



Canadian Studies (CNST) 201
Introduction to Canadian Studies
Fall 2017
Tuesdays and Thursdays, 12:30-1:45pm
ENA 101

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Office Hours: Tuesdays 3:15-4:30pm; Thursdays 11am-12noon

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Office Hours: Tuesdays and Thursdays, 2:00-3:30pm; MWF by appointment

Course Description This inquiry-based research course examines Canada as a fluid, temporal idea that is conceptualized through various historical, social, intellectual, political, demographic, religious, cultural, ethnic, gendered, educational, regional, 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 contemporary and historical concepts. To situate the student in the field of Canadian Studies and larger practices of research and intellectual pursuit, discussion will also

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.

**Thinking,
Research, and
Learning Skills
Practiced in
Canadian
Studies**

1. connecting critical thinking to problem-solving
2. use of empathy in in-depth explorations in Canadian Studies and elsewhere
3. effective and correct uses of informal argumentation
4. identifying and avoiding logical fallacies
5. effective research techniques and identification and analysis of source material for the undergraduate university and Canadian Studies student
6. techniques of clear and powerful writing and expression of thought, applicable to this and other courses
7. effective ways of taking large and complex issues in Canadian Studies and synthesizing them to create and study the meanings and importance of them to you

**Learning
Outcomes of the
Course**

By the end of the course, the student should be able to:

1. understand the important issues facing Canada in the past, present, and future
2. be able to engage in informed critical debate about Canada
3. be able to synthesize integral ideas and themes in relation to Canada and express them clearly and argumentatively
4. be able to approach future research projects and tasks more insightfully and effectively
5. understand that all interdisciplinary knowledge in Canadian Studies and elsewhere is inter-related
6. be able to identify argument versus opinion and which one is more intellectually powerful
7. understand more clearly the power and practice of judicious and critical thought

**Instructional and
Course
Philosophy**

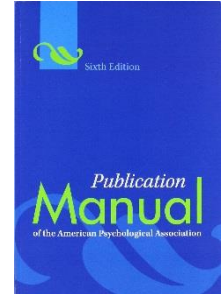
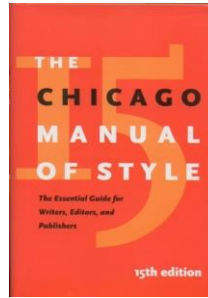
As the instructor, I am also a facilitator, discussant, resource, and lecturer of Canadian Studies argument and discussion. I may be approached on any and all questions or comments related to course content and procedure, or on broad academic concerns or issues that pertain to your intellectual reflection and growth. The course philosophy is hermeneutic, heuristic, and holistic: together, we will tackle pertinent topics and arguments in Canadian Studies, and strive to challenge foundational assumptions of the subject matter in debate and discussion.

**Required
Readings**

1. All required weekly readings are available on-line through the University of Calgary library. **Important:** Throughout the term, keep up on the Readings as Section C of the Final Examination includes the requirement to discuss a sample of them.
2. Paul Stortz, "Inquiries Into Canadian Studies" (eighth edition, 2017; 65pp.). This manual is available in the bookstore.

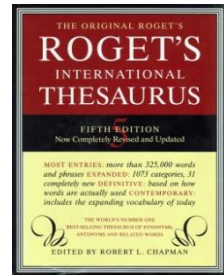
Highly Recommended Reading and Research Tools

1. The accepted formatting manuals in academic research are: *The Chicago Manual of Style* (or the abbreviated *Turabian: A Manual for Writers*), the *MLA Handbook for Writers of Research Papers*, and the *Publication Manual of the American Psychological Association*. Consistent and accurate formatting style is fundamental to the writing components of this course.



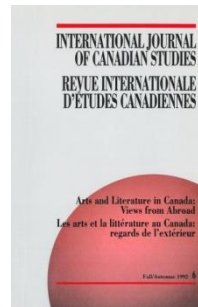
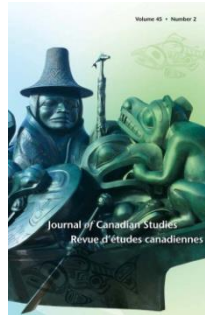
2. *Funk & Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (latest editions if consulting hardcopy formats).

