



Gender, Race and Ethnicity in Canada

CNST 361
(Spring 2020)

Class Location and Time: Delivered remotely through D2L

Instructor: Dr. Kevin Anderson

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Office Hours: Tuesday, 10:00-11:00 (through Zoom)

Teaching Assistant: Tracy Iverson

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Office Hours: Wednesday, 12:00-1:00 (through Zoom)

Course Description:

This course will explore ideas, identities, and discourses of gender, race, and ethnicity in Canada. Through in-depth investigation and reflection, the course will challenge pre-conceived notions of these cultural concepts as they have evolved over time and place, and how fundamentally interpretive they are according to contextual experiences and individual and collective subjectivities. What does being defined by particular social signifiers mean, and how does this affect the way people are perceived within social and political communities and the Canadian nation-state? The considerable impact of feminist movements, immigration policies, multicultural institutions, racism and sexism, and perceptions of role and self, often from the social margins, on the formation of practices and ideologies that commonly shape our relationship with the world and our surroundings will be analyzed and deconstructed.

Course Framework and Delivery:

Each week will consist of one major topic from within the general subject-matter of the course (examining the social construction and lived reality of the categories of gender, race, and ethnicity and how they relate to Canadian experiences and Canadian identity). Topics will be approached historically and contemporarily.

Each week will consist of an introductory lecture and several short lectures (roughly 20 minutes each) that will be uploaded and available to students throughout the semester (they will not be time-specific). These will be done largely through narrated Powerpoint slides.

Each week I will create a discussion forum on D2L to answer any questions you have regarding the lecture material, or the readings. Tracy and I will also host virtual “office hours” through Zoom each week for students to discuss course material and assignments.

Learning Outcomes:

Be able to think critically.

Understand the imbedded and ascribed meanings of language, power, difference, diversity and inequality.

Approach contemporary and historical social categories from an interdisciplinary perspective.

Critically analyze agency and voice of marginalized populations.

Situate “the Other” as a consistent general (although always changing in specific content), category in Canadian culture and society.

Define racism, homophobia, misogyny, sexism, xenophobia, ethnocentrism, in-group and out-group, hate, and hegemony.

Apply a historicized understanding of gender, race, and ethnicity to contemporary Canada.

Apply a subjective, yet still relatively generalizable, experiential model to social categories, integrating the personal and the structural.

Critically analyze manifestations of Canadian identity and Canadian nationalism.

Be able to write a coherent academic essay with a consistent, clear thesis.

Be able to formulate clear arguments orally in class when given time to reflect on course material.

Work with peers in group discussion to reflect critically on course material.

Critically read scholarly articles and monographs and be able to discern key arguments, evidence, and how it fits in a wider literature.

Assignments:

All assignments will be submitted through Dropbox folders on D2L, and are to be double spaced.

STEM and citation assignment, 10%: You will select **one** reading from a particular week and will write a 2-3 page STEM analysis of that reading. You must also cite the article correctly, using footnotes, while incorporating three quotations from said article using three of the four strategies listed below. You **must** paraphrase one quotation.

STEM stands for:

Survey: write a brief summary/overview of the source

Thesis: Paraphrase or quote the central thesis of the source

Evidence: What primary and secondary sources are used to support the author's thesis? How is the argument organized? (In every article, scholars choose how to organize the evidence they have found to support their thesis. This organization is sometimes called the **argument** or arguments of an article).

Meaning: Why was this article written? How does it shape our understanding of the past? Why might this matter?

There are four ways to incorporate quotations into your essays and all require citations:

- a) short quotation within an independent clause (i.e. incorporated into your sentence);
- b) short quotation following a colon after an independent clause (i.e. the author's sentence follows a sentence of yours);
- c) long quotation (longer than one sentence);
- d) paraphrase (in which you put the author's thought in your own words).

The assignment will be due the **Friday of the week the reading is assigned**. E.g., if you select the Peter Henshaw reading, the assignment is due on Friday, May 22.

Mid-term (take-home), 20%, 24 hours, assigned at 12:00 pm on Tuesday, May 26, due 12:00 pm, Wednesday, May 27: You will be given a list of terms (e.g. people, concepts, events) we have covered from Weeks 1-3. From that list, you will answer roughly four. Answers will be submitted via Dropbox on D2L.

Argumentative/research essay, 40%: 10-12 pages, due Friday, June 12: This persuasive essay must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic sources and primary sources. Students must use at least **four** scholarly sources and **three** primary sources. The topic must thematically connect to the major course theme of race, ethnicity and gender in Canada, but otherwise students have freedom to select their own topics. It can be either historical or contemporary.

Students are encouraged to discuss potential topics with the teaching assistant.

Examples of popular paper topics: multiculturalism and/or immigration; Indigenous rights, or lack thereof; residential schools; reproductive rights; politics and its relationship to gender, race and ethnicity.

