



INTERNATIONAL COUNCIL FOR CANADIAN STUDIES
CONSEIL INTERNATIONAL D'ÉTUDES CANADIENNES

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ICCS CANADIAN STUDIES FORUM

RESEARCH

TEACHING

REJUVENATION

OUTREACH

LA RECHERCHE

L'ENSEIGNEMENT

LA RELÈVE

LE RAYONNEMENT

FORUM SUR LES ÉTUDES CANADIENNES DU CIEC

L E 2 4 M A I 2 0 0 7

REPORT
RAPPORT

Rapport

L'enseignement et la recherche en études canadiennes dans le monde universitaire en mutation

Forum sur les études canadiennes

Contexte

Le 26 mai 2006, au cours de son assemblée générale annuelle, le conseil d'administration du Conseil international d'études canadiennes s'est prononcé en faveur de la tenue d'un Forum sur les études canadiennes au cours de son AGA de mai 2007 à Edmonton.

Au cours des deux années précédentes, le CIEC était devenu de plus en plus conscient de l'évolution des études canadiennes sur la scène internationale et il estimait qu'il fallait de toute urgence discuter des activités qui se déroulaient et des perspectives d'avenir. Des associations d'études canadiennes et des canadianistes de divers pays présentaient de plus en plus des projets et des activités de recherche et d'enseignement qui allaient au-delà de la portée traditionnelle des études canadiennes. Par exemple, on a fait remarquer qu'il y avait eu une hausse du nombre de projets de recherche comparative, interdisciplinaire et multidisciplinaire et une diversification des disciplines.

Le CIEC croyait fermement qu'il devait jouer un rôle proactif dans l'examen de cette évolution. Sous la direction du président du CIEC, M. Christopher Rolfe, le Comité exécutif a décidé de présenter l'idée d'un forum au conseil d'administration, qui l'a approuvée sous le titre de « L'enseignement et la recherche sur les études canadiennes dans le monde universitaire en mutation ». Le conseil d'administration a confié au Comité exécutif et au secrétariat du CIEC le mandat d'élaborer la structure et le contenu de ce forum sur les études canadiennes.

Objectif

Le principal objectif du Forum était de donner aux canadianistes la possibilité de se rencontrer et de discuter la nature et l'avenir des études canadiennes et d'en élargir la définition. Le forum porterait sur l'évolution du rôle de l'enseignement et de la recherche sur les études canadiennes, sur la place des études canadiennes dans les universités et les établissements d'enseignement d'aujourd'hui et sur la définition des études canadiennes. Bien entendu, le Forum servirait à examiner les activités, les services et les programmes du CIEC dans le contexte de cette évolution.

Or, des événements survenus ailleurs ont imprimé un nouvel élan à la décision de tenir un forum. À la suite de la décision du Conseil du Trésor de prolonger d'un an seulement l'aide financière accordée aux relations académiques, le ministère des Affaires étrangères et du Commerce international (MAECI) a procédé à son propre examen, et il était évident que des modifications des priorités étaient imminentes. Cet examen ne s'est pas limité aux programmes, mais il comprenait aussi un examen en profondeur des finances et des opérations. Tous ces événements ont influé sur la renégociation du contrat relatif aux programmes d'études canadiennes conclu entre le CIEC et le MAECI.

La convergence de tous ces éléments a offert, aux yeux du CIEC, la possibilité de remanier et de recibler les activités relatives aux études canadiennes dans le monde en vue d'étendre et de renforcer son réseau tout en abordant l'importante question de la meilleure façon de gérer cette transformation.

On estimait que la solution idéale consistait à établir un forum en étroite collaboration avec le MAECI afin de concentrer les synergies et les ressources dans l'intérêt des études canadiennes. L'objectif du Forum a donc été élargi afin d'englober certains des principaux enjeux des études canadiennes (en particulier l'harmonisation avec la politique étrangère du gouvernement du Canada), de déterminer comment adapter les études canadiennes à cette politique dans le contexte de la situation mondiale actuelle et de formuler des recommandations concrètes et précises.

Sondage sur les programmes d'études canadiennes

En juin 2006, le Comité exécutif et le secrétariat du CIEC ont préparé un questionnaire (voir l'annexe 1 – Sondage sur les programmes d'études canadiennes) afin de sonder la communauté internationale des canadianistes au sujet de certains programmes d'études canadiennes. Au début de juillet 2006, le questionnaire a été envoyé par courrier électronique à toutes les associations d'études canadiennes et aux membres associés du CIEC pour qu'elles le transmettent à leurs membres. L'annexe 2 (Report on the Canadian Studies Survey: Summary of Findings (Rapport sur le sondage sur les études canadiennes: sommaire des conclusions) présente les résultats généraux de ce sondage.

L'objectif de ce sondage était, bien entendu, d'obtenir l'opinion de chacun des canadianistes sur la valeur et l'ordre des priorités des programmes d'études canadiennes. Un sous-objectif consistait à amener la communauté à amorcer une réflexion et un dialogue sur la nécessité de recibler et de diversifier les études canadiennes en remaniant les programmes d'études canadiennes.

Les résultats du sondage ont indiqué clairement que les bourses de recherche et l'accès aux ressources revêtaient beaucoup d'importance. Il faut maintenir les bourses et en favoriser davantage l'accès. Ces résultats ont fourni de précieux renseignements au CIEC, aux organisateurs du Forum et aux représentants du MAECI en vue du Forum à venir.

Forum sur les études canadiennes – Un atelier en quatre parties

En janvier 2007, le président du CIEC, M. Christopher Rolfe, a envoyé une lettre à tous les membres du conseil d'administration du CIEC pour les informer du Forum (voir l'annexe 3 – Forum sur les études canadiennes du CIEC, mai 2007) dans laquelle il a décrit le contexte général et les objectifs du Forum. Les réponses rapides et positives qu'il a reçues des membres de la communauté de canadianistes ont confirmé, comme l'avait d'abord observé le CIEC, un consensus quant à la nécessité d'un tel exercice.

En Europe, le président élu du CIEC, M. Cornelius Remie, a préparé une ébauche d'exposé de principe sur l'avenir des études canadiennes dans le contexte européen. Après une réunion du Réseau européen d'études canadiennes tenue au début de mars 2007 à Paris (France), une version finale de l'exposé de principe a été rédigée. Elle s'intitulait *Knowing Canada Better. Rethinking the Study of Canada. A European Position Paper (Mieux connaître le Canada. Repenser l'étude du Canada. Un exposé de principe européen)* (voir l'annexe 4). Le document constituait la réponse à une série de défis importants (la pensée néo-libérale dans l'enseignement supérieur, la mise en œuvre de la Déclaration de Bologne de 1999 et la décision du Conseil du Trésor de juin 2006) et visait à repenser et à redéfinir le mandat sur les études canadiennes comme on le percevait en Europe.

Le CIEC a conçu un site Web sur le Forum sur les études canadiennes (http://www.iccs-ciec.ca/forum/index_fr.htm), qui a permis au canadianistes d'exprimer leurs points de vue. Le site présente également des renseignements généraux, y compris un rapport des résultats du processus de consultation sur les études canadienne effectué par le MAECI (voir l'annexe 5 – Une nouvelle approche aux études canadienne), qui a suscité plusieurs réactions et réponses, qui figurent également dans le site (voir les annexes 6 à 13).

À l'issue du processus de planification, une formule d'atelier a été choisie (voir l'annexe 14 – Canadian Studies Forum Agenda (Programme du Forum sur les études canadiennes)). L'atelier d'une journée a été divisé en quatre volets : la recherche, l'enseignement, la relève et le rayonnement. Chaque participant a assisté aux quatre séances d'une heure sur chaque volet. Des modérateurs, assistés de preneurs de notes, étaient chargés de replacer le forum dans son contexte et d'inciter toutes les personnes présentes à participer aux discussions. On avait indiqué clairement aux modérateurs d'éviter de diriger le débat. Les participants, qui comprenaient 40 canadianistes, ont été répartis également entre les groupes.

Les modérateurs choisis étaient Maria Teresa Gutiérrez Haces, professeur, Universidad Nacional Autónoma de México, Mexico, Mexique (recherche); Gerry Turcotte, doyen, School of Arts & Sciences, The University of Notre Dame, Sydney, Australie (enseignement); Brian Long, Vancouver, ancien directeur du MAECI, responsable des études canadiennes (relève) et Gaëtan Vallières, Ottawa, ancien directeur du CIEC, responsable des programmes d'études canadiennes et de l'administration (rayonnement). Ils étaient assistés de preneurs de notes : un membre du Comité exécutif, M. Martin

Howard (secrétaire du CIEC) et des membres du personnel du MAECI, les agentes de programmes Caroline Laplante, Marie-Laure de Chantal et Nancy Hector.

L'atelier a été précédé d'une séance plénière au cours de laquelle le président du CIEC, M. Christopher Rolfe et le représentant du MAECI, M. Jean Labrie, ont présenté de brefs exposés. Un des modérateurs, M. Gerry Turcotte, a fait une présentation en PowerPoint fondée sur les résultats d'un sondage récent sur les études canadiennes en Australie et en Nouvelle-Zélande.

On a demandé aux modérateurs de recueillir les observations et de préparer une série de recommandations sous forme de rapport (voir les annexes 15 à 18 – *Reports of the Moderators / Note-takers* (rapports des modérateurs / preneurs de notes)).

Observations générales

Les rapports comprennent des observations générales qui sont essentielles pour comprendre les études canadiennes dans le contexte international actuel. Les observations générales suivantes constituent des exemples de certains des éléments importants à prendre en considération :

- Les études canadiennes sont influencées par les différences et les conditions régionales. Les programmes, les activités, les domaines de recherche, les modalités universitaires, etc., varient d'une région à l'autre, voire d'un pays à l'autre (p. ex. le Processus de Bologne, les restrictions en matière de visa). Il est important d'en tenir compte dans la mise en œuvre des programmes.
- Les priorités et les directives du gouvernement changent souvent. Toutefois, les principaux éléments des études canadiennes, comme la recherche et l'enseignement, ne peuvent pas changer aussi rapidement.
- Les priorités du gouvernement se reflètent très souvent dans la recherche et l'enseignement sur les études canadiennes. Cependant, ce fait n'est pas toujours communiqué de manière appropriée aux autorités compétentes.

Recommandations générales

Comme bon nombre des recommandations formulées par les quatre modérateurs chevauchaient souvent les quatre domaines discutés au Forum (recherche, enseignement, relève et rayonnement), une seule liste de recommandations est présentée ici.

Il faut lire et examiner ces recommandations générales à la lumière des recommandations précises des quatre groupes, qui présentent de nombreux exemples détaillés. Par souci de concision, les recommandations générales ne comptent que quelques exemples. Un grand nombre des recommandations seront discutées au niveau administratif par le CIEC et le

MAECI-PCE en vue de leur prise en considération et mise en oeuvre possibles, et à un niveau institutionnel par le CIEC et ses associations membres et membres associés.

Certaines des recommandations s'adressent à l'un ou à l'ensemble des partenaires du réseau d'études canadiennes, qui sont le CIEC, les associations d'études canadiennes, des canadianistes, le MAECI et les missions du Canada à l'étranger. Encore une fois, pour simplifier la présentation et la rendre plus claire, les recommandations générales ne tiennent pas compte des catégories.

Les recommandations générales suivantes ont été formulées :

1. Respecter la liberté universitaire de telle manière qu'elle puisse coexister avec les domaines gouvernementaux prioritaires. Établir des fonds ciblés spéciaux pour la recherche et l'enseignement dans les domaines prioritaires à titre de projets de financement supplémentaires.
2. Maintenir ou élargir les programmes d'études canadiennes suivants du MAECI : Programme de bourses de recherche, Programme de bourses de complément de spécialisation, BCAP, BCALC, PBCE, RIR, Programme de soutien aux bibliothèques et Programme d'aide aux voyages-conférences.
3. Décerner les bourses de recherche au doctorat du MAECI dans tous les pays et rétablir le projet de stage en études canadiennes pour les jeunes.
4. Recueillir et analyser des données pertinentes sur les études canadiennes et mieux communiquer l'état de la recherche et de l'enseignement aux membres, au milieu universitaire et au gouvernement canadien. À cette fin, élaborer une nouvelle stratégie de communication.
5. Favoriser l'entrée et la participation d'étudiants et de jeunes chercheurs-boursiers dans le domaine des études canadiennes à l'aide de divers moyens conformément aux recommandations précises des quatre modérateurs, et plus particulièrement en promouvant l'introduction d'une « codirection » de la thèse de doctorat (système selon lequel un étudiant étranger effectue une partie de ses études au Canada, travaille sous la surveillance d'un directeur canadien pour obtenir un double diplôme : un doctorat dans le pays d'origine et un doctorat canadien – un système réciproque pourrait être établi pour les étudiants canadiens qui effectuent une partie de leurs études de doctorat à l'étranger), en accroissant les possibilités de mobilité des étudiants et d'autres possibilités de financement pertinentes (p. ex. rendre le PBCS accessible aux jeunes chercheurs-boursiers) et en invitant des étudiants à faire partie du conseil d'administration des associations d'études canadiennes.
6. S'efforcer de tenir compte des priorités et des directives gouvernementales dans les activités et projets de recherche et d'enseignement en n'oubliant pas que les priorités et les directives gouvernementales changent plus souvent et plus

rapidement que la capacité d'adaptation de la recherche et que, par conséquent, les deux éléments ne peuvent pas être entièrement compatibles.

7. Améliorer les échanges internationaux concernant les études canadiennes en accroissant la mobilité (des étudiants et des professeurs), en organisant des conférences internationales et régionales d'avant-garde et en établissant des accords bilatéraux entre les institutions.
8. Encourager la diversification des disciplines dans le domaine des études canadiennes en appuyant les grands projets de collaboration, en assouplissant les conditions d'admissibilité aux programmes (p. ex. PBCS/PBR) dans certains pays et en permettant à des publics plus larges d'assister aux conférences.
9. Rendre les ressources électroniques plus faciles d'accès, par exemple, en créant une page Web du CIEC contenant des liens avec les bases de données et ressources gratuites pertinentes ou en offrant une bibliothèque électronique à la carte comme la *Canadian Electronic Library*.
10. Rassembler les ressources intellectuelles internationales et mettre au point des documents virtuels sur les études canadiennes qui peuvent être utilisés dans le cadre de l'apprentissage en ligne.
11. Viser et assurer la diversification des possibilités de financement et de partenariats, à l'échelle internationale et au Canada.
12. Établir une coopération et des liens internationaux et institutionnels à long terme comme les congés de recherche de longue durée, les chaires d'études canadiennes, les projets de recherche axés sur un thème, les chaires de professeur invité.
13. Établir un séminaire mondial d'étudiants sur les études canadiennes qui permette aux jeunes étudiants brillants de se réunir tous les deux ans pour discuter des grands enjeux auxquels fait face le Canada et ses relations internationales. Le CIEC peut organiser un tel séminaire en alternance avec sa conférence internationale biennale.

Annexe 1

CANADIAN STUDIES PROGRAMS SURVEY SONDAGE SUR LE PROGRAMME D'ÉTUDES CANADIENNES

A. Please check appropriate column for each program / S.V.P. cocher la colonne appropriée pour chaque programme.

Note: Some country-specific programs have been omitted. If you would like to comment some of these programs, you may do so at the Final Remarks section/ *Certains programmes destinés spécifiquement à un nombre limité de pays ont été omis. Si vous aimeriez commenter ces programmes, vous pouvez le faire à la section : « Autres commentaires ».*

	PROGRAMS/ PROGRAMMES	Maintain as is/ Maintenir tel quel	Increase access/ Augmenter l'accès	Downscale/ Diminuer	Abolish/ Abolir
1.	Faculty Enrichment Program/ <i>Bourse de complément de spécialisation (FEP/BCS)</i>				
2.	Faculty Research Program/ <i>Bourse de recherche en études canadiennes (FRP/BREC)</i>				
3.	Program for International Research Linkages/ <i>Réseaux internationaux de recherche (IRL/RIR)</i>				
4.	Regional Awards/ <i>Bourses régionales</i>				
	Canada-Asia Pacific Awards/ <i>Bourses Canada-Asie-Pacifique (CAPA/BCAP)</i>				
	Canada-Europe Awards/ <i>Bourses Canada-Europe (CEA/BCE)</i>				
	Canada-Latin America-Caribbean Awards/ <i>Bourses Canada - Amérique latine - Caraïbes (CLACA/BCALC)</i>				
5.	Library Support Program/ <i>Appui aux bibliothèques</i>				
6.	Conference Travel Assistance Program/ <i>Aide aux voyages-conférences</i>				
7.	Travelling Canadian Studies Collection/ <i>Collection itinérante en études canadiennes</i>				
8.	Doctoral Student Research Awards/ <i>Bourses de recherche de doctorat (Brazil/Brésil, India/Inde, Korea/Corée, Netherlands/Les Pays-Bas, USA/É.-U.)</i>				
9.	Databases or Resources Development/ <i>Banque de données ou développement de ressources</i>				
	1. Database on Canadianists/ <i>Banque de données sur les Canadianistes</i>				
	2. Foreign Publications and Theses Database/ <i>Base de données : Publications et thèses étrangères</i>				
	3. Canada: A Reader's Guide Database/ <i>Base de données Canada : introduction bibliographique</i>				
	4. Guide for Foreign Canadianists in Canada/ <i>Guide à l'usage des canadianistes étrangers</i>				

B. Please respond to the questions below. / Prière de répondre aux questions suivantes.

1. Please explain the reasons for increasing, downscaling or abolishing certain programs. / **Nous vous demandons d'expliquer les raisons de vos choix de réduire, d'augmenter, d'abolir, etc. les programmes.**
2. Do you have suggestions as to ways of improving existing Canadian Studies programs? **Avez-vous des suggestions pour améliorer les programmes d'études canadiennes?**
3. Do you have suggestions as to new types of programs that could be added to the existing Canadian Studies programs? **Avez-vous des suggestions de nouveaux programmes?**

TEACHING / ENSEIGNEMENT

A. Please check appropriate column. / S.V.P. cocher la colonne appropriée.

Question	Yes / Oui	No / Non
Is there sufficient opportunity for the teaching of Canadian Studies subjects? / Y a-t-il assez d'occasion pour enseigner des sujets d'études canadiennes?		
In your opinion, is the existing Faculty Enrichment Program fully used by scholars in your country? / D'après vous, les universitaires du ou des pays que votre association représente utilisent-ils suffisamment le Programme de complément de spécialisation?		
Do you have sufficient access to Canadian Studies teaching resources? / Avez-vous suffisamment accès à des ressources pour l'enseignement des études canadiennes?		
Are there initiatives to develop Canadian Studies teaching materials in your country? / Existe-t-il des initiatives de développement de ressources pédagogiques dans le ou les pays que représente votre association?		
Do you use Information and Communications Technology in Canadian Studies teaching? / Utilisez-vous les technologies de l'information et des communications dans l'enseignement des études canadiennes?		
Is there potential for e-learning or distance learning? / Existe-t-il la possibilité d'enseigner par Internet ou par distance?		

