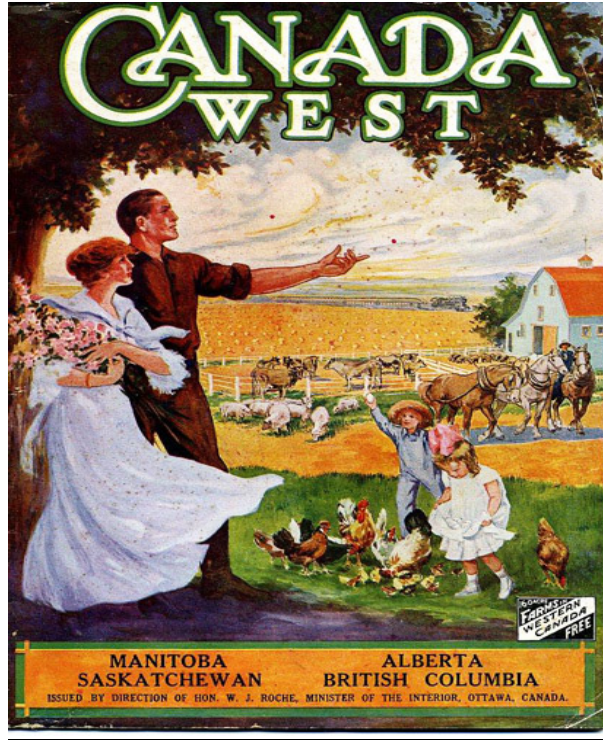


The Canadian West



Course Number: HTST 439

Instructor: Dr. Kevin Anderson

Class Location and Time: Tuesday and Thursday, 2:00-3:15, ST 055

Email: kevin.anderson2@ucalgary.ca

Telephone: 403-220-2987

Office Hours: Wednesday, 1:00-2:30

Office Location: SS615

Course Description:

This course will introduce students to the history of the Prairie West from the mid-nineteenth century until the end of World War Two. It will focus on the often violent and tumultuous transformation of the Prairies by European/Eastern Canadian settlers from an Indigenous space, populated by First Nations tribes, fur traders, Métis, missionaries, and middlemen, into a “rationalized” space, tentatively absorbed into the modern nation-state and at the centre of the perceived future of Canada. Of particular interest will be the political, intellectual and religious history of this region and the always contentious status of “the West” as an imagined and real space. The course will be a combination lecture and seminar, with students expected to provide significant discussion of scholarly sources.

Assessment:

All assignments are to be submitted in-class or in the Red Box in the History Department, Sixth Floor, Social Science Building. Alternative submissions (email) must be discussed with the instructor beforehand.

Participation, 20%: Marks will be based on two criteria:

1) in-class discussion of sources, often taking place on Thursdays in small groups, and participation in discussions after presentations. Regular attendance is a prerequisite for a good participation grade.

2) Students will be expected to post one question pertaining to the reading or subject-matter on the D2L discussion board throughout the semester, **at least eight times**. All questions must be posted by 1:30 pm on the day the material is discussed, usually Thursday classes. Questions posted after 1:30 pm will not be considered for the week or marked. These questions will provide the foundation for the in-class small group discussions. The questions should be good inquiry questions, meaning that these questions should elicit a response that is more than “yes” or “no” and should ask the respondent to think about the document. A good inquiry question might ask something like this: “What does the Quiet Revolution tell us about the development of Quebec?” Examples of questions that will receive a grade of zero include (but are not limited to): “What is the title of the document?,” “Who wrote the document?,” “When was the document written?”

Primary source presentation, 20%: Students will be divided into small groups of three. Each group will choose a week to present from a specific set of weeks, with a maximum of three groups presenting each week. The groups will be required to find **three** primary sources related to the topic under discussion that week using the resources available through the University of Calgary library, the University of Calgary Archives or other means. The group will then do a short presentation (roughly 10 minutes, maximum 15 minutes) in front of the class serving to “introduce” the topic on the corresponding Tuesday. Groups will “introduce” the topic by 1) summarizing each source 2) contextualizing the sources using class readings or additional material and 3) providing a critical analysis of each source. Each group will also be expected to ask at least **two** discussion questions.

Each group member will provide the instructor with a self-evaluation and a confidential peer evaluation on how the group worked together. Groups will be evaluated on the quality of sources, ability to contextualize the text, the critical reading of each source, the style (public speaking, engagement with and of class) of the presentation and, lastly, ability to work together.

Research Paper, 35%, due between March 21st and April 4th, 12-15 pages: This persuasive essay must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic sources and primary sources. Students must use at least **three** primary sources and at least **six** secondary sources. Students can use **one** of the primary sources used in their presentation. The topic must thematically connect to the major course theme of the history of Western Canada, but otherwise students have the freedom to select any topic they wish. It must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic and primary sources. It must contain proper references and a bibliography.

Students are expected to come to office hours to discuss their potential topics with the instructor or speak with the instructor before or after class.

Students can submit the essay on Thursday, March 21st or Thursday, March 28th, and have the essays returned graded to them early, or they can submit the essay on the **final due date, Thursday, April 4th**, and have the essay returned to them (likely) at the exam.

Final Exam, 25%: To be scheduled by the registrar.

Please make sure to provide references in your work. Students must use the Chicago Manual of Style, Notes and Bibliography system of citation. The link below provides examples for the most commonly cited types of material.

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

References exist for several reasons: 1) to provide credit where credit is due. 2) to demonstrate that the author is familiar with the existing literature on the subject under study and is in dialogue with this literature 3) to allow the reader to find the material the author is presenting, whether primary or secondary material, and expand the exposure of writers and readers to the seemingly infinite amount of information and 4) to keep the author accountable to the evidentiary record while allowing simultaneously for interpretation and argumentation.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12 point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

Helpful Texts (optional):

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

The Chicago Manual of Style, Online

<https://www-chicagomanualofstyle-org.ezproxy.lib.ucalgary.ca/home.html>

Readings: All readings and the reading list will be supplied by the instructor through D2L.

Schedule of Topics:

Week One: Thursday, January 10th

Welcome, Welcome

Section 1: Bringing “Order” to Contested Prairie Space

Week Two: Tuesday, January 15th, Thursday, January 17th

Discomfort with Liminality: Plains First Nations, Missionaries, Fur Traders and the Decline of a Fur Empire

Readings:

R. Douglas Francis, “Turner vs. Innis: Two Mythic Wests,” 15-30, in *One West: Two Myths: Essays on Comparison*.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/422052>

Gerald Friesen, “Defining the Prairies: or, why the prairies don’t exist,” 13-28, in *Toward Defining the Prairies: Region, Culture and History*.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/413002>

Week Three: Tuesday, January 22nd, Thursday, January 24th

Confederation Comes to the West: The Creation of Manitoba and the Rejection of Dualism

Readings:

Gerald Friesen, “John Norquay,” in *Dictionary of Canadian Biography*.

http://www.biographi.ca/en/bio/norquay_john_11E.html

Tina Loo and Carolyn Strange, *Making Good: Law and Moral Regulation in Canada, 1867-1939*, chapter 1.

<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4671693>

Library session in-class on Tuesday!!!

Week Four: Tuesday, January 29th, Thursday, January 31st

The Disappearance of the Buffalo, the NWMP, the Indian Act and the Numbered Treaties

Group Presentations

Readings:

Sarah Carter, “Categories and Terrains of Exclusion: Constructing the ‘Indian Woman’ in the Early Settlement Era in Western Canada,” *Great Plains Quarterly* 13 (1993): 147-161.

<http://digitalcommons.unl.edu/greatplainsquarterly/764/>

Treaty 7 Elders and Tribal Council, with Walter Hildebrandt, Dorothy First Rider and Sarah Carter, "First Nations' Perspective on Treaty 7," in *The True Spirit and Original Intent of Treaty 7*, 111-145.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/403877>

Week Five: Tuesday, February 5th, Thursday, February 7th
1885 and Its Fallout, or the Story of Broken Promises

Group Presentations

Readings:

Sarah Carter, *Aboriginal People and Colonizers of Western Canada to 1900*, chapter 8.

PDF posted on D2L

Jeremy Ravi Mumford, "Why Was Louis Riel, a United States Citizen, Hanged as a Canadian Traitor in 1885?" *Canadian Historical Review* 88 (2007): 237-262.

<https://www-utpjournals-press.ezproxy.lib.ucalgary.ca/doi/pdf/10.3138/chr.88.2.237>

Doug Owrarn, "The Myth of Louis Riel," *Canadian Historical Review* 63 (1982): 315-336.

