CDNS 5001F: Concepts of Canadian Studies
Instructor: Dr. Paul Litt
Thursday 18:05 - 20:55
This course provides an introduction to graduate work in Canadian Studies. It is designed to develop your understanding of the mechanics, ethics, dilemmas and rewards of scholarly research on Canada. To this end it has two mutually reinforcing goals – first, to introduce you to different types of scholarship in the field, and second, to equip you to research and write at the graduate level. The course begins with some history of Canadian Studies as orientation, then moves to a week by week focus on different aspects of scholarly research. Different members of the SICS faculty will come in to the class to discuss a research project they have done and how it illustrates some of the challenges of the research process. This will give you a chance to meet the faculty, discuss issues in their work with them, and appreciate the diversity of Canadian Studies. Student interests and knowledge will be an important part of the course, so you will be expected to think about how the subject matter relates to your work and what you can contribute to the class’s learning process.

CDNS 5102: Indigenous Politics and Resurgence in Canada
Instructor: Dr. Kahente Horn-Miller
Thursday 11:35 - 14:25
In this seminar we will build on our knowledge of Indigenous issues and challenge our perspectives on the artistic, intellectual, cultural, political and social landscapes. Taught from an Indigenous perspective, this course is multidisciplinary in nature and will serve as a framework for understanding and analyzing the nature and dynamics of Indigenous people’s situation in and responses to colonialism, and its impacts. This course will centre on the practices of Indigenous resurgence or what we call ‘flash points’ - from their theoretical underpinnings, to strategic organizing, to on the ground action. It will lead students toward a deeper understanding of Indigenous experiences and knowledges related to liberatory and decolonizing strategies illuminating key aspects of thought and action from a number of traditions and movements through an engagement with readings, discussions, guest speakers, digital projects and critical personal reflection.
ENGL5804/CDNS 5003 Making Settler Colonial Modernity
Instructor: Dr. Jennifer Henderson
Friday 8:30 to 11:30
In this course we will read 19th century prose that participates in the process of constituting the spaces, subjectivities, social and economic logics, and strategies of governance associated with the enterprise of liberal modernity in the settler-colonial context. Our focus is on Canada conceived as a trans-Atlantic and continental space of discourse within which ideas of liberal progress, political economy, civility, proper gender and sexuality, and religious and racial difference circulate, not without contradiction and resistance.

Our literary texts include the genres of emigrant’s tale, travel literature, captivity narrative, and sensation fiction.

We also read 19th century Indigenous auto-ethnography and short stories. Our last few weeks will introduce current writing reflecting on the inheritances of the 19th century in the present: an experimental novel by the Montreal writer, Gail Scott, and songs and stories by the Michi Saagiig, Nishnaabeg writer and theorist, Leanne Simpson. Literary texts will be supplemented each week by theory and criticism.

GOALS:

- A central concern of the course will be to make connections between two levels of analysis: biopolitics and geopolitics, or subjectivities and sexualities, on the one hand, and questions of territorial and political sovereignty, on the other.
- We will be guided by recent work in settler-colonial studies and Indigenous studies emphasizing the way that colonial reshapings of Indigenous family and home formation were crucial means of dispossession.
- The course is structured around the idea that settler colonialism in Canada is a particular version of liberal thought and practice. Hence, we’ll be thinking about the relations between liberalism and the settler project.
- We’ll try to be attentive to questions of literary genre, thinking wherever possible about relationships between aesthetic or formal conventions and social ones.
- We’ll try to be self-reflexive about what it means to continue reading the literature of settlement in the context of a commitment to decolonization. What approaches does this require of us? Particular readings will get us thinking about the politics of epistemology or what has been called ‘cognitive imperialism.’
- The thisnativeland.org site is a great resource to use for locating yourself, and the territories our texts figure, within Indigenous geography, language group, and treaty history.
**CDNS 5201 Critical Perspectives on Canadian Feminism**  
**Instructor:** Dr. Karen Lawford  
Wednesday 18:05 - 20:55  
Based on the literature and critical reflections, students will be guided through key themes in feminist theory and practice. Themes will include colonialism, decolonization, post-colonialism, queer theory, gender, and masculinities. Readings and discussions will be grounded in the contributions of Aboriginal and Indigenous authors to feminist and gender theory in Canada. Students will be encouraged to bring the perspectives of other feminist scholarships in Canada to the classroom and within their own research. We will discuss contradictions of roles and identities in an open, respectful, and thought provoking manner. This course provides a foundation for further inquiry, particularly for those students considering writing a thesis or dissertation using a feminist theory and/or methodology.

**CDNS 5401 Heritage Conservation I: History, Principles, and Concepts**  
**Instructor:** Dr. Jurek Elzanowski  
Tuesday 17:35 - 20:25  
History of heritage conservation theory in Canada and abroad, as it affects both tangible and intangible heritage; development of the field’s conceptual frameworks and operational principles for understanding, evaluating, conserving and managing significant Canadian places of heritage value.

