

NO219: Canadian Studies for International Degree-seeking and Exchange Students

Wilfrid Laurier University

Fall 2016

Instructor: Professor Bina Mehta

Email: bmehta@wlu.ca; please do not email me using MyLearningSpace

Class Time: Mondays and Wednesday, 4:00pm-5:20pm

Classroom: DAWB 2-105

Office Hours: Thursdays 1:30pm-2:20pm; (or by appointment)

Office: DAWB 4-159

Course Description

This course will provide an introduction to Canadian society, culture, politics, history and geography. The course aims to provide exchange students and first/second year international degree-seeking students with a basic degree of Canadian cultural literacy. Key themes addressed include First Nations, Québec, regions and regionalism, identity and diversity, and Canadian foreign policy.

Course Overview

Welcome to NO219. As the Course Instructor, I am pleased that you have chosen to spend the next few weeks learning together about Canada. For most of you, this course will be a unique opportunity to talk about Canada with other international students. Unlike other Laurier courses, this one is specifically dedicated to international and exchange students. In this spirit, the course serves as both a community for cultural exchange as well as a location for rigorous and intentional examination of Canadian metanarratives from interdisciplinary perspectives. Furthermore, in this course, you will practice skills related to listening, reading, writing, researching, and critical thinking.

The course will provide students with an interdisciplinary introduction to Canadian culture, society, history, geography, and politics. In addition to providing fundamental knowledge to enable students to better understand issues under discussion in this and their other courses, NO219 will encourage students to critically examine a number of key themes important to Canadian Studies: First Nations, culture and identity, Québec, regions and regionalism, and Canada's place in the world. The course examines symbols embodied in sports, business, entertainment (to name a few areas) as they relate to Canadian national narratives. While not a survey of all there is to know about Canada, NO219 will highlight significant aspects of the Canadian experience to provide international students with a greater degree of Canadian and cross-cultural literacy.

Course Objectives

NO219 is designed to:

- provide students with opportunities to develop their capacities to become good writers, thinkers, and communicators
- introduce the key metanarratives of Canada and explore the complexities of national identity
- engage in critical debate on nationalism, identity, and the meanings of 'Canada/Canadian'
- expose students to a variety of disciplinary (i.e. sociology, history, literary studies, geography, education, etc.) perspectives on the meaning(s) of being Canadian, with specific reference to topics such as Indigenous groups, citizenship, Canadian foreign policy, Québec, popular culture, urbanization, government, etc.
- provide a basic degree of Canadian cultural literacy that will facilitate and enable learning in this and other Canadian university courses
- inspire further exploration of the breadth and depth of Canadian diversity and experience
- encourage comparative reflection between Canada and countries of origin, and in so doing, prompt increased individual self-awareness on issues related to identity

Student Learning Outcomes

Students should be able to:

- identify Canadian provinces, territories, and regions by name and location (map)
- recall a number of significant or touchstone moments in Canadian history from pre-contact to the present (timeline/chronological sequence)
- recognize the key issues/problems associated with the contemporary Canadian nation state
- identify the commonly accepted narratives of the Canadian nation (e.g. multiculturalism, 'northernness', survival, peacekeeping, etc.)
- explain the bifurcated nature of Canadian culture (e.g. 'high' and 'low' brow culture)
- apply the 'imagined communities' conceptual framework of Benedict Anderson to Canada
- employ critical reading strategies to read and analyze academic materials appropriate to an undergraduate level
- articulate an author's main argument and assess the validity of the evidence/methodology used to support it
- discuss and debate an individual opinion on a course topic or issue (i.e. confidently defend a particular perspective in correct and clear English)
- employ library research skills to locate and assess peer reviewed journal literature and scholarly monographs related to a comparative / Canadian topic
- develop a unique and analytical thesis on a topic and write a short, expository essay in clear, correct, and concise academic prose
- develop the ability to interrogate issues related to the course to achieve deeper levels of research questioning
- engender self-awareness of national identities
- develop a sensitivity to problems of living in a modern, globalized world
- sympathize / empathize on contemporary questions related to the national and sub-national identities of others
- feel empowered to speak knowledgeably about Canada
- academically engage with peers who are also international or exchange students

Textbook

A course package of NO219 readings is available for purchase from the bookstore.

