



**Instructor:** Mr. Shawn Brackett  
**Email:** [shawn.brackett@ucalgary.ca](mailto:shawn.brackett@ucalgary.ca)  
**Class (via Zoom):** Tuesdays, 10:00-11:30am

**Office hours (via Zoom):** Tuesdays, 12:00-1:30pm;  
Thursdays, 3:00-4:30pm; and by appointment



**Territorial Acknowledgement:** This course is offered by the University of Calgary, which is situated on the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to the Métis Nation of Alberta, Region III. Throughout the course, we will consider historical Indigenous-Settler relationships and discuss reconciliation.



**Summary:** Canada has changed tremendously in the past 150 years. Families moved in large numbers from the country to cities; the economy and military became more integrated and entangled with global trends; immigrants changed the social and cultural makeup of communities; and ordinary people staked more radical claims for equality and opportunity. We will learn what life was like for the powerful and the poor, how individuals and communities faced and resisted global forces, and try to understand the people of Canada's past. Throughout this course, we will explore how Canada has changed and how it has remained surprisingly similar.

Remember that the past is not a list of events to be memorized, it is something to be interpreted. Exploring history includes both content (the *who*, *what*, *where*, and *when* of the past) and skills (*how* do we know what we know, and *why* we interpret the past in specific ways). In doing so, you will be learning how to think about history like a professional historian and practice skills that will serve you well in any job, in talking with family members at the kitchen table, or when discussing current events with friends.

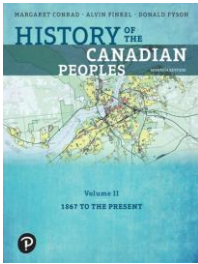


**Course Learning Objectives:** Through attending Zoom sessions and taking notes, reading the textbook, participating in discussions, and personal reflection, you will be able to:

- Analyze historical and contemporary sources, ideas, and arguments in a critical manner.
- Describe significant continuities and changes in Canadian society, politics, and economics, with emphasis on the definitions, successes, and limitations of equality.



**Format:** This course is online; you will need an Internet connection to access materials and complete course requirements. Most of the course is *asynchronous*—you will be reviewing lecture slides on D2L, reading the textbook and taking quizzes on Revel, and completing assignments on your own. However, we will come together via Zoom every Tuesday from 10am-11:30am for review and discussion. I will record these sessions and post them to D2L. And you can talk with me privately during office hours every week on Zoom.



**Textbook:** I have assigned a textbook to provide you with a reliable and foundational source of information about Canada's past. The **digital "Revel" edition** of the textbook is required to complete this course.

- *History of the Canadian Peoples, Volume 2: 1867 to the Present* (7<sup>th</sup>/digital "Revel" edition, ISBN: 978-0134896502) by Margaret Conrad, Alvin Finkel, and Donald Fyson.



### Schedule:

*\*All quizzes and assignments are due by 11:59pm Mountain Time on the date listed\**

*\*\*Each reading quiz has about 7 questions and allows 2 attempts per question\*\**

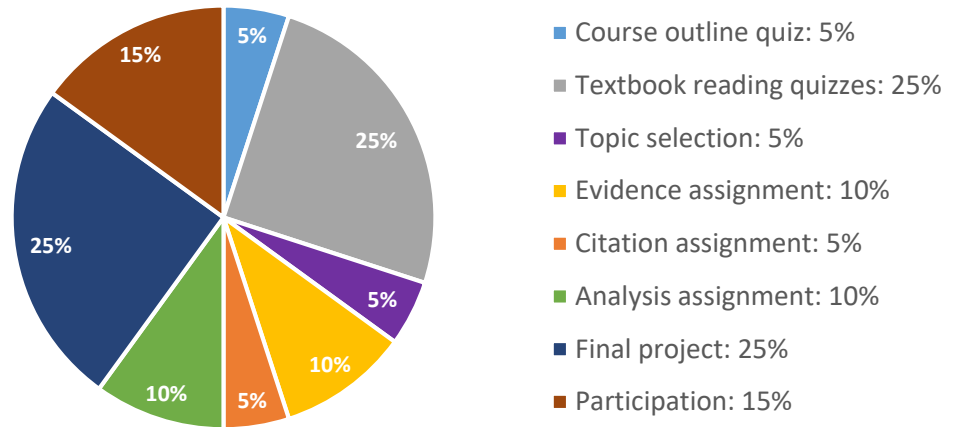
	Theme	Don't forget!	Platform
<b>Week 1</b>	Confederation and colonizing the West	<ul style="list-style-type: none"> <li>• First class on Tuesday, June 30<sup>th</sup></li> <li>• Reading quiz for chapter 1 due Fri, July 3<sup>rd</sup></li> <li>• <b>Course outline quiz</b> due Friday, July 3<sup>rd</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Revel</li> <li>• D2L</li> </ul>
<b>Week 2</b>	Migration, ethnicity, and the new industrial order	<ul style="list-style-type: none"> <li>• <b>Topic selection</b> due Wednesday, July 8<sup>th</sup></li> <li>• Reading quizzes for chapters 2, 3, and 4 due Friday, July 10<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• D2L</li> <li>• Revel</li> </ul>
<b>Week 3</b>	Social reform and the Great War	<ul style="list-style-type: none"> <li>• <b>Topic meetings</b> this week</li> <li>• Reading quizzes for chapters 5, 6, and 7 due Friday, July 17<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Revel</li> </ul>
<b>Week 4</b>	Prairie populism and the Great Depression	<ul style="list-style-type: none"> <li>• <b>Evidence assignment</b> due Weds, July 22<sup>nd</sup></li> <li>• Reading quizzes for chapters 8, 9, and 10 due Friday, July 24<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• D2L</li> <li>• Revel</li> </ul>
<b>Week 5</b>	Canada during and after World War II	<ul style="list-style-type: none"> <li>• <b>Citation assignment</b> due Weds, July 29<sup>th</sup></li> <li>• Reading quizzes for chapters 11, 12, and 13 due Friday, July 31<sup>st</sup></li> </ul>	<ul style="list-style-type: none"> <li>• D2L</li> <li>• Revel</li> </ul>
<b>Week 6</b>	Revolutions of the 1960s-70s	<ul style="list-style-type: none"> <li>• <b>Analysis assignment</b> due Weds, Aug 5<sup>th</sup></li> <li>• Reading quizzes for chapters 14 and 15 due Friday, August 7<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• D2L</li> <li>• Revel</li> </ul>
<b>Week 7</b>	Constitutional debates and modern Canada	<ul style="list-style-type: none"> <li>• Last class on Tuesday, Aug 11<sup>th</sup></li> <li>• Reading quizzes for chapters 16 and 17 due Wednesday, Aug 12<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Revel</li> </ul>
<b>Week 8</b>		<ul style="list-style-type: none"> <li>• <b>Final project</b> due Tuesday, August 18<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• D2L</li> </ul>



