

## **Introduction to Canadian Studies**

UBC—Ritsumeikan Academic Exchange Program  
Fall 2016

Tuesday: 3:30-6:00pm, Forest Science Centre room 1221.

Thursday: 4:30-6pm, McLoed Building room 228.

Coordinator: David Brownstein.

Email: david.brownstein at geog.ubc.ca.

### **Course Description and Objectives**

This course introduces the issues and debates that are at the heart of Canadian society. You will become familiar with some of the key cultural, social, political and economic issues that are unique to this country. Rather than simply providing facts about Canada, the aim of the course is to question the ways in which Canadian culture and identity have been both constructed and perceived. You will be encouraged to think critically about how Canada was shaped into a modern country and how it continues to transform as people and economies move and shift. You will learn to articulate your ideas and insights about these issues, in both written and spoken English, as they relate to your own experiences. This course will also facilitate your integration into the UBC learning environment and will help you to prepare for second semester Arts courses.

### **The Lectures**

The purpose of the weekly lecture is to introduce you to Canadian society from a variety of academic perspectives. Five lecturers from different disciplines will each give classes. Their lectures are intentionally broad and introductory and are complemented by topics discussed in the weekly tutorials.

Take notes during the lectures, especially since you will be examined on the lecture material. Each speaker will give you handouts summarizing their key points. This will make your own notes more complete and will help you to follow the material. The handouts will also be used by your Teaching Assistant for review during the tutorial.

### **The Readings**

Our weekly readings will be distributed in class.

### **Final Exam**

On November 29<sup>th</sup>, in the regular lecture hall and during the normal lecture period, you will be given a two-part exam. This exam is worth 30% of your final grade and will be based on both the lecture material and weekly readings. The first part is a short definitions section. This will then be followed by some short answer essays.

**The term at a glance.**

<b>Date</b>	<b>Lecture/Tutorial topic</b>	<b>Lecturer</b>	<b>Due</b>
Sept 6	Welcome and Intro	David Brownstein	
Sept 8	Citation workshop		
Sept 13	Multiculturalism	David B	
Sept 15	Immigration video		<b>Biography (5%), topic 2</b>
Sept 20	History - First Nations,	Kathryn McKay	
Sept 22	Fire/Smudge		
Sept 27	History - First Nations	Kathryn M	<b>Cultural Experience (15%)</b>
Sept 29	Writing the land/Totem		
Oct 4	History - Japanese Canadian Internment	Kathryn M	<b>Paper topic (1%)</b>
Oct 6	Shepherd's pie & sushi		
Oct 11	History - Gender	Kathryn M	
Oct 13	"Between"		
Oct 18	Cdn Economy	Eric Adebayo	
Oct 20	Oil Sands		
Oct 25	Cdn Economy	Eric A.	
Oct 27	Green economy		<b>Annotated Bib (15%)</b>
Nov 1	Cdn Politics	Daniel Westlake	
Nov 3	Politics Role Play		
Nov 8	Quebec nationalism	Daniel W	
Nov 10	Politics Role Play		
Nov 15	Poetry: language, place	Duffy Roberts	
Nov 17	Creative writing		
Nov 22	Poetry: Identity	Duffy R	
Nov 24	Creative writing	exam review	<b>Final Paper (14%)</b>
Nov 29	No lecture		<b>ICS Final Exam (30%)</b>

**Late submissions will be penalized at a rate of -10% per day.**

### **Final Grade Calculation**

Tutorial Attendance/participation	15%
Peer-led learning	5%
Two-page Biography	5%
Three-page Cultural Experience	15%
Annotated Bibliography	15%
Final term paper	15%
Final exam based on readings and lectures	30%
Total	100%

### **The Tutorials**

Tuesdays 4:30-6:00pm, Thursdays 4:30-6:00pm.

