

	SOCIOLOGY/FOLKLORE 2230: NEWFOUNDLAND SOCIETY AND CULTURE
	DEPARTMENT OF SOCIOLOGY MEMORIAL UNIVERSITY SPRING 2016, SLOT 03

Instructor: Dr. James (Jamie) Baker E-mail: jbaker@mun.ca (use SOC/FOLK 2230 as subject) Office Location: A-4075	Class Times: MWF 10:00 - 10:50 am Office Hours: MWF 9:00-9:30 am (or by appointment) Classroom: ED3034A Phone: 864-3977
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Please note that there is **NO TEXTBOOK** for this course. All readings will be based on journal articles and/or book chapters accessible through the library journal system, on reserve, or through D2L.

Course information, content, grades, slides, etc. can be found on **Desire2Learn (D2L)**. Please login and check the course regularly as important information/emails will be sent through <http://online.mun.ca>.

<u>EVALUATION</u>	<u>PERCENTAGE</u>	<u>DATE</u>
WEEKLY IN-CLASS ASSIGNMENTS	25%	THROUGHOUT SEMESTER Best 5/7 (5% each)
MIDTERM EXAM	25%	Friday June 24, 2016
FINAL EXAM	50%	TBD by Registrar’s Office

COURSE DESCRIPTION:

The goal of this course is to provide an introduction to the social, cultural and folk aspects of the island portion of Newfoundland and Labrador – though through the lens of Newfoundland nationalism. In the first half of the course, we will focus on the expression of Newfoundland nationalism from an historic perspective while in the section half we will focus on it from a contemporary perspective. We will conclude the course with a discussion on whether Newfoundland constitutes a “nation” and whether nationalism could (or should) be a potent social/political force in contemporary Newfoundland society. The course is organized around lectures, videos, songs, and assigned readings, any of which may appear in some form on the exams.

Note: As class discussion is strongly encouraged, it is expected that you will have read the assigned readings prior to class and will be prepared to discuss them in class.

COURSE OUTLINE:^a

<p>WEEK 1: May 9 -13</p>	<p>COURSE OVERVIEW WHAT IS NATIONALISM? Spencer, Philip and Howard Wollman. <i>Nationalism: A Critical Introduction</i>. London: Sage, 2002. (on 2-hour library reserve)</p> <p>Introduction: pps. 1-3 Chapter 2: pps. 27-29; pps. 34-37 Chapter 4: p. 101; p. 105; p. 114</p>
<p>WEEK 2: May 16 – 20 NO CLASS – FRIDAY MAY 20</p>	<p>TRADITION IN NEWFOUNDLAND Hobsbawn, Eric, and Terence Ranger. <i>The Invention of Tradition</i>. Cambridge: Cambridge University Press, 2004. Chapter 1: pps. 1-14 (on 2-hour library reserve)</p> <p>McCann, Phillip. "Culture, State Formation and the Invention of Tradition: Newfoundland, 1832-1855." <i>Journal of Canadian Studies</i> 23, nos. 1-2 (1988): 86-103.</p> <p>NO ASSIGNMENT THIS WEEK</p>
<p>WEEK 3: May 23-27</p>	<p>THE HISTORY OF LOSS Bannister, Jerry. "Making History: Cultural Memory in Twentieth-Century Newfoundland." <i>Newfoundland and Labrador Studies</i> 18, no. 2 (2002): 175–194.</p> <p>Kennedy, RM. "National Dreams and Inconsolable Losses: The Burden of Melancholia in Newfoundland Culture." In <i>Despite This Loss: Essays on Culture, Memory and Identity in Newfoundland and Labrador</i>, edited by Elizabeth Yeoman and Ursula Kelly, 103-116. St. John's: ISER, 2010. (on 2-hour library reserve)</p> <p>DISCUSSION QUESTION: Does Sonny's Dream paint an accurate portrait of contemporary Newfoundland social life? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, MAY 27 IN-CLASS ASSIGNMENT</p>
<p>WEEK 4: May 30 - June 3 NO CLASSES THIS WEEK</p>	<p>NEWFOUNDLAND CULTURE - INDEPENDENT STUDY WEEK Overton, James. "A Newfoundland Culture?" <i>Journal of Canadian Studies</i> 23 (Spring/Summer 1988): 5-22.</p> <p>NO ASSIGNMENT THIS WEEK</p>
<p>WEEK 5: June 6-10</p>	<p>NEWFOUNDLAND MUSIC Colton, Glenn. "Imagining Nation: Music and Identity in Pre-Confederation Newfoundland." <i>Newfoundland and Labrador Studies</i> 22, no. 1 (2007): 9-49.</p> <p>Overton, James. "Living Patriotism: Songs, Politics and Resources in Newfoundland." <i>Canadian Review of Studies in Nationalism</i> 12 (1985): 239-259.</p> <p>DISCUSSION QUESTION: Is the <i>Ode to Newfoundland</i> inclusive of all Newfoundlanders? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, JUNE 10 IN-CLASS ASSIGNMENT</p>

