



UNIVERSITY OF
CALGARY

Department of History

HTST 337
Twentieth Century Canada
Summer 2021

Instructor: Dr. Kevin Anderson

Email: kevin.anderson2@ucalgary.ca

Office Hours and Method: By appointment through Zoom

Course Delivery: Online, Asynchronous

Originally Scheduled Class Times: MW 12:00-2:45 (N/A for Summer term)

Description

This course will introduce you to some of the major themes and debates that characterized twentieth century Canada. Each week will explore four interweaving themes within a specific timeframe: French-English tensions (often referred to as “national unity”), the relationship of the state and government with Canadians, colonialism (Indigenous-settler relations), and the shifting importance of “Britishness” and the British connection.

Lectures will not be posted on Mondays. Every effort will be made to maintain a consistent lecture schedule of two lectures per week, usually uploaded on D2L on Tuesdays and Thursdays. If there is a change in this schedule, I will announce it via D2L.

Learning Outcomes

- Be able to think critically.
- Approach social categories and norms (e.g. gender roles, heteronormativity, white supremacy) with thoughtful skepticism and through a historicized lens.
- Critically analyze the agency and voice of marginalized populations.
- Situate “the Other” as a consistent general (although always changing in specific content) category in Canadian culture and society.
- Critically analyze and historicize manifestations of Canadian identity and Canadian nationalism.
- Understand contemporary issues and debates using historical context.
- Be able to write a coherent academic essay with a consistent, clear thesis.
- Critically read scholarly articles and monographs and be able to discern key arguments, evidence, and how it fits in a wider literature.
- Be able to integrate scholarly learning with lived experience but accept that one’s own experience is not the only experience.

Reading Material

All assigned readings are listed in the schedule below. They will be provided by me over D2L or hyperlinked in the course outline. You do not have to purchase any course texts.

Assessment

Method	Due Date	Weight
Quizzes	Various	15%
Final test	August 17, 11:59 PM	5%
Discussion questions	Various	10%
Mid-term exam	July 23, 11:59 PM	30%
Final paper	Aug 11, 11:59 PM	40%

Grading Policies

You will receive numerical grades on your assignments. All assignments will be submitted through D2L and all grades will be available through D2L. Only the instructor can grant extensions on due dates, usually on compassionate grounds or due to extenuating circumstances (e.g., a death in the family or among friends, health issues including but not limited to COVID-19).

If you submit an assignment late without an agreed upon extension, you will be deducted a third of a letter grade per day. E.g., if you submit an assignment two days late and the original grade was a B+, it will now be a B-.

If you want to discuss your grade, you need to have a clear reason for revisiting it beyond that you do not like the grade.

Details on Methods of Assessment

All assignments should be double-spaced, written in 12-point font (Times New Roman is a very common font), with reasonable margins, and page numbers. You do not need to include a title page, but do need to ensure your name, the instructor's name, and the course number is included at the beginning of the assignment.

Quizzes, and Final Test, Multiple-choice, 20%: The 3 quizzes and 1 final test will test your knowledge and comprehension of the **lectures and readings** from each week. Each quiz and the final test will test you on the material **since** the previous quiz. The quizzes and final test are **open book** (you can access your notes), but **must** be written individually. Quizzes and the final test will consist of roughly 15 questions; you will have roughly **1 hour** to complete it upon starting. The quizzes will be available from 12:00 PM of the Friday of the assigned week until the following Tuesday, 11:59 PM.

The final test will be available as of **Thursday, August 12**. The schedule is as follows:

Quiz 1: Friday, July 9 – Tuesday, July 13

Quiz 2: Friday, July 16 – Tuesday, July 20

Quiz 3: Friday, July 30 – Tuesday, August 3

Final test: Thursday, August 12 – Tuesday, August 17

Discussion questions, group work, 10%, July 16 and July 30:

Early in the semester, you will be randomly placed in groups on D2L. For Weeks 2 **and** 5, I will upload discussion questions based on the readings. Together, your group will compose answers to these questions and upload your answers to D2L as **1** Word document. Each document should be **at least 1-1.5 pages** long. You will be evaluated on:

- 1) Analysis and engagement with the sources
- 2) Relevance and accuracy of your answer
- 3) Writing and conceptual clarity

Your answers for Discussion Questions Set #1 are due on **Friday, July 16, 12:00 PM**.

Your answers for Discussion Questions Set #2 are due on **Friday, July 30, 12:00 PM**.

Take-home mid-term exam, essay-based, Friday, July 23, 11:59 PM, 30%:

I will upload the exam on **Monday, July 19, 12:00 PM**, and you will have until **Friday, July 23, 11:59 PM** to submit your completed exam to D2L. You will be given a selection of essay questions on material we have covered from Weeks 1-3. You must write an essay that consistently argues a clear thesis. The exam is **open book**, meaning you can access your course material while writing it. The exam will measure your ability to **analyze and interpret** (subdivide content into smaller parts in order to better understand the meaning of the material), **synthesize** (put parts together to form a whole, with emphasis on creating a new meaning or structure), and **evaluate** (make judgments about the value of ideas or materials) the course material. Your essay must include a clear introduction that outlines what your essay will discuss and advances your thesis. Your thesis should be supported with well-organized paragraphs (beginning with a topic sentence and ending with a transition into the next paragraph) that present evidence from your sources (readings or lectures). The essay should conclude by reiterating the thesis and summarizing the evidence that has demonstrated its validity. Sources and quotations need to be cited in the paper using the Chicago-Style, Notes and Bibliography citation system (footnotes or endnotes, with a bibliography; link below). You **do not** need to cite my lectures, as this information will be considered common knowledge.

As you have limited time to write this, style will not be as important as content.

Research essay, 7-9 pages, Wednesday, August 11, 11:59 PM, 40%:

You **must include at least 5 scholarly secondary sources and 2 primary sources** in your final paper. Readings from the course outline **will not** count toward the total source number. Your essay should include a clear introduction that describes your topic and advances your thesis (your argument, what you are trying to convince the reader of). Your thesis should be supported with well-organized paragraphs that present evidence from your sources. The essay should conclude by reiterating the thesis and summarizing the evidence that has demonstrated its validity. Sources, quotations, and any information you include that you are aware is not your own and is not common knowledge needs to be cited in the paper. Direct quotations need to be placed inside of quotation marks **and** include a citation.

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, cartoons, blogs).

Scholarly sources (or secondary sources) are usually created after an event (even if soon after) and are usually created by an academic (sometimes by journalists) (e.g., articles from a scholarly journal, monographs, or edited collections [including single chapters from a collection] published by an academic press).

Book reviews (even if contained in a scholarly journal) **are not** considered scholarly sources for the purpose of this essay. **Nor are encyclopedia articles or textbooks.** You can use these sources to get started, but they will not count toward your final scholarly or primary source number.

Citations

Sources and quotations need to be cited in all written assignments using the Chicago Manual of Style, Notes and Bibliography citation system (footnotes or endnotes, with a bibliography).

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Academic Integrity Statement

Peer support and collaboration is important to learning and to maintaining a good school-life balance. Remote classes have created a difficult situation for you and for instructors when it comes to assessment (along with many other things).

Studying together is acceptable and is encouraged. You can communicate through whatever means you choose to form questions for the instructor, to better understand readings, to better understand major course concepts, to identify major course themes, and to commiserate in general on how the course is going.

You **CANNOT** communicate with each other about the class, whether online or through **ANY** other means, about **QUIZZES or EXAMS while they are ongoing**, as these tests are meant to evaluate your individual knowledge and ability to analyze the course material. Any evidence of this will result in a zero on the assignment and an academic misconduct investigation.

Only use course material for the mid-term exam. The mid-term is open book, so you can use your notes. Any evidence that you have used outside material (e.g. Wikipedia, *Canadian Encyclopedia*), however, will result in a zero on the assignment and an academic misconduct investigation.

Learning Technologies Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage with the material, 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; broadband internet connection.

On-Line Instruction Statement

- The course will be asynchronous. This means that I will record and post all lectures to be accessed at any time.
- All assignments **MUST** be completed individually. Studying together is fine, but writing exams or quizzes together is not.
- I will have virtual office hours in order to answer any questions regarding lectures, readings, or assignments, offered through Zoom.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment. 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, or assistance with writing.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. All material in this course is under the protection of copyright and may not be distributed to third parties under any circumstances.

Reading and Topic Schedule

Week 1 (M June 28-F July 2)

Timeframe: c. 1900-1939, Part I

Readings:

John S. Milloy, *A National Crime: The Canadian Government and the Residential School System, 1879-1986*, chapter 5.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4828048>

Donald B. Smith, *Seen but not Seen: Influential Canadians and the First Nations from the 1840s to Today*, chapter 5.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781442622111-010>

Week 2 (M July 5-F July 9) Quiz 1

Timeframe: c. 1900-1939, Part II

Readings:

Joan Sangster, “Mobilizing Women for War,” 157-193, in *Canada and the First World War: Essays in Honour of Robert Craig Brown*, ed. David Mackenzie.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781487519681>

John Herd Thompson, “Canada and the ‘Third’ British Empire,” 1901-1939,” 87-106, in *Canada and the British Empire*, ed. Phillip Buckner.

<https://oxford-universitypressscholarship-com.ezproxy.lib.ucalgary.ca/view/10.1093/acprof:oso/9780199563746.001.0001/acprof-9780199563746-chapter-5>

Week 3 (M July 12-F July 16) Quiz 2

Timeframe: c. 1939-1960

Readings:

Gary Kinsman, “‘Character Weaknesses’ and ‘Fruit Machines’: Towards an Analysis of The Anti-Homosexual Security Campaign in The Canadian Civil Service,” *Labour / Le Travail* 35 (1995): 133-161.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25143914>

Heidi Bohaker and Franca Iacovetta. “Making Aboriginal People ‘Immigrants Too’: A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s,” *Canadian Historical Review* 90 (2009): 427-461.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=43986184&site=ehost-live>

Week 4 (M July 19-F July 23)
Mid-term!!!

Readings:
None assigned.

Week 5 (M July 26-F July 30) **Quiz 3**
Timeframe: c. 1960-1976

Readings:
TBA

Week 6 (T August 3-F August 6)
Timeframe: c. 1976-2000, Part I

Readings:
TBA

Monday is Alberta Heritage Day, No classes!!!

Week 7 (M August 9-W August 11) **Quiz 4**
Timeframe: c. 1976-2000, Part II

Readings:
None assigned.

**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