B. Please respond to the questions below. / Prière de répondre aux questions suivantes.

1. What are the most important challenges your association/centre/network is facing with respect to the teaching of Canadian Studies courses/courses with substantial Canadian Studies content? How do you want to meet these challenges? / **Quels sont les plus importants défis auxquels fait face votre association/centre/réseau, etc. par rapport à l'enseignement de cours/séminaires en études canadiennes? Comment envisagez-vous relever ces défis?**
2. Do you have suggestions as to ways of improving teaching opportunities and the development of teaching resources? / **Avez-vous des suggestions pour améliorer les occasions d'enseignement ou pour développer des ressources dans le domaines des études canadiennes?**

- Do you have suggestions as to new types of programs that could be added to improve the existing teaching opportunities and increase access to resources? / **Avez-vous des suggestions de nouveaux programmes pour améliorer les occasions d'enseignement ou augmenter l'accès aux ressources pédagogiques?**

RESEARCH / RECHERCHE

A. Please Check appropriate column. / Prière de répondre aux questions suivantes.

Question	Yes / Oui	No / Non
Is there sufficient opportunity for the research of Canadian Studies subjects? / Y a-t-il assez d'occasion pour faire de la recherche en études canadiennes?		
In your opinion, is the existing Faculty Research Program fully used by scholars in your country? / D'après vous, les universitaires du ou des pays que votre association représente utilisent-ils suffisamment le Programme de recherche en études canadiennes?		
Do you have sufficient access to Canadian Studies research resources? / Avez-vous suffisamment accès à des ressources pour la recherche en études canadiennes?		
Are there initiatives to develop access Canadian Studies research materials in your country? / Existe-t-il des initiatives de développement de ressources pédagogiques dans le ou les pays que représente votre association?		
Do you use Information and Communications Technology in your Canadian Studies research? / Utilisez-vous les technologies de l'information et des communications dans vos recherches liées aux études canadiennes?		

B. Please respond to the questions below. / Prière de répondre aux questions suivantes.

- What are in your opinion the most important challenges your association/centre/network is facing with respect to research on Canada? How do you want to meet these challenges? / **Quels sont les plus importants défis auxquels fait face votre association/centre/réseau, etc. par rapport à la recherche sur le Canada? Comment envisagez-vous relever ces défis?**
- Do you have suggestions as to ways of improving research opportunities and access to resources? / **Avez-vous des suggestions pour améliorer les occasions de recherche ou pour développer l'accès aux ressources?**
- Do you have suggestions as to programs to create new research opportunities and access to resources? / **Avez-vous des suggestions de nouveaux programmes pour améliorer les occasions d'enseignement ou augmenter l'accès aux ressources liées à la recherche?**

STUDENT RESEARCH AND MOBILITY / RECHERCHE ET MOBILITÉ ÉTUDIANTES

Please respond to the questions below. / Prière de répondre aux questions suivantes.

1. What are in your opinion the most important challenges your association/centre/network is facing with respect to student research and mobility? How do you want to meet these challenges? / **Quels sont les plus importants défis auxquels fait face votre association/centre/réseau, etc. par rapport à la recherche et la mobilité des étudiants? Comment envisagez-vous relever ces défis?**

2. Do you have suggestions as to ways of improving student research and mobility opportunities? / **Avez-vous des suggestions pour améliorer les occasions de recherche et de mobilité étudiantes?**

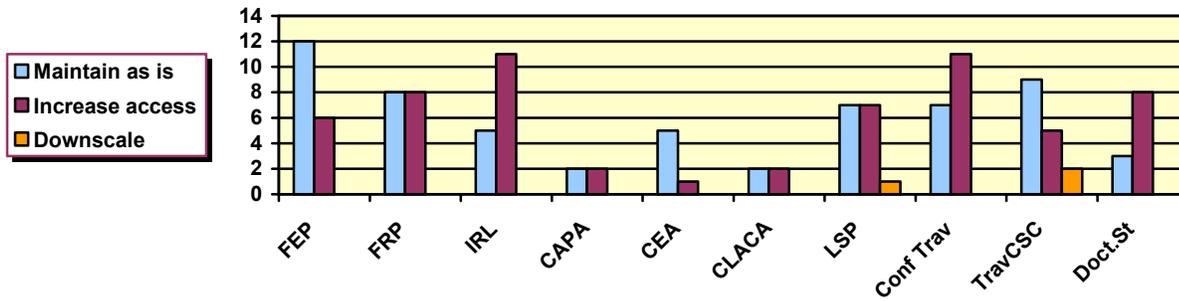
3. Do you have suggestions as to new programs that could be created to increase student research and mobility? / **Avez-vous des suggestions de nouveaux programmes pour améliorer les occasions de recherche et de mobilité étudiantes?**

ADDITIONAL REMARKS / AUTRES COMMENTAIRES

Any remarks, suggestions etc. as to the future of Canadian Studies where you are would be most welcome. / **Nous apprécierons tout autre commentaire et suggestion portant sur les études canadiennes et sur son devenir.**

Annexe 2

Report on the Canadian Studies Survey Summary of Findings



PROGRAMS	Maintain as is	Increase access	Downscale	ICCS Recommendations
FEP	67%	33%		Maintain as is
FRP	49%	51%		Increase access
IRL	31%	69%		Increase access
<i>Regional Awards</i> CAPA Asia Pacific	50%	50%		Maintain as is
CEA Europe	80%	20%		Maintain as is
CLACA Latin America/Caribbean	50%	50%		Maintain as is
LSP	46%	48%	6%	Increase access
Conference Travel Assistance	40%	60%		Increase access
Travelling Canadian Studies Collection	57%	31%	12%	Maintain as is
Doctoral Student Research Awards Brazil, India, Korea, Netherlands, USA	30%	70%		Increase access
<i>Databases or Resources Dev.</i> Database on Canadianists	40%	60%		Increase access
Foreign Publications & Theses	65%	35%		Maintain as is
Canada: A Reader's Guide	60%	40%		Maintain as is
GuideForeign Canadianists in Cda	65%	30%	5%	Should downscale

Annexe 3

FORUM SUR LES ÉTUDES CANADIENNES DU CIEC MAI 2007

Comme vous le savez, le CIEC projette de tenir à Edmonton, le 24 mai 2007, un forum sur la nature et l'avenir des études canadiennes. L'idée de ce forum, qui a surgi en raison de la nécessité, croyait-on, de savoir où vont les études canadiennes et où elles devraient aller, date en fait d'avant la décision du Conseil du Trésor qui a suscité de vives préoccupations l'an dernier. Toutefois, cette décision – même si elle a été abrogée depuis – a eu pour effet de conférer un nouveau caractère d'urgence à tout le débat et nous oblige à réfléchir sur ce que nous, canadianistes, faisons et ce que nous pourrions vouloir faire.

En fait, à titre individuel ou ensemble, nous devons relever de *nombreux* défis. Si certains – comme la question des fonds provenant du gouvernement canadien – sont partagés, d'autres s'appliquent à certains domaines, pays et institutions. Par exemple, l'effet du processus de Bologne sur l'enseignement des études canadiennes en Europe provoque actuellement beaucoup de débats... Au R.-U., ironiquement, l'exercice d'évaluation de la recherche peut en fait avoir pour effet de nuire à la recherche sur le Canada. Et plusieurs d'entre nous connaissent des institutions où l'aide et les ressources consacrées aux études canadiennes ont été réduites ou carrément supprimées...

Un forum comme celui proposé peut difficilement viser à apporter des réponses à tous les défis – et toutes les questions complexes concomitantes – auxquels nous faisons face. Mais il peut sûrement et *doit* aider à répondre à certaines questions clés. Il y a, par exemple, la question de savoir comment faire en sorte qu'un nombre suffisant de nouveaux jeunes canadianistes assurent la relève... Quelles stratégies peuvent être élaborées, dans un contexte international qui évolue rapidement, afin d'attirer de nouveaux talents et de les conserver? Il serait utile d'examiner la meilleure façon de réaliser le potentiel de l'apprentissage en ligne ou à distance. La sensibilisation est également une question qui revêt beaucoup d'importance.

Une tâche importante du forum consistera à réexaminer le rôle du CIEC (et des associations nationales) en fonction des exigences explicites et implicites du MAECI. Dans quelle mesure pouvons-nous, sans mettre en péril les idéaux que nous chérissons comme la liberté universitaire, poursuivre une *realpolitik* qui comportera, en réalité, un élargissement de la définition des études canadiennes? En fait, si elles sont bien gérées, les possibilités sont stimulantes et passionnantes, et il y a tout lieu d'être positif à ce sujet. Il est dans notre propre intérêt d'examiner de nouvelles voies, de nouvelles stratégies et de nouvelles perspectives et, en particulier, de formuler des propositions concrètes et réalistes.

La planification du forum – et l'absolue nécessité de permettre la participation active de tous ceux qui y assisteront – se poursuit actuellement. Il reste encore à résoudre certains points, dont le moindre n'est pas, par exemple, la meilleure façon de susciter cette participation active. Quelles questions faut-il discuter? Comme le forum revêt de l'importance pour nous tous, les

organisateurs accueilleront avec grand plaisir *vo*tre opinion. Quelles sont les préoccupations que vous aimeriez voir aborder? Quelles questions, à votre avis, sont les plus importantes? Avez-vous des suggestions à formuler concernant la *forme* du forum? Réfléchissez à vos idées et à vos suggestions : elles nous seront d'une utilité inestimable, car elles nous permettront de rendre le forum le plus représentatif et le plus pertinent possible.

Christopher Rolfe
Président
CIEC

*La nature interdisciplinaire des études canadiennes – l'un de ses grands plaisirs, bien entendu
– peut également constituer l'un de ses plus grands défis*

**ICCS CANADIAN STUDIES FORUM
MAY 2007**

As you know, the ICCS is planning a Forum on the nature and future of Canadian Studies, to be held in Edmonton on May 24, 2007. The idea of the Forum, which was prompted by the perceived need to understand where Canadian Studies are heading and where they should be heading, actually predates the Treasury Board decision that caused so much concern last year. However, that decision – even if since revoked – has had the effect of lending a new urgency to the whole debate and challenges us to reflect on what we, as Canadianists, are doing and what we might want to do.

In fact, as individuals or collectively, we face many challenges. If some – such as the issue of Canadian Government funding – are shared, others are specific to certain areas, countries, institutions. There is much talk at present, for example, about the effect of the Bologna Process on the teaching of Canadian Studies in Europe. In the UK, ironically, the Research Assessment Exercise can actually have the effect of frustrating research on Canada. And not a few of us will know of institutions where support and resources for Canadian Studies have been cut or withdrawn altogether.

A Forum such as the one proposed can hardly seek to come up with answers to all the challenges – and all their complex, concomitant issues – that we confront. But it surely can, and ought to help with certain key questions. There is, for example, the question of how to ensure that sufficient numbers of new, young Canadianists are coming through

‘pour assurer la relève’. What strategies can be devised, in a fast changing global scene, to attract and retain new talent? It would be useful to examine how best to realize the potential of e-learning or distance learning. Outreach, too, is an issue of major significance.

A major task of the Forum will be to re-examine the role of the ICCS (and the national associations) vis-à-vis the explicit and implicit exigencies of DFAIT. To what extent can we, without imperiling cherished ideals such as academic freedom, pursue a *realpolitik* that will mean, in effect, a widening of the definition of Canadian Studies? In fact, if properly managed, the possibilities are invigorating and exciting, and there is every reason to be positive about them. It is very much in our own interest to consider new paths, new strategies, new perspectives, and, more particularly, to engage with concrete, realistic proposals.

Planning for the Forum – and the absolute need to allow the active participation of all those who attend – is currently under way. Certain points still need to be resolved. Not least, for example, how best to effect that active participation? What questions should be discussed? Since the Forum is of importance to us all, the organizers would greatly welcome your input. What are the concerns that you would like to see addressed? Which questions, in your view, are of most significance? Do you have any suggestions regarding the shape of the Forum? Do get in touch with your ideas and suggestions: they will be invaluable in helping us make the Forum as representative and as pertinent as possible.

Christopher Rolfe
President
ICCS

The interdisciplinary nature of Canadian Studies – one of its great delights, of course – can also be one of its greatest challenges

Annexe 4

KNOWING CANADA BETTER

Rethinking the Study of Canada

A European Position Paper

A. Preamble

This position paper was written after of a special session of the European Network for Canadian Studies meeting in Paris in March 2007 with the perspective of preparing the ENCS contribution to the forum on Canadian Studies to be held in Edmonton by ICCS. Its focus is not so much on general principles, but rather on the pragmatic dimension of the study of Canada in Europe.

It has been written with the aim to respond to the increasingly changing academic universe in which the study of Canada has to operate. These changes stem from a series of developments in the wider socio-political environment. For the purpose of this paper I would like to identify three such developments:

- the rise of neo-liberalism and the development of “market” thinking in higher education;
- the Bologna Declaration of 1999 which aims at the restructuring and standardization of higher education across Europe;
- and the so called “Treasury Board Crisis” of July 2006.

Whereas adaptation to market thinking and the resulting restructuring of university finances introduced by the neo-liberal agenda is gradually and hesitatingly taking shape, “Bologna” is basically overturning familiar academic structures and introducing new ones that in some countries threaten to marginalize the study of Canada. “Bologna”, however, is not a unitary process: there are as many “Bologna’s” as there are countries participating in the process, a fact not to be overlooked. As for the recent decision of the Treasury Board to cut funding for international programs, it sent shock-waves all around the globe and prompted a tsunami of reactions, both inside and outside Canada.

These developments have made it eminently clear that it is necessary to reflect on the present state of the study of Canada in Europe and to rethink and redefine its mandate and goals. I believe that this contribution prepared from a European “point de vue” may bring some interesting ideas in the discussion on the future for Canadian Studies in the world.

B. Looking back

The basis for Canadian Studies was laid in the 1970s by the report of the Symons Commission: *To Know Ourselves: The Report of the Commission on Canadian Studies* (1975). Important stimuli underlying the Commission’s commitment to Canadian Studies were the desire to understand Canada's character and destiny as

fully as possible, and the desire to strengthen citizenship and public values.¹ In general, the Symons Commission considered as Canadian Studies:

... teaching or research in any field that, as one of its major purposes, promotes knowledge about Canada by dealing with some aspect of the country's culture, social conditions, physical setting, or place in the world. Within these terms, Canadian studies would include both work conducted along traditional disciplinary lines and work organized around a single theme or subject but drawing upon the knowledge and techniques of several disciplines (Symons, 1975:4-5).

In Canada, over the years, Canadian Studies developed into a discipline in its own right with a specific interdisciplinary approach and methodology. However, as Cameron has indicated, its standing in academia is at best problematic.² Twenty five years after his initial report, Symons came to a similar conclusion when he wrote:

Unfortunately, despite the great efforts of many, Canadian Studies has not yet captured the imagination of most of the academic community or of the wider public. There continues to be a pervasive uninterest and a continuing general condition of ignorance about the field which, indeed, often still takes the form of militant rejection.³

Although there are signs that the situation in Canada is changing, the overall picture still is rather problematic.⁴

Elsewhere in the world and particularly in Europe, the study of Canada developed quite differently. Initially heavily influenced by Canadian intellectuals traveling abroad, it acquired the character of a discipline-based area studies type of scholarly inquiry⁵ that lacks the introspective dimension and the drive for social commitment and activism so characteristic for Canadian Studies in Canada.