**Citations:** Historians use the Chicago Manual of Style to guide their writing and citation, but the manual is complicated and expensive. You are free to purchase it, but I recommend doing so only if you intend to go to graduate school for history. The U of C Department of History created the History Student's Handbook, which includes advice on writing clearly and citing appropriately. It is available free from the department's website (<https://hist.ucalgary.ca/>) and you are required to follow this handbook for all written assignments in the course.



**Marks/Grades:** I designed the course to give you the opportunity to learn over time, improve your knowledge and skills, recover from mistakes, and demonstrate what you have learned. Each assignment, quiz, and project is important to the course content, so you must complete and submit all assignments, quizzes, and the final project to pass the course.



**Quizzes:** I strive to make quizzes fair and reasonable ways of assessing your learning. The course outline quiz is on D2L and the textbook reading quizzes are on Revel. You will need to complete the course outline quiz before proceeding with course content on D2L, like downloading lecture slides or assignment guides.

- Course outline quiz (5%)
- Textbook reading quizzes (25%)



**Topic selection:** This course balances knowledge of the past with learning and applying historical skills. To practice historical skills, you will select a topic related to Canadian history after 1867, summarize your topic in one or two sentences and submit the summary on D2L, and then briefly discuss it with me during a one-on-one Zoom meeting. *Once I approve your topic, you cannot change it.*

- Topic selection (5%)



**Assignments and final project:** We have a lot of material to cover and several important skills to practice. The evidence, citation, and analysis assignments are opportunities for you to explore your topic while learning historical skills. I will explain and provide examples of how we locate credible evidence, how we cite sources (and why that is important), and how we analyze the arguments in those sources. Each assignment will require you to “show your work” (in other words, clearly explaining your rationale, questions, and decisions) and apply relevant historical skills to your topic. The final project will challenge you to connect each of these skills.

- Evidence assignment (10%)
- Citation assignment (5%)
- Analysis assignment (10%)
- Final project (25%)



**Participation:** Preparing for Zoom sessions, arriving and departing on-time, reading the textbook, writing down your own questions, and making a good-faith effort in group discussions are all ways to engage with your peers and the material. Doing so will make this class more interesting and will help you learn. Much of the participation mark comes from in-class discussions and activities, but I reserve the right to adjust participation marks up or down based on the quality of participation.

- Participation (15%)



**Grade Scale:** The Department of History uses the following grade scale:

A+	=	90-100%	=	4.0	Outstanding performance
A	=	85-89%	=	4.0	Excellent performance
A-	=	80-84%	=	3.7	Approaching excellent performance
B+	=	77-79%	=	3.3	Exceeding good performance
B	=	73-76%	=	3.0	Good performance
B-	=	70-72%	=	2.7	Approaching good performance
C+	=	67-69%	=	2.3	Exceeding satisfactory performance
C	=	63-66%	=	2.0	Satisfactory performance
C-	=	60-62%	=	1.7	Approaching satisfactory performance
D+	=	56-59%	=	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject.
D	=	50-55%	=	1.0	Minimal pass. Insufficient preparation for subsequent courses in the same subject.
F	=	0-49%	=	0	Failure. Did not meet course requirements.

