded based on the thoughtfulness of your feedback and the extent to which you engage with your partner's arguments. NB: the feedback you receive from your partner, whether positive or negative, does not affect your own grade.

Essay (4000 words + reference list): The final essay you produce will be the result of multiple rounds of refinement, after you receive feedback from the course instructor on your outline and feedback from your peer on a first draft. Your essay should make a convincing and sophisticated argument. You should use high quality sources, and your reference list can be expanded after your essay and peer review feedback. Please see Quercus for more detailed instructions about the essay.

Participation: Your participation mark will be graded holistically. The COVID-19 pandemic has presented challenges for all of us, so this course uses a flexible scheme for earning participation

marks. Your engagement with course material on any of the platforms will be considered when participation marks are assigned. In any form of participation, the highest marks are earned by demonstrating your understanding of course material and exchanging insightful ideas with your classmates. Here are the ways you can earn participation marks:

- Speak in seminar discussion (this can include asking questions, not just answering them).
- Post on the Quercus discussion board; you might pose questions to be asked in seminar, post your written thoughts about the week's material, or post video of yourself talking about the week's material. Each week's Quercus discussion is open for one week from the start of each seminar.

Syllabus Quiz (Bonus Marks): Before our second seminar, please read the syllabus and complete the short syllabus quiz, available in Quercus. You can earn up to 1% as a bonus grade for completing this quiz, which will ask you to demonstrate your knowledge and comprehension of the course syllabus. It is an open-book quiz (you can refer to the syllabus while answering questions). You are welcome to work with a classmate on the quiz if you wish.

Meme Assignment (Bonus Marks): In the last week of class, submit a meme to the Quercus folder titled "Meme Assignment." To earn a bonus percentage point, the meme should be related to some aspect of the course material. Please indicate in your submission note if you do not want the meme shared with the class and shared on Twitter. If you would like credit for the meme on Twitter, please include your Twitter handle in your submission note. Feel free to also share your meme on social media with the hashtag #POL490!

Assignment Submission Method

Assignments must be submitted online, through Quercus. If students run into a technical issue with Quercus submission close to the deadline, they should email their completed work to elizabeth.mccallion@utoronto.ca before the deadline to prove that it is complete. They should then upload their work to Quercus as soon as possible after the deadline once the technical issue is resolved.

Late Policy and Missed Term Work

In the interest of a Universal Design for Learning, assignments will have a 72-hour grace period after the deadline where no late marks are deducted. Students do not need to request an extension of up to three days (if an extension longer than three days is needed, please reach out to the professor via email). Assignments submitted after the 72-hour grace period will receive a penalty of 5% per day. Assignments submitted more than one week after the due date will not be accepted.

Unfortunately, *late assignments cannot be accepted for the presentation component* of the course. Students should finish those assignments before their subject matter is discussed in seminar. Under extenuating circumstances, a topic change *may* be negotiated with the course instructor in lieu of an extension.

Regrade Policy

You may request a regrade of your work. Requests for a regrade may not be made within 48 hours of receiving feedback and must be made within two weeks of receiving feedback. You must submit a written request (1 page) to the professor explaining the reason that you think your work should be regraded. The request for the regrade must be based on the manifest content of

the work, not on external factors (such as the effort you put in, the grade you need to get into another program, etc.). If work is regraded, there are three possible outcomes: the grade may be higher, it may stay the same, or it may be lower than the original grade. After the regrade, the original grade will be erased, and the new grade will stand.

Weekly Topic Outline

Week 1 (January 10) – Introduction

No readings. Please familiarize yourself with the course policies in the syllabus.

Week 2 (January 17) – Theorizing and Experiencing Identity

Kymlicka, Will. 1996. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Oxford University Press. → **Please read Chapter 1, “Introduction,” 1-9.**

*Banting, Keith, Allison Harrell, and Will Kymlicka. 2022. “Nationalism, Membership, and the Politics of Minority Claims-Making.” *Canadian Journal of Political Science* 55(3): 537-560.

*Coulthard, Glen. 2014. *Red Skin, White Masks*. Minneapolis: University of Minnesota Press. → **Please read Chapter 1, “The Politics of Recognition in Colonial Contexts.” 25-49.**

*Dhamoon, Rita. 2009. *Identity/Difference Politics: How Difference is Produced, and Why it Matters*. Vancouver: University of British Columbia Press. → **Please read Chapter 5, “Accounts of Racialized Gendering: Domination and Relational Othering,” 121-142.**

Week 3 (January 24) – Identity and Territory in Canada

*Russell, Peter. 2017. *Canada’s Odyssey: A Country Based on Incomplete Conquests*. Toronto: University of Toronto Press. → **Please read the Introduction, 3-19.**

*Dufresne, Yannick, Charles Tessier, and Eric Montigny. 2019. “Generational and Life-Cycle Effects on Support for Quebec Independence.” *French Politics* 17: 50-63.

