



UNIVERSITY OF
CALGARY

Department of History

CNST 201
Introduction to Canadian Studies
Spring 2021

Instructor: Dr. Kevin Anderson

Email: kevin.anderson2@ucalgary.ca

Office Hours and Method: By appointment through Zoom

Course Delivery: Online, Asynchronous

Originally Scheduled Class Times: TR, 9:00-11:45

Teaching Assistants: Shawn Brackett

shawn.brackett@ucalgary.ca

David Reed

dave.reed@ucalgary.ca

Teaching Assistants Office Hours (via Zoom): Tuesday, 3:00-4:00 PM

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.

Lectures will not be posted on Mondays. Every effort will be made to maintain a consistent lecture schedule of two lectures per week, usually uploaded on D2L on Tuesdays and Thursdays. If there is a change in this schedule, I will announce it via D2L.

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.

Reading Material

All assigned readings are listed in the schedule below. They will be provided by me over D2L or hyperlinked in the course outline. You do not have to purchase any course texts.

Assessment

Method	Due Date	Weight
Research Essay	June 17, 11:59 PM	35
Scholarly Source analysis	11:59 p.m. Various Fridays	27.5
Quizzes (6 total)	11:59 p.m. Various Wednesdays	27.5
Essay Proposal	May 21, 11:59 PM	10

Grading Policies

You will receive letter grades on your assignment, as well as numerical grades through the gradebook in D2L. All assignments will be submitted through D2L and all grades will be available through D2L. Only the instructor can grant extensions on due dates, usually on compassionate grounds or due to extenuating circumstances (e.g., a death in the family or among friends, health issues including but not limited to COVID-19).

If you submit an assignment late without an agreed upon extension, you will be deducted a third of a letter grade per day. E.g., if you submit an assignment two days late and the original grade was a B+, it will now be a B-.

If you want to discuss your grade, you need to have a clear reason for revisiting it beyond that you do not like the grade. Please contact the person who originally evaluate your assignment; if you cannot come to an agreement, contact the instructor who will then do a re-evaluation of the grade.

Details on Methods of Assessment

All assignments should be double-spaced, written in 12-point font (Times New Roman is a very common font), with reasonable margins, and page numbers. You do not need to include a title page, but do need to ensure your name, the instructor's name, and the course number is included at the beginning of the assignment.

Quizzes, Multiple-choice, 27.5% (six quizzes, lowest mark will be dropped): Each quiz will test your knowledge and comprehension of the **lectures and readings**. Each subsequent quiz will then test your knowledge and comprehension of the **lectures and readings** *since* the previous quiz.

Upon entering a quiz, you will have one hour to write it, with no re-dos. Each quiz will be posted

on the **Friday, 12:00 PM** of the corresponding week and will be available for completion until the following **Wednesday, 11:59 PM**.

Quiz schedule: Quiz #1, uploaded **Friday May 7**, available until **Wednesday, May 12**
Quiz #2, uploaded **Friday May 14**, available until **Wednesday, May 19**
Quiz #3, uploaded **Friday May 28**, available until **Wednesday, June 2**
Quiz #4, uploaded **Friday June 4**, available until **Wednesday, June 9**
Quiz #5, uploaded **Friday June 11**, available until **Wednesday June 16**
Quiz #6, uploaded **Friday June 18**, available until **Wednesday, June 23**

Your lowest quiz grade will be dropped from your overall course grade.

Scholarly Source analysis, 3-4 pages, 27.5%: Choose a reading from the course outline. Write a critical analysis of this article, identifying and evaluating the thesis, the suitability and utility of the evidence used, and identifying and evaluating the suitability and utility of the theoretical framework and/or methodology of the author. You must also find **at least one other** scholarly work addressing a similar topic in Canada, using it to help evaluate the strengths and weaknesses of the work under study.

The eligible readings are in **Weeks 1-6**. Your analysis is due by **11:59 PM on the Friday of the week the reading is assigned, with the exception of the Week 1 readings. You cannot write an analysis of the T.H.B. Symons reading. If you want to write an analysis of the other Week 1 reading, your analysis is due the Friday of Week 2.**

This assignment is designed to evaluate your ability to 1) critically read scholarly material, including a) identifying the thesis b) identifying the major type(s) of evidence used c) the scholarly discipline the author(s) exists within d) potential theoretical frameworks and/or methodology the author exists within/uses and 2) use the library to identify and find relevant scholarly material.

Research essay proposal, 10% (outline of paper, roughly 1 page, annotated bibliography, roughly 1 page): Create an essay topic related to the course theme of examining Canada's national identity, Canadian nationalism, and or Canada's "national story." Your topic ought to identify a period (your research should not attempt to cover a period longer than 25 years), a theme (e.g., race or/and immigration), and a subject of focus (a group of people, an event, a policy, a single significant history figure, a political party, etc.). Please consult Professor Anderson or the Teaching Assistants if you need guidance in developing an essay topic. Your proposal will serve as an interim report on the progress of your research and an agenda for the research and writing that will need to be done to complete your essay. It will include the following elements:

Topic and research question(s): Outline the topic of your essay, describing the broader context and the specific aspect you are researching (e.g., the broad topic could be

“Canadian attitudes towards refugees” and the specific aspect might be “Media representation of the Vietnamese ‘boat people’ in Canada, 1975-1980.”). Explain what specific question(s) your essay will answer and, in brief, how it will do so.

Preliminary thesis statement: Based on your research to date, what is your current or predicted answer to your research question (thesis statements usually evolve over the course of the research process – this preliminary statement only needs to reflect your current thinking).

