

NO105A/B: Billionaires, Beavers, and Banditos

Wilfrid Laurier University

Fall 2016

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Course Description

NO105 combines online and in-class learning to examine issues and ideas important to understanding how North America and its constituent countries (Canada, the United States and Mexico) are understood. Key themes include Indigenous Peoples: colonization and resistance; culture and identity: race, art, and popular culture; business and society: international trade, labour and migration; and public policy: drug wars, crime and violence, healthcare, and citizenship and security.

Each week during the course, we will begin by examining the life of an individual North American and then extrapolate from that lived experience to explore some of the significant themes and ideas that have emerged across the continent.

Course Themes and Approach

The title of the course and the above cartoons suggest one important theme: **perception and misperception**. Stereotypes might have us believe in a North America complete with violent Mexicans, wealthy Americans, and industrious, peaceful Canadians. But, if we dig deeper, will these notions still make sense?

What are the similarities and differences between the three nations that make up North America? Put another way, in the course we will look for **convergences and divergences** between Canada, the US, and Mexico.

There is a clear tension between opposing forces here: on the one hand, nation states can be seen to be converging within North America, especially in terms of economics; on the other hand, many are concerned that these very forces leading to convergence undermine the political control of national governments. In effect, is it a tug of war between **continentalism and sovereignty**?

Of particular concern for critics of continentalism is the idea of **asymmetry**. How is power exercised by the three countries. It is clear to all that the United States is in a league of its own in terms of the international power it wields; what, then, are the implications for its two neighbours to the north and south? That said perhaps there are equally asymmetrical power relations within countries. Regional differences within Mexico, Canada, and the United States can be profound.

Another important theme for NO105 is **national identity**, though it would be more correct to speak of identities. How are national identities formed or constructed? Such identities, imagined as they are, may be more stereotypical than authentic. Still, powerful forces are at play when national identities are shaped and formed. Who is included? Excluded? What does it mean to be a citizen of a North American nation state?

Finally, in keeping with the **interdisciplinary** approach of North American Studies, readings will be drawn from a variety of disciplines (e.g. History, Political Science, Sociology, etc.) so that students can pursue avenues of discussion in class that will

encourage a synthesis of ideas that goes beyond the limitations of individual disciplines. Lectures and films will complement this interdisciplinary mode of inquiry.

Course Format

NO105 is a blended course. Some of your learning will take place online. This makes it possible for us to meet in class in smaller numbers than is typical in a large, first year lecture course. In the first class, you will be advised of your assigned time to attend. Assigned times will **not** be changed. For the benefit of everyone, the groups must be consistent in size; requests to change times or to attend an alternate class in a given week cannot be considered.

- Students enrolled in section A (class on Wednesdays) will attend class either from 11:30 to 12:50 or 1:00 to 2:20.
- Students enrolled in section B (class on Tuesdays / Thursdays) will attend class either on Tuesdays 2:30 to 3:50 or Thursdays 2:30 to 3:50.

Students are expected to use their remaining 80 minutes of class time to complete weekly online work. A more detailed breakdown of this weekly work is provided below. Please pay particular attention to work identified with the **before class** reminder. This is work that must be done prior to attending your class. Do keep in mind that in other classes you would typically have 3 hours of class time. NO105 is designed with the expectation that you will still spend an equivalent amount of time on this course, even if your in-class time is half what it might normally be in other courses.

Readings

Course readings can be purchased as a course package available from the University Bookstore. It is mandatory/required that you acquire these readings; they are an essential element of the course.

Special Acknowledgement

We acknowledge that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples.

Course Objectives

By the end of the course students should:

- identify and explain key events in historical and contemporary North America
- understand and be able to articulate how foundational themes in North American Studies are related to, and can be used to explain, contemporary issues in North America
- understand how convergence and divergence shape the particular and shared experience of Canada in North America
- recognize the strengths and weaknesses of both disciplinary perspectives and interdisciplinary approaches to scholarship when assessing course materials (readings, lectures, films)
- employ library research skills to locate relevant and scholarly research for an academic project
- develop an effective thesis and corresponding outline of an argument
- communicate in clear, correct written prose
- listen effectively for key ideas and evidence, leading to thorough notes
- engage cooperatively with small and medium sized groups to achieve collective results
- communicate ideas orally and with confidence within small and medium sized groups, and to larger groups
- understand how our own preconceptions can shape our understanding of how Canadians, Mexicans, and Americans perceive one another in North America
- appreciate the value of interdisciplinary approaches to scholarly questions
- sympathize / empathize on contemporary questions related to the national and sub-national identities of others
- feel empowered to speak knowledgably about North America
- academically engage in NO105 with a high degree of academic integrity

Class Schedule and Weekly Work

Week 1 – Welcome and Course Introduction

September 13

- Section B will meet for the first time for a course introduction.

