



HUMA 1740

The Roots of Modern Canada

Prof. Dr. Donald Ipperciel

YORK
UNIVERSITÉ
UNIVERSITY



Course Information

Course Director: Prof. Dr. Donald Ipperciel

Email: donald.ipperciel@yorku.ca

Semester: Fall 2024 and Winter 2025 (September 2024 to April 2025)

Lecture time & day: Thursdays, 4:30 PM to 6:15 PM

Lecture room: [Stedman Lecture Hall D](#)

eClass: <https://eclass.yorku.ca/course/view.php?id=119673>

Zoom (Lecture): <https://yorku.zoom.us/j/99781365712>

Course Description

This course explores the ideas and events that shaped Canada and the modes of expression that embodied them over the centuries. It also addresses situations that fall short of the ideas and ideals that permeate national consciousness. Canada is a multilayered entity, a compromise of differences that defies any unified description. It should be considered in relation to indigeneity, race, colonial and linguistic duality, regionalism, multiculturalism, multinationalism, and democratic principles, among other concepts. None of these perspectives can make sense of the country on their own, and even taken together, they still stubbornly resist any cohesive view. Our understanding can hope to be “as Canadian as possible, under the circumstances,” as the quip goes.

This course is not a history of Canada although, ideas being steeped in the past, historical inquiry will figure prominently. Canada will be the focal point of study in this context, drawing from many disciplinary fields such as history, geography, philosophy, history of ideas, literature, art, political science, etc.

Learning Outcomes

- › To better understand current Canadian issues and debates by tracing them back to past cultural, political, and philosophical ideas and events
- › To acquire familiarity with varied works and cultural artifacts that define Canadian identity, including primary texts, comments, scholarly articles, novels, graphic novels, films, songs, etc.
- › To be able to interpret and critically assess these works in their historical, social, and political context
- › To improve one’s ability to read various types of texts, write academic papers and verbally articulate one’s own ideas and those of others (i.e. written and verbal communication skills)
- › To develop critical self-awareness of assumptions and values that shape one’s understanding and interpretation of cultural artifacts
- › To develop an appreciation for primary works that influenced contemporary Canadian discussions
- › To identify scholarly articles dealing with a variety of topics

Required Texts

- › Brown, C. (2017). *Louis Riel. A Comic-Strip Biography*. Drawn and Quarterly. (Please read the whole book).
- › eClass documents (included)

Louis Riel. A Comic-Strip Biography is the only book you have to buy for this course.

Tutorials

Tutorial	TA	Time	Room	Zoom
1	Donald Ipierciel	Thursday, 6:30 PM-7:15 PM	VH 1016	https://yorku.zoom.us/j/95064929702
2	Susan Cawley	Thursday, 7:30 PM-8:15 PM	VH 1018	https://yorku.zoom.us/j/91444697078
3	Susan Cawley	Thursday, 8:30 PM-9:15 PM	VH 1016	https://yorku.zoom.us/j/95630179191
4	TBD	Friday, 8:30 AM- 9:15AM	TBD	TBD
5	TBD	Friday, 9:30 AM- 10:15 AM	TBD	TBD
6	Johanna Mousseau- Krahn	Monday, 8:30 AM-9:15 AM	VH 2009	https://yorku.zoom.us/j/98472530627
7	Johanna Mousseau- Krahn	Monday, 9:30 AM- 10:15 AM	VH 2005	https://yorku.zoom.us/j/97104258467
8	TBD	Friday, 10:30 AM-11:15 AM	ATK 004	https://yorku.zoom.us/j/94931424374

