

HIST 261 – LEC B3 – Winter 2009 – *3 (3-0-0)

Post-Confederation Canada

MWF 13:00-13:50

Location: CME 344

Prof. Liza Piper

Office hours: Tuesday 3:30-4:30 and Wednesday 2:00-3:00 or by appointment

Phone: 780-492-0855

Office: 2-37 Tory

Contact policy: You can find my email address online, however, I would ask that you not use email to contact me. If you have a question either come to my office hours or telephone me at the above number. I am on campus Monday through Friday and you can leave a message on my phone.

Course website: <http://www.arts.ualberta.ca/historyandclassics/moodle/> from this main page you navigate to the course website (HIST 261 Sec B3)

Enrolment key: Macdonald

Introduction

This course presents a general survey of Canadian history since 1867. Through lectures, workshops, and discussions students will examine the major events in modern Canadian history, their roots and their consequences at the time and since. This course will further reflect upon Canada's changing place in the world. Students have the opportunity to investigate specific themes or subjects of interest in a major research paper, due at the end of term. Weekly workshops will help develop research, writing, and analytical skills while at the same time allowing in-depth exploration of particular course topics.

Course Objectives

By the end of the course students will

- 1) know the general outline of and key events in Canadian history after Confederation
- 2) understand the main themes in Canadian history and areas of major historical debate
- 3) have acquired basic skills in historical research, writing and interpretation

Required Readings and Texts

There are two required texts for this course both of which are available in the University bookstore.

Richard Harris, *Creeping Conformity: How Canada Became Suburban, 1900-1960*. Toronto: University of Toronto Press, 2004 -- \$24

J.M. Bumsted, *The Peoples of Canada: A Post-Confederation History*. Oxford University Press, 2008. 3rd edition -- \$72

You can purchase an earlier edition of this text if you so choose, but there are differences between the various editions. If you choose to purchase an earlier edition of these texts it is your responsibility to make sure that you still read all the material required by this course.

Course Structure and Expectations

This course meets 3 times a week. The Monday and Wednesday classes are lectures in which you can expect to be called upon to answer questions or engage in informal discussions about pertinent issues. You will notice in the course schedule below that each lecture class is tied to a particular chapter in the Bumsted textbook. You are expected to read the textbook in preparation for the class, as this will provide important context and detail on that day's subject and I will ask questions, based on what I expect you to have read in the textbook for that day.

The course website has lecture outlines posted as a pdf file for you to download and print if you so choose. Please note though that these are simple outlines, the majority of material will be delivered in class and there may be some variation from the posted outline. The full powerpoint presentation from each lecture will be available after class.

The Friday classes will be workshops, in which you get hands-on experience with a particular aspect of historical research, writing, or analysis. Each workshop will proceed somewhat differently, depending upon the subject that week. Some workshops will include exercises that are to be done either in class, or in preparation for class. For instance, for the workshop in week 2 (January 16), you are expected to bring selected articles to class. Other workshop sessions will be more discussion oriented, as on March 20 when we will discuss the *Creeping Conformity* reading.

Lecture and Workshop Schedule

Week	Date	Lecture	Bumsted reading	Workshop
1	5-Jan	Introduction		
	7-Jan	Confederation	1	
	9-Jan	Dominion to the West	2	
2	12-Jan			Library session
	14-Jan	Canada and Aboriginal Peoples	--	
	16-Jan			Reading an Article
3	19-Jan	Industrialization	3	
	21-Jan	Immigration	6	
	23-Jan			Writing part I
4	26-Jan	Urbanization	4	
	28-Jan	Prairie Settlement	5	
	30-Jan			ms / unpublished primary sources
5	2-Feb	Politics 1897-1929	7	
	4-Feb	World War I	9	
	6-Feb			Oral history
6	9-Feb	Social Reform	8	
	11-Feb	Great Depression	10	
	13-Feb			printed primary sources
<i>Reading Week</i>				
7	23-Feb	Region & Culture between the Wars	11	
	25-Feb	WWII at home	--	
	27-Feb			Writing part II & Digital humanities
8	2-Mar	WWII abroad	12	
	4-Mar	Foreign policy	13	
	6-Mar			public history / museums
9	9-Mar	The Affluent Society	14	
	11-Mar	The Liberal Consensus	15	
	13-Mar			<i>Creeping Conformity</i> Discussion
10	16-Mar	Suburbia	17	
	18-Mar	Post-war Culture	18, 19	
	20-Mar			Photography, art, maps
11	23-Mar	Quebec and The Quiet Revolution	16	
	25-Mar	Constitutional Reform and the Charter	21	
	27-Mar			Film
12	30-Mar	First Nations and Land Claims	22	
	1-Apr	Culture and Economy, 1972-2000	20, 23	
	3-Apr			Historiography
13	6-Apr	The Rise of the Right	20, 22	
	8-Apr	Review class		

Evaluation

Class Participation and Workshop Assignments – 30 %

In our workshops you are expected to participate in either smaller group or larger class-wide discussions. For some classes you will also have to complete an assignment, such as finding materials and bringing them to class, or completing an in-class exercise.

Mid-term Exam – 20 %

due date: February 11, 2009

The mid-term will be a take-home exam that will be handed out in class on February 4th and has to be submitted in class on February 11th or earlier.

