

Topics for Term Paper- POLS 349, Winter 2009, Dr. David McGrane

The essay is to be 10-12 pages double-spaced and typed using the Times New Roman or Arial 12 point font with 1 inch top, bottom, right, and left margins. It will be worth 45% of your total mark and is due in class on Tuesday, March 24th, 2009.

This essay is intended to allow you to analyze a certain topic in study of Canadian multiculturalism and come to conclusions about that topic. This should be done by use of a clear thesis statement followed by paragraphs supporting your argument and finishing with a closing paragraph re-affirming your thesis statement.

You are expected to do significant secondary research to complete this assignment. You are encouraged to use primary sources complemented secondary sources. However, primary sources should not be used as a substitute for academic secondary sources. Our textbook can be used sparingly but should not be relied upon as a substitute for quality research in the library.

Finally, the Political Studies department has recently decided to use the “Editorial Style Guidelines” of the *Canadian Journal of Political Science* as its standard style guide. You can download this at: http://www.cpsa-acsp.ca/template_e.cfm?folder=pubs&page_name=cjps-info_e.htm. I will also upload a copy to PAWS for you. The *Canadian Journal of Political Science* uses APA style and you are expected to do the same.

Your grade will be determined on the following criteria (see marking grid below):

- 1.) Grammar and technical writing skills- 10%
- 2.) Organization of the essay- Is there a clear opening paragraph, thesis statement, supporting paragraphs and closing paragraph. I will look for a logical and coherent ‘flow’ to your text. – 10%
- 3.) Engagement with the question that you are discussing- Is it clear that you critically understand the question? Have searched out sufficient secondary sources to explore differing and complementary opinions on the question? Have you looked a broad cross-section of the author or authors writings in order to support your conclusion?-40%
- 4.) Argument- Do you have a clear and well-stated argument depicting your analysis of the issue? Is that argument supported with ample evidence? Is the argument coherent, logical, and reasonable?- 40%

Topics

- 1.) *Multiculturalism and Immigration*: Describe the relationship between Canadian multiculturalism policy and Canadian immigration policy. Do these policies work in unison or at cross-purposes? In what ways should Canadian multiculturalism policy and immigration policy be connected?
- 2.) *Multiculturalism and Nation-Building*: How has multiculturalism been used as a tool of Canadian nation-building? Compare multiculturalism to other methods of nation-building used in Canadian history. Is multiculturalism an effective method of nation-

building compared to these other methods? Are there better ways to build a nation compared to multiculturalism?

- 3.) *Employment Equity*: What has been the federal government's employment equity policy? What should be the goals of an employment equity program for the public sector? Has the federal government achieved these goals? Should the government legislate employment equity in the private sector?
- 4.) *Anti-racism*: Is Canada a racist country? If so, in what ways is Canada racist? What are the public policies designed to combat racism in Canada? What improvements should be made to these policies?
- 5.) *Multiculturalism and Globalization*: How does Canada's multiculturalism policy interact with the processes of globalization? Is multiculturalism an advantage for Canada in the era of globalization? How can multiculturalism be shaped to better meet the demands of globalization? (Be sure to provide a working definition of globalization at the beginning of your paper)
- 6.) *Opposition to Multiculturalism*: Discuss the opposition to Canadian multiculturalism that arose from 1990 to present. Are these critiques of Canadian multiculturalism justified? Should Canadian multiculturalism be altered in response to these critiques?
- 7.) *Multiculturalism and Quebec*: Describe the difference between Canadian multiculturalism and Quebec interculturalism? What is the basis of the Quebec nationalist critique of Canadian multiculturalism? Should Canada have two multicultural policies—one for Quebec and one for the rest of Canada?
- 8.) *Canadian Multiculturalism and the World*: Is Canadian multicultural policy an example to the world? Compare Canadian multiculturalism policy to the multiculturalism policy of another Western country. What can they learn from us? Can we learn anything from them?

