



## Department of History

CNST 201  
Introduction to Canadian Studies  
Fall, 2020

**Instructor:** Dr. Kevin Anderson

**Email:** [kevin.anderson2@ucalgary.ca](mailto:kevin.anderson2@ucalgary.ca)

**Office Hours and Method:** By appointment (through Zoom).

**Course Delivery:** Online, asynchronous (not at a scheduled time)

**Originally Scheduled Class Times:** MWF, 10:00-10:50

**Teaching Assistants:** Dave Reed

[dave.reed@ucalgary.ca](mailto:dave.reed@ucalgary.ca)

Hana Storkova

[hana.storkova@ucalgary.ca](mailto:hana.storkova@ucalgary.ca)

**Teaching Assistants Office Hours:** Dave Reed, Wednesdays, 2:00-3:30 (through Zoom)

**NOTE:** Dave has been assigned as the point of contact with students among the TAs. Contact Hana directly only about material she has marked.

### Description:

CNST 201 will explicitly build upon T.H.B. Symons' call for Canadian Studies to help Canadians "to know ourselves" by investigating what it means to know and what/who constitutes the "self," focusing on selected historical moments from the eighteenth century-the early twenty-first century. CNST 201 will examine the nation-building project of Canada through the simultaneous development of its institutions, the attempt to create a singular national story, and by tracking the always shifting barriers between who belongs and who does not.

### Learning Outcomes

- Be able to think critically.
- Approach social categories and norms (e.g. gender roles, heteronormativity, white supremacy) with thoughtful skepticism and through a historicized lens.
- Critically analyze the agency and voice of marginalized populations.
- Situate "the Other" as a consistent general (although always changing in specific content) category in Canadian culture and society.
- Critically analyze manifestations of Canadian identity and Canadian nationalism.
- Be able to write a coherent academic essay with a consistent, clear thesis.
- Critically read scholarly articles and monographs and be able to discern key arguments,

evidence, and how it fits in a wider literature.

- Be able to integrate scholarly learning with lived experience but accept that one's own experience is not the only experience.

### **On-Line Instruction Statement**

- The course will be asynchronous. This means that I will record and post all lectures to be accessed at any time.
- Each week will consist of a short introductory lecture outlining the subject-matter and major points, and some short lectures (roughly 20 minutes each), delivered remotely and with narrated PowerPoint slides.
- I will create discussion forums each week for any questions you have about the lectures and/or readings.
- On selected weeks, you will be expected to discuss course material with your randomly selected group. You will be given a reasonable amount of time to complete these assignments, so it will still allow for asynchronous instruction.
- Other than the group work, all assignments **MUST** be completed individually. Studying together is fine, but writing exams or quizzes together is not.
- I will have virtual office hours in order to answer any questions regarding lectures, readings, or assignments, offered through Zoom.

### **Assessment:**

All assignments should be double-spaced and submitted electronically through the appropriate Dropbox folder on D2L (not by email).

Discussion groups, 15%: You will be randomly placed in a group of five on D2L. On identified weeks (**represented by an \* beside the week number in the course outline**) each group will be asked questions based on the course material for that week (lectures and readings).

Working together as a group (using the group discussion functions in D2L), you will be expected to discuss the questions and provide short paragraph answers to each question as a group (roughly five-seven complete sentences per answer). Throughout the semester, you will twice be asked to confidentially evaluate fellow group members to make sure everyone is contributing to the answer process relatively equitably.

To close each document, your group will also provide a paragraph reflection (five-seven complete sentences) on how the course material from the current week helps to better understand contemporary Canada. If your group decides that the course material does *not* help better understand contemporary Canada (which is a valid perspective), your group must explain why this is the case.

**The group write-ups are due the following Tuesday of the week they are assigned. E.g., Week 2 questions will be assigned the week of Sept. 14 and each group will have until Tuesday, September 22 at noon to submit their answers.**

Due dates: Week 2, Tuesday, September 22, 12:00 PM  
Week 4, Tuesday, October 6, 12:00 PM  
Week 7, Tuesday, October 27, 12:00 PM  
Week 8, Tuesday, November 3, 12:00 PM

Week 10, Tuesday, November 24, 12:00 PM  
Week 12, Tuesday, December 8, 12:00 PM

Quizzes, 15%: There will be three quizzes written through D2L throughout the semester (**represented by a # beside the week number in the course outline**) testing your knowledge and comprehension of the course material (lectures and readings) up to that week. Each quiz is worth 5% of your final grade.

