



Department of History

HTST 213
Canada Since 1867
Spring 2022

Instructor: Victoria Sotvedt

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Office Hours and Location: Mondays from 3:00-3:50, SS617

Class Room Location, Days and Times: ES 54, Monday/Wednesday 4:00pm-6:45pm

Course Delivery: In person

Description:

What constitutes Canadian history? What (if anything) changed between June 30th, 1867, and July 2nd, 1867? How did colonialism impact Canada and the people in it? What is the “Canadian identity” and what is it based on? Why does regionalism continue to be a driving force in Canadian politics? These questions continue to be debated by historians and laypeople alike. To understand some of the many challenges facing Canadians today, we must first examine their roots. Beginning with the building blocks of Confederation and ending with the constitutional debates of the 1980s, this course will cover some of the major political, geographic, and economic events in Canadian history, as well as significant social movements.

Learning Outcomes:

By the end of this course, students will

- Encounter and explore some of the major themes in Canadian history and assess how these themes continue to impact modern Canada
- Be introduced to some of the main arguments and methods in Canadian history
- Think critically and creatively about common narratives in Canadian history
- Improve and develop formal writing skills

Reading Material:

There are NO textbooks assigned for this course. All required readings are available through the course D2L (via Leganto). The reading schedule for the semester is posted on D2L.

Assessment

Method	Description	Due Date
Participation— 10%	Students are expected to attend class and participate in discussions with their peers. We will often be working in small groups for discussions, and students are expected to turn in notes from discussion sessions. Absences will significantly affect your participation grade.	Throughout Term
Primary Source Analysis— 25%	Students will be given three primary sources from the Winnipeg General Strike and will have to answer a series of short questions about the sources. More detailed instructions will be posted to D2L.	May 25th
Midterm— 20%	The midterm will be take-home, and posted on May 25 th on D2L. Students will have one week to answer ONE of the questions provided. Answers must not exceed 750 words. Answers will be uploaded to D2L no later than 4:00pm on June 1 st (i.e. before class). Citations are not required for the midterm.	June 1st
Article Review— 25%	Students will write a 3-4 page review of one of the articles assigned as reading for this course. More detailed guidelines will be posted on D2L.	June 13th
Final Exam— 20%	The final exam will also be take-home. It will distributed on the last day of class (June 15 th) and must be uploaded to D2L by 4:00pm on June 20 th . Students will answer TWO of the questions provided. Each answer must not exceed 750 words (1500 words total). Citations are not required for the final exam.	June 20th

Grading Policies:

- Assignments will be given letter grades which will be converted to percentages for overall grade calculation in conformity with the departmental grade table (see below).
- Late assignments will be deducted a third of a letter grade per day (eg. a one-day late assignment would be changed from a B+ to a B).
- All citations MUST be Chicago style. Assignments submitted using other citation styles (MLA, APA, etc.) will not be graded.
- All assignments must be submitted in English. All assignments must be submitted in order to pass the class.

Learning Technologies Requirements:

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct:

I am deeply committed to the creation of an inclusive and welcoming learning space for all students. If you need help or support, don't hesitate to reach out to me at any time during the semester. If you require accommodations, reach out to Student Accessibility Services as soon as possible and contact me so we can discuss reasonable measures to ensure your success. Accommodations may be for academic or non-academic reasons, and include but are not limited to the following:

- Ongoing or temporary disabilities—these include physical and mental wellness and may not be apparent. The SU Wellness Centre gives you access to physicians, counsellors, peer-support, and more. www.ucalgary.ca/wellnesscentre/
- Breastfeeding/childcare—breastfeeding children are welcome in class as frequently as necessary. Older children are welcome occasionally to cover disruptions in childcare. If you bring a child to class, please sit near an exit so you can step outside if you need to attend to your child's needs without disrupting other students.
- Name/pronouns—if you want me to use a different name or pronouns than appear on the course registration, please don't hesitate to send me an email before classes begin. I support you wherever you are on your journey.
- Writing assistance—much of your grade is based on writing. The Student Success Centre (TFDL 3rd floor) offers individual writing support. You can also reach out to me with questions.
- Deadlines—personal circumstances can impact your ability to complete work on time. Reach out in advance of deadlines to discuss necessary adjustments. Note that requests for extensions made with less than 24 hours remaining before the deadline will not be granted except in emergencies.
- Attendance—attending every class is encouraged, but sometimes life gets in the way. Students may miss 1 class with no penalty to participation. If you anticipate needing to miss more classes, please reach out to me in advance, particularly if you are a student athlete.

Students have a significant role in creating an inclusive and successful learning environment. Please be respectful of the instructor and of other students and minimize disruptions during class time. These include opening food packages, chatting with friends, browsing the internet, and using cell phones during class. Phones should be set to silent. If you are anticipating an important call, please seat yourself by the exit so you can step out into the hallway. Laptops and tablets are allowed, but should only be used for taking notes.

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.

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

Date	Topic & Reading	Important Dates
May 4 th	Course Outline & Confederation	
May 9 th	National Policy, Early Politics, Early Nationalism and Imperialism	
May 11 th	Red River and Louis Riel, Treaty Making and Treaty Breaking, Colonial and Indigenous Relations	
May 16 th	Yukon Gold Rush, Westward Expansion	
May 18 th	Urbanization, the Laurier Years, Social Gospel and other Early Social Movements	
May 25 th	WWI—buildup, home front, and battlefield	Primary Source Analysis Due
May 30 th	Winnipeg Strike, Western Alienation, the Depression	
June 1 st	WWII—buildup, home front, and battlefield	Midterm Due
June 6 th	Post-war Social Movements, the UN, and the Cold War	
June 8 th	Canada in the Cold War, National Infrastructure Projects, “New” Nationalism	
June 13 th	The Quiet Revolution, the 1967 Confederation of Tomorrow Conference	Article Review Due
June 15 th	Constitutional Debates and the Charter of Rights and Freedoms	
June 20 th		Take Home Final Due

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.

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.

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 schedule. 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 this course 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](#).

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 subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties 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.

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

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. 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.

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

Department of History Twitter @ucalgaryhist

Updated March 2022