



Faculty of Arts
Department of History
Course Outline
CNST 333 L01: Spring 2023
A Comparison of Canadian and American Cultures

Instructor: Brad Rennie

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Office hours: By appointment

Office location: SS 656

Classroom location, days, and times: S.S. 109, Tuesdays and Thursdays, 1:00 – 3:45 p.m.

Course delivery: In person

Teaching assistant: Michael Connelly (michael.connolly@ucalgary.ca)

Description:

This course will discuss and compare, mainly from a Canadian perspective, Canadian and American social values, political cultures, popular culture, religious beliefs, political institutions and structures, crime and attitudes about the law, health-care delivery, among other topics. It will also examine Canadians' and Americans' beliefs about each other and their countries. As well, it will touch on Canada-U.S. relations, especially about trade, defence, and foreign and environmental policy, and how these reflect public opinion in the two countries. Further, it will demonstrate that cultures and cultural assumptions differ widely *within* each country and are often fairly similar in "borderlands." Some attention will be paid to the history of such issues, but the emphasis will be on recent years and the present. Lectures will take most of the class time, although there will also be class discussions and group exercises.

Learning Outcomes:

- Through careful comparison of a wide range of topics, consider, or perhaps reconsider, the extent to which, and how, Canada/Canadians and the U.S./Americans are similar and different.
- Avoid stereotypical thinking about the U.S. and/or Canada.
- Learn a lot about Canadian society, values, and beliefs and about how Canadian politics and governments work, partly by comparing them to American counterparts.
- Really understand, and be able to develop informed opinions about, how Canada's relationship to the U.S. shapes Canada's economy, its pop culture, its ideologies, its environment, its security and foreign policy, and even some of its (purely?) domestic policies.
- Understand how the Canada - U.S. relationship significantly and directly affects every person living in Canada: their job prospects, identity, and the way they think.
- Learn important reading/studying, analytical, and writing skills that will help you down the road!

Readings:

- Free online U of C library books and articles. All assigned readings are required; none are optional.

Assessment:

First assignment (journal article review):	15%	Due May 15
First exam:	25%	May 25
Second assignment (article comparison):	15%	Due June 5
Third assignment (letter to Congress/Joe Biden):	15%	Due June 12
Final exam:	30%	Scheduled by the Registrar

Instructions for all three assignments are toward the back of this course outline.

Grading/evaluation policies:

Lateness/extensions:

Up to three percent will be deducted for each day an assignment is late without legitimate excuse. Extensions will be considered on a case-by-case basis. Exams may be written after their scheduled dates only if there are serious, extenuating circumstances. Students finding themselves in such circumstances must contact the instructor before the relevant exam date if at all possible.

Grading scheme:

You will get a percentage mark for the assignments and exams, and the instructor, using D2L software, will calculate a final grade for the course based on the “Departmental Grading System” near the back of this course outline.

Assessment/grading details:

Exams:

The exam questions will be marked for accuracy, comprehensiveness (how detailed and complete they are), and the extent to which they address what they’re asked to address. Both exams will be written exams and will NOT be open-book exams. To help students prepare for the exams, an information sheet will be available before each exam. The final exam will not be cumulative; it will only cover material since the first exam. You’ll have 90 minutes to write the first exam; two

hours for the final. **Students must be present for the final exam: Vacations, employment, etc, are not valid reasons for requesting a deferred exam.**

First assignment:

The first assignment will be marked for how fully, clearly, and accurately it discusses/analyzes the journal article's content and how effectively it evaluates the article's quality.

Second assignment:

This assignment will be marked for how effectively it:

- discusses AND compares the two articles (comparison always means pointing out similarities and differences).
- considers how the two articles complement each other and/or shed light on the issues they cover.

Third assignment:

This assignment will be marked for clarity and succinctness of expression and on how persuasive and well-informed it is.

Submitting assignments:

All assignments must be BOTH emailed to me AND submitted to the appropriate D2L dropbox by 11:59 p.m. on the due date.

Help for assignments:

We'll help you at any stage of the process with any number of the assignments. If you think it would help you, we're even willing to give you feedback on a rough draft if you email it to us before the due date. So, if you're having a problem with something, just reach out!

Attendance:

I don't take attendance per se, but if you want to succeed in this course, you'll have to attend every class (barring sickness or some other valid reason) because the course, including the exams, is centred around what we do in class. The required readings, while certainly important, merely supplement and complement the lectures and class discussions/exercises; they don't at all replace

them. So, if you think you can do just fine by skipping classes and just doing the readings and maybe doing a little of your own “research” (eg reading websites), you’re fooling yourself!

