

Gender, Race and Ethnicity in Canada



Course Number: CNST 361

Instructor: Dr. Kevin Anderson

Class Location and Time: Tuesday and Thursday, 9:30-10:45, ICT 121

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Telephone: 403-220-2987

Office Hours: Thursday, 11:00-1:00

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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.

Lectures, discussions, and research will explore the imbedded and ascribed meanings, and historical, philosophical, sociological, and interdisciplinary understandings, of language, power, difference and diversity, inequality, agency, and voice. These topics will be unpacked in light of subjective social, community, and cultural relations in Canada. Introductory lectures will examine the essential tools of the aspiring academic student including research techniques, approaches to source material, clear and effective writing, critical thinking, informal logic, and argumentation skills.

Assessment:

All assignments are to be submitted in-class or in the Red Box in the History Department, Sixth Floor, Social Science Building. Alternative submissions (email) must be discussed with the instructor beforehand.

Participation, 15%: Consistent attendance is an important prerequisite for a good participation mark. Participation will be evaluated on the basis of involvement in Thursday group discussions.

Mid-Term Exam, 20%, **October 19th**

Essay Proposal, 1 page and annotated bibliography, 10%, **October 31st**: Students must provide a brief summary of their research topic and question (roughly 1 page) as well as a briefly annotated bibliography referencing at least **one** primary source and at least **two** secondary sources. The purpose of this assignment is to communicate to the instructor your topic, why you want to research it, what sources you plan to use and to allow the instructor an opportunity to provide some advice. You **do not** to have a thesis yet, but you do need to have a research question and a general framework for approaching this question.

Research Essay, 2000-2500 words, 30%: The research essay is the main opportunity for students to develop their analytical, writing and research skills. It must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic and primary sources. Students must use at least **three** primary sources and at least **four** secondary sources. The topic must thematically connect to the major course theme of thinking about race, ethnicity and gender in Canada from an intersectional perspective, but otherwise students have freedom to select their own topics. It can be either historical or contemporary.

Examples of popular paper topics: Multiculturalism and/or immigration; First Nations rights, or lack thereof, historically; Residential Schools; Reproductive rights; Politics and its relationship to gender, race and ethnicity.

Students can submit their essays on **either November 23rd**, and be guaranteed to receive the paper back by the final day of class, **or December 5th**, and receive the paper back at the final exam. There will be no difference in the evaluation criteria.

Final Exam, 25%: Scheduled by the registrar.

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 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.

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 or PDFs on D2L or by the instructor.

Schedule of Topics and Readings:

Section 1: Theoretical Framework(s)

Week One: Tuesday, Sept. 12th, Thursday, Sept. 14th

Class Orientation and Introduction to Canadian Studies

Week Two: Tuesday, Sept. 19th, Thursday, Sept. 21st

Gender, Race and Ethnicity, or the Importance of Intersectionality, Part 1

Patricia Collins, "Intersectionality's Definitional Dilemmas," *Annual Review of Sociology* 41 (2015): 1-20.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1146/annurev-soc-073014-112142>

Charles Hirschman, "The Origins and Demise of the Concept of Race," *Population and Development Review* 30 (2014): 385-415.

<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3401408>

Week Three: Tuesday, Sept. 26th, Thursday, Sept. 28th

Gender, Race and Ethnicity, or the Importance of Intersectionality (and Prejudice), Part 2

Franz Fanon, *Black Skin, White Masks* (excerpts).

PDF posted on D2L.

Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," in *Sister Outsider: Essays and Speeches*.

