

**HIST 2783: Canada Since 1867**

**Term: Winter 2012**

**Class Time: T/TH: 10:00 – 11:30**

**Location: BAC 234**

**Instructor: Thomas Peace**

**Office Hours: Monday/Wednesday: 4:30-6:00 and Tuesdays/Thursdays 3:00-4:30**

**Office Location: BAC 409**

**e-mail: tpeace@acadiau.ca (always use HIST2783 in the subject line)**

**Phone: 585-1782**

**Contact Info:** I encourage students to visit me during office hours, and will make appointments with those who have scheduling conflicts.

**Course Description:** A survey of Canadian history since Confederation, focusing on the political, economic, and social developments in modern age. In addition to general knowledge of Canadian history, students will be introduced to the variety of historical theories and methodologies that characterize the field.

**Course Goal: At the end of this class students will have a well-developed understanding of the development of the Canadian nation-state and how historians have approached studying its past.**

**Learning Outcomes:** At the end of this course students will be able to...

- identify and explain the key institutions of the Canadian state and their history
- knowledgeably discuss the Canadian nation and its challenges
- identify and critique key historiographical debates
- use archival and primary sources to analyze a work of historical fiction

*If you are a student with a documented disability who anticipates needing accommodations in this course, please inform me after you meet Jill Davies (902-585-1127) or Kathy O'Rourke (902-585-1823) in Disability Access Services, Student Resource Centre, lower floor of the Old SUB (Old Student Union Building).*

**Required Books**

- **Blake et al. *Narrating a Nation: Canadian History Post-Confederation*, (McGraw-Hill Ryerson, 2011)**

**Course Structure:**

**i. Creating a safe and equitable classroom**

This class has been designed in such a way as to spread the workload over the term and provide a variety of options for students to contribute and participate. Challenges, however, can arise. Below are two structures that will hopefully help us address any problems quickly and efficiently:

- Extenuating Circumstances:** As a course based on lecture and readings, regular attendance, completion of the assigned readings and submission of assignments is critically important for obtaining a good grade. If there is any reason that you think you will not be able to meet the requirements of the course please visit me

during my office hours to discuss possible strategies that will help you succeed. Any requests for extended deadlines, or consideration for absences of over two weeks, should be accompanied by written documentation (i.e. a doctor's note, a letter from University Counselling & Disability Services, etc...).

- b. **Omsbudspeople:** This course will have a male and female ombudsperson. These people are available to help you address concerns with this course. They will bring forward to the course director concerns from the class that students do not feel comfortable addressing directly. The omsbudspeople will meet with the course director twice during each term to discuss how students are feeling in the course, issues that need to be addressed, and any other concerns that have been addressed to them. Omsbudspeople can also e-mail the course director as concerns arise.

Interested students should visit me before January 15<sup>th</sup> during my office hours. If there is more than one person for each position, candidates will submit a short 100 word biography indicating why they think that they would serve the class well in this capacity. These biographies will be circulated to the class. During the second week the omsbudspeople will be selected by secret ballot voting.

- ii. **Technology:** Please bring a laptop computer (with Ethernet Cord) as well as a pen and paper to every class. Although we may not use the computer during every course, it will be helpful from time to time. This course will use ACORN on a regular basis. There you will find links to useful resources for the course as well as the additional readings. You will be introduced to this web-based resource on the first day of class.
- a. **Top Hat Monocle** – This course will use an interactive clicker system both in class and in preparation for class. You will need to purchase a \$20 subscription from Top Hat Monocle for access to this system. In class questions can be answered using your computer or cell phone through text messaging. Our classroom is not wireless. If using your computer, it is important that you bring an ethernet cord.
- i. The URL to subscribe: <https://www.tophatmonocle.com/register/student/>
  - ii. The URL to use for this course is <https://ca.tophatmonocle.com/e/825079>

### iii. Assignments and grading:

- 1) **Attendance and participation:** Attendance and participation will be evaluated through your use of the Top Hat Monocle software. Each question you answer in this system has a participation grade and correctness grade associated with it.
- 2) **Self-directed Learning Exercises:** University education is based on moving from a directed to self-directed learning environment. In upper year classes, you will be required to do more ground-work on your own. These two self-directed learning lectures provide an introduction to developing these skills. The exercise also has an online component allowing you to become familiar with website creation and design. You will be broken up into two different groups for each exercise.

1. **Treaties:** Each group will be assigned one of the numbered treaties. Individually, you will each tackle one of the following questions, posting your answers on the Canadian History Workshop website (the link is available on ACORN):
  - i. Why was a treaty required in this time and place?
  - ii. What First Nations were included in this treaty?
  - iii. What did these people want from the treaty process?
  - iv. What did the government want from the treaty process?
  - v. What were the treaties core provisions?
  - vi. What is the status of the treaty today?