<b>Tues/Thurs Location</b>	<b>Teaching Assistant</b>
FSC 1615/Buch B 209	Rachel Roy <r.roy@alumni.ubc.ca>
Scrf 1021/Buch B 302	Tim Yu <shian.yu@alumni.ubc.ca>
Scrf 1022/Buch B 303	Weldon Hunter <wgardnerhunter@gmail.com>
Scrf 1024/Buch D 312	Emi Tasaka <emitasaka@gmail.com>

While the weekly lectures introduce you to a broad spectrum of issues in Canadian society, the twice-weekly tutorials provide you with the opportunity to focus more closely on issues of special interest to you. The first 1/2 hour of each tutorial will be devoted to lecture review. Your Teaching Assistant will review the handout, explain difficult terms and concepts, and answer any questions you might have about the lectures. The purpose of this review is to help you prepare for the final exam.

The remaining hour of each tutorial will be devoted to other activities. You will be expected to engage in active discussion and debate a variety of issues that directly relate to your tutorial focus. Weekly readings will be assigned by your Teaching Assistant and will serve as the spark for weekly discussions. You will be encouraged to express your ideas and opinions about the lecture material and readings as they relate to both your Japanese and Canadian experiences.

### **Language use in the Classroom**

This class is taught through the medium of English and it is expected that students will use English at all times. The use of your mother tongue is not banned, but it should be used wisely and responsibly to support your own and other's learning. :-)

languages as a resource for learning and understanding, and Japanese can make a valuable contribution to this class.

**Attendance**

According to UBC policies, regular attendance is required in all lectures and labs or seminars. Instructors are under no obligation to re-teach material that has already been taught in a regularly scheduled class. Attendance and lateness will be recorded in each class starting from week one.

Two late arrivals of more than ten minutes each will constitute an absence. This rule will also apply when students choose to arrive late regularly, even if it's just for a few minutes. Additionally, students who are present but who are not engaged in the class (for example, sleeping), will be marked absent for that class.

When students have missed six hours, regardless of whether their absences were avoidable or unavoidable, instructors will warn them in writing (e-mail is acceptable; it is up to the students to ensure that their e-mail addresses are up to date). If a student misses an additional three hours, students are required to meet with the AEP Academic Director to discuss their continuation in the course. Students missing nine hours or more of the classes, regardless of whether their absences are avoidable or unavoidable, will be considered unable to meet the "learning outcomes" of the course and will receive a failing grade.

Students who report illness are required to support their absence with a Doctor's note in order for the absence to be considered for Academic Concession.

**HAVE FUN and GOOD LUCK!**

## Assignment 1. Due Thursday September 15.

Choose a Canadian!

Write 500 words on a Canadian famous for something that interests you—they can be known around the world, or famous only here in Canada. Items to include are a brief description of their life, their work or accomplishments, and why you chose them. Be sure to include proper bibliographical citations to let your TA know what sources you used. You **may not** use the internet as a source of information. Please use at least **three** printed sources from the library such as books, journals or reference works.

*Format:* Your final paper should be 500 words (typed, font size 12pt., double-spaced, 1 inch margins). Please use the APA referencing style.

Marking rubric.

	<b>Sophisticated 80 - 100</b>	<b>Quite good 70 - 79</b>	<b>Sufficient 60 - 69</b>	<b>Inadequate &lt; 60</b>
Clear & Creative (max marks 2)	Highly creative, Includes relevant info, explanation of why significant.	Insufficient explanation of why significant, or important info missing.	No explanation of why significant or very little contextual details.	Subject not Canadian, or no original elements
Grammar (max 1)	Well structured, good clean prose.	Some small errors but these are minor.	Some significant errors impeding ideas.	Pls schedule a meeting with TA and student.
In-text References (max 1)	Used APA style perfectly. Quotes, facts, borrowed ideas clearly referenced, at least three sources.	Attempt at referencing but small errors in use, missing a source.	Attempt at referencing but major errors, several missing sources.	No in-text references at all, or insufficient sources.
Bibliography (max 1)	Perfect bibliography at end.	Bib present, but small errors in format.	Bib present, but major errors or items missing.	No bib present.

**Assignment 2. Due Tuesday September 27.**

Review a cultural experience in Vancouver.