<p>WEEK 6: June 13-17</p>	<p>NEWFOUNDLAND TRICOLOUR Lambert, Carolyn. "Emblem of Our Country: The Red, White, and Green Tricolour." <i>Newfoundland and Labrador Studies</i> 23, no. 1 (2008): 21-43.</p> <p>DISCUSSION QUESTION: Does the Newfoundland Tricolour (i.e., Pink, White, and Green) still hold relevance for contemporary Newfoundland society? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, JUNE 17 IN-CLASS ASSIGNMENT</p>
<p>WEEK 7: June 20 – June 24 MIDTERM BREAK June 20-22</p>	<p>MIDTERM EXAM: FRIDAY JUNE 24 (WEEKS 1-6)</p>
<p>WEEK 8: June 27 – July 1 NO CLASS – Friday July 1</p>	<p>ARE NEWFOUNDLANDERS PATRIOTS? Baker, James. "As Loved our Fathers: The Strength of Patriotism among Young Newfoundlanders." <i>National Identities</i> 14, no. 4 (2012): 367-386.</p> <p>NO ASSIGNMENT THIS WEEK</p>
<p>WEEK 9: July 4 – 8</p>	<p>CONFEDERATION: THE END OF THE "NEWFOUNDLAND NATION?" Blake, Raymond. <i>Canadians at Last: Canada Integrates Newfoundland as a Province</i>. Toronto: University of Toronto Press, 2004. pps. 7-43. (on 2-hour library reserve)</p> <p>DISCUSSION QUESTION: Did Newfoundlanders make the right choice in supporting Confederation? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, JULY 8 IN-CLASS ASSIGNMENT</p>
<p>WEEK 10: July 11 - 15</p>	<p>ARE NEWFOUNDLANDERS AN ETHNIC GROUP? Baker, James. "A Newfoundland Ethnicity? The Political Implications of a Post-Confederation Nationalism in Newfoundland." <i>Studies in Ethnicity and Nationalism</i> 14, no. 1(2014): 74-100.</p> <p>King, Ruth and Sandra Clarke. "Contesting Meaning: <i>Newfie</i> and the Politics of Ethnic Labelling." <i>Journal of Sociolinguistics</i> 6, no. 4 (2002): 537-558.</p> <p>DISCUSSION QUESTION: Is the term "Newfie" an ethnic slur? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, JULY 15 IN-CLASS ASSIGNMENT</p>
<p>WEEK 11: July 18 - 22</p>	<p>POLITICS AND NATIONALISM Marland, Alex. "Masters of Our Own Destiny: The Nationalist Evolution of Newfoundland Premier Danny Williams." <i>International Journal of Canadian Studies</i> 42, No. 2 (2010): 155-81.</p> <p>DISCUSSION QUESTION: Is nationalist rhetoric a useful tool for Newfoundland politicians in their fight against outside interests? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, JULY 22 IN-CLASS ASSIGNMENT</p>