Faculty Members Information

Faculty Member	Role	Email	Office Hours	Office
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Donald Ipperciel	Instructor and TA	donald.ipperciel@yorku.ca	Tuesdays, 1:30 PM to 2:30 PM and Thursdays, 3:30 PM-4:30 PM, by appointment	No office. Meetings at Scott Library, Starbucks, or Aroma Coffee
Susan Cawley	TA	smcawley@yorku.ca	By appointment only: Thursdays before class. Other days by negotiation	No office. Meetings at Scott Library, Starbucks, or Aroma Coffee
Johanna Mousseau-Krahn	TA	jomk@yorku.ca	By appointment only: Thursdays before class. Other days by negotiation	No office. Meetings at Scott Library, Starbucks, or Aroma Coffee

Evaluation

Summary of Evaluation

Activity	Worth	Due Date
Geography quiz	2.5%	Sep 19, 2024
Pre-class quizzes	10%	Ongoing
Tutorial discussions (group mark)	10%	Ongoing
Scholarly Article Review (700 words)	10%	Oct 24, 2024
First Essay (1250 words)	15%	Nov 28, 2024
Annotated Bibliography	5%	Feb 27, 2025
Second Essay (2000 words)	17.5%	Mar 27, 2025
First Peer-assessed Presentation	10%	TBD
Second Peer-assessed Presentation	10%	TBD
Peer-assessed contributions to the tutorial discussions	10%	Apr 3, 2025

Information on Evaluation Items

Geography Quiz

The purpose of the Geography Quiz assignment is to ensure that all students have basic knowledge of Canadian geography. This will be useful as background knowledge for the rest of the course.

The quiz will be taken outside of class hours. There is a practice exam you can do once before taking the graded exam (only one attempt allowed).

Due date: September 19, 2024

Pre-class quizzes

The pre-class quizzes are to ensure that readings have been completed before coming to lectures, as they serve as a reference point for the lecture and the tutorial. No quiz can be completed after the beginning of the lecture.

Quizzes generally have in all between 16 and 20 questions related to a module and can be found in eClass under the "Pre-class" tab in each module.

There is only one attempt for the quizzes and that attempt is graded. If, by chance, the system allows for another attempt, the first one will still count toward your final grade. Tip: You can consult the reading before entering a final response.

Because quizzes are not timed, you can take as much time as needed to answer the questions.

Due date: Thursdays before 4:30 PM if there is a reading on that day (on days in which we watch a movie, there is no quiz).

Tutorial Discussions (and participation)

It is the reporter's responsibility (see Presentation activity below) to submit the discussion notes into eClass at the end of the class (or shortly thereafter) for evaluation. The discussion grade will apply to the whole group. Students must take part physically and actively in the discussion to receive the group mark. Participation in writing document notes only is permitted on an exceptional basis with the instructor's or TA's permission and will get partial marks (50%).

Rubric for the tutorial discussions (assessment criteria):

- › Engagement
- › Relevance of ideas and arguments
- › Quality of critical analysis
- › Capacity to consider a question from multiple perspectives (most important)

The level of assessment rigour will increase slightly during the semester.

Note that inappropriate behaviour will lead to subtractive grading (examples of inappropriate behaviour: giving everyone a 10 or a 4 in peer evaluations, being uncollaborative, failing to participate in the discussion, arriving late for the discussion, etc.)

Due date: Every week shortly after the end of the course.

Scholarly Article Review

The Scholarly Article Review assignment is tied to the First Essay (see below), which allows the student to expand their understanding of any course topic (module) covered in the fall half of the course (i.e. until December 1) and which the student is interested to know more about. Although there is leeway in the topic the student can choose, it must have a primarily Canadian focus.

The Scholarly Article Review is a preparatory activity for the First Essay, and the information gathered in this activity should be used to write the First Essay. So, choose a topic that speaks to you!

A scholarly or academic article is published in a peer-reviewed journal and does not include other article reviews, book chapters, books, opinion pieces, encyclopedia entries, newspaper articles, web pages, non-peer-reviewed articles, and the like. Course readings are also not admissible.

