



**Canadian Studies (CNST) 201
Lecture 01
Introduction to Canadian Studies
Fall 2013
Tuesday and Thursday
11:00am-12:15pm, Room SA 106**

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Office Hours: Tuesday 1:30-3:30pm or by appointment

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Course Description

This **inquiry-based research-intensive** course examines Canada as a fluid, temporal idea that is conceptualized through various historical, social, intellectual, political, demographic, religious, cultural, ethnic, gendered, and economic forces. Canada is perceived by individuals and agencies according to pluralistic and complex perspectives, and this course will discuss these variant negotiated outlooks through interdisciplinary study. What are the subjective definitions of Canada, and how have they changed over time up until today? How is the idea of Canada and Canada's identities continually and contextually shaped?

This course asks questions, the answers to which can be elusive: How do we define Canada and Canadian nationalism, self-identities, and citizenship? Do we hold assumptions and beliefs about Canada that may be erroneous or prejudiced? We deconstruct Canada using both practical and theoretical methodologies, studying the power of multicultural discourses and narratives about individual and collective interpretive understandings and experiences of Canada in the past, present, and future. We explore the intellectual and physical jurisdictions and cultures that help shape concepts of Canada by **problematizing and complicating** the time, spaces, and places we inhabit.

This course critically investigates Canada through readings, lectures, research, and discussion on important historical and contemporary concepts. To situate the student in the field of Canadian Studies and larger practices of research and intellectual pursuit, introductory lectures will look at the meanings of academic study in the modern and historical university. As well, discussion will examine the essential tools of the aspiring academic including structured research techniques, handling of source material, clear and effective writing, critical thinking, argumentation skills and informal logic, identification of logical fallacies, and avenues of scholarly publication.

Objectives of the Course

1. through lectures, discussion, and structured research, to provide an academic forum for the study of Canada as an idea using interdisciplinary perspectives;
2. to engage students in critically analyzing and interpreting Canada and Canadian identities in fluid and temporal contexts;
3. to discuss and analyze important issues and discourses in the concept of Canada, including regionalism, evolving gendered voices, rural versus urban perspectives and conditions, industrialization and unionization, issues of science and technology, multiculturalism, immigration, religion and secularization, influence of media, international relations, institutions and bureaucracy, education, communications, and popular culture;
4. to help equip the student with the academic tools and background knowledge necessary to critically, clearly, and effectively study Canada as a tangible and intangible, and practical and theoretical entity;
5. to encourage **curiosity** into the bases of reality, **argument over opinion**, and judgment in the context of Canadian Studies. The intellectual foundations of this course require the participants **to constantly and critically challenge our own pre-conceived** notions, ideas, conceptions, perspectives, biases, predispositions, paradigms, and proclivities related to people, cultures, ethnicities, communities, classes, and gender in Canada and elsewhere;
6. to help promote an understanding of historical and interdisciplinary methodologies that are critical for more broadly and effectively analyzing Canada and the world, and human behaviour and motivations;
7. to continue to frame our critical and creative epistemological understandings that all knowledge is inter-related; and
8. to promote an individual and collective mindset that respects the expression of alternative viewpoints, arguments, and perspectives. The course participants must consider the larger goal of constructing and promoting a critical mind and altruistic approaches towards people, society, and cultures nationally and globally.

Instructorial and Course Philosophy:

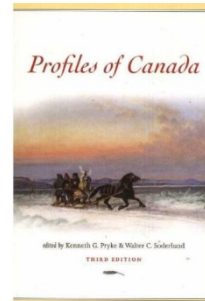
The instructor is to be considered a facilitator, discussant, resource, and lecturer of Canadian Studies argument and discussion. The instructor may be approached on any and all questions or comments related to course content and procedure, or on broad academic concerns or issues that pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: as a group, we will tackle

pertinent topics and arguments in Canadian Studies, and strive to challenge foundational assumptions of the subject matter in debate and discussion based on humane perspectives.

Textbooks and Readings

These two texts are necessary for the course and are available in the university bookstore. *Profiles of Canada* is also available for university students on ebrary. Check for its availability on-line. **Note that both texts are essential parts of this course and their selected components will be formally examined.**

1. Kenneth G. Pryke and Walter C. Soderland, eds., *Profiles of Canada*, third edition (Toronto: Canadian Scholars' Press, 2003).