*Cowie, Chadwick. 2021. “Quebec Sovereignty and Indigenous Nationhoods: Critiquing the Quebec Secessionist Movement from ‘an Indigenous’ Lens.” *Journal of Australian, Canadian, and Aotearoa New Zealand Studies* 1(1): 7-44

Jourdeuil, Kaitie. 2022. “This Canada Day, settler Canadians should think about ‘land back.’” *The Conversation*. June 29. <https://theconversation.com/this-canada-day-settler-canadians-should-think-about-land-back-184816>

Week 4 (January 31) – Charter Canadians: Constituting Groups

*Cairns, Alan. 1992. *Charter Versus Federalism: The Dilemmas of Constitutional Reform*. Montreal: McGill-Queen’s University Press. → Please read Chapter 2, “Constitutional Refashioning of Community,” 33-61.

- *Baines, Beverley. 2004. "Using the Canadian Charter of Rights and Freedoms to Constitute Women." In *The Gender of Constitutional Jurisprudence*, edited by B. Baines and R. Rubio-Marin. Cambridge: Cambridge University Press. 48-74.
- *Smith, Miriam. 2018. *A Civil Society? Collective Actors in Canadian Political Life*. 2nd Ed. Toronto: University of Toronto Press. → **Please read Chapter 5, "Arenas of Influence: Courts,"**

Week 5 (February 7) – Identity and Electoral Politics

- *Tolley, Erin. 2011. "Do Women 'Do Better' in Municipal Politics? Electoral Representation across Three Levels of Government." *Canadian Journal of Political Science* 44(3): 573-594.
- *Kwak, Laura J. 2019. "'New Canadians are New Conservatives': Race, Incorporation, and Achieving Electoral Success in Multicultural Canada." *Ethnic and Racial Studies* 42(10): 1708-1726.
- *Blake, Donald E. 2003. "Environmental Determinants of Racial Attitudes among White Canadians." *Canadian Journal of Political Science* 36(3): 491-509.
- Kiwanuka, Nam. 2020. "Why the federal leadership races of Annamie Paul and Leslyn Lewis matter." Jul 28, TVO. <https://www.tvo.org/article/why-the-federal-leadership-races-of-annamie-paul-and-leslyn-lewis-matter>

Week 6 (February 14) – Identity and Political Representation

- Rayment, Erica and Elizabeth McCallion. 2023. "Contexts and Constraints: The Substantive Representation of Women in the Canadian House of Commons and Senate." *Representation*. Ahead-of-print. 1-17.
- *Johnson, Susan W. and Rebecca A. Reid. 2020. "Speaking Up: Women and Dissenting Behaviour in the Supreme Court of Canada." *Justice System Journal* 41(3): 191-219.
- *Tremblay, Manon. 2019. "Representation: The Case of LGBTQ People." In M. Tremblay (ed.) *Queering Representation: LGBTQ People and Electoral Politics in Canada*. Vancouver: UBC Press. 220-239.

-----**READING WEEK – February 21 – NO CLASS**-----

Week 7 (February 28) – Mini Book Club – Stories of Identity

Please choose **one** of the following readings to explore in-depth. You will discuss the reading in a small group in class. There's no need to take detailed notes on the readings – this exercise is

meant to be enjoyable and enlightening for you. Over Reading Week, take some time to relax and read one of the stories presented in the readings below.

On racial identity:

Thompson, Debra. 2022. *The Long Road Home: On Blackness and Belonging*. Toronto: Scribner. → Please read “Chapter 1: The Great White North,” pp. 19-42.

On Indigeneity:

Talaga, Tanya. 2017. *Seven Fallen Feathers: Racism, Death, and Hard Truths in a Northern City*. Toronto: House of Anansi Press. → Please read “Chapter 1: Notes from a Blind Man,” pp. 13-49.

On sexuality and gender identity:

Page, Elliot. 2023. *Pageboy: A Memoir*. New York: Flatiron. → Please read “1: Paula,” “2: Sexuality Sweepstakes,” “3: Boy,” pp. 1-22.

