

OGÓLNOPOLSKI KONKURS WIEDZY O KANADZIE
„DISCOVER CANADA 2020”
III ETAP – FINAŁ

02-03 kwietnia 2020 r. w ŻORACH

Finał konkursu składa się z dwóch części; uczniowie odpowiadają na pytania/ zagadnienia konkursowe oraz przedstawiają prezentację multimedialną przed Komisją konkursową, na zasadach akademickich (niepublicznie).

1. Egzamin ustny – uczeń odpowiada na 2 wylosowane pytania.
2. Prezentacja multimedialna na temat „**Canadian identity as (de)constructed in cinema**” (10 minut).

Najlepsza prezentacja zostanie, po ogłoszeniu wyników, powtórzona przed publicznością.

W przygotowaniu do konkursu pomogą uczniom materiały z podanej wcześniej bibliografii oraz sugerowanych stron internetowych (również z poprzednich lat konkursu), jak też inne wiarygodne źródła.

<p>OGÓLNOPOLSKI KONKURS WIEDZY O KANADZIE „DISCOVER CANADA 2020” Prezentacja multimedialna</p>
<p>Topic: Canadian identity as (de)constructed in cinema</p> <p>Films have a significant role in the formation of cultural and national identity. Canadian film industry has a rich history which both reflects and (de)constructs specific visions of Canadianness in the mainstream and minority cinema. Nevertheless, it was Hollywood first that defined Canada to Canadians and to the world, producing hundreds of films set in Canada about the Mounties and the Wild (North)West. Canada's view of Canada is revealed in early documentary films, followed by John Grierson's vision of the country and its people, and such later realist feature films as Donald Shebib, <i>Goin' Down the Road</i> (1970) which presents, as critics claim, „a classically Canadian story of failure and alienation”. Guy Maddin's <i>My Winnipeg</i> (2007), a “docu-fantasia,” challenges the realist documentary tradition and constructs a different image of Canadianness. A strong development of multicultural/ transcultural / diasporic productions, after the introduction of official multicultural policies in the country, has led to newer, more complex visions of Canadian cultural identity, and re-readings of Canadian history (e.g. transcultural filmmaking of Deepa Mehta : <i>Heaven</i></p>

	<p><i>on Earth</i> (2008), Asian Canadian filmmaking: <i>Double Happiness</i> (1995) d. Mina Shum , or “accented cinema” of Atom Egoyan: <i>Exotica</i> (1994)). The recent decades have also been marked by an unprecedented development of Indigenous filmmaking (Alanis Obomsawin, Loretta Todd, Marie Clements, Zacharias Kunuk), thus showing another distinctive perspective on cultural and national identity and history of Canada. <u>For your presentation select three films</u> which will help you examine the changing concepts of Canadianness with reference to the representation of people, history and/or nature. You can mention more films to support your argumentation. The list of films available online is provided. You can choose films from this list or you can discuss other Canadian films of your choice which relate to the topic of this presentation.</p>
	<p>OGÓLNOPOLSKI KONKURS WIEDZY O KANADZIE „DISCOVER CANADA 2020” Zagadnienia do egzaminu ustnego</p>
1.	Discuss the changing notions of Canadian nationhood as constructed by politicians.
2.	Examine the problem of refugee resettlement in Canada and its political, economic and cultural impact in the past and today.
3.	Discuss how the Canadian Government’s approach to Indigenous women has been shifting and how the Indigenous peoples of Canada have been struggling for equal rights, care and respect for Indigenous women.
4.	Discuss the role of heritage sites in the process of constructing Canadian identity and values. Choose two heritage sites that you consider most crucial for this process.
5.	Discuss Canada’s role in international peacekeeping operations and conflict resolution.
6.	What is the significance of the Multiculturalism Act of 1988-Bill 93, the Act for the Preservation and Enhancement of Multiculturalism in Canada, in the history of evolving Canadian nationhood?
7.	Discuss the impact of minority cultures in shaping Canadian culture by providing three examples of different artists, writers, politicians or other representatives of three minority cultures who have become influential figures in Canada.
8.	Discuss selected contributions of Indigenous people to the culture of Canada (e.g. artists, filmmakers, writers, etc.). Choose two examples.