Take-home mid-term exam, 25%, **posted on D2L Tuesday, October 6, 9:00 AM, returned NO LATER than Friday, October 9, 5:00 PM**: You will be given a selection of essay questions on the material we have covered from Weeks 1-4. You must write an essay that consistently argues a clear thesis. The exam will measure your ability to **analyze** (subdivide content into meaningful parts and relate parts), **synthesize** (put parts together to form a whole, with emphasis on creating a new meaning or structure), and **evaluate** (make judgments about the value of ideas or materials) the course material.

Your essay must include a clear introduction that outlines what your essay will discuss and advances your thesis. Your thesis should be supported with well-organized paragraphs (beginning with a topic sentence and ending with a transition into the next paragraph) that present evidence from your sources (readings or lectures). The essay should conclude by reiterating the thesis and summarizing the evidence that has demonstrated its validity.

Sources and quotations need to be cited in the paper using the Chicago-Style, Notes and Bibliography citation system (footnotes or endnotes, with a bibliography).

As you have limited time to write this, style will not be as important as content.

Critical reflection, 4-6 pages, 20%, **due Wednesday, November 25, 11:59 PM**: For this assignment, think about course material that has encouraged you to re-evaluate assumptions you may have entered the class with.

Choose a contemporary Canadian event/topic that is broadly related (**e.g. if you re-evaluated your assumptions about racism in Canada, choose a contemporary topic related to racism in Canada**) and, using the course material as well as **at least one** primary source (likely a non-scholarly account of the contemporary subject, **e.g. a newspaper article or online news article**) and **at least one** secondary source, write a critical reflection on how historical context (and hopefully this course) has helped you to critically evaluate this subject and the discourse surrounding it.

Part of this assignment could also be critically evaluating the sources you have selected, and whether it paints an accurate picture of the subject.

The assignment is designed to evaluate your experiential learning (recognizing how your own lived reality and assumptions shape your learning), as well as your ability to analyze, synthesize, and evaluate complex ideas.

Take-home final exam, 25% **posted on D2L Tuesday, December 15, 9:00AM, returned NO LATER THEN Friday, December 18, 5:00 PM**: You will be given a selection of essay

questions on the material we have covered Weeks 6-13. You must write an essay that consistently argues a clear thesis. The exam will measure your ability to **analyze** (subdivide content into meaningful parts and relate these parts to each other and course themes), **synthesize** (put parts together to form a whole, with emphasis on creating a new meaning or structure), and **evaluate** (make judgments about the value of ideas or materials) the course material.

Your essay must include a clear introduction that outlines what your essay will discuss and advances your thesis. Your thesis should be supported with well-organized paragraphs (beginning with a topic sentence and ending with a transition into the next paragraph) that present evidence from your sources (readings or lectures). The essay should conclude by reiterating the thesis and summarizing the evidence that has demonstrated its validity.

Sources and quotations need to be cited in the paper using the Chicago-Style, Notes and Bibliography citation system (footnotes or endnotes, with a bibliography).

As you have limited time to write this, style will not be as important as content.

### **Late Submissions Policy**

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between you and the instructor.

Late assignments will have a third of a letter grade deducted per day, including weekends (e.g. if the original grade is a B+ and the essay is two days late, the essay will now be a B-).

### **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.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.

Percentage	Letter Grade	Grade Point Value	Description
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### **Learning Technologies Requirements**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)). In order to successfully engage with the material, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; broadband internet connection.

### **Required Texts for Purchase**

None. All sources will be provided by me over D2L.

### **Useful scholarly journals and other resources**

*Journal of Canadian Studies*

*International Journal of Canadian Studies*

*British Journal of Canadian Studies*

*American Review of Canadian Studies*

*Canadian Historical Review*

*Dictionary of Canadian Biography*

[statcan.gc.ca](http://statcan.gc.ca)

[Canada.ca](http://Canada.ca)

University of Calgary: Research guides, databases, research help through the library

## Weekly Topic and Reading Schedule

**Week 1:** (Originally W Sept. 9; F Sept. 11):  
Course introduction and going through the outline

**No reading.**

### **Section 1: Turtle Island and the Colonial Era, ca. 1700s-1860s**

**Week 2:** (Originally M Sept. 14; W Sept. 16; F Sept. 18) **\*Group discussion this week\***  
Terra nullius: Alliances and disease, or ‘civilization’ and the Europeanization of Indigenous land