POLS 349- Term Paper-Winter 2009

Grammar and technical writing skills- 10%	Your Mark
Writing was clear, elegant and grammatically flawless. (8%-10%)	
Writing was comprehensibly with a few minor grammatical errors. (7%-7.5%)	
Several grammatical errors were made and colloquialisms were used but the essay was understandable as a whole. (6%-6.5%)	
Writing was difficult to understand with several grammatical errors. (5%-5.5%)	
The essay was incomprehensible in numerous sections and contained many obvious grammatical errors. (0%-4.5%)	
Organization of the essay- 10%	
Lucid opening paragraph, clear thesis statement, well-structured body and convincing conclusion. (8%-10%)	
Clear opening paragraph and thesis statement but the essay lacked structure and clarity as it progressed due to poor structuring of the body of the essay. (7%-7.5%)	
Unclear thesis statement at the beginning of the essay but the argument gradually became clear to the reader as the essay progressed because of a coherent structure of the body of the essay. (6%-6.5%)	
Unclear thesis statement at the beginning of the essay and the argument remained fuzzy and poorly structured throughout the body and conclusion of the essay. (5%-5.5%)	
No apparent thesis statement, opening paragraph, body or conclusion. The essay had little discernable organization. (0%-4.5%)	
Engagement with the question that you are discussing- 40%	
The essay was well-researched and several quality sources were used in order to prove the arguments that were being made. Both differing and complementary opinions on the subject were provided and primary sources were used well. (32%-40%)	
More thorough research was needed to sufficiently explore the question being examined. Little effort was made to search out diverse opinions on the subject. (28%-31.5%)	
A minimum of academic sources was used and the sources used were not of the highest quality. It was evident that only superficial research went into this project. (24%-27.5%)	
A small number of factual errors were made and the quality of the sources was poor. (18%-23.5%)	
A number of factual errors were made, the quality of the sources was poor and an insufficient number of academic sources were used. (0%-17.5%)	
Argument- 40%	
The argument was well-stated at the beginning of the essay and well-argued throughout the essay. All the points that were made were backed up with ample, appropriate, and compelling evidence. (32%-40%)	
The argument was well-stated but some of the points that were made were not backed up with appropriate evidence. (28%-31.5%)	
The argument lacked logic and coherence but at least most of the points that were made had appropriate evidence to back them up. (24%-27.5%)	
The argument lacked logic and coherence and several points were made without appropriate evidence to back them up. (18%-23.5%)	
There was no discernable argument and there little or no attempt to provide appropriate evidence for the arguments being made. (0%-17.5%)	

Comments:

Community Service Learning Assignment- POLS 349, Winter 2009, Dr. David McGrane

The essay is to be 8-10 pages double-spaced and typed using the Times New Roman or Arial 12 point font with 1 inch top, bottom, right, and left margins. It will be worth 45% of your total mark and is due in class on Tuesday, March 24th, 2009.

In order to complete this assignment, students must participate in the programming of the Open Door Society for 7 weeks for 2 hours a week starting during the week of January 19th-25th and ending during the week of March 9th-15th. This includes a break for reading week from February 16th-February 22nd. Students must also commit to attending a 2.5 hour orientation session during the week of January 12th-18th.

By end of Sunday, January 11th, students must inform the instructor by e-mail if they want to participate in the Community Service Learning (CSL) option of the course. All students who have not e-mailed the instructor by that time will be obliged to follow the traditional option of a research paper.

The essay is intended to allow you to reflect on how your Community Service Learning experiences relate to the content and concepts of our readings and class discussion from Week 1 (January 6th and January 8th classes) to Week 11 (March 17th and March 19th classes) of the course.

On a final exam, you are not marked on whether or not you have read the textbook but how well you are able to impart your interpretation of the assigned readings to the instructor. Similarly, in the Community Service Learning option of this class, it is important to realize that you are not being marked on your performance during your participation in the Open Door Society's programs. You are being marked on the text that you submit to the instructor. In that text, I will be evaluating your ability to connect the subjects that we are examining in class with your Community Service Learning experiences.

The essay that you submit should draw on your Community Service Learning experiences to make critical conclusions about the nature of multiculturalism and the practice of multiculturalism policy in Canada. Using government and Open Door Society documents provided to you by the instructor, you should also reflect upon how well the Open Door Society achieves the goals outlined by Canadian governments. From this reflection, you can address deeper questions such as: What should be the goals of Canadian multiculturalism policy? To what extent should immigrants be expected to integrate into Canadian society? What are the appropriate services that immigrants need to settle into Canada? What services should be provided by the government and what services should be provided by NGOs? What are the largest challenges for new immigrants coming to Canada? What can governments do to help immigrants meet these challenges? Are the criticisms of multiculturalism that we studied in weeks 10 and 11 justified?

In your essay, you should attempt to answer some of these questions and also raise questions of your own. **Like a traditional political science paper, your essay must be argumentative. This should be done by the use of a clear thesis statement followed by paragraphs supporting your argument and finishing with a closing paragraph re-affirming your thesis statement.**

In order to support your argument, you should use a combination of your Community Service Learning experiences along with our assigned readings and class discussions. Your paper must contain multiple citations from the assigned readings as evidence for the points that you are trying to make. Arguments and concepts from our assigned readings should be contrasted and compared to your Community Service Learning experiences. Unlike a traditional political science paper, you are not required to do any research outside of the readings assigned in class.