Elements of the Scholarly Article Review

The Scholarly Article Review will comprise the following elements:

- › Title page
- › Full APA bibliography of the article
- › Summary of article
- › Points of interest
- › Critical assessment

Requirements for the Scholarly Article Review

- › The title page includes the paper's title, student name, course number and title, instructor, date and word count.
- › The paper title must follow the following format: "Review of [title of article] by [author of article]"
- › The summary must include the article's central claims (thesis or theses) and supporting arguments.
- › The points of interest are elements you intend to consider for further inquiry in your first essay.
- › The critical assessment consists of considerations that go beyond the reviewed article's arguments. This can take many forms, e.g. considering the soundness or completeness of the arguments (anything missing? any biases or omissions? any additional reasons to support the author's view?), linking to prior – published – knowledge, etc. Note: Always opt for "substantiated" rather than "subjective" critical assertions. The reasons *why* you believe anything are more important than the claims (or assertions) you make.
- › The summary (i.e. the main claims and arguments) forms the bulk of the article review. The critical assessment should take up no more than a short paragraph each.
- › The Scholarly Article Review should have 700 words \pm 10% (please provide word count).

- › The document will be submitted exclusively in Word (docx) format (no pdf allowed) through eClass (no email attachment or paper copy)
- › The due date is October 24, 2024.

Rubric for the Scholarly Article Review (assessment criteria):

- › Compliance with all required elements
- › Originality and relevance of the points of interest and the critical assessment
- › Quality of the critical assessment

First Essay

The First Essay is an opportunity for students to deepen their understanding of any course topic (module) covered in the *fall* half of the semester (i.e., until December 1). Students can choose whatever topic they prefer and explore it in whichever direction they wish as long as it is a Canadian topic and relates to a fall topic. Any deviation from this instruction must be discussed with the instructor, or the essay will receive a 0.

Elements of the First Essay

The essay will comprise the following elements:

- › Title page
- › Introduction – Body – Conclusion
- › References to scholarly articles
- › Bibliography and in-text citation
- › Page numbering

Requirements for the First Essay

- › The title page includes the paper's title, student name, course number and title, instructor, date and word count.
- › The first essay will have a clearly identifiable introduction, body, and conclusion.
- › The introduction has three parts: 1) It starts with a hook, i.e. a sentence or two on why this thesis matters (why should the reader care about this issue?) and some background information. 2) It states a clear thesis (or a strong claim) that must be supported by arguments in the body. 3) It briefly maps the essay structure (e.g. "to support this claim, the paper will consider x, y, and z").
- › The body comprises paragraphs, each corresponding roughly to an idea or argument supporting your thesis. Ideally, a paragraph presents the argument, explains it, and provides an example (or a quote).
- › The conclusion will be short and will have no new information. It will summarize the arguments supporting the thesis. It can end with one sentence that goes beyond your thesis

(e.g. pointing to possible new questions resulting from your arguments, presenting an interesting insight, etc.)

- › The essay will not be purely descriptive (although elements of descriptions are important); it will be argumentative and critical. A “critical” analysis is not just or necessarily negative (i.e., it does not just point to shortcomings). It can also be positive by pointing to other or new elements supporting a position and linking to arguments and facts from other publications. It will be important to look at a question from all possible angles.
- › The First Essay will have a bibliography that refers to at least three (3) academic articles, one of which can be the article reviewed in the Scholarly Article Review, in addition to any other sources (e.g. newspaper articles, book chapters or books). Note that an academic article is published in a peer-reviewed journal and does not include article reviews, book chapters, books, opinion pieces, encyclopedia entries, newspaper articles, web pages, non-peer-reviewed articles, and the like. Course readings are also not admissible.
- › The first essay will have 1250 words \pm 10% (please provide word count). The title page (including student number) is not included in the word count, but the bibliography is included.
- › The essay will follow APA rules (although a few omissions will be acceptable, APA errors will lead to subtractive grading).
- › References in the bibliography must appear at least once as an in-text citation in the body, and all in-text citations must refer to an item in the bibliography.
- › The document will be submitted exclusively in Word (docx) format (no pdf allowed) through eClass (no email attachment or paper copy)
- › The due date is November 28, 2024.