#### **Readings:**

Toby Morantz, “Plunder or Harmony? On Merging European and Native Views of Early Contact,” in *Decentering the Renaissance: Canada and Europe in Multidisciplinary Perspective, 1500-1700*, 48-67.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/418189>

Keith Thor Carlson, “Reflections on Indigenous History and Memory: Reconstructing and Reconsidering Contact,” in *Myth and Memory: Stories of Indigenous-European Contact*, ed. John Sutton Lutz, 46-68.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/408617>

**Week 3:** (Originally M Sept. 21; W Sept. 23; F Sept. 25) **#Quiz 1 this week#**  
From French to British to British North American: Making homogenous that which is not

#### **Reading:**

Cole Harris, “Voices of Disaster: Smallpox around the Straits of Georgia in 1782,” *Ethnohistory* 41 (1994): 593-626.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/482767>

Afua Cooper, “Acts of Resistance: Black Men and Women Engage Slavery in Upper Canada,” *Ontario History* 99 (2007): 5-17.

<http://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/docview/208522811?accountid=9838>

**Week 4:** (Originally M Sept. 28; W Sept. 30; F Oct. 2) **\*Group discussion this week\***  
Confederation: Inventing a national mythology

#### **Reading:**

A.I. Silver, *The French-Canadian Idea of Confederation, 1864-1900*, chapter 2.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4670197>

**Week 5:** (Originally M Oct. 5; W Oct. 7; F Oct. 9)

**MID-TERM THIS WEEK; NO READINGS**

**Section 2: Confederation and its Discontents, 1867-1914**

**Week 6:** (Originally W Oct. 14; F Oct. 16) **#Quiz 2 this week#**

Rebellions, resistances, expansionism, and sectarianism, Part I: Crushing opposition, consolidating white supremacy

**Reading:**

Catherine Evans, “Heart of Ice: Indigenous Defendants and Colonial Law in the Canadian North-West,” *Law and History Review* 36 (2018): 199-234.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S0738248017000657>

Timothy J. Stanley, ‘The Aryan character of the future of British North America’: Macdonald, Exclusion, and the Invention of Canadian White Supremacy.” In *Macdonald at 200: New Reflections and Legacies*, eds. Patric Dutil and Roger Hall, 115-140.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/447069>

**THANKSGIVING ON MONDAY**

**Week 7** (Originally M Oct. 19; W Oct. 21; F Oct. 23) **\*Group discussion this week\***

Rebellions, resistances, expansionism, and sectarianism, Part II: Rejecting *deux nations*

**Reading:**

TBD

**Section 3: ‘The twentieth century shall be the century of Canada’, 1914-1968**

**Week 8:** (Originally M Oct. 26; W Oct. 28; F Oct. 30) **\*Group discussion this week\***

Canada, war, and beyond, Part I: When being British and Canadian meant the same thing

**Reading:**

TBD

**Week 9:** (Originally M Nov. 2; W Nov. 4; F Nov. 6) **#Quiz 3 this week#**

Canada, war, and beyond, Part II: The faltering of the status quo, the survival of the status quo

**Reading:**

TBD

**Week 10:** (Originally M Nov. 16; W Nov 18; F Nov. 20) **\*Group discussion this week\***  
Rights, Rights, Rights: The limits of social change

**Reading:**  
TBD

**Term break and Remembrance Day!!!**

**Section 4: Globalization, Postcolonialism, Human Rights, and Multiculturalism, 1968-**

**Week 11:** (Originally M Nov. 23; W Nov. 25; F Nov. 27)  
Maîtres chez nous: Quebec and the constitution

**Reading:**  
TBD

**CRITICAL REFLECTION DUE MONDAY!!!**

**Week 12** (Originally M Nov. 30; W Dec. 2; F Dec. 4) **\*Group discussion this week\***  
Starting to reckon with Canada's past, Part I: Whiteness, multiculturalism, and decolonization

**Reading:**  
TBD

**Week 13:** (Originally M Dec. 7; W Dec. 9)  
Starting to reckon with Canada's past, Part II, catching-up and exam review

**No reading.**



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

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.*

### **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 documented according to the format described in the History Student's Handbook, <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

### **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. Please see The History Student's Handbook, .

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

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 Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Academic Accommodations:**

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](https://www.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.

**Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. No copyrighted reading 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 consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**Other Useful Information:**

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
- Campus Security and Safewalk (220-5333)

**Department Twitter @ucalgaryhist**