

Canadian Cities and Canadian Identity

Course Number: CNST 355

Instructor: Dr. Kevin Anderson

Class Location and Time: Monday, Wednesday and Friday, 12:00-12:50, SA 104

Prerequisites: None

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Course Description:

This course will examine the agency of Canadian cities in the distinct but related processes of identity-formation and nation-building. The class will study relevant political, societal, geographical, and cultural elements of the relationship between cities and identity in Canada as well as paying particular attention to the question of "Who Belongs?" in a modern city and what the answers mean for the constantly evolving definition of national identity. In addition, the course will explore the reality and myth behind the identity of major cities, such as Calgary, Vancouver, Montreal and Toronto, and how representations of said cities are often constructed not just by local boosters but by non-residents from across the nation (and/or beyond), beholden to local and regional narratives rooted in Canadian history and international relations.

Some of the major questions asked and explored are: What, if anything, is distinct about the Canadian city? In addition, what is a (major) city? If largely urban, why has/is Canada often represented as a pastoral paradise? What are the differing political cultures of each major city and why is this so? What anxieties and assumptions does the "hatred" of Toronto represent? Or, the resentment towards Calgary? Is multiculturalism a largely urban phenomenon? If so, what does this mean for the wider Canadian identity? What are the relationships between major cities and the provincial/federal governments and federalism in general? Finally, what are the distinctive aspects of bilingualism and Quebec cities in Canada and what role do they play in the construction of identity? The course will be thematic in nature and will consist of lectures and in-class discussion. Students will use both primary and secondary sources along with less traditional sources, such as popular periodicals, cartoons, movies, TV shows and opinion polls, to investigate these questions.

Course Objectives:

While administered through the Department of History, this course will focus on contemporary subject matter, paying some attention to the historical roots of particular topics, from an interdisciplinary perspective. I aim to encourage students to develop as researchers, communicators and writers, not just in the classroom but in their daily lives. I hope to challenge

students to approach contemporary social categories from a more historical and nuanced perspective, countering essentialism, which posits a fixed character to these categories and national cultures, and teleology, which projects a framework of inevitable progress from the past into the present. It is hoped that students will question, and continue to question outside of the class, easy assumptions about not only cities in Canada, but about the wider contemporary world.

Assessment:

Comparative Media Analysis, 20%, 1200-1700 words, October 9th: Students will use media (newspapers, magazines, TV, podcasts,* blogs*) from two Canadian cities in order to analyze how a city's identity is perceived from within and from without. You must focus on **one** or **two** specific events, individuals, or news stories from the last five years and use at least **three** primary sources and **one** scholarly source in your analysis. Major cities are defined as any urban region with more than 500,000 residents. This assignment is designed to examine how the identity of cities is invented not only by its own residents and boosters, but by non-residents who reflect their own regional assumptions.

For example, compare and contrast the coverage of the Calgary Stampede in the *Calgary Sun* and the *Toronto Star*. What do the differences and similarities reveal about how Toronto perceives the Stampede and Calgary versus how Calgary sees itself? How does this reflect regional and historical differences in Canada?

Mid-Term Exam, Closed Book, 15%, October 23rd

Research Essay Proposal, 5%, 450 words and annotated bibliography, October 16th: Students must provide a brief summary of their research topic and question as well as a bibliography referencing at least **one** primary source and at least **two** secondary sources.

Research Essay, 25%, 2500-3000 words: The research essay is the main opportunity for students to develop their analytical, writing and research skills. Students must use at least **two** primary sources and at least **four** secondary sources. The topic must thematically connect to the major course theme of Canadian cities and Canadian identity. Topics will be selected in consultation with the instructor and **cannot** be on the same topic written about in the comparative media analysis. Students can submit the essay either November 20th and be guaranteed to have it returned by the last day of classes or can submit it on December 4th and have it returned at the final exam. There will be no difference in the evaluation criteria.

Class Participation, 10%: Participation will be evaluated on the basis of involvement in class discussion. Attendance is the prerequisite for a high participation grade. Most discussion will take place on Friday classes.

Final Exam, Closed Book, 25%: To be scheduled by the registrar.

*Blogs and podcasts, unless linked to an established, prominent media group (e.g. *Maclean's*, CBC, BBC, Al-Jazeera, *Vice*) should be used in consultation with the instructor and/or GAT in order to avoid use of potentially problematic material.

