



POL 410
Topics in Canadian Politics and Public Policy
“Identity Politics in Canada”

Department of Politics and International Studies
Fall 2019

Tuesdays and Thursdays 11:30 – 1:00 PM
Morris House 6

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Office: McGreer 130A
Office Hours: Tuesdays and Thursdays 10:10-11:10 AM or by appointment

I would like to acknowledge that the land on which our class gathers is the traditional and unceded territory of the Abenaki People.

COURSE DESCRIPTION

What are identity politics? How can identity mobilize political action or shape public policy debates? In this course, we will use the tools of political science to analyze identity-based social movements, interests groups, and government responses to them and consider their policy influence in Canada. We will consider two case studies: English-Canadian nationalism and gay liberation after HIV/AIDS.

LEARNING OBJECTIVES

This course uses comparative and critical approaches in political science to examine the relationship between and among identity, political movements, and the state in the formulation and implementation of public policy in Canada. The course aims to familiarize students with empirical and theoretical literatures exploring collective action, identity politics, social movements, and public policy. Using two in-depth case studies, students will apply key concepts and theories to political action by societal actors and subsequent policy outcomes. These cases include English-Canadian nationalism and LGBTQ2S identities after the HIV/AIDS crisis. In particular, we will consider the relationship between nationalism and sexuality, as well as how personal identities can have national implications.

Students will synthesize what they have learned throughout their program in Politics, International Studies, or International Political Economy and apply this knowledge and skills. By the end of the course, students will be familiar with various forums for collective action, as well as gain new insight into the role identity plays in structuring those forums. Students will understand how various types of identity (national, racial, sexual) mobilize collective action. They will be able to analyze the relationship among identities, institutions, ideologies, and individuals. Finally, students will further develop their research, writing, analytic, and teamwork skills through the production of a major writing project.

READING REQUIREMENTS

In this course, there are two required texts. The textbooks can be purchased in-person or online through the **Bishop's University Bookstore** (Modular Complex) or ordered through online retailers. You may use either the print or the electronic versions of the texts.

- Staggenborg, Suzanne and Howard Ramos. 2016. *Social Movements*. Third Edition. Don Mills: Oxford University Press Canada.
- Smith, Miriam. 2018. *A Civil Society? Collective Actors in Canadian Political Life*. Second Edition. Toronto: University of Toronto Press.

Students are expected to attend classes prepared to engage these assigned materials through classroom discussion and breakout groups.

COURSE REQUIREMENTS

Requirement	Due Date	Value
1. Attendance and Participation	Ongoing	25%
2. Term Paper	November 28, 2019	45%
a. Proposal	- September 26, 2019	15%
b. Outline and Annotated Bibliography	- October 31, 2019	15%

Attendance and Participation (25%) – This is an advanced, reading-intensive seminar. I expect you to come to class prepared to contribute to discussions on readings and topics. Unexcused absences will result in a grade of zero for that class – you cannot participate if you are not here. I am basing my evaluation of your participation on your preparedness for class, being attentive during class, and raising thoughtful comments and questions. See rubric below.

Keep in mind the following questions when preparing for class:

1. What are the central points or arguments being made in the readings?
2. How does this week's readings relate to each other?
3. How do you evaluate the author's positions?

Active participation includes initiating a topic or question; providing information or an example to clarify a point; summarizing a part of the discussion; seeking clarification (asking questions!); adding to or amending what others have said; and, respectfully offering positive or negative reactions to other's points.

Research Essay (45%) — You will write a 20 to 25 page (5000 – 6250 words) research paper on a historical or contemporary CANADIAN identity-based social movement and its influence politics and public policy. Papers must be written on areas outside those covered by the course, such as the French-Canadian nationalism, homelessness, anti-poverty movements, or abortion rights. A detailed assignment sheet will be available early in the course.

Proposal (15%) – You will submit a two-page proposal outlining your paper topic, theoretical approach, and general argument. Feedback will be provided before the outline is due. A detailed assignment sheet will be available early in the course.

Outline and Annotated Bibliography (15%) – You will submit a three to four-page outline and annotated bibliography (5-7 sources), with detailed argument, paper structure, connecting sentences, etc. A detailed assignment sheet will be available early in the course.

