



UNIVERSITY OF
CALGARY

Department of History History 607

TOPICS IN WESTERN CANADIAN HISTORY
REGION AND NATION: THE PRAIRIE WEST IN CANADIAN HISTORY
Winter 2021

Instructor: Dr. David B. Marshall

E-mail: marshall@ucalgary.ca

Class Time & Location: Held Synchronously on ZOOM @ F 2:00 – 4:45 pm (MST)

Office Hours: By Appointment on ZOOM

Course Description:

This seminar is designed as an intensive course in the historiography of prairie Canada. British Columbia is excluded because it has a distinct historiography. We will look at some of the most recent trends in topics, methodology and interpretation. The first seminars will provide an overview of the historiographical foundations of the Canadian PRAIRIE west.



Learning Outcomes:

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

- identify and discuss the major schools of thought and the influential historians in western Canadian historiography
- understand how the historiography of western (prairie) Canada has developed
- identify the emerging issues and current debates in western Canadian historiography
- analyze historical monographs

Reading Material

General Background Reading

- Friesen, Gerald, *The Canadian Prairies: A History* (University of Toronto Press, pb)
- Thompson, John Herd, *Forging the Prairie West* (Oxford University Press, pb)

Books for the weekly seminar meetings are available through a number of means:

- 1) Purchase through the University of Calgary Bookstore
- 2) Purchase through Amazon.ca or ChaptersIndigo.ca

-other sites are available such as Academic Book Exchange (ABE) but watch out for U.S. exchange rates and shipping costs on this site.

- 3) The University of Calgary –on-line access

The following books have been ordered for the **University of Calgary Bookstore**: Those with an Asterix * can also be accessed on-line through the University of Calgary Library

*Owram, Promise of Eden: Canadian Expansionist Movement and the Idea of the West, 1859-1900

*Carter, Sarah, *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies*

Krasowski, Sheldon, *No Surrender: The Land Remains Indigenous*

*Daschuk, James, *Clearing the Plains: Disease, Politics of Starvation and the Loss of Aboriginal Life*

*Hall, David, *From Treaties to Reserves: The Federal Government and Native Peoples in Territorial Alberta, 1870-1905*

*Swyripa, Frances, *Storied Landscapes: Ethno-Religious Identity and the Canadian Prairies*

Jones, Esylit, *Influenza 1918: Disease Death and Struggle in Winnipeg*

*Korineck, Valerie, *Prairie Fairies: History of Queer Communities and People in Western Canada, 1930-1985*

*Reid, Jennifer, *Louis Riel and the Creation of Modern Canada: Mythic Discourse and the Postcolonial State*

Waiser, Bill, *In Search of Almighty Voice: Resistance and Reconciliation*

Assessment:

Method	Recommended Due Date	Weight
Weekly Seminar Participation		30%
Seminar Presentation	To be determined	10%
Reading Response/Position Paper 1	Jan. 29th 2021	15%
Reading Response/Position Paper 2	Feb. 26th 2021	15%
Reading Response/Position Paper 3	March 19th 2021	15%
Reading Response/Position Paper 4	April 9th, 2021	15%

Grading Policies:

- All assignments must be completed to pass the course.
- Written work must be submitted electronically in the Digital Dropbox on **Desire2Learn**. You must have a University of Calgary IT account to access D2L. You are responsible for making sure that your work is submitted.
- All assignments will be given a letter grade and will be posted on D2L. See the Grade Scale below for interpretation of the letter grades.
- The position papers will be returned through D2L with my comments and assessment attached.
- Appeals of grades **MUST** be made through the instructor and the student must outline their grounds for an appeal in writing.
- The grade for a student's Seminar Introduction will be posted on D2L, shortly after the seminar.
- The grade for seminar participation is cumulative. I will be posting a mid-term grade, so you can see how you are doing in the seminar after Seminar #5, just before Reading Week. Of course, this mid-term grade is not set in stone; it is subject to adjustment -either up or down- as the course proceeds.

Description of Assignments

1. Seminar Participation.

It is expected that students will participate in the seminar with vigorous debate and discussion. Merely showing up is not good enough. Students who fail to participate on a regular basis will receive a failing grade for this component of the course. In other words, it is expected that the students will carry the seminar, rather than the instructor.

The participation grade will be based on the following criteria:

- a) knowledge and comprehension of the readings
- b) ability to place authors and their works within prairie historiography
- c) understanding how different works contribute to knowledge about prairie society
- d) willingness to debate and consider conflicting or challenging viewpoints

2. Seminar Presentation

Each student will be responsible for Introducing and leading ONE seminar. Specific readings will be assigned for this purpose. Students will be responsible for introducing the topic or themes of the seminar and then leading the discussion throughout the class. The introductory presentations should be no more than 15 minutes.

3. Reading Response or Position Papers

Students are required to write 4 position papers of 5-7 pp. each -approximately 1,500 –2,000 words.

Students can select ANY 4 of the following topics.

1. The Historiographical Contribution of Sarah Carter: Challenging Tradition (Seminar #3)
2. Debating the Numbered Treaties & Canadian “Indian” Policy on the Prairie: Daschuk & Krasowski vs. Hall (Seminar #5 & #6)
3. Elofson, Ranching & the Frontier Thesis (Seminar #7)
4. *Prairie Fairies* and the re-orientation of prairie historiography (Seminar #10)
5. Louis Riel and the Canadian Identity: Responding to Jennifer Reid (Seminar #11)
6. The Impact of the Truth & Reconciliation Commission on Canadian Historiography: Assessing Bill Waiser, *In Search of Almighty Voice: Resistance and Reconciliation* (Seminar #12)

DUE DATES are flexible. But it is strongly advised to space the Position Papers out as indicated in the Assessment chart above so that the work does not pile up at the end of the term.

Learning Technologies Requirements

The D2L site for this course contains the lectures, required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in Htst 607, students need to have reliable access to technology, as follows:

- A computer with a supported operating system;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable broadband internet connection

Guidelines for Synchronous Seminar Sessions

We will be using **Zoom** for our seminar sessions.

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **It is strongly recommended that you have your cameras on throughout the seminar so that a seminar setting can be re-created as closely as possible. The seminars sessions will NOT**

BE RECORDED.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the Code of Conduct).

Only students registered in this course are allowed to be involved in these activities. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Inclusiveness, Accommodation, and Classroom Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email 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 need to nurse or occasionally bring a child to class, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Nothing from these seminar sessions may be distributed to third parties under any circumstances.

Schedule: Seminars & Readings:

Titles with an Asterix* are available on-line through the University of Calgary Library.

Fri. Jan. 15th Organization & Introduction

Part I: Foundations: Western Canadian Historiography

Friday Jan. 22nd Seminar #1: The Roots of Prairie Historiography & The Writings of W.L. Morton

*Owram, Doug, *Promise of Eden: The Canadian Expansionist Movement and the Idea of the West*

*Den Otter, A.A. "Historians and the Red River Metis", in den Otter, A.A. *Civilizing the Wilderness: Culture and nature on Pre-Confederation Canada and Rupert's Land*, 271-301

*Francis, R.D., "In Search of Prairie Myth: A Survey of the Intellectual and Cultural Historiography of Prairie Canada" *Journal of Canadian Studies*, Vol. 24, No.3. 1989

*Jameson, Elizabeth & Jeremy Mouat, "Telling the Differences: the Forty-Ninth Parallel and the Historiography of the West and the Nation", *Pacific Historical Review*, Vol. 75, No.2, May 2006

The Historical Writing of W.L. Morton

*McKillop, Brian, ed., *Contexts of Canada's Past: Selected Essays of W.L. Morton* (See especially "The Bias of Prairie Politics", pp. 149-160)

*Berger, Carl, *The Writing of Canadian History: Aspects of English-Canadian Historical writing since 1900*, Chapter 10, "William Morton: the Delicate Balance of Region and Nation", 238-258 (temporary access)

*Francis, R.D., "Regionalism, W.L. Morton, and the Writing of Western Canadian History, 1870-1885", *American Review of Canadian Studies*, Vol. 31, No.4, Winter 2001

Friday Jan. 29th Seminar #2 "The New Western History": Sarah Carter

*Carter, Sarah, *Lost Harvests: Prairie Indian Reserve Farmers and Government Policy* (1990)

*Carter, Sarah, *Capturing Women: The Manipulation of Cultural Imagery in Canada's Prairie West* (1997)

*Carter, Sarah, *Aboriginal People and Colonizers of Western Canada* (1999)

*Carter, Sarah, *The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915* (2008)

*Carter, Sarah, *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies* (Oct. 2016)

Carter, Sarah, *Ours By Every Law of Right and Justice: Women and the Vote in the Prairie Provinces* (2020)

*Hildebrand, Walter, Sarah Carter & Dorothy First Rider, eds., *The True Spirit and Original Intent of Treaty 7*

Part II: The West as Colony and the Marginalization of the Metis and Indigenous People of the Prairies

Friday Feb. 5th Seminar #3 Treaty-Making

Krasowski, Sheldon, *No Surrender: The Land Remains Indigenous*

*Hall, David, *From Treaties to Reserves: The Federal Government and Native Peoples in Territorial Alberta, 1870-1905*, Part One, pp. 21-92

*Ray, Arthur J., Jim Miller & Frank Tough, *Bounty and Benevolence: A History of Saskatchewan Treaties*

*Tobias, John, "Canada's Subjugation of the Plains Cree, 1879-1885", *Canadian Historical Review*, Vol. 64, No.4, Dec. 1983

*Miller, J.R. "Owen Glendower, Hotspur, and Canadian Indian Policy", *Ethnohistory*, Vol. 37, No. 4, Autumn 1990

Friday Feb. 12th
Seminar #4 Subjugation & Marginalization

*Daschuk, James, *Clearing the Plains: Disease, Politics of Starvation and the Loss of Aboriginal Life*

*Hall, David, *From Treaties to Reserves: The Federal Government and Native Peoples in Territorial Alberta, 1870-1905*, Part Two, pp. 107-319

Friday Feb. 19th READING WEEK NO Seminar

Part III: Settlement and Economic Development of the West

Friday Feb. 26th
Seminar #5 Farming & Ranching

*Voisey, Paul, *Vulcan: The Making of a Prairie Community* (temporary access)

*Carter, Sarah, *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies* (Oct. 2016)

*Elofson, Warren, *Cowboys, Gentlemen and Cattle Thieves*

*Elofson, Warren, *Frontier Cattle Ranching in the Land and Times of Charlie Russell*

*Elofson, Warren, *Somebody Else's Money: The Waldron Ranch Story, 1883-1907*

*Elofson, Warren, *Rocking P Ranch and the Second Cattle Frontier in Western Canada*

Friday March 5th
Seminar #6 Multi-culturalism

*Swyripa, Frances, *Storied Landscapes: Ethno-Religious Identity and the Canadian Prairies*

Loewen, Royden & Gerald Friesen, *Immigrants in Prairie Cities: Ethnic Diversity in Twentieth Century Canada*

Eyford, Ryan, *White Settler Reserve: New Iceland and the Colonization of the Canadian West*

*Pitsula, James, *Keeping Canada British: The Ku Klux Klan in 1920s Saskatchewan*

Marshall, Alison, *Cultivating Connections: The Making of Chinese Prairie Canada*

Palmer, Howard, *Patterns of Prejudice: A History of Nativism in Alberta* (temporary access)

Friday March 12th

Seminar #7 Living and Dying in the Prairie West

Jones, Esylit, *Influenza 1918: Disease Death and Struggle in Winnipeg*

Waiser, Bill, *Who Killed Jackie Bates? Murder and Mercy During the Great Depression*

*Endicott, Stephen, *Bienfait: The Saskatchewan Miners' Struggle of '31*

Friday March 19th

Seminar #8 The Other

*Korineck, Valerie, *Prairie Fairies: History of Queer Communities and People in Western Canada, 1930-1985*