Rubric for the First Essay (assessment criteria):

- › Compliance with all required elements, including word count, APA, and required references
- › Relevance and originality of the leading thesis
- › Quality of arguments, reflection, and analysis (including a multiplicity of perspectives)
- › Quality of research
- › Quality of the critical statements
- › Clarity and structure of the essay
- › Formal aspect of the essay, including language and overall presentation of the document (e.g. professional and tidy presentation, proper and equal spacing, uniform font and size, etc.)

Shortcomings in formal aspects of the essay (spelling, grammar, punctuation, APA standard, pagination, etc.) can lower the grade by half a grade (e.g., from A to B+ or B+ to B) or a full grade (e.g., A to B or B+ to C+), depending on extent.

Note that essays that could have been written by ChatGPT (e.g. descriptive, generic, trivial, sometimes irrelevant, sometimes factually incorrect, uninspiring, and unoriginal text) will not get a passing grade.

Annotated Bibliography

The Annotated Bibliography is tied to the Second (and final) Essay. It is a preparatory activity for the Second Essay and the information gathered in this activity will be used to write the Second Essay.

Choose articles you believe will be relevant and helpful for the Second Essay.

Elements of the Annotated Bibliography

The assignment will comprise the following elements:

- › Title page
- › An introduction consisting in a brief description of the general direction for your Second Essay, including all topics you intend to cover. Point form is acceptable, but the meaning must be clear.
- › Chosen articles written in full APA style in alphabetic order
- › Each article reference will be followed by an annotation that contains three elements: a summary of the article's main thesis and arguments, a description of the relevant elements for your essay (i.e. which parts of the article you will be using for your second essay) and a critical statement.

Requirements for the Annotated Bibliography

- › The title page includes the paper's title, student name, course number and title, instructor, date and word count.
- › The paper title must follow the following format: "Annotated Bibliography of [title of your topic]"
- › The annotated bibliography will include five (5) scholarly articles relevant to your second essay. Note that an academic article is published in a peer-reviewed journal and does not include article reviews, book chapters, books, opinion pieces, encyclopedia entries, newspaper articles, web pages, non-peer-reviewed articles, and the like. Course readings are also not admissible.
- › The annotated bibliography's introduction will have a maximum of 125 words.
- › Each annotation (including all three parts) will have between 150 and 300 words.
- › The summary part of the annotation is not just a reiteration of the article summary (usually provided with the article). You will pull out the main thesis and supporting arguments and identify the article's elements that will be relevant to your essay.
- › The critical assessment consists of considerations that go beyond the reviewed article's arguments. This can take many forms, e.g. considering the soundness or completeness of the arguments (anything missing? any biases or omissions? any additional reasons to support the author's view?), linking to prior – published – knowledge, etc. Note: Always opt for "substantiated" rather than "subjective" critical assertions. The reasons *why* you believe anything are more important than the claims (or assertions) you make.

- › The document will be submitted exclusively in Word (docx) format (no pdf allowed) through eClass (no email attachment or paper copy)
- › The due date is February 27, 2025.

Rubric for the Annotated Bibliography (assessment criteria):

- › Compliance with all requirements
- › Strict adherence to APA standard
- › Personalization of the annotation
- › Quality of the critical assessment

Second Essay

The topic of the Second Essay is also open, but it must be related to one of the topics of the winter half of the course (after January 10) and must be a Canadian topic. Any deviation from this instruction must be discussed with the instructor, or the essay will receive a 0.