COURSE POLICIES

Academic accommodations. The Student Accessibility & Accommodation Services helps ensure that all students with disabilities have equal access to programs at Bishop's University. They arrange for reasonable accommodations in accordance with *Quebec Charter of Human Rights and Freedoms*, the new *Act Respecting Equal Access to Employment in Public Bodies* and the *United Nations Convention on the Rights of Persons with Disabilities*. For more information: <http://www.ubishops.ca/future-current-students/student-campus-life/student-services/student-accessibility-accommodation-services/>

The University values the mental health and wellbeing of its students. Professional counsellors are available to help students deal with personal concerns related to adapting to University life, family problems, relationships, difficulties with drugs and alcohol, depression, anxiety and other matters, all of which are handled in complete confidentiality. To book an appointment with one of these counsellors, contact Ms. Francine Hamel by email (Francine.hamel@ubishops.ca) or by phone at (819) 822-9600 ext. 2695.

Assignment submission guidelines. All written assignments must be submitted through Moodle. Assignments will not be accepted by email or under my office door. Please see late penalty for more information.

Unless otherwise specified, all assignments must conform to the stipulated page length, and must be typed using **12 point Times New Roman font (or open-source equivalent), one inch margins, and double spacing of the lines.** Failure to comply with the length or format requirements will result in one of the following penalties, depending on my assessment of the seriousness of the departure from the requirements:

- (a) rejection of the assignment in its entirety and entry of a grade of zero for the assignment;
- (b) refusal to grade those portions of the assignment that fail to comply with the length or format requirements; or
- (c) imposition of a grade penalty reflecting the failure to comply with the length or format requirements, having regard to the nature and extent of the non-compliance.

All written assignments will be marked in accordance with rubrics distributed with assignment instructions and posted on Slack. Grade appeals should be made to me, accompanied by a one-page (~ 250 words) write-up outlining why the assignment grade should be appealed. Once appealed, the grade will be reconsidered and could go up or down.

Classroom community and participation. The classroom should be an anti-oppressive learning environment. We will adhere at all times to a policy of mutual respect in sharing opinions and ideas, in accordance with Bishop's University's Policy on the Prevention of Harassment (<https://www.ubishops.ca/about-bu/bishops-university-leadership-and-vision/governance-and-administration/harassment/>). Rude, discriminatory, oppressive, or otherwise marginalizing comments or language will not be tolerated.

Email Policy. I will respond to emails within 48 hours during weekdays. I will only respond sporadically to emails sent on weekends. You should note the course code ('POL 123') in the subject line of your email.

Grading. Grading in this course will be done using percentage grades. See below for this course's grading scheme:

Passing grade.....	50% – 100%; P (pass)
Failing grade.....	0% – 49%; F (failure)
80%–100%.....	(equivalent to A)
70%–79%.....	(equivalent to B)
60%–69%.....	(equivalent to C)
50%–59%.....	(equivalent to D)

I'll use your pronoun. It's no big deal. See www.nbdcampaign.ca. In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. If these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Late penalties. **Late assignments will be penalized 10% per day, including weekend days.** In exceptional circumstances, I will consider extensions. Appropriate official documentation must be provided. Extensions cannot be granted beyond the end of term.

Language of instruction. The language of instruction of the institution is English. Nonetheless, students have the option to submit individual written work in either English or French, except where a knowledge or competency in a language is an object of the course. Students who wish to submit work in French must notify their instructor by the Add/Drop deadline so that, if necessary, special arrangements can be made for the evaluation of their work. Please see the Academic Calendar for more information.

Plagiarism. Reproduced from the Bishop's University Academic Calendar:

2.1 Plagiarism is a kind of academic dishonesty in which an individual uses the work of another without appropriate acknowledgement. Plagiarism includes but is not limited to the following practices:

- Using another's work without acknowledgement
- Copying material without quotation marks
- Paraphrasing too closely the exact words of the originating author
- Submitting work written in whole or in part as one's own by another individual.