<p>WEEK 12: July 25 - 29</p>	<p>CULTURE AS COMMODITY Chafe, Paul. "Rockin' the Rock: The Newfoundland Folk/Pop 'Revolution'." <i>Newfoundland and Labrador Studies</i> 22, no. 1 (2007): 345-360.</p> <p>DISCUSSION QUESTION: Is contemporary Newfoundland culture too commercialized? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, JULY 29 IN-CLASS ASSIGNMENT</p>
<p>WEEK 13: August 1-5</p>	<p>A NEWFOUNDLAND NATION? Overton, James. "Towards a Critical Analysis of Neo-Nationalism in Newfoundland." In <i>Underdevelopment and Social Movements in Atlantic Canada</i>, edited by Robert Brym and R. James Sacouman, 219-249. Toronto: New Hogtown Press, 1979.</p> <p>Hiller, Harry, H. "Dependence and Independence: Emergent Nationalism in Newfoundland." <i>Ethnic and Racial Studies</i> 10, no. 2 (1987): 257-73.</p> <p>Cadigan, Sean. "Not a Nation! (Or Why Doesn't Newfoundland Nationalism Make Historical Sense)." <i>Newfoundland Quarterly</i> 102, no. 1 (2009): 40-43.</p> <p>DISCUSSION QUESTION: Should Newfoundland separate from Canada? Do you agree or disagree? Why or why not?</p> <p>FRIDAY, AUGUST 5 IN-CLASS ASSIGNMENT</p>
<p>EXAM PERIOD: August 8 - 13</p>	<p>DATE TBD (Registrar's Office)</p>

^a: Please note that in the event of unforeseen circumstances, some material may be dropped.

WEEKLY IN-CLASS ASSIGNMENTS

You will note that in-class weekly assignments account for 25 percent of your grade in this course. As each assignment is only worth 5 percent, they are not meant to be overly onerous or difficult. At the beginning of each Friday's class, you will have 25 minutes to respond to the question of the week. I will take the best 5 out of 7 submissions to determine your assignment grade. The responses **must be** at least 150 words but I would not recommend going beyond 250 words. **If a submission is less than 150 words, you will receive a grade of zero for that assignment. You will not be penalized if you go over the word limit.** The assignments are open book and you can draw on any knowledge you have to help inform your response. You are, however, expected to have read the article/chapter and to reference it in some scholarly capacity in your response. To provide you with some context for the required minimum word count, this paragraph is 170 words.

While your opinion can – and should – inform your response, it must be grounded in evidence, taken from either the weekly reading, lecture notes, newspapers, books, or magazines you have read, or your personal experience. Do not repeat the facts of article – **I am looking for you to argue for or against the topic not simply repeat what is stated by the author in the weekly reading.**

BE CAREFUL: As your personal experience is anecdotal, do not use it to make broad assumptions or generalizations about the topic being discussed. For example, if I suggest that some Newfoundlanders were illiterate at time of the Confederation vote, you cannot state that this was the reason

Newfoundlanders unknowingly voted in favour of Confederation. **I have a two submissions from students who received a 10/10 that you may review in my office if you are unsure as to how to answer the question.** If you are unable to legitimately attend class on a Friday, you may submit one response via e-mail (**at the latest by Sunday at 5 pm**). You must notify me **no later than the morning of the Friday in-class. If you miss more than one in-class in the semester, I will not accept any further late submissions. No late assignments will be allowed for undocumented absences.**

MIDTERM EXAM

The midterm is slated to be held on Friday, 24 June 2016. If the university is closed on that date, then it will be held on the next regularly scheduled class. The midterm exam will consist of two sections and will be graded out of 25 points. The exam will consist of 15 multiple choice questions (worth 1 mark each) and 2 short-answer questions (worth 5 marks each). The exam is graded out of 25 points and is worth 25% of your grade. If you have a documented reason for missing the midterm exam (e.g., illness, bereavement, etc.), **then you will write a make-up exam.**

FINAL EXAM

The exam will be scheduled by the Registrar's Office. It will cover material from the midterm onward, so it **will not** be comprehensive. The final will include 25 multiple choice questions (worth 1 mark each) and 5 short answer questions worth 5 points each. The exam is graded out of 50 points. It is worth 50% of your grade. If you are required by university regulation to defer an exam or are ill (with documentation), or have another legitimate reason for missing a term exam (e.g., bereavement), then I will provide a make-up final exam. **A make-up final exam will only be scheduled following the final exam – it cannot be written prior to the scheduled date.** It can either be written later during the exam period (depending on when the final exam is scheduled) or it can be written in the first week of the following semester at a date and time determined by the Department of Sociology.

