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**CNST 201**  
***Introduction to Canadian Studies***  
**Fall 2019**

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**University of Calgary, Faculty of Arts**  
**Monday, Wednesday, and Friday, 11:00 to 11:50 a.m.**  
**Classroom: ICT 122**

Instructor: James Forbes

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Office: SS643

Office Hours: M/W/F 9:30 – 10:30 a.m., and by appointment

Course Description & Learning Outcomes

This course will introduce students to major themes and issues facing contemporary Canada. Guided by the chapters in our textbook and supplementary material, students will explore various dimensions of life in Canada including political, cultural, religious, economic, social, and intellectual.

In order to thread a range of topics together, this course will encourage students to consider the “Canadian Question,” summarized by Carl Berger in 1971 as follows: “what positive values does the country embody and represent that justifies her existence?” With no definitive and universal answer available, Canadian thinkers have pondered and debated this question since the founding of the nation. As we investigate a variety of possible answers to this question, students will consider the *relationships* (ie., Indigenous-Settler, French-English) and *meanings/myths* (ie., Loyalist, Mosaic) that Canada has come to represent.

In accordance with the Truth and Reconciliation Commission’s *Calls to Action* (2015), this course will offer special attention to Indigenous-Settler relations in Canada, including the significance of the Numbered Treaties, the Residential School System, and the complex legacies of colonization, resistance, and reconciliation.

By the end of this course, students will be able to do the following: 1) Identify and explain various issues in Canada including political, economic, social, military, constitutional, and cultural. 2) Conduct independent research, which includes finding and assessing appropriate scholarly sources, constructing an argument, and writing a persuasive essay. 3) Analyze written primary sources, and discuss their significance in a collaborative learning environment.

Textbooks (Required)

Kasoff, Mark and Patrick James, eds. *Canadian Studies in the New Millennium*. 2<sup>nd</sup> ed. Toronto: University of Toronto Press, 2013.

Grant, George. *Lament for a Nation, 40<sup>th</sup> Anniversary Edition: The Defeat of Canadian Nationalism*. Montreal & Kingston: McGill-Queen’s University Press, 2005.

## Categories of Assessment

Participation (20%) – in class most Fridays  
Reflection Journal (10%) – due **December 4** on D2L  
Mid-Term Exam (20%) – in class on **October 18**  
Research Paper (25%) – due **November 22** on D2L  
Final Exam (25%) – date TBD by Registrar

### **Participation (20%)**

Class attendance is a mandatory part of this course. Sessions may include a lecture, group discussion, review activities, and multi-media supplements. Students are expected to have done the day's readings (as designated in the course schedule below) prior to class and be able to engage in an informed discussion. On designated discussion days, which will take place most Fridays unless otherwise indicated, students will be asked to work in small groups to answer questions about the day's material. Each participation exercise will be worth 2% of the overall grade, and students will earn the full 20% participation mark if they attend at least ten discussion sessions and demonstrate an informed engagement with the material for each class. Students who miss a discussion day for a legitimate reason may receive an alternative makeup participation question to answer via e-mail. **Due most Fridays in class.**

### **Reflection Journal (10%)**

Throughout the semester, the instructor will occasionally assign a Reflection Question, based upon that day's material. Students will write down each question and consider whether they want to write an answer to that question in a MS Word document. Students may choose not to answer every question, but must answer at least 7 of the Reflection Questions (out of a total of about a dozen). In the first week of December, each student will compile all their answers to these questions and submit them to the dropbox on D2L.

Unlike the essay, this assignment does not require any supporting sources or scholarly distance from the subject. Personal connections to the material and "I" statements are allowed. The purpose of this assignment is to encourage deeper personal engagement with course material, beyond class discussion and note-taking.

Reflection Journals will be assessed based on whether they demonstrate an informed understanding of the issues, answer the questions with clarity, use correct grammar and spelling, and meet the minimum page requirements and minimum question requirements.

Minimum of 5 pages double-spaced, Times New Roman, 12-point font, 1" margins.

Minimum of 7 Reflection Questions from class must be addressed.

