



## North American Studies 110 **Canadian Studies: Global Perspectives**



*Winter 2013*

Instructor: Professor Kevin Spooner  
Office: DAWB 4-159  
Office Hours: Wed., 10:30am-11:30am  
(and by appointment)  
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***\*do not use MyLS email***

Lecture: Wed, 12:30pm to 2:20pm  
Class Room: 1E1  
Tutorials: as scheduled

### ***Description***

NO110 introduces students to the interdisciplinary study of Canada, critically assessing the construction and development of national identity from global, continental, national and 'sub-national' perspectives. What is Canada's place in the world? In what ways is Canada different or similar to other countries? Is it possible to speak of a single Canadian identity, even at the level of international relations? These are a few of the central questions this course will raise.

Each week during the course, we will begin by examining the life of an individual Canadian and then extrapolate from that lived experience to explore some of the significant themes and ideas that have emerged as Canadian identities developed. As a nation in its own right, Canada did not fully emerge from the British Empire onto the world stage until the early twentieth century. And, some would say that Canada broke free of British international entanglements only to succumb to those of our continental neighbour to the south – the United States. Has Canada, then, existed entirely in an age of empires? If so, how has such an existence shaped the way we perceive ourselves? Migration, race, colonialism, regionalism, class, gender, sport, citizenship, language, economics and globalization, terror: these are all lenses through which we can critique and assess the meaning of 'being' Canadian.

In keeping with the interdisciplinary approach of Canadian 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 tutorials 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.

### ***Format***

The course meets weekly on Wednesdays in 1E1, from 12:30 pm to 2:20 pm, for lectures and films. There is a weekly one hour tutorial, as scheduled.

### ***Readings***

Course readings are available in a coursepack that can be purchased from the University Bookstore. Links to four of the readings can be found on the course page on MyLearningSpace (these readings are indicated by an ‘\*’ in the list of readings below).

**Dates / Topics / Readings**

Please Note: Films are subject to change, depending on availability.

<b>Jan 9</b>	LECTURE	Course Introduction
<b>IMPORTANT NOTE: NO TUTORIALS THIS WEEK</b>		

<b>January 16</b>	LECTURE	Thanadelthur
	FILM	<i>Chub Native: How Thick Is Your Blood? (78 min)</i>
	READING	1) Sylvia Van Kirk, "From 'Marrying-In' to 'Marrying-Out': Changing Patterns of Aboriginal/Non-Aboriginal Marriage in Colonial Canada," <i>Frontiers: A Journal of Women Studies</i> 23.3 (2002): 1-11. 2) Frances Kaye, "An Innis, not a Turner," <i>The American Review of Canadian Studies</i> 31.4 (Winter 2001): 597-. <b>* Link on MyLS</b>

<b>January 23</b>	LECTURE	Mary Ann Shadd Cary
	FILM	<i>Speakers for the Dead (49 min)</i>
	READING	1) Jane Rhodes, "The Contestation over National Identity: Nineteenth-Century Black Americans in Canada," <i>Canadian Review of American Studies</i> 30 (2000): 175-86. 2) Rinaldo Walcott, "'Who Is She and What Is She to You?' Mary Ann Shadd Cary and the (Im)possibility of Black/Canadian Studies," <i>Atlantis</i> 24.2 (Spring/Summer 2000): 137-146.

<b>January 30</b>	LECTURE	Yip Sang
	FILM	<i>In the Shadow of Gold Mountain (43 min)</i>
	READING	1) Lisa Rose Mar, "Beyond Being Others: Chinese Canadians as National History," <i>BC Studies</i> 156/157 (Winter 2007): 13-. 2) Tina Chui, Kelly Tran and John Flanders, "Chinese Canadians: Enriching the Cultural Mosaic," <i>Canadian Social Trends</i> 76 (Spring 2005): 24-32.

<b>February 6</b>	LECTURE	Tom Thomson and Emily Carr
	FILM	<i>The Group of Seven – In Celebration (53 min)</i>
	READING	1) Lynda Jessup, "The Group of Seven and the Tourist Landscape in Western Canada, or The More Things Change ...," <i>Journal of Canadian Studies</i> 37.1 (2002): 144-79. 2) Gerta Moray, "Wilderness, modernity and aboriginality in the paintings of Emily Carr," <i>Journal of Canadian Studies</i> 33.2 (Summer 1998): 43-65.

<b>Feb 13</b>	<b>**IN CLASS TEST DURING THE LECTURE PERIOD**</b>
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<b>Feb 20</b>	<b>Reading Week (No Class)</b>
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<b>February 27</b>	LECTURE	Tommy Douglas
	FILM	<i>Desperately Seeking Doctors (42 min)</i>
	READING	<p>1) Gerard W. Boychuk, "The Illusion of Financial Unsustainability of Canadian Health Care," <i>Policy Options</i> 23.10 (November 2002): 22-6.</p> <p>2) Matthew Mendelsohn, "Canadians Prepared to Accept Medicare Reform in Primary Care, Polling Shows," <i>Policy Options</i> 23.10 (November 2002): 27-9.</p> <p>3) Tracey Epps, "Merchants in the Temple? The Implications of the NAFTA and GATS for Canada's Health Care System," <i>Health Law Review</i> 12.1 (Winter 2003): 3-8.</p>