In addition to detailed information for each assignment, I will provide rubrics on D2L for the assignments and final project so that you know how I am marking your work. I try to complete marking assignments within one week of completion. After returning assignments to you, I am happy to meet with you to discuss them once a 48 hour “cool-down” period has elapsed.



**Support:** My hope for students is that you will find the classroom—even a virtual one—an exciting place to learn. No matter who you are or what your background is, you are welcome here!

- **Accessibility:** If you have a disability (whether apparent or not), please let me know so we can work together to make this course as accessible as possible. I enable captions and use transcripts when playing audio and video in class. Most importantly, I endeavour to make reasonable accommodations in consultation with you and Student Accessibility Services: [www.ucalgary.ca/access/accommodations/policy/](http://www.ucalgary.ca/access/accommodations/policy/).
- **Physical and Mental Health:** Your wellbeing matters! The SU Wellness Centre (MacEwan Student Centre, room 370) has physicians and counselors, self-help resources, peer support, and skills-building workshops available: [www.ucalgary.ca/wellnesscentre/](http://www.ucalgary.ca/wellnesscentre/).
- **Name and pronouns:** Please tell me if you use a different name than the one on your UniCard and if you'd like me to use that name when calling on you in class. The same goes for pronouns: feel free to introduce yourself with your pronouns (mine are he/him).
- **Writing:** Communicating your thoughts in writing is one of the most challenging parts of coursework. Faculty of Arts policy directs that all written assignments will be assessed at least partly on writing skills. Writing skills include not only grammar, punctuation, and sentence structure, etc. but also general clarity and organization. Research papers must be properly documented. The Student Success Centre (TFDL, 3<sup>rd</sup> floor) offers 30-minute

one-on-one appointments, brief drop-in appointments, and workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc/](http://www.ucalgary.ca/ssc/).

- **Advising:** Have an academic program question, but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Phone (403) 220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit SS 102. You can book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>. For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
  - For registration issues, paying fees, and assistance with your Student Centre, contact Enrolment Services at (403) 210-7625, visit the office in the MacKimmie Library Block, or their website at [www.ucalgary.ca/registrar/](http://www.ucalgary.ca/registrar/). For changes to registration and requesting exemptions, see: <https://www.ucalgary.ca/registrar/registration/appeals>.
  - *History majors:* HTST 300 is required for all history majors. You should normally take it in your second year.



### **General policies:**

- **Respectful conduct:** Universities are designed to be places where people gather to research and learn together. I want to foster an environment of open inquiry, but that environment must be first grounded in trust and respect. We can contribute to a trusting and respectful classroom by assuming positive intent in others, allowing someone to more fully explain their thoughts, acknowledging our own perspectives, biases, and experiences, and quieting our immediate responses in favour of listening to what someone else is saying. In discussions, my golden rule is “seek first to understand.” Willingness to listen and tolerance of opposing viewpoints are expected; hate speech and slurs are prohibited.
- **Attendance:** Attending every Zoom session is encouraged and expected, but I understand that life doesn’t stop while you are in class. You can download lecture slides and recorded Zoom sessions. Communicate with me about what’s going on so that I can work with you.
- **Late assignments:** Assignments and quizzes completed late will be docked one-third of a letter grade per day late, including weekend days. For example, an assignment assessed as a B submitted two days late will receive a C+. Exceptions must be discussed with me.
- **Email:** I check email regularly on weekdays and aim to respond within 24 hours, except on weekends. Please don’t email me at 10pm and expect a response the next morning by 8am. I encourage you to write emails carefully and with respect—not just to me, but to everyone. Etiquette may seem old-fashioned but practicing a bit of formality will help you in and out of the classroom.



- **Language:** Assignments and exams must be written in English. Sources should ordinarily be in English, but up to 50% of sources may be in French, Spanish, or American Sign Language (ASL).
- **Course evaluations:** Your feedback through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses: [www.ucalgary.ca/usri](http://www.ucalgary.ca/usri). Your responses make a difference!



- **Plagiarism:** Plagiarism occurs when you submit or present your work in a course, or ideas and/or passages in a written piece of work, as if they were your own work done expressly for that particular course, when they were not. Plagiarism may take several forms:
  - Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.



- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as your own.
- Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts.
- **Copyright:** The university has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to *Copyright Act* regulations and the educational exceptions permitted by the *Act* for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright/>.



#### **Miscellaneous:**

- Department of History
  - Office: Social Sciences 656
  - Phone: (403) 220-6401
  - Twitter: @ucalgaryhist
- Faculty of Arts Representatives
  - Phone: (403) 220-6551
  - Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)
- Campus Security and Safewalk
  - Phone: (403) 220-5333
  - Website: [www.ucalgary.ca/security/safewalk](http://www.ucalgary.ca/security/safewalk)
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>
- Student Union Information: <http://www.su.ucalgary.ca/>
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>