**Due December 4 @ 11:59 p.m. on D2L.**

### **Mid-Term Exam (20%)**

The mid-term exam will consist of short answer identification and multiple choice questions based upon course material covered to that point. This will be a closed-book exam and students will have the duration of class time to complete it. **October 18, in class.**

## **Research Paper: Lament for a Nation (25%)**

Over fifty years ago, George Grant's *Lament for a Nation* (1965) proclaimed that "Canada has ceased to be a nation." Believing Canadian sovereignty to be threatened by the rise of what he called the American Empire, Grant captured a sense of Canadian anxiety with our closest neighbour's increasing economic, cultural, and military power in the mid-twentieth century. Whether one agrees or disagrees with Grant's conclusions, his words challenge students to think deeply about many themes that continue to be relevant in Canada today: the relationship between Canada and the United States, liberalism versus conservatism, nationalism versus globalism, and tradition versus modernity.

For this Research Paper, students must read George Grant's *Lament for a Nation* and write an essay on one of the themes in the book. The purpose of the essay is to advance a clear central argument with reference to Grant's book and using evidence from additional scholarly sources that the student finds on their own.

Research essays will be assessed based on whether they demonstrate an informed understanding of the issues, use appropriate scholarly sources, employ those sources as evidence to advance a clear argument, use correct grammar and spelling, and meet all the requirements of the assignment (ie., page count).

Minimum of 5 pages double-spaced, Times New Roman, 12-point font, 1" margins.

Must include evidence from at least three relevant scholarly sources (for example: peer-reviewed journal article, government report, and/or book published with an academic press).

Please note that the course textbook does not count as one of the three scholarly sources.

Evidence must be cited using footnotes, adhering to Chicago Style format (see link on D2L for an easy-to-follow style guide).

Use scholarly language and avoid "I" statements for this assignment.

**Due November 22 @ 11:59 p.m. on D2L.**

The choice of what to focus on is flexible, as long as it relates to the book. Note: It is best to select *one* topic to examine in detail, rather than attempting to address multiple topics. Here are a few examples of essay questions, each of which could form the basis of a Research Paper:

- a) **Canada-U.S. Relations:** In the fifty years since Grant wrote, Canada has continued to have a close relationship with the United States. Was Grant correct that Canada has become merely a branch of the American Empire? Why or why not?
- b) **Indigenous perspective:** Compare Grant's book with the short speech by Chief Dan George "Lament for Confederation" (1967). Does this Indigenous perspective challenge Grant's assessment or are they compatible with one another?
- c) **Liberalism & Conservatism:** How does Grant characterize modern political ideologies and what does he mean when he says that most conservatives today are just "old-fashioned liberals"? Is this assessment valid? Why or why not?
- d) **Capitalism:** Grant understood capitalism to be antithetical to the nation because he believed Canada's capitalists tend to choose profits over national interests. Is this assessment valid? Why or why not?
- e) **Lamentation:** Why did Grant believe it was necessary to write a "lament" for Canada, and how does this concept relate to the literary genre of tragedy? What value does this style of writing/thinking have for our understanding of Canada?

## **Final Exam (25%)**

The registrar-scheduled final exam will be two hours long and it will consist of an essay question, some short answer identification, and some multiple choice questions. Material from the beginning of the class to the last day, including content from the class notes and assigned readings, are all eligible for inclusion in the exam. The last day of class will be a review session to help students prepare for the final exam, including a discussion of possible exam questions. This will be a closed-book exam.

**Date TBD by registrar's office.**

## **Grading:**

This course follows the University of Calgary's standard undergraduate grading system, as outlined in the 2017/2018 University Calendar: <https://ucalgary.ca/pubs/calendar/current/f-1-1.html>

<b>Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Approaching excellent performance
B+	3.30	Exceeding good performance
B	3.00	Good performance
B-	2.70	Approaching good performance
C+	2.30	Exceeding satisfactory performance
C	2.00	Satisfactory performance
C-	1.70	Approaching satisfactory performance.
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0.00	Failure. Did not meet course requirements.

## **Late Policy:**

Students are expected to submit their completed assignments in a .doc or .docx format to the course's dropbox on D2L by **11:59 p.m.** on the due date. If students have any difficulty with D2L, they may submit their assignment as an attachment in an e-mail to the instructor. Any assignments submitted after that time will receive a late penalty of one partial letter grade per day. For example, one day late would bring an A paper down to an A-, two days late would bring an A paper down to a B+, etc.

