



UNIVERSITY OF  
**CALGARY**

## Department of History

CNST 361  
Gender, Race and Ethnicity in Canada  
Winter 2021

**Instructor:** Dr. Kevin Anderson

**Email:** kevin.anderson2@ucalgary.ca

**Instructor Office Hours and Method:** By appointment, via Zoom

**Course Delivery:** Online, Asynchronous (not at a scheduled time)

**Teaching Assistants:** Shawn Brackett  
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**Teaching Assistants Office Hours:** via Zoom

### Description

The course will examine gender, race, and ethnicity as these categories have evolved over time and through space in Canada. The course will explore the tensions caused by how fundamentally interpretive these categories are according to individual and collective subjectivities yet how homogenous and unitary national identities, historical and contemporary, have been in Canada.

### Learning Outcomes

- Be able to think critically.
- Approach social categories and norms (e.g. gender roles, heteronormativity, white supremacy) with thoughtful skepticism and through a historicized lens.
- Critically analyze the 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.
- Critically analyze manifestations of Canadian identity and Canadian nationalism
- Think about social justice, not dismiss it as a “fad.”
- Be able to write a coherent academic essay with a consistent, clear thesis.
- Critically read scholarly articles and monographs and be able to discern key arguments, evidence, and how it fits in a wider literature.
- Engage in constructive (i.e. respectful, thoughtful, based in evidence) discussion with fellow students, teaching assistants and/or instructor.

- Be able to integrate scholarly learning with lived experience but accept that one’s own experience is not the only experience.
- Define racism, homophobia, misogyny, sexism, xenophobia, ethnocentrism, in-group and out-group, hate, and hegemony.

**Reading Material**

All readings will be available through D2L and/or hyperlinked in the course outline. You do not have to purchase any reading material for this class.

**Assessment**

<b>Method</b>	<b>Due Date</b>	<b>Weight (%)</b>
Reading analysis #1	Various	22.5
Reading analysis #2	Various	22.5
Quizzes	Various	20
Critical reflection	April 9, 5:00 PM	35

**Grading Policies**

You will receive your grades as both letter and numerical grades.

Extensions are negotiated through you and the instructor and will be granted due to compassionate and/or extenuating circumstances. Extensions will not be granted due to heavy workloads in other classes.

Late assignments will be deducted “one-third” of a letter grade per day, including weekends.

E.g., if your assignment receives an A but is two days late, you will receive a B+.

If you want to discuss a grade, please contact the person who marked your assignment. If you cannot come to an agreement, the instructor can look it over. After this, any review of your grade requires a formal departmental challenge of your grade.

Grades will not be reviewed/altered simply because you disagree with your grade. You must provide clear reasoning for why your assignment needs to be reviewed/altered.

**Details on Methods of Assessment**

All assignments should be double-spaced, typed, and submitted electronically through the appropriate Dropbox folder on D2L (not by email). The page count **does not** include title pages, endnote lists, or bibliographies.

**Quizzes, Multiple-choice, 20% (five quizzes):** Each quiz will test your knowledge and comprehension of the **lectures**. Each subsequent quiz will then test your knowledge of the **lectures** *since* the previous quiz.

Upon entering a quiz, you will have one hour to write it, with no re-dos. Each quiz will be posted on the **Friday, 12:00 PM** of the corresponding week and will be available for completion until

the following **Monday, 11:59 PM**.

Quiz schedule: Quiz #1, posted Friday, January 22, available until Monday, January 25  
Quiz #2, posted Friday, February 5, available until Monday, February 8  
Quiz #3, posted Friday, February 26, available until Monday, March 1  
Quiz #4, posted Friday, March 12, available until Monday, March 15  
Quiz #5, posted Friday, March 26, available until Monday, March 29

**Reading analyses #1 and 2, 4-5 pages, 22.5% each:** Choose a reading from the course outline. Write a critical analysis of this article, identifying and evaluating the thesis, the suitability and utility of the evidence used, and identifying and evaluating the suitability and utility of the theoretical framework and/or methodology of the author. You must also find **at least one other** scholarly work addressing the same topic, using it to help evaluate the strengths and weaknesses of the work under study.

Your analysis is due by **5:00 PM on the Friday of the week the reading is assigned**.

For reading analysis #1, **the eligible readings are in Weeks 2-5**. This **does not** mean you can submit an analysis of Week 2 material during Week 5, but that Week 5 is the last possible week to select a source for reading analysis #1. If you have not submitted reading analysis #1 of an appropriate source by Week 5, you will receive a zero on this assignment.

For reading analysis #2, **the eligible readings are in Weeks 6-10**. This **does not** mean you can submit an analysis of Week 6 material during Week 10, but that Week 10 is the last possible week to select a source for reading analysis #2. If you have not submitted reading analysis #2 of an appropriate source by Week 10, you will receive a zero on this assignment.

These assignments are designed to evaluate your ability to 1) critically read scholarly material, including a) identifying the thesis b) identifying the major type(s) of evidence used c) the scholarly discipline the author(s) exists within d) potential theoretical frameworks and/or methodology the author exists within/uses and 2) use the library to identify and find relevant scholarly material.

