

HURON UNIVERSITY COLLEGE
HIST 2201E: Canadian History
2016-2017

Meetings: W6 - Mondays: 10:30-11:30
W6 - Wednesdays: 9:30-11:30

Dr. Thomas Peace

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Office Hours: Mondays: 12:30-2:30
Fridays: 12:30-1:30

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Contact policy: I am generally in the office from 9 to 5. As long as my door is open, ***you are welcome (and encouraged) to come in*** and chat about any questions, concerns or aspects of the course you find interesting. I try to return messages left by phone or email as soon as possible; however, due to my teaching and research responsibilities it sometimes takes me some time to reply. Expect at least a twenty-four hour weekday response time.

Course Description: An examination of the most important aspects of Canada's history from its beginnings to the present. This course will introduce you to at least five museums or libraries including the Museum of Ontario Archaeology, London Public Library, Oberlin College Archives and Special Collections, Royal Canadian Regiment Museum.

Statement of Learning Objectives: At the end of this course you will...

- Be able to identify moments of **historical significance** in Canada's history
- Be able to identify and use collections of **primary sources** important for interpreting Canada's past
- Be able to identify and explain key themes of **continuity and change** in Canada's past.
- Be equipped with the skills necessary to **analyze the causes and consequences** of important transformational events in Canada's past.
- Be equipped with the skills to clearly **express an historical argument in both written and oral form.**
- Be familiar with basic museum and archival practices.

COURSE REQUIREMENTS

All assignment information appears in the syllabus. No additional information will be distributed during the course. If you are unclear about what is required for these activities please see me early in the first semester.

Weight given to assignments

Canadian history is...	10%	Sept 28
Research Paper	15%	December 7
• Concept Maps	5%	November 2/December 7
Museum Exhibit Concept	10%	March 1
• Concept Map	5%	January 18
Exhibit Proposal Poster	5%	April 7
End-of-Year Test	20%	April Exam Period
Annotated Bibliographies	20%	Ongoing
Participation	10%	Ongoing

Required Texts

John Douglas Belshaw, *Canadian History: Pre-Confederation* (Vancouver: B.C. Open Textbook Project), <http://opentextbc.ca/preconfederation/>

Allan Greer, *The People of New France* (Toronto: University of Toronto Press, 1997)

Dimitry Anastakis, *Death in the Peaceable Kingdom: Canadian History since 1867 through Murder, Execution, Assassination and Suicide*, (Toronto: University of Toronto Press, 2015)

Assignments

Written and research work in this course is designed to build the skills necessary for historical analysis and expression. The first assignment focuses on developing historical writing skills and critical analysis of historical interpretation, the second allows you to hone your research and interpretive skills, while the third focuses on proposal-writing skills. With the exception of the first assignment, each assignment that follows requires additional library and/or archival research. **Don't worry if you haven't spent much time doing this type of work, we'll use some of our in-class meetings to ensure that you are adequately prepared.**

Papers submitted by email will not be accepted. Each paper must be submitted in class in paper form and to Turnitin.com via OWL on the due date, or late penalties will apply. **Students should also retain their research notes as the instructors may ask for them.** Students who fail to produce their research notes when asked risk being assigned a grade of zero on the assignment.

Chicago-style footnotes or endnotes must always be used in a history paper. Consult the syllabus (see pages 5-7) for guidance. **The reference librarian and Writing Centre can also help you.** Essays will normally have three to five notes per page. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text.

- **IMPORTANT NOTES:**

- As an encouragement to improve your writing, a **5% bonus** will be awarded for assignments that have been reviewed prior to submission by Writing Centre staff during a consultation/visit. Bring your “Proof of Consultation” form with you to the writing centre for staff to sign. Keep the signed form, and hand it in with your essay when you submit it to your professors. It is your responsibility to keep track of this form. Contact Nicholas Van Allen, Writing Services Coordinator, if you need instructions on how to make an appointment.
- It is expected that you now understand both the importance of citations and the need to look up their proper format when uncertain. I've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic **5% deduction** will also be made from your assignment's final mark. Upon notification that you submitted an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

Annotated Bibliographies (ongoing):

