



Canadian Studies (CNST) 591
Senior Seminar in Canadian Studies
Winter 2020
Thursday 2:00-4:45pm
Room: SS613 (first class in SS117)

Instructor

Dr. Paul Stortz

Office: SS 618

Email: pjstortz@ucalgary.ca

Instructor's Website: <https://hist.ucalgary.ca/manageprofile/profiles/paul-stortz>

Office Hours: by appointment

Course Description

This inquiry-based research seminar examines Canada both a tangible, physical jurisdiction and an interpretive idea that is constructed through historical, cultural, social, intellectual, political, demographic, ethnic, educational, economic, environmental, and gendered forces. Canada is perceived by individuals and agencies according to pluralistic and complex perspectives, and this course will discuss these intersecting negotiated outlooks through interdisciplinary study. What are the subjective definitions of Canada, and how have they changed over time up until today? How are Canada and Canada's identities continually and contextually formed and reformed? We explore the concepts and practices that help shape notions of nationhood and citizenship in Canada by problematizing the time, spaces, and places we inhabit and how we come to diverse understandings of this country and the world around us.

Thinking, Research, and Learning Skills Practiced in Canadian Studies

1. connecting critical thinking to problem-solving
2. the 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.

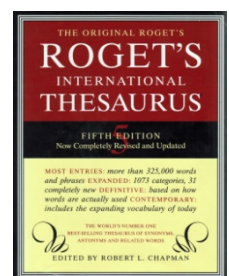
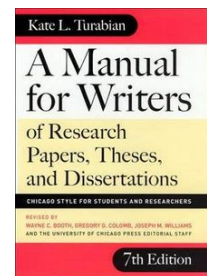
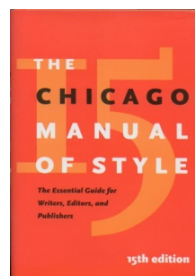
Textbooks and Readings

1. Paul Stortz, "Inquiries Into Canadian Studies" (seventh edition, 2019). This is available on D2L and will be available from the instructor on the first day of class.
2. The readings for this course are available on-line though the university digital library.

Not Required to Purchase but Highly Recommended Reading and Research Tools

1. Formatting manuals are available in the bookstore and on-line. Chicago, MLA, or APA are acceptable. Consistent and accurate formatting style is fundamental to the writing components of this course.

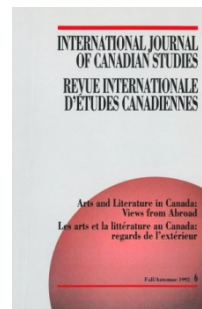
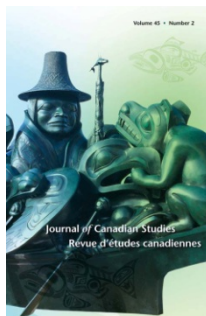
2. *Funk & Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (latest editions if consulting hardcopy formats).



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.

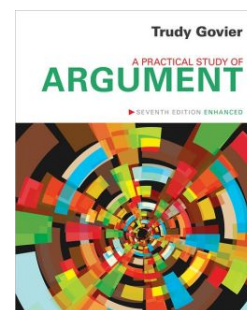
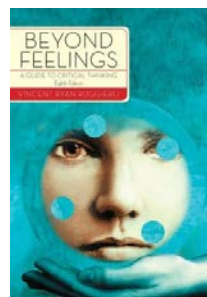
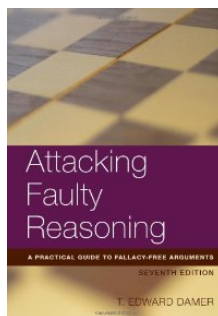


6. *The Canadian Global Almanac*; *Canadian Encyclopedia*

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>

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 Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition (New York: McGraw-Hill); Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill); Trudy Govier, *A Practical Study of Argument* (Belmont, CA: Wadsworth Publishing, 2009).



