



**Faculty of Arts
Department of History
Course Outline
Fall 2022**

**CNST 401.17
Topics in Canadian Studies (Conspiracy Theories)**

Instructor: Dr. Kevin Anderson

Email: kevin.anderson2@ucalgary.ca

Office Hours and Location/Method: By appointment, over Zoom. Office: SS 656B

Class Location, Days and Times: SA 017: MWF, 10:00-10:50

Course Delivery: In-person

Description

This course will explore the nature of conspiracy theory and its place in Canadian history and the present. Concern over the prevalence of conspiracy theories and conspiratorial thinking in formal politics and popular culture has justifiably risen in recent years. Yet these specific theories, conspiratorial approaches to world history and explanations of society themselves have historical roots. This course will integrate Canada into a transnational conspiracy culture, discussing how this “way of thinking” was adapted to distinctly Canadian issues, such as federalism, Quebec nationalism, Western alienation, Britishness, fear of American annexation and nativism. Some major overarching themes will be the shifting definitions of fringe and mainstream thought; alienation in an industrialized society; the politics and culture of exclusion; the circulation of ideas and material culture; the construction of identity; anti-Semitism; conspiracy theory as contemporary folklore; and hate as politics and culture.

Learning Outcomes

- Approach social categories and norms (e.g., gender roles, heteronormativity, white supremacy) with thoughtful skepticism and through a historicized lens.

Understand the complexities and historicism of “legitimate” and “illegitimate” knowledge.

Think critically and with empathy

- 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 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	15%
Participation	Various	22.5%
Research paper	Nov. 25, 5:00 PM	37.5%
Take-Home Final exam	Dec. 15, 5:00 PM	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 partial 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 **THREE** 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: September 23-27 (testing Weeks 1-3)

Quiz #2: October-14-18 (testing Weeks 4-6)

Quiz #3: October 28-November 1 (testing Weeks 7-8)

Participation: Participation will be based on three criteria:

- 1) On selected Wednesdays, the class will divide itself into small groups. You will answer discussion questions based on the readings for that week and submit written versions of those answers through D2L by **11:59** of the day the questions were assigned (15%).
- 2) On selected Fridays, students who have signed up for that week will each find a news story of a contemporary (i.e., within roughly the last ten years) conspiracy theory in Canada. Each student will then present a summary of this story and the conspiracy theory, why they chose it, and briefly analyze its significance for better understanding conspiracy theory as a subject. I understand that conspiracy theory is inherently transnational (i.e., not limited to a single country). I want the examples to be from within Canada, but it is okay if the conspiracy theory itself is global, and/or involves a different country from Canada (5%).
- 3) General involvement in the class (i.e., answering questions, asking questions) (2.5%).

Research paper, 10-12 pages (not including any titles pages, bibliographies, or appendices):

You can choose any topic you want, if it is related to the course theme of understanding conspiracy theory in Canadian history and/or the Canadian present.

You **must include at least 5 scholarly secondary sources and 3 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: Essay-based. I will upload the exam to D2L on **Monday, December 12, by 1:00 PM. You must upload it to D2L by Thursday, December 15, 5:00 PM.** The final exam is open book, meaning you can access your notes while writing it, but you **cannot** work with your classmates to complete this exam. You will be given roughly three essay questions

based on the major themes covered in the course. You will select **one** question and provide an answer in the form of a complete essay, with an introduction, a thesis, body paragraphs that support your argument, and a conclusion. Integrating relevant readings, with proper citations, is an important part of the exam.

An exam review will be provided.

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

Schedule: Students can expect to read between 75-100 pages for each week.

Week 1 (Sept. 6 - Sept. 9):

Focus: Course Introduction (Recorded)

Readings: TBA.

Wednesday Class Discussion: No

Friday Class Discussion: No

Quiz: No

In addition: I will be absent during the first week due to a scholarly meeting. I will record and upload an overview of the course outline and course expectations, available by the first class.

Week 2 (Sept. 12 - Sept. 16):

Focus: What is a Conspiracy Theory? Theoretical Frameworks and Methodology

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: No

Quiz: No

Week 3 (Sept. 19 - Sept. 23):

Focus: Anti-Catholicism and the “Bastard Nationality”

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: Yes

Quiz: Quiz #1

Week 4 (Sept. 26 - Sept. 29):

Focus: French Canadian conspiracy theories, or how the Freemasons control Canada

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: No

Quiz: No

In addition: Friday is National Day for Truth and Reconciliation. No class.

Week 5 (Oct. 3 - Oct. 7):

Focus: Immigration, Nativism and Conspiratorial Thinking

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: Yes

Quiz: No

Week 6 (Oct. 11 - Oct. 14):

Focus: The Rise and Fall (?) of Fascism and Nazism in interwar Canada

Readings: TBA.

Wednesday Class Discussion: No

Friday Class Discussion: Yes

Quiz: Quiz #2

In addition: Monday is Thanksgiving. No class.

Week 7 (Oct. 17 - Oct. 21):

Focus: Social Credit, Part I

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: Yes

Quiz: No

Week 8 (Oct. 24 - Oct. 28):

Focus: Social Credit, Part II

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: Yes

Quiz: Quiz #3

Week 9 (Oct. 31 – Nov. 4):

Focus: Anti-Communism, Fluoridation, and Hate, Part I

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: Yes

Quiz: No

Term Break and Remembrance Day (Nov. 7 - Nov. 11). No class.

Week 10 (Nov 14 - Nov. 18):

Focus: Anti-Communism, Fluoridation, and Hate, Part II

Readings: TBA.

Wednesday Class Discussion: No

Friday Class Discussion: No

Quiz: No

In addition: There will be no class on Wednesday or Friday. Instead, I will hold office hours via Zoom to discuss any course-related matters. Please use this time to work on your final papers.

Week 11 (Nov. 21 - Nov. 25):

Focus: French Canada as Enemy of Postwar Canada, Part I

Readings: TBA.

Wednesday Class Discussion: No

Friday Class Discussion: No

Quiz: No

In addition: Final papers due November 25!!!

Week 12 (Nov. 28 - Dec. 2):

Focus: French Canada as Enemy of Postwar Canada, Part II

Readings: TBA.

Wednesday Class Discussion: Yes

Friday Class Discussion: Yes

Quiz: No

Week 13 (Dec. 5 - Dec. 7):

Focus: Catching-up

Readings: TBA.

Wednesday Class Discussion: No

Friday Class Discussion: No

Quiz: No

In addition: Exam Review

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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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.*

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 participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health 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. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

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
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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