Course Evaluation

- Seminar Attendance and Participation (20%)
- Foundational Canada Knowledge Quiz (10%)
- Research / Essay Skills Workshop Quiz (5%)
- Peer Feedback Evaluation (5%)
- Course Paper (30%)
- Final Exam (30%)

Seminar Attendance and Participation – 20%

Students are expected to attend every class and will be assigned grades for attendance as well as participation. At the end of each class, there will be a **five-minute, in-class response** that each student must individually complete. You will have five minutes to respond in writing to a given question or prompt I will provide. Each submission will be collected and assessed. Submissions may earn a minimum grade of 7 out of 10. Written responses that are particularly relevant and exceptionally thoughtful in nature can earn a grade in the 8, 9 or 10 range (out of 10). It is essential that you bring paper and pen/pencil to each class in order to complete these responses.

For classes when there is a discussion period, grades of 8, 9, and 10 on the in-class response can also be achieved through **demonstrated contributions** to class debates and discussions. To earn these higher grades, you must demonstrate that you have attempted to engage with the course readings and other course content in a meaningful way. For example, this can be demonstrated by thoughtful and insightful contributions to discussions. Students are encouraged to ask and answer questions. Indeed, careful reading of an author's argument and evidence should prompt numerous questions worth noting. While both quantity and quality are factors taken into account when assessing participation, quality of interjections is most important. In a class such as this, participation is key to the overall success of the course. Thus, students not only have a responsibility to

themselves, but also to their peers and the instructor, to complete readings and to meaningfully and actively contribute. Discussions will also address themes from lectures and films.

Absences from class will negatively affect your attendance and participation grade. If you are away because you are ill, medical documentation will be required to make any grade adjustment.

Foundational Canada Knowledge Quiz – 10%

- This quiz will be written at the beginning of class on **Monday September 26th**.
- This will be a short, formative assessment that tests knowledge of Canadian geography, key definitions, and historical chronology (drawn from information presented in the first two weeks of class).
- The quiz format will be short answer (e.g. multiple choice, fill in the blank, matching, true/false, etc.).

Research / Essay Skills Workshop Quiz – 5%

- This quiz will be written at the end of class on **Wednesday September 28th**.
- This will be a short quiz assessing knowledge of library / research skills and assessing your ability to identify and distinguish scholarly literature from non-scholarly source material.
- The quiz will be short answer in format (e.g. multiple choice, fill in the blank, matching, true/false, etc.).

Peer Feedback Evaluation – 5%

- This will be completed in class on **Wednesday October 5th**.
- Short 10 minute meetings will take place in class, in either pairs or small groups of peers. Students will provide an evaluation of essay arguments and research completed to date in order to provide constructive feedback on how best to apply the lessons learned from the research / essay skills workshop; this provides an opportunity for peer support of projects.
- Marking rubrics/templates will be provided.

Course Paper – 30%

This course paper provides students with an in-depth opportunity to explore a comparative topic related to one of the themes addressed in our weekly classes. **Using this theme, compare and contrast what you perceive to be the most significant similarities and/or differences between your country of origin and Canada.** The paper should be approximately **1750** words and must be based on research drawn exclusively from scholarly sources written in English. This assignment must be submitted to the assignment drop box on MyLearningSpace. Detailed instructions for completing this assignment will be discussed in class and posted to the course MyLearningSpace page. This assignment is due **Wednesday November 23rd, 2016**. It must be submitted in hard copy at the beginning of class that day.

Final Exam – 30%

This will be a take-home exam based on readings, lectures, films, and discussions held in NO219. The exam will require students to write short essays that draw on specific course evidence to demonstrate answers to the questions posed. It will be posted to MyLearningSpace on Monday December 5th 2016, our last class. Completed exams **must** be uploaded to the drop box on MyLearningSpace by 5:00pm on **Monday December 12th 2016**. Late submissions will not be accepted unless medical documentation is provided.

Class Schedule and Required Readings

Week 1

September 12

- Lecture: Course Introduction
- Film: Departures: Canada – Ocean to Ocean
- No readings for this day.

September 14

- Canada: A Snapshot
- Film: Being Canadian
- No readings for this day.

Week 2

September 19

- Lecture: Waterloo, Laurier, and Internationalizing Canadian Universities

September 21

- Discussion: Waterloo, Laurier, and Internationalizing Canadian Universities
- Readings:
 - “New Policies, new students, new direction? Trends in international student enrolment in Ontario’s changing policy landscape,” Keegan Williams et. al., *Policy Points* 8 (2016): 1-6.
 - “I came, but I’m lost: Learning stories of three Chinese international students in Canada,” Zhihua Zhang and Kumari Beck, *Canadian and International Education* 43.2 (September 2014): 1-14.