On immigrant identity and race:

Abdelmahmoud, Elamin. 2022. *Son of Elsewhere: A Memoir in Pieces*. Toronto: McClelland & Stewart. → Please read “Chapter 1: Son of Elsewhere,” pp. 3-39.

Week 8 (March 6) – Masculinities and Politics

*Grant, John and Fiona MacDonald. 2020. “The ‘Alt’ Right, Toxic Masculinity, and Violence.” In *Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow*, edited by F. MacDonald and A.Z. Dobrowolsky. Toronto: University of Toronto Press. 368-387.

*Maiolino, Elise. 2015. “Political Pugilists: Recuperative Gender Strategies in Canadian Electoral Politics.” *The Canadian Review of Sociology* 52(2): 115-133.

*Starblanket, Gina. 2020. “Transforming the Gender Divide? Deconstructing Femininity and Masculinity in Indigenous Politics.” In *Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow*, edited by F. MacDonald and A.Z. Dobrowolsky. Toronto: University of Toronto Press. 121-140.

Week 9 (March 13) – Media, Politics, and Identities

*Goodyear-Grant, Elizabeth. 2013. *Gendered News: Media Coverage and Electoral Politics in Canada*. Vancouver: UBC Press. → Please read “Introduction,” 1-23.

*Tolley, Erin. 2015. *Framed: Media and the Coverage of Race in Canadian Politics*. Vancouver: UBC Press. → Please read “Chapter 3: Portrayals of Visible Minority Women in Political News Coverage,” 97-124.

*Wallace, Rebecca. 2021. “‘Warriors Don’t Sleep til Noon’: Colonial Rhetoric and the Framing of Indigenous Recipients of Welfare in Canadian Print News, 1900-2015.” *Politics, Groups, and Identities* 9(2): 300-318.

Week 10 (March 20) – Grassroots Movements

*Ficklin, Erica, Melissa Tehee, Racheal M. Killgore, Devon Isaacs, Sallie Mack, and Tammie Ellington. 2022. “Fighting for our Sisters: Community advocacy and action for missing and murdered Indigenous women and girls.” *Journal of Social Issues* 78: 53-78.

*Thompson, Debra. 2020. “The Intersectional Politics of Black Lives Matter.” In F. MacDonald and A.Z. Dobrowolsky (eds.) *Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow*. Toronto: University of Toronto Press. 240-257.

*Egan, Carolyn and Linda Gardner. 2016. “Reproductive Freedom: The Ontario Coalition for Abortion Clinics and the Campaign to Overturn the Federal Abortion Law.” In *Without Apology: Writings on Abortion in Canada*. Edmonton: AU Press. 131-138.

Week 11 (March 27) – Shared Identities and Social Cohesion

*Soroka, Stuart N., Richard Johnston and Keith Banting. 2006. “Ties That Bind? Social Cohesion and Diversity in Canada.” In K. Banting, T.J. Courchene, and F.L. Seidle (eds.), *Belonging? Diversity, Recognition, and Shared Citizenship in Canada*. Montreal: IRPP. <https://irpp.org/research-studies/ties-that-bind/>

*Harell, Allison, Keith Banting, Will Kymlicka, and Rebecca Wallace. 2022. “Shared Membership Beyond National Identity: Deservingness and Solidarity in Diverse Societies.” *Political Studies* 70(4): 983-1005.

*Goodyear-Grant, Elizabeth, and Erin Tolley. 2019. “Voting for One’s Own: Racial Group Identification and Candidate Preferences.” *Politics, Groups, and Identities* 7(1): 131-147.

Week 12 (April 3) – Mobilizing Concepts of Identity in Political Science Scholarship

*Thompson, Debra. 2008. “Is Race Political?” *Canadian Journal of Political Science* 41(3): 525-547.

*Bittner, Amanda, and Elizabeth Goodyear-Grant. 2017. “Sex Isn’t Gender: Reforming Concepts and Measurements in the Study of Public Opinion.” *Political Behaviour* 39: 1019-1041.

*Tolley, Erin. 2020. “Hidden in Plain Sight: The Representation of Immigrants and Minorities in Political Science Textbooks.” *International Journal of Canadian Studies* 57: 47-70.

Course Policies

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <https://academicintegrity.org/about/values>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Students are responsible for familiarizing themselves with the University's policies and procedures on academic integrity (<https://www.academicintegrity.utoronto.ca/>).

A WARNING ABOUT PLAGIARISM

Plagiarism is an academic offence with a severe penalty.