Research Paper – 20 %

due date: March 30, 2009

Requirements:

8-10 pages (2,000 – 2,500 words)

Title page that includes word count

Bibliography with a minimum of 6 sources

- sources can include books, articles, and primary materials

Either endnotes or footnotes, using the Chicago style for references

Format:

12 point, Times New Roman font

double-spaced

standard margins

pages should be numbered

Use proper essay format including presenting a thesis, structuring the paper with an introduction / body / conclusion. Appendices are permitted but not necessary. Images such as photographs or maps are permitted but not necessary.

This paper will be on a topic in post-Confederation Canadian history, you can either choose a topic from the list provided below or you can select your own topic in consultation with the instructor.

We will discuss how to write a history essay including specifics about references, format, and content in workshop sessions.

Final Exam – 30 %

The final exam will be three hours long and will be scheduled in the regular exam period. You are expected to know all course materials (lectures, textbook readings, monograph, and workshop materials) for the exam.

Grading

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4
	A	4
	A-	3.7
Good	B+	3.3
	B	3
	B-	2.7
Satisfactory	C+	2.3
	C	2
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1
Failure	F	0

Participation / Discussion Evaluation

I evaluate participation in discussions on a scale of 0 to 3:

- 0 – you didn't show up to class
- 1 – you showed up but did not contribute
- 2 – you contributed to the discussion
- 3 – you made a significant contribution to the discussion

A significant contribution is assessed based on quality not quantity.

Late / missed assignments and extensions

With the exception of in-class assignments which will be submitted at the end of class, all other assignments are due **at the beginning of class** on the date indicated.

Late assignments will be docked a full letter grade (an A will drop to a B, a B- to a C- and so forth) for the first day, and a further partial letter grade (B+ drops to a B) for each week after that.

Example:

An assignment receives an A when submitted on the due date March 11th.

It arrives one day late, on March 12th and receives a B.

It arrives between March 13th and March 17th and receives a B-.

It arrives a week or more late, between March 18th and March 24th and receives a C+, and so forth.

I am willing to grant extensions provided either of the following conditions is met:

- 1) The extension is requested in person (not over email or in a phone message) prior to the due date and there is a very good reason for why the extension is needed.
- 2) A doctor's note or other appropriate documentation is provided for an extension requested on or after the date the assignment is due.

Essay Topics

These are just suggestions to help you think about possible research topics. You can select a topic from the list or design your own. Either way, you will have to devise a clear argument and time/place frame for your study.

1. Louis Riel and the Métis
2. Immigration policy in the early 20th century.
3. The settlement of the Prairie West.
4. The National Policy and industrial development
5. Regional protest in Canadian state formation
6. Union development in Canadian history
7. Native Treaty rights in the nineteenth and twentieth century
8. Japanese internment
9. The Winnipeg general strike
10. Canada at War (Boer, World War I, World War II, Korean, etc.)
11. Canada's role as a peacekeeper
12. Social Reform and the welfare state
13. Provincial-Federal relations
14. US-Canada relations
15. The protection of Canadian identity (CBC, NFB, etc.)
16. The Cold War
17. The Quiet Revolution in Quebec
18. Trudeau and the rise of Liberalism
19. The public and private sphere in Canada
20. The BNA Act and the 1982 Constitution
21. Ethnic minorities influence on social and political power
22. Religion in late-nineteenth-century Canada
23. The role of staples.
24. The Massey Commission
25. Bilingualism in Canada
26. The October Crisis
27. NAFTA and Canadian economic and cultural sovereignty.
28. The rise of environmentalism.
29. Canada as a middle power.
30. The north in Canadian identity and polity.

University Policies

The policy regarding course outlines can be found in ' 23.4(2) of the University Calendar.

Regarding access to past or representative evaluative course material (GFC 23.4): A sample of representative questions from previous exams is available on the course website under "Final Examination – Sample Questions".

Academic Integrity

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.uofaweb.ualberta.ca/governance/StudentAppealsRegulations.cfm>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.” (GFC 29 SEP 2003)

Students are advised that the Code of Student Behaviour is published in the University *Calendar* and should be reviewed since ignorance is not acceptable as a defence in cases of academic offences.

I have attached a separate sheet on Academic Integrity for your reference.

Online Research & Reference Sites

I encourage the use of online materials for research and reference purposes, however, I expect that students exercise critical judgement when using materials online. Here are some suggested websites. Please note that if you do use and reference websites not listed here, there is a 99% chance that I will look up the URL of the website for myself and if I don't find it suitable, you will lose marks on the assignment.

I do welcome suggestions for new websites, so if you find a site that you found valuable in this course please let me know so I can take a look.

Early Canadiana Online <http://www.canadiana.org/>
(Access the full collection via the Library Catalogue or from a campus computer)

Library and Archives Canada <http://www.collectionscanada.gc.ca/>

Dictionary of Canadian Biography <http://www.biographi.ca/>

Oxford English Dictionary <http://dictionary.oed.com/>
(Access this via the Library Catalogue or from a campus computer)

Chicago Manual of Style <http://www.chicagomanualofstyle.org/>
(Access this via the Library Catalogue or from a campus computer)

Historical Atlas of Canada Online Learning Project
<http://www.historicalatlas.ca/website/hacolp/>