



Department of History

History 607

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

Dr. David B. Marshall

e-mail: marshall@ucalgary.ca

Class Time & Location: T 2:00 – 4:45, SA109

Office Hours: Tues. 12:00 – 2:00 or By Appointment on ZOOM

Course Delivery: In person

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.



This course is a seminar and we will be discussing some highly contentious issues, especially relating to the history of Indigenous and Metis people as well as other minorities in the Canadian west. Such discussions, involving assessments of colonialism, “settler” society, the existence of genocide, for example, can provoke highly-charged passionate debate. It is very important that students recognize that history is a debate about the ages through the ages. Nothing is settled in historical inquiry. Furthermore, 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 essential to productive scholarly debate. Everyone in the class needs to be aware that debates should be kept to the issues being discussed and not the personalities advancing differing points of view.

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

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. All of these titles are also available through other bookstores, such as Chapters-Indigo and Amazon.ca.

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

*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*

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

Brown, Chester, *Louis Riel: A Comic-Strip Biography*

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	Sept. 28, 2021	15%
Reading Response/Position Paper 2	Oct. 19, 2021	15%
Reading Response/Position Paper 3	Nov. 16, 2021	15%
Reading Response/Position Paper 4	Dec. 7 2021	15%

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.

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.
- **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.

Details on Methods of Assessment

1. Seminar Participation

Students will participate by means of discussion and debate in the seminar. 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.

Students should read about a book for each seminar or its equivalent in academic journal articles or book chapters -anywhere from 3 – 5.

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. Each paper should be based on at least ONE major work. For historiographical context that major work should be supplemented by other readings on the topic.

1. Indigenous Life during the Fur trade Era to 1877
2. The Voice of Hugh Dempsey
3. Debating the Numbered Treaties & Canadian “Indian” Policy on the Prairie: Daschuk & Krasowski vs. Hall
4. The Frontier Thesis and Canadian History: This theme can be explored through one of two debates: Canadian West: a British or American frontier OR Mild West versus Wild West
5. Land of Promise? Discuss in relation to women in prairie society
6. The Historiographical Contribution of Sarah Carter: Challenging Tradition
7. Immigrant Settlers Possessing the Land -response to *Storied Landscapes*
8. *Prairie Fairies* and the re-orientation of prairie historiography
9. “The Bias of Prairie Politics”: The Politics of Protest and Utopian Dreams
10. Louis Riel and the Canadian Identity: Assessing *Chester Brown: Louis Riel: A Comic Strip Biography*
11. The Impact of the *Truth & Reconciliation Commission* on Canadian Historiography: Assessing Bill Waiser, *In Search of Almighty Voice: Resistance and Reconciliation*
12. For this option, students may write a position paper on a topic of their own choosing. The topic cannot overlap with any topic from above. For this option, students will be graded on the quality or appropriateness of the historiographical issue that they define as well as their response.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. All assignments are also to be submitted electronically though D2L. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology:

-internet access and a computer, tablet, or other device to access D2L.

READING

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

General Background Reading

[Surveys](#)

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

[Collections of Essays](#)

- Francis, Douglas & Howard Palmer, eds., *The Prairie West: Historical Readings*
- *Francis, Douglas & Chris Kitzen, eds., *The Prairie West as Promised Land*
- Colpitts, George & Heather Devine, eds., *Finding Directions West: Readings that Locate and Dislocate Western Canada's Past*

[Historiographical Reflections](#)

- *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
- *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

Schedule: Seminars & Readings:

In class, I will outline the readings for the following week's seminar. I will make recommendations with respect to which reading are most valuable for discussion (usually the readings listed at the beginning of each list). Students will note that each seminar has numerous readings attached. They are all worthwhile reading and will allow students to participate fully in the seminar discussion. Indeed, students reading something that others have not allows them to make very meaningful contributions to the discussion, since their reading will have a different perspective. I have included these long lists of readings so that there is plenty of choice and students have no excuses about access to material.

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

1. Tues Sept. 7th Organization & Introduction

Part I: Foundations: Western Canadian Historiography

2. Tues Sept. 14th Fur Trade and Plains Life to 1870

Any of the following books can be read for Seminar #1. We will be looking at the fur trade and prairie society before significant settlement and the transfer of the lands of the Hudson's Bay to Canadian jurisdiction in 1870. The books by Arthur Ray and Sylvia van Kirk revolutionized fur trade historiography in the 1970s and early 1980s.