September 14

- Section A will meet for the first time for a course introduction.

Please note: because this is a blended course with multiple sections, no classes will be held on Thursdays September 8th and September 15th.

Week 2 – Colonization (Thanadelthur)

Before Class Weekly Work:

Complete readings.

- Downs, Kristina. “Mirrored Archetypes: The Contrasting Cultural Roles of La Malinche and Pocahontas.” *Western Folklore* 67.4 (2008): 397-414.
- Van Kirk, Sylvia. “‘Marrying-In’ to ‘Marrying-Out’: Changing Patterns of Aboriginal/Non-Aboriginal Marriage in Colonial Canada.” *Frontiers: A Journal of Women Studies* 23.3 (2002): 1-11.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

Complete online lecture quiz.

In-Class Schedule

- 20 September - Tuesday Group meets.
- 21 September – Wednesday Groups meet.
- 22 September – Thursday Group meets.
- Film: Club Native

Week 3 – Race (Martin Luther King Jr.)

Before Class Weekly Work:

Complete readings.

- Lorenz, Stacy L., and Rod Murray. “Goodbye to the Gangstas’: The NBA Dress Code, Ray Emery, and the Policing of Blackness in Basketball and Hockey.” *Journal of Sport and Social Issues* 38.1 (2014): 23-50.
- Pabst, Naomi. “An Unexpected Blackness.” *Transition* 100 (2008): 112-132.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

View film online: Speakers for the Dead.

Complete online lecture and film quiz.

In-Class Schedule

- 27 September - Tuesday Group meets.
- 28 September – Wednesday Groups meet.
- 29 September – Thursday Group meets.

Week 4 – Labour and Migration (Dolores Huerta)

Before Class Weekly Work:

Complete readings.

- Gabriel, Christina, and Laura MacDonald. “Citizenship at the Margins: The Canadian Seasonal Agricultural Worker Program and Civil Society Advocacy.” *Politics and Policy* 39.1 (2011): 45-67.
- Otero, Gerardo. “Neoliberal Globalization, NAFTA, and Migration: Mexico’s Loss of Food and Labor Sovereignty.” *Journal of Poverty* 15.4 (2011): 384-402.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

Complete online lecture quiz.

Research assignment is due.

In-Class Schedule

- 4 October - Tuesday Group meets.
- 5 October – Wednesday Groups meet.
- 6 October – Thursday Group meets.
- Film: The Other Side of Immigration

Fall Reading Week October 10-14 (No Classes)

Week 5 – Narcotrafficking (Joaquín ‘El Chapo’ Guzmán)

Before Class Weekly Work:

Complete readings.

- Krache Morris, Evelyn. “Think Again: Mexican Drug Cartels.” *Foreign Policy* 203 (December 2013): 30-33.
- Mercille, Julien. “Violent Narco-Cartels or US Hegemony? The political economy of the ‘war on drugs’ in Mexico.” *Third World Quarterly* 32.9 (2011): 1637-1653.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

View film online: The Deadly Genius of Drug Cartels.

Complete online lecture and film quiz.

In-Class Schedule

- 18 October - Tuesday Group meets.
- 19 October – Wednesday Groups meet.
- 20 October – Thursday Group meets.

Week 6 – Art, Identity, and Popular Culture (Frida Kahlo de Rivera)

Before Class Weekly Work:

Complete readings.

- Fast, Susan and Karen Pegley. “Music and Canadian Nationhood Post 9/11: An Analysis of Music Without Borders: Live.” *Journal of Popular Music Studies* 18.1 (2006): 18-39.
- Mulholland, Mary-Lee. “Mariachi, Myths and Mestizaje: Popular Culture and Mexican National Identity.” *National Identities* 9.3 (2007): 247-264.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

Complete online lecture quiz.

Thesis / Outline assignment is due.

In-Class Schedule

- 18 October - Tuesday Group meets.
- 19 October – Wednesday Groups meet.
- 20 October – Thursday Group meets.
- Film: Canto de Familia

Week 7 – International Trade (J.D. Rockefeller and Carlos Slim)

Before Class Weekly Work:

Complete readings.