Elements of the Second Essay

The essay will comprise the following elements:

- › Title page
- › Introduction – Body – Conclusion
- › References to scholarly articles
- › Bibliography and in-text citations
- › Page numbering

Requirements for the Second Essay

- › The title page includes the paper's title, student name, course number and title, instructor, date and word count.
- › The essay will have a clearly identifiable introduction, body, and conclusion.
- › The introduction has three parts: 1) It starts with a hook, i.e. a sentence or two on why this thesis matters (why should the reader care about this issue?) and some background information. 2) It states a clear thesis (or a strong claim) that must be supported by arguments in the body. 3) It briefly maps the essay structure (e.g. "to support this claim, the paper will consider x, y, and z").
- › The body comprises paragraphs, each corresponding roughly to an idea or argument supporting your thesis. Ideally, a paragraph presents the argument, explains it, and provides an example (or a quote).
- › The conclusion will be short and will have no new information. It will summarize the arguments supporting the thesis. It can end with one sentence that goes beyond your thesis (e.g. pointing to possible new questions resulting from your arguments, presenting an interesting insight, etc.).

- › The essay will not be purely descriptive (although elements of descriptions are important); it will be argumentative and critical. A “critical” analysis is not just or necessarily negative (i.e., it does not just point to shortcomings). It can also be positive by pointing to other or new elements supporting a position and linking to arguments and facts from other publications. It will be important to look at a question from all possible angles.
- › The Second Essay will have a bibliography that refers to at least five (5) academic articles, ideally those chosen in the Annotated Bibliography, in addition to any other sources (e.g. newspaper articles, book chapters or books). Note that an academic article is published in a peer-reviewed journal and does not include article reviews, book chapters, books, opinion pieces, encyclopedia entries, newspaper articles, web pages, non-peer-reviewed articles, and the like. Course readings are also not admissible.
- › The Second Essay will have 2000 words \pm 10% (please provide word count). The title page (including student number) is not included in the word count, but the bibliography is included.
- › The essay will follow strict APA rules (any APA errors will lead to subtractive grading).
- › References in the bibliography must appear at least once as an in-text citation in the body, and all in-text citations must refer to an item in the bibliography.
- › The document will be submitted exclusively in Word (docx) format (no pdf allowed) through eClass (no email attachment or paper copy)
- › The due date is March 27, 2025.

Rubric for the Second Essay (assessment criteria):

- › Compliance with all required elements, including word count, APA, and required references
- › Relevance and originality of the leading thesis
- › Quality of arguments, reflection, and analysis (including a multiplicity of perspectives)
- › Quality of research
- › Quality of the critical statements
- › Clarity and structure of the essay
- › Formal aspect of the essay, including language and overall presentation of the document (e.g. professional and tidy presentation, proper and equal spacing, uniform font and size, etc.)

Shortcomings in formal aspects of the essay (spelling, grammar, punctuation, APA standard, pagination, etc.) can lower the grade by half a grade (e.g., from A to B+ or B+ to B) or an entire grade (e.g., A to B or B+ to C+), depending on the extent.

Note that essays that could have been written by ChatGPT (e.g. descriptive, generic, trivial, sometimes irrelevant, sometimes factually incorrect, uninspiring, and unoriginal text) will not get a passing grade.

First and Second Presentation (and Backup)

During the year, students will prepare four presentations: two regular presentations and two backup presentations in case the regular presenter is ill. One presentation is in the fall semester, while the other is in the winter semester.

While the presenter leads the group discussion, the backup presenter serves as the reporter to the class, i.e. he or she is responsible for submitting the discussion notes into eClass for grading. If the regular presenter is ill and replaced by the backup presenter, a new reporter must be designated at the beginning of the group discussion.

The presentation date will be set in the Presentation Schedule in eClass.

Elements of the two presentations:

Students will lead the discussions for a module by:

- › Presenting the main structured takeaways for the reading (this is not purely a summary discussion)
- › Preparing one or two broad questions that will ignite a productive discussion. Think of something that motivates further discussion, not simply questions that can be answered with "yes" or "no"
- › Identifying passages that you had difficulty with that your peers may not have understood as well.