There are many free cultural events around Vancouver so whatever you choose to review does not have to cost any money (though it can, if you wish). Some examples of things to review would include a film, a concert, a museum or art gallery exhibition, a restaurant meal, or a dance performance. If you wanted to stay on campus you could visit the Museum of Anthropology, the Botanical Garden, the Beaty Biodiversity Museum or the Chan Centre. **Whatever you choose, please get your TA's approval by Sept 15<sup>th</sup>.**

Write 750 words on your experience of the venue or event. Provide **both** your personal evaluation, as well as information that you have gathered from the library to put your experience into context. Be sure to include proper bibliographic information to let your TA know what sources you used. You may use the internet, but you **must** also use additional printed sources such as the newspaper, magazines or books from the library.

This assignment will be evaluated for organization, originality, analytical ability and referencing. Please use at least **four sources** to write your review, citing each properly in the body of the text and including a bibliography at the end. Assignment 2 is worth 15% of your final grade, so please do spend some time on it!

*Format:* Your final paper should be 750 words (typed, font size 12pt., double-spaced, 1 inch margins). Please use the APA referencing style.

Over for Marking rubric...

	<b>Sophisticated 80 - 100</b>	<b>Quite good 70 - 79</b>	<b>Sufficient 60 - 69</b>	<b>Inadequate &lt; 60</b>
Topic approval on time? (1 mark)	Good topic on time.	Weak topic in need of improvement but on time.	Quite weak topic or needed a reminder.	No topic pre-approved. May also affect other categories.
Organized with a meaningful structure? (1 mark)	Well organized with a logical structure.	Fairly well organized but could have been made more meaningful.	An attempt towards organization but could have been much improved.	Little to no structure, no topic sentences.
Grammar (1 mark)	Good clean prose.	Some small errors but these are minor.	Some significant errors impeding ideas.	Universal issues impede a reading of students' work.
Ideas (5 marks)	Imaginative, innovative and creative.	Some novel ideas but not especially insightful/critical.	Weak observations or merely copied from elsewhere.	No original elements and entirely uncritical.
Self-reflection (2 marks)	Much evidence of critical self-reflection, high engagement.	Modest level of critical self-reflection.	Reflection may be present but not critical.	Neither critical nor reflective.
Sources (3 marks)	Brought in high quality context from four sources.	Sources not used well, or could have been of better quality.	Missing sources, or inappropriate sources.	Inadequate use of external information.
In-text References (max 1)	Used APA style perfectly. Quotes, facts, borrowed ideas clearly referenced.	Attempt at referencing but small errors in use.	Attempt at referencing but major errors.	No in-text references at all, or not meaningful citations.
Bibliography (max 1)	Perfect bibliography at end.	Bib present, but small errors in format.	Bib present, but major errors or items missing.	No bib present.

**Assignments 3 and 4 (ICS/LLED 200): Political position paper.**

**Two Due dates: Thursday October 27 and Thursday November 24.** 30 marks.

These assignments fulfil course requirements for both ICS and LLED 200. As outlined below, you will receive marks from both your ICS TA and your LLED 200 instructor.

*Overview of assignment:*

The purpose of these two assignments is to write an academic position paper on an issue of importance to Canadians, creating your argument based on written sources. You will need to describe a controversial (political) issue, take a position on it, and explain and support it clearly and convincingly. To do this, you will need to incorporate summaries, paraphrases, and direct quotes of written sources you select as a means to support your argument.

There are four parts associated with this assignment

- 1) Topic approval (from ICS TA, due Tuesday Oct 4).
- 2) Annotated bibliography (due in ICS on Thursday Oct 27).
- 3) Paper drafts as explained in LLED 200 and
- 4) One copy of a final paper. (due in ICS on Thursday November 24).

**Read the following instructions carefully before beginning your assignment.**

*Instructions:*

Select an issue about which you feel passionate! Possible topics could include:

- The place of the monarchy in modern-day Canada
- Resolving Native land claims
- Cost of housing or homelessness (e.g., in Vancouver)
- Voting/election reform
- Québec nationalism
- Immigration policy
- The role of the Canadian military in our globalized world
- Language policy in Canada (e.g., bilingualism, multilingualism, ESL, etc.)
- Western alienation
- Ways of dealing with Climate change
- Anything else of interest to you that is important to Canadians!