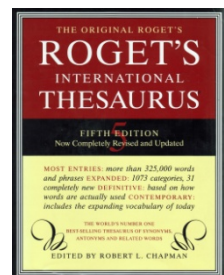
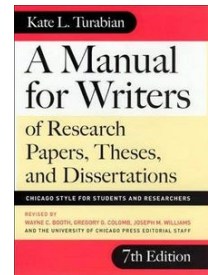
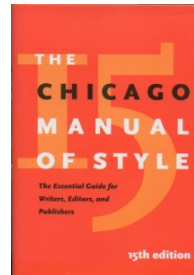


2. Paul Stortz, "Inquiries Into Canadian Studies" (seventh edition, 2009; 63pp.).

Not Required to Purchase but Highly Recommended Reading and Research Tools

1. Formatting manuals available in the bookstore and on-line. Chicago, MLA, or APA are acceptable. Consistent and accurate formatting style is fundamental to the writing components of this course.

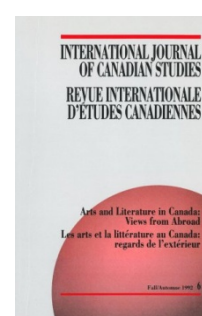
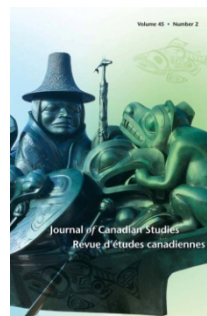
2. *Funk & Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (latest editions if consulting hardcopy formats).



3. *The Original Roget's International Thesaurus* (latest edition). New York: Harper Collins.

4. *The Globe and Mail*; *Calgary Herald*; *CBC's The National*; *CBC Radio*; *CTV News*; *Global TV*

5. *Journal of Canadian Studies* and other applicable disciplinary peer-reviewed journals. **Consulting works in peer-reviewed academic journals (available on-line via library website, or in print in the library) is required in this course.**



6. *The Canadian Global Almanac*; *Canadian Encyclopedia*

7. Association of Canadian Studies website <http://www.acs-aec.ca/>; various Government of Canada ministry websites

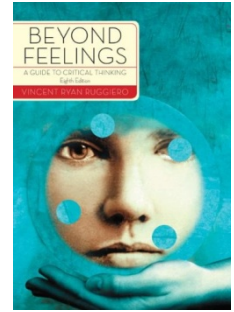
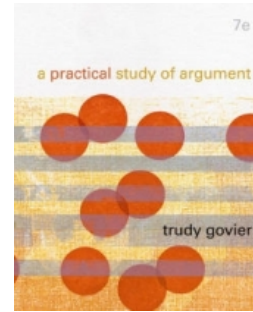
8. University of Calgary Library Canadian Studies Research Guide

<http://libguides.ucalgary.ca/canadianstudies>; and Archives Guide:

<http://libguides.ucalgary.ca/cnst201archivesguide>

9. Books on critical thinking and informal logic.

Examples include: T. Edward Damer, *Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments*, latest edition (Belmont, CA: Wadsworth Cengage Learning/Nelson Education Ltd.); Vincent Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition (New York: McGraw-Hill); Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill); Trudy Govier, *A Practical Study of Argument* (Belmont, CA: Wadsworth Publishing, 2009).



Thinking and Writing Skills

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of the ideas and foundations of Canada. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. Course participants must become familiar with "Inquiries Into Canadian Studies" (available in the bookstore and a required text in this course). All assignments require the use of informal argumentation and argumentative structure, and must follow "Inquiries" precisely. Resources for improving writing skills are available at the university Writing Centre, 3rd floor of the Taylor Family Digital Library. Visit the website for more details: www.efwr.ucalgary.ca

Schedule of Lectures and Readings

The schedule of lectures and readings is available for download on BlackBoard, and will be discussed in the first week of class.