## Course Schedule

(Assigned readings from the Kasoff textbook unless otherwise indicated)

### **Week 1: Introduction**

*Friday, September 6*

Course Outline & Expectations

### **Week 2: The Canadian Question (Ch. 1)**

*Monday, September 9*

What holds the country together?

*Wednesday, September 11*

Home, Contested

*Friday, September 13*

Discussion Day #1: Ecumenical Narratives

### **Week 3: Indigenous-Settler Relations, Part I (Ch. 2)**

*Monday, September 16*

History of Indigenous-Settler Relations, 1500-1763

*Wednesday, September 18*

History of Indigenous-Settler Relations, 1763-1885

*Friday, September 20*

Discussion Day #2: Empathy for the Other

### **Week 4: Women & Civil Rights (Ch. 9)**

*Monday, September 23*

Women's Suffrage

*Wednesday, September 25*

Civil Rights

*Friday, September 27*

Discussion Day #3: How the Vote Was Won

### **Week 5: Canada-U.S. Relations (Ch. 12)**

*Monday, September 30*

The American Empire

*Wednesday, October 2*

North American Economy & Culture

*Friday, October 4*

Discussion Day #4: The American Cultural Invasion

### **Week 6: Politics & Government (Ch. 3)**

*Monday, October 7*

The Parliamentary Tradition

*Wednesday, October 9*

Liberalism and Hegemony

*Friday, October 11*

Discussion Day #5: Individual & Collective Rights

### **Week 7: Religion & Secularization (Link on D2L)**

*Monday, October 14*

NO CLASS FOR THANKSGIVING

*Wednesday, October 16*

History of Christianity in Canada

*Friday, October 18*

MID-TERM EXAM IN CLASS

### **Week 8: French-English Relations (Ch. 6)**

*Monday, October 21*

The Legacy of 1759

*Wednesday, October 23*

The 1995 Referendum

*Friday, October 25*

Discussion Day #7: Quebec Nationalism

### **Week 9: Multiculturalism (Ch. 5)**

*Monday, October 28*

History of Immigration in Canada

*Wednesday, October 30*

The Post-National Turn?

*Friday, November 1*

Discussion Day #8: Narratives of Multiculturalism

### **Week 10: The Economy (Ch. 4)**

*Monday, November 4*

Essay Researching, Writing, and Citing

*Wednesday, November 6*

Globalization in the 21<sup>st</sup> Century

*Friday, November 8*

Discussion Day #9: Housing Affordability

### **Week 11: Reading Week**

*November 11 - 15*

NO CLASSES

Please work on your Research Papers

### **Week 12: Indigenous-Settler Relations, Part II (Ch. 8)**

*Monday, November 18*

History of Indigenous-Settler Relations, 1885-1990

*Wednesday, November 20*

Residential Schools and Reconciliation

*Friday, November 22*

Discussion Day #10: Canada as a “metis civilization”

REMINDER: Research Paper due today on D2L @ 11:59 p.m.

## **Week 13: Imagining Canada's Past & Future (Ch. 7)**

*Monday, November 25*

Commemorating the Past

*Wednesday, November 27*

National Narratives

*Friday, November 29*

Extra Discussion Day: Counter-Narratives

## **Week 14: Conclusion**

*Monday, December 2*

Boomers to Gen Z: The Future of Canada

*Wednesday, December 4*

Final Thoughts

*Friday, December 6*

Review Activity for Final Exam

## **Exam Period (December 9 – 19)**

Final Exam date TBD by the Registrar

### **Program Advising and Student Information Resources:**

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

### **Departmental Grading System:**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Writing:**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

**Red Box Policy:**

Essays and other assignments may be dropped into the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name**, and 4) **your**

**student number.** Assignments received after 4:00 p.m. are date stamped the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied at 4:00 p.m. Monday to Friday.

### **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*

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works
- Using 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 is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K*.  
<https://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Copyright:**

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see

<http://library.ucalgary.ca/copyright>.

### **Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

**Other Useful Information:**

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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