

BT2NA_T_13_01: CANADIAN POPULATION MANAGEMENT POLICIES

Instructor: Gabriella T. Espák

For office hours and email contact, check the institute website and the course platform at Elearning.

Time: **Tuesday 8.00–9.40**

Place: **Rm. 54 / via elearning.unideb.hu**

Seminar course, required optional for MA in American Studies (5 credits) and optional for PhD (2 credits)

*** The semester begins with remote teaching on elearning.unideb.hu. If regulations change during the semester, we may return to the classroom. You will be notified about this in due time. ***

COURSE DESCRIPTION

This course is designed to broaden students' understanding of cultural diversity in Canada, both in theory and in political practice. After an introduction into Canadian ethnocultural diversity from a descriptive approach, we will discuss why the federal policy of multiculturalism was introduced in 1971. Throughout the period from the 70s to the present, we will see how the policy developed from cultural pluralism (ethnic food and festivals) to a more complex accommodation of diversity (cultural relativism). We will locate possible conflicts with regional and indigenous interests, and critically assess the limits of multiculturalism in managing the ethnocultural diversity of Canada. This is a theory- and policy-oriented course involving controversial issues of minority, indigenous, and human rights. Students are encouraged to voice their understanding of cultural diversity and actively participate in the discussions. The course aims [WHAT] to overview the theory and practice of Canadian multiculturalism and provide basic directions for understanding political texts; [HOW] by close reading of documents and introducing human rights as moral *lingua franca* of international law and politics; [WHY] to generate informed critical opinion about contemporary ethno-political issues.

REQUIREMENTS, EVALUATION

- 20 % Participation (Note: no more than three absences are allowed)
- 20 % Presentation
- 30 % Essay
- 30 % End-Term Paper

Grading complies with normal Institute practice, however, minor adjustments due to group dynamics or individual development are possible. 90-100=5 | 80-89=4 | 70-79=3 | 60-69=2 | below 60=fail

End-term paper: (Required, in order to get a grade.) You will write this in class, full time; and will be asked to respond to opinion-generating extracts, most of which you will have met before in your readings. The paper will be evaluated according to content (facts, terminology, critical opinion) and language (grammar, style). No re-sits will be granted; failing the end-term paper may mean failing the course.

Essay: (Required, in order to get a grade.) You will write this out of class. You will be given the opportunity to discuss your topic and outline in my office hours, when you will receive all necessary assistance. Your essay can be either (a) responsive to texts read for class, or (b) summative of an issue of the period. Make it no shorter than 8 pages (about 3000 words), in MLA format, with a title page and a list of works cited. (Note: I take it for granted that you are aware that plagiarism is a major "crime," and will be punished accordingly. By all means avoid such a situation.)

Presentation: Bring your own text, which you have selected from the library or the internet (proper identification of the source is mandatory!), introduce it in class, relate to it, criticize it (emphasizing its positive and critical aspects), identify its approach and period of origin, etc. Please, prepare a handout or use other visual aid to engage your audience, because fellow students will be required to respond to your presentation with questions and comments. Two classes towards the end of the course will be devoted to such extended discussions of presentations, which will (a) give you the opportunity to present your views; (b) give you practice in meaningful discussion; (c) consolidate coursework and prepare you for the end-term paper.

Participation in discussion: Contribution to discussions will take you towards a better grade.

Attendance: Please observe the rule that no more than three absences are allowed.

COURSE SCHEDULE

(W1) Orientation

Read the syllabus.

Familiarize yourself with the general socio-geographic facts and figures of Canada (use any written or electronic source at hand).

(W2) Forms of Diversity in Canada

Required: MacIver, Don. "Canada: The Politics of Deep Diversity." *The Politics of Multinational States*. Ed. D. MacIver. London: Macmillan, 1999. 237-70.

FOCUS: 1. In what forms is diversity present in Canada?

Suggested: Fleras, Augie and Jean Leonard Elliott. "Multiculturalism: A Fact of Canadian Life."

Multiculturalism in Canada: The Challenge of Diversity. Scarborough, ON: Nelson Canada, 1991. 25-52.

(W3) Identity by Design

Required: Day, Richard J.F. "The Rise of the Mosaic Metaphor." *Multiculturalism and the History of Canadian Diversity*. Toronto: U of Toronto P, 2000. 146-76.

FOCUS: 1. What's your concept of assimilation?

2. How would a Canadian identity evolve in terms of the (a) design theory; (b) free emergence theory; (c) constrained emergence theory?

3. Think about these sentences:

"Plastics, atomic fission, and multicultural citizenship: harbingers of the coming modern age."

"Indians were "citizenized" rather than civilized."