- a. **Goal:** To develop independent research skills related to studying Canada's past.
- b. **Learning Objectives covered by this assignment:**
 - i. Be able to identify and explain key themes of **continuity and change** in Canada's past.
 - ii. Be equipped with the skills necessary to **analyze the causes and consequences** of important transformational events in Canada's past.
- c. **Task:** We will compile four collective annotated bibliographies for our course using a common Google Document for each unit. Each student will be responsible for adding to the bibliography one archive or collection of primary documents, one academic monograph and one academic article. Annotations should identify the source's argument and its connection to the relevant course material using the historical thinking concepts of “continuity and change” and “cause and consequence”. There are four units for which we will create bibliographies:
 - i. **Two Worlds - 19 October**
 - **Link:** https://docs.google.com/document/d/1XG5TpS-paQDJE3WDl1N1_xbOzNVYifMioW74Ifi6LYO/edit?usp=sharing
 - ii. **Settler Colonialism in Canada - 23 November**
 - **Link:** https://docs.google.com/document/d/1n_xrvv27otWNdJL1sX1Y7p4ZpC-FQDiC8ULnxdjCwk/edit?usp=sharing
 - iii. **Building a nation? - 29 January**
 - **Link:** https://docs.google.com/document/d/1cp_YeBHsjGMASWzGNjm-SON3viOMbZgawNoCmHQRzI/edit?usp=sharing
 - iv. **Film Series - End of class**

- **Link:**
https://docs.google.com/document/d/1OHyF0TOjhgWOkOLAjL3gwjpTpQV7lUr_80ZTB4a6pc/edit?usp=sharing
 - This annotated bibliography will be created individually using the same criteria as outlined above. Rather than building the bibliography around our lectures and readings, however, you will provide an annotated bibliography that provides historical context to one of the films in Huron's Truth and Reconciliation film series.
- d. **Evaluation:** Each bibliography will be evaluated using a grading system out of 5. Evaluation of your contributions will gauge how well your sources expand our understanding of our course topics, address the historical thinking concepts, and provide a resource for students interested in developing a more nuanced understanding of our course material.

Canadian History is... (1000 words) – due September 28th

- a. **Goal:** This assignment has two goals:
- i. To refine your writing skills.
 - ii. To challenge you to engage with your own conception of Canadian history.
- b. **Task:** Read the two most recent "What Does Canadian History Look Like?" blog posts on ActiveHistory.ca (links available on OWL) and the introduction to *Canadians and their Pasts*, then write a short 1000-word essay that encapsulates your understanding of the parameters of Canadian History.
- c. **Purpose:** The purpose of this assignment is to encourage you to reflect on your preconceived ideas about the meaning of Canadian history. History is about the interpretation of the past. What is the framework or parameters through which you interpret Canada's past? Some questions that may help you with this paper are:
- i. What do you expect this course to be about?
 - ii. Are there certain subjects that define this field that cannot be ignored?
 - iii. If you begin a sentence with the words: "Canadian history is..." what would follow?
- d. **Evaluation:** This assignment will be evaluated solely based on your writing skills. The feedback you receive will address the quality of your argument as well as the overall essay, paragraph and sentence structure. **It is expected that you will use the feedback in this assignment to inform your writing in subsequent assignments for this course.**

Research Essay (2,000 words paper (15%) and both concept maps (5%)) – Due Dec 7

- a. **Goal:** This assignment has three goals:
- i. To understand the different ways in which we can write about the past
 - ii. To develop the primary and secondary research skills necessary for studying history

- iii. To build a more focused expertise in one area of Canada's history.
- b. **Learning Objectives covered by this Assignment:**
 - i. Be equipped with the skills to clearly **express an historical argument in both written and oral form.**
 - ii. Be familiar with basic museum and archival practices.
- c. **Task:** Choosing a historical novel from the list below, you will conduct *primary and secondary research* to assess the degree to which your source reflects the experiences of the past and their interpretation by historians. In conducting this research, you should draw on **at least one archival collection, one monograph (academic book) and three journal articles.**

In preparation for this assignment, you will also build two concept maps for your project. The first will be designed following our class on 26 October, when Colleen Burgess will come and provide further instructions about how to build and design your concept maps. With your first concept map, the second, revised map, will be submitted with your final paper. It is expected that this map will have changed over the course of your research. Colleen Burgess will mark this portion of the assignment.