Please make sure to provide references in your work. Students may use any citation system they wish, but students must include page numbers in all references. The *History Student's Handbook* may prove useful for citation suggestions and format.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without endnotes or footnotes 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.

All assignments must be completed to receive a passing grade in the class. 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.

Cell phones must be turned off during class. Laptops are allowed in-class for the purpose of copying notes only.

Required Texts:

All materials will be provided through links on D2L or by the instructor.

Useful Texts:

Jane Jacobs, Jane Jacobs, *The Question of Separatism: Quebec and the Struggle over Sovereignty*, on reserve at TDFL.

Schedule of Topics and Readings:

Week One: Wednesday, Sept. 9th, Friday, Sept. 11th

Introduction to Urban Studies, Introduction to Studies of Identity

Kim England and John Mercer, "Canadian Cities in Continental Context: Global and Continental Perspectives on Canadian Urban Development," in *Canadian Cities in Transition: Local Through Global Perspectives*, eds. Trudi E. Bunting and Pierre Filion, 69-99, **PDF posted on D2L.**

Week Two: Monday, Sept. 14th, Wednesday, Sept. 16th, Friday, Sept. 18th

Introduction Continued: What is the "Canadian City?"

Douglas Ivison and Justin D. Edwards, "Introduction: Writing Canadian Cities," in *Downtown Canada: Writing Canadian Cities*, 3-13.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=12&docID=10219176&tm=1440179064545>

Alan F.J. Artibise, "Canada as an Urban Nation," *Daedalus*, 117 (1988): 237-264.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/20025203>

Week Three: Monday, Sept. 21st, Wednesday, Sept. 23rd, Friday, Sept. 25th

The Metropolitan Thesis and "Metropolitanism"

Donald Davis, "The 'Metropolitan Thesis' and the Writing of Canadian Urban History," *Urban History Review*, 14 (1985): 95-113, **PDF posted on D2L.**

J.M.S. Careless, "The Metropolis and Identity in Canadian Experience" 69-98, in *Frontier and Metropolis: Regions, Cities, and Identities in Canada before 1914*.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=84&docID=10219349&tm=1440192812638>

Week Four: Monday, Sept. 28th, Wednesday, Sept. 30th, Friday, Oct. 2nd

Icon of Reform: Jane Jacobs and her (Overwhelming) Influence

Roberta Brandes Gratz, "Central Elements of Jane Jacobs's Philosophy," 13-19, in ed. Dirk Schubert, *Contemporary Perspectives on Jane Jacobs: Reassessing the Impacts of an Urban Visionary*.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=34&docID=10834475&tm=1440192887747>

Richard White, "Jane Jacobs and Toronto, 1968-1978," *Journal of Planning History*, 10 (2011): 114-138, **PDF posted on D2L.**

Christopher Klemek, "From Political Outsider to Power Broker in Two 'Great American Cities': Jane Jacobs and the Fall of the Urban Renewal Order in New York and Toronto," *Journal of Urban History*, 34 (2008): 309-332, **PDF posted on D2L.**

Week Five: Monday, Oct. 5th, Wednesday, Oct. 7th, Friday, Oct. 9th

Jane Jacobs Case Study: Cities and Identity in a Time of Federal Crisis, or, the Decline of Montreal

Jane Jacobs, *The Question of Separatism: Quebec and the Struggle over Sovereignty*, chapters 1-2, **Chapter 2 PDF posted on D2L; book on reserve in TDFL.**

COMPARATIVE MEDIA ANALYSIS DUE ON FRIDAY!!!

Week Six: THANKSGIVING!!! Wednesday, Oct. 14th, Friday, Oct. 16th

Case Study: The Greatest Outdoor Show on Earth, or Why Does Calgary Have a Stampede and What it Means for all of us

Max Foran, "The Stampede in Historical Context," in ed., Max Foran, *Icon, Brand, Myth: The Calgary Stampede*, 1-20.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=16&docID=10239175&tm=1440194616086>

Max Foran, "More than Partners: The Calgary Stampede and the City of Calgary," in ed. Foran, *Icon, Brand, Myth*, 147-174.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=162&docID=10239175&tm=1440194649051>

ESSAY PROPOSAL DUE ON FRIDAY!!!