Please think carefully about your topic. Write one paragraph outlining your topic and hand it in to your ICS TA by **Tuesday October 4**. Your TA will send you an email very quickly letting you know if you need to refine your topic or not.

Next, do some library research. You may **not** use non-academic internet citations. Locate **six** academic citations, supplemented with as many non-academic sources as you wish. All **must** come from credible sources such as the newspaper, magazines books or academic journal articles etc. Read and analyze the position of the different authors.

Complete the annotated bibliography as discussed in ICS. Your annotated bibliography is due on **Thursday October 27**.

Incorporating feedback on your bibliography from your ICS TA, complete more research as necessary. Construct your own argument, effectively using paraphrases and/or quotations from your source material.

Next create a framework or outline for your paper, keeping in mind discussions about essay organization you have had in LLED 200.

Your paper should describe the issue, explain your position, and then elaborate on why your suggestions are the correct course of action. Assume that your reader does not agree with you, and that you have to convince them that you are correct. Do not 'sit on the fence!' This is to say, you should not only explain why your advice is correct, but also describe why your political opponents are wrong.

Read your draft and focus on its organization. Does it make sense? Do your ideas flow naturally? Would someone who does not know you understand what you are trying to say? Ask a friend to read your paper and try to obtain feedback from him/her. Make sure you revise your paper as needed. Repeat this process as many times as needed.

Be sure to proofread your work. Also be sure to cite your sources correctly using APA, both in the works cited list and in the text itself.

Submit your final draft to your ICS TA by **Thursday November 24**.

### Assignment 3, Annotated Bibliography. Due Thursday October 27.

#### *Format:*

**Begin with an improved or revised thesis statement.** This should not be any longer than two sentences. It may have changed since you first gave it to your TA. This is fine, as long as you keep them informed. Your review should use the APA referencing style. Please review a minimum of **six** academic sources, supplemented by as many non-academic sources as you like. Each citation should have at least five to eight sentences evaluating each book or article.

Please visit the library and collect material that you think will help you to write your paper. Assuming that you are researching a current topic, *your references must not be more than six years old.* Journal articles and book chapters are likely better than entire books.

Once you have collected your sources, read through and evaluate them. Will the information they contain help you write your paper? Will each reference really support the argument that you want to make? If not, then please go back and find some more that will help you. Things to keep in mind when choosing books and articles are:

- How will this work help you to write your paper?
- Who is the author?
- What is the intended audience?
- Is the author biased in any way?
- What is the author's background?
- What is the author's argument?
- Describe the strengths and weaknesses of the piece.
- Do you agree or disagree with what they have said?
- Does this author agree/disagree with your other sources?

Once you have thought about this, write out a bibliographic entry for the book. Underneath it, write down your answers to the questions above.

Fictitious example:

Smith, Miho. (2014). *Canadian Multiculturalism: A Modern Perspective*. Vancouver: UBC Press.

This book is written by a Canadian sociologist and is intended to be read by an academic audience. After presenting a detailed history of multiculturalism in Canada, the author argues that Canada still faces many challenges before it can truly claim to be a multicultural country, and indeed that this may not even be a good goal. Smith bases her analysis on a survey of 640 respondents. Through a detailed analysis of the survey data, Smith identifies three main criticisms of multiculturalism. These include the idea that it undermines national unity, that it is hindering social integration and cultural assimilation, and that multiculturalism encourages a fragmentation of society into different ethnic factions. Smith's evidence and analysis support my thesis and will help me argue my case that Canada should give more support to new immigrants, such as language training and job skills, so that they can identify as

Canadian more quickly. Important to note is that Smith's view of multiculturalism is in direct contrast to the next three sources, as noted below.