It is essential that you understand what plagiarism is and that you do not commit it. In essence, it is the theft of the thoughts or words of others, without giving proper credit. You must put others' words in quotation marks and cite your source(s). You must give citations when using others' ideas, even if those ideas are paraphrased in your own words. Plagiarism is unacceptable in a university. What the university calls "plagiarism", non-university institutions might call "fraud".

The University of Toronto provides a process that faculty members must initiate when they suspect a case of plagiarism. In the Department of Political Science, suspected evidence of plagiarism must be reported to the Chair; in most cases, the Chair passes the case on to the Dean.

A faculty member may not mark an assignment or assess a penalty if he or she finds evidence of plagiarism – the matter must be reported. Penalties are assigned by the Chair, by the Dean or by the University of Toronto Tribunal.

The following are some examples of plagiarism:

1. Submitting as your own an assignment written by someone else.
2. Quoting an author without indicating the source of the words.
3. Using words, sentences, or paragraphs written by someone else and failing to place quotation marks around the material and reference the source and author. Using either quotation marks or reference alone is not sufficient. Both must be used!
4. Adapting an author's ideas or theme and using it as your own without referencing the original source.
5. Seeking assistance from a friend or family member in respect to work you claim as your own.

Ignorance of the rules against plagiarism is not a defence; students are presumed to know what plagiarism is and how to avoid it.

Students are especially reminded that material taken from the web must be quoted and cited in the same manner as if it came from a book or printed article.

If you are not sure whether you have committed plagiarism, it is better to ask a faculty member or teaching assistant than risk discovery and be forced to accept an academic penalty.

Plagiarism is **cheating**. It is considered a serious offence against intellectual honesty and intellectual property. Penalties can be severe, ranging from a mark of “0” for the assignment or test in question, **up to and including expulsion from the university**.

Website listed below on avoiding plagiarism:

‘How to Use Sources and Avoid Plagiarism’ - available at:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

****To simplify plagiarism investigations (and to protect yourself from plagiarism accusations), please keep your research notes from your assignments until after you receive grades for them****

Ouriginal Plagiarism Detection

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

If you would like to opt out of submitting your assignments through Ouriginal, please notify the professor before September 20. Alternate modes of plagiarism checking will be used instead.

Artificial Intelligence Policy

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited. Representing as one’s own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Accessibility Services

Students with disabilities may receive accommodation from the University and need to register with accessibility services. Instructors are notified with a request for accommodation and can give the request consideration. For best practices around accommodations, visit Accessibility Services <https://studentlife.utoronto.ca/departments/accessibility-services/> or email accessibility.services@utoronto.ca or Tel: 416-978-8060.

I am more than happy to entertain requests for accommodations, and I encourage students to approach me regarding these requests as soon as possible. I will do my best to accommodate students’ requests, including requests for extensions, modified assignments, and changes to the physical classroom environment (including microphones, seating, lighting, PowerPoint slides, etc.).

Absence Declaration and Academic Consideration

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances – *please note that you are not required to share personal medical information with me*. The documentation you provide can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Writing Centre Support

All students are encouraged to make use of the writing centres at their colleges. Writing centres will provide you with feedback on your work before submission, and they can give you useful tips for planning and executing assignments. More information about the writing centres at the various colleges can be found here: <https://writing.utoronto.ca/writing-centres/arts-and-science/>

Technology Support for Students

If you encounter any technical issues during the course, please try restarting your internet browser and restarting your computer. If that does not resolve the problem and you have exhausted all other solutions, please report the technical problem to the course instructor and/or the Information Commons Help Desk, as appropriate.

For Quercus and all other technology support, contact the Information Commons Help Desk: help.desk@utoronto.ca. For more details, visit Info Commons Help Desk, Robarts Library.

Online Communication Policy

I monitor my email from Monday to Friday, 9 am to 5 pm. Any response to emails outside of that time should not be interpreted as an ongoing commitment to monitor emails during the evenings or weekends. You can expect a response from me within two business days – if you do not hear back from me within two business days, you are welcome to follow up on your email to make sure that I saw it.

Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Health and Wellness

Students can access a wide range of programs and services to support their health and wellbeing. Many of these programs are listed at:

<https://studentlife.utoronto.ca/department/health-wellness/>

For Students - U of T

- U of T Health & Wellness uoft.me/5EB
- 416-978-8030
- Support if Students are Feeling Distressed uoft.me/5EC
- U of T Telus Health Student Support <https://mentalhealth.utoronto.ca/telus-health-student-support/>
- Community Safety Office communitysafety.utoronto.ca/ 416-978-1485
- U of T Safety & Support safety.utoronto.ca/