



Canadian Studies (CNST 361) Lecture 01
Gender, Race, and Ethnicity in Canada
Fall 2012
Monday, Wednesday, Friday
10:00-10:50am

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Course Description

This is an **inquiry-based research course** that explores 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 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 examine 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. We investigate the intellectual and physical jurisdictions and cultures that help shape concepts of Canada by **problematizing and complicating** the gendered and ethnic time, spaces, and places we inhabit.

Introductory lectures will examine the essential tools of the aspiring academic student including research techniques, approaches to source material, avenues of publication, and clear and effective writing, critical thinking, informal logic, and argumentation skills.

Objectives of the Course

1. Through lectures, discussion, and research, to provide an academic forum for the study of identities, self, citizenship, and voice in Canada using a variety of interdisciplinary and theoretical perspectives;
2. To engage students in critically analyzing socio-intellectual ideas of Canadian identities in fluid and temporal contexts;

3. To discuss and analyze important issues in concepts of Canadian gender, race, and ethnicity, taking into considerations socio-historical and contemporary tensions and balances of regionalism, the evolving voice of women, rural versus urban perspectives, industrialization and unionization, related issues of science and technology, government policy, institutional and bureaucratic sociologies, intellectual cultures, secularization, influence of media, international relations, arenas of health and education, and popular culture;

4. Through a brief introductory overview of logic, informal argumentation, critical thinking, and gendered and ethnic experiential and intuitive (emotional, spiritual, identity-based) methodologies and reflection, the students will strive to critically study gender, race, and ethnicity in Canada and globally as tangible and intangible, and practical and theoretical, entities;

5. To stimulate an inquisitiveness into the study of Canada in relation to gender, race, and ethnicity, and of larger bases of reality, argument, and judgment. The intellectual foundations of this course require the participants to constantly and critically challenge their own pre-conceived notions, ideas, conceptions, perspectives, biases, predispositions, paradigms, and proclivities related to people, cultures, ethnicities, gender, and cultures in Canada and elsewhere; and

6. To promote an individual and collective mindset of the embracement and respect of alternative viewpoints, arguments, and perspectives.

Instructorial and Course Philosophy: The instructor is to be considered a facilitator, discussant, resource, and lecturer of Canadian Studies argument and discussion. The instructor may be approached on any questions or concerns related to course content and procedure, or to broad academic issues which pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: as a group, we will tackle pertinent topics and arguments in Canadian Studies, and strive to challenge foundational assumptions of the subject matter in debate and discussion based on humane perspectives.

Textbooks and Readings

These texts are necessary for the course and are available in the university bookstore. Both of these sources are essential parts of this course and their selected contents will be formally examined.

1. Augie Fleras, *Social Problems in Canada: Conditions, Constructions, and Challenges*, fourth edition (Toronto: Pearson, 2005).

2. Paul Stortz, "Inquiries Into Canadian Studies" (seventh edition, 2009; 63pp.).

Non-Required but Highly Recommended Resources

1. Formatting manuals available in the bookstore. Chicago, MLA, or APA are acceptable. Consistent and accurate formatting style is fundamental to the writing components of this course.

2. *Funk and Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (hardcopy; latest editions).

3. Chapman, Robert L., ed. *The Original Roget's International Thesaurus*. New York: Harper Collins (latest edition).

4. *The Globe and Mail*; *Calgary Herald*; *CBC's The National*; *CBC Radio*

5. *Journal of Canadian Studies* and other applicable disciplinary peer-reviewed journals, for example in women's studies, immigration, ethnicity, and race (available on-line via library website, or in print in the library). Referring to works in peer-reviewed academic journals is required in this course.

6. *The Canadian Global Almanac, Canadian Encyclopedia*

7. Association of Canadian Studies website <http://www.acs-aec.ca/>; various Government of Canada ministry websites

8. University of Calgary Library Canadian Studies Research Guide <http://library.ucalgary.ca/cnst>

9. Books on critical thinking and informal logic. Examples include: T. Edward Damer, *Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments*, latest edition (Belmont, CA: Wadsworth Cengage Learning/Nelson Education Ltd.); Vincent Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition (New York: McGraw-Hill); Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill).

10. Media on popular culture and alternative visions. For example, *Buffy the Vampire Slayer* (TV Series); associated critical texts (e.g., Matthew Pateman, *The Aesthetics of Culture in Buffy, the Vampire Slayer*, [2006], Michael Adams, *Slayer Slang: A Buffy the Vampire Slayer Lexicon* [2003], James B. South, ed., *Buffy the Vampire Slayer and Philosophy: Fear and Trembling in Sunnydale* [2003]); *Adbusters: Journal of the Mental Environment*.

