

HIST 2783: Canada Since 1867

Term: Winter 2013

Class Time: T/TH: 10:00 – 11:30

Location: BAC 234

Instructor: Thomas Peace

Office Hours: Tuesdays/Thursday: 11:30-1:30

Office Location: BAC 408

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Phone: 585-1924

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

- **Bumsted, J.M. *The Peoples of Canada: A Post-Confederation History* Toronto: Oxford University Press, 2014.**

Additional resources that will help contextualize course content will be posted on Twitter. Follow #AUHIST2783 or @tpcanoe.

Course Structure:

i. Assignments and grading:

Key Due Dates:

- Outline and Bibliography: **January 30**
- Tests: **February 4** and **March 6**
- Self-directed Learning Lecture: **March 18**
- Historical Fiction Analysis: **March 25**
- Final Exam: **TBA**

Overall Grade Breakdown:

- Attendance and Participation: **10%**
- Outline and Bibliography: **10%**
- Self-directed Learning Exercise: **10%**
- Mid-term: **10% (x 2)**
- Historical Fiction Essay: **25%**
- Final Exam: **25%**

Building on a solid foundation: How your work will be evaluated:

Assigning grades is very much like assessing the building of a house. An 'A' represents a fully constructed house with all the bells and whistles (sky lights, hot tub, etc...); a 'B' represents a functional house with a few annoyances (drafty windows, creaky floors, etc...); a 'C' represents a dysfunctional or not quite complete house (leaky roof, no siding, wet basement, etc...); a 'D' represents a house that has been framed but without much additional work (missing walls, no shingles, etc...); an 'F' represents the mere gathering of a handful of building materials (there is no house!). What does this mean in terms of my expectations for this course?

- A = Thesis statement supported by well crafted paragraph structure; no technical errors (i.e. follow the Turabian Manual of Style using footnotes); draws on rich source material and engages with the arguments of other historians. Must meet the required word count.
- B = Thesis statement supported by well-crafted paragraph structure; few technical errors; could be better researched and thought out but still engages well with secondary literature. Must meet the required word count.
- C = Thesis statement needs more support from the body paragraphs; technical errors present; more research or clear indication that research has informed your thinking needed. Must meet the required word count.
- D = Thesis statement either not present or needs substantial revision; technical errors present; more research needed. May not meet the required word count.
- F = No thesis statement; major technical errors; minimal evidence of research.

In high school you may have been taught that an essay is five paragraphs. At this level a five paragraph essay is insufficient and will almost certainly be rewarded with a 'C' or lower. Similarly, student marks often suffer because ideas are not expressed clearly. Think about your writing. Use short and direct sentences. Tightly bind paragraphs around topic sentences.

- 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. **At the end of each class you will submit one key term** that could appear in the short answer section of the midterm or final.
- 2) **Reading Groups:** On the first day of class you will be asked to get into groups of six. Each week before class you will be responsible for meeting with your group to discuss that week's readings. We will begin each Tuesday class with brief presentations summarizing your discussions. It is expected that in each class a different member of your group will provide a summary of your group's activities.
- 3) **Self-directed Learning Exercise:** 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 groundwork on your own. This self-directed learning lecture provides an introduction to developing these skills. The exercise also has an online component allowing you to become familiar with website creation and design.
 1. **World Wars through Art:** Each reading 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 in paragraphs of between 200 and 250 words on the Canadian History Workshop website. To post on the website, each group will select a webpage editor who will upload your group's content.

This exercise is worth 10%. You will receive a mark out of six for the answer to your assigned question and a mark out of four for your group's collective work.
- 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 an annotated 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 Turabian Manual of Style.
 1. **Assignment Goal:** To help students develop their written communication in building evidence-based arguments.

- 2. NOTICE: This is the only description of this assignment you will be given. If needed, please ask for any clarification at least ONE WEEK before the due date.**
- 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 include 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 20th century
 2. Ami McKay, *The Birth House*
 - i. Medicine during the first half of the 20th century
 - ii. Women during the first half of the 20th century
 3. Denise Chong, *The Concubine's Children*
 - i. Chinese immigration
 - ii. The immigrant experience during the first half of the 20th 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 (more than what you submitted in your annotated bibliographies) and should include an understanding of the primary 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.

NOTICE: This is the only description of this assignment you will be given. Please ask for any clarification at least ONE WEEK before the due date.

- iv. *****Late Assignments:** Assignments will only be accepted one week after their due date. A paper will receive a 5% deduction for being less than 48 hours late and a 10% deduction will be given after that. Extenuating circumstances can arise. If you need an extension, it is your responsibility to notify the instructor well in advance of the due date in order to make accommodation. If an emergency arises, please come prepared with documentation demonstrating your need for an exemption (i.e. a doctor's note). Generally, extensions will only be granted for health-related issues and other circumstances beyond your control.
- v. **Format for Assignments:** All assignments should be submitted electronically via ACORN. Use the course code, your student number and the due date separated by dashes as the file name (i.e. HIST2783 - 1234567 - January 29 2014.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 **Turabian Manual of Style** for information about how to properly cite the primary and secondary sources used in your assignments.

ii. **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:

- a. **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 omsbudsperson. 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 15th 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 ombudspeople will be selected by secret ballot voting.

- iii. 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://app-ca.tophat.com/e/312793>

Acadia's Academic Integrity Policy

[\(https://central.acadiau.ca/registrar/faculty_information/academic_integrity/\)](https://central.acadiau.ca/registrar/faculty_information/academic_integrity/)

Academic integrity demands responsible use of the work of other scholars. It is compromised by such practices as plagiarism and cheating.