**WINTER 2018 GRADUATE COURSES**

**CDNS 5102 Indigenous Politics and Resurgence in Canada**  
**Instructor:** Dr. Karen Lawford  
Tuesday 18:05 - 20:55  
Interdisciplinary seminar exploring selected themes in Indigenous politics, experience, and philosophy since the 1960s.

**CDNS 5301 Canadian Cultural Studies**  
**Instructor:** Dr. Peter Hodgins  
Thursday 8:35 - 11:25  
The arts, belief systems, institutions and communicative practices in Canada in relation to other social and historical structures.
**CDNS 5402: Heritage Conservation II: Theory in Practice**  
**Instructor: Professor Susan Ross**  
Wednesday 17:35 - 20:25  
Building on CDNS 5401 Heritage Conservation I, students in this graduate seminar study the application of heritage conservation theory in research methods, professional practice and community action. They learn about existing models for conservation in Canada and become familiar with the interactions of the many disciplines involved in heritage planning. They review governmental policies and legislation through the critical lens of theoretical frameworks, and learn about the roles of non-governmental organizations. The approach includes lectures, discussion of readings, and individual contributions to a community-defined project. Invited guest speakers represent different types of practices and organizations. Attendance at an international roundtable in Montréal is planned. This is a core ‘practice’ course for students in the M.A. heritage conservation stream, but all students in Canadian Studies are encouraged to enroll. Graduate students in architecture, engineering, public history, art history, anthropology, environmental studies and many other heritage related fields are welcome. Student assessment typically includes a conservation report analysis (20%); responses to weekly readings and guest lectures (15%); commentary on the Montreal roundtable (15%); and a contribution to the community project in the form of a research report or essay (50%).

The syllabus from Winter 2017 is located [here](#).

**CDNS 5501: Decolonizing Canada: Cultural Politics and Identities**  
**Instructor: Dr. Eva Mackey**  
Wednesday 11:35 - 14:25  
In this interdisciplinary graduate seminar, we explore the possibilities and limitations of the concept of “decolonization” in the nation-state now known as Canada. We begin by addressing the notion of Canada as a settler-colonial state, and discussing what is meant by “decolonization.” We move on to interrogate the continuities and differences between the colonial origins/development of Canada and contemporary “multicultural” society -- specifically in terms of the construction, reification, and management of collective identities and territories. The second half of the course focuses more explicitly on resurgence, resistance and decolonization, exploring emerging debates about how to de-colonize identities and practices of nation-building in Canada. Such issues will be discussed as they emerge and change in: 1) the experiences of different social groups, 2) law and legal discourses, 3) policies and practices of government/governance, and, 4) popular and high culture, including digital media. The contemporary field of decolonization studies is growing rapidly and new work is constantly emerging. For this reason, the instructor maintains the right to change the weekly readings as necessary (with at least one week’s notice).
**CDNS 5501: Decolonizing Canada: Cultural Politics and Identities**  
Marking Scheme (subject to change)  
- Participation and short assignments: 25%  
- In-class presentation(s) on reading materials: 15% (sign up for dates)  
- Research proposal/annotated bibliography 15% (Due early March)  
- Research presentation 10% (last two weeks of class -) sign up for date  
- Final paper: 35% (due in final class –). 18-20 pages

**CDNS 5601: Constructing Canada: Politics of National Identity**  
**Instructor:** Dr. Jennifer Adese  
**Monday 14:35 - 17:25**  
Canadian national identity has often been constructed in such a manner as to reject the notion that it is underpinned by an entrenched racial ideology. Oftentimes scholars, politicians, and everyday citizens position Canada and Canadian identity as tolerant, diverse, multicultural, and free from the “race problems” that have plagued American unity and contemporary identity. Yet in a climate where commitments to anti-racism are derided as an excess of “political correctness,” surely there is something going on within Canada that disrupts the narrative of happy multiplicities. This theory-based course examines how race has been constructed over time, and the attending role of racial discourse, racialization, and racism in the landscape of Canadian nation-building. We will discuss how it has come to provide a basis for understanding who is an insider to Canadian national identity, and who is an outsider, and how, then, theory is linked to practice.  
**Evaluation (Subject to change)**  
Research Essay (35%) - or Research Essay (30%) and Optional Creative Assignment (5%)  
In-Class Presentation (20%)  
Response Papers x 3 (15%)  
Seminar Participation (20%)

**CDNS 5700 Arctic Passages: The Changing Dynamics of Canada's North**  
**Instructor TBA**  
**Thursday 1435 - 1725**  
Interdisciplinary exploration of changing political, economic, and cultural relationships between Inuit and non-Inuit interests in the Canadian Arctic. Emphasis on the role of global processes, such as the rise of the circumpolar movement and environmental change, in mediating these relationships.
FALL 2017 FOURTH YEAR COURSES

CDNS 4403 Heritage Conservation & Sustainability Fall 2017
Instructor: Professor Susan Ross
Tuesday 8:35 - 11:25
How are historic places evolving in changing environments? What are the roles of heritage conservation in adaptation, mitigation and developing resilience? This advanced undergraduate seminar explores the recent shift in heritage conservation discourse that embraces objectives of environmental, socio-cultural, and economic sustainability. Students investigate the synergies and gaps between natural and cultural conservation ideas. The course introduces theory, principles and practices that can help build bridges through analysis of Canadian and international research, policy and projects. Graduate and external students are welcome.