- i. **OPTION:** Rather than reading a novel, you may participate in the *Confederation Debates* transcription project (<http://theconfederationdebates.ca>). Working with me and the *Confederation Debates* team, you will identify a politician from the London area, your home province, or any other province of interest who spoke for at least 20 pages of text (more pages may be added depending on the visual quality of the source). By transcribing and annotating these documents using the project's online platform, your name will be listed on each page for all-time. Because this option requires reading much less text than a novel, the requirements for students taking this path will be modified to include your transcription and annotations, a 1,250 word contextual essay drawing on the person's biography in the *Dictionary of Canadian Biography* and at least two monographs and three academic articles. Concept maps are also required for this option.
- d. **Evaluation:** A successful paper will not only discuss whether your chosen novel accurately reflects the past, but also the author's historical interpretation. To do this assignment well, you will need to carefully select your primary and secondary evidence and bring it into conversation with how the past is depicted in your novel. Consider asking some of the following questions as you embark on your analysis:
 - i. What type of evidence do historians need to consult to understand this subject? Do the sources you've consulted draw on the same evidence or different evidence?
 - ii. In what ways does your novel engage with historiographical debates on this subject?

- iii. How well does the novel encourage readers to think historically (using the historical thinking concepts outlined at the beginning of this course)
- iv. Are there topics addressed, or approaches taken, in the novel (or academic work) that might have been of benefit to the other?
- v. Are there aspects of your chosen subject that the author of the novel you read ignores or foregrounds that change our understanding of the subject?

Like earlier assignments, the secondary goal for this project is to improve your written expression when writing about the past. As such, reviews should be written in essay format, having a clearly defined and articulated thesis statement supported by evidence and analysis. They should also avoid any technical issues outlined in earlier feedback (i.e. demonstrate that you are able to learn from earlier feedback).

The following resource may help you think about the type of paper you want to write: Zachary Abram, "Sexing Up Canada's First World War," <http://activehistory.ca/2015/03/sexing-up-canadas-first-world-war/>. You will find an example of the type of paper I am expecting on OWL.

e. **Books**

- i. Joseph Boyden, *The Orenda*
- ii. Suzanne Desrochers, *Bride of New France*
- iii. Lawrence Hill, *Book of Negroes*
- iv. Barbara Huck, *Kisiskatchewan: The Great River Road*
- v. Stan Krumm, *Zachary's Gold*
- vi. Ami McKay, *The Birth House*
- vii. Michael Ondaatje, *In the Skin of a Lion*
- viii. Jane Urquart, *The Stone Carvers*
- ix. Johanna Skidsrub, *The Sentimentalists*
- x. Gabrielle Roy, *The Tin Flute*

Museum Exhibit Concept: Historical Significance for Confederation (2,500 words)

Due: January 18 (concept map) / March 1 (submission)

- a. **Goal:** To refine your expertise in one area of Canada's history, connecting it to our local context here in London.
- b. **Learning Objectives covered by this Assignment:**
 - i. Be able to identify moments of **historical significance** in Canada's history
 - ii. Be able to identify and use collections of **primary sources** important for interpreting Canada's past
 - iii. Be equipped with the skills to clearly **express an historical argument in both written and oral form.**
 - iv. Be familiar with basic museum and archival practices.
- c. **Task:** 2017 marks 150 years since Confederation. Expanding on a topic we have developed during our lectures, readings or in-class activities, develop a concept

for an exhibit at a local museum that establishes a person's (Viola Desmond), an experience's (trans-Pacific sojourning) or an event's (the British Conquest) historical significance for Londoner's as they recognize this commemoration. In addition to *two monographs* and *three journal articles*, you must draw on between *7-10 artifacts or images from the public displays at two or more museums*, such as, but not limited to the museums listed below. You may also use one online collection from a national or internationally recognized museum or archive.