Assignments and Evaluation

Students must keep a copy of each submitted assignment and be able to produce it immediately if requested. Assignments cannot be submitted via email. Assignments are considered officially submitted only when they are received by the instructor in hardcopy form. All assignments and the examination will be based on the material covered in lectures, assigned readings, handouts, the course text, "Inquiries Into Canadian Studies," and in-class discussion. Demonstrated knowledge of the topics covered will be graded according to depth and breadth of analysis, perception, research, and expression of the material. In all long and short answer and essay components of the assignments and the examination, an understandable and clearly-presented argument is necessary. Following the research and writing guidelines discussed in "Inquiries Into Canadian Studies" and in an accepted formatting/style manual (APA, MLA, or Chicago/Turabian) are required for structuring and arguing all qualitative responses throughout the course. Not following the instructions and details of these reference materials will result in a negative assessment on any course components or assignments.

Evaluation will also take into consideration clarity of thought and presentation. The final mark on the assignments and examination will be affected negatively by improper grammar and organization, lack of clarity, poor spelling and presentation, incomplete or faulty sentence and paragraph structures, use of ghost subjects, lack of detail and substantiation in the argument, and lack of proper argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts discussed in Canadian Studies.

All assignments are due in class on the due date (see Policy for Late Assignments, below).

Evaluation Breakdown

• **Class participation, classroom collegiality, and attentiveness:** Due to the size of the class, this component is not marked officially or in a separate evaluation, but attendance is **HIGHLY** recommended and is considered an essential responsibility of the individual student. Questions that pertain to all the assignments, the final examination, and course procedures, content, and expectations will be covered in classroom lectures and discussion.

Adherence to lecture-room etiquette is vital. **Talking in class while the lecture and related discussions are conducted is unacceptable, the main argument being that it disrupts the intellectual culture and focus of the class and disturbs your student colleagues. Also please be aware that the use of laptops for other than recording lecture and discussion notes can be distracting for colleagues nearby.** Food and (non-alcoholic) drinks are allowed. Cell phones must be turned off.

To promote the full academic freedom of class participants that includes the free and unimpeded intellectual exchange of knowledge, arguments, ideas, experiences, and information, and to protect copyright of course material, **audio or visual recording of lectures and discussions is strictly prohibited.** Unauthorized recording of lectures and discussions is a serious academic offense and is included in the university calendar under the definition of "Academic Misconduct."

Please note that hardcopies or electronic copies of class lectures, slides, and notes are not available through the instructor. PowerPoint slides, presentations, and videos are not posted on BlackBoard.

Assignment	Weight	Due Date	Comments
Mid-Term Canadian Policy/Activism Paper Length: 3,000 words (approximately 10-12 pages depending on margins; not including the Title Page, bibliography, notes, and appendices)	30%	29 October	Details of the Policy/Activism Paper will be discussed in class.

Argument Paper Length: 3,000-3,300 words (approximately 12 pages depending on margins; not including Title Page, bibliography, notes, and appendices)	35%	28 November, in class	Details of the Argument Paper will be discussed in class.
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Final Examination Length: 2 hours; includes short answer, multiple choice, essay, and argument questions. The final examination is scheduled by the Registrar.	35%	TBA	The Final Examination will cover any or all aspects of the course, including lectures, discussions, slides, and handouts, and readings in <i>Profiles of Canada</i> and "Inquiries Into Canadian Studies."
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Note on Final Examinations: To ensure the security of the examination, the date for writing the final exam cannot be changed by the instructor. If the student would like to write the examination on a different date and/or time, approval must be granted by the university examination timetabling office for a deferred exam.

► If ALL assignments and the examination are NOT completed in the course, the final grade will be assessed a "F."

Registrar-scheduled Final Examination: Yes. Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, no guarantee is in place that the exam will not be scheduled during the day. No books, notes, computers, calculators or other electronic equipment, or other resources can be used while writing the exam.

Policy for Late Assignments and Assignments Submitted Outside of Class: All assignments are due on the due date. Assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. If assignments are not submitted directly to the instructor, a drop box is available outside of the main office of the Interdisciplinary Programs Office, SS102. **Note: Do not hand in papers to the front desk of SS102 — use the drop box only. If submitting an assignment outside of class, make sure to include the instructor's name and course number on the front page.** Assignments will be removed by the front office staff, date stamped, and placed in the instructor's mailbox. The papers are not time-stamped. **To be fair to members of the class who meet assignment deadlines, course workload or computer problems are not acceptable reasons for late submissions.** Late assignments due to health reasons must be accompanied by a stamped physician's note explaining clearly the reasons for the missed deadline.

