



UNIVERSITY OF
CALGARY

Department of History

CNST 333

Comparison of Canadian and American Cultures (Summer 2021)

Instructor: Dr. David Gallant

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Office Hours and Method: Online (Zoom), by appointment only

Course Delivery: Online, asynchronously, self-paced (pre-recorded lectures posted to D2L by the instructor prior to scheduled class times)

Description

Canada and the United States have shared a border for centuries, the first few characterized by conflict and warfare, the last few by peace and prosperity. Therefore, the two nation-states share much in terms of culture and history. However, they differ in many important respects, such as the origins of each nation state (Canadian “evolution” vs American “revolution”), immigration (“mosaic” vs “melting pot”), political systems (constitutional monarchy vs republicanism), and foundational-constitutional philosophies (“peace, order, and good government” vs “Life, Liberty, and the pursuit of Happiness”). Even in these important cultural-historical areas, however, there are similarities which challenge assumptions of profound Canadian and American differences. Canada, for example, was shaped by violent rebellions in Upper and Lower Canada from 1837-38, while America has been influenced by multiculturalism and the rejection by many of the idea of a national “melting pot” of peoples. Both nations have also struggled, in recent decades, with controversial legacies of colonialism and novel technologies challenging formerly homogenous information structures. Most importantly, we will learn, together, that the discipline of history does not present us with a final, definitive interpretation of the past; rather, each generation grapples anew with the events and lessons of history in an eternal dialogue with the past.

Learning Outcomes

Participants in this course will have the opportunity to:

- Improve their ability to think critically about Canada and the United States; to analyze, assess, and respect multiple points of view, differing perspectives, and diverse methodologies.
- Apply a historicized understanding of the differences and similarities between Canada and the United States.

- Approach contemporary and historical social categories, especially related to national identity, from an interdisciplinary perspective.
- Critically analyze agency and voice of marginalized populations.
- Critically read scholarly articles and monographs and be able to discern key arguments, evidence, and how it fits in a wider literature.
- Prepare and deliver university-caliber essays (using primary and secondary sources) by examining and practicing the principles of effective argumentation and essay writing.

Reading Material

There are no assigned textbooks for this course. Readings will consist of journal articles and other readings available for free with links provided on D2L by the instructor. See the Course Readings and Assignments Schedule (below) for a list of readings.

The History Student's Handbook: A Short Guide to Writing History Essays. This handbook is an invaluable aid to writing university papers. Available for free at the Department of History website, <https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

Assessment

Method	Due Date	Weight
Mid-term Exam (take home)	July 20-22	30%
Research Paper Proposal	July 8	10%
Research Paper	August 5	30%
Final Exam (take home)	August 13-15	30%

Details on Methods of Assessment

Midterm Exam (30%, due July 22 on D2L)

The take-home midterm exam will be posted on D2L after class on July 20, at 3 PM, and will be due on July 22 at 11:59 PM to the appropriate D2L Dropbox. The midterm exam will cover all readings and lectures from the beginning of the course until July 20, inclusive. It will consist of three short answer questions (each requiring an answer of approximately one page) and one longer essay question (approximately 3-4 pages in length). All answers should be single spaced, utilize proper essay form, and have 12-pt Times New Roman or Calibri font (in a WORD doc).

Research Paper Proposal (10%, due July 8 on D2L)

Create an essay topic related to the course theme of Canadian and American culture. The research paper proposal is designed to help students prepare for the major research paper due later in the term. Of course, research proposals reflect current thinking and may evolve as the term progresses; therefore, your final research paper may differ somewhat from the original research proposal.

Research papers can be written on any aspect of Canadian and American comparative culture covered in the course lectures and readings (in other words, on any theme related to the course). For instance, the broad topic could be a comparison of the American and Canadian reactions to

the outbreak of the First World War, or a comparison of how America chose a revolutionary path to nationhood in 1776 while Canada chose the “evolutionary” path in 1867. Students are encouraged to contact the instructor during office hours or via e-mail to discuss research paper proposals/topics and to use *The History Student’s Handbook* as a guide.

The instructor will offer a writing tutorial (with writing tips) early in the term to assist students in the writing process and will be available to assist students during office hours.

The research proposal will be 3-4 pages in length, will consist of the following (in a WORD doc), and will be submitted to the appropriate D2L Dropbox:

- **Title page:** Write the title of the research paper, your student name and number, date of submission, and instructor’s name (one page only).
- **Topic and research question(s):** Outline the topic of your essay, describing the broader context and the specific aspect you are researching. Explain what specific question(s) your essay will answer and, in brief, how it will do so (one or two paragraphs long, one page *maximum*).
- **Preliminary thesis statement:** Based on your research to date, what is your current or predicted answer to your research question? Thesis statements usually evolve over the course of the research process – this preliminary statement only needs to reflect your current thinking and can include 2-3 supporting points (one paragraph long, approximately 100 words).
- **Preliminary annotated bibliography:** Include a minimum of 3 secondary sources and 1 primary source. Provide a roughly three sentence description of the nature of the source and how you plan to use it for your essay (one-page *maximum*).
- **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, or political cartoons).
- **Secondary sources** are usually created after an event (even if soon after) and are usually created by an academic or journalist (e.g., articles from a scholarly journal, monographs or edited collections [including single chapters from a collection] published by an academic press like the University of Toronto Press).