2.2 The following practices related to plagiarism are also prohibited:

- Helping another student plagiarize
- Submitting in whole or in part work for which the student has received credit in another course, unless the permission of the instructor has been obtained
- Submitting any statement of fact known to be false or providing a fabricated reference to a source.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Religious observance. Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Slack. Slack is an online tool that allows users to chat, share content, and direct messages through their browser, desktop, tablet, or smartphone app. Slack has been widely adopted as a means of office communications across the private sector and particularly by journalism, media, and internet companies. We'll be using Slack to facilitate participation outside the classroom. I will also hold online office hours concurrently with my office hours in McGreer and at other times. Supplementary readings and materials will be distributed through Slack. You can download the desktop or mobile app here: www.slack.com.

Writing Centre. The Writing Centre is located in the Library. Get help with planning, organizing, outlining, sentence structure, grammar, referencing and citations. This service is free.

Make an appointment with writing centre staff by using the online booking system (<http://buwritingcenter.simplybook.me>). Appointments are available from Mondays to Friday. Planning in advance is the key to your success; last minute appointments are hard to obtain, especially near the end of the session.

OUTLINE OF TOPICS AND READINGS

September 5	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Staggenborg and Ramos, Chap. 1, “Introduction,” 1-14. • Taylor, Charles. 2004. “What is a ‘social imaginary?’” <i>Modern Social Imaginaries</i>. Durham: Duke University Press, 23-30.
September 10	<p><u>The Social Purity Movement</u></p> <ul style="list-style-type: none"> • Valverde, Mariana. 2008. “Introduction.” <i>The Age of Light, Soap, and Water: Moral Reform in English Canada, 1885-1925</i>. Toronto: University of Toronto Press, 15-33. • Strange, Carolyn and Tina Loo. 1997. “Recruiting the State.” <i>Making Good: Law and Moral Regulation in Canada, 1867-1939</i>. Toronto: University of Toronto, 59-78.
September 12	<p><u>Identity I</u></p> <ul style="list-style-type: none"> • Rogers, Kathleen, Chap. 5, “Identity and Inequality,” 101-122. • Taylor, Charles. 1992. <i>Multiculturalism and the Politics of Recognition: An Essay</i>. Princeton: Princeton University Press, 25-73.
September 17	<p><u>Identity II</u></p> <ul style="list-style-type: none"> • Bernstein, Mary. 2005. “Identity Politics.” <i>Annual Review of Sociology</i>. 31: 47-74. • Eisenberg, Avigail and Will Kymlicka. 2011. “Bringing Institutions Back In: How Public Institutions Assess Identity.” <i>Identity Politics in the Public Realm</i>. Vancouver: UBC Press, 1-30.
September 19	<p><u>Collective Action – Definitions and Theory</u></p> <ul style="list-style-type: none"> • Smith, Chap. 1, “Power and Group Politics,” 1-32. • Staggenborg and Ramos, Chap. 2, “Theories of Social Movements and Collective Action,” 15-33.
September 24	<p><u>Collection Action II – Theorizing Social Movement Dynamics</u></p> <ul style="list-style-type: none"> • Staggenborg and Ramos, Chap. 3, “Issues in the Study of Social Movements and Collective Action,” 34-62. • Meyer, David and Suzanne Staggenborg. 1996. “Movements, Countermovements, and the Structure of Political Opportunity.” <i>American Journal of Sociology</i>. 101(6): 1628-1660.
September 26	<p><u>History I</u></p> <ul style="list-style-type: none"> • Smith, Chap. 2, “Historical Trajectories of Influence in Canada,” 33-70. • Staggenborg and Ramos, Chap. 4, “The Protest Cycle of the 1960s,” 64-80.
October 1	<p><u>Arenas of Influence</u></p> <ul style="list-style-type: none"> • Smith, Chap. 3, “Arenas of Influence: Parliament, Parties, and Elections,” 71-102. • Smith, Chap. 5, “Courts,” 137-174.