9.	What is an Indian Act? What kind of impact does it have on the lives of Indigenous peoples in Canada? What does the Idle No More Movement and the Truth and Reconciliation Commission of Canada tell us about the present state of dialogue between both cultures?
10.	Discuss the changing immigration policies of Canada and show whether they correspond with the changing notions of Canadian nationhood.
11.	Canada's strong presence in the Arctic today is due in large part to the contributions of the Inuit, who continue to inhabit the North. Show the contributions of the Inuit people to the culture of Canada (film, literature or music).
12.	Discuss the representation of Indigenous people (images of "Indians") in popular culture.
13.	Several Canadian universities have strategic plans to "Indigenize the Academy". What does the process involve and how it effects the post-secondary education? Do you think that Polish universities should consider such initiatives?
14.	Discuss the reasons behind the Confederation of July 1 st 1867.
15.	Discuss the role of Aboriginal artists in the Canadian arts world. Select two artists to examine the topic.
16.	Select two Canadian Aboriginal paintings (or the work of two Aboriginal artists) and discuss their distinctive qualities as contrasted with the national visual art project of the Group of Seven painters.
17.	In Canada landscape painting has been used historically to construct a distinctive vision of Canadian national identity and it was the Group of Seven painters who has been hailed as a national group of artists. Discuss their role in the formation of specific mythologies of Canadianness. What are they? Do you find these conceptualizations problematic? Are you familiar with any parodies of the Group of Seven paintings?
18.	Discuss the contribution of Stachniak to Canadian literature. Focus on the type of novels and topics she chooses for her writing. Discuss why she foregrounds the female experience in her texts. Select one novel as an example of Stachniak's writing between two cultures.
19.	Discuss the contributions of a selected minority group in Canadian culture (African, Chinese, Japanese, Polish, German, Mennonite, etc.). You can choose to discuss the accomplishments of politicians, scientists, artists, etc.
20.	Discuss the myth of heroic, benevolent and upright Mounties as it was constructed in popular Canadian literature and film. What features of Canadianness do the RCMP officers reveal in the dominant culture representations of the police force?
21.	Discuss the role the Hudson Bay Company in the development of Canada.

22.	Reflect on the distinctiveness of Leonard Cohen's art. What kind of philosophy of life do Cohen's texts convey?
23.	Residential schools in Canada were perceived by the Canadian government as a tool of civilizing the Aboriginal population. Discuss the problem of residential schooling and its legacy.
24.	Why is WWI considered to be one of the most significant events in Canadian history?
25.	Discuss the contribution of the Polish diaspora writers to Canadian literature – select two examples.
	DISCOVER CANADA - GENERAL QUESTIONS
	<p>One set of questions will relate to various aspects of Canadian culture, geography, literature, arts, politics, film, music, etc. which the candidate finds most interesting / attractive / appealing.</p> <p>For instance:</p> <p>Which Canadian city, region, province, territory, politician, historical figure, artist, writer, filmmaker, film, actor, painter, painting, musician, composer, singer, sportsman, etc. do you find most important/ engaging / interesting/ impressive/ appealing / compelling, when you look at them as representing/ constructing/ challenging or questioning selected narratives/ mythologies of Canadianness? Candidates are expected to show an awareness of the changing nature of national narratives.</p> <p>Substantiate your response with a brief description of distinctive features of your selection and fully justify the reasons for your choice. Candidates are not required to possess a detailed knowledge of facts to support their opinions but will need to demonstrate critical thinking skills in the process of justifying them.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> • Name your favourite Canadian historical figure and show his/her role in the history of building /shaping Canadian values. • Discuss a selected Canadian film or the work of a filmmaker that made the biggest impression on you and show how it inscribes itself in the project of Canadianness – either constructing or questioning it. • What Canadian writer does appeal to you the most and why? Why would you recommend his / her writing to your friend? What is Canadian about the

	writing? Does this question relating to nationhood matter at all?
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