Academic Integrity:

The University treats cheating, plagiarism, and other academic offenses very seriously. Students caught committing an offence will likely face a penalty, possibly a severe one.

Plagiarism regarding assignments for this course would include, but not be limited to, the following:

- Handing in an assignment written partly or entirely by someone (or something [!]) else.
- Failing to indicate, with Chicago citations, the exact/specific page numbers and/or sources of information/ideas and quotations that you used for the third assignment. **Thus, in an endnote, I need to see something like “p. 4,” NEVER ALL THE PAGES OF A JOURNAL ARTICLE OR BOOK CHAPTER (eg pp. 13-29).** *NOTE: Information and a link on how to write Chicago endnotes is in the instructions for the third assignment for this course, which are toward the end of this course outline.*
- Cutting and pasting material from books, articles, or other sources rather than paraphrasing material in your own words.
- Borrowing insights for an assignment from a book review or other source and not crediting the source with a citation.

Learning technology requirement:

There is a D2L site for this course that contains relevant class resources and is otherwise absolutely necessary for the course. Thus, in order to successfully engage in learning experiences in this class, students will continuously need internet access and a computer, tablet, or other device to access D2L.

Communication/messages:

You must read all the mass messages I regularly send out about readings and other important course-related matters; these will be sent as mass emails and will be in the “News” section of D2L. It’s crucial that you read every one of the messages; if you ignore them, you’ll be out of the loop and will mess up! In this vein, I’ll tell you in advance, both via mass emails and in the “News” section of D2L, exactly when to do the assigned readings. Make absolutely sure you do these readings before coming to class.

Inclusiveness and accommodation

“I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.”

Recording lectures and taking pictures – please don’t!

“To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.”

Please don’t, under any circumstances, take pictures of my lecture slides, partly for potential copyright infringement and because the text of the slides is my intellectual property.

Chill!

I knew that word would get your attention (put smiley face here). Anyway, “part of creating an inclusive learning environment involves respecting your classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.”

Schedule:

MAY 4

Introduction to the course. 1774-1867: Different origins. Invasions and threats of invasions. Why didn't British North America (the future Canada) join the United States? The American impact on British North American politics and Confederation.

MAY 9

Canadian and American political institutions and constitutions. 1867-1947: Trade and tariffs. Bilateral agreements and institutions. Cross-border reform movements. Different responses to wars and defence collaboration. American culture in Canada. Progressive America and conservative Canada. Continental integration.

Required readings:

- David M. Thomas, "Past Futures: Federalism Under Stress," in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition, pp. 93-111 <https://books-scholarsportal-info.ezproxy.lib.ualgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609105#page=126>
- Thomas M.J. Bateman, "Prime Ministers and Presidents: Institutional Differences and Political Convergence," in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition, pp. 116-37 <https://books-scholarsportal-info.ezproxy.lib.ualgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609105#page=149>

MAY 11, 16

1948-1984: Co-operation and tensions in the Cold War. Canadian fears about American influence. Shifts in political culture. Conflicts over economic policy. The Canadian welfare versus American warfare states. Canadians' and Americans' perceptions of each other.

Required Readings:

- Russell J. Dalton, "Political Culture and Values," in Paul J. Quirk, ed., *The United States and Canada: How Two Democracies Differ and Why It Matters* <https://academic-oup-com.ezproxy.lib.ualgary.ca/book/35294/chapter/299910583?login=true&token=eyJhbGciOiJub25lIn0.eyJleHAiOiJlE2ODQyOTA5ODQsImp0aSI6IjI0MjYzNzg1LTY0YTItNGM0ZC1hN2U1LTI1MDIzODFjZDEzOCJ9>.
- Stephen Brooks, "Imagining Each Other," in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition, pp. 23-42 <https://books-scholarsportal-info.ezproxy.lib.ualgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609105#page=56>
- Antonia Maioni and Theodore Marmor, "Healthcare," in Paul J. Quick, ed., *The United States and Canada: How Two Democracies Differ and Why It Matters* <https://academic-oup-com.ezproxy.lib.ualgary.ca/book/35294/chapter/299911752>

MAY 18

1984-2000: Free trade and war. Opportunity and wealth distribution in Canada and the U.S.