Internationally, the study of Canada flourished.⁶ Initially focusing on the arts and the humanities, the study of Canada gradually expanded into the social sciences.⁷ The first-ever All-European Canadian Studies conference *Canada on the Threshold of the 21st Century. European Reflection upon the Future of Canada*, held in 1990 in The Hague, Netherlands, provides ample proof of these developments. Organized with the purpose to pool intellectual resources and to prove that European Canadianists were no passive consumers of Canadian Studies but active participants in the field, the conference turned out to be a major turning point. As is clear from its program, the

¹ See Cameron 1996:25

² See Cameron 1996:38-39

³ See Symons 2000:21

⁴ I see here a special role for the Association for Canadian Studies (ACS) that should attempt to bring together top experts from various disciplines and facilitate their co-operation in nation-wide projects, teaching as well as research.

⁵ Due to political constraints it has never been possible to establish Canadian Studies as an independent discipline in European academe.

⁶ See Cameron 1996:35-36.

⁷ For an analysis of major developments see e.g. Codignola 1991, Hoerder & Gross 2004, Jaumain 2006, Lacroix 2004

conference attempted to move into new fields⁸, and it led to the establishment of the European Network for Canadian Studies (ENCS).⁹

Now a major player in the international field of Canada studies, ENCS has taken the lead in widening the scope of Canada studies. In that process, we should not forget what the foundations of Canadian Studies in Europe are. Therefore what is good should be kept and what is necessary to know Canada better in its present context should be added.

C. Studying Canada: Towards A New Research Agenda

1. Challenges

As the globalization process is gaining more and more momentum it is setting the frame-work for the agenda of the study of Canada in the early 21st century. For an extended period of time, it will provide the predominant context and reality for the study of Canada. If this study is to remain vital and relevant to Canada and Canadians, and if it is to deliver the goods, it should move in a comparative direction.

Concurrent with the growing importance of globalization and its effect on the research agenda, the change in the format of research presents an increasing challenge. For the past twenty years research procedures have become more and more rigid, tending into the direction of large-scale projects that have to look to external sources for their funding. For the study of Canada, the development of research projects at a national or transnational scale will be of the greatest importance.

Apart from the development of large scale, comparative research projects, there is the challenge of diversification in the study of Canada. If the study of Canada is to thrive, research on Canada should be extended to other disciplines than the ones traditionally dealing with the matter and address new audiences. Having started from the arts, and having moved into the humanities and social sciences, the study of Canada is now ready for another orientation.

Recently, the decision of the Treasury Board of Canada not to renew DFAIT's authority regarding terms and conditions for grants and conditions in aid of academic relations presented a new and even more serious challenge to the study of Canada abroad. Although the decision has been revoked since, these programs in aid of academic relations are now under review. For the study of Canada abroad this review has a particular emphasis on how it can be better take into account the Canadian government's foreign policy agenda while maintaining academic freedom.

2. Necessary responses

To meet the foregoing challenges an integrated approach to research on Canada is required. Thus, for ENCS our research agendas should include projects that:

- are comparative in nature

⁸ The conference addressed following topics: demographic challenges, environmental challenges, challenges to Canada's transforming economy, urbanization issues, identity issues, Canada's changing political power structure, Aboriginal issues, and the challenges to Canadian-European international co-operation. See Remie & Lacroix 1991.

⁹ Initially called European Task Force on Canadian Studies. The change of name occurred in 1996.

- are of a national or transnational scale
- address new topics and issues not or only occasionally studied previously
- reach out to non-traditional audiences, both academic and professional
- take the Canadian government's foreign policy agenda more into account
- do not impinge upon academic freedom and scientific quality.

It should be understood that the proposed change in emphasis of the research agenda is no substitute for traditional research themes, such as arts, literature, linguistics, history, sociology, and geography, but that it is adding an extra dimension to the study of Canada. In what follows, the focus is on that extra dimension.

a. The Comparative dimension

As all real learning has social ends, in the sense of its contribution to the wider society, the *point de départ* for formulating a new research agenda could follow from a reflection upon major challenges that our own societies are facing and bring in Canada as the comparing entity. Comparison thus is a two-edged sword. It is advantageous to both partners in the comparison: it allows us to attract new researchers in the field of Canada studies and at the same time it provides rich opportunities for the internationalization of the work of Canadian researchers. Many Canadian studies centers in Europe have already adopted the comparative approach, which should be further reinforced.

An excellent example of the consequences of such a project is the project of the Centre d'études canadiennes de l'Université Libre de Bruxelles *L'impact des politiques publiques et de la mobilisation des acteurs privés dans les projets de développement urbain. Étude comparée Bruxelles – Montréal*. This initiative is the result of an old PIRL project (Program for International Research Linkages, now named International Research Linkages), launched with Canadian historian Paul-André Linteau, and which enabled the comparative study of these two cities, as well as the result of a project on integration policies supported by a cooperation agreement between Québec and the Communauté française de Belgique. Created a long time ago by a very modest initial investment, the project today enables to finance for 4 years (with the money of the Government of Brussel's Region) the salary of a researcher focusing in part on the study of Canada.

b. National and European scale inter-university co-operation

High priority should be given to the development of projects on a national or European scale. This is in line with a general tendency of governments to regulate research and give priority to research programs that are nation-wide or Europe-wide in scale.

The development of such projects requires inter-university co-operation. Excellent examples of such national co-operation are the Virtual Canadian Studies project of the German Gesellschaft für Kanada Studien and the creation at the Sorbonne in Paris of the Institut des Amériques in which Canada will be well represented.

At the European level, ENCS has developed Europe-wide projects for some time now. The three All-European conferences that ENCS organized with the assistance of several national associations, all bear this character. That holds true for the conference "*Organizing Diversity. Migration Policy and Practice: Canada and*

Europe” (Berg en Dal, Netherlands, 1995), for the conference “*Recasting European and Canadian History. National Consciousness, Migration, Multicultural Lives*” (Bremen, Germany, 2000), and for the conference “*Ties That Bind. Accommodating Complex Diversity in Canada and the European Union*” (Brussels, Belgium, 2005).

Another good example of a Europe-wide large-scale comparative project is the RECODE-project, “*Responding to Complex Diversity in Europe and Canada*” that was filed by ENCS in October 2006 for approval by the European Science Foundation.¹⁰

In the recent past projects on a Europe-wide scale have e.g. been organized at the Canada Studies Centre of the University of Cordoba, Spain, 2006, where the conference “*Passage to Civil Modernity in Canada and Europe*” was held.¹¹

As the success of these conferences and projects illustrate, a regional network like ENCS can play an important and decisive role in facilitating supranational co-operation for the development of huge projects.

c. Non-traditional issues

When a second mandate for the European Task Force on Canadian Studies (in 1996 renamed European Network for Canadian Studies) was negotiated in 1995/96 an essential element of the new mandate was to help Canadian Studies in Europe expand into new, non-traditional fields, or reinforce and widen such fields as:

- human resource development (e.g. approaches to adult education, vocational training, life-long learning, distance education)
- public administration (responsibilities of government, policy frameworks, social policy, the future of the welfare state)
- law (legal pluralism, cultural products)
- social integration and cultural identity
- new technologies (information technology, information highways)
- development aid (general policies, structures, frameworks)
- economics (innovation, sustainable development, forestry, fisheries, conservation).

¹⁰ This interdisciplinary, comparative research project is intended to explore whether or to what extent the processes of globalisation, trans-nationalisation, migration, religious mobilisation and social dislocation are leading to a new configuration of social conflict. Such a possible new constellation is labelled *complex diversity*. The leading idea is that such diversity is developing at a global level, but particularly in European-style societies, where social entitlements, supranational policies and cultural diversity enjoy a considerable, but often contradictory degree of legitimacy. In this perspective, Canada offers some interesting similarities and contrasts with Europe. This programme tries therefore to identify the cleavages and normative issues that this new constellation raises on both continents, and to develop expertise in the institutions, public policies and cultural resources that can respond to them.

¹¹ At a Spanish association meeting several historians who had worked together on history projects met by chance. They came from various different universities – McGill, UQAM, Brussels, Angers and others. All work in areas related to the idea of the marginal and marginality in history – criminals, prostitutes, the poor. They decided to hold a conference on the phenomenon of marginal types in the world of liberalism, from the end of the early 1800s to the present. The research they presented was very up to date. Forty scholars, among them fifteen Canadianists, presented their research. The Cordoba conference was not exactly a comparative conference as such, but rather one where each scholar presents a paper on his/her own area of expertise, in Europe or Canada. The comparative element emerged from the confrontation of the various papers in each session and in the conference as a whole.

Canadian studies associations, united in ENCS, have adopted these objectives and have started to address such issues.

The issues listed above are but a few of the many examples of new themes that could be addressed. For the further development of Canada studies it will be essential that DFAIT clearly expresses what issues should have a priority. Only then can the international study of Canada respond to Ottawa's wish that Canada Studies Abroad takes the Government's foreign policy agenda more into account.

d. Outreach

In the past, several attempts have been made to address non-traditional and non-academic audiences. Examples of ENCS' attempts at such outreach were:

- the 1995 Bergen Dal Conference (participation of policy-makers, legal experts, lawyers);
- the 2000 Bremen conference that included specialists on cultural diversity in Europe who were exposed to things Canadian, and a special post conference seminar for professionals teaching at secondary school in the Land Bremen.
- the 2005 Bruxelles conference that brought together state of the art specialist on management of cultural diversity.

In all of these cases it was noted that there was great reluctance on the part of policy makers and other professionals to engage in academic conferences.¹² Conferences, seminars, projects should therefore be formatted in such a way that certain sessions are made attractive to the non-academic community i.e. where possible, there should be an important practical and applied dimension. Recent examples of this new way of working are the conferences that AFEC organized in Valenciennes on the Suburbs (with the Centre d'études canadiennes de l'ULB) and in Saumur in 2006. In both cases representatives of local government and professionals participated.¹³

Outreach should not be limited to academic affairs; it should also apply to finances. By looking for different audiences, ENCS and the associations could possibly also identify different sources of financing. Co-operation with the Reconstituting Democracy (RECON) project (co-ordinator: John-Erik Fossum, ARENA, Oslo, Norway), has given ENCS access to resources hitherto not available. RECON is an integrated project, financed by the European Commission's Sixth Framework Program, "Citizens and Governance in a Knowledge-Based Society". It seeks to clarify whether democracy is possible under conditions of multilevel governance.¹⁴

¹² The Association for Canadian Studies in the Netherlands (ACSN) had the same experience when it recently (November 2006) organized a seminar on economic innovation: representatives of the business community were conspicuously absent in Maastricht.

¹³ This fact was not known at DFAIT, which points at the existence of important lacunae in communication between the Canadian Studies field and the department.

¹⁴ ENCS co-operates with RECON in Work Package 9 (Global Trans-nationalisation and Democratisation Compared). WP-9 examines the conditions and prospects of democratization in trans-national legal and political arrangements. One sub-project examines how flexible and malleable the state-centred model is in terms of post-national democratic inclusion/'cosmopolitisation', and compares the EU with Canada on this count.

Another way of diversifying funding is the promotion of strategic partnerships and research co-operation with Canadian research institutes that have access to research funding organisations such as SSHRC, Metropolis, Forum of Federations, etc.

e. Taking the Canadian government's foreign policy agenda into account

For the formulation of “relevant” research projects it is important to know what DFAIT considers important. A closer look on DFAIT’s website indicates that peace and security, bilateral relations with the United States, sustainable economic development, competitiveness, democracy, rule of law, human rights, and the management of diversity are priority issues on Canada’s foreign policy agenda.¹⁵ At first sight some of these issues seem far removed from the traditional Canada Studies research agenda, but if one thinks of the societal, ethical, political, legal and cultural etc. consequences of these issues that keep Canadians and ourselves busy in shaping our lives, one realizes that they have are not only worthwhile to address, but also that they should be addressed with some urgency.¹⁶

The European Network should therefore develop a limited and prioritized list of projects related to these priority issues and promote their implementation. In turn, DFAIT should make part of its funding available for prioritized projects. Stakeholders could then compete for such funding.

f. Academic freedom and scientific quality

Academic freedom should at all times be a basic tenet of what we are doing in academe and taking into account Canada’s foreign policy agenda should never bring it into jeopardy. But on the other hand we should not develop paranoia towards doing research that has an applied or practical dimension and take a non-committal stance. As a matter of fact, both the European Union and the national governments in Europe all do “steer” research through their funding mechanisms, a practice we are now fully accustomed to and generally at ease with. We should therefore realize that Ottawa is not asking us to implement its foreign policy; it asks that we address issues that relate to its foreign policy agenda. It does not stipulate the way in which we should approach those matters! That’s where our intellectual freedom comes in and that’s where we can assist Canada most: by adopting a neutral and detached view. Scientific

¹⁵ Examples of possible projects that are connected to these priority issues are e.g. environmental issues, such as climate change and its consequences, sustainable development, trade and environment, sustainable forest management, the handling of hazardous and toxic substances, biodiversity and bio-safety, genetic resources for food and agriculture, air and marine pollution, whaling, protection of and access to fresh-water. In the field of human rights and humanitarian issues, projects could be developed addressing issues related to violations of human rights, refugees and internally displaced persons, access and assistance to vulnerable populations, humanitarian impact of sanctions, protection of civilians in armed conflicts, protection and advancement of women’s human rights, full, equal and effective participation of women in the decision-taking process, violence against women, child protection etc. And with respect to social development projects related to migration and cultural diversity, inclusion and exclusion in society, poverty and marginality, urban and suburban issues, access to basic societal resources, responses to criminality, health policy, youth and education, the changing welfare state and its consequences, management of diversity, and aboriginal issues could be developed.

¹⁶ Several Canadian studies conferences have already touched upon such issues, see e.g. the colloquium *Mémoire de guerre et construction de la paix. Mentalités et choix politiques. Belgique-Europe-Canada*, the proceedings of which have been launched by the Canadian ambassador to NATO.

quality, however, should at all times be the criterion by which our projects are measured.

g. Resources

In conclusion of this paragraph on research, a few words should be said about the instruments for promoting the development of research projects among the lines discussed above. So far the Faculty Research Program and the Program for International Research Linkages have been the main instruments. Both have proven to be effective tools, but their effectiveness could be improved. FRP and PIRL programs should be more geared toward the support of programs that are comparative in nature, that are of a national or transnational scale, that address new topics and issues not studied previously, and that reach out to non-traditional audiences, both academic and professional.

So far every faculty member from a country where the program is available can apply for an FRP grant. To make it a more powerful tool in the promotion of comparative research on Canada FRP and PIRL-accessibility should be closer linked to research projects that are part of larger prioritized programs mentioned above. This makes for a more efficient use of funds available.

A new tool for the promotion of “new” research is the funding of short-term research chairs that are connected to prioritized programs. Such funding could open the way for matching sponsorship funds, be it public or private.

Conferences, seminars, lecture tours etc. are important means to communicate results of research. To facilitate this, researchers should be enabled to meet with their Canadian counterparts. Therefore a Conference Participation Program should be established to facilitate the exchange of research results.

As far as Ph.D. students are concerned, it would be a great advantage to their studies if a system of co-supervision (*cotutelle*) could be set up to enable them to profit more from existing Canadian expertise. Under such a system the European or Canadian student would spend part of his (her) studies in Canada, and, at the end, have two diplomas: a European Ph.D. and a Canadian Ph.D. Such a system, it should be clear, would require adequate financial support to enable the student to spend some time at a Canadian university.

D. Teaching Canada

As research drives teaching, this discussion paper now turns to the teaching of Canada.

1. Challenges

The implementation of the Bologna Declaration (1999) is by far the greatest challenge for the study of Canada in Europe. The Bologna process is to lead to a homogenization of university curricula by introducing a higher education system essentially based on two main cycles, to design scenarios for mutual acceptance of evaluation and accreditation/certification mechanisms, to co-operate in quality assurance, to collaborate in creation of a common framework of reference, and to disseminate best practices.

In many countries the implementation of Bologna has led to a return of disciplinary entrenchment and in the process area studies are becoming more and more marginalized. Through accreditation processes governments tend to regulate the content of courses which gives the teaching of things Canadian much less leeway than before. The challenge therefore is how to guarantee the continuation of the teaching of Canada as part of the university curricula.

The teaching of Canada is not only challenged by the introduction of new academic structures and quality assessment procedures, demography is also an important challenge. The majority of the academic teaching staff is nearing retirement age and in view of the foregoing their replacement is not automatic. Means will have to be developed to pool intellectual resources and to make the study of Canada attractive to young students and faculty.

2. Possible responses

Where area studies courses run the risk of disappearing from university curricula, one of the solutions for safeguarding the continuation of the teaching of Canada seems to be the inclusion of Canadian content in existing disciplinary courses. This should be done at both the BA and the MA level. An important instrument to realize this is the Faculty Enrichment Program. This program should be made more flexible so that it can act as a more efficient tool to add Canadian content to existing courses.

Thus far the FEP program is mostly geared to the development of courses with a Canadian content of 50 per cent, or (preferably) more. The nature of the Bologna process makes it necessary to overhaul the Faculty Enrichment Program and make it more flexible, with 20 or 25 per cent of Canadian content as a the minimum limit. FEP should also be accessible to faculty from more disciplines than those traditionally covered by the program.

Another necessary measure to be taken is the pooling of intellectual resources. Inter-university co-operation is an important tool here. Several countries (e.g. Germany, Spain, France) are already working at the establishment of such a program through combining courses from several universities towards an MA degree. In Paris, an MA program is in the course of being established at the Sorbonne.