Selected Recommended Texts/Instructive Optional Reading

Keeping an open and critical mind is essential in the study of Canada. Any good, informative, and critical reading material will have pertinence in this course. As we proceed from the assumption that **all knowledge is inter-related**, any authoritative academic text or article is applicable.

Thinking and Writing Skills

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of the idea and foundations of Canada in the context of gender, race, and ethnicity. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. Course participants must become familiar with *Inquiries Into Canadian Studies* (required reading in this course). All assignments require the use of informal argumentation and argumentative structure, and must follow *Inquiries* precisely. Resources for improving writing and presentation skills are available at the university Writing Centre, fourth floor of the MacEwan Student Centre. Visit the website for more details: www.efwr.ucalgary.ca

Schedule of Lectures and Readings

The schedule of lectures, readings, and presentations is available for reading and download on Blackboard.

Assignments and Evaluation

Students must keep a copy of each submitted assignment and be able to produce the copy immediately if requested. All assignments must be submitted in hardcopy format; they cannot be submitted via email. All assignments and the examination will be based on the material covered in lectures, assigned readings, handouts, course textbooks, *Inquiries Into Canadian Studies*, and in-class discussion. Demonstrated knowledge of the topics covered will be graded according to such indicators as depth and breadth of analysis, critical perception, research, and expression of the material. In all long and short answer and essay components of the assignments and the examination, an understandable and clearly-presented argument is necessary. Following the research and writing guidelines discussed in *Inquiries Into Canadian Studies* (available in the bookstore and a required component of this

course) and adhering to a recognized formatting/style manual (APA, MLA, or Chicago/Turabian) are necessary for structuring and arguing all qualitative responses throughout the course. Not following the instructions and details of these reference materials will result in a negative assessment on the any course component or assignment.

Evaluation will also take into consideration clarity of thought and presentation. The final mark on the assignments and examination will be affected negatively by improper grammar and organization, lack of clarity, poor spelling and presentation, incomplete or faulty sentence and paragraph structures, use of ghost subjects, and lack of proper argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts discussed in Canadian Studies.

All assignments are due in class on the due date (see Policy for Late Assignments, below).

Evaluation Breakdown

| Assignment | Weight | Due Date | Comments |
|---|---------------|--|---|
| Argument Paper | 30% | 14 November | The Argument Paper's minimum length is 3,000 words, not including notes and appendices. Further details of the Argument Paper will be discussed in class. |
| Cultural Portfolio (CommonPlace Book) | 35% | 7 December | The due date is the last day of CNST 361 lectures. The Reflective Portfolio is designed to be an on-going process and completed over the course of the term. The Portfolio is to have 3 entries plus a Final Summary of minimum 6 full pages (8.5 x 11") each. Details of the Portfolio will be discussed in class. |
| Final Examination Length: 2 hours; includes short answer, multiple choice, essay and argument questions | 35% | The final examination is scheduled by the Registrar. | The Final Examination will cover any or all aspects of the course, including lectures, discussions, readings in <i>Social Problems in Canada</i> , additional readings, and "Inquiries Into Canadian Studies." |

Note on Final Examinations: To ensure the security of the examination, the date for writing the final exam cannot be changed by the instructor. If the student would like to write the examination on a different date and/or time, approval must be granted by the university examination timetabling office for a deferred exam.

• **Class participation, classroom collegiality, and attentiveness:** Due to the size of the class, this component is not marked officially or in a separate evaluation, but attendance is HIGHLY recommended and is considered an essential responsibility of the individual student. Questions on all the assignments and the final examination will cover material from in-class lectures and discussion. As a group, we will discuss and explore issues, topics, and arguments that are applicable to all components of this class, including the assignments and final examination. Adherence to lecture-room etiquette is vital. Talking in class while the lecture and related discussions are conducted is discouraged, the main argument being that it disrupts the intellectual culture of the class and disturbs your student

colleagues. Food and (non-alcoholic) drinks are allowed, cell phones must be turned off. **Audio or visual recording of lectures and discussions is strictly prohibited.** Please note that hardcopies or electronic copies of class lectures, slides, and notes are not available through the instructor.

Registrar-scheduled Final Examination: Yes. Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, NO guarantee is in place that the exam will NOT be scheduled during the day. No books, notes, computers, calculators or other electronic equipment, or other resources can be used while writing the exam.