Required readings:

- John Harles, "Choose Your Parents Wisely: Economic Inequality and Mobility in Canada and the United States," in David M. Thomas and David N. Biette, *Canada and the United States: Differences That Count*, Fourth Edition, pp. 273-94 <https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609105#page=306>
- William Keech and William Scarth, "Economic Policy: Growth, Stabilization, and Distribution, in Paul J. Quirk, ed., *The United States and Canada: How Two Countries Differ and Why It Matters* <https://academic-oup-com.ezproxy.lib.ucalgary.ca/book/35294/chapter/299911384>

MAY 23

Border and other security and Canadian versus American views of it.

Required readings:

- Alexander Moens and Nachum Gabler, *Measuring the Costs of the Canada-U.S. Border*, pp. 1-25 <chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/https://www.fraserinstitute.org/sites/default/files/measuring-the-costs-of-the-canada-us-border.pdf>
- Monica Gattinger, "Canadian Energy in North America and Beyond: Between an Economic Rock and a Progressive Hard Place," in Greg Anderson and Geoffrey Hale, eds., *Navigating a New World: Canada's International Policies in an Age of Uncertainties* (2021). Click on "Content" and scroll down to chapter 17. <https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.3138/9781487537708/html#contents>

MAY 25: First exam

MAY 30

Canadian and American concerns about terrorism and conflict and co-operation over the wars in Afghanistan, Iraq, and Syria and against ISIL.

Required reading:

- Kent Roach, "Uneasy Neighbors: Comparative American and Canadian Counter-Terrorism," *William Mitchell Law Review*, Vol. 38, pp. 1790-83 https://heinonline-org.ezproxy.lib.ucalgary.ca/HOL/Page?collection=journals&handle=hein.journals/wmitc38&id=1802&men_tab=srchresults

JUNE 1

Mad cow disease, the softwood lumber dispute, and fishing disputes and agreements. Legal systems and Indigenous peoples in Canada and the U.S.

Required readings:

- Hon Roger P. Kerans, "Two Nations Under Law," in David M. Thomas and David N. Biette, *Canada and the United States: Differences That Count*, Fourth Edition, pp. 186-204 <https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609105#page=219>
- Kathy Brock, "First Nations: Turning Promises into Action?" in David M. Thomas and David N. Biette, *Canada and the United States: Differences That Count*, Fourth Edition, pp. 361-81 <https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609105#page=394>

JUNE 6

Continental defence and Arctic sovereignty. Canadian and American views of the North-West Passage.

Required reading:

- Jeffrey R. Parkey, "Assessing Institutional Alternatives for Future Northwest Passage Governance," *American Review of Canadian Studies*, Volume 42, Issue 2 (2012): 171-89
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02722011.2012.679148>

JUNE 8

Canadian versus American beliefs, values, and culture. Recession and recent controversies about trade and contracts.

Required readings:

- Baxter-Moore and Monroe Eagles, "Multiculturalism versus 'e pluribus unum': Canadian-American Differences or Borderlands Convergence?" *British Journal of Canadian Studies*, Volume 34, Issue 1 (2022) <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/849596>
- Michael Adams, "America Pivots Toward Progressive Canada: Recent Trajectories of Social Change in North America," in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition, pp. 46-59
<https://books-scholarsportal-info.ezproxy.lib.ucalgary.ca/en/read?id=/ebooks/ebooks3/utpress/2014-12-02/1/9781442609105#page=79>

JUNE 13

Canada-U.S. attitudes about the environment and environmental initiatives, pipelines, and other current issues. The complexity of Canada-U.S. relations and the challenges of influencing American policy. Political culture and Canada-U.S. relations since the Ford brothers and Trump. The USMCA. A new chapter under Joe Biden?

Required readings:

- Kathryn Harrison, "Environmental Policy: Climate Change," in Paul J. Quick, ed., *The United States and Canada: How Two Democracies Differ and Why It Matters*
<https://academic-oup-com.ezproxy.lib.ucalgary.ca/book/35294/chapter/299911511>

- Frederick Gagnon and Christophe Cloutier-Roy, “Ephemeral or durable? Donald Trump’s impact on Canada–US issues in the Great Lakes heartland and northeast borderlands,” *Canadian Foreign Policy Journal*, Vol. 26, No. 2 (2020): 182-96
<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/11926422.2019.1696848>

JUNE 15

Conclusion and preparing for the exam.