For an example of what the presentation should look like (how it should be structured), see the second week's topic in eClass under the In-Class tab.

Rubric for the presentations (assessment criteria):

- › Quality of the takeaway elements (including structure)
- › Richness and relevance of the question(s) as determined by subsequent discussion
- › Relevance of the ununderstood passages

The presentation will be peer-assessed (i.e. your groupmates will evaluate or rate you on your presentation) based on the above rubric.

The discussion outcome is not part of this evaluation item, as it is the object of the tutorial discussions. For the presentation, students receive an individual mark (whereas the tutorial discussion has a group mark).

Non-medical absences such as family vacations and trips are NOT legitimate reasons for missing presentations. In case of a justified absence, an alternate date must be found. All students must have two presentations in the year.

Peer-Assessed Contributions to the Tutorial Discussions

At the end of class in April 2025, students will evaluate the level (quantity and quality) of their peers' contributions to the tutorial discussions.

Note that inappropriate behaviour will lead to subtractive grading (examples of inappropriate behaviour: giving everyone a 10)

Rubric for the peer-assessed contributions to the tutorial discussions (assessment criteria):

- › Engagement in discussions
- › Frequency of relevant contributions
- › Quality of the contributions

Conditions for Submissions (including Late Submissions)

- › Assignments handed in late (without medical documentation) will be penalized at 5% per day (max. 25% per week). Assignments are no longer accepted after five days (including weekends).
- › Assignments will be handed in electronically through eClass (not email).

Special Extension Coupon

The Special Extension Coupon may be used once during the year for an automatic up-to-five-day (not just weekday) extension on one of the written assignments (article review, essays and annotated bibliography). Unused days will not be banked. It cannot be used for quizzes, presentations, or discussions. You may submit your assignment up to 5 days after the due date when redeeming this coupon with your essay. No late penalties will be deducted from the grade you receive on this paper. The coupon can be redeemed online while uploading the assignment to eClass (as per live instructions during the first class).



Special Extension Coupon

I am using this coupon for an automatic one-to-five-day extension for Activity __ (4, 5, 6 or 7) in HUMA 1740: Roots of Modern Canada.

This coupon can be used only once during the year. No explanation is required to use this coupon.

Signed: _____

Printed name: _____

Date: _____

Grading Equivalence

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

Style Guide for Assignments

Please follow the [APA Style](#) for all your papers. This includes rules for

- › [References](#) (books, journals, etc.)
- › [In-text citations](#)
- › [Paper formatting](#)
- › [Title page](#) setup
- › It may be useful to consult a [sample paper](#) for reference

Tests and Exams

- › Although the course has a few low-stake quizzes, it does not have any mid-term or final exams.
- › Knowledge and competency are assessed mainly through written assignments, presentations and discussions.
- › Non-medical absences such as family vacations and trips are NOT legitimate reasons for missing exams or discussions.

Definitions of Standing

Exceptional	Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
Excellent	Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
Very good	Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts, techniques in satisfying the requirements of an assignment or course.
Good	Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
Competent	Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.
Fairly competent	Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.
Passing	Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.
Barely passing	Barely passing: Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

See the 2024-2025 Academic Calendar [Grades and Grading Schemes](#) for more details.