- Anderson, Greg. “NAFTA on the Brain: Why Creeping Integration Has Always Worked Better.” *American Review of Canadian Studies* 42.4 (2012): 450-459.
- Pastor, Robert A. “Beyond the Continental Divide.” *The American Interest* 7.6 (2012): 61-68.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

View online film: United We Fall.

Complete online lecture and film quiz.

In-Class Schedule

- 1 November - Tuesday Group meets.
- 2 November – Wednesday Groups meet.
- 3 November – Thursday Group meets.

Week 8 – Healthcare (Tommy Douglas)

Before Class Weekly Work:

Complete readings.

- Fuchs, Victor R. “How and Why US Health Care Differs From That in Other OECD Countries.” *Journal of the American Medical Association* 309.1 (2013): 33-34.
- Vaillancourt Rosenau, Pauline M. “U.S. Newspaper Coverage of the Canadian Health System – A Case of Seriously Mistaken Identity?” *American Review of Canadian Studies* 36.1 (2006): 27-58.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

Complete online lecture quiz.

Writing assignment is due.

In-Class Schedule

- 8 November - Tuesday Group meets.
- 9 November – Wednesday Groups meet.
- 10 November – Thursday Group meets.
- Film: Sicko

Week 9 – Security, Citizenship and Borders (Maher Arar)

Before Class Weekly Work:

Complete readings.

- Alm, Leslie R. and Rosse E. Burkhart. “Canada-US Border Communities: What the People Have to Say.” *American Review of Canadian Studies* 43.1 (2013): 465-480.
- Rodney, Lee. “Road Signs on the Border: Transnational Anxiety and the Rebordering of North America.” *Space and Culture* 14.4 (2011): 384-397.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

View online film: Are We Safer?

Complete online lecture and film quiz.

In-Class Schedule

- 15 November - Tuesday Group meets.
- 16 November – Wednesday Groups meet.
- 17 November – Thursday Group meets.

Week 10 – Violence, Crime and Punishment

Before Class Weekly Work:

Complete readings.

- Cook, Philip J., Wendy Cukier, and Keith Krause. “The illicit firearms trade in North America.” *Criminology and Criminal Justice* 9.3 (2009): 265-286.
- Tonry, Michael. “‘Nothing’ Works: Sentencing ‘Reform’ in Canada and the United States.” *Canadian Journal of Criminology and Criminal Justice* 55.4 (2013): 465-480.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to four.

Complete online lecture quiz.

Complete citation/plagiarism assignment.

In-Class Schedule

- 22 November - Tuesday Group meets.
- 23 November – Wednesday Groups meet.
- 24 November – Thursday Group meets.
- Film: Prison State

Week 11 – Resistance (Annie Mae Aquash)

Before Class Weekly Work:

Complete readings.

- Barker, Adam J. “Already Occupied: Indigenous Peoples, Settler Colonialism and the Occupy Movements in North America.” *Social Movement Studies* 11.3-4 (2012): 327-334.
- Hayden Taylor, Drew. “This Boat.” *This Magazine* 38.1 (2004): 22-23.

Complete and upload reading response to MyLearningSpace.

View online lectures, parts one to three.

Complete online lecture quiz.

In-Class Schedule

- 29 November - Tuesday Group meets.
- 30 November – Wednesday Groups meet.
- 1 December – Thursday Group meets.
- Film: A Place Called Chiapas

Week 12 – Course Review

December 6: **All** students in **Section B** will meet for a course review beginning at 2:30pm.

December 7: **All** students in **Section A** will meet for a course review beginning at 11:30am.

Course Evaluation

- Preparation for Class (35%)
 - Reading Responses: 8 worth 2.5% each
 - Online Lecture / Film Quizzes: 10 worth 1.5% each
- In-Class Participation (15%)
 - Attendance: 10 classes each worth 1%
 - Participation: 10 classes each worth 0.5%
- Course Assignments (20%)
 - Research Assignment: 5%
 - Thesis/Outline Assignment: 5%
 - Writing Assignment: 5%
 - Citation/Plagiarism Assignment: 5%
- Final Exam (30%)

Preparation for Class – 35%

As a blended course, half of the time normally spent in class is now provided to you so that you can view lectures and some films online, when it best suits your schedule. There are also two readings assigned every week, and these must be read before class. Because **active** engagement with material and ideas drawn from the readings, lectures, and films is critical to the in-class portion of the course, it is **very important** that you complete all this work before attending class each week. To help you track your weekly progress, the particular tasks you must complete are listed in the schedule above. Make use of this schedule (and the checkboxes provided there) to track your weekly work and to ensure you don't forget any of the required tasks.