Thinking and Writing Skills

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of the ideas and foundations of Canada. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. All assignments require the use of informal argumentation and argumentative structure. Resources for improving writing skills are available at the university Writing Centre, 3rd floor of the Taylor Family Digital Library. Visit the website for more details: www.efwr.ucalgary.ca

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.

Assignments and Evaluation

Students must keep a copy of each submitted assignment and be able to produce it immediately if requested. Assignments cannot be submitted via email. Unless otherwise arranged with the instructor, assignments are considered officially submitted only when they are received by the instructor in hardcopy form. Demonstrated knowledge of the topics covered will be graded according to depth and breadth of analysis, perception, research, and expression of the material.

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, lack of detail and substantiation in the argument, and lack of proper argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts discussed in Canadian Studies.

All assignments are due in class on the due date (see Policy for Late Assignments, below).

Evaluation Breakdown

| Assignment | Weight | Due Date |
|--|---------------|------------------------------|
| Research Report | 25% | 5 March |
| Argument Paper | 30% | 16 April (last day of class) |
| Presentation and Leading of Discussion (x2) | 25% | TBD in class |
| Attendance and Participation* | 20% | throughout the term |

*Participation is an important and required component of this course. Participation includes the critical expression of knowledge and discussion of all assigned readings for each class, as well as insight and arguments pertinent to discussion and lecture topics. A handout that explains the participation mark is available on the course D2L.

Adherence to classroom etiquette is vital. Talking in class while the lecture, presentations, and related discussions are conducted is unacceptable, and will reflect negatively on the participation mark. 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.

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

Policy for Late Assignments and Assignments Submitted Outside of Class

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 your name and 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 red 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. Assignments submitted after the stipulated time and day of submission will be graded but without written comments.

Departmental Grading Scale

This official objective grading scale is used in the Department of History and the Canadian Studies program.

| Letter Grade | Percentage Grade | GPA | Description |
|--------------|------------------|-----|-----------------------------------|
| A+ | 90-100% | 4.0 | Outstanding performance |
| A | 85-89% | 4.0 | Excellent performance |
| A- | 80-84% | 3.7 | Approaching excellent performance |
| B+ | 77-79% | 3.3 | Exceeding good performance |
| B | 73-76% | 3.0 | Good performance |
| B- | 70-72% | 2.7 | Approaching good performance |

| | | | |
|----|--------|-----|--|
| C+ | 67-69% | 2.3 | Exceeding satisfactory performance |
| C | 63-66% | 2.0 | Satisfactory performance |
| C- | 60-62% | 1.7 | Approaching satisfactory performance |
| D+ | 56-59% | 1.3 | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| D | 50-55% | 1.0 | Minimal Pass. Insufficient preparation for subsequent courses in the same subject |
| F | 0-49% | 0.0 | Failure. Did not meet course requirements. |

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

Plagiarism and Other Academic Misconduct

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

Use of Internet and Electronic Communication Devices



During class, cell phones must be turned off. To promote the full academic freedom of class participants that includes the free and unimpeded intellectual exchange of knowledge, arguments, ideas, and information, and to protect copyright of course material, audio or visual recording of lectures, discussions, presentations, or media including PowerPoint slides is prohibited. According to university regulations, unauthorized recording of lectures and discussions is a serious academic offense

and is included in the university calendar under the definition of “Academic Misconduct.” Please note that use of laptops for other than typing lecture, discussion, and presentation notes is distracting for colleagues nearby.

Ethics

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: <http://arts.ucalgary.ca/research/for-researchers/ethics>

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (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 <http://www.ucalgary.ca/secretariat/privacy>; <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Copyright

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 simply 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 coursepack 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>.

Academic Accommodations

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 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.

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

Program Advising and Student Information Resources

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, 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 Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.

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

▶ Registration Changes and Exemption Requests:
<https://www.ucalgary.ca/registrar/registration/appeals>

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.

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

Campus Security: 403-220-5333