Research Paper (30%, due August 5 on D2L)

Students will write a research paper of about 1750-2000 words on one of the topics/themes covered in the course readings and lectures. Students must use a minimum of 6 secondary sources and 2 primary sources for the research paper. The paper must include a title page with a word count, an introduction with a thesis statement and supporting points, a detailed essay body proving the thesis statement, and a brief conclusion summarizing the paper’s findings. The paper must be formal and scholarly in style and tone, with academic footnotes and a bibliography. Finally, the paper should be submitted in WORD format to the designated D2L Dropbox by 11:59 p.m. on 5 August.

As this course places a high priority on the practice of History as an academic discipline, all assignments must conform to the standards outlined in *The History Student’s Handbook*. This

especially applies to writing style and the formatting of footnotes and bibliographies, which must be in proper Chicago Style. Please note that other formats, such as MLA and APA style, are not acceptable.

Final Exam, Take-Home (30%, due August 15 on D2L)

The take-home final exam will be posted on D2L on August 13 and will be due on August 15 at 11:59 PM to the appropriate D2L Dropbox. The final exam will cover all readings and lectures from the midpoint of the course (since the midterm exam) to the end of the course, inclusive (from July 22 to August 10). It will consist of three short answer questions (each requiring an answer of approximately one page) and one longer essay question (approximately 3-4 pages in length). All answers should be single spaced, utilize proper essay form, and have 12-pt Times New Roman or Calibri font (in a WORD doc).

Grading Policies

All exams and papers will be graded by the instructor, Dr. Gallant. All grading will be completed by assessing a number grade for each paper or examination. Late papers and exams may be deducted a letter grade for every day that they are late, including weekends and holidays (i.e., A- to a B+ etc.). All assignments and exams are to be placed in the Dropbox on the course D2L. Students will receive individual feedback in the form of commentaries on papers such as “track changes” and/or feedback notes at the bottom of the paper/exam. All assessments will be returned or delivered through D2L. If you wish to know more about your grade and how you can improve for later assignments/exams, please contact the instructor, Dr. Gallant.

Late Work: Late Submissions Policy

Students should strive to meet all deadlines. Submitting assignments past the DUE DATE, in the end, compromises the student’s ability to complete the subsequent assignments in the course in a timely and satisfactory manner. However, due to COVID-19, there is flexibility. Students seeking extensions MUST consult with the instructor, Dr. Gallant.

Academic Integrity Statement

All assignments in this course are to be completed independently. Any evidence of collaboration on assignments will be considered academic dishonesty and will be treated accordingly. All lectures and other course materials are subject to copyright and may not be distributed to any other party.

Learning Technologies Requirements

There is a D2L site for this course that contains required readings and other relevant class resources and materials. Please read all the materials carefully and completely before contacting the instructor. Additionally, all lectures will be recorded in advance and posted to D2L. E-mail queries from students will normally be responded to within 24 hours, Monday to Friday. Please try to avoid emailing during the weekend as inboxes tend to be overly full.

Generally, in order to successfully engage in their learning experiences at the University of Calgary, 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; a webcam

(built-in or external) if the student wants to turn on their camera during office hours; a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

On-Line Instruction Statement

The course will be delivered asynchronously (not live). In other words, Tuesday and Thursday lectures will be recorded in advance by the instructor and posted to D2L prior to the regularly scheduled class times (Tuesdays and Thursdays before 12 PM [noon]).

To learn more about Zoom sessions and recordings, visit [eLearn @ UCalgary](#)

Office Hours (online, optional)

Students will be able to discuss course content, ask questions, and seek essay/exam assistance from the instructor by appointment. To make an appointment, please send an e-mail to the instructor via D2L. Office hour appointments will be conducted via Zoom. Office hour sessions via Zoom will *not* be recorded.

Guidelines for Synchronous Sessions

Zoom is a video conferencing program that will allow the instructor to record lectures in advance (to be posted to D2L). It will also allow us to meet at specific times for a “live” video conference during office hours, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. Please be prepared, as best as you are able, to join office hours in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for questions, feedback, etc.).

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the [Code of Conduct](#)).

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed, or published without the instructor’s permission. Only students registered in this course are allowed to be involved in course activities.

Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance with online ground rules may be investigated under relevant University of Calgary conduct policies (e.g., [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with online requirements, they should email the instructor of the class

explaining why, so the instructor may consider whether to grant an exception, and on what terms.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Students may not record in any format any activity that occurs within the office hours environment. All material in this course, including but not limited to recorded lectures, handouts, and assessments, are under the protection of copyright and may not be distributed to third parties under any circumstances.

Note: There is no registrar-scheduled final exam. The final exam will be a take-home exam due on August 15 (see above).

Course Lecture Topics and Readings Schedule

All lectures will be delivered asynchronously via Zoom, recorded, and posted to D2L. Students can access articles on JSTOR, through the University of Calgary library website, or through the free links provided below.

Date	Lecture Topics	Readings
June 29 (Tues)	Class introduction and writing tutorial; American and Canadian history in brief, 1607-present	Historian David Hackett Fischer in conversation with Allan Gregg on the life and legacy of Samuel de Champlain, TVO Docs (2015), https://www.youtube.com/watch?v=veiRNokQnI4 Elizabeth Mancke, "Early Modern Imperial Governance and the Origins of Canadian Political Culture," <i>Canadian Journal of Political Science</i> Vol. 32, No. 1 (March 1999): 3-20. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3232770
July 1 (Thurs)	Canada Day, NO CLASS	
July 6 (Tues)	Indigenous peoples, Colonialism, and the Remaking of North America, 1492-1880s	Megan Gambino, "Alfred W. Crosby on the Columbian Exchange" (2011), https://www.smithsonianmag.com/history/alfred-w-crosby-on-the-columbian-exchange-98116477/ Nancy Philips, "Skin and Bones: The Decimation of the Plains Buffalo," <i>Mount Royal University Humanities Review</i> , Vol. 5 (March 2018), 24-31. https://mrujs.mtroyal.ca/index.php/mruhr/article/view/463/287

<p>July 8 (Thurs)</p>	<p>John A. Macdonald and Thomas Jefferson: “Founding Fathers,” then and now</p> <p>Canadian “evolution” vs American “revolution”</p> <p>“Peace, order, and good government” vs “Life, Liberty, and the pursuit of Happiness” (1776 vs 1867)</p>	<p>Dictionary of Canadian Biography (DCB) entry on John A. Macdonald: http://www.biographi.ca/en/bio/macdonald_john_alexander_12E.html</p> <p>“Trust and Tragedy. And, Confederation and Controversy,” “Sir John A @ 200,” TVO: https://www.tvo.org/video/sir-john-a-200</p> <p>Dr. William Crawley, University of Mary Washington lecture, “Thomas Jefferson’s Life and Legacy,” https://www.c-span.org/video/?477514-1/thomas-jeffersons-life-legacy</p>
<p>July 13 (Tues)</p>	<p>Slavery, Segregation, Racism, and the Black Experience in North America.</p> <p>The Underground Railroad and Africville: Canadian Exceptionalism?</p>	<p>DCB entry on Harriet Ross [Tubman]: http://www.biographi.ca/en/bio/ross_harriet_14E.html</p> <p>Rachel Wolters, “As Migrants and as Immigrants: African Americans Search for Land and Liberty in the Great Plains, 1890–1912.” <i>Great Plains Quarterly</i> 35, no. 4 (2015): 333-55, https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/601089</p> <p>Jon Tattie, “Africville,” <i>The Canadian Encyclopedia</i>, https://www.thecanadianencyclopedia.ca/en/article/africville</p>
<p>July 15 (Thurs)</p>	<p>Tecumseh and Louis Riel: Indigenous Rebellion, Resistance, and Modern Renaissance</p>	<p>DCB entry on Tecumseh: http://www.biographi.ca/en/bio/tecumseh_5E.html</p> <p>DCB entry on Riel: http://www.biographi.ca/en/bio/riel_louis_1844_85_11E.html</p> <p>“Louis Riel, 1844-1885,” Métis Nation of Ontario website, https://www.metisnation.org/wp-content/uploads/2020/11/riel-day_info-sheet.pdf</p> <p>Peter Scott Vicaire, “Two Roads Diverged: A Comparative Analysis of Indigenous Rights in a North American Constitutional Context,” <i>McGill Law Journal</i>, Vol. 58, No. 3 (March 2013), 607-62, https://www.erudit.org/en/journals/mlj/2013-v58-n3-mlj0816/1018392ar.pdf</p>
<p>July 20 (Tues)</p>	<p>National Visions: Manifest Destiny, the National Policy, and the Cartier-Macdonald alliance</p>	<p>Seren Morris, “What is Manifest Destiny? The Controversial History of Westward Expansion,” <i>Newsweek</i> (7 July 2020), https://www.newsweek.com/manifest-destiny-history-westward-expansion-us-1515999</p>