Case Study I: English-Canadian Nationalism	
October 3	<u>Nationalism in Canada</u> <ul style="list-style-type: none"> • <i>Quebec: My Country Mon Pays</i> (2016) • Smith, Anthony D. 2010. "Concepts." <i>Nationalism: Theory, Ideology, History</i>. Cambridge: Polity Press, 5-23. • Resnick, Philip. 1994. "English Canada as Sociological Nation." <i>Thinking English Canada</i>. Toronto: Stoddart Publishing, 21-34.
October 8	<u>What is English Canada? I</u> <ul style="list-style-type: none"> • Kaufmann, Eric. 1997. "Condemned to Rootlessness: The Loyalist Origins of Canada's Identity Crisis." <i>Nationalism and Ethnic Politics</i> 3(1): 110-136. • Russell, Peter. 2017. "Making English-Speaking Canada." <i>Canada's Odyssey: A Country Based on Incomplete Conquests</i>. Toronto: University of Toronto Press, 54-70.
October 10	CLASS CANCELLED
October 15	<u>What is English Canada? II – British and Loyalist Origins</u> <ul style="list-style-type: none"> • Iguarta, José E. 2006. "Searching for National Identities." <i>The Other Quiet Revolution: National Identities in English Canada, 1945-71</i>. Vancouver: UBC Press, 1-15. • Champion, C.P. 2010. "The Challenge of Anglo-Canadian Ethnicity." <i>The Strange Demise of British Canada: The Liberals and Canadian Nationalism, 1964-1968</i>. Montreal and Kingston: McGill-Queen's University Press, 43-74.
October 17	<u>English Canada in the 1960s I</u> <ul style="list-style-type: none"> • Grant, George. 1965. <i>Lament for a Nation: The Defeat of Canadian Nationalism</i>. Toronto: McClelland and Stewart. • Horowitz, Gad. 1965. "Tories, Socialists and the Demise of Canada." <i>Canadian Dimension</i> 2(4): 12-15.
October 22	<u>English Canada in the 1960s II</u> <ul style="list-style-type: none"> • Azzi, Stephen. 2012. "The Nationalist Movement in English Canada." In <i>Debating Dissent: Canada and the Sixties</i>, eds. Lara Campbell, Dominique Clément, and Gregory Kealey. Toronto: University of Toronto Press, 215-228. • Edwardson, Ryan. 2003. "'Of War Machines and Ghetto Scenes': English-Canadian Nationalism and the Guess Who's 'American Woman.'" <i>American Review of Canadian Studies</i> 33(3): 339-359.
October 24	<u>The Two Solitudes</u> <ul style="list-style-type: none"> • McNaught, Kenneth. 1966. "The National Outlook of English-Speaking Canadians." In <i>Nationalism in Canada</i>, ed. Peter Russell. Toronto: McGraw-Hill, 61-71. • Siegfried, André. 1966 [1906]. "The National Sentiments of the English Canadians." <i>The Race Question in Canada</i>. Toronto: McLelland and Stewart, 95-100. • Kymlicka, Will. "Rethinking 'English Canada.'" <i>Finding Our Way: Rethinking Ethnocultural Relations in Canada</i>. Don Mills: Oxford University Press, 154-166.