- i. Banting House (London, ON)
- ii. Buxton National Historic Site and Museum (Chatham, ON)
- iii. Canadian Medical Hall of Fame (London, ON)
- iv. Eldon House (London, ON)
- v. Elgin County Railway Museum (St. Thomas, ON)
- vi. Museum London (London, ON)
- vii. Royal Canadian Regiment Museum (London, ON)
- viii. Secrets of Radar Museum (London, ON)
- ix. Woodlands Heritage Centre (Brantford, ON)

- d.** Exhibit concepts should include the following components and be structured in this order:
- i.** A title for the exhibit
 - ii.** The museum that you think would be suitable to host your exhibit.
 - iii.** A 150-word abstract summarizing the contents of your submission.
 - iv.** A list of the three key points you would like a visitor to take away.
 - v.** A 250-word justification of your topic selection and museum choice, demonstrating how the choice relates to our course themes and your anticipated audience. *This is where you want to address our course goals, objectives and the museum's mandate. Remember that this is a local exhibit.*
 - vi.** A 750-word topic overview that contextualizes your exhibit.
 - vii.** A 750-word historiographical discussion of the key works that have shaped your understanding of this time and place. At a minimum, this section should discuss two books and three articles on your subject.
 - viii.** A detailed 750-word description of the exhibit. Do not merely provide a physical description, but also carefully lay out the headings and themes through which the visitor will navigate. Use this section to demonstrate how the exhibit will visualize and convey the ideas explored in your topic overview. Be sure here that your three key take away points are clearly addressed here.
 - ix.** An annotated list of the artifacts you plan to use in the exhibit. Annotations should indicate how the artifact will be used to build the argument conveyed in your exhibit description as well as how the artifact relates to your background research (i.e. historiographical essay)
 - x.** A bibliography

- e. **Evaluation:** The evaluation for this assignment will focus on the depth with which you have engaged with course content (as demonstrated through your choice of topic and the exhibit's overall argument), the development of research skills (seen most clearly in your choice and justification of sources, artifacts and historiographical discussion), and the overall quality of your writing in the essay components of the assignment.

Museum Exhibit Poster - Due April 5

- a. **Goal:** To provide students with the opportunity to showcase their ideas and receive feedback from museum- and history-related professionals.
- b. **Task:** You will design a 2 x 3 foot poster that clearly communicates the core pieces of information from your proposal. Posters should include no more than three artifacts and two storylines to convey the overall exhibit. On March 1, Nick Van Allen and Ryan Rabie will visit our class and provide you with more detailed instructions on how to make an academic poster and how to use our media pod. Though you are not required to use the media pod, it is expected that your poster will be created on a computer. Printing of the poster should not cost any more than \$40.
- c. **Purpose:** The purpose of this assignment is to showcase the skills and knowledge you have gained over the course of this class and to provide you the opportunity to discuss your work with local museum and history-related professionals. It is expected that your posters will take into consideration both my feedback on your proposal (submitted March 1) as well as our in-class discussions.
- d. **Evaluation:** We will be inviting history-related professionals to come to our poster session on April 5. Each of these guests will be asked to mark your poster out of 10 based on their experiences working in the field. Your grade for this assignment will reflect the average of these responses.

Final Exam: The final exam will consist of three essay questions. The first will focus on Canada before Confederation; the second will address the post-Confederation period; while the third will require you to consider broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates in Canadian history and the arguments made by different historians, as well as material from **all lectures, tutorials and readings**.

Tutorials: Attendance and participation will account for 10% of the final mark. After each class, you will be assigned a mark out of 10 (gauging your participation in that class). Your mark will be comprised of the average of these grades. Participation marks are also pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.** There are always valid reasons why you cannot attend class. Please notify me in advance if you cannot attend class or if you risk a prolonged absence. It is always easier to work out extenuating circumstances before they arise.

Appeals: Should you wish to discuss a mark on an assignment, please wait at least a day after its return so that you can digest the comments I have given you. You should then come to see me prepared to discuss why you feel your mark is inadequate, drawing explicitly from the goals, task and evaluation guidelines included in the syllabus above. Marks will only be adjusted if you can put together a convincing argument as to why your work better matches higher-grade criteria described in the syllabus. If after our meeting you wish to appeal further, consult Professor Nina Reid-Maroney, Chair of the History Department.



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Requests for Accommodation on Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf. The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been informed of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the dean.

Requests for Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been informed of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the dean.

Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been informed that significant circumstances are affecting or have affected the student’s ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a

request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - o The title of a book is underlined or written in *italics*.

¹ They should be in Arabic, not Roman numerals or letters.

- The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and page numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

LECTURE SCHEDULE

This schedule may change due to the availability of invited guests or other events that will enhance your experience in this course

12 Sept: **Introduction:** Historical Thinking Concepts and Canadians and their Pasts

14 Sept: **Lecture:** Approaches to Indigenous Histories

- **Guest Lecture:** Dan and Mary Lou Smoke
- **Reading:** James H. Merrell, "Second Thoughts on Colonial Historians and American Indians," *William and Mary Quarterly*

19 Sept: **Lecture:** Two Worlds: 15th/16th Century North America

21 Sept: Visit the Museum of Ontario Archaeology (Meet at MOA)

- **Reading:** Conrad et al., *Canadians and their Pasts*, intro and conclusion
- **Discussion:** How well does the museum address questions of *continuity and change*?

23 Sept: Trip to the Mohawk Institute (8 a.m. to 2 p.m.)

26 Sept: **Lecture:** Two Worlds: 15th/16th Century Europe

- **Reading:** "Forum: Colonial Historians and American Indians" *William and Mary Quarterly*

28 Sept: **Lecture:** Two Worlds Discussion: Conceptualizing Early North America (meeting with students in HIST 3801)

- **Papers Due**

3 Oct: **Lecture:** The Hegemony of Cataloguing

- **Guest Lecture:** Colleen Burgess
- **Reading:** Greer, *The People of New France*, chaps. 1-2

5 Oct: **Game Day:** Settlers of Catan or lieu time for Mohawk Institute on 23 September

- **Reading:** Instructions on how to play Settlers of Catan [<http://www.catan.com/service/game-rules>]
- **Papers Due**
 - Discussion topic: What is Canadian history...
 - After playing the game, the class will reflect on the assignments you submitted on 28 September

10 Oct: **No Class - Thanksgiving**

12 Oct: **Lecture:** Two Worlds? Building a New France and a New England

- **Reading:** James Buss and Joseph Genetin-Pilawa, "Introduction: The World is not Enough," in Buss and Genetin-Pilawa, eds. *Beyond Two Worlds: Critical Conversations on Language and Power in Native North America*, (Albany, SUNY Press, 2014)
- **Debate:** Is two worlds an appropriate framework for understanding *continuity and change* in 15th and 16th century Atlantic World?

17 Oct: **Lecture:** Settler colonialism: Daily Life in Colonial North America

- **Reading:** Greer, *The People of New France*, chaps. 3-4
- 19 Oct: **Field Trip (Oct 20 and 21) → Oberlin**
- 24 Oct: **Lecture:** Settler colonialism: Looking west from colonial America
- **Reading:** Greer, *The People of New France*, chaps. 5-6
- 26 Oct: **Workshop:** Historical Demography: PRDH, Genealogy and Social Networks
- **Concept Mapping** (Colleen Burgess)
 - **Bibliography 1 Due: Two Worlds (Discussion)**
- 31 Oct: **Lecture:** Settler colonialism: Reorienting British North America
- **Reading:** ActiveHistory.ca - Royal Proclamation Series
- 2 Nov: **Lecture:** Settler colonialism: Liberty at the dawn of the nineteenth century
- **Discussion:** What were the *causes and consequences* of the 1763 Royal Proclamation?
 - **First Concept Map due**
- 7 Nov: **Lecture:** Settler colonialism: Key concepts
- **Reading:** Thomas Peace and John Reid, “Colonies of Settlement and Settler Colonialism in Northeastern North America, 1450-1850,” *The Routledge Handbook of the History of Settler Colonialism*, forthcoming.
- 9 Nov: **Lecture:** Settler Colonialism: Atlantic Canada in the nineteenth century
- **Workshop:** Concept Mapping follow-up (Colleen Burgess)
- 14 Nov: **Lecture:** Settler colonialism: Immigration and Industrialization in the Canadas
- **Reading:** Jane Errington, “Webs of Affection and Obligation: Glimpse into Families and Nineteenth Century Transatlantic Communities,” *Journal of the Canadian Historical Association* 19, 1 (2009), 1-26.
- 16 Nov: **Field Trip: London Public Library**
- 21 Nov: **Lecture:** Settler colonialism: The Fur Trade and Red River
- **Reading:** Podruchny, *The Making of the Voyageur World*, chap. 4.
- 23 Nov: **Workshop:** Hearing the past: Soundscapes and oral knowledge
- 28 Nov: **Lecture:** Settler colonialism: British Columbia
- **Reading:** Tzu-I Chung, “Kwong Lee & Company and Early Trans-Pacific Trade: From Canton, Hong Kong, to Victoria and Barkerville,” *BC Studies* 185 (Spring 2015), 137-160.
- 30 Nov: **Lecture:** Settler colonialism: Indigenous Peoples, Settlers and Governance
- **Bibliography 2 Due: Settler Colonialism in Canada (Discussion)**
- 5 Dec: **Lecture:** Canada on the eve of Confederation
- **Reading:** Biographical research about your character in Confederation
- 7 Dec: **Activity:** The Stakes and Stakeholders of Confederation
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Winter Term

9 Jan: **Lecture:** Building a nation? The Causes of Confederation

- **Reading:** ActiveHistory.ca Series: The Legacy of Sir John A. Macdonald (URL available on OWL)

11 Jan: **Lecture:** Building a nation? Confederation as an event

- **Discussion:** Is Sir John A Macdonald someone Canadians should celebrate?

16 Jan: **Lecture:** Building a nation? The Metis

- **Reading:** Anatakis, chaps. 1 and 2

18 Jan: **Lecture:** Building a nation? Francophones

- **Concept Maps Due**

23 Jan: **Lecture:** Building a nation? Treaty Making

- **Reading:** Anatakis, chaps. 4 and 8

25 Jan: **Lecture:** Building a nation? Canada First and the British Empire

30 Jan: **Lecture:** Building a nation? Industrialization and urbanization

- **Reading:** Anastakis, chap. 3

1 Feb: **Lecture:** Building a nation? Migration to the Prairies

- **Bibliography 3 Due: Building a nation? (Discussion)**

6 Feb: **Lecture:** Society in transition: “Reforming Canadians”

- **Reading:** Truth and Reconciliation Commission, Executive Summary, introduction. (available on OWL)

8 Feb: **Lecture:** Society in transition: Residential Schools (archival workshop)

- **Discussion:** What do we learn about residential schools from the pre-circulated documents found in the Diocesan archives?

13 Feb: **Lecture:** Society in transition: Canada and the First World War

- **Reading:** Anastakis, chaps. 5 and 6

15 Feb: **Field Trip: Royal Canadian Regiment Museum**

*****Feb. 20-24: Reading Week *****

27 Feb: **Lecture:** Society in transition: The Great Depression

- **Reading:** Anastakis, chaps. 10-11

1 Mar: **Lecture:** Society in transition: Canada’s War?

- **Workshop:** Making Academic Posters (Nick Van Allen and Ryan Rabie)
- **Museum Exhibit Concepts due**

6 Mar: **Lecture:** A New Canada? The Welfare State

- **Reading:** Anastakis, chaps. 13 and 16

8 Mar: **Lecture:** A New Canada? The Cold War and the 1960s

13 Mar: **Lecture:** Society in transition: The Quiet Revolution

- **Reading:** Anastakis, chap. 15 and 17
- 15 Mar: **Lecture:** New Canada: The Charter: Bilingualism, Biculturalism and Multiculturalism
- **Discussion:** The FLQ Manifesto. The questions in chapter 15's "Active History" assignment will guide our discussion.
- 20 Mar: **Lecture:** A New Canada? African-Canadians in the twentieth century (Nina Reid-Maroney)
- **Reading:** *The Life of Josiah Henson Formerly a Slave now an Inhabitant of Canada as Narrated by Himself* (available on OWL)
- 22 Mar: **Field Trip:** Trip to Dawn, Buxton and First Baptist Chatham
- 27 Mar: **Lecture:** Decolonizing Canada
- **Reading:** Anastakis, chaps. 19-20
- 29 Mar: **Film:** *Status Quo: The Unfinished Business of Feminism in Canada*
- 3 Apr: **Lecture: Discussion of the book and exam review**
- **Reading:** Anastakis, conclusion
- 5 Apr: **Museum Proposal Poster Presentations in Class** (Posters Due)