Cheating is the copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise or the presentation of a single work in more than one course without the permission of the instructors involved. Plagiarism is the act of presenting the ideas or words of another as one's own. While it may be argued that few ideas are original, *instructors expect students to acknowledge the sources of ideas and expressions that they use in essays*. To represent them as self-created is dishonest and academically reprehensible. One may quote or paraphrase other writers if they have stated an idea strikingly, as evidence to support one's arguments or conclusions, or as a point against which to argue, but such borrowing should be used sparingly and always indicated in a footnote.

The aim of scholarship is to develop one's own ideas and research and only by trying to develop one's own thoughts and arguments will one mature academically. To provide adequate documentation is not only an indication of academic honesty, but also a courtesy enabling the instructor to consult sources with ease. Failure to do so constitutes plagiarism.

Furthermore, a student who knowingly helps another to commit an act of academic dishonesty is equally guilty. *A student who is uncertain whether or not a course of action might constitute plagiarism or cheating should seek in advance the advice of the instructor involved.*

Penalties are levied in relation to the degree of infraction of academic honesty. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the University.

Procedures concerning infractions of academic integrity: Faculty members, following consultation with their director/head and dean, and the student involved, shall attempt to determine the personal responsibility of the student and impose any penalties where appropriate. If the matter cannot be resolved to the satisfaction of both parties involved in the initial step, then the issue shall be referred to the Vice-President (Academic) who shall inform the student of his/her decision as to the student's personal responsibility.; If the student is found culpable, or admits culpability, then the Vice-President (Academic) shall inform the student of the penalty imposed. A student has the right to appeal the decision of the Vice-President (Academic) to the Senate Committee on Academic Discipline. Students have the right to have legal counsel when appearing before Senate Committee on Academic Discipline

Computing Services publishes policies for the use of university computer facilities, both hardware and software. Violation of these policies, or other abuse of university computer facilities, will be dealt with in the same manner of other forms of cheating or as a non-academic offence. Some violations may also lead to criminal prosecution. It is the students' responsibility to familiarize themselves with the Computing Services policies.

Procedures on complaints in other academic matters: The complainant should first attempt to resolve the matter with the instructor. If it cannot be so resolved, the complaint, preferable in writing, must be presented to the appropriate head of department or director of the school who will conduct an investigation and attempt a resolution. If the matter cannot be settled by the head/director, it shall be referred to the appropriate dean of faculty. Any complainant may at any time have the assistance of the academic commissioner of the Students' Union.

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:** Bumsted, Introduction, "Understanding History"
- "Concepts" *The Historical Thinking Project*, <http://historicalthinking.ca/concepts> (Visit the page for each concept)

January 7: Course Introduction

January 9: Communicating our ideas through writing and historical thinking

WEEK 2: Confederation

- **Reading:** Bumsted, part 1 (chaps 1 and 2)

January 14: Confederation

January 16: Red River and the Metis

WEEK 3: Historical Fiction

- **Reading: Finish Historical Novel**

January 21: The French language in nineteenth century Canada

January 23: Historian's Workshop: Using the Library and Archives

WEEK 4: Making Canada

- **Readings:**
 - "The Constitution Act of 1867 and the Language Question," *Site for Language Management in Canada*, accessed Nov 29 2013, URL: http://www.slmc.uottawa.ca/?q=bnaa_linguistic_question
 - "The Indian Act" *Indigenous Foundations*, accessed Nov 29 2013, URL: <http://indigenousfoundations.arts.ubc.ca/?id=1053>
- **Primary Source: An Act further to amend The Indian Act, 1880**
- **Primary Source: Louis Riel, Flight of the Black Geese and Prayer for the Metis Nation**

January 28: Treaty Making and the Indian Act

January 30: Discussion Class: Confederation and the Making of Canada

WEEK 5: Empire

- **Reading:** Bumsted, chapters 3-5

February 4: Test #1

February 6: Industrialization and Urbanization

WEEK 6: Metropolises

- **Reading:** Bumsted, chapters 6-7

February 11: Empire

February 13: Immigration

WEEK 7: Reading Week**Week 8: Social Reform**

- **Readings:** Bumsted, chapter 8
- **Reading:** "The Residential School System" *Indigenous Foundations*, accessed Nov 29 2013, URL: <http://indigenousfoundations.arts.ubc.ca/home/government-policy/the-residential-school-system.html>
- **Listening:** Ian Mosby, Nutrition Research and Human Experimentation at the Shubenacadie Residential School in Historical Context, audio available at: [Add URL once posted]

February 25: The Social Gospel

February 27: Reserves and Residential Schools

WEEK 9: Canada at the beginning of the twentieth century

- **Primary Source: Diseases of Women**
- **Primary Source: Diary written in the Provincial Lunatic Asylum**

March 4: Discussion Class: Canada in the early-Twentieth Century

March 6: Test #2

WEEK 10: War

- **Readings:** Bumsted, chapter 9, 12

March 11: Historian's Workshop: Understanding the Past through Art

March 13: World Wars and the Cold War

WEEK 11: Postwar Canada

- **Readings:** Bumsted, chapters 10, 14

March 18: 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)

March 20: Health Care and the Welfare State

WEEK 12: The long-1960s

- **Readings:** Bumsted, chapters 15-16

March 25: Bilingualism, Multiculturalism and Aboriginal peoples

March 27: The Quiet Revolution and Quebec Sovereignty

WEEK 13: Canada Today

- **Readings:** Bumsted, chapters 20-21

April 2: The Charter of Rights and Freedoms

April 4: Discussion Class - Canada at the turn of the 21st Century

- Review for the final exam