

**Introduction to Canadian Studies**  
**CNST 201**  
Professor Kevin Anderson  
Fall 2018

**Location and Time:** Tuesday and Thursday, 11:00-12:15, ICT 121

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**Office Hours:** Tuesday, 12:30-1:45

**Office Location:** SS 615

**Graduate Assistants:**

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**Course Description:**

This course will introduce students to the main concepts, methodologies and history of Canadian Studies. Of particular interest will be exploring and deconstructing myths and dominant narratives of Canadian identity, such as Canada as multicultural mosaic, Canada as polite utopia and Canada as post-national model for the world. Some of the major questions asked are: What does it mean and what has it meant, if anything, to be Canadian in the world? How do non-Canadians imagine Canada and how does this influence how Canadians see themselves? What role has Canada's wilderness and vast physical space played in the construction of identity? What role has Canada's British, French, American and Aboriginal heritage, among dozens of other heritages, played in contemporary expressions of identity? Or lack of expressions of identity? This course will explicitly build upon T.H.B. Symons' call for Canadian Studies to help Canadians "know oneself" by investigating what it means to know and what/who constitutes the "self."

While administered through the Department of History, this course will focus on contemporary subject matter, paying attention to the historical roots of particular topics, from an interdisciplinary perspective.

**Course Objectives:**

I aim to encourage students to develop as researchers, communicators and writers, not just in the classroom but in their daily lives. I hope to challenge students to approach contemporary social categories from a more historical and nuanced perspective, countering essentialism, which posits a fixed character to these categories and national cultures, and teleology, which projects a framework of inevitable progress from the past into the present. It is hoped that students will question, and continue to question outside of the class, easy assumptions about the nature of Canadian identity and the nation as a whole.

**Assessment:**

All assignments are to be submitted in-class or in the Red Box in the History Department, Sixth Floor, Social Science Building. Alternative submissions (email) must be discussed with the instructor beforehand.

Participation, 15%: Students will engage in small group discussions mostly during Thursday classes. Discussion on Thursdays will largely focus on the readings for the week. Students will hand in their answers and their overall participation mark will be based on the quality of the answers. Regular attendance is a prerequisite to a good participation grade.

Group Assignment, 15%, 750-1200 words (3-5 pages), due Thursday, October 4<sup>th</sup>: In groups of 3, students will select from a provided list of stereotypes about Canada and Canadians. Using **at least** two scholarly sources (peer-reviewed articles and/or monographs) and **at least** two primary sources (non-scholarly items; will mostly be examples of the stereotype in question) to help contextualize and analyze the material, groups will write an argumentative essay analyzing and deconstructing the said stereotype. Some important questions to consider when formulating your argument are: What are the functions of stereotypes and broad generalizations? Why does this stereotype exist? Is this a recent phenomenon, or one that has existed for a long time? Is it largely held by Canadians themselves, or out-groups looking in? What does this stereotype say about the nature of Canadian identity?

Mid-term Exam, 15%, in-class Tuesday, October 16<sup>th</sup>: The mid-term will consist of a list of terms (concepts, people, events, documents). Students will have to choose **at least** four terms from this list and provide a short “identify and define” answer. There will be an in-class review before the exam.

Final Essay, 30%, 1800-2200 words (7-9 pages), due Thursday, November 29<sup>th</sup>: This persuasive essay must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic sources and primary sources. Students must use at least **four** scholarly sources and **two** primary sources (i.e. non-academic sources). The topic must thematically connect to the major course theme of Canadian Studies, but otherwise students have freedom to select their own topics. It can be either historical or contemporary. Students are encouraged to discuss potential topics with the Graduate Assistants during office hours that will be allocated entirely for this purpose.

Examples of popular topics include: multiculturalism; residential schools; Aboriginal-settler relations, both historical and contemporary; gender and Canadian identity; the specific political system and culture of Canada; immigration; US-Canada relations.

Final Exam, 25%, TBD: Scheduled by the registrar. Non-comprehensive (will only consist of material from after the mid-term).

Please make sure to provide references in your work. Students may use any citation system they wish, but students must include page numbers in all references. The *History Student's Handbook* may prove useful for citation suggestions and format.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12 point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

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

Late assignments will have a half-letter grade deducted per day, including weekends.

**Required Texts:**

All materials will be provided through links or PDFs on D2L or by the instructor.

**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.

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*

*Canadian Encyclopedia* (**Note:** if using for your assignments, limit the number of articles from this source, as they are often descriptive and not analytical)

*Dictionary of Canadian Biography*

statcan.gc.ca

Canada.ca

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

## **Schedule of Readings and Topics:**

Week One: Thursday, September 6<sup>th</sup>

Class Orientation

Week Two: Tuesday, September 11<sup>th</sup>, Thursday, September 13<sup>th</sup>

**Introduction to Canadian Studies: What, Why, Where, When and How of the (Inter)Discipline**

T.H.B. Symons, "The State of Canadian Studies at the Year 2000: Some Observations," *Journal of Canadian Studies* 35 (2000): 27-51.