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



4. Canadian-based media, for example *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.

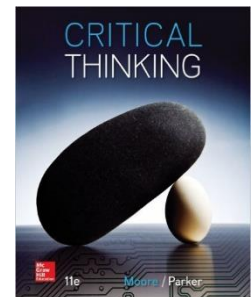
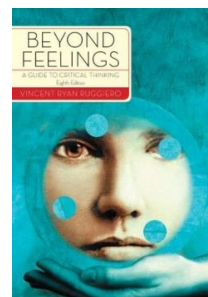
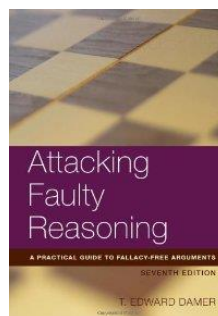


6. *The Canadian Global Almanac*; *Canadian Encyclopedia*, *Canadian Who's Who*

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>; miscellaneous library and archival databases

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 and Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition (New York: McGraw-Hill); and Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill).

Schedule of Lectures and Readings

The schedule of lectures and readings is available for download on Desire2Learn, and will be discussed in the first week of class.

Copies of Class Lectures and PowerPoint Slides

Note that CNST 201 is not an on-line course. **Due to legal issues of copyright, and that the course deals with argumentative and highly interpretive content and approaches that are discussed in class, copies of class lectures and most PowerPoint Slides will not be available on D2L.** Other relevant course documents may be available on-line including, where applicable, important discussion points for the growth of student learning in Canadian Studies and to help reflect and study for the final examination.

Assignments

Assignment	Weight	Due Date
Research Report	30%	2 November, in class
Argument Paper	35%	7 December, in class
Final Examination	35%	TBA

If all assignments and the examination are not completed in the course, the final grade will be assessed a "F."

Registrar-Scheduled Final Examination

This course has a registrar-scheduled final examination. The date for writing the final examination 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 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.

Departmental Grading Scale

This official objective grading scale is used in the Department of History and the Canadian Studies program. This might differ from other scales used in some of your other courses.

Letter Grade	Percentage Grade	GPA	Description
A+	90-100%	4.0	Outstanding
A	85-89%	4.0	Excellent, superior performance, showing comprehensive understanding of subject matter
A-	80-84%	3.7	
B+	77-79%	3.3	
B	73-76%	3.0	Good, clearly above average performance with knowledge of subject matter generally complete
B-	70-72%	2.7	
C+	67-69%	2.3	
C	63-66%	2.0	Satisfactory, basic understanding of subject matter
C-	60-62%	1.7	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation
D+	56-59%	1.3	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
D	50-55%	1.0	Minimal Pass, marginal performance
F	0-49%	0.0	Fail, unsatisfactory performance or failure to meet course requirements

For the official grade on any assignment or examination, a “F” is calculated as zero percent.

Evaluation

All assignments will be based on the material covered in lectures, assigned readings, in-class handouts, “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. An understandable and clearly-presented argument is always 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.

Evaluation will also take into consideration clarity of thought and presentation. The final mark on the assessed components of this course 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/empty referents, lack of detail and substantiation in the argument, missing or inaccurate documentation and citation of source material, and lack of proper organization and expression of argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts discussed in Canadian Studies.

**Submission of
Course
Assignments**

The assignment are to be submitted in class on the due date. Students must keep a copy of each submitted assignment and be able to produce it immediately if requested. Unless otherwise arranged with the instructor, assignments are considered officially submitted only when they are received by the instructor in hardcopy form.

**Late
Submissions**

If assignments are not submitted directly to the instructor, a (red) drop box for late submissions is available outside of the main office in the history department, SS656. On all assignments, please ensure that the your name, student number, the instructor's name, and course number are indicated on the front page.