Under Bologna, accreditation of programs is a national responsibility. On these grounds, the creation of a distinct degree programme at the trans-national level is *de facto* impossible. So it makes more sense to look for other means of optimizing Canadian Studies opportunities in Europe. The most promising idea is that of working towards a multidisciplinary concentration of Canadian Studies opportunities at one university during a single semester. Students and, to a lesser extent, teachers could come to this university during the semester within the Erasmus programme, thus ensuring that costs would be kept to a minimum; beyond a certain modest sum for administration, these costs would be covered by the Erasmus programme itself. In addition, visiting Canadian faculty could be brought in; this would probably constitute the only element requiring additional outside funding. At the ENCS meeting in Paris it was decided that such a system would be tested during a pilot project that will be set up and take place at Masaryk University in Brno, Czech Republic.

Other possibilities for pooling intellectual resources and promoting the teaching of Canada are the establishment of a European Summer Seminar in Canadian Studies and the through distance education. Preparations for the establishment of a European Summer Seminar at the University of Graz, Austria, have started and an inquiry into the possibility and feasibility of developing E-teaching and E-learning resources for Canadian studies is being considered.

E. Rejuvenation

While many Canadian Studies faculty around the world are approaching retirement age, a considerable number of young Canadianists is “sur place” but not yet fully in position to take their place. To keep this incipient pool of knowledge on Canada intact and to expand it so that its continuity can be safeguarded, a series of measures is necessary.

1. A need for more scholarships

A very important reason why the study of Canada could prosper so much during the last three decades was the fact that practically all those who were involved had Canada-exposure when they were students or young faculty. An elaborate system of scholarships existed, initially from the Canada Council, later from the Government of Canada. During the last ten years this system has been systematically destroyed by thoughtless budget cuts and irresponsible policy measures that lead to an isolationist tendency in a world that is craving for international academic exchange, a point stressed at the meeting of the G-8 ministers of education and human resources held in Moscow in May 2006. The highest priority should be given to a reinstatement (where applicable) or expansion of the Government of Canada Awards with the purpose to give Canada-exposure to a new generation of students to promote the interest in the study of Canada among the youth.

Students from Europe who have completed a doctoral thesis on a topic primarily related to Canada should be enabled to visit a Canadian university for a teaching or research fellowship. The present ICCS program is too limited.

2. Expansion of Canada Studies Internship Program

This program, that enables young Canadian and foreign academics that have completed a doctoral thesis on a topic primarily related to Canada to visit a Canadian or foreign university with a Canadian Studies program for a teaching or research fellowship, is of the greatest importance for the personal and professional formation of young scholars. This program should be expanded and areas of importance to Canada’s foreign policy should be targeted.

3. Expanding regional networks and inter-network exchange

Regional networks should be set up in the Asia-Pacific area and on the North American continent. These networks should establish their own graduate student seminars. Exchange between all these networks should be promoted.

4. Towards a World Student Seminar on Canada Studies

Finally, there should be a forum where the brightest and most promising young students from all over the world who are engaged in the study of Canada could meet and exchange ideas and discuss research results with their Canadian counterparts.

ICCS should therefore develop a World Student Seminar on Canada Studies as an annual or biennial program. Experience with student seminars acquired in Europe and Latin America (Seminecal) could be drawn on in developing such a world seminar

F. Resources

There are many resources available for conducting the study of Canada. The problem quite often is that of accessibility. The use of modern technical means should facilitate this process.

Where resources are not available, they should be developed. A good case in point is the initiative of GKS to experiment with virtual Canada Studies: at the moment three online courses on Canadian Geography, Canadian History and English Canadian Literature are available. Official recognition, however, is still a problem. Once this is solved, this teaching instrument could be fully developed.

The German example could be copied elsewhere, both on a national and on a trans-national basis. ENCS could take the lead in developing Europe-wide system of E-teaching through the use of Virtual Canada Studies resources.

G. Communication

The ICCS Strategic Plan 2005-2008 refers to an urgent need to inform Canadians about the worldwide interest in Canada. The Canadian public is generally not aware of the benefits of investing in Canadian Studies. An attempt to remedy this could be the reinstatement of the Canada Lecture Tours program, whereby experts on Canada from abroad address a wide array of audiences.

An important category of Canadians that should be better informed about what is happening in the study and teaching of Canada are Embassy personnel and people working in the higher echelons of DFAIT. As for the first category, ICCS could perform an important task in briefing diplomats and bureaucrats that go on posting about Canada related activities that take place in the countries they are being sent to.

With respect to the second category following should be remarked. A recent visit to Ottawa made it eminently clear that the higher bureaucracy of the Department of Foreign Affairs and International Trade is hardly aware of what takes place at grassroots level. Reports, or their executive summaries, are not well read or not read at all. One can only guess at the reasons why. However, it is more important to remedy this state of affairs. There is a special role here for ICCS and its president who should establish a system of regular briefing and debriefing with officials of the Department of Foreign Affairs and International Trade Canada.

H. Funding the study of Canada

The Treasury Board decision, now partially revoked, amply demonstrates that the government of Canada and the Department of Foreign Affairs and International Trade (DFAIT) are not fully aware of or have doubts about the cost-effectiveness of the international Canadian Studies program. In this respect, DFAIT should be reminded of a fact already emphasized in 1994, when ICCS representatives appeared before the joint parliamentary commission that reviewed Canada's foreign policy. They made it eminently clear that every dollar that Canada invests in its international academic program generates at least six, but most likely more dollars at the receiving end.

European academic institutions pay for the salaries of professors involved in the study of Canada and provide the office space and communication facilities that they need to carry out their work.¹⁷ DFAIT should realize that such substantial funding for the study of Canada is heavily dependent upon the availability of seed money. Apart from in kind contributions by universities (salaries and infrastructure), national and European research funding organizations do provide a considerable amount of money for research on Canada, money that is mostly spent in Canada on research visits, conference participation, procurement of books etc.¹⁸

ENCS is fully aware of the fact that not all associations do perform in the same way. It would understand and accept a type of financing that differs from the present one, where associations do receive year after year the same amount of financial support from Ottawa. For those associations that are very active, this is not a very stimulating situation. Instead of a strictly national system of funding, one could opt for a new system whereby at a national level each association receives a membership-related fixed amount for carrying out basic functions. At a regional level a flexible amount should be available for the funding of projects that are of high quality and relevant to DFAIT.¹⁹ Such a system of funding, to which ENCS members are already accustomed at the European level, would make for increased competition and stimulate academic excellence.

I. Postscript

At the end of this position paper I would like to thank my colleagues from the European Network for Canadian Studies, in particular its convenor, Prof. Serge Jaumain, for their invaluable comments on a earlier version of this paper. With them I share the conviction that we are at the threshold of a new, third phase in the study of Canada, and with them I share the conviction that we are ready and prepared to meet the many challenges that this new phase presents.

Cornelius Remie
ICCS President-elect

Nijmegen, April 2007

¹⁷ If an estimated 15 per cent of the 2,500 Canadianists in Europe are actively involved in teaching and research on Canada and spend 25 per cent of their time on “things Canadian”, the European salary contribution to the study of Canada amounts to over CAD 8,300,000. This calculation is based on an average salary of € 5,500 (before taxes) per month for Western Europe and an average salary of € 1,150 (before taxes) per month for Central and Eastern Europe. Add to this the infrastructural support (estimated at 20 per cent of the salary volume) and one arrives at a total annual European contribution to the study of Canada of close to CAD 10,000,000. If one adds the finances received from European research funds, the total amount is considerably higher.

¹⁸ An excellent example of such spending is the conference *Migrations, transferts et échanges de part et d'autre de l'Atlantique : Europe, Canada, Amérique* that the French Comité des travaux historiques et scientifiques (CTHS) organizes, at the initiative of its Canadian Studies practitioners, in the city of Quebec in 2008. It is the first time that such a conference will be held outside of France and it is expected that close to 400 scholars from various disciplines will participate in the event.

¹⁹ ICCS and ENCS could play an important role in assessing such projects.

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Annexe 5

UNE NOUVELLE APPROACHE AUX ÉTUDES CANADIENNES

Chères et chers ami(e)s canadianistes,

Le programme d'études canadiennes tel que nous le connaissons existe depuis plus de 30 ans et connaît un réel succès. Cependant, il doit maintenant composer avec l'évolution de son environnement sur les plans universitaire, gouvernemental et social. C'est une constatation à laquelle vous mêmes êtes parvenus et qui s'est concrétisée en mai dernier par le lancement d'une vaste consultation sur l'état du programme et de ses composantes par le Conseil international d'études canadiennes (CIEC).

Affaires étrangères et Commerce international Canada (MAECI) pense aussi qu'il y a place à l'amélioration et a entrepris lui-même de revoir tous ses programmes de relations académiques. Dans ce processus d'amélioration des programmes nous voulons nous assurer de travailler de près avec tous les intervenants afin que le programme d'études canadiennes s'adapte le mieux possible aux priorités du gouvernement canadien et aux besoins des canadianistes.

La révision du programme est donc en cours et se fait en vue de parvenir à une approche plus stratégique et mieux ciblée des études canadiennes qui fera partie de l'approche globale du Canada envers la diplomatie ouverte et l'éducation internationale. Ce programme doit donc s'adapter aux priorités gouvernementales et ministérielles en s'appuyant sur les synergies d'autres activités telles la promotion des activités éducatives, la mobilité étudiante et les bourses.

Nous avons déjà consulté ceux et celles qui oeuvrent dans le domaine au sein du Ministère et de nos missions à l'étranger et voulons maintenant vous soumettre les différents aspects de ces consultations afin d'avoir aussi votre opinion même si nous avons eu des discussions avec certains d'entre vous et avons eu constater que notre approche allait dans une direction similaire à celle que vous pensez prendre. Comme vous le savez probablement, le 24 mai 2007, à Edmonton, à l'occasion de la réunion annuelle générale du CIEC, il y aura un forum sur l'avenir des études canadiennes et nous profiterons de l'occasion pour recueillir vos suggestions sur cette nouvelle approche. Il est donc très important que vous fassiez parvenir vos commentaires suffisamment tôt au (à la) président(e) de votre association afin qu'il (elle) soit en mesure de nous faire connaître votre point de vue et ce même si certain(e)s d'entre vous avez déjà été consulté(e)s par nos collègues à l'étranger. Nous mettrons la touche finale à la nouvelle architecture du programme après le forum. Comme la consultation n'est pas terminée, nous ne pouvons vous donner tous les détails mais avons tenté dans les lignes qui suivent de vous procurer un maximum d'éléments vous permettant de vous faire une opinion.

UNE NOUVELLE APPROCHE

La nouvelle approche, qui continuera à respecter la liberté académique, devra être mieux ciblée pour appuyer les activités (enseignement, conférences, séminaires, recherche, etc.) dans des domaines pertinents au Canada et en appui aux stratégies régionales. Le gouvernement canadien a identifié certaines priorités dont il sera tenu compte lors de l'attribution des ressources via les différentes composantes du programme mais cela ne signifie pas que les autres domaines seront laissés pour compte.

Les principales priorités identifiées sont:

- La paix et la sécurité;
- Le partenariat nord-américain (incluant les questions importantes relatives aux relations Canada-Etats-Unis);
- Le développement économique et la prospérité;
- La démocratie, les règles de droit, les droits humains;
- La gestion de la diversité;
- L'environnement.

Rappelons ici qu'il s'agit de priorités, donc n'excluant pas d'autres questions relatives à la promotion d'une meilleure connaissance du Canada, ses valeurs, et sa culture.

Pour un vrai renouveau du programme, nous considérons qu'une approche mieux ciblée et orientée vers les résultats est essentielle et implique:

- que plusieurs composantes du programme seront dorénavant compétitives. C'est déjà le cas pour les bourses et prix de même que pour laide aux centres dans certains pays. Nous étendrons cette pratique de façon plus large;
- que, dans les compétitions, en plus de la qualité académique des dossiers, la préséance sera donnée aux projets tenant compte des priorités du gouvernement et des stratégies de pays;
- de mettre l'emphase sur les jeunes et sur le besoin de s'attacher les meilleurs et plus brillants;
- que lorsque c'est possible, il faut tenter d'intégrer la promotion des activités éducatives à celles en études canadiennes afin de maximiser nos investissements et de promouvoir auprès des étudiants étrangers l'intérêt à considérer le Canada comme destination pour poursuivre leurs études;
- de favoriser la promotion des liens institutionnels et de la recherche collaborative sur les questions prioritaires entre les établissements canadiens et étrangers via des partenariats novateurs;
- de mieux communiquer les succès du programme au Canada et à l'étranger;
- de mieux mesurer les résultats.

UNE PROGRAMMATION CIBLÉE

En plus de revoir les composantes existantes du programme, nous explorons la possibilité

d'en développer de nouvelles (dépendant des ressources disponibles) destinées à répondre aux questions prioritaires telles :

- Un programme de conférences thématiques cherchant à diversifier la participation des intéressés, incluant les représentants des gouvernements, les ONG, les gens d'affaires, les universitaires, les étudiants et les experts canadiens. Le programme pourrait être adapté chaque région en visant essentiellement des thèmes d'actualité et importants sur le Canada, ses relations avec le pays ou la région, et ses intérêts internationaux. L'aide apportée servirait à aider l'établissement organisateur à tenir la conférence et en publier les actes. Compétitif et offert partout dans le monde, l'évaluation des propositions tiendrait compte de la pertinence du projet avec les relations du Canada dans le pays ou la région, des possibilités de coopération avec des partenaires canadiens, de la nature des participants (étudiants, organisations non gouvernementales, public en général, représentants de gouvernements locaux, secteur privé, etc.).
- Des débats d'étudiants gradués canadiens et étrangers, éventuellement organisés en parallèle avec les conférences régionales : Dans le cadre des conférences thématiques citées plus haut, ou dans celui des conférences statutaires des associations, une session pourrait être réservée aux étudiants gradués afin qu'ils débattent sur des questions d'intérêt reliées aux diverses priorités. Les propositions seraient séparées des demandes annuelles de subvention et seraient évaluées en fonction du sujet débattu, de la qualification des participants, de l'auditoire prévu, etc.
- Offrir les bourses de recherche de doctorat : afin de venir en aide à des étudiants de troisième cycle inscrits à temps plein dans des établissements d'enseignement supérieur, et dont le projet de thèse est pertinent de façon significative au Canada. Les bourses serviraient à les aider à entreprendre leur recherche de doctorat au Canada. Ce programme est déjà offert dans certains pays mais nous l'offririons dans des régions d'intérêt stratégique. Les candidatures seraient évaluées par des universitaires, tout d'abord au mérite, puis tenant compte des priorités du gouvernement canadien et des objectifs stratégiques.
- Un programme de leadership canadien : basé sur une approche régionale, ce programme permettrait d'envoyer des experts canadiens (universitaires, chercheurs, hauts fonctionnaires, politiciens, journalistes, etc.) dans différentes régions pour parler de questions pertinentes aux objectifs de politique étrangère. Les événements seraient organisés grâce à un partenariat entre les missions canadiennes locales et les universités ou autres organisations de haut profil qui seraient responsables de faire la promotion de l'événement et de cibler l'auditoire. Ce programme serait compétitif et disponible partout dans le monde. L'évaluation des propositions prendrait en considération la nature du partenariat (incluant une participation aux coûts), le lien avec les intérêts stratégiques canadiens dans la région, les partenariats impliquant plus d'un pays, l'auditoire visé, la couverture médiatique anticipée;
- Élargir le champ des études canadiennes de façon à appuyer les établissements étrangers voulant développer des programmes encourageant la mobilité étudiante

(échanges, visites d'études, stages au Canada et/ou à l'étranger, bourses, etc.). Nous pensons par exemple à mettre sur pieds un programme qui permettrait aux étudiants étrangers inscrits dans des programmes d'études canadiennes à l'étranger, de venir compléter leur formation dans des universités canadiennes offrant aussi des programmes d'études canadiennes. Nous pensons aussi mettre en place un programme de stages par lequel le stagiaire canadien à l'étranger, allouerait une partie de son temps à la promotion des services éducatifs (là où il n'y a pas de bureaux du CECN), et des programmes jeunesse;

- Créer un fonds pour les projets stratégiques novateurs reliés aux activités d'éducation internationale. Destinée plus à nos missions à l'étranger qu'à nos partenaires canadianistes, cette initiative impliquerait tout de même que nos missions créent un partenariat avec une organisation locale. Ce fonds servirait à appuyer des projets spécifiques reliés étroitement aux stratégies de pays, surtout au niveau régional.

Votre apport à cet exercice est crucial. Ce qui précède est notre vision de ce que pourrait être le programme compte-tenu des différents impératifs que nous devons respecter et de notre désir de continuer à pouvoir compter sur des programmes qui ont fait leurs preuves.

Prière de faire parvenir vos commentaires au (à la) président(e) de votre association qui à son tour les relaiera au (à la) représentant(e) de votre association à la réunion générale annuelle du CIEC.

Merci à l'avance de votre aide.

