

HURON UNIVERSITY COLLEGE
HIS 2201E: Canadian History
2014-2015

Lectures: V208 - Tuesdays: 8:30-10:30

Tutorial: V208 - Fridays: 9:30-10:30

Dr. Thomas Peace

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Office Hours: Tuesdays: 10:30-12:00

Wednesday: 9:30-10:30

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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.

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 studying 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.**

COURSE REQUIREMENTS

Weight given to assignments

Museum Review	10%	Oct. 24
Museum Exhibit Proposal	15%	Nov. 21
Mid-Year Test	15%	Nov. 25
Poster and Presentation	5%	Feb. - Tutorials
Fact and Fiction?	20%	Mar. 19
Tutorial Participation	10%	
Final Exam	25%	In Final Exam Period

Required Texts

Conrad, Margaret, Alvin Finkel and Donald Fyson, *Canada: A History*, 3rd ed., Toronto: Pearson, 2013.

Assignments

Written work in this course is designed to build the skills necessary for historical analysis and expression. The first and third assignments focus on critical analysis of historical interpretation; while the second allows you to hone your interpretive and proposal-writing skills. Each assignment 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 the tutorials to ensure that you are adequately prepared for each assignment.

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 (Dawn Easton-Merritt) 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.

1. **Museum Review** (1000 words) – due October 24th
 - a. **Goal:**
 - i. To refine your writing skills while also learning how to critically evaluate a curated history exhibit at a local museum.
 - ii. To introduce you to local museums and what they have to offer.
 - b. **Task:** Visit *one* of the museums below and, using the assigned readings, textbook, and one additional journal article to critically evaluate the museum's representation of Canadian history.
 - i. **Evaluation:** This assignment will be evaluated using three criteria. Most importantly, this assignment will evaluate your writing. Reviews should be written in essay format, having a clearly defined and articulated thesis statement supported by evidence and analysis. Second, your analysis should draw on the assigned readings and tutorial discussions for Sept 16-26. Finally, based on your use of selections from the textbook and your chosen journal article, this assignment will evaluate your research and citations skills.
 - c. **Museums:**
 - i. Banting House (London, ON)
 - ii. Canadian Medical Hall of Fame (London, ON)
 - iii. Donnelly Museum (Lucan, ON)
 - iv. Eldon House (London, ON)
 - v. Fanshawe Pioneer Village (London, ON)

- vi. Museum London (London, ON)
- vii. Royal Canadian Regiment Museum (London, ON)
- viii. Secrets of Radar Museum (London, ON)
- ix. Ska-Nah-Doht Village and Museum (Longwoods Road Conservation Area - 32 km from London)
- x. Woodlands Heritage Centre (Brantford, ON)

2. Museum Exhibit Proposal (1250+ words)

- a. **Goal:** To refine your expertise in one area of Canada's pre-Confederation history, while also developing your skills at writing and presenting project proposals.
- b. **Task:** Design a museum exhibit based on one of the themes discussed during the first term (Canada before Confederation). Proposals should include...
 - i. The museum that you think would be suitable to host your exhibit
 - ii. A title
 - iii. A 250-word description (also known as an abstract) articulating the exhibit's overall argument (thesis statement) and audience.
 - iv. Four main goals your exhibit seeks to achieve.
 - v. A detailed 1000-word description of the exhibit, carefully laying out what visitors will do and/or see as they move through your display.
 - vi. An annotated bibliography including at least two archival and/or artifact collections, two books, and three articles. Annotations should comprise at least three sentences.

In February, after your proposals have been returned, the exhibits will be presented orally in class and in poster form.

- c. **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), and the overall quality of your writing. The oral presentations and posters in February will evaluate your ability to clearly communicate the core components of your exhibit as well as justify why it should be displayed to the public.

3. Fact or Fiction: Assessing Sources in History (2500 words)

- a. **Goal:**
 - i. To understand the different ways in which we can write about the past
 - ii. To develop the primary and secondary research necessary for studying history
 - iii. To build a more focused expertise in a specific area of Canada's history.
- b. **Task:** Taking a related historical novel and monograph (from the list below), you will assess the merits of popular and academic writing styles. To develop a deeper understanding of your subject and because this is the *only* assignment in the second semester, you should draw on *at least* two archival collections, three journal articles and one additional monograph (academic book) in addition to the

two assigned texts papers. Again, through our tutorials, we will ensure that you have developed the necessary skills to complete these tasks well before the assignment's due date.

- i. **Evaluation:** A successful paper will not only discuss whether each of the assigned readings accurately reflects the past, but your essay should also critically engage with the historical arguments each type of source makes and their use of evidence. Consider asking some of the following questions as you embark on your analysis:
 1. Does each book agree in their historical interpretations?
 2. Do they draw on the same source material?
 3. Are there merits or drawbacks to certain types of writing styles?
 4. Are there topics addressed, or approaches taken, in one book that might have been of benefit to the other?

Like earlier assignments, the secondary goal for this project is to improve your written expression. 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).

c. **Books**

- i. **Wendat and Jesuits:** Joseph Boyden, *The Orenda* // Kathryn Labelle, *Dispersed but Not Dispossessed*
- ii. **Agricultural life in Acadie:** Henry Wadsworth Longfellow, *Evangeline* // Gregory Kennedy, *Something of a Peasant's Paradise*
- iii. **Daily life in Canada:** Suzanne Desrochers, *Bride of New France* // Louise Dechene, *Habitants and Merchants*
- iv. **Eighteenth-Century Warfare:** James Fennimore Cooper, *Last of the Mohicans* // Ian Steele, *Betrayals*
- v. **Voyageur Life and the Fur Trade:** Barbara Huck, *Kisiskatchewan: The Great River Road* // Carolyn Podruchny, *The Making of the Voyageur's World*
- vi. **Colonialism on the West Coast:** Stan Krumm, *Zachary's Gold* // Adele Perry, *On the Edge of Empire*
- vii. **Childbirth at the turn of the 20th Century:** Ami McKay, *The Birth House* // Wendy Mitchinson, *Giving Birth in Canada*
- viii. **Immigration and Work in the early-20th Century:** Michael Ondaatje, *In the Skin of a Lion* // David Goutor, *Guarding the Gates*
- ix. **War and Commemoration in the 20th Century:** Jane Urquart, *The Stone Carvers* // Jonathan Vance, *A Death So Noble*
- x. **Mid-Century Quebec:** Gabrielle Roy, *The Tin Flute* // Dominique Marshall, *Social Origins of the Welfare State*

Mid-Year Test

The mid-year test will be held in the lecture room **on 25 November 2014**. The format will be a choice of essay questions. The answer must contain a thesis statement and argument and be organized in formal essay prose. The questions will be provided one week in advance of the test.

Final Exam

The final exam will consist of two essay questions. The first will focus on the second half of the course; the second will ask 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**.

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 Chicago 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. A five paragraph essay is insufficient at the university level 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.

Tutorials

Attendance at and participation in tutorials will account for 10% of the final mark. Participation marks are 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 Amy Bell, Chair of the History Department.

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
 - The title of a book is underlined or written in *italics*.
 - 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#.

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

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>. Accessed October 22, 2012.

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

LECTURE SCHEDULE

How to read this schedule:

Date	Lecture: Theme: Topic
	<ul style="list-style-type: none">• Contextual Reading
	Tutorial: Topic
	<ul style="list-style-type: none">• Reading for Discussion