For other examples, and more explanation, visit:

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography>

*Marking Rubric:*

	<b>Sophisticated 80 - 100</b>	<b>Quite good 70 - 79</b>	<b>Sufficient 60 - 69</b>	<b>Inadequate &lt; 60</b>
Begin with a revised thesis or argument? (0.5 marks).	Yes, improved over first version.	Yes, but the same as before.	Yes, but weaker than before.	No.
Number of sources. (2 marks).	Six annotations	One is missing.	Two are missing.	Three or more missing.
Quality of sources (1 mark).	Both academic and non-academic sources are credible and relevant	Sources are fairly good but some need to be replaced by stronger sources.	Sources are credible, or relevant, but not both.	Poor quality sources are neither credible nor relevant.
Variety (1 mark).	Great breadth represented.	Good representation but some need to be substituted.	Sources don't represent a wide breadth, clustered.	No breadth present, too tight a focus.
Annotation clarity (1 mark).	Clear, concise summaries, author's main point and arguments that support their conclusions.	Some summaries not sharp, or some details missing.	Vague summaries, many important elements missing.	The annotation does not synthesize the source, or unclear.
Annotation quality (1 mark).	Thoughtful and of high quality. They explain why the work was chosen.	Thoughtful or high quality, some elements need work.	Unreflective, little connection between the source and rationale.	Sloppy and written in haste, no justification for inclusion of source.

Link between source and argument. (3 marks).	Clear vision of how the source will help student sustain their argument.	Connection between source and argument there, but fuzzy on details.	Weak connection between sources and argument.	No connection between sources and intended argument.
Complete (5 marks).	All requested info was present in the annotations.	Most of requested info was present.	Most elements were missing.	Very little of the requested info present.
Style. (0.5 marks).	Citation style was correct.	Few small errors in citation style.	Moderate errors in citation style.	Significant errors in citation style.

Total: 15 marks.

#### **Assignment 4, Final Essay. Due November 24.**

##### *Format:*

Your final paper should be at least 1500 words. It must be typed, font size 12pt., double-spaced, 1 inch margins. Please use the APA referencing style.

##### *Marking Rubric:*

	<b>Sophisticated 80 - 100</b>	<b>Quite good 70 - 79</b>	<b>Sufficient 60 - 69</b>	<b>Inadequate &lt; 60</b>
Topic approval on time? (1 mark)	Good topic on time.	Weak topic but on time.	Weak topic or needed a reminder.	No topic pre-approved. May also affect other categories.
Organization (1 mark).	A meaningful intro, middle and conclusion.	Structure present, but modest improvements still necessary.	Very weak structure.	Unstructured.
Length (0.5 marks).	On target	A little short	Shockingly short.	Very little material.

Argument (2.5 marks).	Strong, direct, linear argument.	Good argument, but in need of another edit.	Weak argument present.	Almost no argument, or not present in meaningful way.
Grammar (1 mark).	Well structured, good clean prose.	Some small errors but these are minor.	Some significant errors impeding ideas.	Pls schedule a meeting with TA and student.
The issue (2 marks).	Clear description and a definite stand advancing student's view	Unclear boundaries or, student position murky	Unclear what the issue is, and still not sure of student's position.	Little clarity and no definite solution offered.
Opposition (2 marks).	Anticipated arguments from opposing views	Awareness of opposing views, if not addressed.	Little indication of opposing views.	No mention of opposing views.
Ideas (9 marks).	Imaginative, innovative, creative and critical	One of the desirable elements missing.	Two or more elements missing.	Very few or no desirable elements present.
Sources. (4 marks).	Six strong, high quality sources.	Missing a source, or not all strong.	Missing two sources, or several not strong.	Missing several, or many not appropriate.
References (1 mark).	Used APA style perfectly. Quotes, facts, borrowed ideas clearly correctly referenced.	Attempt at referencing but small errors in use.	Attempt at referencing but major errors.	No in-text references at all.
Bibliography. (1 mark).	Perfect bibliography at end.	Bib present, but small errors in format.	Bib present, but major errors or items missing.	No bib present.

Total: 25 (appears on final grade sheet as scaled down to 15 marks).