All references to the assigned readings must be properly cited. To cite our assigned readings you should use the “Editorial Style Guidelines” of the *Canadian Journal of Political Science* as your style guide. You can download this at:

http://www.cpsaacsp.ca/template_e.cfm?folder=pubs&page_name=cjps-info_e.htm. I will also upload a copy to PAWS for you. The *Canadian Journal of Political Science* uses APA style and you are expected to do the same.

Your grade will be determined on the following criteria (see marking grid below):

- 1.) Grammar and technical writing skills- 10%
- 2.) Organization of the essay- Is there a clear opening paragraph, thesis statement, supporting paragraphs and closing paragraph. I will look for a logical and coherent ‘flow’ to your text. – 10%
- 3.) Engagement with the assigned readings- Does your text make reference to a wide range of the assigned readings? Have you used the assigned readings to critically examine the questions that you are raising?- 40%
- 4.) Argument and Reflection on Community Service Learning Experience- Do you have a clear and well-stated argument depicting your analysis of the issue? Is that argument supported with ample evidence connecting your Community Service Learning experience with the assigned readings? Is the argument coherent, logical, and reasonable?- 40%

POLS 349- Community Service Learning Assignment, Winter 2009

Grammar and technical writing skills- 10%	Your Mark
Writing was clear, elegant and grammatically flawless. (8%-10%)	
Writing was comprehensibly with a few minor grammatical errors. (7%-7.5%)	
Several grammatical errors were made and colloquialisms were used but the essay was understandable as a whole. (6%-6.5%)	
Writing was difficult to understand with several grammatical errors. (5%-5.5%)	
The essay was incomprehensible in numerous sections and contained many obvious grammatical errors. (0%-4.5%)	
Organization of the essay- 10%	
Lucid opening paragraph, clear thesis statement, well-structured body and convincing conclusion. (8%-10%)	
Clear opening paragraph and thesis statement but the essay lacked structure and clarity as it progressed due to poor structuring of the body of the essay. (7%-7.5%)	
Unclear thesis statement at the beginning of the essay but the argument gradually became clear to the reader as the essay progressed because of a coherent structure of the body of the essay. (6%-6.5%)	
Unclear thesis statement at the beginning of the essay and the argument remained fuzzy and poorly structured throughout the body and conclusion of the essay. (5%-5.5%)	
No apparent thesis statement, opening paragraph, body or conclusion. The essay had little discernable organization. (0%-4.5%)	
Engagement with the assigned readings- 40%	
The essay contained multiple references to a large range of the assigned readings. The student clearly connected the questions that they were raising back to the readings that had been assigned (32%-40%)	
More thorough reference to the assigned readings was needed to sufficiently explore the questions being asked. The student depended too heavily on their Community Service Learning experiences to answer the questions that were raised. (28%-31.5%)	
The paper contained only a minimum number of references to the assigned readings and did not attempt to examine the issues being raised in the light of the readings assigned in class (24%-27.5%)	
A small number of factual errors were made and there was almost no reference to the readings assigned in class. (18%-23.5%)	
A number of factual errors were made and no references were made to the assigned readings. (0%-17.5%)	
Argument and Reflection on Community Service Learning Experiences- 40%	
The argument was well-stated at the beginning of the essay and well-argued throughout the essay. All the points that were made were backed up with ample and appropriate evidence from both the assigned readings and the Community Service Learning experiences of the student. The student did a good job of combining their Community Service Learning experience with assigned readings to make a compelling argument (32%-40%)	
The argument was well-stated but some of the points that were made were not backed up with appropriate evidence from the assigned readings or the student's Community Service Learning experience. The student made generalizations that were based more on their personal opinions than their Community Service Learning experience or the assigned readings. (28%-31.5%)	
The argument lacked logic and coherence. It was not clear how student's Community Service Learning experiences connected with the questions being raised or the assigned readings of the class (24%-27.5%)	
The argument was very hard to follow and the student made little attempt to provide insights into the subject matter using their Community Service Learning experiences. (18%-23.5%)	
There was no discernable argument and little or no attempt to provide appropriate evidence for the arguments being made from either the student's Community Service Learning experiences or the assigned readings. (0%-17.5%)	

Comments: