

HTST 213 (Winter 2018)

Canada Since 1867

Instructor: Scott Dumonceaux
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Class: MWF 11:00-11:50
Room: SA 147
Office Hours: MW 12:00-1:00, or by
appointment

Course Description:

In light of the recent 150th Anniversary of Confederation, this course will explore the major themes in Canadian history since 1867, particularly the ways in which Canadians have viewed themselves and their country, both at home and abroad, and how Canadian hopes, dreams, and values have changed over the last 150 years. Beginning with Confederation, we will explore the experiences of Canada's aboriginal people, the Canadian experience in the First and Second World Wars, Canada and the United States, immigration, Canadian women, the development of Canada as a multicultural nation, and more. As we mark 150 years of Canadian experience, revisiting Canadian history since 1867 is an opportunity to look back at Canada's past, and look forward to the future.

Course Objectives:

This course aims to introduce students to the major themes that Canadian historians have identified in Canada's history since 1867 and to encourage students to develop their own interpretations of the past. Students will develop skills to identify and form their own historical arguments through lectures, course readings, class discussions, exams, and written assignments. Students will also develop researching and writing skills by exploring a Canadian history since 1867 topic in depth and researching, writing, and revising a research essay. It is hoped that students will improve their ability to think critically about Canada's past and present.

Course Outcomes:

By the end of this course, students should be able to:

- Identify and explain the major historical events, themes, and processes that Canadian historians have identified in Canada's history since 1867.
- Evaluate the significance of historical events, themes, and processes to the development of Canadian history as a whole.
- Identify and analyze secondary sources related to a Canadian history since 1867 topic.
- Analyze historical documents and determine what they can tell us about Canadian history since 1867.
- Assess the importance of Canadian history since 1867 to the present.

- Write a properly formatted and documented research essay on a Canadian history since 1867 topic.

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

Student Evaluation:

Essay Proposal and Annotated Bibliography, 15%

Midterm Exam (February 14, in class), 15%

Research Essay, (Pass/Fail)

 Submit Essay on March 2, 5%

 B Level Essay, 30%

 A Level Essay, 10%

Final Exam (cumulative, closed book, to be scheduled by the University), 25%

Required Readings:

All required readings are found in:

Michel Ducharme, Damien-Claude Belanger, and J.M. Bumsted, eds., *Interpreting Canada's Past: A Post-Confederation Reader*, Fifth Edition, Oxford: Oxford University Press, 2017. (On Reserve at TFDL)

“The History Student’s Handbook: A Short Guide to Writing History Essays.” Department of History, University of Calgary, 2015, http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf.

Recommended Readings:

Students wanting additional information on course topics can refer to:

Francis, R. Douglas, Richard Jones, and Donald B. Smith. *Destinies: Canadian History since Confederation*. 6th ed. Toronto: Nelson Education, 2008. (On Reserve at TFDL)

Conrad, Margaret and Alvin Finkel. *History of the Canadian Peoples*. 6th ed. Toronto: Pearson Canada, 2015. (On Reserve at TFDL)

These textbooks also contain further reading sections that are useful for finding sources for the research essay.

Classroom Courtesies:

Students are encouraged to use laptops for taking notes but please be respectful of other students and sit at the back of the room if you plan to do other work (social media, watching videos, etc.) during class.

Please wait until class is over to begin packing up your things.

Written Assignments:

All assignments should be submitted through the D2L Dropbox in Microsoft Word doc format. If you are unable to submit your assignment through Dropbox, please email it to me.

To make it easier for me to organize, please name your document: Last Name, First Name Assignment Name (ex. Dumonceaux, Scott Research Essay).

Essay Proposal and Annotated Bibliography (Due February 2):

Students will submit an Essay Proposal and Annotated Bibliography for their Research Essay on February 2.

Essay Proposals should begin with a brief description of the topic (200-300 words), explaining the major events, themes, or people involved with the topic and what you want to know. Proposals should also include a preliminary thesis statement, and two to four main points.

The Annotated Bibliography should include a minimum of five sources. For each source, include the proper bibliography citation and a brief description of the source (what is the source about, what is the author's main argument) and how you plan to use it (2-3 sentences).

Essay Proposals should follow the format of the **sample essay proposal** and the referencing styles outlined in "The History Student's Handbook."

Late Essay Proposal and Annotated Bibliographies will be deducted one letter grade per day (a B would become a B-).

Research Essay:

This assignment is designed to reduce the stress of essay writing and encourage students to revise and improve their essays. Rather than completing a number of writing assignments during the term, students will focus on writing and revising one research essay. Though a series of lectures on the mechanics of essay writing, students will learn the key concepts of essay writing and apply them to their research essays.

