

Course Outline

School:	English & Liberal Studies
Department:	Humanities and Social Sciences
Course Title:	Contemporary Canada: Places, Peoples and Perspectives
Course Code:	GNED 105
Course Hours/Credits:	42
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Shane Ayres, Cheryl Butler
Creation Date:	Fall 2012
Revised by:	Alena Sarkans, Mark Long, Patrick Michalak
Revision Date:	Summer 2022
Current Semester:	Fall 2024
Approved by:	

Philip Alalibo, Associate Dean/Dean,
English & Liberal Studies

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

Students will critically explore Canada's geography, its history, its peoples, its political and socioeconomic institutions and national and international relationships in order to arrive at an understanding of our present. Students will learn about, reflect upon, and analyse Canadian issues, their roots, their meaning today, and their influence on our future. Throughout the course, students will find that the topics will explore the challenges we face as Canadians. By its very nature, this course requires flexibility to respond effectively to current issues affecting Canada.

External Standard Information (ESI)

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Describe the ways in which the geo-physical characteristics of Canadian regions influence the demographics, identity, culture and industries of the people in each region.
2. Describe structure and responsibilities of Canadian government and relate policy decisions to current issues.
3. Discuss past and present traditions, culture and challenges related to the lives of Indigenous peoples of Canada.
4. Explore immigration and settlement patterns throughout Canada and the role of multiculturalism and diversity in Canadian Society.
5. Analyse the transformation of modern Quebec in relation to economic development, political movements, and cultural identity.
6. Identify the challenges of globalization and its impact on Canadian politics, economy and society.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values belief systems, and contributions of others.
10. Manage the use of time and other resources to complete projects.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

New Essential Skills (NES)

The student will reliably demonstrate the ability to*:

4. Evaluate, create and share meaning through the use of new technology and media in a responsible and ethical manner.
7. Relate and engage effectively in complex situations across diverse groups and environments.
8. Reflect on one's actions to engage in a process of continuous learning.

**There are 9 institutional New Essential Skills outcomes. Of these 9 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Methods of Instruction

In-class and online

Text and Other Instructional/Learning Materials

Text Book(s):

Course materials provided on eCentennial.

Online Resource(s):

Materials and readings provided on or through eCentennial include, but not exclusive to:

"Canada: A Bird's Eye View" = "Chapter 1: Canada: A Bird's Eye View," pp. 2-6, in: Margaret Conrad and Alvin Finkel. History of the Canadian Peoples, Volume I: Beginnings to 1867, , Toronto: Pearson Education Canada, 2008 (5th edition)

"Canada's Regions" = "Canada's Regions" in: Citizenship and Immigration Canada. Discover Canada: The Rights and Responsibilities of Citizenship [Date modified 2012-07-01]

<http://www.cic.gc.ca/english/resources/publications/discover/section-13.asp> (Includes audio version and complete publication available in PDF and large print PDF.)

"First Nations of Canada" = "Chapter 2: The First Nations of Canada," pp. 7-26, in: Conrad, M. and Alvin Finkel, A. History of the Canadian Peoples, Volume I: Beginnings to 1867, Toronto: Pearson Education Canada, 2008 (5th edition).

How Canadians Govern Themselves = Forsey, Eugene A. How Canadians Govern Themselves. Ottawa: Library of Parliament, 2012 (8th edition), pp. 3-23, 30-48. (PDF and HTML versions available at: http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/book/chapter_1-e.html)

Harold, T. (2013). Immigration. The Canadian Encyclopedia.

<http://www.thecanadianencyclopedia.ca/en/article/immigration/> Last edited July 19, 2024

Jedwab, J.(2011) Multiculturalism, The Canadian Encyclopedia.

<http://www.thecanadianencyclopedia.ca/en/article/multiculturalism/> Last edited March 20, 2020.

Canada's population clock (real-time model); Statistics Canada (2024)

<https://www150.statcan.gc.ca/n1/pub/71-607-x/71-607-x2018005-eng.htm>

Government of Canada. (2017). Official symbols of Canada: <https://www.canada.ca/en/canadian-heritage/services/official-symbols-canada.html> Date modified 2024-04-25

Evaluation Scheme

- ✦ Test 1: Test of students' knowledge of the Canada's geography, population and its governance and the application of the knowledge. The formats could include multiple choice, short answer, and essay questions.
- ✦ Test 2: Test of students' knowledge of contemporary Canadian society including Indigenous peoples, Quebec, immigration and multiculturalism, and contemporary social and cultural issues. The test format could include multiple choice, short answer, and essay questions.
- ✦ Assignment 1: A written assignment or presentation that focuses on aspects of Canada's geography, population, and governance. In-class and online versions of the assignment will cover the same topics and learning outcomes but may vary in format and medium at the professor's discretion.
- ✦ Assignment 2: A written assignment or presentation that focuses on Indigenous communities in Canada. In-class and online versions of the assignment will cover the same topics and learning outcomes but may vary in format and medium at the professor's discretion.
- ✦ In-Class Assignments x 3 /Online Discussion Boards x 3: Topics include the Canadian Constitution and Charter of Rights and Freedoms, evolution of Quebec, Contemporary Canada: 21st century issues.
- ✦ Unit Quizzes x 5: Conducted throughout the course to assess students' knowledge of the content introduced in class or online. All the content in each week will be considered for the unit quizzes.

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/ 100
Test 1	1, 2, 4, 6	1, 7	8		20
Test 2	2, 3, 4, 5, 6	1, 8	8		20
Assignment 1	1, 2, 4	1, 7, 8, 10	4		15
Assignment 2	1, 2, 3	1, 7, 8, 10	7	2	15
In-Class Assignments x 3 /Online Discussion Boards x 3	2, 5, 6	1, 7, 8	4, 7, 8		15
Unit Quizzes x 5	1, 2, 3, 4, 5, 6	1, 10			15
Total					100%

If students are unable to write a test they should immediately contact their professor or program Associate Dean for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing College approved plagiarism prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.