Lectures

Schedule and Readings

Topic	Readings	Date
Introduction	None	Sep 5, 2024
Champlain and French Humanism	Montaigne, M. de M. (1580). "Of Cannibals," <i>Essays</i> . Fisher, D. H. (2008). <i>Champlain's Dream</i> .	Sep 12, 2024
The Jesuits in New France	No readings. We will watch this movie: Beresford, B. (Director). (1991). <i>Black Robe</i> [Film]. Alliance Films.	Sep 19, 2024
Slavery in Early Canada	Cooper, A. (2008). "III: The Secret of Slavery in Canada," <i>The Hanging of Angélique</i> .	Sep 26, 2024
The Acadian Expulsion	Longfellow, H. W. (1847). <i>Evangeline: A Tale of Acadie</i> .	Oct 3, 2024
READING WEEK	None	Oct 10, 2024
The English Conquest	No readings. We will watch this movie: Julien, O. & McKenna B. (2009). <i>Battlefield Quebec</i> [Documentary film].	Oct 14-18, 2024
The Fight for a Responsible Government	Durham, the Earl of (1839). "General Review and Recommendations," <i>Report on the Affairs of the British North America</i> .	Oct 24, 2024
The Birth of Canada	No readings. We will watch this movie: Ciccoritti, J. (Director). (2011). <i>John A.: Birth of a Country</i> . CBC. [Film]	Oct 31, 2024
Louis Riel and the Metis Rebellion	Brown, C. (1999). <i>Louis Riel: A Comic-Strip Biography</i> .	Nov 7, 2024
The Emergence of Canadian Nationalism	Bourassa, H. "Chapter V: The Solutions of Tomorrow," <i>Yesterday, Today, Tomorrow</i> .	Nov 14, 2024
Canadian Regionalism	Harris, C. (1998). "Regionalism and the Canadian Archipelago."	Nov 21, 2024
Western Alienation	Janigan, M. (2012). <i>Let the Eastern Bastards Freeze in the Dark</i> .	Nov 28, 2024
HOLIDAY PAUSE	None	Dec 4, 2024, to Jan 6, 2025
Bilingualism: the Two Solitudes	MacLennan, H. (1945). <i>Two Solitudes</i> .	Jan 9, 2025
The Quiet Revolution	Borduas, P.-É. <i>Refus Global</i> .	Jan 16, 2025

George Grant and Conservative Nationalism	Grant, G. (1965). <i>Lament for a Nation</i> , chap. 5-6.	Jan 23, 2025
Pierre Trudeau's Abstract Liberalism	Trudeau, P. E. (1965). "Federalism, Nationalism, and Reason."	Jan 30, 2025
Feminism and the Suffragettes	No readings. We will watch this movie: Tunstell, D. (1958). <i>Women on the March</i> [Documentary Film].	Feb 6, 2025
Canadian Multiculturalism	Kymlicka, W. (1998). <i>Finding Our Way</i> , chap. 2, 3 & 4.	Feb 13, 2025
READING WEEK	None	Feb 17-21, 2025
Canadian Multinationalism	Kymlicka, W. (1998). <i>Finding Our Way</i> , chap. 9 & 10.	Feb 27, 2025
Japanese Internments	Kogawa, J. (1981) <i>Obasan</i> .	Mar 6, 2025
Residential School System	No readings. We will watch this movie: Campanelli, S. (director). (2017). <i>Indian Horse</i> [Film]. R. Wagamese (author).	Mar 13, 2025
Emily Carr and the Group of Seven	Carr, E. (1941). <i>Klee Wyck</i> .	Mar 20, 2025
Re-Emergence of Indigeneity	The Truth and Reconciliation Commission of Canada (2015). "Introduction," <i>Honouring the Truth, Reconciling for the Future</i> . TVO (2021). "Idle No More's Momentum and Meaning," <i>The Agenda with S. Paikin</i> . [Video]	Mar 27, 2025
Review Course (TBD)	None	Apr 3, 2025

Important Dates

Description	Date
Class Start	Sept 5, 2024
Last date to add this course without permission of instructor	Sept 18, 2024
Fall Reading Week	Oct 12-18, 2024
Last date to add this course with permission of instructor	Oct 2, 2024
Last date to submit Fall term work	Dec 3, 2024
Last day of class before the holiday break	Nov 28, 2024
Midterm Exam	None (you're welcome)
First day of class after holiday break	Jan 9, 2025
Last date to drop this course without receiving a grade	Feb 7, 2025
Course withdrawal Period (with a grade of "W" on transcript)	Feb 8 to Apr 4, 2025

Winter Reading Week (no classes, university open)	Feb 17-21, 2025
Last date to submit Winter term work	Apr 4, 2025
Winter class end	Apr 7, 2024
Final Exam	None (you're welcome)

See the Registrar's Office [Important Dates for Fall \(F\), Year \(Y\) and Winter \(W\) Terms](#) for other important dates.