<http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/203514862?accountid=9838>

Week Three: Tuesday, September 18<sup>th</sup>, Thursday, September 20<sup>th</sup>

**Louis Riel, Part I: Rebellions, Resistances, Manifest Destiny and the Nation-Building Project Known as Canada**

Jeremy Ravi Mumford, "Why Was Louis Riel, a United States Citizen, Hanged as a Canadian Traitor in 1885?" *Canadian Historical Review* 88 (2007): 237-262.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=45794180&site=ehost-live>

Geoff Read and Todd Webb, "The Catholic Mahdi of the North West: Louis Riel and the Métis Resistance in Transatlantic and Imperial Context," *Canadian Historical Review* 93 (2012): 171-195.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=76169502&site=ehost-live>

Week Four: Tuesday, September 25<sup>th</sup>, Thursday, September 27<sup>th</sup>

**Louis Riel, Part II: Riel Recast as Refracted Image of Canada**

Jennifer Reid, *Louis Riel and Creation of Modern Canada: Mythic Discourse and the Postcolonial State*, Chapter 7.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1118995&query=>

Doug Owram, "The Myth of Louis Riel," *Canadian Historical Association* 63 (1982): 315-336.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=4690582&site=ehost-live>

Week Five: Tuesday, October 2<sup>nd</sup>, Thursday, October 4<sup>th</sup>

**Separate Schools: Religion, the State and National Unity, or Why Does Canada Have Publicly Funded Catholic Schools?**

Brian Noonan, "Saskatchewan Separate Schools," in *A History of Education in Saskatchewan*, 21-31.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/424138>

**Group Assignment due in class Thursday, October 4<sup>th</sup>**

Week Six: Tuesday, October 9<sup>th</sup>, Thursday, October 11<sup>th</sup>

**Canada and America, Part I: From the Colonial Period Until America Stopped Wanting to Take over Canada**

Gad Horowitz, "Conservatism, Liberalism, and Socialism in Canada: An Interpretation," *The Canadian Journal of Economics and Political Science* 32 (1966): 143-171.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/139794>

Seymour Lipset, *Continental Divide: The Values and Institutions of the United States and Canada*, Chapter 1.

**PDF posted on D2L**

Week Seven: Tuesday, October 16<sup>th</sup>, Thursday, October 18<sup>th</sup>

**Canada and America, Part II: Sleeping With the Elephant, or a History of Negative Nationalism**

Kim Richard Nossal, "Anti-Americanism in Canada," in Brendon O'Connor and Martin Griffiths, *Anti-Americanism: Comparative Perspectives*, 59-76.

<https://cps.ceu.edu/sites/cps.ceu.edu/files/cps-working-paper-antiamericanism-in-canada-2005.pdf>

John Herd Thompson and Stephen Randall, *Canada and the United States: Ambivalent Allies*, Chapter 8.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3038866#>

**Mid-term in class Tuesday, October 16<sup>th</sup>!!!**

Week Eight: Tuesday, October 23<sup>rd</sup>, Thursday, October 25<sup>th</sup>

**Je me souviens: Études canadiennes, Études québécoises? Quebec, French Canada and the Challenges of Defining Canada**

Jean-Philippe Warren and Eric Ronis, "The Politics of Love: The 1995 Montreal Unity Rally and Canadian Affection," *Journal of Canadian Studies* 45 (2011): 5-32.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=59970517&site=ehost-live>

Colin Coates and Geoffrey Ewen, "Canadian Studies *En français*," in *Canadian Studies: Past, Present, Praxis*, edited by Christl Verduyn and Jane Koustas, 244-256.

**PDF posted on D2L**

Week Nine: Tuesday, October 30<sup>th</sup>, Thursday, November 1<sup>st</sup>

**Canada as Mosaic: Constructing and Reconstructing an Official Multicultural Identity**

Tamara Palmer Seiler, "Melting Pot and Mosaic: Images and Realities," in David M. Thomas (ed.), *Canada and the United States: Differences that Count*, 97-120.

<http://deslibris.ca.ezproxy.lib.ucalgary.ca/ID/408031>

Antonia Smith, "'Cement for the Canadian Mosaic': Performing Canadian Citizenship in the Work of John Murray Gibbon," *Race/Ethnicity: Multidisciplinary Global Contexts* 1 (2007): 37-60.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25594975>

Week Ten: Tuesday, November 6<sup>th</sup>, Thursday, November 8<sup>th</sup>

**Religion in Canada: From Christian Dominion to Multifaith Post-National Nation**

Mark Noll, "What Happened to Christian Canada?" *Church History* 75 (2006): 245-273.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=21164647&site=ehost-live>

Paul Bramadat and David Seljak, "Charting the New Terrain: Christianity and Ethnicity in Canada," in *Christianity and Ethnicity in Canada*, edited by Bramadat and Seljak, 3-48.

**PDF posted on D2L**

**November 11<sup>th</sup>-17<sup>th</sup>, Remembrance Day and Reading Week, No Classes!!!**

Week Eleven: Tuesday, November 20<sup>th</sup>, Thursday, November 22<sup>nd</sup>

**Residential Schools, The Sixties Scoop and the Dark Realities of Canadian Colonialism: Facing Canada's Past, Present and Future**

*What We Have Learned: Principles of Truth and Reconciliation*, Introduction, The History, 5-102.

**PDF posted on D2L**

Week Twelve: Tuesday, November 27<sup>th</sup>, Thursday, November 29<sup>th</sup>

**Politics and Government: The Canadian Political System and Why it (Honestly) Matters**

**No readings this week!!!**

**Final essay due in class on Thursday!!!**

Week Thirteen: Tuesday, December 4<sup>th</sup>, Thursday, December 6<sup>th</sup>

**Catching-up and Exam Review**

## Important Departmental, Faculty, and University Information

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

**Department 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.

**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.

Percentage	Letter Grade	Grade Point Value	Description
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.

### 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.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

**Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

**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>

- Registration Changes and Exemption

Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

*Fall 2018*