Jean Labrie
Directeur adjoint
Éducation internationale et jeunesse
MAECI

A NEW APPROACH TO CANADIAN STUDIES

Dear Canadianist friends,

The Canadian Studies Program as we know it has been in existence for more than 30 years and has been very successful. However, it has now to take into account the evolution of the academic, governmental and social environments. You realized that also to the point where the Canadianist community, through the International Council for

Canadian Studies (ICCS) launched a broad consultation on the program and its components last May.

Foreign Affairs and International Trade Canada (DFAIT) also considers that there is room for improvement and is undergoing a review of all its academic relations programs. As we move forward in revamping DFAIT's academic relations program, we want to ensure we are working closely with all the stakeholders so the program will be better adapted to governmental priorities and Canadianists' needs.

A review of the Program is therefore under way and is directed towards a more strategic and targeted approach to Canadian Studies as part of Canada's overall approach to public diplomacy and international education. This program must be aligned to government and department priorities, building on synergies with other activities such as education marketing, youth mobility and scholarships.

We have already consulted our colleagues in the Department in Ottawa as well as those in Canadian missions who work on the program and we now want to submit to you the aspects of this consultation in order to get your opinion even if we have already spoken to some of you and were able to realize that our approach was similar to the one you may envisage. As you probably know, on May 24, 2007, in Edmonton, at the occasion of the Annual General Meeting of the ICCS, there will be a forum on the future of Canadian Studies and we would like to take that opportunity to gather your suggestions regarding this new approach. It is therefore of the outmost importance that you send your comments to the president of your association soon enough to leave her/him enough time to let us know your views even if some of you have already been consulted by our colleagues abroad. After that forum we will finalize the architecture of the new program. As the process is not yet completed, we cannot go in too much details but in an attempt to give you as much information as possible to make your own opinion, we have prepared the following.

A NEW APPROACH

The new approach, while continuing to respect academic freedom, should be better targeted to support activities (teaching, conferences, seminars, research, etc.) in areas of policy relevance to Canada and supportive of regional strategies. The Canadian Government has identified some priorities that will be taken into account when allocating resources through the various components of the program. That does not mean that fields not directly related to these priorities will be abandoned.

Priority Issues:

- Peace and Security;
- North America Partnership (including key Canada-US bilateral issues);
- Economic Development and Competitiveness;
- Democracy, rule of law, human rights;
- Managing Diversity;
- Environment.

Once again, those are priorities therefore it does not exclude other issues related to enhancing and promoting a better knowledge of Canada, its values and culture.

Essential to a real renewal of the program we consider there is a need for a more focused

and results-oriented approach, including:

- several components to run on a competitive basis. It is already the case for awards as well as support for Canadian Studies centres in some countries. We would apply this practice more widely;
- in these competitions, in addition to academic merit, preference will be given to projects which relate to government priorities and country strategies;
- increased focus on youth and connecting the best and brightest to Canada.
- integrate education marketing, where possible, to Canadian Studies activities to leverage our investments and promote interest among foreign students to consider Canada as a study destination.
- promote institutional linkages and research collaboration on priority issues between Canadian and foreign institutions through innovative partnerships.
- better communicate program success in Canada as well as abroad.
- better measurement of results.

TARGETED PROGRAMMING

In addition to review existing program components, we are exploring the development of new ones (subject to available resources) to respond to priority issues, such as:

- A Thematic Conference Grant Program: seeking a diversified participation by stakeholders including government representatives, NGOs, business sector, academics, students and Canadian experts. Such programs could be adapted to each region aiming to address important and timely issues about Canada, its relationship with a country or region, and its international affairs. Support provided would be designed to assist the organizing institution in holding the event and publishing the resulting papers and proceedings. Run on a competitive basis and offered throughout the world, assessment of proposals would include relevance to Canada-country/ region relations, collaboration with Canadian partners, who is engaged (students, NGO's, general public, local government representatives, private sector, etc.);
- Graduate Student Debates, perhaps organized in parallel with regional conferences: Within the framework of the above mentioned thematic conferences, or the statutory conference of an association, a panel could be devoted to graduate students for debating on issues of interest related to priorities issues. Proposal would be distinct from the annual grant requests and would be evaluated in light of the topic to be debated, qualification of participants, expected audience, etc.;
- A Graduate Students Research Award Program: to assist full-time graduate students at degree-granting institutions of higher education, whose dissertations are related in substantial part to Canada. Those awards would help them to undertake doctoral research in Canada. This program is already offered in some countries but we would extend it in region of strategic interest. Candidates would be evaluated by academics, first on the basis of academic merit, then taking into

account the priorities of the Canadian Government and strategic objectives.;

- Canadian Academic Leadership Program: based on a regional approach, this program would send top notch Canadian academics and researchers, and/or current or potential leaders in government, politics and the media to different regions of the world to speak on topics relevant to foreign policy objectives. Events would be organized in collaboration with local universities and other high profile organizations that would promote the event and secure a targeted audience. The program would be competitive and available everywhere in the world. Evaluation of proposals would take into account partnership with academia, business and/or civil society (including cost-sharing), linkages to regional/country strategies and Canadian foreign policy, multi country or regional partnerships, target audience(s), anticipated media coverage;
- Broadening the reach of Canadian Studies activities by supporting foreign institutions in developing programs that encourage student mobility (exchanges, study tours, internships to Canada, scholarships, etc.). We think about implementing a program that would allow foreign students registered in Canadian Studies programs to complete their education in Canadian Studies programs offered by Canadian institutions. We also think about implementing an internship program where the Canadian intern working abroad would devote part of his/her time to education marketing (where there are no CECN offices), and youth programs;
- A fund for innovative strategic projects that relate to international education activities. Even if this component would be more directed to our Canadian missions abroad, it would imply that the missions get into a partnership with a local organization. The fund would support specific projects closely linked to country strategies, especially at the regional level.

Your views are crucial to this exercise. The above-described approach is our vision on how the program could be looking, taking into account the various elements we need to consider at the governmental level and our willingness to continue to count on programs proven successful.

Please send your comments to the president of your association who, in turn, will forward them to your representative at the Annual General Meeting of ICCS.

Thank you in advance for your help.

Jean Labrie
Deputy Director
International Education and Youth
DFAIT

Annexe 6

Media Projection of International Canadian Studies within Canada

1. This document is written as a result of a conversation with ICCS President Christopher Rolfe. It suggests that international Canadianists can help those who argue our case in Ottawa by projecting our activities within Canada.
2. The suggestion is that national associations (with ACSI and BACS as pioneers) should organise themselves to make available active members for telephone interviewed by radio talk shows across Canada.
3. Talk Radio in North America consumes large amounts of interviews and human-interest items. It should be possible to interest radio stations and talk-show producers and hosts in material that speaks to Canadians about their country from overseas and in international accents.
4. ICCS, no doubt in consultation with government media relations specialists, would identify and contact appropriate programme outlets.
5. ACSI and BACS would co-ordinate volunteer participants.
6. Participants would be asked to supply the following outline information:
 - a. Name [with note on pronunciation if needed], brief biographical details, contact telephone number and times of availability.
 - b. Research/teaching interests related to Canada.
 - c. Brief explanation of how these originated.
 - d. "Highlights" of interesting/striking material (e.g. I should stress my work on John A. Macdonald's alcohol problem).
 - e. Comment on the value of bringing a non-Canadian perspective to Canadian Studies issues.
 - f. Any information relating to student interest.
 - g. Any specific regional focus which might interest a radio station in that part of Canada.
 - h. Language competence (English, French).
7. Participants would be encouraged to mention the importance of Government of Canada awards in sustaining their research/teaching, e.g. stressing that the project would not otherwise have been possible, that the award supported travel to some part of Canada off the tourist track, that the cash went back into the Canadian economy, that the home University in Ireland or Britain provides support in-kind.
8. Participants would be supplied with advice sheets giving advice on how to handle awkward questions. These would also supply briefing information on ICCS activities.

Ged Martin, Shanacoole, Youghal, County Cork, Ireland

gedmartin@hotmail.com

22 March 2007 / revised 1 May 2007

Annexe 7

8 May 2007

As you will know, the South African Association of Canadian Studies (SAACS) was formally constituted at the end of 2006. Though still small, it is fairly active, and, as the first Association of its kind in Africa, we feel we have the future potential to generate considerable interest in Canadian Studies in our region, and academic exchange of various kinds.

As I am unable to attend the ICCS AGM in May, the executive committee at its last meeting (11 April 2007) asked me to write to you to indicate our concern when we read the policy document from the Department of Foreign Affairs (New Approach to Canadian Studies) about new priorities for Canadian Studies Associations. Please use our comments as you see fit when you deliberate this matter.

Our Constitution is clear that SAACS' main objective is to "explore inter-disciplinary, multi-disciplinary and comparative approaches to Canadian/South African-Canadian Studies" and to encourage the research and teaching of Canadian Studies or fields of study of mutual interest to South African and Canadians. Our founding document was explicit about the meaning of "mutual interest"; purely Canadian interests, defined externally, would not dictate our priorities; active local participation would be key to determining those priorities.

The committee and our membership's interest in Canadian Studies were thus always premised on the fact that there would be considerable academic freedom in the choices we make about strategies, programming and development. Our emphases were clear when we drew up our founding charter. While we understood that of course our work might strengthen the Canadian profile abroad, the detailed priorities of the Canadian government would not necessarily be ours. We feel that the underlying conception in the new document is that Canadian rather than mutual interests should dictate.

The executive committee and first AGM not only accepted the notion of mutuality, but also re-affirmed our current commitments to cultural, heritage, scientific and literary studies. The detailed policy priorities, as described, would tie us to Canadian foreign policy in a way that would be unacceptable; endanger our position as an independent academic body; and implicitly compel us to adopt priorities which we do not share. In particular, we in South Africa have limited interest in developing projects connected to Canadian foreign policy in Afghanistan or North American Partnership issues. Two of the priorities listed, "Managing Diversity" and "Democracy, rule of law, human rights" align with some of our current interests but within the limits of our own context.

We realize that, as a small and new addition to ICCS, we may not fully understand all the political and academic dimensions of this current intervention, but we hope you will convey our concerns in any discussion that take place about the new policy document.

Yours sincerely

Ingrid Fiske

Chair, South African Association for Canadian Studies (SAACS)

Annexe 8

Indian Association for Canadian Studies

Subject: The Forum for Canadian Studies: Edmonton

The IACS has following comments and suggestions regarding the implementation and programs on Canadian Studies.

1. **Pragmatic Approach:** A new approach should be adopted so that Canadian Studies programs become pragmatic and useful. For that it is necessary that these should have contemporary relevance.
2. **Priority Areas:** We agree with the Canadian government which has identified priority areas that will be taken into account when allocating resources viz. Peace and Security, Democracy, Economic Development and Competitiveness, Managing Diversity.
3. **Additional Priority Areas:** We suggest the priority list should include the following areas as well:
 - a) Terrorism (regional workshops should be held on Counter-Terrorism)
 - b) Science and Technological Cooperation (It aims to foster greater bilateral and S.T. collaboration in priority areas like nanoscience and nanomedicine, information and communications technology, biotechnology and health research, earth sciences and disaster management.
 - c) Medicare for Women and Adolescents: Health is a priority area, especially health care for women and children.
4. **Cultural Exchange:** People-to-people links must be enhanced through academic and cultural exchange. The activity and interchange is highly conducive to fostering goodwill and mutual appreciation of different cultures.
5. **Youth Activities:** A greater attention should be given to the youth. A survey of the last three decades of Canadian Study reveals that Canadian Studies has been an area of interest for senior scholars and academics at the higher level. In order to instil interest amongst the youngsters, we should lay more emphasis on translations. If Canadian works are available in various foreign languages, students at school and college level would feel interested in these and get involved with Canada. Also, Canadian Studies Forums should organise frequent students' debates on issues related to Canada and liberal awards to be given to them.
6. **Translations and Publications:** In order to promote Canadian Studies, it is desirable that greater attention be given to the publication program, especially outside Canada. Study and research on Canada should be widely published and circulated. This is possible in countries like India where there is a great boom in publishing and it is quite economical and convenient to bring out books on Canadian Studies.

We could launch a newsletter for the young which should focus on adolescence issues. It will offer 'peer to peer' dialogue, concerning problems related to the youth in Canada and other countries.
7. **Cohesiveness and Coordination:** There should be a greater coordination between different associations/ organizations promoting Canadian Studies. We should explore

possibilities for collaborative activities, for which regional network can play an important role. We hope all these measures will contribute to the development of a new generation of Canadianists!

Hope these suggestions will be favourably considered at the forthcoming meeting!

With regards,

RK Dhawan
President, IACS

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Annexe 9

Comments on Message from Jean Labrie, DFAIT, to Canadianists [April 2007]

Ged Martin 1 May 2007

1. **Personal.** I have been a participant in the international Canadian Studies movement since 1980, and served as founder editor of the *British Journal of Canadian Studies* and later as President of the British Association for Canadian Studies (BACS). I am a former Director of the Centre of Canadian Studies at Edinburgh University, and held the UK's first Chair of Canadian Studies. I am also a member of the Association for Canadian Studies in Ireland (ACSI).
2. Although my own career largely depended upon the support provided by Canadian funding, it has always been my firm belief that the continuation of the various Ottawa programmes was a matter solely for Canadian taxpayers and their representatives. As someone who is not a citizen of Canada, I believe that I have the right to comment on any proposed changes only insofar as they may seem to bear upon Canadian interests and the objectives behind the programmes as I have interpreted them [see 4].
3. I remain both grateful to the Government of Canada for both its financial support and its institutional goodwill over many years. I am also appreciative of the work of Jean Labrie and his colleagues to defend the programmes during the recent review process.
4. **Canadian Studies Objectives.** I have always assumed that two fundamental objectives animated the Government of Canada in supporting Canadian Studies internationally, both of which reflected specifically Canadian interests:
 - a. Underlining overseas the existence of Canada as a separate country from the United States, thereby contributing to the acceptability of Canadian companies and even to the security of Canadian citizens in areas of the world where the USA may be unpopular.
 - b. Reinforcing national identity and national unity at home²⁰ While the future of the Canadian federation is, like the future of funding programmes, a matter purely for Canadians to determine among themselves, the fostering of an international Canadian Studies movement has provided a platform for the projection and discussion of Quebec-related issues within a pan-Canadian academic format.
5. These two objectives came together in symbiotic linkage through Canada's international role: as a diverse and multicultural country, Canada has sought to act as a reconciler and peacemaker in the world. As a nation committed to global peace and co-operation overseas, Canada would naturally function according to the same principles at home.
6. It may be that, especially in recent years, these objectives have been tacitly recognised

²⁰ While the absence of Fourth-of-July extrovert displays of patriotism does not mean that Canadians do not care about their country, I have in mind countering the kind of attitude once expressed to me by the spouse of a Canadian public figure who expressed pleasure that my students should be interested in "a little country like Canada".

rather than formally acknowledged. I can only hope that I have not myself been acting under a misunderstanding of the motives behind the programmes.

7. **BACS role.** The role of a national Canadian Studies association like BACS and of a prominent Canadian Studies programme such as that of Edinburgh was to act independently, vigorously, visibly and with intellectual rigour.
8. Intellectual independence was, and remains, fundamental. It has always been my principle that I work with the Canadian government, not for the Canadian government. This sentiment is not one of mere academic cussedness. It proceeds from a shrewd awareness that I would be of almost no use to the fundamental objectives (as I understand them) behind the Government of Canada programmes if I were perceived to be an agent of DFAIT. The operative phrase from Ottawa was “arm’s length funding”. The responsibility of the recipients was to combine awareness of the sponsors’ concerns with an autonomy that was not only real but also obviously apparent.
9. Vigour and visibility are qualities that go hand-in-hand. Conference and seminar programmes help demonstrate not merely that Canada is “not [United States] American” but that it is distinctively Canadian. The participation of Canadian academics at international events, announcements on notice boards, both physical and electronic, the appearance of publications such as the *British Journal of Canadian Studies* in library periodical collections - all of these help disseminate within both Canada’s home communities as well as across the world the message that Canada is indeed a country worthy of study and respect.
10. I am particularly proud of the growth in intellectual rigour and academic activity within the United Kingdom (and Ireland) during the quarter-century in which I have been a participant. At my BACS conference, back in 1982, it was obvious that (with a couple of prominent exceptions) the British “Canadianists” were consumers of research and academic debate from Canada itself. We still benefit from the contributions of our Canadian friends, but the quality and quantity of work undertaken within Britain and Ireland jointly represent a considerable success for the long-term investment of support by the Government of Canada.
11. The important role of the BACS national office needs to be highlighted in these discussions. It is doubtful whether BACS (and its associated specialist groups) could function at anything like its current level of activity without the national office, which is generously funded through the annual DFAIT grant.
12. **From Objectives to Priorities.** Jean Labrie’s paper appears to be the result of a move away from funding policy based on the fundamental objectives suggested in [4] towards what are identified as “Priority Issues”, listed at the head of page 2. It is not evident from the paper, which naturally summarises the results of extensive internal deliberations in Ottawa, whether this process has reviewed, endorsed, ignored or rejected the general objectives previously assumed to underlie the programmes.
13. **Academic freedom.** While the paper describes the new approach as “continuing to respect academic freedom” and states that “it does not exclude other issues”, the emphasis upon “areas of policy relevance to Canada” will be perceived as diminishing the freedom of national Associations.