Lecture Guide

On campus:

- › Lectures are learning opportunities. Make the most out of it!
- › Adherence to York's [Community Standards for Student Conduct on Campus](#) is a given.
- › Personal devices not used for class activities should be turned off. At no moment is it acceptable to use devices for personal business (e.g. email, Twitter, games, etc.)
- › Please leave the classroom as you have found it (leave no garbage behind)
- › You can eat or drink in class, but please do not bring odorous or noisy food to class.
- › Please be discreet if you arrive late for class or must leave early.
- › Lectures last one hour and 45 minutes, i.e. 15 minutes shorter than the official two hours to allow students (and the instructor) to walk to their next class. This 15-minute timeframe at the end of the lecture is our only break.

Online:

- › In Zoom, please make sure the name by which you wish to be addressed is displayed properly (including pronouns, if you wish).
- › You may or may not turn on your video (it's up to you), although interactions would be humanized if your peers could put a face to your name and voice.
- › Attend from a room free of distraction.

Should unforeseen events preclude in-class lectures or tutorials (e.g. COVID, snowstorm, emergency), the class will be moved online with prior notification.

Participation

The course is built in a way that makes the readings the centrepiece of all activities. Pre-class quizzes ensure that readings were completed, tutorial presentations and discussions focus on the readings, lectures provide contextual and conceptual knowledge that helps to understand the readings and assignments are conceived in a way to delve deeper into the readings.

No grade per se is assigned to participation. However, failing to attend lectures will affect the tutorial discussion grade, as it is assumed that a student who has not had the full benefit of the knowledge provided in lectures will not engage in the discussion at the same level as those who have. A full mark will be individually subtracted from the group mark if a student participates in the tutorial discussion but not the lecture (a half-mark if the student arrived late). If the student does not participate in the tutorial discussion, s/he will receive a 0, even if s/he participated in the lecture.

Note that important information and clarifications are conveyed during the lecture. This information is not repeated during the tutorials, the goal being to maximize discussion time during the tutorial. Ignorance of information conveyed during the lecture because of an absence will not be accepted as an excuse.

Support

AI the AI Course Assistant



Any questions regarding course administration (i.e. details contained in this syllabus) can be directed to AI the course assistant. This resource is available in the eClass course.

You will be asked to first inquire with AI before connecting with the instructor or TAs.

Class Recordings

Every lecture will be recorded, and the video file will be made available under the "Post-Class" tab of every module shortly after the end of class. Tutorial discussions will not be recorded to protect student privacy and prevent anyone from feeling intimidated by the camera.

Institutional Policy to Know About

Academic Honesty and Integrity

York students are required to maintain the highest standards of academic honesty and they are subject to the [Senate Policy on Academic Honesty](#). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students' research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website at <http://www.yorku.ca/academicintegrity/>

Students are expected to read and understand the university policy on academic integrity and student honesty.

Essays containing plagiarized content will receive a grade of zero and be reported to the Associate Dean Academic.

Access/Disability

York University is committed to principles of respect, inclusion, and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning, and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available at the following websites:

Counselling & Disability Services - <https://counselling.students.yorku.ca//>

York Accessibility Hub - <http://accessibilityhub.info.yorku.ca/>

Ethics Review Process

York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at <https://registrar.yorku.ca/pdf/exam-accommodation.pdf> (PDF).

Student Conduct in Academic Situations

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at <https://www.yorku.ca/secretariat/policies/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>.