



Senate Committee on University Planning

Academic Review Summary: Canadian Studies Program

Site Visit	October 15-16, 2019
Informal Response to Planning	March 4, 2020
Formal Response	April 6, 2020
Implementation Update	March 2022
Midterm Review	2024

Review Team Members:

- Dr. Colin Coates (Review Team Chair), Associate Professor, History, Canadian Studies, Glendon College, York University
- Dr. Renée Hulan, Assistant Professor, Department of English, Saint Mary’s University
- Dr. Mark Hamilton, Associate Professor, Department of Mathematics and Computer Science, Mount Allison University

Note: The following recommendations are taken mostly verbatim from the external review. For context they should be read in conjunction with the department’s formal response.

Recommendations of the Academic Program Review

Short term (next two years)

i. relationship with Indigenous Studies

This program is developing very quickly, with the aspiration of offering a minor by September 2020. It is important that strong connections link the Canadian Studies degree and the Indigenous Studies degree, especially as they continue to evolve over time.

ii. relationship with the Centre for Canadian Studies

We recommend that the campus-wide advisory committee be reactivated. The Centre will need to choose a new director. It should maintain its outreach to other Canadianist researchers and teachers on the campus. The Centre has played a key role in achieving a local and national profile for the university, through a series of local talks and conferences. These all take time to organize, and the members of the advisory committee should consider how effectively their energy should be spent. We presented above one possible model: an upper-level course culminating in a one-day student-led conference on a specific topic.

iii. calendar issues

One oversight to correct is the absence in the calendar of INDG 1001 from the list of courses available to Majors (p. 108). It is listed as a course available to Minors only. Students expressed some concern about “hidden prerequisites” which might limit their access to specific courses. Finally, the Faculty of Arts might consider coordinating the scheduling of their first-year courses, as is done in other faculties.

Medium term (3 – 5 years):

i. links with other programs

The program should pursue links to other programs that do not recognize CANA courses (we understand that these programs may include Politics, International Relations, and International Studies). In a time of shrinking resources for Humanities and Social Sciences, it is logical for departments to support the undergraduate experience through cooperation among programs.

ii. French-language requirement

The program could reflect on the impact of re-instating a French-language requirement.

Long-term (5+ years):

i. international students

Canadian Studies could develop as a key resource for international students. This is a relatively small component of the undergraduate population at Mount Allison (12% of students in 2019-2020 had permanent addresses outside Canada, some of them perhaps being Canadian citizens) compared to some universities, but this group may easily expand in numbers in the future. One could imagine that such courses could integrate English as a Second Language support for the smaller subset of international students who come from non-English-speaking countries. For all students coming from outside the country, Canadian Studies courses could assist them in enhancing their experience of studying in Sackville, in New Brunswick, and in Canada.

ii. name of the Centre for Canadian Studies

Colleagues at Mount Allison could consider renaming the Centre as the ***Centre of Indigenous and Canadian Studies***. This change only makes sense if the colleagues in Indigenous Studies and the local Indigenous communities would welcome this development. It would have the advantage of emphasizing the importance of the Indigenous experience in Canada.

iii. program structure

Canadian Studies is a fairly non-prescriptive program, but there could be more structure to it. Flexibility is often an advantage, but a loose structure may complicate the message to explaining to undergraduate students precisely what they can get out of a program. The designation of a capstone course could assist in this.

iv. correspondence courses

Canadian Studies could consider re-introducing correspondence courses, perhaps in conjunction with other Canadian Studies programs in Canada. This could prove to be a valuable form of public outreach for the department.