
HTST 623

Topics in Canadian History

Overview

This is a graduate seminar that focuses on selected topics in Canadian social and cultural history. The books cover various topics in Canadian history. Students will consider how international debates have influenced Canadian scholarship, and how Canadian scholars have contributed to international debates.

Course Policies

- *All written and oral assignments must be completed to pass the course.*
- Deadlines are firm. Late assignments will be penalized
- Attendance is mandatory. Students must be prepared to discuss the assigned readings.
- To facilitate discussion, please leave laptops and tablets in your office.

Fall 2015

Wednesday, 3:00 – 5:45, SS 613

Instructor: Nancy Janovicek

E-Mail: njanovic@ucalgary.ca

Phone: 403.220.6403

Office: SS 612

Office Hours: Monday, 11:00 – 12:00 and

Friday, 1:00 – 2:00

Materials

The course textbooks are available for purchase at the bookstore.

Assignments and Deadlines

Throughout Term

Seminar Participation: 35%

Throughout Term

Presentation & Short Essay: 25%

December 16

Seminar Paper: 40%

Assignments

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. Deadlines are firm, but students who make arrangements with me in person at least one week before the assignment is due may receive an extension if I deem the circumstances to be appropriate. Late papers will lose 1/3 of a mark for each day that it is late; in other words: a paper assessed as a A- turned in 2 days late (including weekends) will receive a B.

Participation (35%)

Student participation is crucial to the success of a seminar. Class discussions will be based on an intensive reading of the assigned books and articles. I expect that students to take careful reading notes in preparation for the meeting. Consider the following questions when taking reading notes for seminar discussion:

1. What is the author's argument and how does it contribute to the field? Note that when you are assessing older books, it is important to consider why it was important at the time of publication, and how it influenced later work.
2. How does the book/article contribute to the historical debate? Does it address international debates? How have other historians responded to the argument?
3. Does the book introduce innovative methodological and theoretical perspectives to the field?
4. What evidence supports the argument? How does the historian justify the choice of materials and research strategy? Are there limitations to the sources that the author decided to use, and how does the author address the possibilities and limitations of archival sources?
5. Does the author read evidence differently than authors of earlier studies on a similar topic? Does reading the evidence to understand gender, class, colonizing and/or race relations change how historians understand this material? How does the author use gender as a category of analysis?
6. What theories influence the work? Is the author writing against a particular theoretical perspective?
7. Does the author use methodological and theoretical insights from other disciplines?
8. Is the author trained as an historian? What insights does training in another field bring to the historical research? What, if anything, might a trained historian find unsatisfying about the work?
9. If the work is a regional study, what does it contribute to both the regional debates and how does it address national questions? If the book is a microhistory, how does the author justify the methodology, and what connections does she/he make to the national historiography?
10. How has the transnational turn influenced the author's methodology, research, and analysis?
11. Does the book raise new questions for future study?

To facilitate engaged debate and discussion, please leave your laptops, tablets, and cell phones in your office. Print your reading notes and bring them to class!

Short Essay and Presentation (25%)

Students will write a short analytical review of one of the chapters in *Liberalism and Hegemony*. I have chosen seven essays from the collection that complement or contrast the argument, methodology, and themes of one of the books.

Your short essay (1250 words) should be a critical assessment of the essay. Explain how the author has engaged with McKay's seminal article, "The Liberal Order Framework," and assess the strengths and/or limitations of the historians' argumentation. **The short essay must be submitted in D2L by noon the Tuesday before the presentation is due.**

The critical assessment of the article will be the basis for a 15-minute presentation that compares the key theoretical and methodological approaches of the essay and the book that we are discussing that week. At the beginning of the class, you will present your critical assessment of the article. (You will not need to present a thorough summary of the

chapter because all students will have read the essay in preparation for class discussion). The presentation should focus on how these articles complement each other or if they present disparate historiographical methods and arguments.

Seminar Paper (40%)

Students will write an 18 – 20 page (4500 – 5000 word) review essay that builds on one of the themes we discuss in the seminar. You will build a bibliography for a historiographical essay based on one or more of the assigned books. I expect you to read at least 10 books *that were not assigned for this course*. In addition to these books, you should also read seminal articles on the theme that they have chosen. Students should consult with me about the bibliography for the paper before November 16th. Your paper must be submitted to the Digital Dropbox on D2L **by 5:00 pm on Wednesday, December 16th**.

