

## CNST 201 (Spring 2017) Introduction to Canadian Studies

University of Calgary, Faculty of Arts  
Mondays and Wednesday, 12:00 to 2:45 p.m.  
Classroom: SA121

Instructor: James Forbes  
Office hours: Mondays and Wednesdays, 10 – 11 a.m.  
Office location: SS617  
E-mail: [james.forbes@ucalgary.ca](mailto:james.forbes@ucalgary.ca)

### Course Objectives:

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.

This course is also designed to provide students opportunities to develop their skills in verbal and written communication, research, and critical thinking. Assignments will offer students a range of platforms to demonstrate their understanding, including written essays, group presentation, and class participation.

### Textbook (required):

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

### Assessment Categories

- Participation (20%): Due each session in class
- Short Essay (15%): Due **May 30**
- Proposal/Annotated Bibliography (5%): Due **June 5**
- Group Presentation (10%): In class on **June 12**
- Final Paper (25%): Due **June 23**
- Final Exam (25%): Date TBD by Registrar’s Office

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

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.

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.

## Categories of Assessment:

### Participation (20%):

Class attendance is a mandatory part of this course. Sessions may include a lecture, group discussion, review activities, multi-media supplements, and in-class written exercises. 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. Each session, students will be asked to write a short (one paragraph) reflection on one of the major themes addressed that day. Each reflection will be worth 2% of the overall grade, and students will earn the full 20% participation mark if they attend at least ten sessions and demonstrate an informed engagement with the material for each class. Students who miss a session will have an opportunity to make up the missed participation mark with an eleventh participation question on the last day of class. Students who miss more than one day of class for a legitimate reason can provide the instructor with appropriate documentation (doctor's note, etc.) and receive an alternative makeup participation question. **Due each session in class.**

### Short Essay (15%):

For the first assignment, students will be asked to write a short essay (minimum 3 pages, double-spaced, 12-point Calibri font) in response to an article provided by the instructor. The topic is Canadian multiculturalism, and this assignment will allow students to reflect critically on the concept as it pertains to current events. Although multiculturalism appears to be a straightforward policy designed for the encouragement of diversity in Canada, social scientists such as Augie Fleras (2015) have explained how the concept can also be used for nation-building, management of potential conflict, or as a political tool. Students will read and reflect upon a short article by Fleras called "De-Constructing Multiculturalism" that outlines several dimensions and uses of multiculturalism in Canada, and apply one of Fleras' concepts to at least one recent news article of their choosing. They will then form an argument about multiculturalism and defend it by citing Fleras and their news article(s).

For example, students could consider the question "which of the three narratives of multiculturalism (integrative, disintegrative, or hegemonic) best applies to the student's selected news item(s) and why?"

In addition to applying course material, this assignment is designed to give students early feedback on their academic writing, with the intention that they will be able to improve for the final paper. **Due May 30.**

### Proposal for Final Paper & Annotated Bibliography (5%):

In preparation for the final paper, students will write a short (1 page, double-spaced, 12-point Calibri font) proposal to introduce the topic they will explore, and the main questions they will address. Attached to this proposal, students must include an annotated bibliography listing six scholarly sources that could help them answer their questions, including brief comments (2-5 sentences) explaining why the source could be useful (not all sources need to be

used in the final paper). An information session will be provided on May 31 to help the students find and evaluate appropriate sources. **Due June 5.**

### Group Presentation (10%)

In small groups (3-4 people) organized by the instructor, students will prepare a short (10-15 minute) presentation on the topic of "Building the Mosaic." Groups will select one ethnic/religious group that has made a home in Canada and think critically about their Canadian experience a) as compared with other groups in Canada, b) as compared with their compatriots in other parts of the world, and c) as it has changed over time.

Furthermore, students must place their subject into the broader themes of the course. For example, what does their chosen group's experience reveal about the nature of Canadian society/culture? Does their experience help us to answer the "Canadian Question"? Does their experience fit one of Fleras' three narrative models of multiculturalism? Does it even make sense to talk about this group as having a collective experience, or would it make more sense to speak in terms of individuals? Not all of these questions need to be addressed, but these are some of the ways that students can relate their presentation to broader themes.