Part IV: Contemporary Historiographical Reflections

Friday March 26th

Seminar #9 Louis Riel & the Canadian Imagination

*Owram, Douglas, "The Myth of Louis Riel" *Canadian Historical Review*, Vol. 63, No.3, Sept. 1982

*Reid, Jennifer, *Louis Riel and the Creation of Modern Canada: Mythic Discourse and the Postcolonial State*

*Braz, Thomas, *The False Traitor: Louis Riel and Canadian Culture*

Braz, Thomas, "Consecrating Canada's Icon: The Riel Project, Usable Heroes, Competing Nationalisms", *Journal of Canadian Studies*, Vol. 54, No.1, Winter 2000, 51-71

*Miller, J.R. "From Riel to the Metis", *Canadian Historical Review*, Vol. 69. No.1

*Hogue, Michel, *Metis and the Medicine Line: Creating a Border and Dividing a People*

*Hogue, Michael, "Still Hiding in Plain Sight? Historiography and Metis Archival Memory," *History Compass*, 2020

Ens, Gerhard, *Homeland to Hinterland: The Changing Worlds of the Red River Metis in the Nineteenth Century*

*Ens, Gerhard & Joe Sawchuk, *From New Peoples to New Nations: Aspects of Metis History from the Eighteenth to the Twenty-First Centuries*

Hamon, M. Max, *The Audacity of his Enterprise: Louis Riel and the Canadian Nation that Canada Never Was, 1840-1875*

*Flanagan, *Riel and the Rebellion: 1885 Reconsidered*

*Flanagan, Tom, *Louis "David" Riel: Prophet of the New World*

Friday April 2nd NO CLASS (Good Friday)

Friday April 9th

Seminar #10 Responding to the Truth & Reconciliation Commission

Waiser, Bill, *In Search of Almighty Voice: Resistance and Reconciliation*

Final Report of the Truth and Reconciliation Commission of Canada, Volume 1, Part 1, Canada's Residential Schools: The History, Part 1, Origins to 1939

Final Report of the Truth and Reconciliation Commission of Canada, Volume 1, Part 2, Canada's Residential Schools: The History, Part 2, 1939 to 2000

*Gettler, Brian, "Historical Research at the Truth and Reconciliation Commission of Canada", *Canadian Historical Review*, Vol. 98, No.4, Dec. 2017

*McCracken, Krista, "Challenging Colonial Spaces: Reconciliation and Decolonizing Work in Canadian Archives", *Canadian Historical Review*, Vol. 100, No.2, June 2019

*Miller, J.R., *Shingwauk's Vision: A History of Native Residential Schools*

Miller, J.R., *Residential Schools and Reconciliation: Canada Confronts Its History*

*Miller, J.R. "Research Outcomes at the Truth and Reconciliation Commission", *Canadian*

Historical Review, Vol. 100, No.2, June 2019

*Milloy, John S. *A National Crime: The Canadian Government and the Residential School System, 1879 to 1979* (2017 edition with Introduction by Mary Jane McCallum)

See also, the articles by MacDougall, Leddy McCallum, and Burrow, “Indigenous Historical Perspectives: New Approaches to Indigenous History” *Canadian Historical Review* Vol. 98, No.1 (March 2017): 60 – 135.

MacDougall, Barbara, “Space and Place Within Aboriginal Epistemological Tradition: Recent Trends in Historical Scholarship”, *Canadian Historical Review* Vol. 98, No.1 (March 2017): 64-82

Leddy, Lianne, “Intersections of Indigenous and Environmental History in Canada”, *Canadian Historical Review* Vol. 98, No.1 (March 2017): 83-95

McCallum, Mary Jane, “Starvation, Experimentation, Segregation and Trauma: Words for Reading Indigenous Health History”, *Canadian Historical Review* Vol. 98, No.1 (March 2017): 96-113

Burrow, John, “Challenging Historical Frameworks: Aboriginal Rights, The Trickster and Originalism”, *Canadian Historical Review* Vol. 98, No.1 (March 2017): 114-135

**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
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.

Undergraduate 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 time table. 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](#)

Winter 2021