<https://www-utpjournals-press.ezproxy.lib.ucalgary.ca/doi/pdf/10.3138/CHR-063-03-01>

Section 2: (Re)Populating "Ordered" Space

Week Six: Tuesday, February 12th, Thursday, February 14th
The Philosophy of Railways: The CPR, the National Policy, the Beginning of Western Alienation?

Group Presentations

Readings:

Sandra Rollings-Magnusson, "Necessary for Survival: Women and Children's Labour on Prairie Homesteads, 1871-1914," *Prairie Forum* 29 (2004): 227-244.

PDF posted on D2L.

A.A. den Otter, *The Philosophy of Railways: The Transcontinental Railways Idea in British North America*, chapter 8.

<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4671828>

Family Day and Term Break. No classes: February 17-24

Week Seven: Tuesday, February 26th, Thursday, February 28th

“A stalwart peasant in a sheepskin coat:” Mass Immigration, the Land Boom, Multiculturalism and Nativism

Group Presentations

Readings:

David Hall, “Clifford Sifton’s Vision of the Prairie West,” 77-102, in *The Prairie West as Promised Land*.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=102&docID=3250119&tm=1546896996443>

Sarah Carter, “‘Hordes of Men of Alien Race’ or ‘Daughters of British Blood?’ The Homesteads-for-Women Campaign in Western Canada,” *Great Plains Quarterly* 29 (2009): 267-286.

<http://digitalcommons.unl.edu/greatplainsquarterly/1267/>

Week Eight: Tuesday, March 5th, Thursday, March 7th

The West as Promised Land: The Social Gospel, the Solidification of Residential Schools

Group Presentations

Readings:

R. Douglas Francis, “The Kingdom of God on the Prairies: J.S. Woodsworth’s Vision of the Prairie West as Promise Land,” in eds., Francis and Kitzen, *The Prairie West as Promised Land*, 225-242.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=250&docID=3250119&tm=1546897374168>

Marilyn Barber, “Nationalism, Nativism and the Social Gospel: The Protestant Churches Response to Foreign Immigration in Western Canada, 1897-1914.” In *The Social Gospel in Canada*, edited by Richard Allen, 186-226.

PDF posted on D2L.

Section 3: From “Order,” Chaos: The Twenties, the “Dirty Thirties” and Political Protest in the West

Week Nine: Tuesday, March 12th, Thursday, March 14th

The Co-operative Movement, Progressivism and Labour Radicalism, Winnipeg, 1919

Reading:

Tom Mitchell and James Naylor, “The Prairies: In the Eye of the Storm,” 176-230, in *The Workers’ Revolt in Canada, 1917-1925*.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=185&docID=4672180&tm=1546897911850>

Week Ten: Tuesday, March 19th, Thursday, March 21st
Saskatchewan, the Klan and the Triumph of Nativism

Patrick Kyba, "J.T.M. Anderson," 109-138, in *Saskatchewan Premiers of the Twentieth Century*.
PDF posted on D2L.

James Pitsula, *Keeping Canada British: The Ku Klux Klan in 1920s Saskatchewan*, chapter 4.
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3412854>

First submission date of research paper, in class on Thursday

Week Eleven: Tuesday, March 26th, Thursday, March 28th
"Alberta goes crazy": The UFA, Social Credit and Sterilization

Second submission date of research paper, in class on Thursday

Readings:

David R. Elliott, "William Aberhart: 1935-1943," 125-146, in *Alberta Premiers of the Twentieth Century*.
<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/439346>

Erika Dyck, *Facing Eugenics: Reproduction, Sterilization and the Politics of Choice*, chapters 1-2.
<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4673020>

Week Twelve: Tuesday, April 2nd, Thursday, April 4th
Saskatchewan as the "New Jerusalem": The CCF

Final submission date of research paper, in class on Tuesday

No readings

Week Thirteen: Tuesday, April 9th, Thursday, April 11th
Fundamentalism Meets Politics in Alberta: Leduc and the Transformation of a Region

Readings:

Clark Banack, *God's Province: Evangelical Christianity, Political Thought, and Conservatism in Alberta*, Chapter 4.
PDF posted on D2L.

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/>.

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.

Percentage	Letter Grade	Grade Point Value	Description
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>

- Registration Changes and Exemption

Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

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