Week 3

September 26

- Lecture: Research / Essay Skills Workshop (1)
- Foundational Canada Knowledge Quiz, written in class (10% of final grade)

September 28

- Lecture: Research / Essay Skills Workshop (2)
- Instead of readings for this week, you are required to view the following videos available online through the WLU library website. The links will be provided on MyLearningSpace:
 - Improving your thesis statement (5 minutes, 25 seconds)
 - Using good sources (6 minutes, 13 seconds)
 - Understanding plagiarism (4 minutes, 48 seconds)
- Research / Essay Skills Workshop Quiz in Class (5% of final grade)

Week 4

October 3

- Lecture: Canadian Politics
- Reading:
 - “Federal Election 2015: The Leaders, the Issues and the Unknowns,” Dominic Cardy, *Inroads: A Journal of Opinion* 37 (2015): 41-50. This reading is not available in the course package. See MyLearningSpace for details regarding this reading.

October 5

- Peer Feedback Evaluations (5% of final course grade)

Reading Break (No Classes): October 10-14

Week 5

October 17

- Lecture: First Nations
- Film: Stolen Children

October 19

- Discussion: First Nations
- Readings:
 - “The Genocide Question and Indian Residential Schools in Canada,” David B. MacDonald and Graham Hudson, *Canadian Journal of Political Science* 45.2 (June 2012): 427-449.
 - “A Brief History of Post-Contact First Nations,” Drew Hayden Taylor *Windspeaker* 29.12 (March 2012): 11.

Week 6

October 24

- Lecture: Québec - Nation within a Nation
- Film: Je me souviens: A License to Remember

October 26

- Discussion: Québec – Nation within a Nation
- Reading:
 - “Quebec’s Bill 94: What’s ‘Reasonable’? What’s ‘Accommodation’? And what’s the Meaning of the Muslim Veil?” Kyle Conway, *American Review of Canadian Studies* 42.2 (June 2012): 195-209.

Week 7

October 31

- Lecture: Toronto
- Film: Let's All Hate Toronto

November 2

- Discussion: Toronto
- Reading:
 - "Immigrant City: The Making of Modern Toronto," Harold Troper. In *A Passion For Identity*, eds. David Taras and Beverly Rasporich, 4th ed., (Toronto: Nelson, 2001): 335-354.

Week 8

November 7

- Lecture: Popular Culture
- Film: Weird Sex and Snowshoes: A Trek Through the Canadian Cinematic Psyche

November 9

- Discussion: Popular Culture
- Reading:
 - "Coffee Brands, class and culture in a Canadian City," Sonia Bookman, *European Journal of Cultural Studies* 16.4 (2013): 405-423.

Week 9

November 14

- Lecture: Canadian Literature
- Film: Margaret Atwood on George Tonight, Online Video

November 16

- Discussion: Canadian Literature

- Reading:
 - “Nature the Monster,” in Margaret Atwood, *Survival: A Thematic Guide to Canadian Literature* (Toronto: Anansi, 1972).

Week 10

November 21

- Lecture: Canada in the World
- Film: Fight Like Soldiers, Die Like Children

November 23

- Discussion: Canada in the World
- Reading:
 - “Are Canadians Still Liberal Internationalists? Foreign Policy and Public Opinion in the Harper Era,” Roland Paris, *International Journal* 69.3 (2014): 274-307.

Week 11

November 28

- Lecture: Citizenship and Canada Post 9/11
- Film: Adrienne Clarkson – The Paradox of Citizenship

November 30

- Discussion: Citizenship and Canada Post 9/11
- Readings:
 - “Canadian Multiculturalism: Global Anxieties and Local Debates,” Keith Banting and Will Kymlicka, *British Journal of Canadian Studies* 23.1 (2010): 44-59.
 - “From International Student to Permanent Resident: Policy Considerations,” Naomi Alboim, *Canadian Diversity* 8.5 (Winter 2011): 15-19.

Week 12

December 5

- Lecture: Course Review and Take Home Exam Information

December 7

- No class this day.

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 NO219, assignments must deal expressly with issues that are central to this course. **No part** of an assignment submitted for NO219 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 or 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.