Suggested: Fleras, Augie and Jean Leonard Elliott. "Celebrating Diversity: Multiculturalism as Ideology."

Multiculturalism in Canada: The Challenge of Diversity. Scarborough, ON: Nelson Canada, 1991. 53-67.

(W4) A "Most Ambitious" Project

Required: Fleras, Augie and Jean Leonard Elliott. "'Forging Unity from Diversity': Multiculturalism as Policy in Canada." *Multiculturalism in Canada: The Challenge of Diversity*. Scarborough, ON: Nelson Canada, 1991. 68-91.

FOCUS: 1. What's multiculturalism as a state policy?

2. What stages of multiculturalism would you describe?

3. What's the significance of the policy (see especially the Multiculturalism Act, 1988)?

4. Can you see any negative aspects of the policy?

Suggested: Day, Richard J.F. "Unhappy Countriness: Multiculturalism as State Policy." *Multiculturalism and the History of Canadian Diversity*. Toronto: U of Toronto P, 2000. 177-208.

(W5) The Constitution and the Multiculturalism Act

Required: Canada. Constitution Act, 1982. = Schedule B of the Canada Act, 1982 (UK) 1982, c.11.

Required: ---. Canadian Multiculturalism Act (1988). RS, 1985, c.24 (4th Supp).

FOCUS: 1. Read closely and slowly to understand the clauses.

2. Pay attention to the structure of the texts.

(W6) Civic Commitments

Required: Cairns, Alan C. "The Fragmentation of Canadian Citizenship." *Belonging: The Meaning and Future of Canadian Citizenship*. Ed. William Kaplan. Montreal: McGill-Queen's UP, 1993. 181-220.

FOCUS: 1. What is (Canadian) citizenship?

2. How do multiculturalism and citizenship relate to each other?

3. What rights and obligations does citizenship involve?

4. "a crisis of citizenship and community" (p. 182.) Why? Explain.

Suggested: Bissoondath, Neil. "A Question of Belonging: Multiculturalism and Citizenship." *Belonging: The Meaning and Future of Canadian Citizenship*. Ed. William Kaplan. Montreal: McGill-Queen's UP, 1993. 368-387.

(W7) First Nations

Required: Borrows, John. "Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government." *Aboriginal and Treaty Rights in Canada: Essays on Law, Equity, and Respect for Difference*. Ed. Michael Asch. Vancouver: U of British Columbia P, 1997 155-72.

FOCUS: 1. Check what aboriginal rights are mentioned in the 1982 Constitution.
2. Describe the "two-row wampum."
3. What does "an *inherent* right to self-government" mean?
4. According to Borrows, what historical argument (and which documents) can justify claims for an inherent aboriginal right to self-government?

Suggested: xeroxed handout / uploaded file

(W8) Quebec

Required: Fleras, Augie and Jean Leonard Elliott. "The Politics of Vision: Multiculturalism versus Biculturalism." *Multiculturalism in Canada: The Challenge of Diversity*. Scarborough, ON: Nelson Canada, 1991. 167-78.

FOCUS: 1. Which two visions of Canada competed in the Meech Lake debate?
2. What is "distinct society" and what are the implications of the term for Canada's ethnocultural and constitutional composition?

Suggested: Cairns, Alan C. "Why Is It So Difficult to Talk to Each Other?" *McGill Law Journal* 42 (1997): 63-90.

(W9) Consultation week

(W10) The Politics of Multiculturalism

Required: Kymlicka, Will. "The Politics of Multiculturalism." *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Clarendon, 1995. 9-33.

FOCUS: A. Be able to explain the following terms in Canadian context:
1. multinational; polyethnic; group-differentiated
2. self-government rights; polyethnic rights; special representation rights
B. How do these terms relate to each other (in the same group)?

Suggested: Stratton, John and Ien Ang. "Multicultural Imagined Communities." *Multicultural States: Rethinking Difference and Identity*. Ed. David Bennett. London: Routledge, 1998. 135-62.

Suggested: Kymlicka, Will. "American Multiculturalism and the 'Nations Within'." *Political Theory and the Rights of Indigenous Peoples*. Eds. Ivison et al. Cambridge, Cambridge UP, 2000. 216-36.

(W11) Bring Your Own 1

In-class discussion of student presentations. (Note: Read the "Requirements" section of the syllabus.)

(W12) Bring Your Own 2

In-class discussion of student presentations continued.

(W13) End-Term Paper

(W14) The Future of Multiculturalism: Evaluation

Required: Gooneratne, Yasmine. "How Barry Changed His Image." *Meanjin* 48.1 (1989): 109-115.

READINGS

Class-to-class set readings will be made available on the course platform at elearning.