

P0374: Division, Diversity and Federalism in Canada

Wilfrid Laurier University

Winter 2017

Instructor: Thomas O. Hueglin

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Lecture Time: Mondays and Wednesdays, 1pm to 2:20pm

Classroom: 2C15

Office Hours: Mondays and Wednesdays, 2:30pm - 3:30pm (or by appointment)

Office: DAWB 4-124

Wilfrid Laurier University uses software that can check for plagiarism. Students may be required to submit their written work in electronic form have it checked for plagiarism.

*Students with disabilities or special needs are advised to contact Laurier's **Accessible Learning Office** (<https://accessiblelearning.wlu.ca/>) for information regarding its services and resources. Students are encouraged to review the Academic Calendar for information regarding all services available on campus.*

Additional information on Foot Patrol, Counselling Services the WLUSU Food Bank can be found on the last page out this outline.

COURSE DESCRIPTION

For thirty years, the battle over nationalism, regionalism and separatism made federalism the hottest topic in the land. But today, new generations of Canadian students have never lived through the scare of the country breaking up (as in 1976, 1980 and 1995), or been exposed to a serious political discussion about the future of Canada as a national project. This course seeks to revive interest in Canadian federalism as a crucial form of political order in a divided and diverse society.

COURSE OBJECTIVES

The course intends to provide knowledge about, and create interest in, Canadian federalism.

REQUIRED TEXTS

Thomas O. Hueglin and Alan Fenna, *Comparative Federalism* (Toronto; University of Toronto Press, 2015).

ORGANIZATION

1. Given my expertise in federalism and heeding ubiquitous calls for employing innovative teaching methods, I will conduct this course entirely as a **series of lectures**. These are not directly based on the textbook.

Class attendance, attention, and note taking therefore are of **paramount importance** for success in the course.

2. The use of **laptops** or other electronic devices in class is strongly **discouraged** (but not forbidden). A recent study has shown that lower grades are likely the result not only for students using laptops in class but also for students taking notes by pen and paper yet being distracted by laptop users in their vicinity:

<http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/>

see also:

<http://theconversation.com/chalk-and-talk-teaching-might-be-the-best-way-after-all-34478>

3. In a lecture course, there obviously will be no grade component for class participation. However, **active participation** is strongly encouraged. Students should ask questions at any time during the lectures, and there will be a formal question and answer period at the end of each lecture.

REQUIREMENTS

There will be **three grade components** for the course.

- 1) **Midterm exam, Wednesday, February 15, in class** (students have to answer two out of three questions).
- 2) Students will have to write a **12pp. research paper** including a complete bibliography on a related topic. At least 8 scholarly secondary sources have to be used (no textbooks, no internet). Topics should be discussed with the instructor. On paper writing, see the document on my web page. The papers are **due in class on Wednesday March 15**.

- 3) The **final exam** will be held during the university's exam period (again two out of three questions, 90 minutes for the exam, i.e. 45 minutes for each question).

EVALUATION

The course grade will be calculated on the following basis:

- **midterm 30%**
- **essay 40%**
- **final exam 30%**

Note: Students need a passing grade in each of the components in order to pass the course.

ESSAY CITATIONS

All citations must be identified by:

In-text reference (name: year, page)
complete bibliography at the end
(in other words: no footnotes or endnotes!)

LATE PENALTY AND ACCEPTANCE

1. half-step deductions (e.g. from B+ to B) will be applied from class to class.
2. I will not accept papers after the final exam. Students will then have to petition.

COMMUNICATION

An active **WLU e-mail** account is required as a means of communication. Please ensure that your account is active; check it regularly.

I do not use MLS. **Important general information only will be given in class.**

I strongly encourage students to **come to office hours** for all specific questions and problems particularly in relation to the essay.

Extensions or other accommodations as well as clarifications on any aspect of the course will only be discussed in person during office hours (or by appointment).

CLASS SCHEDULE

- Week 1: Introduction
- Week 2: What Difference Does Federalism Make?
- Week 3: Guest Lectures Jim Walz
- Week 4: Confederation
- Week 5: Judicial Interpretations

Week 6: Contested Concepts
Week 7: Midterm
Week 8: Cooperative Uncertainties
Week 9: Patriation
Week 10: Irresolutions
Week 11: Shifting Identities
Week 12: A Federal Country /Wrap-up

ASSIGNED READINGS

This course explores ideas for a new book on federalism in Canada. The textbook, *Comparative Federalism*, is meant to accompany class lectures. Reading assignments will be given in class.

ACADEMIC MISCONDUCT

Academic integrity is greatly valued in this course. Academic misconduct occurs in a variety of forms. Students are required to familiarise themselves with the University policies on Plagiarism Academic Dishonesty as well as the associated penalties which can be severe. **Plagiarism:** According to the Academic Calendar (2016-17), plagiarism “involves using the thoughts, ideas, or writings of another person passing them off as your own (adapted from the Oxford English Dictionary definition). It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found at <https://students.wlu.ca/academics/academic-integrity/index.html>. Should you have any questions about these issues please feel free to discuss them with me. **Collaboration:** all of the work produced by students needs to be the product of their own individual efforts. Although discussion of topics is to be expected this work needs to reflect original individual ideas be written independently.

UNIVERSITY RESOURCES

The University provides a large selection of professional, academic personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

ON BEHALF OF WLUSU (wlusu.com)

Foot Patrol Walk Home Service:

1.519.886.FOOT x3668

Foot Patrol is a volunteer operated walk-home service, available daily during evening hours.

Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to

escort students to and from campus as well as to off-campus destinations, either by foot or by van.

Counselling Services and Peer Help Line:

1.886.281.PEER x7337

Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.