In addition to answering one of these questions, each group will put together a short three-to-five minute presentation on their treaty. The presentations should not involve reading through the responses to each question. These presentations will be delivered in class on January 24.

2. **World Wars through Art:** Each group will be assigned a piece of war art from either the First or Second World War. Individually, you will each tackle one of the following questions, posting your answers on the Canadian History Workshop website (the link is available on ACORN):
  - i. What aspect of war, or event, does this piece of art depict?
  - ii. Who created this piece of art?
  - iii. Where was this piece of art created?
  - iv. For what purpose was this art created?
  - v. What does this piece of art tell us about the experience of war?
  - vi. How accurate is this depiction of war?

In addition to answering one of these questions, each group will write a collective one-paragraph response to the following question: How does your piece of art further our understanding of Canadian history?

The answers to all of these questions should be posted on the Canadian History Workshop website on the day that we discuss them in class. To post on the website, each group will select a webpage editor who will upload your group's content.

Each exercise is worth 5%. You will receive a mark out of three for the answer to your assigned question and a mark out of two for your group's collective work.

- 3) **Mysteries in Canadian History:** Jerome: The Mystery Man of Baie Sainte-Marie (<http://www.canadianmysteries.ca/sites/jerome/accueil/indexen.html>) Using the resources provided on the Mysteries in Canadian History website, students will write a 700-word history answering the following question: What does Jerome's life teach us about life in rural Nova Scotia during the late-nineteenth century?

1. **Assignment Goal:** Introduce students to the study and writing of history through the judicious use of primary and secondary sources.
2. **A good essay will...**
  - i. have a clear argument that answers the question
  - ii. be built with each paragraph tightly bound to how you have answered the question
  - iii. draw on both primary and secondary source material available on the website

iv. follow the stylistic guidelines found in the Chicago Manual of Style

**4) Outline and Bibliography:** Students will submit a one-page outline for their research essay on historical fiction. This outline will include a thesis statement for the essay and a topic sentence for each paragraph. Attached to this outline, students will include a bibliography with one archival source, one academic book and three journal articles that will support your thesis statement. The bibliography should follow the guidelines laid out in the Chicago Manual of Style.

**1. Assignment Goal:** To help students develop their written communication in building evidence-based arguments.

**5) Tests:** There will be two tests during this course. Each test will involve a map, multiple choice and short answer questions and term identification. The final will also involve an essay focused on evaluating your understanding of the course as a whole.

**1. Assignment Goal:** Ensure that students have an adequate understanding of the course content and are able to evaluate its importance.

**6) Research Paper on Historical Fiction:** Students will write a 1500-word historical analysis of any one of the following texts and subjects:

1. Joseph Boyden, *Three Day Road*
  - i. The experience of Canadian troops during the WWI
  - ii. First Nations during the first half of the 20<sup>th</sup> century
2. Ami McKay, *The Birth House*
  - i. Medicine during the first half of the 20<sup>th</sup> century
  - ii. Women during the first half of the 20<sup>th</sup> century
3. Denise Chong, *The Concubine's Children*
  - i. Chinese immigration
  - ii. The immigrant experience during the first half of the 20<sup>th</sup> century
4. Gabrielle Roy, *The Tin Flute*
  - i. Urban life in mid-century Montreal
  - ii. The experience of war on the home front

A good paper will draw upon a breadth of quality secondary source material (academic books, articles and other resources) and usually include an understanding of the source material on which the author could draw. Essays should address the following issues:

- Historical accuracy of the work under study (drawing upon *at least* 1 academic book or 3 articles). You will need to draw on library resources to do well in this course.
- Identify primary sources and archives that the author might have used in building their argument (this should be included in your bibliography)
- How this work of fiction increases our understanding of the subject.
- How this work of fiction limits our understanding of the subject.

Papers should be written with a **strong thesis statement** and ample supporting evidence. Please do not submit a point-by-point response to the four above guidelines. They are meant to guide your thinking and research not the format of your paper.

iv. **Key Due Dates:**

- Mysteries in Canadian History: **January 29th**
- Outline and Bibliography: **February 24th**
- Historical Fiction Analysis: **March 28th**
- Final Exam: **TBA**

v. **Overall Grade Breakdown:**

- Attendance and Participation: **10%**
- Canadian Mysteries: **10%**
- Outline and Bibliography: **10%**
- Self-directed Learning Exercises: **10% (2 x 5%)**
- Mid-term: **15%**
- Historical Fiction Essay: **20%**
- Final Exam: **25%**

vi. **\*\*\*Late Assignments:** Assignments must be submitted by the end of class on the day that they are due. Each assignment deadline in this course has been set to spread course work over the entire semester. Handing assignments in late will make it more difficult to meet upcoming deadlines. It is for this reason that all late assignments will receive a 10% reduction up until the last day of class (April 3). After that time, assignments will not be accepted.

vii. **Format for Assignments:** All assignments should be submitted electronically via e-mail. Please ensure that you have a copy of your e-mail submission in your own 'sent mail folder.' **If I do not receive the e-mail and you cannot immediately send it to me, I will assume that it was not originally sent.** Use the course code, your student number and the due date separated by dashes as the file name (i.e. HIST2783 - 1234567 - Jan 31 2013.doc).