In recognition of the importance of good class preparation, this is worth more than a third of your final grade in the course. Preparation is assessed in two ways:

- **Reading Responses:** Each week, you will be provided with a template of questions related to the assigned readings (this will be available on MyLearningSpace). You will answer these questions and must then upload your response (**as either a PDF or Word document**) to a drop box on MyLearningSpace. This must be submitted no later than 9:00 am on the day of your class. There are ten classes and you must submit a reading response each week. However, only eight of these responses will be graded. Two weeks will be chosen not to count toward the final grade; but, these weeks will not be known to students in advance, so be sure to submit a reading response **every** week. Each of the eight graded responses is worth 2.5% of your final grade. [20% in total]
- **Online Lecture / Film Quizzes:** Each week, an online lecture will be available to you in four parts. Every other week, you will also be asked to watch a film (or a segment of a film) that is available online. After watching all four parts of the lecture (and the film when required), you will be given access to an online quiz. You must complete the weekly online quiz no later than 9:00 am on the day of your class. There are ten classes and each quiz is worth 1.5% of your final grade. [15% in total]

In-Class Participation – 15%

NO105 is designed to encourage active participation in class. The main advantage of completing some of your work online is that it then allows us to hold classes with a fewer number of students. This creates a less intimidating learning environment and is meant to foster greater participation in class. In-class participation is assessed in two ways:

- **Attendance:** You will receive 1% towards your final grade for each of the ten classes you attend. You will be given an attendance slip during class and must complete and return it to the instructor to receive this grade. You are expected to attend every class and grade adjustments for missed classes will not be made, except in exceptional circumstances and when documentation is available to explain and justify the absence (e.g. medical documentation from a health care professional in the case of illness, etc.). In such instances, students must contact the instructor by email and must upload scanned (PDF) copy of the documentation to the 'Documentation' drop box on MyLearningSpace. [10% in total]
- **Participation:** Each class, from weeks 2 through 11, students will complete an in-class self-assessment of their participation. On a scale of 1 to 5, five different criteria will be evaluated: preparation for class; active group participation; help in keeping the group on task; contribution of useful ideas; and overall quality of work. Students are expected to demonstrate academic integrity in the assessment of their own work. Clearly, it would be quite unrealistic to earn perfect grades in this category, every week. Such a pattern will certainly draw the attention of your instructors! Participation in each of the ten classes is worth 0.5% of the final course grade. [5% in total]

Assignments – 20%

There are four written assignments due throughout the course that aim to develop the fundamental skills required to complete an academic essay. Instructions for each of these assignments will be posted online in MyLearningSpace and will be discussed in detail during class. The four assignments are due by 9:00am on the day of your class, in each of the following weeks of the course:

- Research Assignment (Week 4: Oct. 4, Oct. 5, and Oct. 6)
- Thesis/Outline Assignment (Week 6: Oct. 18, Oct. 19, and Oct. 20)
- Writing Assignment (Week 8: Nov. 8, Nov. 9, Nov. 10)

- Citation/Plagiarism Assignment (Week Nov. 22, Nov. 23, Nov. 24)

Each of these assignments is worth 5% of your final course grade.

[20% in total]

Final Exam – 30%

The final exam in the course will be designed to test your understanding of key concepts and the broad themes addressed in the course. You will be expected to know material from lectures, films, and readings in order to be successful in this exam. The exam will be scheduled by the Registrar's Office and will be held during the official exam period.

Course Policies

Information Technology

Students are to adhere to the Principles in the Use of Information Technology. These principles and resulting actions for breaches are stated in the current Undergraduate Calendar.

Examinations

Students must reserve the examination period. If you are considering registering for a special examination or event, you should select a time outside the examination period. Consult with the Undergraduate Calendar (online) for special circumstances for examination deferment. There will be no exam deferrals without official medical documentation. Absence from the final exam, without supporting medical documentation, will result in a grade of zero for that component of the course.

Late Course Assignments

Course assignments will not be accepted after the due date, except in legitimate and documented circumstances. Oral requests for extensions are not acceptable. Students requiring extensions must put their request to the instructor, in writing, before the due date, outlining the extraordinary circumstances necessitating additional time. Extensions will not be granted on or after the due date. Extensions will not exceed one week after the

original due date, except in extraordinary and documented circumstances. In the absence of accompanying documentation, and at the discretion of the instructor, late work is subject to a penalty of a grade loss per day (eg: A- to B+) weekends included. Late work will not receive instructor's written comments. No course work will be accepted after the last day of classes.