Course themes include subjects like:
• Local and/or global concepts of heritage
• Traditional knowledge and environmental design
• Measuring socio-cultural sustainability
• Heritage conservation and building waste
• Climate change and salvage recording
• Flooding and historic urban landscapes
• Sustainable and/or eco-heritage tourism

Proposed student assessment includes an in depth case study of a successful project or policy, a comparative literature review, and a quiz on core concepts. See examples of case studies from the pilot version of the course.

CDNS 4500, “Canada and the World” (Online)
Instructor: Richard Nimijean
This is a research-based seminar in which students explore Canada’s role in the world, analyze its priorities for acting in the world, and reflect on how Canada should act in the world. This will allow students to develop and explain their priorities for Canada as a global actor. We do so by critically examining Global Affairs Canada’s four priority areas for “advancing the government’s progressive and inclusive agenda” Contribute to international peace, security and humanitarian assistance, through renewed leadership and constructive international engagement.

1. Reinforce Canada’s relations with the United States and other key bilateral partners to advance Canadian interests.
2. Strengthen Canada’s contribution to a more just, inclusive and sustainable world.
CDNS 4500, “Canada and the World” (Online)

3. Contribute to inclusive Canadian and global prosperity through increased and diversified international trade, and foreign direct investment.

As you engage with the material, we will ask:
• Are these the right priorities?
• How can we realize them?
• Are there rhetoric-reality gaps between priorities and (in)actions?
• Are there contradictions?

INDG 4011: Indigenous Representations
Instructor: Dr. Allan J. Ryan
Monday 11:35 –2:25 pm
Course focus: Canadian Indigenous Self-Representation in Film, Video and New Media
Since the early 1990s there has been a proliferation of filmmaking among Indigenous Canadians that seeks to interrogate official histories, counter “Indian” stereotypes, and offer a more balanced and accurate view of contemporary Indigenous experience. Much of this work is highly personalized, made for the Indigenous community itself, or as a form of outreach to the non-Indigenous community. Narratives emerging from oral tradition are given visual voices on screen, while the evolution of Indigenous cultures is given tangible form. Film, video and new media have become important vehicles for documenting diverse languages, traditions, histories and aspirations. In the process, a distinct Indigenous film aesthetic may be emerging. This course will consider the work of several First Nations, Mètis and Inuit film directors, screenwriters and producers. National Film Board documentaries, independently produced shorts, experimental videos, and commercial endeavours will be examined. Students are encouraged to approach this course from an interdisciplinary perspective, noting similar themes, issues, concerns, and styles emerging in other Indigenous creative genres such as literature, music, theatre and the “fine arts.” This course also seeks to respectfully incorporate principles of Indigenous pedagogy that privilege holistic and experiential learning, the construction of safe and sacred spaces, relationality, personal narratives, and writing from the heart. Class format: seminar, film screenings, guest speakers, class presentations and discussion.
**CDNS 4300: Contested Spaces and Communities**  
Instructor: Dr. Eva Mackey  
Tuesday 11:35 - 14:25  
In this interdisciplinary 4th year seminar, we explore contests over space, culture and identities in the territory now known as Canada. We do so through the lens of exploring the possibilities and limitations of the concept of “decolonization”. We begin by addressing the notion of Canada as a settler-colonial state, and discuss debates about the term “decolonization.” We move on to interrogate the continuities and differences between the colonial origins/development of Canada and contemporary “multicultural” society -- specifically in terms of the construction, reification, and management of collective identities, bodies and territories. The course also explores practices and debates about resurgence, resistance and decolonization. Given that the contemporary fields of Indigenous, settler-colonial and decolonization studies are growing rapidly and new work is constantly emerging, the instructor maintains the right to change the weekly readings as necessary (with at least one week’s notice).

**CDNS 4400 Cultural Landscape and Cultural Identity in Canada**  
Instructor: Dr. Jurek Elzanowski  
Wednesday 14:35 - 17:25  
Cultural landscape appreciation and the development of Canadian individual and collective cultural identities, through the lenses of history, geography, planning, and representational/literary sources of expression. Cultural landscapes as a tool for understanding physical and mental landscapes and their shaping of identity.