Papers should include a title page with your name, student number, title, course information and due date. The paper's content should be formatted to have 1 inch margins on all four sides and the text should be double spaced using 12 pt Times New Roman font.

Please consult the Chicago Manual of Style for information about how to properly cite the primary and secondary sources used in your assignments. A quick reference guide to the Chicago Manual of Style is available on the Writing Centre's website.

**Acadia's Academic Integrity Policy**

([https://central.acadiau.ca/registrar/faculty\\_information/academic\\_integrity/](https://central.acadiau.ca/registrar/faculty_information/academic_integrity/))

**Helpful resources for this class:**

Acadia's Resources (Please visit these websites even if you do not think you will need their services. It is important to know what resources you have available to you)

- [Writing Centre](#)
- [Disability Access Centre](#)
- [Tutoring Services](#)

Key academic journals:

- Acadiensis
- American Historical Review
- Canadian Historical Review

Important reference texts:

- [Dictionary of Canadian Biography](#)
- Handbook of North American Indians (vol. 15)

## Course Schedule:

How to read this schedule:

**Week #: General Topic for the Two Classes during the Week**

- Readings to be completed in preparation for the week's lectures

**Date of Tuesday Class:** Lecture Subject

**Date of Thursday Class:** Lecture Subject

### ***WEEK 1: What you need to know to succeed in this course***

- **Reading:** Seixas, P., & Peck, C. (2004). Teaching historical thinking. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 109-117). Vancouver: Pacific Educational Press. (available on ACORN)

**January 8:** Course Introduction

**January 10:** Communicating our ideas through writing and historical thinking

### ***WEEK 2: Confederation***

- **Reading:** *Narrating a Nation, Chapter 1*

**January 15:** Confederation

**January 17:** Red River and the Metis

### ***WEEK 3: Making Canada***

- **Reading:** *Narrating a Nation, Chapter 2*

**January 22:** The French language in nineteenth century Canada

**January 24: Self-Directed Learning Lecture:** Treaties with First Nations

### ***WEEK 4: Being an Historian***

- **Reading:** Read Novel for Historical Fiction Essay

**January 29:** Historian's Workshop: Historical Fiction

**January 31:** Empire

### ***WEEK 5: Metropolises***

- **Reading:** *Narrating a Nation, Chapter 3*

**February 5:** Historian's Workshop: Using the Library and Archives

**February 7:** Industrialization and Urbanization

**WEEK 6: Social Reform**

- **Readings:** E.R. Forbes, "Prohibition and the Social Gospel in Nova Scotia," *Acadiensis*, vol. 1, no. 1 (Autumn 1971), 11-36; and Tina Loo, "Dan Cranmer's Potlatch: Law as Coercion, Symbol, and Rhetoric in British Columbia, 1884-1951," *Canadian Historical Review*, vol. 73, no. 2 (1992), 125-165.

**February 12:** The Social Gospel

**February 14:** Reserves and Residential Schools

**WEEK 7: Canada between the Wars**

- **Readings:** *Narrating a Nation*, chapters 5-6

**February 26:** Mid-term

**February 28:** Immigration

**WEEK 8: War**

- **Readings:** *Narrating a Nation*, chapters 4, 7.

**March 5:** The Great Depression

**March 7: Self-directed Learning Exercise:** World Wars through Art (No class in order to work on historical fiction essay. Professor Peace will be available to meet during class time)

**WEEK 9: Postwar Canada**

- **Readings:** *Narrating a Nation*, chapters 8-9.

**March 12:** World Wars and the Cold War

**March 14:** Health Care and the Welfare State

**WEEK 10: The Long 1960s**

- **Readings:** *Narrating a Nation*, chapters 10-11.

**March 19:** Case Study: Students in the Streets, then and now

**March 21:** Bilingualism, Multiculturalism and Aboriginal peoples

**WEEK 11: Revisiting Confederation**

- **Readings:** *Narrating a Nation*, chapter 12.

**March 26:** The Quiet Revolution and Quebec Sovereignty

**March 28:** The Charter of Rights and Freedoms

**WEEK 12:**

**April 2:** Review for Final Exam

**April 4: No Class - Exam Study day**