14. **Working with People.** Speaking in a session at the BACS 2007 Conference, I referred to the friendly atmosphere of the Association, and suggested that such a mutually supportive culture was always fragile and might easily be damaged by external pressure. It might be argued that it is no priority of the Canadian taxpayer to finance a folksy organisation in another country. Some aspects of modern management philosophy would even insist that such an outfit must be overdue for a shake-up. Such responses would misunderstand the essential strengths of BACS and be counter-productive.
15. **Academic Life in the UK.** British academics operate subject to a lean and mean managerial culture which is driven by a capricious and multiplying agenda of government “targets”. The existence of an organisation that preserves collegial values is a considerable achievement and also a practical means to the advancement of the ends of Canadian Studies. UK Canadianists are unlikely to be encouraged to read that Ottawa views these programmes as “quite successful”²¹ but with “room for improvement”. Put simply, the need to respond to the pressures of one’s own government is already sufficiently depressing. British academics. There will be little enthusiasm for yet another “more focused and results-oriented approach” from government in Ottawa.
16. British university funding is dominated by a contrived scoring system called the “Research Assessment Exercise” (RAE), with an associated values-system that pushes academics towards securing major research grants. These imperatives tend to marginalise the study of Canada, not least because RAE panels usually lack the expertise to assess the intellectual value of any research outside perceived “mainstream” areas.
17. The result is that few UK institutions encourage work on Canada, and there can be little doubt that many academics are subtly discouraged from undertaking such projects. Only by demonstrating the positive benefits of Canadian Studies programmes, both financial and intellectual, will such interests thrive.
18. The emphasis upon “priority issues” may assume the existence of a stable and permanently engaged international community of “Canadianists”, all of whom will comply with the new approach. In fact, only a minority of those engaged in national Canadian Studies associations devote 100 percent of their teaching and research activities to Canada.²² Probably a majority of UK academics involved in BACS undertake some form of comparative study. For example, I have known colleagues come to the study of Canadian literature through interests in areas as diverse as women’s studies, US literature and New Commonwealth writing. Scottish devolution has been the motor force behind several comparative studies of Quebec and Canadian federalism. For some, engagement with Canada represents a phase in their overall work. A few may drop out of Canadian Studies altogether, others become occasional book reviewers and intermittent conference participants. On the plus side, this process

²¹ Since writing this, I have seen the French version of the document which refers to ‘un réel succès’. It would seem that ambiguity of translation may have created an unfortunate impression here.

²² Although I had the rare honour of a Chair of Canadian Studies, much of my own published work has been in other fields: www.gedmartin.net.

of rotation and renewal has the benefit of spreading Canadian influences more widely through general academic teaching.

19. It is important to stress the diversity and fluidity of the Canadian Studies community. Policy should never be shaped by the assumption that the international Canadianist community is an inert infantry ready to march to orders. English literature enthusiasts may equally develop comparative interests in South Asian or Caribbean writing. Students of Scottish devolution can (and do) draw parallels, thanks to EU-funded programmes, with Catalunya and Slovakia. It is the freedom, as well of course as the generosity, of Canada's arm's-length funding programmes that has attracted many to Canadian Studies. Any impression of the curtailment of that freedom will hamper the recruitment of the new people who are constantly needed to carry the enterprise forward.
20. **Canadian Culture and Canada's Official Languages.** It is difficult to know how to interpret the assurance that the new approach "does not mean that fields not directly related to these priorities will be abandoned". Finite and indeed reducing funding must mean choice. There is certainly a perception of an emerging lack of enthusiasm in Ottawa for supporting cultural studies. I regret this, for two reasons both related to the perceived objectives of the programmes.
21. First, the study of literature, history etc are not only fundamental to emphasising the basic "not-the-USA" element of Canada's national identity, but go much further in defining and explaining the positive Canadianness of Canada. This is especially true of the study of literature which has the additional twin advantages of being relatively cheap to support and also of attracting large audiences in other countries, where Canadian writers are generally far better known than, say, politicians or sports personalities.
22. Second, a very large part of the study of francophone Canada within the international Canadian Studies movement is cultural in character. Appreciation of Quebec literature and Quebec cinema require fluent proficiency in French, and it is thanks to enthusiasts for Quebec Studies that BACS (and, even more, ACSI) has a French "voice". For many of us who are non-bilingual anglophones, this is a vital element both in the breadth of our own comprehension of Canada and in responding to the underlying objectives of national identity and national unity.²³
23. It may be that the current emphasis upon co-operative federalism will place the emphasis for the international projection of Canada's French identity in the hands of the Quebec government. This, of course, would be a matter for Canadians themselves to decide. BACS has certainly enjoyed and valued its positive relations both with successive Governments of Quebec and with the international Quebec Studies movement.
24. I offer two comments as a non-Canadian. First, while Quebec is the primary champion of francophone culture, the federal government surely has its own responsibilities to

²³ "Of course, I understand why you have to have some French at your Edinburgh conferences," a Canadian academic remarked to me. "It just isn't necessary at my university." The speaker came from Fredericton, capital of the only officially bilingual province of Canada.

support and sustain a bicultural national identity, not least on behalf of French-speaking communities in other provinces. Second, a future Quebec government might well feel entitled to emulate in Ottawa in identifying priority issues of its own, and these might be in conflict with federal aims.

25. Overall, I fear that the downgrading of cultural issues will result in the marginalisation of Canada's French voice in the Canadian Studies movement around the world. This will be a loss to the BACS and a threat to the Irish association. It seems hard to comprehend that the federal government would abandon a high-profile and relatively inexpensive way of demonstrating that its utility in projecting Quebec and French Canada generally upon the world stage.
26. **Priorities Can Change.** One further general reflection on the apparent shift from objectives to priorities: priorities can change. A senior Canadian diplomat once told me of his early years with the Department of External Affairs. One of his first assignments was to tour European capitals with a task force defending an unpopular decision by Canada to cut its contribution to NATO. A few years later, Canada embraced the Third Option strategy, seeking to shift away from overwhelming dependence upon the United States. The same diplomat toured the same capitals, meeting with many of the same people, to explain that Canada now sought multilateral relationships and special trade deals. Third Option was not a great success.
27. Currently, Canada is in close economic and strategic alignment with the United States, and there is no major crisis of national unity. Hence it may seem that the objectives [4] that originally inspired the programmes back in the 1970s are no longer relevant, and may be safely replaced by these more specific policy priorities. But it could be that, five or ten years from now, DFAIT will be knocking at the doors of world universities looking for overseas academics to organise conferences and develop teaching that will interpret and so validate the Canadian achievement in response to fresh agendas and pressures. The international Canadian Studies network has been carefully nurtured over decades. It would be a matter for regret if it should fail to survive in circumstances where Ottawa itself rediscovered the value of the underlying objectives.
28. **Specific Proposals.** The remainder of this paper comments on some specific proposals: thematic conferences, the role of graduate students, an academic leadership programme, student mobility, internships and communication of programme success.
29. **Thematic Conference Programme.** The proposal for thematic conferences envisages bringing together high-profile stakeholders from government, business, academe etc. There was such an annual gathering during my years in post in Britain. It was called the Canada-UK Colloquium, and it operated in parallel with BACS and other Canadian Studies activities. I do not know whether it ever generated the kind of continuing networks that I assume this proposal would aim to create.
30. **Graduate Student Debates.** I am very much in favour of encouraging the participation of graduate students in Canadian Studies activities, but I question the term "debates". Broadly, there are two ways of providing platforms for graduate students in Canadian Studies activities.
31. The first, standard in BACS and Edinburgh conferences, was to integrate their

presentations into thematically appropriate sessions. Occasional experiments with graduate student panels had a certain “show-and-tell” aura about them. It was often the case that an inexperienced graduate student would not only survive the ordeal of making a first-ever conference presentation, but share a workshop with a world-ranking authority in the specific field. The benefits of such collegial scholarly and non-hierarchical contact are inestimable.

32. The second approach is embodied in the European Graduate Students conference, which is held most years and which I launched in 1992. The event enables students from different countries to meet and to share experiences within a supportive forum. Both the BACS/Edinburgh model and the European conference format encourage the sharing of ideas and the receipt of comments upon methodology: in other words, both approaches contribute powerfully to graduate training and the formation of the next generation of scholars.
33. But these events rarely constitute “debates”. Two graduate students working in 19th-century Canadian history can benefit greatly from making presentations about their respective projects in a shared workshop session. But if one is working on political parties in pre-Confederation Nova Scotia and the other on gender issues in early Vancouver, there will be little or no “debate” between them.
34. Since PhD research in all disciplines is highly focused, it is highly likely that the same difficulty will arise in seeking direct engagement on issues in areas such as environment and business. Thus the proposal for graduate student events boils down to a simple choice. On the one hand, the Government of Canada must invite and commission students to address precise topics for debate, which may not be directly related to their dissertation projects. Given the inordinate length of most PhD study, such an initiative will hardly be welcomed either by students or by their supervisors. On the other hand, Canadian Studies conferences will continue to encourage graduate student presentations and emphasise the formation of future scholars as they do at the moment.
35. **Canadian Academic Leadership Programme.** The proposal for a Canadian Academic Leadership Program is open to similar comment. Canadian Studies conferences around the world already provide platforms for “top notch Canadian academics and researchers” to speak to interested audiences.²⁴ The difference here appears to be that the academic leaders will “speak on topics relevant to foreign policy objectives.”
36. The international Canadian Studies movement has undoubtedly benefited from hearing dissident Canadian voices at overseas conferences, and their participation, as part of Ottawa-funded programs, has said far more about the country’s civilized values than could ever be conveyed by propagandist advocates. Sometimes, too, the dissident voices have discovered that their sense of overwhelming grievance appears in more modest perspective from afar.²⁵

²⁴ While writing this paper, I have read the memoir of his friendship with Pierre Trudeau by the distinguished historian Ramsay Cook, *The Teeth of Time* (McGill-Queen’s University Press, 2006). He refers to attendance at two Canadian Studies conferences overseas, one of them with Gérard Pelletier in Germany in 1984. I was a delegate too, and recall that he made the event the occasion for an electrifying re-interpretation of the 1960 Quiet Revolution election campaign in Quebec.

²⁵ I doubt that Canada’s foreign policy aims would have been seen to be advanced by the visit of Mordecai

37. The proposal envisages that the overseas partner organisation would “promote the event and secure a targeted audience”. My experience at Edinburgh was that a small number of Canadian big names could draw audiences of several hundred - Robertson Davies, Michael Ignatieff, Alice Munro. Otherwise, people well known in Canada were hardly recognised abroad: that is a key problem in Canadian Studies.²⁶ The Edinburgh Centre operated large academic and community mailing lists, but most of our constituency had very specific interests, so that somebody working in forestry would not turn up for poetry.
38. To secure “targeted audiences” in accordance with foreign policy priorities will involve a shift in programme focus towards universities with large institutes specialising in the specific areas of interest, e.g. environment, business studies. If that is in Canada’s best interests, fine. But divorcing these specific areas of concern from the overall context of Canadian Studies may risk the discussion of environmental questions without the fundamental recognition of the place of wilderness in the Canadian psyche, or of analysing entrepreneurial challenges without appreciating that Canada combines the pursuit of prosperity with a welfare agenda.
39. While I can only wish every success to the proposed Canadian Academic Leadership Programme, I foresee two possible downsides:
- a. its foreign policy focus will either exclude or deter from participation dissenting Canadian academic voices;
 - b. in shifting the focus of institutional relationships, it will emphasise common interest in specific areas of policy without necessarily creating any depth of comprehension of Canada or continuing involvement in Canadian Studies.
40. **Encouragement of student mobility.** The proposal to make it possible for “foreign students registered in overseas Canadian Studies program[me]s to complete their education in Canadian Studies program[me]s offered by Canadian institutions” is an attractive idea. My caveat would be that the term “Canadian Studies programme” is used in [some] British universities to refer to generally unrelated courses in different degree subjects. The use of the term highlights academic interest in Canada and has some local advantages, e.g. in prioritisation of access to library resources. However, its use does not normally imply that UK students would acquire a sufficiently broad of Canada as a whole to enter a Canadian Studies programme on a Canadian campus. Nor, I suspect, would many be tempted to do so. The aim of Canadian Studies “programmes” in British universities is to spread an introductory understanding of Canadian issues as widely as possible through the medium of various appropriate disciplines.

Richler to the 1992 BACS-ACSI Belfast conference, at the height of his campaign against Quebec’s language laws. Possibly he chose the wrong city; certainly he encountered the wrong audience. The well-practised sallies of his speech flopped in a frigid atmosphere, and he was mercilessly challenged during the question period.

²⁶ This was not always appreciated by distinguished personalities in Canada. Once I replied to an intending visitor offering a personal welcome to the Edinburgh Centre, but regretting that we could not accept the generous offer of a poetry reading as there was no prospect of securing an audience at the proposed time. Back came an e-mail to the effect: “Obviously I did not make it clear to you that I am the leading poet in [one of the smaller provinces].”

41. **Internships.** During the later 1990s, and with the generous support of the University of Ottawa Canadian Studies programme, the Edinburgh Centre of Canadian Studies was able to make use of operate short-term academic internships for Canadian graduate students, and we were glad to have them. But it should be emphasised that the interns needed mentoring, and even transfer between the relatively similar university cultures of Canada and Scotland could prove to be an initial challenge. I suspect that the degree of autonomous responsibility which it is envisaged to place upon Canadian interns in relation to education marketing may prove unduly onerous.
42. **Communication of programme results in Canada.** I believe that the international Canadian Studies movement has an obligation to makes its existence and achievements better known within Canada. This might be done by two means:
- a. the organisation, jointly with Canadian universities, of “ICCS Public Lectures” in cities across the country;
 - b. by developing media links, e.g. to encourage radio stations to call up “foreign” voices and interview them about their Canadian interests.
- A proposal relating to [b] has been discussed by the BACS Council and ACSI committee.

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Annexe 10

Contribution de l'Association Française d'Etudes Canadiennes (AFEC-FACS), Paris le 4 mai 2007

Sous la présidence du recteur Jean-Michel Lacroix et de Jacques-Guy Petit, président de l'AFEC, avec la collaboration de Mme Orietta Doucet-Mugnier, responsable des Services universitaires à l'Ambassade du Canada, les directeurs de 17 des 18 Centres d'études canadiennes (CEC) des Universités françaises ont débattu sur les nouvelles orientations du Gouvernement canadien concernant les études canadiennes, telles que transmises par M. Jean Labrie, en vue de préparer le Forum du CIEC à Edmonton le 24 mai prochain. L'AFEC et les directeurs des CEC des Universités d'Aix-en-Provence, Angers, Avignon, Bordeaux, Dijon, Grenoble, Lyon, Montpellier, Nice, Paris 1, Paris 3, Poitiers, Rennes, Rouen, Strasbourg, Toulouse et Valenciennes :

1. Prennent acte de ces orientations et des priorités exposées. Ils les acceptent, car elles précisent que leur autonomie intellectuelle et leur liberté universitaire seront évidemment respectées. Ils pensent qu'aux priorités fédérales devraient être ajoutées les priorités régionales des Ambassades. Ils demandent aussi que les études littéraires, si importantes pour connaître un pays, son génie et sa civilisation, ne soient pas négligées.
2. Font remarquer :
 - que les grandes Associations nationales comme la France ont une mission générale, auprès des Centres canadiens universitaires comme auprès des adhérents individuels, d'animation, d'organisation, de diffusion et de valorisation avec des dépenses importantes (lien régulier avec l'Ambassade, information des Centres et des membres, site web, administration, publication de Revues internationales et de Bulletins, mobilité des étudiants, grandes manifestations nationales et internationales comme les colloques annuels etc.). En tant qu'Association, n'ayant pas d'autre financement important que celui du Gouvernement canadien, il est vital que ce financement soit maintenu avec régularité.
 - que les CEC locaux eux-mêmes doivent avoir les moyens financiers suffisants, indépendamment des priorités de recherche, pour assurer, année après année, une permanence et une continuité dans la motivation des universitaires, dans l'organisation des cours sur le Canada, la direction des maîtrises et des thèses de doctorat en co-tutelle, l'accueil des conférenciers canadiens, la recherche de nouvelles conventions bi-latérales, l'organisation de la mobilité des étudiants et des professeurs, le recrutement de nouveaux canadianistes, le développement des publications, l'organisation de congrès, conférences, expositions, etc. Pour toutes ces activités, les CEC trouvent des financements des ministères et universités françaises ainsi que des collectivités territoriales dont l'ensemble est bien supérieur à ce que donne le Canada. Mais ce financement local (dont la fourniture de bureaux) n'est possible qu'à la suite de la subvention canadienne. Sans cette subvention canadienne régulière, ces activités seraient impossibles et les CEC disparaîtraient à court terme.

3. Proposent donc

- que les subventions canadiennes aux Associations nationales restent les mêmes
- que le financement des CEC locaux soit réparti de la façon suivante : 70 à 80% de la subvention pour le fonctionnement permanent (cette partie étant si possible égale à la subvention des années précédentes) et 20 à 30% pour des projets dont la priorité serait conforme aux nouvelles orientations (voir 1). Pour ces projets prioritaires, la Commission qui les attribuerait serait évidemment académique, composée de Professeurs d'Université
- que soient maintenus les 3 Programmes spécifiques de Bourses aux professeurs (recherche : BCS ; enseignement : BREC) et aux étudiants, programmes qui sont nécessaires, et car c'est ainsi que l'on attire les jeunes et que l'on renouvelle le vivier des canadianistes.