*Ray, Arthur J. *Indians and the Fur Trade: Their Role as Trappers, Hunters and Middlemen in the Lands Southwest of Hudson Bay, 1660-1870*, 1st published 1974

-van Kirk, Sylvia, *Many Tender Ties: Women in Fur Trade Society, 1670-1870*, 1st published 1983

*Milloy, John S., *The Plains Cree: Trade, Diplomacy and War 1790-1870*, 1988

*Peers, Laura, *The Ojibwa of Western Canada, 1780-1870*, 1994

*Hall, Ryan, *Beneath the Backbone of the World: Blackfoot People and the North American Borderlands, 1720-1877*

-Binnema, Ted, *Common & Contested Ground: A Human and Environmental History of the Northwestern Plains*, 2001

*Colpitts, George, *North America's Indian Trade in European Commerce and Imagination, 1580-1850*, 2014

*Colpitts, George, *Pemmican Empire: Food, Trade and the Last Bison Hunts in the North American Plain, 1780-1882*, 2015

3. Tues Sept. 21st Colonizing the West

*Owram, Douglas, *Promise of Eden: The Canadian Expansionist Movement and the Idea of the West, 1856-1900*, 1980

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

4. Tues Sept. 28th Indigenous Voices Hugh Dempsey

-Dempsey, Hugh, *Crowfoot: Chief of the Blackfeet* (1972)

-Dempsey, Hugh, *Charcoal's World: The True Story of a Canadian Indian's Last Stand* (1978)

-Dempsey, Hugh, *Red Crow: Warrior Chief* (1980)

-Dempsey, Hugh, *Big Bear: the End of Freedom* (1984)

-Dempsey, Hugh, *Maskepetoon: Leader, Warrior, Peacemaker* (2010)

*Dempsey, Hugh, *Always an Adventure* (2011) Dempsey's Memoirs

-Dempsey, Hugh, *The Great Blackfoot Treaties* (2015)

-Stonechild, Blair & Bill Waiser, *Loyal Till Death: Indians and the North West Rebellion*

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

Indigenous People of the Prairies

5. Tues Oct. 5th 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

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

6. Tues Oct. 12th 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

*Smith, Keith, *Liberalism, Surveillance and Resistance: Indigenous Communities in Western Canada, 1877-1927*

-Titley, Brian, *The Indian Commissioners: Agents of the State and Indian Policy in Canada's Prairie West, 1873-1932*

-Titley, Brian *The Frontier World of Edgar Dewdney*

*Titley, Brian, *A Narrow Vision: Duncan Campbell Scott and the Administration of Indian Affairs in Canada*

Part III: Settlement and Development of the West

7. Tues Oct. 19th

Farming & Ranching and the Nature of the Canadian Frontier: Mild West/Wild West

- *Voisey, Paul, *Vulcan: The Making of a Prairie Community* (temporary access)
- *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*
- *Jennings, John, *The Cowboy Legend: Owen Wister's Virginian and the Canadian-American Frontier* - Introduction, pp. 1-29; Chapter 6, "Alberta", pp. 195-265
- *Evans, Simon, *The Bar U: Canadian Ranching History*
- Breen, David, *The Canadian Ranching Frontier, 1874-1924*

8. Tues Oct. 26th

"The New Western History": Sarah Carter

- *Carter, Sarah, *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies*
- *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, *Ours By Every Law of Right and Justice: Women and the Vote in the Prairie Provinces* (2020)

Readings on the History of Women in Western Canada

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

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

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

*Cavanaugh, Catherine, “The Limitations of the Pioneering Partnership: The Alberta Campaign for Homestead Dower, 1909-1925”, *Canadian Historical Review*, Vol. 74, No. 2, June 1993

*Kinnear, Mary, *A Female Economy: Women’s Work in a Prairie Province, 1870-1970*

*Kinnear, Mary, *In Subordination: Professional Women 1870-1970*

*McCallum, Mary Jane, *Indigenous Women, Work and History, 1940-1980*

*Cavanaugh, Catherine, & Randi Warne, eds., *Telling Tales: Essays in Western Women’s History*

*Jameson, Elizabeth & Sheila McManus, eds., *One Step Over the Line: Toward a History of Women in the North American Wests*

*Carter, Sarah, et. al. eds., *Unsettled Pasts: Reconceiving the West Through Women’s History*

*Carter, Sarah & Patricia McCormack, eds., *Recollecting Lives of Aboriginal Women of the Canadian Northwest Borderlands*

Carter, Sarah & Nancy Langford, eds., *Compelled to Act: Histories of Women’s Activism in Western Canada*