Required reading:

- Paul J. Quirk, “Lessons of Comparison: Institutions and Governance” in Paul J. Quick, ed., *The United States and Canada: How Two Democracies Differ and Why It Matters*
<https://academic-oup-com.ezproxy.lib.ucalgary.ca/book/35294/chapter/299912182>

Instructions for first assignment (journal article review):

This assignment will require you to write a review (3-5 pages of double-spaced text -- approximately 750 to 1250 words) of one of the scholarly articles below. In the review, start by clearly indicating the topic or subject of the article. In a nutshell, what's it about? Next, try to figure out the author's main argument or conclusion. Sometimes the argument/conclusion is explicitly stated in the abstract or introduction; in other instances, it's more implicit -- you might have to read between the lines a little. But almost all scholarly articles have an argument or conclusion of some sort -- something they're trying to demonstrate or get you to believe or agree with. In other words, they all have a purpose or, in some cases, an "agenda."

Next, summarize the main points the author makes to support her/his argument or conclusion. Altogether, your discussion of the topic/subject, argument/conclusion, and main points should take, say, one to two pages. Now comes the nitty gritty of your analysis. Here you'll want to do your very best to answer the following questions:

1. Is the article convincing? In other words, did the author persuade you that her/his argument/conclusion is valid? Explain.
2. Is there a belief system or ideology that seems to have shaped the author's perspective (eg left-wing/socialism, right-wing/neo-liberalism, nationalism, feminism)? If so, what is it? (Note: This is a tough question, so if you can't answer it, no worries.)
3. Does the author enter into a debate with other scholars or refer to other scholars' findings? If so, how effectively does your author refute or support those other scholars' positions?

4. What are the author's sources? Is it well researched? Did the author effectively use the sources she/he consulted?
5. What new contributions does the article seem to make?
6. Is the article well organized?
7. Is it accessible -- readable to a reasonably well-educated person, or is it unnecessarily technical or full of jargon or just plain confusing or unclear?

To back up your thoughts about the above questions, make sure you provide evidence or examples and perhaps a quotation or two from the article. Don't just talk vaguely; stick fairly closely to the article itself. If you do use a quote or two, make sure you indicate where it's from by citing the relevant page number in brackets right after the quote.

List of journal articles for the first assignment (all available online through U of C library): Pick **any one**.

- Neeraj Kaushall and Yao Lu, "Recent Immigration to Canada and the United States: A Mixed Tale of Relative Selection," *International Migration Review*, Volume 49, Issue 2 (Summer 2015): 479-522
- Samuel W. Crowe, "Comparatively Speaking: Language Rights in the United States and Canada," *Canada-United States Law Journal*, Volume 37, No. 1 (Spring 2012): 207-30
- Guy Charlton, "The Law of Native American Hunting, Fishing, and Gathering Rights Outside of Reservation Boundaries in the United States and Canada," *Canada-United States Law Journal*, Volume 39, Issue 1 (Spring 2014): 142-69
- Rima Wilkes, "The Protest Actions of Indigenous Peoples: A Canadian-U.S. Comparison of Social Movement Emergence," *The American Behavioral Scientist*, Volume 50, Issue 4 (December 2006): 510-25
- Nathalie Huguet et al., "Socioeconomic Status and Health-Related Quality of Life Among Elderly People: Results from the Joint Canada/United States Health Survey," *Social Science and Medicine*, Volume 66, Issue 4 (2008): 803-810
- Carolyn C. James, "Canada's Arctic Boundaries and the United States: Binational vs. Bilateral Policy Making in North America," in Greg Anderson and Geoffrey Hale, eds., *Navigating a New World: Canada's International Policies in an Age of Uncertainties* (2021)
- Jianmin Tang, "Are Small or Large Producers Driving the Canada-U.S. Labour Productivity Gap? Recent Evidence from Manufacturing," *Canadian Journal of Economics*, Volume 47, Issue 2 (May 2014): 517-39
- Aneta Bonikowska et al., "A Canada-US Comparison of Labour Market Outcomes among Highly Educated Immigrants," *Canadian Public Policy*, Volume 37, Issue 1 (March 2011): pp. 25-48