Week Seven: Monday, Oct. 19th, Wednesday, Oct. 21st, Friday, Oct. 23rd

Who Belongs? The City and Ethnicity, Race and Immigration

Aubrey Kobayashi and Valerie Preston, "International Migration and Immigration: Remaking the Multicultural Canadian City," in eds., Pierre Filion, Markus Moos, Tara Vinodrai and Ryan Walker, *Canadian Cities in Transition: Perspectives for an Urban Age, Fifth Edition*, 129-150, **PDF posted on D2L.**

Michael J. Doucet, "The Anatomy of an Urban Legend: Toronto's Multicultural Reputation."

<http://ceris.metropolis.net/Virtual%20Library/other/doucet3.html>

MID-TERM EXAM ON FRIDAY!!!

Week Eight: Monday, Oct. 26th, Wednesday, Oct. 28th, Friday, Oct. 30th

Who Belongs? The City and Gender and Sexuality

Gerde R. Wekerle, "Gender and the City: Urban Restructuring, Social Exclusion, and Democratic Participation," in ed., Harry H. Hiller, *Urban Canada, 3rd Edition*, 232-253, **PDF posted on D2L.**

Isabel Dyck, "Feminist Geography, the 'Everyday,' and Local-Global Relations: Hidden Spaces of Place-Making," *The Canadian Geographer*, 49 (2005): 233-243, **PDF posted on D2L.**

Week Nine: Monday, Nov. 2nd, Wednesday, Nov. 4th, Friday, Nov. 6th

Who Belongs? The City, Homelessness and Unemployment

Todd McCallum, *Hobohemia and the Crucifixion Machine: Rival Images of a New World in 1930s Vancouver*, Introduction, Chapter 2.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=82&docID=11022702&tm=1440430318444>

Alan Walks, "Growing Divisions: Inequality, Neighbourhood Poverty, and Homelessness in the Canadian City," 151-174, in eds., Pierre Filion, Markus Moos, Tina Vinodrai, and Ryan Walker, *Canadian Cities in Transition: Perspectives for an Urban Age, Fifth Edition*, **PDF posted on D2L.**

Week 10: Monday, Nov. 9th, READING DAYS, NO MORE CLASSES THIS WEEK!!!

Who Belongs? The City and Disability

Michael J. Prince, "Inclusive City Life: Persons with Disabilities and the Politics of Difference," *Disabilities Studies Quarterly*, 28 (2008):

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ejh&AN=30003538&site=ehost-live>

Brendan Gleeson, "Can Technology Overcome the Disabling City?" in eds. Ruth Butler and Hester Parr, *Mind and Body Spaces: Geographies of Illness, Impairment and Disability*, 97-116.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=110&docID=10100671&tm=1440430700539>

Week 11: Monday, Nov. 16th, Wednesday, Nov. 18th, Friday, Nov. 20th

The Suburbs

Paul-Andrew Linteau, "Canadian Suburbanization in a North American Context – Does the Border Make A Difference?" in ed., Gilbert A. Stelter, *Cities and Urbanization: Canadian Historical Perspectives*, 208-224, **PDF posted on D2L.**

Jean-Paul D. Addie, Robert S. Fielder and Roger Keil, "Cities on the Edge: Emerging Suburban Constellations in Canada," in eds., Pierre Filion, Markus Moos, Tina Vinodrai, and Ryan

Walker, *Canadian Cities in Transition: Perspectives for an Urban Age, Fifth Edition*, 415-432, **PDF posted on D2L.**

EARLY SUBMISSION FOR FINAL ESSAY DUE FRIDAY!!!

Week 12: Monday, Nov. 23rd, Wednesday, Nov. 25th, Friday, Nov. 27th

Case Study: Vancouver, From the Anti-Asian Riots to Hip Postmodern Metropolis

Hyung-chan Kim and Nicholas Lai, "Chinese Community Resistance to Urban Renewal: The Case of Strathcona in Vancouver, Canada," *Journal of Ethnic Studies* 10 (1982): 67-81.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1300556137?accountid=9838>

Paul Delaney, "Introduction: Vancouver as Postmodern City," ed., *Vancouver: Representing the Postmodern City*, 1-24, **PDF posted on D2L.**

Week 13: Monday, Nov. 30th, Wednesday, Dec. 2nd, Friday, Dec. 4th

Perceptions of Cities Across Canada: Does Everyone Hate Toronto?

Let's All Hate Toronto (watch in-class)

FINAL DEADLINE FOR FINAL ESSAY FRIDAY!!!

Week 14: Monday, Dec. 7th

Exam Review

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca.

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that 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 coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	

Percentage	Letter Grade	Grade Point Value	Description
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

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. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca,
arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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