Academic Misconduct and the Need for Academic Integrity

All assignments must be produced by you, and prepared for this course. While students may choose the particular focus of their work in NO105, assignments must deal expressly with issues that are central to this course. **No part** of an assignment submitted for NO105 may be drawn from an assignment submitted in any other course. If you are using sources for previous or concurrent courses, you should notify the instructor ahead of time. You are required to submit work that is original (your own) in conception, organization, and expression. Borrowing material from other sources, whether in the form of direct quotation or paraphrasing must be acknowledged. Direct quotation must be identified with quotation marks and properly referenced. Failure to make such acknowledgment will make written work ineligible for grading. Students are responsible for knowing University and Departmental Policies on Academic and Research Misconduct.

Wilfrid Laurier University uses software that can check for plagiarism. Students will be required to submit their written work in electronic form to MyLearningSpace, and it will be checked for plagiarism. Work will not be considered officially submitted until uploaded to MyLearningSpace. The penalties for plagiarism or any form of academic misconduct are severe and enforced at all times. The *Student Code of Conduct and Discipline*, and the procedures for investigating and determining appropriate disciplinary measures for breaches of the *Code* are given in the current Undergraduate Calendar.

Academic misconduct is an act by a student, or by students working on a team project, which may result in a false evaluation of the student(s), or which represents a deliberate attempt to unfairly gain an academic advantage. Academic misconduct includes, but is not limited to, the following acts which are presented as examples or a guide since not every possible circumstance can be anticipated:

- plagiarism, which is the unacknowledged presentation, in whole or in part, of the work of others as one's own, whether in written, oral or other form, in an examination, report, assignment, thesis, or dissertation;
- cheating, which involves the using, giving, receiving, or the attempt to use, give or receive unauthorized information during an examination in oral, written or other form; or copying an essay, examination or report, or allowing someone else to copy one's essay, examination or report;
- submitting the same piece of work, or a significant part thereof, for more than one course without the permission of the instructors involved in each course; or, submitting an essay or other work which has been submitted elsewhere, previously
 - o at the same time without the written permission of all academic units or institutions involved in the submissions;
- impersonating another person in an examination or test;
- buying or otherwise obtaining term papers or assignments for submission of another person's work as one's own for evaluation;
- falsifying, misrepresenting or forging an academic record or supporting document.

University Resources

The University provides a large selection of professional, academic, and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

Accessible Learning

Students with disabilities or special needs are advised to contact Laurier's **Accessible Learning Office** for information regarding its services and resources.

Foot Patrol Walk Home Service

519.886.3668

Foot Patrol is a volunteer operated safe walk-home service, available daily during evening hours. Teams of two radio-dispatched volunteers are available on request to escort

students to and from campus as well as to off-campus destinations. Foot Patrol operates both a walk and van service, and can be found in the office on the ground floor of the Fred Nichols Campus Centre.

Peer Connect

1.886.281.7337

Peer Connect is a committee that addresses mental health by promoting a balanced lifestyle for all students. We promote a confidential phone service run by students for students as a resource for any information and support. We run campaigns of mental health, stress relief and healthy body care. We provide programming such as access to athletic equipment, movies, board games and volunteers through booking to dons, icebreakers, campus clubs and campus committees.

Emergency Response Team

519.885.3333

The Emergency Response Team provides on-call medical assistance to students on campus. ERT operates Monday through Thursday 3 pm-3am and Friday to Sunday 24 hours. ERT can also be booked for on site event support by filling out the online booking request form at ert.yourstudentsunion.ca. Operating on the Waterloo campus only.

Student Rights Advisory Committee

The Student Rights Advisory Committee exists to provide you with information about your rights when it comes to landlord-tenant issues or academic appeals. While in no way legal representation, it can help to inform you about your options in order to make difficult situations easier to navigate.

Food Bank

Food Bank provides food parcels in order to cater to the nutritional and dietary needs of students. All students are eligible to use this service, regardless of circumstance or financial situation. Request a package at foodbank.yourstudentsunion.ca. Food Bank also carries out various initiatives throughout and during the year such as the weekly on campus Farmers' Market and monthly Pancake Tuesdays.