- 5 Sept. **Tutorial:** Distribution of the syllabus
- 9/12 Sept. **Lecture:** What is Canada? What is Canadian History?
 • **Reading:** No reading for this week.
Tutorial: Historical Thinking
 • **Reading:** Familiarize yourselves with the six historical thinking concepts discussed at <http://historicalthinking.ca>
- 16/19 Sept. **Lecture:** Two Worlds: Native North America
 • **Textbook Reading:** Introduction and Chap. 1
No Tutorial: Visit the archaeology museum before Sept. 26
 • **Reading:** Ruth Phillips, "Re-placing Objects: Historical Practices for the Second Museum Age," *Canadian Historical Review*, vol. 86 no. 1, pp. 83-110.
- 23/26 Sept. **Lecture:** Two Worlds: Looking west from Europe
 • **Textbook Reading:** Chap. 2
Tutorial: Critically reading museums discussion
 • **Reading:** Michelle Hamilton, "A Wealth of Historical Interest: The Medical Artifact Collection at the University of Western Ontario," *Public Historian*, vol. 29 no. 1 (Winter 2007): 77-91.
- 30 Sept./3 Oct. **Lecture:** Two Worlds: Encountering unknown peoples
 • **Textbook Reading:** Chap. 3
Tutorial: Debate: Is two worlds an appropriate framework for understanding the 15th and 16th century Atlantic World?
 • **Reading:** Neil Salisbury, "The Indian's Old World: Native Americans and the Coming of Europeans," *William and Mary Quarterly*, 3rd Series, vol. 53 (1996): 435-58.
- 7/10 Oct. **Lecture:** Settler colonialism: Building a New France and a New England
 • **Textbook Reading:** Chap. 4

Tutorial: Settlers of Catan

- **Reading:** Instructions on how to play Settlers of Catan [<http://www.catan.com/service/game-rules>]

14/17 Oct.

Lecture: Settler colonialism: Looking west from colonial America

- **Textbook Reading:** Chap. 5

Tutorial: What does it take to build a colony (follow-up discussion of Settlers)

- **Reading:** Ramsey Cook, "Cabbages Not Kings: Towards an Ecological Interpretation of Early Canadian History," *Journal of Canadian Studies*, vol. 25 no. 4 (Dec 1990): 5-16. (Available on reserve in library)

21/24 Oct.

Lecture: Settler colonialism: Daily life in colonial North America

- **Textbook Reading:** Chap. 6

Tutorial: Using material culture to understand the past

- **Reading:** Ivor Noel Hume, "Signposts to the Past," in *A Guide to Artifacts of Colonial America*, (Philadelphia: University of Pennsylvania Press, 1969): 3-48.

28/31 Oct.

Lecture: Settler colonialism: Reorienting British North America

- **Textbook Reading:** Chap. 7

Tutorial: No Tutorial - Fall Study Break

- **Textbook Reading:** Chap. 8

4/7 Nov. ***NOTE THAT THIS WEEK TUTORIAL AND LECTURE ARE INVERTED

Tutorial: Visit to the library and university archives

- Wendy Duff, Barbara Craig, and Joan Cherry, "Historians' Use of Archival Sources: Promises and Pitfalls of the Digital Age," *The Public Historian*, vol. 26 no. 2 (Spring 2004): 7-22.

Lecture: Colonial societies: Liberty and the nineteenth century

- **Reading:** Textbook Chap. 9

11/14 Nov.

Lecture: Colonial societies: The West

- **Textbook Reading:** Chaps. 10 and 11

Tutorial: Identity making: What does it take to create "a people"?

- **Reading:** Nicole St. Onge, "Uncertain Margins: Métis and Saulteaux Identities in St-Aul des Saulteaux, Red River 1821-1870," *Manitoba History*, iss. 53, (Oct 2006): 2-10.

18/21 Nov.

Lecture: Colonial societies: Immigration and Industrialization

- **Textbook Reading:** Chap. 12

Tutorial: Test Review

- **Reading:** Textbook, Chap. 13

25/28 Nov.

Lecture: Mid-term Test

- **Textbook Reading:** No Readings

Tutorial: No Tutorial

- **Reading:** Independent research on biography of a leader in the Confederation debates

2/5 Dec.

Lecture: Activity: The Stakes and Stakeholders of Confederation

- **Textbook Reading:** Chap. 14

Tutorial: No tutorial - Study Day

Winter Term

6/9 Jan.

Lecture: Building a nation? Confederation

- **Textbook Reading:** No assigned readings

Tutorial: The causes of Confederation

- **Reading:** Bruce M. Hicks, "Use of Non-Traditional Evidence: A Case Study Using Heraldry to Examine Competing Theories for Canada's Confederation," *British Journal of Canadian Studies*, vol. 23 no. 1 (2010): 87-117.