Assignments submitted after the stipulated time and day of submission will be graded but without written comments.

Grading Scale. Note: given the precision of the scale, grades will not be rounded up.

Letter Grade	Percentage Grade	GPA	Description
A+	96-100%	4.0	
A	90-95.99%	4.0	Excellent, superior performance, showing comprehensive understanding of subject matter
A-	85-89.99%	3.7	
B+	80-84.99%	3.3	
B	75-79.99%	3.0	Good, clearly above average performance with knowledge of subject matter generally complete
B-	70-74.99%	2.7	
C+	65-69.99%	2.3	
C	60-64.99%	2.0	Satisfactory, basic understanding of subject matter
C-	55-59.99%	1.7	
D+	53-54.99%	1.3	
D	50-52.99%	1.0	Minimal Pass, marginal performance
F	0-49%	0.0	Fail, unsatisfactory performance or failure to meet course requirements

Note: for the official grade on any assignment or examination, a "F" is calculated as zero percent.

Ethics

Whenever you perform research with human participants (i.e., surveys, oral histories, observation) as part of your university studies, you are responsible for following university research ethics guidelines. **You cannot conduct interviews of any kind for the explicit purposes of research for this course unless you consult with the instructor first.** For more information about your research ethics responsibilities, see the University of Calgary Research Ethics site: <http://arts.ucalgary.ca/research/for-researchers/ethics>

Plagiarism and Other Academic Misconduct

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not.

Plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This includes quotations, thoughts, ideas, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers
- Unless for a group assignment with specific requirements, a co-authored or researched paper
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of a source even when notes are used to cite the source, unless the essay is a critical analysis of those works.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who may apply the penalties specified in the University of Calgary Calendar. For information and definitions of other academic misconduct and the consequences thereof, please see the current *University of Calgary Calendar* at the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>



Use of Internet and Electronic Communication Devices

During class, cell phones must be turned off. To promote the full academic freedom of class participants that includes the free and unimpeded intellectual exchange of knowledge, arguments, ideas, and information, and to protect copyright of course material, **audio or visual recording of lectures, discussions, presentations, or media including PowerPoint slides is strictly prohibited.** Unauthorized recording of lectures and discussions is a serious academic offense and is included in the university calendar under the definition of "Academic Misconduct." **Please note that use of laptops for other than typing in lecture, discussion, and presentation notes can be distracting for colleagues nearby.**

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). As one consequence, students must identify themselves on all assignments and the examination by placing their name on the front page and their ID number. For more information, see

<http://www.ucalgary.ca/secretariat/privacy>

Students with Disabilities

Requesting academic accommodations is the student's responsibility. If you are a student with a documented disability who requires academic accommodation, you must register with the Student Accessibility Services (SAS) at 403-220-8237. Students who have not registered with the SAS are not eligible for formal academic accommodation. You are required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Students' Union

For details and contact information for the Students' Union, see: <http://www.su.ucalgary.ca/>

Student Ombuds

For details on the Student Ombuds' Office see: <http://www.ucalgary.ca/provost/students/ombuds>

Faculty of Arts Program Advising and Student Information Resources

The Faculty of Arts Program Information Centre (PIC) is the student information resource for everything in Arts. Drop in at SS102, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns. For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at 403-220-5881 or visit their office on the 3rd floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit their office in the MacKimmie Library Block.

Student Success Centre and Writing Support Services

Students have access to the Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Emergency Evacuation and Assembly points

Please note the evacuation points for your particular classroom. In case of emergency, all classrooms on campus exit to specific places. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Campus Security and "SAFEWALK" Program <http://www.ucalgary.ca/security/>.

Campus Security [email: campus.security@ucalgary.ca; phone: 220-5333] will escort individuals day or night. Use any campus phone, emergency phone, or the yellow phone located at most parking lot booths.

Other Useful Information

Faculty of Arts Representatives: 403-220-6551; arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca arts4@su.ucalgary.ca

Please also familiarize yourself about the following topics by consulting the information at these links:

Academic Accommodations: <http://www.ucalgary.ca/drc/node/46>

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>