As per university regulations, you must bring your Student ID with you to the final exam for verification purposes. If you are unable to provide suitable identification, you may be denied the right to sit for the exam.

GENERAL POLICIES

Grades

While all attempts will be made to have your exam/assignments back to you by the next class, this may not always be possible. Grades will also be available for viewing on D2L (except your final exam grade).

Taking Notes

Effective and appropriate note taking is a valuable skill that will serve you well in your future career. Do not simply rely on the PowerPoint slides as a study guide; you need to augment the slides with your own notes. I strongly encourage you to print off the slides prior to class so you can use them to take appropriate notes. **Because there is no textbook for this course, it is imperative that you take notes. Please feel free to ask me to repeat something if you missed something I stated.**

Email and Office Hours

I check email daily during the week, and will almost always respond within 24 hours (weekends may be delayed). Email works best for procedural questions (setting up appointments, etc.); detailed questions

about the course are usually easier to clarify in-class or during office hours. **Note: As I am not on-campus on Tuesdays and Thursdays, I am unable to meet with students on those days.**

Attendance

While class attendance is not mandatory, it is strongly encouraged. Attending class regularly is important as it helps facilitate learning of the course material; provides the opportunity to clarify information or ask questions; and may provide the opportunity to receive important hints for the exams.

Missed Classes: Lecture Notes

Students who miss class are responsible for determining what material was covered. As slides will be posted on D2L **prior to class**, it is in your best interest to print them off before coming to class. I **will not** provide an overview of what was covered if you have missed class. Laptops are permissible as long as they are not being used inappropriately or interfering with other students' learning.

Students with Disabilities

Students who require physical or academic accommodations are encouraged to speak to me privately so that appropriate accommodations can be made in order that you may participate fully in the course. All conversations will remain confidential. Assistance may be available through the Glenn Roy Blundon Centre (<http://www.mun.ca/blundon>) which serves students whose disabilities involve conditions affecting mobility, vision, hearing, learning disabilities, chronic illness, or mental health. Support is also provided to students with documented temporary illnesses and injuries. If you require assistance during class or require supports when writing the exams, you need to register with the Blundon Centre.

Respectful Discussions

Discussion and debate are an important part of any intellectual undertaking. As sociologists, we study the social world, the place where all of us live both inside and outside the classroom. Over the course of the semester, we will likely discuss topics that you have strong feelings about. You should always feel free to respectfully express your opinions on an issue, whether or not they are shared by other people in the room (including me). I only ask that you speak with good intentions, and assume that others are doing the same. If you are ever made angry or uncomfortable by anything in discussion, please feel free to speak up (politely), or to raise your concerns with me privately by email or during office hours. If anyone starts shouting, or make any personal attacks, I will ask them to leave the room. As a note, I have a **zero tolerance policy** for any racist, sexist, ageist, or trans/homophobic remarks.

Talking at Inappropriate Times or Using Inappropriate Devices

You are enrolled in this class to learn so it is counterproductive to talk at inappropriate times, use the Internet and/or use your cell phone. **I have a zero tolerance policy for texting during class.** Students distracted by any such behaviour should bring this to my attention privately. No electronic devices are to be used during any examination and **if found to be using them, you will receive a zero in the exam.**

Course Evaluations

At some point during the term (usually the second last week of classes), you will be asked to complete a course evaluation form **on-line**. These forms are anonymous and **I will only receive the typewritten results well after grades have been submitted.** I encourage everyone to provide me with constructive feedback on my teaching style, the course syllabus, the exams, or anything you feel appropriate that will improve the course or my teaching.