- Gary Mucciaroni and Francesca Scala, "Morality Issues: Abortion and Gay Rights," chapter 9 in Paul J. Quirk, ed., *The United States and Canada: How Two Democracies Differ and Why it Matters*
- Barbara Boyle Torrey, "Population Tectonics: Life and Death in North America," in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition (2014), pp. 3-22
- Michael D. Martinez, "Turning Out or Tuning Out? Electoral Participation in Canada and the United States," in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition (2014), pp. 142-62
- Henry Strebrik (with David M. Thomas), "Football, Frats, and Fiscal Peril vs. Commuters, Carping, and Rising Costs: The New Financial, Social, and Psychological Context of Higher Education in Canada and the United States," in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition, pp. 61-87
- Kathryn C. Lavelle and Tony Porter, "Banks, Banking, Regulatory Mechanisms, and Public Interest: What's So Different?" in David M. Thomas and David N. Biette, eds., *Canada and the United States: Differences That Count*, Fourth Edition, pp. 211-29

Instructions for second assignment (comparison of two articles):

You must analyze **any one** of the four pairs of journal articles below, all of which are online through the U of C library. This analysis, which should be at least 750 words, must summarize the main arguments and points of each of the two articles and discuss how the articles are similar and different in content and perspective. You should also suggest how the articles complement each other or how, taken together, they shed light on important issues.

You must indicate in brackets the page number(s) of information or ideas you refer to in the articles(s) and any quotations you cite. Use quotes sparingly, if at all.

List of article pairs (all available online through the library):

1. TRADE UNIONS: Lorenzo Frangi et al., "Social Confidence in Unions: A U.S. - Canada Comparison," *The Canadian Review of Sociology*, Volume 51, Issue 2 (May 2014): pp. 170-88, and Michele Campoliete, "Managerial Hostility and Attitudes Towards Unions: A Canada-U.S. Comparison," *Journal of Labor Research*, Volume 34, Issue 1 (March 2013): pp. 99-119
2. ENERGY POLICY: Monica Gattinger, "Canada-United States Energy Relations: Making a MESS of Energy Policy," *American Review of Canadian Studies*, Volume 42, Issue 4 (2012): 460-73, and David Crane, "Inextricably Intertwined: Canada and the United States

as Global Partners in Security Safe, Reliable, and New Sources of Energy," *Canada-United States Law Journal*, Volume 36, Issue 2 (2012): 13-51

3. BORDERLANDS: Victor Konrad, "Conflating Imagination, Identity, and Affinity in the Social Construction of Borderlands Culture Between Canada and the United States," *American Review of Canadian Studies*, Volume 42, Issue 4 (2012): 530-48, and Leslie R. Alm and Ross E. Birkhart, "Canada-U.S. Border Communities: What the People Have to Say," *American Review of Canadian Studies*, Volume 43, Issue 1 (2013): 86-106
4. HEALTH CARE: Karen Lasser et al., "Access to Care, Health Status, and Health Disparities in the United States and Canada: Results of a Cross-National Population-Based Survey," *American Journal of Public Health*, Volume 96, Issue 7 (July 2006): 1300-7, and Yuriy Pylypchuk and Eric M Sarpong, "Comparison of Health Care Utilization: United States versus Canada," *Health Services Research*, Volume 48, Issue 2 pt 1 (April 2013): 560-81

Instructions for third assignment (letter to Joe Biden or the U.S. Congress):

You'll write a letter, from a Canadian perspective, to U.S. president Joe Biden or the U.S. Congress (roughly 1000 words) in which you attempt to convince the president (or Congress) to support your position on one important issue in Canadian-American relations. Examples of issues you could write on are the Keystone XL pipeline project, softwood lumber, the North-West Passage, the environment, border security, the security perimeter, continental defence, or the USMCA (the latest continental free-trade agreement). To make your letter convincing and well informed -- and that, of course, is your goal -- you can draw from lecture notes and readings we've done for this course, but you must also consult and refer to three other sources. These three sources can be scholarly books or journal articles or online articles from major, credible newspapers, organizations, or magazines (NOT blogs or websites written by just anybody). To document those three sources, you must use endnotes, following the examples starting on page 26 of the History Student's Handbook (<https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>). **Each endnote must contain the exact page you got your information, idea, or quote from (eg page 5 or page 27). You must NOT include in an endnote all the pages of a journal article (eg pages 4-27).** If a source you used doesn't have page numbers, indicate the relevant paragraph number. Thus, if you borrowed an idea from the fourth paragraph of a journal article, put "para 4" in an endnote where you would otherwise put a page number. In making your case, be specific and clear about what action you wish the American government to take. Your proposals should be realistic and concrete -- doable in the real world -- not idealistic or unfeasible. Your letter should be addressed to "Mr. President" or "The United States Congress" and signed, "A Concerned Canadian" (even if you're not a Canadian!).

**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 (ie. 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

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