Program or School Policies

School of English and Liberal Studies Policy for Missed Tests and Late Assignments Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given. Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments. It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

N/A

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity

<https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module:

https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html

Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

This course outline and its associated weekly topical(s) may not be reproduced, in whole or in part, without the prior permission of Centennial College.

Topical Outline (subject to change):

ORIGINAL TOPICAL

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Course Introduction Canadian Identity	Required readings eCentennial documents	Discuss the concept of Canadian identity Identify symbols, images and characteristics that make us uniquely Canadian	Introduction to faculty, course, fellow classmates. Professor-led discussions		
2	Canada's Geography Regions, Provinces and Territories Population	Required readings eCentennial documents	Label a map of Canada with geophysical regions and key geographical information Describe how each unique region informs the identity, demographics, culture and industries of its peoples	Professor-led discussions Map work Online unit learning activities		
3	Brief History of Forming Canada The British North America Act, 1867	Required and supplementary readings eCentennial documents	Describe brief history of forming Canada Discuss the significance of the BNA Act, 1867 Identify main immigrant groups in early post-confederation Canada and their places of settlement	Professor-led discussions Online unit learning activities	Unit Quiz #1 (3%)	Week 3
4	Canada's Parliamentary System Levels of Canadian Government Elections and Political Parties	Required readings eCentennial documents	Outline the structure of Canada's parliamentary system Identify major political parties in Canada and their role in forming a democratic government Explain the key features of the Canadian electoral systems	Professor's choice of in-class learning activities. Online unit learning activities	Assignment 1 (15%) Unit Quiz #2 (3%)	Week 4
5	The Constitution Act, 1982 The Charter of Rights and Freedoms	Required and supplementary readings eCentennial documents	Explain the process and events leading up to the Constitution Act, 1982 Discuss the Charter of Rights & Freedoms and explain its impact on Canada's social and justice system	Professor's choice of in-class learning activities Online unit learning activities	In-Class Assignment/ (Online) Discussion Board 1	Week 5

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	The Judicial System: Law & the Courts		Explain the role of the Supreme Court of Canada in upholding the Constitution		(5%)	
6	Economy of Canada Unions and Collective Bargaining	Required and supplementary readings eCentennial documents	Identify major Canadian industries and resources Explain the process of globalization and its implications for trade policy Analyze the impact of labour unions on the labour market	Professor's choice of in-class learning activities Online unit learning activities	Unit Quiz #3 (3%)	Week 6
7	Test 1	N/A	Identify the Canadian provinces and territories and their capital cities Explore the historical context of forming Canada Describe the structure of Canada's parliamentary system Identify major Canadian industries and their impacts on the country's economic development.	N/A	Test 1 (20%)	Week 7
8	Introduction to First Nations, Metis and Inuit Culture and Traditions Treaties and Land Claims	Required and supplementary readings eCentennial documents	Explore the settlement patterns, culture and traditions of First Nations, Metis, and Inuit over time Discuss issues related to treaties and land claims	Professor's choice of in-class learning activities Online unit learning activities		
9	The Indian Act, 1876 The Road to Reconciliation	Required and supplementary readings eCentennial documents	Discuss the impact of colonial and Canadian government policies on First Nations, Inuit and Metis social, cultural, economic and political systems through a brief overview of the Indian Act, 1876 Describe the social and political changes leading to greater recognition of First Nations, Inuit and Metis concerns	Professor's choice of in-class learning activities Online unit learning activities	Unit Quiz # 4 (3%)	Week 9

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
10	French-English Relationship in Canada Quebec's Nationalism Modern Quebec	Required and supplementary readings eCentennial documents	Identify the significance of French/English duality in Canada Explore the evolution of Quebec through the 1950's, 60's & 70's to contemporary society by an examination of: The Quiet Revolution, the October Crisis & the rise of separatism and nationalism, as well as the referendums Discuss contemporary politics in Quebec, its population, language and culture.	Professor's choice of in-class learning activities Online unit learning activities	In-class Assignment 2/ Online Discussion Board 2 (5%)	Week 10
11	Immigration and Settlement Patterns Multiculturalism and Diversity	Required and supplementary readings eCentennial documents	Examine Canada's changing immigration policies Explain the notion of the immigrant experience Discuss Canada's Multiculturalism Act and its impact on established societies	Professor's choice of in-class learning activities Online unit learning activities	Assignment 2 (15%) Unit Quiz #5 (3%)	Week 11
12	Contemporary Canada: Social, Cultural, and Environmental Issues into the 21st century a. Evolution of Human Rights in Canada b. Women's Rights in Canada c. Environment and Climate Change	Materials posted on eCentennial	Describe the evolution of human rights in Canada Outline the history and changes in women's rights in Canada Discuss Canada's environmental policies to combat climate change	Professor's choice of in-class learning activities Online unit learning activities	In-Class Assignment 3/Online Discussion Board 3 (5%)	Week 12
13	Contemporary Canada: Social, Cultural, and Environmental Issues into the 21st Century a. Education b. Health Care and Social Programs	Materials posted on eCentennial	Examine the impacts of government policies on education (changing curriculum and priorities) Discuss the benefits and drawbacks of Canadian health care and social programs.	Professor's choice of in-class learning activities Online unit learning activities		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
14	Test 2	N/A	Examine key issues discussed in the course.	N/A	Test 2 (20%)	Week 14