
HTST 213

Canada Since 1867

Winter 2019
MWF 11:00- 11:55, ENE 243
Instructor: Dr. N. Janovicek
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Office: SS 613
Office Hours: Monday 9:30 – 10:30 and
Wednesday 14:30 – 15:30

Overview

History helps us understand what is distinct about Canada today. We live in a complex global economy and make difficult decisions about the kind of future we want for ourselves and for our communities every day. How does colonialism continue to shape Indigenous-settler relations? What role should Canada play on the world stage? What kind of policies should govern our lives and who should develop these policies? What is the most effective way to influence policy? Should we protect tradition or embrace change?

We're not the first generation of Canadians to grapple with these difficult questions. This course examines the social, cultural, political, and economic developments in Canada since 1867. We'll discuss how past generations have debated these issues and how they have engaged with their communities and governments to shape Indigenous-settler relations, citizenship, democracy, and national identities.

Course Textbooks

- Margaret Conrad, Alvin Finkel, and Donald Fyson, *History of the Canadian Peoples: Volume II 1867 to Present*, 6th ed.
- Mary Jane Logan McCallum and Adele Perry, *Structures of Indifference*

Evaluation

Position Paper (500 – 750 words)	15%
Midterm Examination	25%
Document Analysis (1125 – 1250 words)	25%
Final Examination	35%

**All assignments and the examination must be completed to pass the course.
Late papers may be penalized.**

Course TAs: Scott Dumonceaux and Blake Mitchell. Office hours TBA.

Important Dates

February 8
Position paper due

February 15
Midterm Exam

March 15
Term Paper Due

Final Exam to be scheduled by
Registrar

Assignments

Written work must be submitted electronically on **Desire2Learn**. You must have a University of Calgary IT account to access D2L. Details on the written assignment will be posted in Assignments.

All papers must be submitted on the D2L Digital Dropbox by 5:00 pm on their due dates. Students are responsible for making sure that their work is submitted. Deadlines are firm, but students who make arrangements with me in person at least one week before the assignment is due may receive an extension if I deem the circumstances to be appropriate. Late papers will lose 0.5 of the 4.00 grade point system per day; in other words: a paper assessed as a B turned in 2 days late (including weekends) will receive a C+.

Papers must have a clear thesis statement, be well-organized, and have a logical argument. If this is your first history class, then you should read *The History Student's Handbook: A Short Guide to Writing History Essays*, which is available on the History Department Website: <http://hist.ucalgary.ca/>

You must use footnotes or endnotes to reference your term papers and follow the format outlined in the guide. Include a bibliography for papers that require more than one source. I will penalize papers that do not conform to the proper format.

Students must meet the minimum page requirements for each assignment, but should not exceed them either. It is as important to learn how to make an argument in a few pages as it is to sustain an argument in a longer paper.

Response Paper (15%) Due: Friday, February 8

Students will write a short response paper (750 – 800 words) based on *Structures of Indifference* – a book that examines the why Brian Sinclair died in a Winnipeg emergency room in 2008. Your paper will reflect on how ongoing settler colonialism influences Indigenous peoples' access to services and resources in Canadian society and how understanding the history of Indigenous-settler relations could inform policy to address discrimination against Indigenous peoples in Canada.

Midterm Examination (25%) Friday, February 15

The midterm examination will be scheduled during class time. This will be a short answer examination; students will be asked to identify and explain the significance of five events, individuals, or terms. The exam will be based on the textbook and lecture material.

Document Analysis (25%) Due: Friday, March 15

Students will write a document analysis (1250 – 1500 words). Documents and the supplemental readings for this assignment will be posted on D2L.

Final Examination (35%) To be scheduled by the Registrar

The final examination will be 2 hours and will be scheduled by the registrar. The final exam will cover the entire course. Students will answer two essay questions. I expect students to use information from lectures and from the assigned readings. I will post study questions on D2L at the end of the term.

Departmental Grading System

The following percentage-to-letter grade conversion scheme has been adopted for use in all History 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*, 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*.