4. S'engagent à développer leurs activités

- en donnant une grande place au Canada dans le nouvel Institut des Amériques qui vient d'être créée à Paris et dont J.M. Lacroix est un des animateurs
- en faisant travailler les CEC en réseaux locaux et thématiques, en liaison avec le Réseau Européen d'Etudes Canadiennes (REEC)
- à étudier rapidement la faisabilité d'un grand Master européen en Etudes Canadiennes (Managing diversity) à contenu en partie virtuel (par Internet), à partir de l'Université Paris 3 Sorbonne nouvelle, en collaboration étroite avec les Universités et les CEC de plusieurs autres pays européens
- à faire, en collaboration avec les services de l'Ambassade, une enquête qualitative et quantitative régulière sur le nombre, dans toute la France, des Canadianistes actifs, des cours à contenu canadien, des étudiants qui suivent ces cours, des doctorants, etc.
- à organiser de grands colloques annuels et des manifestations entrant dans les priorités définies et mobilisant non seulement des universitaires, mais aussi des professionnels, le grand public, des responsables locaux et des spécialistes de nos deux pays comme cela a déjà été réalisé aux colloques AFEC de Valenciennes en 2005 (la banlieue), de Saumur en 2006 (la nature et l'environnement) et va l'être à Aix en juin 2007 (la ville éclatée).

Jacques-Guy Petit
Président de l'AFEC/FACS

Annexe 11

Comments and Suggestions for the Annual General Meeting of the ICCS in Edmonton

The Association for Canadian Studies in German-Speaking Countries (GKS) has contributed to the Canadian Studies Program for almost 30 years, and many of its members have considerable experience in different domains. Its annual conference in Grainau has become a highly appreciated symbolic value, not only for academics, researchers and students, but also for teachers, government representatives and NGOs. Networking and outreaching have therefore become principle aims of the Association.

We know the priority issues, recently proposed by the Canadian government, for they are well integrated in our daily work and research. We are offering Canadian topics within our programs, a variety of which are related to regions and countries. Events are organized in collaboration with local universities and local political stakeholders; as a result a targeted audience is also assured. We are encouraging student mobility and promoting Canadian Studies within our universities and regions, with a very high financial participation from non-Canadian sponsors and from our colleagues, who are not only investing an important part of their professional and private time, but who are also dedicating themselves through their own personal funds.

As you know, we have a very dense, efficient and professional network of all sorts of specialists. We also have an excellent relationship with our neighbouring institutions and neighbouring regions, as well as exchanges on the local, regional, national, transnational and European level. This network has taken almost thirty years to be implemented. Today it guarantees an admirable “transdisciplinary” exchange, which you cannot find easily in other domains. It is a network that is very attractive for our “relève” (younger generations) and which can offer knowledge and expertise concerning the pursuit of careers within Canadian Studies.

As a result, Canadian Studies are prospering in our areas, thanks to the dedication of our numerous colleagues and students who promote Canada with much enthusiasm. We have a very close relationship with the Embassies and the exchange is excellent. Our real problem today, is the implementation of Canadian Studies within the BA/MA Programs which exist in the European curriculum. This is an extremely time-consuming part of our current occupations. Without the promotion of Canadian Studies within these programs, Canadian Studies will cease to exist in future academic programs. We need to establish transnational Master’s Programs in Canadian Studies, and organize Summer Schools as well as online-courses within this domain. These are our daily preoccupations.

Many of our colleagues are concerned about the weight of the priority issues. We are still not aware of the consequences these issues will have on our work and our network. How orthodox are we expected to be in establishing the priorities?

As Canadianists, we are open to innovation and new ideas, but we know that we have to work carefully on our precious network, a network that exists thanks to the contribution of our highly motivated members and the incoming generations.

In conclusion, I would like to mention that the guidelines are helpful to know the different priorities of changing governments and to integrate them into our long-term work. However, they should not be the main criteria for the distribution of resources. The existing network is too complex to reduce it to some overarching issues. Our future has a broad, wide, open and interdisciplinary focus, an example we have taken from our Canadian partners.

I am confident that we will find excellent means of communication in Edmonton by jointly preparing the “different” ways for future Canadian Studies. Plurality, interdisciplinarity, international collaboration and an open mind should be the guides for our complex objectives.

Graz, May 20th, 2007

Klaus-Dieter Ertler
President of the GKS

Annexe 12

May 16, 2007

Respectfully submitted by David Archibald, Executive Director, ACSUS

Dear Colleagues,

In reviewing the DFAIT report on the results of the consultation process within the department re Canadian Studies as well as the voluminous DFAIT Report on Plans and Priorities (RPP) 2006/7, I was struck by a perception that Canadian Studies in the US is being reconfigured by the Canadian Government within a trilateral, hemispheric framework.

The report seems to suggest that the description of the field “Canadian Studies” and “the study of Canada” is being revised so that it doesn’t connote a compartmentalized and narrow view of Canada.

The NEW APPROACH presented in the report refers to (italicizations are mine) “regional strategies,” the “North American Partnership”, “integration of education marketing”, a “Thematic Conference Grant Program ... adapted to each region ... to address Canada’s relationship with a country or region ... proposals would include relevance to Canada-country/region relations,” “Graduate student debates held in parallel with regional conferences”, “Canadian Academic Leadership Program: based on a regional approach.”

After reviewing the priorities from section 3.2.1.1.2 of Plans and Priorities for the Strategic Policy and Public Diplomacy Program Activity (presented at the conclusion of this report), it is my understanding that region as it is used in these reports is not conceived as a sub national space but rather as a block of countries.

In the final analysis I have concluded that the words “strategy”, “targeted” and “evolution” are being deployed within the context of Canadian Studies in response to the reconfiguration of the nation-state in regions such as the EU and North America prompting DFAIT to adopt a position that seeks to consolidate and collapse bilateral relations into hemispheric/regional relations.

The evolution of the social environment refers to the North America space which the Government wishes to accommodate by subsuming “Canadian Studies” within a trilateral/hemispheric framework. Note how the Network for North American Studies in Canada (NNASC) is specifically mentioned in the RPP list below. Being in the US we are fortunate due to our geography and NAFTA which makes responding to the Government’s new hemispheric approach to Canadian studies less of a zero-sum game for ACSUS.

So, one might say based on this analysis that irrespective of the future status of Canadian Government funding, we as an association still need to address the “evolution” of area studies which has been an ongoing concern for years. Where does ACSUS fit within North America?

Should we build more hemispheric and trilateral focused activity into our programming? How will we respond to the recent flourishing of North American oriented institutes? Developments such as these will inevitably increase competition for funding at a time when budgets are being cut and programs are being inspected with the calculating precision of a microscope.

Respectfully,

David Archibald
Executive Director, ACSUS

Section 3.2.1.1.2 of Plans and Priorities:

Greater collaboration with the United States and increased cooperation with all hemispheric partners, leading to greater security and prosperity

The department will continue to support the growing role of the Foundation for Educational Exchange between Canada and the United States in promoting relations between the two countries. This foundation, supported by the department and the United States Department of State, engages Canadian and American scholars in exchanges consistent with the highest standards of academic excellence.

Support for Canadian studies in the United States and Mexico will continue to be a major means of promoting knowledge of Canada throughout North America among academics, students and key audiences through research, student mobility, curriculum development and hosting of conferences.

The department will also work closely with the Network for North American Studies in Canada (NNASC), a new initiative of the Foundation for Educational Exchange.

The department will promote further academic exchanges with Mexico.

It will promote programs of youth mobility, dialogue, connectivity and partnership, as well as develop other linkages among existing networks targeted to international policy priorities and emerging issues in order to foster ideas exchange and dialogue.

It will support bilateral and trilateral cultural and educational programming to foster dialogue and understanding among North American Free Trade Agreement (NAFTA) partners, including issues related to human capital.

It will advance Canadian interests through the use of targeted, whole-of-government advocacy strategies on issues of bilateral and trilateral importance.

Together, these initiatives will help encourage greater dialogue and understanding among Canadians, Americans and Mexicans.

Annexe 13

Anchorage, Alaska

Dear Members of the ACSUS Executive Council,

As you know, we have been asked by Jean Labrie who heads the Academic Programs Division of the Department of Foreign Affairs and International Trade for the Government of Canada, to respond to their initiative for a new approach to Canadian Studies Programs. I look forward to receiving your comments and David Archibald and I will craft them into an ACSUS response which we will present at the Canadian Studies Forum to be held at Edmonton on May 23 in conjunction with the annual ICCS Board meeting. In the meanwhile, I thought I would provide you with my own initial response.

Reading through Jean Labrie's letter to Canadianists, I get a strong sense that ACSUS has served as the guinea pig for the development of this new strategy: we have already been operating in a more targeted and strategic environment that has been more competitive and has required us to enter into new regional partnerships for several years, certainly throughout my presidency. On review, it seems that the existing Canadian Studies Program was "quite successful" in developing Canadian Studies in the US: we have come a long way in 35 years, ACSUS is a maturing professional organization, providing appropriate services and opportunities for its membership. There are more Canadian Studies Programs, courses, conferences and events, performances, etc taking place at US universities and colleges than ever before and Canadian Studies activities are organized and take place in every region of the US, everywhere coordinated with ACSUS.

Some elements of the new environment are a little tricky: I have felt that it is vitally important for ACSUS to exist and to be recognized as an independent academic membership organization. ACSUS' primary purpose is to provide support to its members who are engaged in teaching and developing Canadian Studies. ACSUS is not a tool of the Canadian Government, was not created by the Canadian Government, but we do share some common interests with the Canadian Government which is for Canada to be better known and understood in the USA, and as a professional academic organization of educators with access to those Americans engaged in tertiary education, we can serve as a partner for the Canadian Government in providing the vehicle for transmitting knowledge of Canada to our students (many of whom then become teachers and continue that transmission of Canadian content in the nation's elementary and high schools). In return, we welcome support from the Canadian Government for our professional development of Canadian knowledge/expertise, be it support for research (especially research conducted in Canada), our Canadian focused conferences, our publications and our Canadian course content development. As supportive partners in this enterprise, the Canadian Government is, of course, at liberty to identify what they see as priority areas for funding and to target their funding to the types of strategies that their evaluations demonstrate to be most effective. If they have concluded that the most effective way for future leaders to learn about Canada is by participating in study tours, exchanges, internships and doing

graduate work at Canadian universities, then they are certainly free to give significant priority to directing their funding to those uses. But if they choose only to fund such educational travel then their messages about Canada will only be received by a tiny minority who choose to visit Canada: to reach the mass of American university students, Canadian content must be taught at US universities and increasingly we recognize that to have the greatest impact that content must be incorporated into General Education courses and core requirements rather than specifically Canadian courses which may not command the type of enrolment over the years to remain in the curriculum.

The Canadian Studies Program grants for faculty development - for research and for course design - have played a major role in increasing the exposure of American students to Canadian content, but as American universities grapple with their responsibilities to prepare their students for success in a globalized world, International Studies at universities is being transformed. There are fewer region or area specific programs and courses being offered and more and more global content courses that are comparative and issue or topic based. This has potential advantages for Canadian Studies since it was always difficult to get recognition of Canadian Studies in the US as “international”, but to the degree that it is possible to point out that Canada may respond in entirely different ways to challenges that the US is also facing, that can serve as the entrée into a better understanding of how Canada differs from the US, and thus a better understanding of Canada. The prerequisite is to have Canadian content infused or incorporated into those core and General Education courses designed to prepare students for a globalized world that a vast and increasing majority of US undergraduate students are having to take. That in turn requires that faculty members who offer these “global preparatory” courses have the necessary support and resources to develop specific Canadian content - not full-semester courses on Canada but Canadian content units in general and comparative courses. That is where the role of ACSUS kicks in: as a robust academic organization dedicated to providing the support for the extension of Canadian Studies in the US, ACSUS members are taking the initiative by applying their academic expertise to these new challenges. ACSUS members are deciding how to extend understanding of Canada to their students and are looking to ACSUS to support their endeavors.

ACSUS welcomes the proposal for newly targeted programming for Canadian government grant support for thematic conferences and for the Canadian Academic Leadership Program which would make top-notch Canadian academics and researchers available as speakers for our conferences or at university sponsored events. We want to give ACSUS members as well as our students and the general public more opportunity to hear top-notch Canadian speakers. Teaching about Canada has to proceed from knowledge and understanding: thus researching Canada is the foundation for incorporating Canadian content into any educational programs. ACSUS is endeavoring to attract faculty to develop expertise on Canada by publicizing the legitimacy of Canada as an area for comparative study that will generate valuable insights, and presenting ACSUS as an academic organization committed to facilitating faculty introduction to Canadian studies, to encourage faculty research and engagement on Canada by offering ever-higher quality venues for the sharing and dissemination of Canadian research, by providing both a network and a resource base, as well as professional support for academics who are motivated to include Canada in their course content. Based on their Canadian expertise, faculty - most of whom have a public service element in their contractual work loads -

will also be willing to engage in public and media presentations that will broadcast information about Canada to the wider public beyond the universities.

To obtain the necessary support to ensure the continual extension and increased impact and effectiveness of Canadian Studies, ACSUS and its individual members will be happy to enter into partnership with the Canadian Government through the DFAIT Canadian Studies Program. It must be clear, however, that it is the faculty who have the academic expertise and it is they who should be conceiving the initiatives and designing the academic programs and seeking Canadian Government support: it should not be the case that the Government of Canada is designing the programs and merely getting ACSUS and its members to deliver them. Academic conferences, faculty development institutes, Canadian Studies Programs and courses, journals, text books, student conferences or gatherings, should be initiated, sponsored, organized and run by faculty either through individual universities or consortia or through ACSUS or other regional academic organizations. The Government of Canada should not be usurping the academic role by offering and organizing academic elements of the Canadian Studies Program, but the Canadian Government can certainly seek to encourage certain types of focused academic activities by their funding priorities. Specifically, in this regard, I feel that the proposal for Graduate Student Debates is misconceived: debating at US universities largely takes place at the undergraduate level - my university has a wildly successful national and international debate program. Offering support funding for universities or academic organizations to initiate student debates is a perfectly legitimate development for the Canadian government to announce, but they should not be getting into the detailed mechanics of what is to be offered - that is the preserve of the academic community. It may well be that a better avenue would be to offer support for US students to take on the representation of Canada in already existing debating fora such as Model United Nations conferences, or encouraging the development of international and cross-border consortia of universities to initiate the realistic modeling of such organizations as the Arctic Council or NATO, in which Canada plays a significant role, but these should be the prerogative of academic not government initiatives.

Similarly, ACSUS and other academic organizations of faculty who wish to become knowledgeable in order to teach about Canada, should be identifying areas of need and proposing appropriate faculty development study tours/institutes and seeking Canadian government support to offer them. Academic understanding needs to be broad based: to understand contemporary policy choices in a particular country, region, or area, requires a foundation of multi-disciplinary knowledge that encompasses at the very least geography, environment, resources and development; peoples, cultures, history and political organization. To build such a foundation of knowledge for interpretation, the introduction to the region must be enriched with cultural content, such that the faculty member develops an appreciation of the life of the society. Designing such a faculty development program is an academic not an administrative exercise. Academic faculty are often teaching the teachers who will be transmitting knowledge in our elementary and high schools to the vast mass of the population. Faculty development institutes need to have this secondary educational transmission built into their design: that is why they need to be conceived and designed by academicians.

Jean Labrie has identified some priority issues for the Canadian government: all of the

issues identified need a broad based understanding of Canadian society. None of them can be understood in simplistic uni-dimensional terms: they may narrow down the focus but they do not narrow down the essential foundation for understanding Canada which is still susceptible to revelation from many different perspectives represented by the interests and expertise of ACSUS members. Grappling with those issues (Peace and Security; North American Partnership; Economic Development and Competitiveness; Democracy, the Rule of Law, human rights; Managing Diversity; Environment) initially suggests that these are issues that need to be understood at a national level and are rooted in Canadian culture, society, philosophy/ideology and economy - but the minute one applies deeper thought to these issues it is evident that that there are no Canadian uniformities and these issues will resound differently in different regions, provinces, cities in Canada because Canada is essentially a diverse country of regions, and to understand it comes back to the elements previously specified as necessary for the faculty development workshops.

Inevitably in the new era of Canadian Studies, the Canadian government, with limited resources, will target its priority areas for funding, but what we as academics and as ACSUS must do is to ensure that we do not abandon vital elements for understanding Canada. We must not give up providing the broad-based, multidisciplinary academic foundation that is necessary and we must find the funding from our own institutions and from elsewhere to continue to provide this foundation at the same time that we seize the newly targeted resources available for incorporating coverage of issues of more contemporary interest.