		<p>Claude Bélanger, “The National Policy and Canadian Federalism” (2005), Studies on the Canadian Constitution and Canadian Federalism, Marianopolis College website, http://faculty.marianopolis.edu/c.belanger/quebechistory/federal/npolicy.htm</p> <p>DCB entry on Sir George Étienne Cartier, http://www.biographi.ca/en/bio/cartier_george_etienne_10E.html</p>
July 22 (Thurs)	Immigration: The Mosaic and the Melting Pot, myth, or reality?	<p>Tamara Palmer Seiler, “Melting Pot and Mosaic: Images and Realities,” in David M. Thomas (ed.), <i>Canada and the United States: Differences that Count</i>, 97-120, https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/408031</p> <p>Howard Palmer, “Mosaic versus melting pot? Immigration and ethnicity in Canada and the United States,” <i>International Journal</i> Vol. 31, No. 3 (Summer, 1976), 488-528, https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40201356</p>
July 27 (Tues)	War, Depression, and War 1914-45: Shared Realities and Divergent Paths	<p>Dr. Tim Cook, “Canada’s Great War,” The Agenda with Steve Paiken, TVO, https://www.youtube.com/watch?v=5KYi0q0h_1E</p> <p>Dr. Tim Cook, “The far-reaching impact of Canada’s role during the Second World War,” <i>The Globe and Mail</i> (2 September 2020), https://www-proquest-com.ezproxy.lib.ucalgary.ca/docview/2439186314/fulltext/AC98BA0EAB724E1DPQ/1</p> <p>Neil A. Wynn, “The ‘Good War’: The Second World War and Postwar American Society,” <i>Journal of Contemporary History</i> 31, no. 3 (1996): 463-82. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/261016</p>
July 29 (Thurs)	Baby Boom, Suburbia, and the economic Golden Age, 1946-73	<p>“The Fifties: The Good Life,” CPAC documentary, https://www.cpac.ca/en/programs/the-fifties/episodes/16615609/</p> <p>Howard Gold, “The US economy will never have another Golden Age,” <i>Market Watch</i> (1 September 2017), https://www.marketwatch.com/story/the-us-economy-will-never-have-another-golden-age-2017-09-01</p> <p>Harry R. Moody, “Baby Boomers: From Great Expectations to a Crisis of Meaning,” <i>Generations: Journal of the American Society on Aging</i> Vol. 41, No. 2, (Summer 2017), 95-100, https://www.jstor.org/stable/26556289</p> <p>Ellen Samek, “Move over, millennials – baby boomers are the ultimate untapped market,” <i>Financial Post</i> (3 April 2019), https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/newspapers/companies-failing-tap-into-ultimate-market-baby/docview/2202707836/se-2?accountid=9838</p>

Aug 3 (Tues)	Waves of Feminism, 19 th , and 20 th Century	<p>Leslie F. Goldstein, “Constitutionalism and policies toward women: Canada and the United States,” <i>International Journal of Constitutional Law</i>, Vol. 4, Issue 2 (April 2006), 294–318, https://doi.org/10.1093/icon/mol006</p> <p>Constance Grady, “The waves of feminism, and why people keep fighting over them, explained,” <i>Vox</i> (20 July 2018), https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-third-fourth</p>
Aug 5 (Thurs)	Telegraphy to Virtual Reality: Mass media and pop culture on a north-south and east-west axis.	<p>David E. Nye, “Shaping Communication Networks: Telegraph, Telephone, Computer,” <i>Social Research</i> Vol. 64, No. 3 (Fall 1997), 1067-1091, https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/40971199</p> <p>James W. Carey, “Harold Adams Innis and Marshall McLuhan,” <i>The Antioch Review</i> Vol. 27, No. 1 (Spring, 1967), 5-39, https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/4610816</p> <p>Pew Research Centre, “Concerns about democracy in the digital age,” (21 February 2020), https://www.pewresearch.org/internet/2020/02/21/concerns-about-democracy-in-the-digital-age/</p>
Aug 10 (Tues)	National dreams, visions, and narratives under siege in the 21 st century: “Cancel Culture” or a “Great Correction?”	<p>Conrad Black, “There’s Much to Celebrate in Sir John A. Macdonald’s Legacy,” <i>National Post</i> (27 November 2020), https://www-proquest-com.ezproxy.lib.ucalgary.ca/docview/2464945717</p> <p>“Not in the past: Colonialism is rooted in the present,” <i>The Conversation</i> (28 March 2021), https://theconversation.com/not-in-the-past-colonialism-is-rooted-in-the-present-157395</p>

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.

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

Percentage	Letter Grade	Grade Point Value	Description
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.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your timetable. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

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

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](#).

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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

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

Copyright

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](#).

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 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

SpSu 2021