Final exam (take-home), 30%, 36 hours, posted at 9:00 am on Monday, June 22, due 9:00 pm, Tuesday, June 23: You will be given a list of terms and a list of essay questions from Weeks 4-7. You will have to provide answers for roughly three of the terms in short answer form AND answer one of the essay questions in the form of a proper essay. Answers will be submitted via Dropbox on D2L.

Please make sure to provide references in your work. Students must use the Chicago Manual of Style, Notes and Bibliography citation system. The *History Student's Handbook* may prove useful for citation suggestions and format.

References exist for several reasons: 1) to provide credit where credit is due. 2) to demonstrate that the author is familiar with the existing literature on the subject under study and is in dialogue with this literature 3) to allow the reader to find the material the author is presenting, whether primary or secondary material, and expand the exposure of writers and readers to the seemingly

infinite amount of information and 4) to keep the author accountable to the evidentiary record while allowing simultaneously for interpretation and argumentation.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12-point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

Required Texts:

There are no required texts for this course. All readings will be provided on D2L by the instructor.

Helpful Texts (optional):

The following books and journals are helpful for writing and researching in an academic setting in Canada. They are in no way mandatory for purchase but may help in finding sources for your essays and/or the composition of your essays.

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

Journal of Canadian Studies

International Journal of Canadian Studies

British Journal of Canadian Studies

American Review of Canadian Studies

Canadian Historical Review

Social History/Histoire sociale

Canadian Encyclopedia (**Note:** if using for your assignments, limit the number of articles from this source to **one**, as they are descriptive and not analytical. Encyclopedias are a place to start with research, not a place to finish)

Dictionary of Canadian Biography

statcan.gc.ca

Canada.ca

University of Calgary: Research guides, databases, research help through the library

Reading/Class Schedule and Topics

Week 1: May 7

Class introduction, theoretical frameworks

Readings:

Daniel Francis, *National Dreams: Myth, Memory and Canadian History*, introduction, chapter 3, conclusion.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/409127>

Week 2: May 12, May 14

A 'Dying Race': Colonialism, Indigeneity, and the Creation of Modern Canada

Readings:

James Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life*, chapters 7-8.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5202716>

Week 3: May 19, May 21

Creating 'Canada-as-Mosaic': Britishness, Ethnicity, Immigration, and the Branding of Multiculturalism

Readings:

Peter Henshaw, "John Buchan and the British Imperial Origins of Canadian Multiculturalism," in *Canada of the Mind: The Making and Unmaking of Canadian Nationalisms in the Twentieth Century*, eds., Norman Hillmer and Adam Chapnick, 191-213.

PDF posted on D2L.

Himani Bannerji, "On the Dark Side of the Nation: Politics of Multiculturalism and the State of 'Canada,'" *Journal of Canadian Studies* 31 (1996): 103-128.

<http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/203552766?accountid=9838>

Week 4: May 26, May 28

First-wave and Beyond: Continuity and Change in Canadian Feminism, Continuity and Change in Anti-Feminism

Readings:

Veronica Strong-Boag, "Independent Women, Problematic Men: First- and Second-Wave Anti-Feminism in Canada from Goldwin Smith to Betty Steele," *Social History/Histoire sociale* 29 (1996): 1-22.

<https://hssh.journals.yorku.ca/index.php/hssh/article/view/4788>

Joan Sangster, "Incarcerating 'Bad Girls': The Regulation of Sexuality Through the Female Refuges Act in Ontario, 1920-1945," *The Journal of the History of Sexuality* 7 (1996): 239-275.
<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3704141>

Francine Pelletier, "Gender Terror: Echoes of the Montreal Massacre Linger Today," *Canada's History* (2019).
<https://www.canadashistory.ca/explore/women/gender-terror>

Week 5: June 2, June 4

Hate: Policing Speech and Action in a Pluralist Liberal Democracy

Readings:

Alan Davies, "The Keegstra Affair," in *Antisemitism in Canada: History and Interpretation*, 227-247.
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3050222>

Barbara Perry and Ryan Scrivens, "A Climate for Hate? An Exploration of the Right-Wing Extremist Landscape in Canada," *Critical Criminology* 26 (2018): 169-87.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=129595069&site=ehost-live>

Week 6: June 9, June 11

Reasonable Accommodation: Gender, Race, Religion and Multiculturalism in Quebec

Readings:

Emily Laxer, Rachel Dianne Carson and Anna C. Korteweg, "Articulating Minority Nationhood: Cultural and Political Dimensions in Quebec's Reasonable Accommodation Debate," *Nations and Nationalism* 20 (2014): 133-153.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/nana.12046>

Alexandre Blanchet and Mike Medeiros, "The Secessionist Spectre: The Influence of Authoritarianism, Nativism, and Populism on Support for Quebec Independence," *Nations and Nationalism* 25 (2019): 803-821.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/nana.12506>

Week 7: June 16

Truth and Reconciliation: The Incompleteness of Healing

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general

clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see [The History Student's Handbook](#).

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K](#).

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office

- Student Union (SU) Information
 - Graduate Students' Association (GSA) Information
 - Emergency Evacuation/Assembly Points
 - Safewalk
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- **Department Twitter @ucalgaryhist**

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