



Department of History

CNST 333

Comparison of Canadian and American Cultures
Summer 2022

Instructor: Dr. Kevin Anderson

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Office Hours and Location/Method: Online through Zoom, by appointment. Office: SS 656B

Classroom, Days and Times: SB 148, TR 12:00-2:45

Course Delivery: In-person. I will upload slides following class, but I will not be recording lectures.

Teaching Assistant: TBA

-Office Hours: TBA

Description

This course will situate Canada in a transnational context, primarily by comparing Canada and the United States. The class will introduce students to the major scholarly debates and literature in comparative studies of Canada by focusing on specific moments and subjects. Of particular interest will be how the diverse people of each country perceives (or ignores) the other and how this contributes to the construction of a distinct national identity in Canada. A historical truism is that throughout Canada's history, Canadians have striven to distinguish themselves from America and Americans, stressing the nation's roots in "peace, order and good government." The historical and contemporary reality is much more complex; this course will explore these complexities by examining the shared *and* conflicting cultures, ideas, and politics of these countries in relation to each other.

Learning Outcomes

- 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 and be able to think critically
- Situate "the Other" as a consistent general (although always changing in specific content) category in Canadian culture and society.
- Critically analyze and historicize manifestations of Canadian identity and Canadian nationalism.
- Understand contemporary issues and debates using historical context.
- 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 reading material will be provided by the instructor as hyperlinks or uploaded as PDFs through the Reading List tool on D2L.

Assessment

Method	Due Date	Weight
Quizzes	Various	20%
Participation	Various	17.5%
Final Paper	August 5, 5:00 PM	37.5%
Take Home Final Exam	TBA	25%

Grading Policies

You will receive percentages 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. All assignments will be submitted to dropbox folders available on D2L.

Quizzes, Multiple-choice: The **FOUR** quizzes are open book, meaning you can access your notes. 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 opened on the **Friday, 1:00 PM** of the corresponding week and will be available for completion until the **following Tuesday, 11:59 PM**.

-Schedule:

Quiz #1: Friday July 8 – Tuesday July 12

Quiz #2: Friday July 15 – Tuesday July 19

Quiz #3: Friday July 22 – Tuesday July 26

Quiz #4: Friday August 5 – Tuesday August 9

Participation: Participation will be evaluated based on involvement in group discussion in-class, often taking place both Tuesday and Thursday. Discussion questions will be based on readings from the week, and/or a film watched during class. Attendance is a prerequisite for a high participation grade. You will submit your answers through a dropbox folder on D2L by **11:59 PM** of the day the questions were assigned.

Research paper, 8-10 pages (not including any titles pages, bibliographies, or appendices), due Friday August 5, 5:00 PM: You can choose any topic you want, if it is related to the course theme of understanding Canada and the United States in relation to one another. Essays should, however, not cover more than roughly 75 years of history.

You **must include at least 5 scholarly secondary sources and 2 primary sources** in your final paper. Readings from the course outline **will not** count toward the total source number. 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. Direct quotations need to be placed inside of quotation marks **and** include a citation.

-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.

Take Home Final Exam: Format and due date, TBA.

Citations

You can use any citation system you are comfortable with (e.g., APA, MLA, Chicago Manual of

Style). Be consistent, and always include a citation when you are including information you are aware is not your own and is not common knowledge.

Academic Integrity Statement

Peer support and collaboration is important to learning and to maintaining a good school-life balance.

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 and the EXAM** as these 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.

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). 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.

Helpful Texts (optional):

The following books and journals are helpful for writing and researching in an academic setting in Canada. They are in no way mandatory for purchase but may help in finding sources for your essays and/or the composition of your essays.

[The History Student's Handbook.](#)

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

Journal of Canadian Studies

International Journal of Canadian Studies

British Journal of Canadian Studies

American Review of Canadian Studies

Canadian Historical Review

Social History/Histoire sociale

American Historical Review

Journal of American History

Dictionary of Canadian Biography

statcan.gc.ca

Canada.ca

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

Class Schedule:

Week 1 (June 27-June 30) (Friday is Canada Day, school is closed)

Focus: Origin Stories, Part I (c. 1759-1867)

Readings:

- Gad Horowitz, "Conservatism, Liberalism, and Socialism in Canada: An Interpretation," *The Canadian Journal of Economics and Political Science* 32 (1966): 143-71.
- Elizabeth Mancke, "Early Modern Imperial Governance and the Origins of Canadian Political Culture," *Canadian Journal of Political Science* 32 (1999): 3-20.
- Seymour Lipset, *Continental Divide: The Values and Institutions of the United States and Canada*. Routledge, 1990. Chapter 1.

Class discussion: Yes

Quiz: None

In addition: Course introduction

Week 2 (July 4-8)

Focus: Origin Stories, Part II (c. 1759-1867)

Readings:

- Douglas Edward Jarvis, "The Southern Conservative Thought of John C. Calhoun and the Cultural Foundations of the Canadian Identity," *American Review of Canadian Studies* 43 (2013): 297-314.
- Thomas Richards Jr., "The Lure of a Canadian Republic: Americans, the Patriot War, and Upper Canada as Political, Social, and Economic Alternative, 1837-1840." In *Revolutions Across Borders: Jacksonian America and the Canadian Rebellion*, edited by Maxime Dagenais and Julien Mauduit, 75-103. McGill-Queen's University Press, 2019.

Class discussion: Yes

Quiz: Quiz #1

In addition: Writing a good scholarly paper, using citations properly

Week 3 (July 11-15)

Focus: Race and Immigration, Part I

Readings: TBA

Class discussion: Yes

Quiz: Quiz #2

In addition: Thinking of a good topic, finding good sources

Week 4 (July 18-22)

Focus: Race and Immigration, Part II

Readings: TBA

Class discussion: Yes

Quiz: Quiz #3

In addition: How to use the library

Week 5 (July 25-29)

Focus: Political Systems and Cultures

Readings: TBA

Class discussion: Yes

Quiz: No

Week 6 (August 2-5) (Monday is Alberta Heritage Day, school is closed)

Focus: Sleeping with an elephant: Canada – US Relations in the 20th and 21st Centuries

Readings: TBA

Class discussion: Yes

Quiz: Quiz #4

In addition: Final paper due August 5, 5:00 PM

Week 7 (August 8-10)

Focus: Morality and Faith; Catching Up

Readings: None

Class discussion: No

Quiz: No

In addition: Exam review

Exam Period: August 12-15.

There is no registrar-scheduled final exam.

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.

Please Note: Students are expected to reach the grade range to receive that letter grade (i.e., to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

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 schedule. 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 this course 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](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents and visit the [Academic Integrity Website](#).

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 calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case

studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

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](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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 and gender-based 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

Department of History Twitter @ucalgaryhist

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