Diddy R. M. Hitchins, PhD MBE

President , Association for Canadian Studies in the US (ACSUS) 5/13/2007

Annexe 14

Canadian Studies Forum Teaching and Research in Canadian Studies in the changing academic world

Agenda

Moderators and Note-Takers

Workshop	RESEARCH	TEACHING	REJUVENATION	OUTREACH
Moderator	<i>Teresa Gutierrez</i>	<i>Gerry Turcotte</i>	<i>Brian Long</i>	<i>Gaëtan Vallières</i>
Note-Taker	<i>Martin Howard</i>	<i>Caroline Laplante</i>	<i>Marie-Laure De Chantal</i>	<i>Nancy Hector</i>

Start	End				
09h00	09h45	Plenary Session Salle 3-04 Pavillon Lacerte Introduction by Christopher Rolfe explaining procedures Message from DFAIT's representative Jean Labrie Brief Presentation on DFAIT funding for CS programs by Gerry Turcotte			
		Salle 3-04 Group A	Salle 3-05 Group B	Salle 2-12 Group C	Salle 1-04 Group C
10h00	11h00	RESEARCH Workshop <i>Teresa G. Martin H</i>	TEACHING Workshop <i>Gerry T. Caroline L.</i>	REJUVENATION Workshop <i>Brian L. Marie-Laure D.</i>	OUTREACH Workshop <i>Gaëtan V. Nancy H.</i>
11h00	11h15	Coffee Break (Lounge Salle3-02)			
11h15	12h15	TEACHING Workshop <i>Gerry T. Caroline L.</i>	REJUVENATION Workshop <i>Brian L. Marie-Laure D.</i>	OUTREACH Workshop <i>Gaëtan V. Nancy H.</i>	RESEARCH Workshop <i>Teresa G. Martin H.</i>
12h15	13h30	Lunch (Lounge Salle3-02)			
13h30	14h30	REJUVENATION Workshop <i>Brian L. Marie-Laure D.</i>	OUTREACH Workshop <i>Gaëtan V. Nancy H.</i>	RESEARCH Workshop <i>Teresa G. Martin H.</i>	TEACHING Workshop <i>Gerry T. Caroline L.</i>
14h30	15h30	OUTREACH Workshop <i>Gaëtan V. Nancy H.</i>	RESEARCH Workshop <i>Teresa G. Martin H.</i>	TEACHING Workshop <i>Gerry T. Caroline L.</i>	REJUVENATION Workshop <i>Brian L. Marie-Laure D.</i>
15h30	15h45	Tea break (Lounge Salle3-02)			
15h45	17h00	Plenary session Salle 3-04 Pavillon Lacerte			

Annexe 15

Research

Moderator, *Teresa Gutierrez*
Note-Taker, *Martin Howard*

Background Issues

- problem of how government priorities change all the time needs to be addressed in relation to Canadian Studies, especially with change of governments.
- Social Sciences & Humanities are oftentimes primary areas of research focus in Canadian Studies
- comparative focus is oftentimes very present in work pursued, and serves to facilitate bringing young scholars into Canadian Studies
- Canada-US relationship is very unusual, indeed unique, such that it can only manifest itself in certain geographical and subject areas
- proportion of faculty members v. students carrying out research is unequal
- students working on CS are often not specifically registered on CS programs *per se*
- Canada is oftentimes not significant in US International studies – Canada is not necessarily perceived as international
- rejuvenation through students is vital, but within a European context, there was previously more scope for including students in CS – less so now due to Bologna process. There are also some practical factors which impede younger scholars going into CS such as visa restrictions. Generation change needs to be dealt with as a whole, such as, for example, through encouraging student mobility. But rejuvenation is necessarily a different matter to doing research – a more strategic approach to sourcing young members within associations is necessary.
- given current government policy for research to be aligned to a certain extent with its priority areas of interest, the question of how funding is allocated in other areas of study is increasingly a very real issue for Canadianists working in other areas – if funding is not available for research in certain areas, those scholars will look to other areas of comparisons – not Canada. This is particularly the case in geographical areas where the majority of scholars are working on more traditional areas such as literature
- with Mexico now being included in the North American network giving rise to trilateral comparative perspectives, DFAIT seems to be adopting a very regional, hemispheric approach to CS. Within this context, the subjects of research are changing – focus is not simply on commerce and trade – other topics such as identity and comparative studies of environment are emerging which concern the three countries concerned.
- there is a difficulty in measuring the value of literary studies – culture is important, in tandem with economics, etc.

- multidisciplinary approaches are increasingly evident such as in relation to native issues, international relations, environment, peace and security, multiple identities
- DFAIT focus is often on short-term results – research, however, is done in the long term
- link between teaching and research is vital – research gives rise to our teaching
- scope for more country-specific strategies which would feed into a general thematic area of focus for an association as a whole.
- regional collaboration is important, such as through joint conferences, events
- research resources made available through Canadian government are the most effective of those that are available.
- area-specialization is developing – specializing solely as a Canadianist is very difficult in career-terms – researchers must increasingly focus on another area, but with a Canadian focus – Canadian content comes about in a more indirect manner through other areas
- How high quality is Canadian Studies research? – CS has had a bad reputation – often has an easy label. CS has had very protected funding – easy to get. Therefore, we need to connect our research with other high quality research fields, funded by other national governments and research bodies. We further need to become more competitive by also getting national research program funding. All in all, this will have a more positive outcome because of the more competitive aspect.
- as Canadian Government funding becomes more competitive, we need to be clear on what the funding procedures and guidelines will be in order to be in a better position to prepare a project grant application.
- the multidisciplinary aspect of CS as a concept is problematic
- conference themes are often repeated across associations leading to a certain redundancy of resources such that there is scope for greater regional collaboration in conferences and projects
- while the research focus on traditional themes is clearly obvious, research IS nonetheless being pursued in other less traditional areas
- geographical differences must not be ignored in research funding possibilities e.g. local funding agencies often fund comparative projects – but this is often different across countries
- differences in research frameworks also arise depending on the subject area, e.g. literary projects are often pursued at an individual level in contrast with other research areas
- research arises out of individual interests – research interests cannot be imposed

Objectives for the future – developing priorities

- While the focus on specific areas is welcome, academic freedom must prevail, including the freedom to criticize. General alignment of research with government priority areas raises the further question of the future fate of those research areas which do not fall within those categories. The notion of prioritizing certain areas of research in the government ‘New Approach for Canadian Studies’ needs to be

addressed in order to ensure that such an approach does not simply reflect last year's Treasury Board decision on a smaller scale, leading to restricted funding or even the complete stoppage of funding in certain areas of non-priority. If not, researchers in certain areas will be better placed to receive funding than others, giving rise to inequalities. Therefore, such that academic freedom is respected in co-existence with government areas of priority, develop specific targeted funding for those priority areas as additional funding projects, giving rise to three separate funding competitions with a central jury:

- priority area support for projects relating to the government's areas of priority
- FRP funding for projects which fall outside those areas of priority
- Funding for longer-term projects (see below)
- Be clear on the fact that the primary aim of research relates to pursuing and promoting a research project, such that the New Approach should aim to develop ways of facilitating the pursuit of research in general, and conference participation, publication endeavours, and doctoral thesis supervision in particular
- facilitate doctoral thesis co-supervision with Canadian specialists through the 'cotutelle' system – consider developing specific funding for CS centres in order to attract doctoral students under the 'cotutelle' system
- apart from the 'cotutelle' system, develop doctoral funding opportunities in general
- while CPEP funding is crucial, also consider funding opportunities for more long-term research visits for Canadian specialists to spend sabbatical leave in other countries
- develop funding to promote more specialised thematic meetings and projects
- in so doing, develop the PIRL such that it could involve a non-Canadian partner to enhance the international dimension and also to enhance regional collaboration
- modify FEP and FRP rules such that minimum base for the Canadian component could be lower than 50% – teaching only about Canada is increasingly difficult in our institutions such that a course with a 50% Canadian component is often difficult in practice, as well as within the international educational context in general
- consider the possibility of granting some funding to associations in general for research purposes
- develop a communication strategy through local Canadian government missions to promote news about research endeavours, e.g. put FEP and FRP reports / articles on the website, organize a panel with FRP recipients following their research
- develop and enhance the current guidelines for funding applications in order to ensure greater transparency. Also provide feedback to applicants. Academic excellence is the prime criterion such that academics should be involved in the evaluation of projects
- consider ways of developing and enhancing the image of Canadian Studies within Canada, as well as promoting, within Canada, news about international research endeavours
- develop funding opportunities with other national and international funding bodies such as Fulbright and national government agencies

- develop more specific scholarships for long-term projects in contrast with the often-times short-term focus of the current FEP and FRP
- in so doing, however, maintain the FEP and FRP
- develop funding opportunities for large research groups in line with current international tendencies for large, collaborative projects
- develop research funding at regional level in tandem with funding from local institutions such as in support of micro-regional Canadian Studies days
- develop the opportunities for dedicated funding for individual and collaborative research enterprises arising out of the FRP, e.g. while FRP is for an individual project, develop the funding possibilities which would facilitate developing such an individual project into a more collaborative and long-term project subsequently arising out of that initial grant (i.e. encourage researchers to get more mileage out of that initial grant by offering possibilities to build on the initial project)
- consider developing short-term research chairs in Canadian Studies
- develop SSHRCC funding for foreign Canadianists such that SSHRCC funding could go directly to the foreign Canadianist, and not necessarily to the Canadian Canadianist on international research projects
- develop the institutional research linkages grant for joint projects across a number of universities
- while the FRP is a good project, it tends to lend itself primarily to humanities projects, e.g. the grant is too small for researchers in other areas, while the level of budgetary detail requested for FRP also reflects a more humanities-orientation (an example concerns the fact that there is no detail required in relation to the purchase of equipment necessary in certain areas). Therefore, in order to enhance the possibilities for outreach, consider the level of funding needed for a project in other areas – funding is too small for real scientists and for big projects. In terms of the role of research within outreach, develop a strategy for widening the scope of CS to include a more expansive range of interests such as health, human values, science and technology, new media.
- address the problem of differences across countries in terms of the number of grants received – if 1 in 3 applicants is successful on average, why is this proportion much less in some countries?
- Since FRPs can be received only twice in a lifetime, consider developing other forms of financial support for more senior academics, such as through a senior research award
- For the purposes of developing contacts with grant recipients, associations should be informed of who the recipients of awards are within their jurisdiction
- Enhance the publicity for less popular programmes within countries where the uptake on some programmes is less than in others
- Address the issue of the timing of the summer seminar which, down the line, can serve to bring researchers into CS
- Consider how the best doctoral thesis award might be better developed / modified to facilitate research by younger scholars, i.e. just how valuable is it really in terms of developing a research career?

Annexe 16

Teaching

Moderator, *Gerry Turcotte*
Note-Taker, *Caroline Laplante*

Preamble

- Absolute essential need to address recommendations below in the context of a recognition that REGIONAL DIVERSITY must be considered in the framing of all support programs. [Example of Bologna processes on reshaping curriculum possibilities, etc.]
- Key point is that all these initiatives are linked: Teaching/Research nexus.

Recommendations

- Rethinking FEP: more access for youth (young teachers rather than tenured); more flexibility for content including the Modular possibilities. [This in view of differences across regions and the growing impossibility of setting up 50% minimum content in current climate.] Adjusting Resources in line with regional context: i.e. One-size fits all funding not necessarily equitable given cost to travel longer distances, etc. [also relevant to other programs]
- Expert Visiting Programs: Visiting Canadian Professors in the style of Fullbrights; even possibility of establishing short-term Chairs
- Resource needs
 - Increased Library support including audiovisual materials as teaching aid; availability of texts; web resources—gallery of images, data, for use in teaching; continue e-books program beyond 2 month trial
 - Translation of materials [including resources in national languages]
 - E-Learning Resource
- Maintain and even better resource Centres and Associations to implement programs and maintain continuity of programs and involvement of Canadianists.
- Summer Seminars: for teaching but also students. Also investigate possibility of making subjects available for credit points that can be applied towards a degree of study; inviting high school teachers to workshops to create interest pre-university.
- Road Show: Exporting Seminar Series abroad and establish as an award; link to existing Canadian Studies activity in specific regions; and investigate possibility of also funding in-country attendance.

- More Resources for Travel to Canada for individuals to encourage cultural understanding on site.
- Restore Internships: to work with Centres. This would be wider than just Teaching support. Could include Outreach, assistance with Research, etc.
- Restore Scholarship Programs.
- Encourage joint teaching initiatives between Canadianists.

Annexe 17

Rejuvenation

Moderator, *Brian Long*
Note-Taker, *Marie-Laure deChantal*

Objectives:

Replace retiring faculty.

Engage faculty in new disciplines, especially those related to the theme areas identified by Foreign Affairs.

Attract and keep students interested in Canadian Studies

Keep national associations as vigorous and active entities.

Response Strategies:

<u>Strategy</u>	<u>Who</u>	<u>Priority</u>
Maintain a flexible FEP to attract new faculty in new disciplines and to help interest replacement faculty in Canadian Studies	DFAIT	1
Support student mobility through: a) a student oriented type of FEP b) scholarship	DFAIT DFAIT	1 1
Increase library support Support the use of on-line or electronic pedagogical and research resources	DFAIT	2
Support directed research project related to thematic priorities identified by DFAIT	DFAIT	3
Put syllabi on-line that can help those entering new fields	ICCS/Natl Ass.	3
Support visiting professors similar to German Model	DFAIT	3
Keep a strong CPEP program that permits invitations to professors and to others relevant to local teaching/research interests	DFAIT	2

Canadian missions and HOM should play an active role of promotion and nurturing of university rectors and Canadian Studies faculty	DFAIT/Cdn missions	1
Internship program for Canadian young people can help support associations and centres	DFAIT/ICCS	3
Youth Exchange Programs where applicable should DFAIT reserve some spaces for foreign youth engaged in Canadian Studies	DFAIT	2
National associations should develop their own strategies for renewal	CS Associations	1
National associations should invite a student or students to sit on the executive	CS Associations	2
Canadian Studies profs should use their influence, energy and tenacity to entice new faculty into the field and to interest colleagues in disciplines related to priority themes.	CS faculties	1
Efforts should be made to encourage/support the teaching of Canada in the schools	CS Centres/Assoc.	4
Material available through the ESL and FSL Programs in Canada and about Canada should be tapped for use abroad	ICCS/DFAIT/OGDs	4
Support to be provided for: a) translation in third languages of books/articles on Canada, and b) development of textbooks in third languages by local scholars for use in Canadian courses	DFAIT	3
Identification of alternative funding sources such as foundations, private sector, provinces, and their areas of interest especially related to themes identified by DFAIT	ICCS/Natl. Assoc.	3
Publish a quarterly newsletter aimed at students including program opportunities for them	ICCS or Natl. Assoc	4

Recommendations:

DFAIT should:

1. Continue strong support for the FEP and provide support to expand the opportunities for foreign students to study in Canada for shorter or longer periods;
2. maintain a vigorous and enhanced library support program and CPEP to underpin the teaching and research about Canada;
3. support where feasible visiting professorships, translation programs of Canadian works into third languages, and directed research relevant to thematic priorities of DFAIT;
4. suggest ways missions and heads of post can more effectively support Canadian Studies without the expenditures of any significant new funds;
5. examine the possibilities of using other existing programs, such as the working holiday programs, to favour student mobility;

ICCS and Associations should:

1. identify electronic pedagogical and research resources available;
2. develop national strategies for renewal;
3. consider including students on the executive committees;
4. identify and disseminate information on additional funding sources such as the private sector, foundations, granting councils, and provincial governments and their particular areas of interest;
5. consider a quarterly newsletter designed for students.

Individual Canadianists should use their influence, diplomatic skills, tenacity and energies to entice colleagues into the field and to secure greater institutional resources for Canadian Studies.

Annexe 18

Outreach

Moderator, Gaëtan Vallières
Note-Taker, Nancy Hector

General conclusions

Outreaching beyond the current Canadian Studies realm and community (e.g. new disciplines, new topics—including DFAIT-identified priority areas—, new opportunities for research, teaching, publications, networking, new constituents and new public) remains a primary responsibility of the individual Canadianist.

Therefore, upon using the current programs (FEP, FRP, IRP, IRL, etc.), it is recommended that Canadianists:

- share with colleagues and other audiences their experience (e.g. study/research visit in Canada), within and outside their department, centre, institution; and in the media
- seek collaborative opportunities in other projects/programs (conferences, Research Councils/Institutes, cross-border, bi-lateral and multi-lateral programs/panels;
- be encouraged/required to post on the Internet (e.g. on associations Web Site) course outline/research summaries that have resulted from their FEP, FRP, etc. grants.

Outreaching is also a responsibility of associations/centres, regional organizations (e.g. European Network), the international secretariat (e.g. ICCS), Embassies/High Commissions, and the Academic Relations Division of DFAIT.

In recommending the following activities/initiatives, it is to be reminded that strategies must be adapted to regions (e.g. North America, Asia-Pacific) and to countries, and must include the cultural industries; as well outreaching must not compromise the “Canadian-ness” of our activities;

- speakers programs such as CPEP & Speakers Travel Assistance Program;
- opening conferences/panels/workshops, exhibits, etc. to other audiences (via top-notch speakers/personalities, public figures, outside university walls, via NGOs, Canadian/foreign embassies);
- use of new technologies and Internet for outreach purposes (on-line courses, course syllabus, virtual networks/conferences, links between sites (e.g. associations-embassies), testimonials, translations beyond English and French);

- partnerships with Embassies (in planning events, or, in some cases, for added “credibility/legitimacy”)

Finally, particularly but not exclusively with respect to “in-reach” (e.g. visibility within Canada of the Canadian Studies world), the following is recommended:

- a revised/new communication strategy for the ICCS (generally to include the above);
- a revised/new communication strategy within DFAIT divisions (trade, political) that reaches both to higher echelons and to embassies/high commissions.