**Critical reflection, 7-9 pages, 35%, due Friday, April 9, 5:00 PM:** For this assignment, think about course material that has encouraged you to re-evaluate assumptions you may have entered the class with.

Choose a contemporary Canadian event/topic that is broadly related (**e.g. if you re-evaluated your assumptions about racism in Canada, choose a contemporary topic related to racism in Canada**) and, using the course material as well as **at least one** primary source (likely a non-scholarly account of the contemporary subject, **e.g. a newspaper article or online news article**) and **at least two** scholarly secondary sources, write a critical reflection on how historical context (and hopefully this course) has helped you to critically evaluate this subject and the discourse

surrounding it.

Part of this assignment could also be critically evaluating the sources you have selected, and whether it paints an accurate picture of the subject.

The assignment is designed to evaluate your experiential learning (recognizing how your own lived reality and assumptions shape your learning), as well as your ability to analyze, synthesize, and evaluate complex ideas.

### **Citations**

Sources and quotations need to be cited in all written assignments using the Chicago Manual of Style, Notes and Bibliography citation system (footnotes or endnotes, with a bibliography).

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

### **Academic Integrity Statement**

Peer support and collaboration is important to learning and to maintaining a good school-life balance. Remote classes have created a difficult situation for you and for instructors when it comes to assessment (along with many other things).

Studying together is acceptable and is encouraged. You can communicate through whatever means you choose to form questions for the teaching assistants and/or instructor, to better understand readings, to better understand major course concepts, to identify major course themes, and to commiserate in general on how the course is going.

You **CANNOT** communicate with each other, whether online or through **ANY** other means, during **QUIZZES** as these tests are meant to evaluate your individual knowledge and ability to analyze the course material. Any evidence of this will result in a zero on the assignment and an academic misconduct investigation.

Any evidence that non-course material has been used and/or not cited when explicitly stated that it cannot be used on quizzes or exams will result in a zero on the assignment and an academic misconduct investigation.

### **Learning Technologies Requirements**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2l.ucalgary.ca](http://d2l.ucalgary.ca)). In order to successfully engage with the material, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; broadband internet connection.

### **On-Line Instruction Statement**

- The course will be asynchronous. This means that I will record and upload all lectures to be accessed at any time. Students are not expected to attend any real-time events.
- Each week will consist of two lectures, delivered remotely and with narrated PowerPoint slides. I will try to have these lectures uploaded by the original time for the class.
- I will create discussion forums each week for any questions you have about the lectures and/or readings.

- All assignments MUST be completed individually. Studying together is fine, but writing exams or quizzes together is not.
- The teaching assistants and I will have virtual office hours in order to answer any questions regarding lectures, readings, or assignments, offered through Zoom.

### **Inclusiveness, Accommodation, and Classroom Conduct**

I am committed to creating an inclusive learning environment. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the wish to be called a different name or pronoun, or assistance with writing.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

## **Schedule**

Week 1 (originally MWF January 11-15)

Course introduction What is identity?

### Reading

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

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

## **Section 1: Historical Foundations**

Week 2 (originally MWF January 18-22) **Quiz #1**

Creating a “Vanishing Race” Part I: Colonialism and Violence

### Reading

TBD

Week 3 (originally MWF January 25-29)

Creating a “Vanishing Race” Part II: Defining Indigeneity

### Reading

TBD

Week 4 (originally MWF February 1-5) **Quiz #2**

From slavery, to de jure discrimination, to de facto discrimination: Black Experiences in British North America and Canada

### Reading

TBD

Week 5 (originally MWF February 8-12)

First-wave and beyond: Continuity and change in Canadian Feminism

### Reading

TBD

**February 14-21 Term Break**

Week 6 (originally MWF February 22-26) **Quiz #3**  
Creating “Canada-as-mosaic”: Ethnicity, multiculturalism, and transforming immigration

Reading  
TBD

## **Section 2: Contemporary Realities**

Week 7 (originally MWF March 1-5)  
Hate, Part I: Anti-Semitism and Holocaust Denial

Reading  
TBD

Week 8 (originally MWF March 8-12) **Quiz #4**  
Hate, Part II: Policing Speech and Actions in a Pluralist Liberal Democracy

Reading  
TBD

Week 9 (originally MWF March 15-19)  
Truth and Reconciliation, Part I: Acknowledging the Past and Present

Reading  
TBD

Week 10 (originally MWF March 22-26) **Quiz #5**  
Truth and Reconciliation, Part II: The Incompleteness of Healing

Reading  
TBD

Week 11 (originally MW March 29-April 1)  
Reasonable Accommodation: Gender, Religion, Race and Multiculturalism in Quebec

Reading  
TBD

**April 2 Good Friday**

Week 12 (originally WF April 6-9)  
**No lectures or readings Critical reflection!!!**

**April 5 Easter Monday**

Week 13 (originally MW April 12-14)  
Contemporary Feminism and Backlash Culture

Reading

None assigned

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF  
HISTORY COURSE OUTLINES**

**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.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
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.



Percentage	Letter Grade	Grade Point Value	Description
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).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.*

### 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](#).

### Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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: Integrity and Conduct](#).

### Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [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. Please see the [University of Calgary copyright page](#).

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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
- Campus Security (220-5333)

**Department of History Twitter @ucalgaryhist**

*Winter 2021*