To be fair to class members who submit on time, assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. The box is emptied daily at 8:30am and 4:00pm, stamped with that day's date, and placed in the instructor's mailbox. Any assignments handed in after 4:00pm will be collected the following workday and stamped with that day's date. The papers are not time stamped. 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 indicating the reason for the missed deadline. Assignments submitted after the stipulated time and day of submission will be graded but without written comments.

**Attendance and
Classroom
Etiquette**

Due to the size of the class, attendance is not marked officially or in a separate evaluation, but it is highly recommended and is considered an essential responsibility of each 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. Note: as mentioned, lecture notes and most PowerPoint slides will not be available on-line (see above category "Copies of Class Lectures and PowerPoint Slides.")

Kind adherence to classroom etiquette is vital. Talking in class while the lecture and related discussions are conducted is unacceptable. Among the main arguments for this is that it disrupts the intellectual culture of the class and disturbs your student colleagues. Food and (non-alcoholic) drink are allowed, cell phones must be turned off.

Study Groups This class encourages the formation of study groups. They can be formed anytime during the term, but are usually organized closer towards the date of the final examination. If you would like to organize one, feel free to consult with the instructor.



Use of Internet and Electronic Communication Devices

Please be courteous of those around you. The use of laptops/Ipads/Iphones for other than typing lecture notes or course-related work can be distracting to your colleagues nearby. Note that several academic studies have concluded that using social media during lectures distracts the student from the knowledge being created and discussed to the detriment of learning experience and growth.



Recording or photographing Lectures and PowerPoint

Due to copyright issues, and to promote the full academic freedom of class members that includes unimpeded intellectual and knowledge exchange, unless otherwise arranged with the instructor, audio or visual recording of in-class lectures and discussions as well as PowerPoint slides is not allowed. According to university regulations, unauthorized recording is a serious academic offense and is included in the university calendar under the definition of "Academic Misconduct." For more information, see the university calendar, Item E.6: *Recording of Lectures*.

Plagiarism

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. As noted in "The History Student's Handbook," plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 will apply the penalties specified in the *University of Calgary Calendar*.

Writing Support

Students are encouraged to use 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.

Ethics	<p>Whenever you perform research with human participants (i.e., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. 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:</p> <p>http://arts.ucalgary.ca/research/for-researchers/ethics</p>
Freedom of Information and Protection of Privacy Act	<p>This course is conducted in accordance with the <i>Freedom of Information and Protection of Privacy Act</i> (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:</p> <p>http://www.ucalgary.ca/secretariat/privacy; http://www.ucalgary.ca/legalservices/foip/foip-hia</p>
Copyright®	<p>The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see http://library.ucalgary.ca/copyright.</p>
Student Accommodations	<p>(These latest details for student accommodations were implemented 1 July 1 2015). The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than disability should communicate this need, preferably in writing, to the course instructor.</p>
Campus Resources for Mental Health	<p>The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre https://www.ucalgary.ca/wellnesscentre/services/mental-health-services) (Room 370, MacEwan Student Centre), and the Campus Mental Health Strategy website http://www.ucalgary.ca/mentalhealth/.</p>
Other Student Information and Resources	<p>If you have a question, but not sure where to start, the Arts Student Centre is your information resource for everything in Arts. Drop in at SS110, 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</p>

concerns. For program planning and advice, contact the Arts Student Centre, Social Sciences 102 (phone: 403-220-3580). You can visit them at <http://arts.ucalgary.ca/advising>. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Faculty of Arts Student Representatives: phone: 403-220-6551

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Student Union Information: <http://www.su.ucalgary.ca/>

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

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

**Course
Assessments**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference — please participate in USRI.

**History
Department
Twitter Handle**

For all departmental updates and notifications, access *@ucalgaryhist*

Campus Security 403-220-5333

**Emergency
Evacuation
Assembly Points** <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Safewalk: 403-220-5333; <http://www.ucalgary.ca/security/safewalk>