



Department of History

HTST 623

Topics in Canadian History: Social and Cultural History
Fall 2020

Instructor: Dr. N. Janovicek

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Office Hours and Method: Tuesday, 2:00 – 3:00 and Wednesday 2:00 – 3:00 by appointment
via zoom

Course Delivery: Online

Originally Scheduled Class Times: Thursday, 2:00 – 4:45

Synchronous Class Times: All seminars will be synchronous

Description

This graduate seminar focuses on Canadian social and cultural history. I've assigned an eclectic reading list ranging from the history of slavery in the colonial period to twentieth-century policy. This is intentional to encourage students to read broadly outside of their area of research and region. These books represent some of the most innovative research in the field and the majority of the books have won or been short-listed for major awards. The course includes emeritus, established, and emerging scholars who are internationally respected historians.

Learning Outcomes

Through successful completion of this course, students will be expected to:

- Understand recent developments, themes, and methods in Canadian historiography.
- Critically analyze historical research and writing.
- Engage with the relationship between historical scholarship and current political, social, and cultural debates.

Required Texts for Purchase (in alphabetical order)

Carter, Sarah. *Imperial Plots: Women, Land, and the Spadework of British Colonialism on the Canadian Prairies*. Winnipeg: University of Manitoba Press, 2016.

Heaman, E.A. *Tax, Order, and Good Government: a New Political History of Canada*. McGill-Queen's University Press, 2017.

Hill, Susan. *The Clay We Are Made Of, Haudenosaunee Land Tenure on the Grand River*. University of Manitoba Press, 2017.

- Ishiguro, Laura. *Nothing to Write Home About: British Family Correspondence and the Settler Colonial Everyday in British Columbia*. Vancouver: UBC Press, 2019.
- Jones, Esyllt W. *Radical Medicine: The International Origins of Socialized Health Care in Canada*. Winnipeg: ARP Books, 2019.
- Loo, Tina. *Moved by the State: Forced Relocation and Making a Good Life in Postwar Canada*. Vancouver: UBC Press, 2019.
- Nickel, Sarah. *Assembling Unity: Indigenous Politics, Gender, and the Union of BC Indian Chiefs*. Vancouver: UBC Press, 2019.
- Perry, Adele. *Colonial Relations: the Douglas-Connolly Family and the Nineteenth-Century Imperial World*. Cambridge: Cambridge University Press, 2015.
- Sweeny, Robert C.H. *Why Did We Choose to Industrialize? Montreal, 1819-1849*. McGill-Queen's University Press, 2015.
- Tillotson, Shirley. *Give and Take: The Citizen-Taxpayer and the Rise of Canadian Democracy*. Vancouver: UBC Press, 2017.
- Whitfield, Harvey Amani. *North to Bondage: Loyalist Slavery in the Maritimes*. Vancouver: UBC Press, 2016.
- Young, Brian. *Patrician Families and the Making of Quebec: The Taschereaus and McCords*. Montreal: McGill-Queen's University Press, 2014.

Assessment

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.

Assessment Method	Weight	Due Date
Seminar Participation	30%	Throughout term
4 Response Papers	60%	Throughout term
Book Review	10%	One week after we discuss the book

On-Line Instruction Statement:

Seminar discussions will be synchronous via zoom.

Learning Technologies Requirements

There is a D2L site for this course which contains required readings and other relevant class

resources and materials (see [d2L.ucalgary.ca](https://d2l.ucalgary.ca)). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for Synchronous Sessions

We will be using Zoom for our seminar sessions. These sessions will not be recorded. Zoom links and passwords are only intended for students registered in the course. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms.

Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. 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/>

Assignments

Participation (30%)

Student participation is crucial to the success of a seminar. Class discussions will be based on a close reading of the assigned books. I expect students to take careful reading notes in preparation for the meeting. I also recommend that you begin to build a database for your secondary readings because you may want to use these materials as you develop your research program. I recommend Zotero. It's free and is one of the few databases designed for researchers in the humanities. You can download it here: <https://www.zotero.org/>

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?

Written Assignments:

In “normal times,” the major written assignment for this course would be a seminar research paper based on archival research and, if possible, related to the student's thesis. This would have included student presentations and peer review in the last weeks of the course. Given the challenges of emergency remote instruction and the difficulty in accessing the TFDL and archives during the pandemic, I have decided to focus on deep reading and critical analysis of historical research and writing. Students will write 5 short assignments over the course of the term. This is about the same amount of writing (25 – 30 pages) that I would have students write in a grad seminar under normal circumstances.

Book Review (10%)

Students will write a book review of one of the following books:

- Carter, *Imperial Plots*
- Sweeney, *Why did we Choose to Industrialize?*
- Jones, *Radical Medicine*
- Loo, *Moved by the State*

Books will be assigned in the first week of the class. The book review will be 800 – 1000 words, which is a standard length for a book review in a peer-reviewed journal. Students who are writing book reviews will present a 5-minute presentation on the book at the beginning of the seminar. The book review is due the week after the seminar by Friday.

Response Papers (60%)

Students will write 4 response papers based on assigned readings over the course of the term. Response papers will be 1,250 – 1,500 words. Paper topics are listed in the schedule below. Detailed guidelines for each response paper will be posted on D2L closer to the due date. Due dates are listed in the schedule.

Office Hours

I'll hold office hours via zoom and will post a links to a google docs sign-up sheets in D2L.

Class Policies

- All written and oral assignments must be completed to pass the course.
- Deadlines are firm to ensure that your work does not pile up at the end of the term. But students will be given extensions if they request them.
- Students are encouraged to speak to me about caregiving responsibilities so that I can accommodate them.

Schedule

All seminars are synchronous. I have invited authors to join us for the for the last ½ hour to hour of the seminar; almost all will be able to do so. This will give you the opportunity to meet some of the top scholars in the field, which would be more difficult to organize in “normal times.”

Date	Topic & Reading	Assignments/Due Dates
Sept 10	<p>Listen to these podcasts on Black History before our first class:</p> <p><i>Ideas</i>: “Canada’s slavery secret: The Whitewashing of 200 years of enslavement” Available at: https://www.cbc.ca/radio/ideas/canada-s-slavery-secret-the-whitewashing-of-200-years-of-enslavement-1.4726313</p> <p><i>Sprawlcast</i>: “Cheryl Foggo on Black Life in Alberta” Available at: https://www.sprawlcalgary.com/sprawlcast-cheryl-foggo-on-black-life-in-alberta</p> <p><i>21st Century Black</i> “Episode 2: Reflections on the Tragic Death of George Floyd and white privilege” Available at: https://soundcloud.com/21stcenturyblack</p>	
Sept 17	Harvey Amani Whitfield, <i>North to Bondage</i>	<p>Response Paper 1: Due: September 25</p> <p>Sources: podcasts & Whitfield</p>

		Topic: Why does Black history matter? How has the erasure of Black histories shaped white supremacy in Canada?
Sept 24	Susan Hill, <i>The Clay We are Made Of</i>	
Oct 1	Sarah Carter, <i>Imperial Plots</i>	
Oct 8	Adele Perry, <i>Colonial Relations</i>	
Oct 15	Laura Ishiguro, <i>Nothing to Write Home About</i>	
Oct 22	Brian Young, <i>Patrician Families and the Making of Quebec</i>	<p>Response Paper 2 Due: October 30</p> <p>Sources: Perry, Ishiguro, and Young</p> <p>How do historians use family documents and histories to examine economic, social, and political change and continuity?</p>
Oct 29	Robert C. H. Sweeny, <i>Why did We Choose to Industrialize?</i>	
Nov 5	E. A. Heaman, <i>Tax Order, and Good Government</i>	
Nov 9-13	Reading Week – No Classes	
Nov 19	Shirley Tillotson, <i>Give and Take</i>	<p>Response Paper 3 Due: November 27</p> <p>Sources: Heaman & Tillotson</p> <p>Topic: Why is tax history fascinating?</p>
Nov 26	Esyllt W. Jones, <i>Radical Medicine</i>	
Dec 3	Tina Loo, <i>Moved by the State</i>	
Dec 10	<p>Sarah Nickel, <i>Assembling Unity</i></p> <p>Read for response paper: “Historical Perspectives: New Approaches to Indigenous History” <i>Canadian Historical Review</i> 98, 1 (March 2017): 60 – 135.</p>	<p>Response Paper 4 Due: December 18</p> <p>Sources: Hill, Nickel, and CHR forum.</p> <p>Topic: Indigenous knowledge, the past, and writing history.</p>

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.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

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.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

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. Please see [*The History Student's Handbook*](#).

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*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/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. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

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 policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> 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 Twitter @ucalgaryhist**

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