

**Gender, Race and Ethnicity in Canada**  
**CNST 361**  
Professor Kevin Anderson  
Spring 2018



**Location and Time:** Tuesday and Thursday, 9:00-11:45, SA 245

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**Telephone:** 403-220-2987

**Office Hours:** Thursday, 12:00-1:30

**Office Location:** SS 615

**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%: Students will engage in small group discussion of class material during the second half of classes on Tuesdays and Thursdays. Discussion on Thursdays will largely focus on the readings for the week (exception: Week 4).

During Week 4, discussion will focus on the presentations.

Mid-Term, 15%, Thursday, May 31<sup>st</sup>

Group Presentations, 15%, 10-15 minutes, Tuesday June 5<sup>th</sup>, Thursday, June 7<sup>th</sup>: Students will be put into small groups (roughly 4 members) and assigned topics. The groups will then prepare a 10-15 minute presentation on a contemporary news story (within the last 5 years). The purpose of this assignment is to encourage students to apply critical analysis to news stories they encounter everyday and to think critically about how the categories of gender, race and ethnicity are presented and/or used in popular culture.

Groups will select **two primary sources** and **two secondary sources**. The primary sources will be the actual news stories and the class as a whole will determine criteria for what defines a credible news source. The secondary sources will be academic. For many of these recent news stories, there will not be scholarly analyses of the specific topic yet, so these sources are to act as a theoretical framework and/or aid in your critical analysis of the news story and its treatment in the media.

Students not presenting on a particular day will still be expected to attend the presentations. Group discussions that week will focus on the presentations and students will have to write a short (half page) reflection on five of the presentations **not including** their own. This grade will be part of the overall participation grade.

Final Essay, 30%, 2000-2500 words, Thursday, June 21<sup>st</sup>: 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 **two** primary sources (i.e. non-academic 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. Students are encouraged to discuss potential topics with the instructor.

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.

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.

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:**

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

## **Schedule of Readings and Topics**

### **Section 1: Theoretical Frameworks**

#### **Week One: Tuesday, May 15<sup>th</sup>, Thursday, May 17<sup>th</sup>**

Class Orientation and Theoretical Framework: What is Intersectionality? What is Prejudice?

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

<https://www-annualreviews-org.ezproxy.lib.ucalgary.ca/doi/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.

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1728-4457.2004.00021.x>

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

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

### **Section 2: Historical Roots**

#### **Week Two: Tuesday, May 22<sup>nd</sup>, Thursday, May 24<sup>th</sup>**

The Origins of Anglo-Conformity: The Invention of a "Dying Race"

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

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1418416#>

Treaty 7 Elders and Tribal Council, with Walter Hildebrandt, Dorothy First Rider and Sarah Carter, "First Nations' Perspective on Treaty 7," in *The True Spirit and Original Intent of Treaty 7*, 111-145.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/403877>

#### **Week Three: Thursday, May 31<sup>st</sup> (No class on Tuesday; use time to work on presentations)**

Protecting the "Mothers of the Race": First Wave Feminism, Nativism and Race

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

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4672684#>

Janice Fiamengo, "Rediscovering Our Foremothers Again: The Racial Ideas of Canada's Early Feminists, 1885-1945," *Essays on Canadian Writing* 75 (2002): 85-118.  
<https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/197251421>

## **Mid-Term, Thursday's Class!!!**

### **Contemporary Realities: Changes and Continuities**

#### **Week Four: Tuesday, June 5<sup>th</sup>, Thursday, June 7<sup>th</sup>**

Quebec and Reasonable Accommodation: Gender, Race, Religion and Minority Nationalism

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://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/nana.12046>

Robyn Maynard and Sophie Le-Phat Ho, "Accommodate This! A Feminist and Anti-Racist Response to the 'Reasonable Accommodation' Hearings in Quebec," *Canadian Women's Studies* 27 (2009): 21-26.

<https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/217448114>

**Presentations: Tuesday, Groups 1-5  
Thursday, Groups 6-10**

#### **Week Five: Tuesday, June 12<sup>th</sup>, Thursday, June 14<sup>th</sup>**

Anti-Semitism, Holocaust Denial and the Policing of Hate Speech

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

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/402608>

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

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/402608>

#### **Week Six: Tuesday, June 19<sup>th</sup>, Thursday, June 21<sup>st</sup>**

The State as Prejudice: Truth and Reconciliation and Confronting Canada's Past, Present and Future

[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

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

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1418416#>

Brian Gettler, "Historical Research at the Truth and Reconciliation Commission of Canada," *Canadian Historical Review* 98 (2017): 641-674.  
<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/679104>

Richard Wagamese, "The Sixties Scoop, The Primal Wound and Home," *Canadian Dimension*, Sep/Oct 2009: 12-13.  
<http://link.galegroup.com.ezproxy.lib.ucalgary.ca/apps/doc/A211555759/AONE?u=ucalgary&sid=AONE&xid=ffd96d24>

**Final essays due in class, Thursday!!!**

**Week Seven: Tuesday, June 26<sup>th</sup>**

Race, Contemporary Feminism, Gendered Violence and Backlash Culture

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): 275-298.  
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=36941740&site=ehost-live>

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

***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](mailto: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](mailto: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 3<sup>rd</sup> 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](http://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.



Percentage	Letter Grade	Grade Point Value	Description
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](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](http://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](http://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](http://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](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto: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>

*Spring/Summer 2018*