<b>March 6</b>	LECTURE	Maurice Richard
	FILM	<i>The Hockey Sweater (10 min)</i>
	READING	<p>1) Howard Ramos and Kevin Gosine, "'The Rocket': Newspaper Coverage of the Death of a Québec Cultural Icon, A Canadian Hockey Player," <i>Journal of Canadian Studies</i> 36.4 (2002): 9-31.</p> <p>2) Jean Harvey, "Whose Sweater Is This? The Changing Meanings of Hockey in Quebec," in <i>Artificial Ice: Hockey, Culture, and Commerce</i>, David Whitson and Richard Gruneau eds. Peterborough, ON: Broadview Press, 2006: 29-52.</p>

<b>March 13</b>	LECTURE	Pierre Trudeau and René Lévesque
	FILM	<i>Just Watch Me: Trudeau And The 70s Generation (77 min)</i>
	READING	<p>1) Samuel V. LaSelva, "Re-Imagining Confederation: Moving Beyond the Trudeau-Lévesque Debate," <i>Canadian Journal of Political Science</i> 26.4 (December 1993): 699-720.</p> <p>2) Hugh Segal, "How We Got the Charter: A Reality Check," <i>Policy Options</i> 28.2 (February 2007): 56-9.</p>

<b>March 20</b>	LECTURE	The Tragically Hip / Blue Rodeo
	FILM	<i>Rise Up</i>
	READING	1) David J. Jackson, "Peace, Order, and Good Songs: Popular Music and English-Canadian Culture," <i>The American Review of Canadian Studies</i> (Spring 2005): 25-44. <b>* Link on MyLS</b> 2) Scott Henderson, "Canadian content regulations and the formation of a national scene," <i>Popular Music</i> 27.2 (2008): 307-315.

<b>March 27</b>	LECTURE	Tim Horton / Molson Family
	FILM	<i>Voices of Dissent: Canadians in The Global Game (44 min)</i>
	READING	1) Patricia Cormack, "'True Stories' of Canada: Tim Hortons and the Branding of National Identity," <i>Cultural Sociology</i> 2.3 (November 2008): 369-84. 2) Robert Seiler, "Selling Patriotism / Selling Beer: The Case of the 'I am Canadian!' Commercial," <i>The American Review of Canadian Studies</i> 32.1 (Spring 2002): 45-. <b>* Link on MyLS</b>

<b>April 3</b>	LECTURE	Monia Mazigh and Maher Arar
	READING	1) Donald Barry, "Chrétien, Bush, and the War in Iraq," <i>The American Review of Canadian Studies</i> 35.2 (Summer 2005): 215-45. <b>* Link on MyLS</b> 2) David S. McDonough, "Afghanistan and renewing Canadian leadership," <i>International Journal</i> 64.3 (Summer 2009): 647-665.

## ***Course Assignments and Evaluation***

### 1) Seminar Attendance and Participation (25%)

At each class, students will be evaluated on attendance, preparedness, and participation. A mark out of '10' is assigned for each seminar. Students receive '5' out of '10' for attending the class. The remainder of the grade is assessed on evidence of the completion of course readings, as demonstrated by thoughtful and insightful contributions to class discussions. Students are encouraged to ***ask*** and answer questions during seminars. Indeed, careful reading of an author's argument and evidence should prompt numerous questions worth noting, in preparation for class. While both quantity and quality are factors taken into account when assessing tutorial participation, quality of interjections is most important. In a class such as this, tutorial 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.

### 2) In-class test (15%)

- ***February 13<sup>th</sup>, in lecture***

### 3) Research Essay (35%)

- ***Instructions for the research essay will be posted to MyLearningSpace.***
- ***Essays are due at the beginning of lecture, the week of March 20<sup>th</sup>***
- ***Essays must be uploaded to turnitin.com to be considered submitted.***


### 4) Final Exam (25%)

- ***as scheduled by the Registrar's Office***


### ***Important Notes – Please Read Carefully***

**• Students with disabilities or special needs are advised to contact Laurier’s Accessible Learning Office for information regarding its services and resources. Students are encouraged to review the Calendar for information regarding all services available on campus.**


- Students are expected to be aware of and abide by University regulations and policies, as outlined in the current Undergraduate Calendar (the web version is the official Calendar).
- 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.
- 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 (print or web version) 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.
- 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.
- Wilfrid Laurier University uses software that can check for plagiarism. Students will be required to submit their written work in electronic form and have it checked for plagiarism. The penalties for plagiarism or any form of academic misconduct (***see below***) 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.



**Foot Patrol walk home service | 519.886.FOOT (3668)**  
Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio-dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.



**Counselling Services & Peer Help Line | 1-866-281-PEER (7337)**  
Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referral are available on the 2nd floor of the Student Services Building (across from Health Services), Monday-Thursday 8:30am-8:00pm, Friday 8:30am-4:30pm. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.



**Student Food Bank**  
All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at [WLUSU.COM](http://WLUSU.COM) under the Services tab. All dietary restrictions are accommodated, and food hampers typically last up to a week.

For more information visit [WLUSU.com](http://WLUSU.com)

### ***Academic Misconduct***

All assignments must be produced by you, and prepared for ***this*** course. While students may choose the particular focus of their work in NO 110, assignments must deal expressly with issues that are central to this course. No part of an assignment submitted for NO 110 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.

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:

- 1) 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;
- 2) 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;
- 3) 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;
- 4) impersonating another person in an examination or test;
- 5) buying or otherwise obtaining term papers or assignments for submission of another person's work as one's own for evaluation;
- 6) falsifying, misrepresenting or forging an academic record or supporting document.