9. Tues Nov. 2nd 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*

*Bertram, Laurie K. ““Eskimo” Immigrants and Colonial Soldiers: Icelandic Immigrants and the North-West Resistance”, *Canadian Historical Review*, Vol. 99, No. 1, March 2018, pp. 63-97 and *Canadian Historical Review*, Vol. 102, Supplement 1, 2021, s309-s337

*Bertram, Laurie K. *The Viking Immigrants: Icelandic North Americans*

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

-Marshall, Alison, *The Way of the Bachelor: Early Chinese Settlement in Manitoba*

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

-Palmer, Howard, *Patterns of Prejudice: A History of Nativism in Alberta*

-Palmer, Howard & Tamara Palmer, eds., *Peoples of Alberta: Portraits of Cultural Diversity*

Tues Nov. 9th NO CLASS TERM BREAK

10.Tues Nov. 16th

Prairie Politics: Regional Dissent and Populism

*Morton, W.L. “The Bias of Prairie Politics” in McKillop, ed., *Contexts of Canada’s Past*; Swainson, D. ed., *Historical Essays on Prairie Provinces*; and originally in *Proceedings and Transactions of the Royal Society of Canada*, Series III, Vol. XLIX, Section II, June 1955, 57-66

-Morton, W.L., *The Progressive Party of Canada*

-Irving, John A. *The Social Credit Movement in Alberta*

*Elliott, David R. & Iris Miller, *Bible Bill: A Biography of William Aberhart*

*Finkel, Alvin, *The Social Credit Phenomenon in Alberta*

*Rennie, Bradford, *The Rise of Agrarian Democracy: The United Farmers and Farm Women of Alberta, 1909-1921*

*Banack, Clark, *God’s Province: Evangelical Christianity, Political Thought, and Conservatism in Alberta*

-McLeod, Thomas, *Tommy Douglas: The Road to Jerusalem*

- *Thomas, Lewis H. ed., *The Making of a Socialist: The Recollections of T. C. Douglas*
- Shackleton, Doris, *Tommy Douglas*
- Lam, Victor, *Tommy Douglas*
- Stewart, Walter, *The Life and Political Times of Tommy Douglas*
- Thomas, Lewis G. *The Struggle for Responsible Government in the North-West Territories, 1870-97*
- Thomas, Lewis G., *The Liberal Party in Alberta: A History of Politics in the Province of Alberta, 1905-1921*
- *Kendle, John, *John Bracken: A Political Biography*
- *McNaught, Kenneth, *A Prophet in Politics: A Biography of J.S. Woodsworth*
- *Mills, Allen, *Fool for Christ: The Political Thought of J.S. Woodsworth*
- *Rolph, William Kirby, *Henry Wise Wood of Alberta*
- *Rea, J. E., *T. A. Crerar: A Political Life*
- Ward, Norman & David Smith, *Jimmy Gardiner: Relentless Liberal*
- Smith, David E. *The Regional Decline of a National Party: Liberals on the Prairies*
- *Wardhaugh, Robert, *Mackenzie King and the Prairie West*
- Smith, Denis, *Rogue Tory: The Life and Legend of John G. Diefenbaker*
- *Harrison, Trevor, *Of Passionate Intensity: Right-Wing Populism and the Reform Party of Canada*
- Harrison, Trevor, "The Changing Face of Prairie Politics: Populism in Alberta", *Prairie Forum*, Vol. 25, No.1, Spring 2000
- Flanagan, Tom, *Waiting for the Wave: the Reform Party and the Conservative Movement*
- *Janigan, Mary, *Let the Eastern Bastards Freeze in the Dark: the West Versus the Rest Since Confederation*

11. Tues Nov. 23rd
The Other

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

Part IV: Contemporary Historiographical Reflections

12. Tues Nov. 30th
Louis Riel & the Canadian Imagination

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

*Hamon, Max, "Re-presenting Riel: 100 years in the Canadian Historical Review", *Canadian Historical Review*, Vol. 102, Supplement 1, Summer 2021, pp. s1-s31

Brown, Chester, *Louis Riel: A Comic Strip Biography*

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

*Canadian Historical Review, *Louis Riel*, Canadian Historical Review, Vol. 102, Supplement 1, Summer 2021 -see especially the introductory essay by Max Hamon,

*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

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

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

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

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*

13. Tues Dec. 7th
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.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

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 this course 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](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

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 calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB](#)

[Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

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](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual and Gender-Based 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 and Gender-Based Violence policy guides us in how we respond to incidents of violence, including supports available to those who have experienced or witnessed it, 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. For more information, please see the [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

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)