Office Hours and Communication

Please visit me during my scheduled office hours if you have questions about the class and or the assignments. I will make an appointment if you are not available during my scheduled office hours.

When you send me an e-mail message, please put HTST 623 in the subject and I advise that you use your university account so that your message does not go to the spam filter. If your e-mail requires more than a short response, I will probably advise you to see one of us during our office hours or by appointment. A short conversation about a complicated question is always more useful (and usually more efficient) than a long e-mail correspondence.

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

Plagiarism

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Departmental Grading System:

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

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Seminar Schedule

Week 1 (September 9): Introduction and Organization of Course <ul style="list-style-type: none"> • <i>Liberalism and Hegemony</i>: Ducharme & Constant, “Introduction” and McKay, “The Liberal Order Framework”
Week 2 (September 16) <ul style="list-style-type: none"> • John C. Weaver, <i>The Great Land Rush and the Making of the Modern World</i>. Montreal & Kingston: McGill-Queen’s University Press, 2003.
Week 3 (September 23) <ul style="list-style-type: none"> • James Daschuk, <i>Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life</i>. Regina: University of Regina Press, 2013. • <i>Liberalism and Hegemony</i>, Brownlie, “A Persistent Antagonism: First Nations and the Liberal Order”
Week 4 (September 30) <ul style="list-style-type: none"> • Jean Barman, <i>French Canadians, Furs, and Indigenous Women</i>. Vancouver: UBC Press, 2014 • <i>Liberalism and Hegemony</i>, Sandwell, “Missing Canadians: Reclaiming the A-Liberal Past”
Week 5 (October 7) <ul style="list-style-type: none"> • Michel Ducharme, <i>The Idea of Liberty in Canada During the Age of Atlantic Revolutions, 1776 – 1838</i>, trans. Peter Feldstein. Montreal and Kingston: McGill-Queen’s University Press, 2014 • <i>Liberalism and Hegemony</i>, Bannister, “Canada as Counter-Revolution” • <i>Liberalism and Hegemony</i>, McNairn, “In Hope and Fear: Intellectual History, Liberalism, and the Liberal Order Framework” • <i>Liberalism and Hegemony</i>, Heaman, “Rights Talk and the Liberal Order Framework”
Week 6 (October 14) <ul style="list-style-type: none"> • Bettina Bradbury, <i>Wife to Widow: Lives, Laws, and Politics in Nineteenth-Century Montreal</i>. Vancouver: UBC Press, 2011. • <i>Liberalism and Hegemony</i>, Bruce Curtis, “After ‘Canada’: Liberalism, Social Theory, and Historical Analysis”
Week 7 (October 21) <ul style="list-style-type: none"> • Suzanne Morton, <i>Wisdom, Justice, and Charity: Canadian Social Welfare through the Life of Jane B. Wisdom, 1884 – 1975</i>. Toronto: University of Toronto Press, 2014.
Week 8: (October 28) <ul style="list-style-type: none"> • Sarah-Jane Mathieu, <i>North of the Color Line: Migration and Black Resistance in Canada, 1870 – 1955</i>. Chapel Hill: University of North Carolina Press, 2010.
Week 9 (November 4) <ul style="list-style-type: none"> • Mary Jane Logan McCallum, <i>Indigenous Women, Work, and History, 1940 – 1980</i>. Winnipeg: University of Manitoba Press, 2014. • <i>Liberalism and Hegemony</i>, Perry, “Women, Racialized People, and the Making of the Liberal Order in Northern North America”
Reading Days: No Class November 11
Week 11 (November 18) <ul style="list-style-type: none"> • Sean Mills, <i>The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal</i>. Montreal and Kingston: McGill-Queen’s University Press, 2010.
Week 12 (November 25) <ul style="list-style-type: none"> • Ruth Compton Brower, <i>Canada’s Global Villagers: CUSO in Development, 1961 – 86</i>. Vancouver: UBC Press, 2013.
Week 13 (December 2) <ul style="list-style-type: none"> • Steven High, <i>Oral History at the Crossroads: Sharing Life Stories of Survival and Displacement</i>. Vancouver: UBC Press, 2014.

Important Departmental, Faculty, and University Information

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will be strictly adhering to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course 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 coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Universal Student Ratings of Instruction

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accessibility Services

It is students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact SAS at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Other Useful Information

Faculty of Arts Representatives: 403.220.6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403.220.5333

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

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>