Policy for Late Assignments and Assignments Submitted Outside of Class: All assignments are due on the due date. Assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. If assignments are not submitted directly to the instructor, a drop box is available outside of the main office of the Interdisciplinary Programmes Office/Faculty of Arts Program Information Centre, SS102. **Note: Do not hand in papers to the front desk of SS102 — use the drop box only. If submitting an assignment outside of class, please ensure that the instructor’s name and course number are clearly indicated on the front page.** Assignments will be removed by the front office staff, date stamped, and placed in the instructor’s mailbox. The papers are not time-stamped. **To be fair to members of the class who meet assignment deadlines, course workload or computer problems are not acceptable reasons for late submissions.** Late assignments due to health reasons must be accompanied by a stamped physician's note explaining clearly the reasons for the missed deadline.

► **If ALL assignments are NOT completed in the course, the final grade will be assessed a "F."**

Assignments submitted after the stipulated time and day of submission will be graded but without written comments.

Grading System

| Letter Grade | Percentage Grade | GPA | Description |
|--------------|------------------|-----|---|
| A+ | 96-100% | 4.0 | |
| A | 90-95.99% | 4.0 | Excellent, superior performance, showing comprehensive understanding of subject matter |
| A- | 85-89.99% | 3.7 | |
| B+ | 80-84.99% | 3.3 | |
| B | 75-79.99% | 3.0 | Good, clearly above average performance with knowledge of subject matter generally complete |
| B- | 70-74.99% | 2.7 | |
| C+ | 65-69.99% | 2.3 | |

| | | | |
|----|-----------|-----|---|
| C | 60-64.99% | 2.0 | Satisfactory, basic understanding of subject matter |
| C- | 55-59.99% | 1.7 | |
| D+ | 53-54.99% | 1.3 | |
| D | 50-52.99% | 1.0 | Minimal Pass, marginal performance |
| F | 0-49% | 0.0 | Fail, unsatisfactory performance or failure to meet course requirements |

Note: for the official grade on any assignment or examination, a “F” is calculated as zero percent.

Plagiarism

Plagiarism occurs when a researcher or author submits or presents his/her work in a course, or ideas and/or passages or parts in the work, as if it were her/his own work or scholarship, when, in fact, it is not.

Plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This includes quotations, thoughts, ideas, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers
- Unless for a group assignment with specific requirements, a co-authored or researched paper
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of a source even when notes are used to cite the source, 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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*. See the section in the *Calendar* under “Academic Misconduct.”

Use of Internet and Electronic Communication Devices



During class, cell phones must be turned off. **Audio or visual recording of class lectures or discussions is strictly prohibited.** Academic freedom of the students must be maximized through a free-flow and unimpeded exchange of ideas and knowledge, and recording of lectures is in contravention of this practice. Unauthorized recording of lectures and discussions is included in the university calendar under the definition of “Academic Misconduct.” **Please note that use of laptops or tablets for other than recording lecture notes can be distracting for colleagues nearby.**

Ethics

Whenever you perform research with human participants (i.e., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. You cannot conduct interviews of any kind for the explicit purposes of research for this course unless you consult with the instructor first.

For more information about your research ethics responsibilities, see the University of Calgary Research Ethics site:

<http://arts.ucalgary.ca/research/for-researchers/ethics>

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). As one consequence, students must identify themselves on all written work by placing their name on the front page and their ID number. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

Students with Disabilities

Requesting academic accommodations is the student's responsibility. If you are a student with a documented disability who requires academic accommodation, you must register with the Disability Resource Centre <http://www.ucalgary.ca/drc/>. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Students' Union

For details and contact information for the Students' Union, see: <http://www.su.ucalgary.ca/>

Student Ombuds

For details on the Student Ombuds' Office see: <http://www.ucalgary.ca/provost/students/ombuds>

Faculty of Arts Program Advising and Student Information Resources

If you have a question that pertains to the Faculty of Arts, the new Faculty of Arts Program Information Centre (PIC) is an information resource for everything in Arts. The front office is SS110, (403) 220-3580, artsads@ucalgary.ca. The Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> has detailed information on common academic concerns. For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881. The Centre is on the 3rd Floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees, and assistance with your Student Centre, contact Enrolment Services at (403) 210-7625 or visit them at the MacKimmie Library Block.

Emergency Evacuation and Assembly Points

For information on the emergency evacuation procedures and the assembly points see:

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

Campus Security and "SAFEWALK" Program <http://www.ucalgary.ca/security/>. **Campus Security** [email: campus.security@ucalgary.ca; phone: 220-5333] will escort individuals day or night. Use any campus phone, emergency phone, or the yellow phone located at most parking lot booths.