Presentations will take place in class on **June 12.**

### Final Paper (25%):

The final paper will be a minimum 5-page double-spaced (Calibri, 12-point font) persuasive essay, written for the purpose of advancing an argument. Students will select an issue that they perceive to be an important problem facing Canada today. Building upon themes discussed in class, and with reference to peer-reviewed secondary sources, students must come up with a solution to this problem and support their position with evidence from their research. A minimum of three peer-reviewed secondary sources are required (preferably journal articles and/or academic books). Essays must adhere to Chicago Style citation. The choice of topics is flexible, and students are encouraged to relate course material to a topic that interests them. **Due June 23.**

### Final Exam (25%):

The final exam will consist of an essay question and some short answer identification, and students will be able to choose from a small number of 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.

## Course Schedule

*Assigned readings from the textbook unless otherwise stated*

*Note: Chapter numbers correspond with the 2<sup>nd</sup> edition of the textbook. Other editions will vary.*

### **Day 1 – Introduction (Monday, May 15)**

- Course expectations and objectives (syllabus handout)
- Canadian Geography (Ch. 1)
- The Canadian Question: what justifies the existence of Canada?

### **Day 2 – The Canadian Question (Wednesday, May 17)**

- Overview of Canadian History (Ch. 2)
- Canada as a Political Nationality?

### **NO CLASS ON VICTORIA DAY, MONDAY, MAY 22**

### **Day 3 – Multiculturalism (Wednesday, May 24)**

- Population and Immigration Policy (Ch. 5)
- De-constructing Multiculturalism (excerpt on D2L)
- Canada as Mosaic?

### **Day 4 – Guest Lecture: TBD (Monday, May 29)**

- Readings TBD
- Reminder: Short Essay due on May 30

### **Day 5 – Guest Lecture: Preparing for Final Essay (Wednesday, May 31)**

- Guest speaker from the Library: finding appropriate sources
- Please select your essay topic for the final paper and begin proposal/bibliography!

### **Day 6 – Indigenous-Settler Relations (Monday, June 5)**

- Native Peoples of Canada (Ch. 8)
- Truth and Reconciliation (excerpt on D2L)
- Canada as a colonizing project?
- Proposal due today @ 11:59 p.m.

### **Day 7 – Liberalism, Treaties, and the Charter (Wednesday, June 7)**

- The White Paper of 1969 (excerpt on D2L)
- The Charter of Human Rights and Freedoms (excerpt on D2L)
- Canada as liberal order?

### **Day 8 – Canada-U.S. Relations (Monday, June 12)**

- Canadian Foreign Policy (Ch. 12)
- Canada as Counter-Revolution?
- Group Presentations in class today

**Day 9 – Canadian Democracy and Federalism (Wednesday, June 14)**

- Politics and Government (Ch. 3)
- Rebellion, Reform, and Responsible Government
- Canada as heir to British tradition?

**Day 10 – French-English Relations (Monday, June 19)**

- Quebec's Destiny (Ch. 6)
- Canada as Two Nations?

**Day 11 – Imagining Canada's Past/Future (Wednesday, June 21)**

- Literary and Popular Culture (Ch. 7)
- Old Myths, New Myths
- Reminder: Final Essay is due on June 23

**Day 12 – Conclusion and Overview (Monday, June 26)**

- Review activity for Final Exam
- How do you answer the Canadian Question?

**Final Exam Period (June 28 – 30) – Specific date TBD by the Registrar's Office**

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**Important Departmental, Faculty, and University Information**

***For updates and notifications, follow our departmental twitter @ucalgaryhist***

**Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

**Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

**Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

**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 course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to 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. will be date stamped with the date of 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 promptly at 8:30 a.m. and 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* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), 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 deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### **Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

### **Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). The 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 [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### **Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>.

*Spring/Summer 2017*