Students will write a 2500 word research essay (approximately 8 pages) on a topic of their choosing (must be related to Canadian History since 1867). Students must use a minimum of five sources (academic books and peer-reviewed journal articles).

Essays should begin with a thesis statement clearly stated in the introduction, the body of the essay should provide evidence to support the thesis statement, and the thesis statement and main points of the essay should be restated and summed up in the conclusion.

Research Essay Presentation:

Research Essays should follow the format of the **sample essay** and the referencing styles outlined in “The History Student’s Handbook.”

As this is a formal writing assignment, students should use formal language and properly format their essays. Include a **title** at the top of the first page of the essay **and** on a **title page** (with your name, the date you handed the assignment in, the course name and my name) and **pages numbers** (starting at one on the first page of the essay, not the title page). Students are also expected to include properly formatted **footnotes** and a **bibliography**, providing citations for all information from the sources used in the essay, whether paraphrased or directly quoted. Essays should be written in 12 point Times New Roman font, double spaced, with 1 inch margins.

Research Essay Grading:

Research Essay, (Pass/Fail)

Submit Essay on March 2, 5%

B Level Essay, 30%

A Level Essay, 10%

The Research Essay will be graded on a specifications or pass/fail scale.

In order to earn the B Level Essay grade (the equivalent of a B range essay), students must complete the requirements of the B Level Essay.

In order to earn the A Level Essay grade, students must complete the requirements of the A Level Essay grade.

The requirements of the B Level Essay and the A Level Essay are laid out in a separate document on D2L.

Please Note: Although students must meet the requirements of the B or A Level Essay to receive a grade, students will have the opportunity to submit their essay up to three times (see below).

Please Note: Should you exceed the requirements of the B Level Essay but not reach the requirements of the A Level Essay, you may earn half of the A Level Essay grade (5%).

March 2 Due Date

All students are required to submit a **complete** Research Essay on **March 2**, for which you will earn the Submit Essay on March 2 grade.

Please Note: The March 2 due date is just like any other essay due date. In order to earn the Submit Essay on March 2 grade, students must submit a complete essay (2500 words, with introduction and conclusion), not a draft.

I will return the essays with my comments:

Should you **not** complete the requirements of the B Level Essay, you will have the opportunity to **revise** your essay with my comments in mind and **resubmit** your essay on the **second due date**.

Should you complete the requirements of the B Level Essay, you will earn the B Level Essay grade. If you are satisfied with a B level grade, then you are **not** required to resubmit your essay. Should you want to try for the A Level Essay grade, however, you can **revise** your essay with my comments in mind and **resubmit** your essay on the **second due date**.

Should you complete the requirements of the A Level Essay, you will earn the B Level Essay grade and the A Level Essay grade and will receive full marks for the Essay portion of your final grade.

April 2 Due Date

Students who chose to revise their essays can resubmit them on **April 2**. I will regrade the essays and return them with my comments.

Should you **not** complete the requirements of the B Level Essay or the A Level Essay after the second due date, you will again have the opportunity to **revise** and **resubmit** your essay on **April 26** (subject to change depending on the exam schedule).

April 26 Due Date

Students who chose to revise their essays a second time can resubmit them on **April 26** (subject to change depending on the exam schedule).

Please Note: In the (unlikely) event that you should not complete the requirements of the B Level Essay after submitting your essay **all three times**, this **does not** mean that you will automatically fail the course.

Course Schedule:

<p>January 8</p> <ul style="list-style-type: none"> • Introduction • Course Outline 	<p>January 10</p> <ul style="list-style-type: none"> • Confederation • Readings: Canadian statistics in 1867. (Link also Below) 	<p>January 12</p> <ul style="list-style-type: none"> • Essay Workshop: Picking a topic Finding sources • Readings: “The History Student’s Handbook,” 2-5.
<p>January 15</p> <ul style="list-style-type: none"> • Confederation - Three Oceans, One Country 	<p>January 17</p> <ul style="list-style-type: none"> • Debating Confederation • Readings: <i>Interpreting Canada’s Past</i>, 3-15. 	<p>January 19</p> <ul style="list-style-type: none"> • Essay Workshop: Reading Sources • Readings: <i>Interpreting Canada’s Past</i>, 56-69. • “The History Student’s Handbook,” 5-6.
<p>January 22</p> <ul style="list-style-type: none"> • National Policy 	<p>January 24</p> <ul style="list-style-type: none"> • Numbered Treaties • Readings: “Treaty and Supplementary Treaty No. 7.” (Link also Below) 	<p>January 26</p> <ul style="list-style-type: none"> • Essay Workshop: Thesis statement and main points • Readings: “The History Student’s Handbook,” 6-8.
<p>January 29</p> <ul style="list-style-type: none"> • Canadian Aboriginal Policy 	<p>January 31</p> <ul style="list-style-type: none"> • Northwest Rebellion • French-English Relations • Readings: <i>Interpreting Canada’s Past</i>, 72-74. 	<p>February 2</p> <ul style="list-style-type: none"> • Laurier Boom • Essay Proposal Due
<p>February 5</p> <ul style="list-style-type: none"> • Race and Gender • Readings: <i>Interpreting Canada’s Past</i>, 216-220, 227-239. 	<p>February 7</p> <ul style="list-style-type: none"> • Social Reform 	<p>February 9</p> <ul style="list-style-type: none"> • Essay Workshop: Essay structure • Midterm Review • Readings: “The History Student’s Handbook,” 9-14.