October 29	<p data-bbox="440 182 1421 220"><u>Is there an English Canadian Nationalism? Multiculturalism and Postnationalism</u></p> <ul data-bbox="440 220 1421 464" style="list-style-type: none"><li data-bbox="440 220 1421 294">• Foran, Charles. 2017. "The Canadian Experiment: Is This the World's First 'Postnational' Country?" <i>The Guardian</i>. January 4.<li data-bbox="440 294 1421 388">• Kernerman, Gerald. 2005. "Nationalism Disentangled: The New Treason of the Intellectuals." <i>Multicultural Nationalism: Civilizing Difference, Constituting Community</i>. Vancouver: UBC Press 55-64.<li data-bbox="440 388 1421 464">• Rothstein, Abraham. 1978. "Is There an English-Canadian Nationalism?" <i>Journal of Canadian Studies</i> 13(2): 109-118.
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Case Study II: HIV/AIDS and LGBTQ Identity	
October 31	<u>Early Gay Activism in Canada</u> <ul style="list-style-type: none"> • <i>Track Two: Enough is Enough</i> (1982) • Staggenborg and Ramos, Chap. 7, "The LGBT Movement," 132-154.
November 5	STUDY DAY
November 7	<u>Sexual Liberation and Early HIV/AIDS</u> <ul style="list-style-type: none"> • Lee, John Alan. 1977. "Going Public: A Study in the Sociology of Homosexual Liberation." <i>The Journal of Homosexuality</i>. 3(1): 49-74. • McCaskell, Tim. 2016. "How Did We Get Here From There?" and "Sex and Death." <i>Queer Progress: From Homophobia to Homonationalism</i>. Toronto: Between the Lines, 1-3 and 170-198.
November 12	<u>The Meaning of HIV/AIDS</u> <ul style="list-style-type: none"> • Sontag, Susan. 1988. <i>AIDS and its Metaphors</i>. New York: Picador.
November 14	<u>The HIV/AIDS Crisis and Solidarity</u> <ul style="list-style-type: none"> • <i>How To Survive a Plague</i> (2012). • Stajduhar, Kelli I. 1997. "Loss and Bereavement: HIV/AIDS Family Caregiving Experiences." <i>Canadian Journal of Nursing Research</i>. 29(4): 73-86.
November 19	<u>HIV/AIDS and the Canadian State</u> <ul style="list-style-type: none"> • Rayside, David and Evert A. Lindquist. 1992. "AIDS Activism and the State in Canada." <i>Studies in Political Economy</i>. 39(1): 37-76. • King, Samantha. 2000. "Consuming Compassion: AIDS, Figure Skating, and Canadian Identity." <i>Journal of Sport and Social Issues</i>. 24(2): 148-175.
November 21	<u>HIV/AIDS and Same-Sex Marriage</u> <ul style="list-style-type: none"> • Valverde, Mariana. 2006. "A New Entity in the History of Sexuality: The Respectable Same-Sex Couple." <i>Journal of Feminist Studies</i>. 32(1): 155-163. • Rayside, David. 2008. "Canadian Recognition of Same-Sex Relationships." <i>Queer Inclusions, Continental Divisions: Public Recognition of Sexual Diversity in Canada and the United States</i>. Toronto: University of Toronto Press, 92-125.
November 26	<u>HIV/AIDS and the Law</u> <ul style="list-style-type: none"> • Kirkup, Kyle. 2014. "Releasing Stigma: Police, Journalists and Crimes of HIV Non-Disclosure." <i>Ottawa Law Review</i>. 46(1): 127-160. • Fink, Marty. 2015. "Don't Be a Stranger Now: Queer Exclusions, Decarceration, and HIV/AIDS." <i>Disrupting Queer Inclusion: Canadian Homonationalism and the Politics of Belonging</i>, eds. OmiSoore H. Dryden and Suzanne Lenon. Vancouver: UBC Press, 150-168.
November 28	Conclusion: Identity in Canadian Politics



Appendix B – Participation grade rubric

<i>Criteria</i>	<i>Non-performance (0)</i>	<i>Satisfactory (1)</i>	<i>Good (2)</i>	<i>Excellent (3)</i>
Includes and applies relevant course concepts, theories, and materials correctly with citations and sources.	Does not explain relevant course concepts, theories, or materials. Does not provide citation of sources.	Summarizes relevant course concepts, theories, or materials. Provides citation some of the time.	Applies and analyzes relevant course concepts, theories, or materials correctly. Provides citation most of the time.	Evaluates and synthesizes course concepts, theories, or materials correctly, using examples or supporting evidence. Consistently provides citation.
Responds to fellow learners, relating the discussion to relevant course concepts and providing substantive feedback.	Does not respond to fellow learners.	Responds to fellow learners without relating discussion to the relevant course concepts. Provides feedback, but it is not substantive.	Responds to fellow learners, relating the discussion to relevant course concepts. Feedback is substantive most of the time.	Responds to fellow learners, relating the discussion to relevant course concepts, and consistently extends the discussion through provision of substantive feedback.
Applies relevant professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes some professional, personal, or other real-world experiences that may or may not relate to course content.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences and extends the discussion by responding to the examples of peers.