



## **Gender, Race and Ethnicity in Canada**

CNST 361  
(Winter 2020)  
Dr. Kevin Anderson

**Class Location and Time:** Monday, Wednesday, Friday, 12:00-12:50, ICT 121

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**Telephone:** 403-220-2987

**Office Hours:** By appointment

**Office Location:** SS615

### **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.

### **Learning Outcomes:**

Be able to think critically.

Understand the imbedded and ascribed meanings of language, power, difference, diversity and inequality.

Approach contemporary and historical social categories from an interdisciplinary perspective.

Critically analyze 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.

Define racism, homophobia, misogyny, sexism, xenophobia, ethnocentrism, in-group and out-group, hate, and hegemony.

Apply a historicized understanding of gender, race, and ethnicity to contemporary Canada.

Apply a subjective, yet still relatively generalizable, experiential model to social categories, integrating the personal and the structural.

Critically analyze manifestations of Canadian identity and Canadian nationalism.

Be able to write a coherent academic essay with a consistent, clear thesis.

Be able to formulate clear arguments orally in class when given time to reflect on course material.

Work with peers in group discussion to reflect critically on course material.

Critically read scholarly articles and monographs and be able to discern key arguments, evidence, and how it fits in a wider literature.

### **Assignments:**

Participation, 15%: On 10 Fridays throughout the semester, you will divide yourselves into small groups and be given discussion questions, based on the readings for the week, and/or regarding a major question from the class material that week. Attendance is a prerequisite for a good participation grade, but quality of answers is important to the evaluation. While worth a small amount per Friday, these add up.

Thesis Proposal, 5%, March 4: You will write a short proposal for your final paper. It must briefly outline your topic of choice, why you have chosen this topic, your tentative thesis, and must cite **at least one** primary source and **at least two** secondary sources in a bibliography.

Mid-term, 20%: Written in-class on Friday, February 28. Essay-based.

Final paper, 35%, 10-12 pages: 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 **three** primary sources. The topic must thematically connect to the major course theme of race, ethnicity and gender in Canada, 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; Indigenous rights, or lack thereof; residential schools; reproductive rights; politics and its relationship to gender, race and ethnicity.

You can submit the essay on Friday, March 27 and be guaranteed to have it returned by the final class. You can submit the essay on Friday, April 10 and have it returned at (or soon after) the final exam.

Final exam, 25%: TBA. Scheduled by the registrar.

All assignments must be submitted as a hardcopy in-class, or in the Red Box in the History Department, 6<sup>th</sup> Floor Social Science Building. If email submission is required because of extenuating circumstance, students must contact the instructor.

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.

References exist for several reasons: 1) to provide credit where credit is due. 2) to demonstrate that the author is familiar with the existing literature on the subject under study and is in dialogue with this literature 3) to allow the reader to find the material the author is presenting, whether primary or secondary material, and expand the exposure of writers and readers to the seemingly infinite amount of information and 4) to keep the author accountable to the evidentiary record while allowing simultaneously for interpretation and argumentation.

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.

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

### **Required Texts:**

There are no required texts for this course. All readings will be provided on D2L by the instructor, through links posted in the course syllabus, or on reserve in the library.

### **Helpful Texts (optional):**

The following books and journals are helpful for writing and researching in an academic setting in Canada. They are in no way mandatory for purchase but may help in finding sources for your essays and/or the composition of your essays.

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

*Journal of Canadian Studies*

*International Journal of Canadian Studies*

*British Journal of Canadian Studies*

*American Review of Canadian Studies*

*Canadian Historical Review*

*Canadian Encyclopedia* (**Note:** if using for your assignments, limit the number of articles from this source to **one**, as they are descriptive and not analytical. Encyclopedias are a place to start with research, not a place to finish)

*Dictionary of Canadian Biography*

statcan.gc.ca

Canada.ca

University of Calgary: Research guides, databases, research help through the library

## **Reading/Class Schedule and Topics**

**Week 1:** Monday, January 13; Wednesday, January 15; Friday, January 17

**Class orientation, introduction of material, theoretical frameworks**

### **Section 1: Historical Roots**

**Week 2:** Monday, January 20; Wednesday, January 22; Friday, January 24

**Inventing a ‘Dying Race’ and the Triumph of White Supremacy**

#### **Readings:**

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.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/403877>

**Week 3:** Monday, January 27; Wednesday, January 29; Friday, January 31

**Protecting the ‘Mothers of the race’: First Wave Feminism, Immigration and Race**

#### **Readings:**

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.