<p>February 12</p> <ul style="list-style-type: none"> • Social Reform • Imperialism 	<p>February 14</p> <ul style="list-style-type: none"> • Midterm Exam 	<p>February 16</p> <ul style="list-style-type: none"> • Essay Workshop: Citations • Readings: “The History Student’s Handbook,” 19, 22-32.
<p>February 19</p> <p>Reading Week - No Class</p>	<p>February 21</p> <p>Reading Week - No Class</p>	<p>February 23</p> <p>Reading Week - No Class</p>
<p>February 26</p> <ul style="list-style-type: none"> • Debating the First World War • Readings: <i>Interpreting Canada’s Past</i>, 147-157. 	<p>February 28</p> <ul style="list-style-type: none"> • First World War 	<p>March 2</p> <ul style="list-style-type: none"> • First World War-Autonomy • 1st Essay Due Date
<p>March 5</p> <ul style="list-style-type: none"> • Great Depression • Second World War 	<p>March 7</p> <ul style="list-style-type: none"> • Second World War • Readings: <i>Interpreting Canada’s Past</i>, 251-261. 	<p>March 9</p> <ul style="list-style-type: none"> • Second World War
<p>March 12</p> <ul style="list-style-type: none"> • Postwar Boom • Immigration 	<p>March 14</p> <ul style="list-style-type: none"> • The Cold War • Readings: <i>Interpreting Canada’s Past</i>, 325-342. 	<p>March 16</p> <ul style="list-style-type: none"> • Essay Workshop: Essay Revising • Readings: “The History Student’s Handbook,” 14, 19-22.
<p>March 19</p> <ul style="list-style-type: none"> • Gender in the Postwar Period 	<p>March 21</p> <ul style="list-style-type: none"> • Canada and the United States • Readings: <i>Interpreting Canada’s Past</i>, 321-324, 482-485. 	<p>March 23</p> <ul style="list-style-type: none"> • Essay Workshop: Writing • Readings: “The History Student’s Handbook,” 19-22.

<p>March 26</p> <ul style="list-style-type: none"> • The Just Society 	<p>March 28</p> <ul style="list-style-type: none"> • Debating the White Paper • Readings: <i>Interpreting Canada's Past</i>, 444-456. 	<p>March 30</p> <p>Good Friday - No Class</p>
<p>April 2</p> <ul style="list-style-type: none"> • Aboriginal Canadians since 1945 • 2nd Essay Due Date 	<p>April 4</p> <ul style="list-style-type: none"> • Aboriginal Canadians since 1945 	<p>April 6</p> <ul style="list-style-type: none"> • Immigration • Readings: <i>Interpreting Canada's Past</i>, 414-426.
<p>April 9</p> <ul style="list-style-type: none"> • Multiculturalism • Readings: <i>Interpreting Canada's Past</i>, 395-403. 	<p>April 11</p> <ul style="list-style-type: none"> • Canada at 150 	<p>April 13</p> <ul style="list-style-type: none"> • Exam Review

Expanded Course Schedule:

Week 1

January 8

Introduction
Course Outline

January 10

Confederation

Readings: Canadian statistics in 1867.

https://www65.statcan.gc.ca/acyb07/acyb07_0002-eng.htm

January 12

Essay Workshop: Picking a topic/Finding sources

Readings: "The History Student's Handbook," 2-5.

Week 2

January 15

Confederation - Three Oceans, One Country

January 17

Debating Confederation

Readings: From “Attorney General’s Speech,” Nova Scotia, House of Assembly, Debates on the Resolutions Relative to Repeal of the “British North America Act,” in the House of Assembly of Nova Scotia, 1868 by Martin Isaac Wilkins, 3-9.