<http://solomon.bltc.alexanderstreet.com.ezproxy.lib.ucalgary.ca/cgi-bin/asp/philo/bltc/getvolume.pl?S8108#DIV15>

Section 2: Historical Roots

Week Four: Tuesday, Oct. 3rd, Thursday, Oct. 5th

First Nations, Contact and the Origins of Anglo-Conformity

Thomas King, *The Inconvenient Indian: A Curious Account of Native People in North America*, chapters 5, 7.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10768800>

Week Five: Tuesday, Oct. 10th, Thursday, Oct. 12th

Immigration, Nativism and “Protecting” the “Mothers of the Race”

Rebecca Mancuso, “For Purity or Prosperity: Competing Nationalist Visions and Canadian Immigration Policy, 1919-1930,” *British Journal of Canadian Studies* 23 (2010): 1-23.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=50985219&site=ehost-live>

Mariana Valverde, *The Age of Light, Soap and Water: Moral Reform in English Canada, 1885-1925*, chapters 4-5.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=11258339>

Week Six: Tuesday, Oct. 17th, Thursday, Oct. 19th

Catching-up and Mid-Term Exam Review

Mid-Term Exam In-Class on Thursday!!!

Week Seven: Tuesday, Oct. 24th, Thursday, Oct. 26th

Case Study: John Murray Gibbon, John Porter and the Deconstruction of the Canadian Mosaic

John Porter, *The Vertical Mosaic: An Analysis of Social Class and Power in Canada* (selected excerpts).

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10226324>

John Murray Gibbon, *Canadian Mosaic: The Making of a Northern Nation* (selected excerpts).

PDF posted on D2L.

Section 3: Contemporary Realities: Change and Continuity

Week Eight: Tuesday, Oct. 31st, Thursday, Nov. 2nd

Anti-Semitism: Holocaust Denial and Hate Speech

Alan Davies, “The Keegstra Affair,” in *Antisemitism in Canada: History and Interpretation*, 227-247.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10139294>

Manuel Prutschi, “The Zündel Affair,” in *Antisemitism in Canada: History and Interpretation*, 249-277.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10139294>

Essay Proposal Due In-class on Tuesday!!!

Week Nine: Tuesday, Nov. 7th, Thursday, Nov. 9th

Truth and Reconciliation: Confronting Canada's Past, Present and Future

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Week Ten: Tuesday, Nov. 14th, Thursday, Nov. 16th

Feminism(s) and the Modern Nation-State, or What Equality Means

Enakshi Dua, "Canadian Anti-Racist Feminist Thought: Scratching the Surface of Racism," in *Scratching the Surface: Canadian Anti-Racist Feminist Thought*, 7-34.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10214808>

Himani Bannerji, "Introducing Racism: Notes Towards an Anti-Racist Feminism," in *Thinking Through: Essays on Feminism, Marxism and Anti-Racism*, 41-53.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10191681>

Week Eleven: Tuesday, Nov. 21st, Thursday, Nov. 23rd

Idle No More, Take Back the Night and Black Lives Matter: Genealogy of Contemporary Social Movements

Idle No More, <http://www.idlenomore.ca/>; read "The Movement" section

Black Lives Matter—Toronto, <https://blacklivesmatter.ca/>; read "Demands" and "About Us" sections

Laurie McNeill, "Death and the Maidens: Vancouver's Missing Women, the Montreal Massacre, and Commemoration's Blind Spots," *Canadian Review of American Studies* 38 (2008): 375-298.

PDF posted on D2L

Early Submission for Research Essay In-Class Thursday!!!

Week Twelve: Tuesday, Nov. 28th, Thursday, Nov. 30th

Where Do We Go From Here? Safe Spaces, Trigger Warnings, Microaggressions and the Future of Rights Discourse

Joan Scott, "The Campaign Against Political Correctness: What's Really at Stake?" *Change* 23 (1991): 30-43.

PDF posted on D2L

Week Thirteen: Tuesday, Dec. 5th, Thursday, Dec. 7th

Catch-up and Exam Review

Final Submission for Research Essays In-Class Tuesday!!!

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

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:

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 (TFDL). 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 course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. 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 (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. 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	
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*

(http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), 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 (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction 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.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services 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 communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

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.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- 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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