**PDF posted on D2L.**

**Week 4:** Monday, February 3; Wednesday, February 5; Friday, February 7  
**Enforcing Heteronormativity, or the Criminalization and Pathologization of Sexuality**

**Reading:**

Steven Maynard, "To Forgive and Forget? Homonationalism, Hegemony, and History in the Gay Apology," *Active History*.

<http://activehistory.ca/2017/11/to-forgive-and-forget-homonationalism-hegemony-and-history-in-the-gay-apology/>

**Week 5:** Monday, February 10; Wednesday, February 12; Friday, February 14  
**Creating 'Canada-as-Mosaic': The Governing Metaphor of a Nation**

**Readings:**

Antonia Smith, "'Cement for the Canadian Mosaic': Performing Canadian Citizenship in the Work of John Murray Gibbon," *Race/Ethnicity: Multidisciplinary Global Contexts* 1 (2007): 37-60.

[https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25594975?seq=1#metadata\\_info\\_tab\\_contents](https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25594975?seq=1#metadata_info_tab_contents)

Peter Henshaw, "John Buchan and the British Imperial Origins of Canadian Multiculturalism," in *Canada of the Mind: The Making and Unmaking of Canadian Nationalisms in the Twentieth Century*, eds., Norman Hillmer and Adam Chapnick, 191-213.

**PDF posted on D2L.**

**February 16-23 Family Day and Reading Week, No Classes**

**Week 6:** Monday, February 24; Wednesday, February 26; Friday, February 28  
**The Transformation of Immigration (1967-), Catching-up, and Mid-Term Exam**

**Section 2: Contemporary Realities: Continuity and Change**

**Week 7:** Monday, March 2; Wednesday, March 4; Friday, March 6  
**Hate, Part I: Anti-Semitism**

**Readings:**

TBA

**Essay proposal due on Wednesday!!!**

**Week 8:** Monday, March 9; Wednesday, March 11; Friday, March 13  
**Hate, Part II: Policing Speech in a Pluralist Liberal Democracy**

**Readings:**

TBA

**Week 9:** Monday, March 16; Wednesday, March 18; Friday, March 20  
**Contemporary Feminism and Backlash Culture**

**Readings:**

TBA

**Week 10:** Monday, March 23; Wednesday, March 25; Friday, March 27  
**Reasonable Accommodation, Part I: Gender, Race, Religion, and Multiculturalism in Quebec**

**Readings:**

TBA

**Week 11:** Monday, March 30; Wednesday, April 1; Friday, April 3  
**Reasonable Accommodation, Part II: Gender, Race, Religion, and Multiculturalism in Quebec**

**Readings:**

TBA

**Week 12:** Monday, April 6; Wednesday, April 8; Friday, April 10  
**Truth and Reconciliation: The Continued Reality of Colonialism**

**Readings:**

TBA

**Week 13:** Wednesday, April 15 (no class on Easter Monday)  
**Catching-up and Exam Review**

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**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.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance

Percentage	Letter Grade	Grade Point Value	Description
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.
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) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>

### 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.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

### Red Box Policy:

If your instructor requires paper copies of an essay and/or assignment, and the essay/assignment

can be handed in outside of class, you can drop them in 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. are date stamped 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 at 4:00 p.m. Monday to Friday.

### **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. Please see [The History Student's Handbook](#).

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](#).

### **Academic Accommodations:**

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 contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) 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 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. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### **Other Useful Information:**

- Department Twitter @ucalgaryhist



Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> 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

*Winter 2020*