From “Our New Provinces: British Columbia,” *The Canadian Monthly and National Review*, 3,5 (May 1873) by Lieutenant-Colonel Coffin, 10-15.

January 19

Essay Workshop: Reading Sources

Readings: From “Creating ‘Semi-Widows’ and ‘Supernumerary Wives’: Prohibiting Polygamy in Prairie Canada’s Aboriginal Communities to 1900,” in *Contact Zones: Aboriginal and Settler Women in Canada’s Colonial Past* by Sarah A. Carter, 56-69.

“The History Student’s Handbook,” 5-6.

Week 3

January 22

National Policy

January 24

Numbered Treaties

Readings: “Treaty and Supplementary Treaty No. 7 between Her Majesty the Queen and the Blackfeet and Other Indian Tribes, at the Blackfoot Crossing of Bow River and Fort Macleod.”

<https://www.aadnc-aandc.gc.ca/eng/1100100028793/1100100028803>

January 26

Essay Workshop: Thesis statement and main points

Readings: “The History Student’s Handbook,” 6-8.

Week 4

January 29

Canadian Aboriginal Policy

January 31

Northwest Rebellion
French-English Relations

Readings: From “St. Laurent Petition, 16 December 1884,” 72-74.

February 2

Essay Proposal Due
Laurier Boom

Week 5

February 5

Race and Gender

Readings: From *The Black Candle* by Emily Murphy, 216-220.

From “Deporting Ah Sin to Save the White Race: Moral Panic, Racialization, and the Extension of Canadian Drug Laws in the 1920s,” by Catherine Carstairs, 227-239.

February 7

Social Reform

February 9

Essay Workshop: Essay structure
Midterm Review

Readings: “The History Student’s Handbook,” 9-14.

Week 6

February 12

Social Reform
Imperialism

February 14

Midterm Exam

February 16

Essay Workshop: Citations

Readings: “The History Student’s Handbook,” 19, 22-32.

Week 7

Reading Week - No Class

Week 8

February 26

Debating the First World War

Readings: From “The Duty of Canada at the Present Hour: An Address Meant to Be Delivered at Ottawa in November and December 1914, but Twice Suppressed in the Name of ‘Loyalty and Patriotism’” by Henri Bourassa, 147-153.

From “Canada Will Answer the Call: Sir Robert Borden’s Inspiring War-Message to the Canadian People: Speech Delivered at Toronto, Dec. 5th, 1914” by Robert Laird Borden, 153-157.

February 28

First World War

March 2

First World War-Autonomy
1st Essay Due Date

Week 9

March 5

Great Depression
Second World War

March 7

Second World War

Readings: From “It’s a Woman’s War,” by Mattie Rotenberg, 251-254.

From *How to Eat Well Though Rationed* by Josephine Gibson, 255-261.

March 9

Second World War

Week 10

March 12
 Postwar Boom
 Immigration

March 14
 The Cold War

Readings: Five Caricatures Related to Canada and the Cold War, 325-328.

From “The Queer Career of Homosexual Security Vetting in Cold War Canada”
 by Daniel J. Robinson and David Kimmel, 329-342.

March 16
 Essay Workshop: Essay Revising

Readings: “The History Student’s Handbook,” 14, 19-22.

Week 11

March 19
 Gender in the Postwar Period

March 21
 Canada and the United States

Readings: From “Letter to My Son” by Farley Mowat, 321-324.

Five Caricatures Related to the 1988 Free Trade Agreement and Subsequent
 Federal Election, 482-485.

March 23
 Essay Workshop: Writing

Readings: “The History Student’s Handbook,” 19-22.

Week 12

March 26
 The Just Society

March 28
 Debating the White Paper

Readings: From *Statement of the Government of Canada on Indian Policy, 1969* [the White Paper] by Jean Chrétien, 444-451.

From *Citizens Plus* [the Red Paper] by The Indian Chiefs of Alberta, 452-456.

March 30
Good Friday - No Class

Week 13

April 2
Aboriginal Canadians since 1945
2nd Essay Due Date

April 4
Aboriginal Canadians since 1945

April 6
Immigration

Readings: From 'The Roots of Multiculturalism: Ukrainian-Canadian Involvement in the Multiculturalism Discussion of the 1960s as an Example of the Position of the 'Third Force'' by Julia Lalande, 414-426.

Week 14

April 9
Multiculturalism

Readings: From *Selling Illusions: The Cult of Multiculturalism in Canada* by Neil Bissoondath, 395-403.

April 11
Canada at 150

April 13
Exam Review

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary 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>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your**

student number. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*

(http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf),

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 one's 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' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <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/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Winter 2018