Lecture Schedule

Lectures and Reading
Week 1 (January 11): Introduction <ul style="list-style-type: none">Conrad et al, Introduction & chap. 1
Week 2 (January 14 - 18): Nation-Building and Indigenous Settler-Colonial Nations <ul style="list-style-type: none">Conrad et al, chap. 2
Week 3 (January 21 – 25): The New Industrial Order 1867 - 1914 Conrad et al, chap. 3
Week 4 (January 28 – February 1): Migrations, Ethnicities, and Nations <ul style="list-style-type: none">Conrad et al, chap. 4Sarah Carter, “Old Stock Canadians: Arab Settlers in Western Canada,” <i>Active History</i> http://activehistory.ca/2015/10/old-stock-canadians-arab-settlers-in-western-canada/
Week 5 (February 4 – 8): Political and Economic Development, 1867-1914 <ul style="list-style-type: none">Conrad et al, chap. 5
Position Paper, <i>Structures of Indifference</i> due Friday, February 8
Week 6 (February 11 – 15): Social Reform, 1880- 1920 <ul style="list-style-type: none">Conrad et al, chap. 6
Midterm Exam: Friday, February 15
Reading Week (February 18 – 22)
Week 7 (February 25 – March 1): Canada and the Great War <ul style="list-style-type: none">Conrad et al, chap. 7
Week 8 (March 4 – March 8): The Interwar Years and the Great Depression <ul style="list-style-type: none">Conrad et al, chaps. 8 & 9
Week 9 (March 11 – 15): Canada in World War II <ul style="list-style-type: none">Conrad et al, chaps. 10 & 11Andrea Eiding and Laura Madokoro, “When to Speak, When to Act: Reflections on the Recent MS St. Louis Apology,” <i>Active History</i> http://activehistory.ca/2018/11/24863/
Document Analysis due Friday, March 15
Week 10 (March 18 – 22): Postwar Canada <ul style="list-style-type: none">Conrad et al, chap. 12
Week 11 (March 25 & 29): Quebec and the Quiet Revolution <ul style="list-style-type: none">Conrad et al, chaps. 13
Week 12 (April 1 - 5): Social Change in the 1960s & 1970s <ul style="list-style-type: none">Conrad et al, chaps. 14 & 15Stephen Maynard, “To Forgive and Forget? Homonationalism, Hegemony, and the History in the Gay Apology” <i>Active History</i> http://activehistory.ca/papers/to-forgive-and-forget-homonationalism-hegemony-and-history-in-the-gay-apology/
Week 13 (April 8 – 12): The Constitutional Debates <ul style="list-style-type: none">Conrad et al, chaps. 16 - 18

Office Hours and Communication

Please consult the instructor and teaching assistants during our scheduled office hours if you have questions about the class and or the assignments. You may make an appointment if you are not available during my scheduled office hours.

When you e-mail us, please put HTST 213 in the subject and I advise that you use your university account so that your message does not go to the spam filter. Your e-mail should also be formal. Use the proper salutation, sign the e-mail,

and check the message for grammar and spelling errors. If your e-mail requires more than a short response, I will probably advise you to see one of us during our office hours or by appointment. A short conversation about a complicated question is always more useful (and usually more efficient) than a long e-mail correspondence.

We will respond to your e-mail in a timely manner. Please be aware that we will not check or respond to student e-mails outside of normal business hours (Monday – Friday 8:30 am to 5:00 pm).

Important Departmental, Faculty, and University Information

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

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/>.

Student Success Centre and Writing Support Services

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 according to the style mandated in *The History Student's Handbook* (https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1_0.pdf). Students who have difficulty with their essays should consult the course instructor.

Students also have access to the Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. 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.

Universal Student Ratings of Instruction

At the University of Calgary, feedback provided by students 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). Your responses make a difference - please participate in USRI Surveys.

Academic Accommodations

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/>).

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 be strictly adhering 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 D2Ls or web sites without the prior permission of the copyright holders, unless the educational exceptions apply. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books and articles on library reserve. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

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.
- *Safewalk and Campus Security:* 403.220.5333
- *Academic Accommodations:* <http://www.ucalgary.ca/drc/node/46>
- *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 Ombuds Office:* <http://www.ucalgary.ca/provost/students/ombuds>
- *Registration Changes and Exemption Requests:* <https://www.ucalgary.ca/registrar/registration/appeals>