Annotated bibliography: Create a properly formatted bibliography containing **at least 3 scholarly sources and 1 primary source**. Provide a roughly three sentence description of the nature of the source and how you plan on using it for your essay.

Primary sources are usually created at the time of an event, usually by someone with direct firsthand knowledge of the event(s) taking place (e.g., newspaper articles from the period, diaries, court cases, government documents, personal correspondence, cartoons, blogs).

Scholarly sources (or secondary sources) are usually created after an event (even if soon after) and are usually created by an academic (sometimes by journalists) (e.g., articles from a scholarly journal, monographs or edited collections [including single chapters from a collection] published by an academic press).

Book reviews (even if contained in a scholarly journal) **are not** considered scholarly sources for the purpose of this essay. **Nor are encyclopedia articles or textbooks**. You can use these sources to get started, but they will not count toward your final scholarly or primary source number.

Research essay, 6-7 pages, 35%: You will complete the essay described in your research proposal. You **must include at least 5 secondary sources and 2 primary sources** in your final paper. Your essay should include a clear introduction that describes your topic and advances your thesis (your argument, what you are trying to convince the reader of). Your thesis should be supported with well-organized paragraphs that present evidence from your sources. The essay should conclude by reiterating the thesis and summarizing the evidence that has demonstrated its validity. Sources, quotations, and any information you include that you are aware is not your own and is not common knowledge needs to be cited in the paper.

Citations

You can use any citation system you want, as long as you are consistent and as long as the reader can easily access the readings and information you are using. Please provide a bibliography that lists the sources in alphabetical order by last name of the author.

You **must** include citations in your assignments for any information you present that you are aware is not your own and is not considered common knowledge. The more specific information is, the less likely it is common knowledge (this is, however, an inherently subjective category).

Academic Integrity Statement

Peer support and collaboration is important to learning and to maintaining a good school-life balance. Remote classes have created a difficult situation for you and for instructors when it comes to assessment (along with many other things).

Studying together is acceptable and is encouraged. You can communicate through whatever means you choose to form questions for the teaching assistants and/or instructor, to better understand readings, to better understand major course concepts, to identify major course themes, and to commiserate in general on how the course is going.

You **CANNOT** communicate with each other about the class, whether online or through **ANY** other means, during **QUIZZES** as these tests are meant to evaluate your individual knowledge and ability to analyze the course material. Any evidence of this will result in a zero on the assignment and an academic misconduct investigation.

Any evidence that non-course material has been used and/or not cited when explicitly stated that it cannot be used on quizzes or exams will result in a zero on the assignment and an academic misconduct investigation.

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). 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.

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, delivered remotely with narrated PowerPoint slides.
- I will create discussion forums each week for any questions you have about the lectures and/or readings.
- All assignments **MUST** be completed individually. Studying together is fine, but writing quizzes together is not.
- I will have virtual office hours in order to answer any questions regarding lectures, readings, or assignments, offered through Zoom.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the wish to be called a different name or pronoun, or assistance with writing.

To protect the privacy of others, students may not record in any format any activity that occurs

within the classroom or online. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

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

Canada.ca

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

Reading and Topic Schedule:

Week 1 (May 5-7) Quiz #1

Being Canadian? Approaches to “Canada” and its earliest roots

Readings:

Scott See, “The Intellectual Construction of Canada’s ‘Peaceable Kingdom’ Ideal,” *Journal of Canadian Studies* 52.2 (2018): 510-537.

<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/708851>

T.H.B. Symons, “The State of Canadian Studies at the Year 2000: Some Observations,” *Journal of Canadian Studies* 35.1 (2000): 27-51.

<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/672699/pdf>

Week 2 (May 10-14) Quiz #2

Terra nullius: Making homogenous that which is not (European)

Readings:

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://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=3412412&ppg=57>

E.A. Heaman, “Space, Race, and Violence: The Beginnings of ‘Civilization’ in Canada,” (chapter 7), 135-158, in *Violence, Order, and Unrest: A History of British North America, 1749-1876*, edited by Elizabeth Mancke, Jerry Bannister, Denis B. McKim, and Scott W. See.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781487531607-010>

Week 3 (May 17-21)

Confederation and expansion: Consolidating a national mythology

Readings:

Andrew Smith, "Toryism, Classical Liberalism, and Capitalism: The Politics of Taxation and the Struggle for Canadian Confederation," *Canadian Historical Review* 89.1 (2008): 1-25.

<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/237308>

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

<https://www-cambridge-org.ezproxy.lib.ucalgary.ca/core/journals/law-and-history-review/article/heart-of-ice-indigenous-defendants-and-colonial-law-in-the-canadian-northwest/CE39FBA8DBF8C3E68C6A7CE537B8FD7C>

Proposal Due!!!

Week 4 (May 25-28) Quiz #3

"The twentieth century shall be the century of Canada": Mass migration, industrialization, and war

Readings:

TBA

Victoria Day on Monday, No classes!!!!

Week 5 (May 31-June 4) Quiz #4

Out of chaos, some light: War and the limits of the "rights revolution"

Readings:

TBA

Week 6 (June 7-11) Quiz #5

"Sleeping with an elephant," Quebec, Western Alienation, and the constitution

Readings:

TBA

Week 7 (June 14-17) Quiz #6

Starting to reckon with Canada's past: Whiteness, multiculturalism, and decolonization

Final paper due!!!

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

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 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.
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.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your timetable. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

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](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [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 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. Please see the [University of Calgary copyright page](#).

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 [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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
- Campus Security (220-5333)

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