13/16 Jan.

Lecture: Building a nation? Metis and Francophones

- **Textbook Reading:** No assigned readings

Tutorial:

- **Reading:** "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

20/23 Jan.

Lecture: Building a nation? Treaty Making

- **Textbook Reading:** Chap. 15

Tutorial: Using primary and secondary sources to understand Canadian nation building (groups to be pre-assigned)

- **Group 1:** Phillip Buckner, "The Maritimes and Confederation: A Reassessment," *Canadian Historical Review*, vol. 71 no. 1, (1990): 1-45; and Quebec Resolutions (<http://www.collectionscanada.gc.ca/confederation/023001-7104-e.html>)
- **Group 2:** Michael Witgen, *An Infinity of Nations*, (Philadelphia: University of Pennsylvania Press, 2012), epilogue; and Metis Bill of Rights (<http://victoria.tc.ca/history/etext/metis-bill-of-rights.html>) and Manitoba Act, 1870 (http://www.slmc.uottawa.ca/?q=leg_manitoba_act_1870)
- **Group 3:** Treaty Seven Elders et al., *The True Spirit and Original Intent of Treaty Seven*, (Montreal and Kingston: McGill-Queen's University Press, 1996), introduction; and

Treaty Seven (<http://www.aadnc-aandc.gc.ca/eng/1100100028793/1100100028803>)

- 27/30 Jan. **Lecture:** Society in transition: Industrialization, migration and urbanization
- **Textbook Reading:** Chap. 17
- Tutorial:** Building and argument and writing an essay
- **Reading:** Stuart Greene, "The problems of learning to think like a historian: Writing history in the culture of the classroom," *Educational Psychologist*, vol. 29 no. 2 (1994): 89-96.
- 3/6 Feb. **Lecture:** Society in transition: Canada First in the British Empire
- **Textbook Reading:** Chap. 16 and 18
- Tutorial:** Exhibit presentations
- **Reading:** There are no readings this tutorial
- 10/13 Feb. **Lecture:** Society in transition: Reforming "Canadians"
- **Textbook Reading:** Chap. 19 and 20
- Tutorial:** Exhibit presentations
- **Reading:** There are no readings this tutorial
- ***Feb. 16-20: Reading Week *****
- 24/27 Feb. **Lecture:** Society in transition: Canada at War
- **Textbook Reading:** Chaps. 21 and 22
- Tutorial:** Exhibit presentations
- **Reading:** There are no readings this tutorial
- 3/6 Mar. **Lecture:** Society in transition: The Welfare State
- **Textbook Reading:** Chaps. 23 and 24
- Tutorial:** Exhibit presentations
- **Reading:** There are no readings this tutorial
- 10/13 Mar. **Lecture:** A New Canada: Multicultural Canada
- **Textbook Reading:** Chaps. 25
- Tutorial:** When did Canada change? A reflection on our lectures and readings on "society in transition"
- **Reading:** Julia Lalonde, "The Roots of Multiculturalism – Ukrainian-Canadian Involvement in the Multiculturalism Discussion of the 1960s as an Example of the Position of the "Third Force,"" *Canadian Ethnic Studies*, vol. 38 no. 1 (2006): 47-64.
- 17/20 Mar. **Lecture:** A New Canada: The Quiet Revolution and Quebec Sovereignty
- **Textbook Reading:** Chap. 26
- Tutorial:** How important was religion in shaping the Quiet Revolution?

- **Reading:** Jean-Philippe Warren, "Some Thoughts on Catholicism and the Secularization Question in Quebec: Worldly and Otherworldly Rewards (1960-1970)," *Historical Studies*, vol. 78 (2012): 81-91.

24/27 Mar.

Film: A New Canada: Film: *Kahenesatake: 270 Years of Resistance*

- **Textbook Reading:** Chap. 27

Tutorial: Indigenous activism

- **Reading:** Ian Peach, "The Power of a Single Feather: Meech Lake, Indigenous Resistance and the Evolution of Indigenous Politics in Canada," *Review of Constitutional Studies*, vol. 16 no. 1 (2011): 1-29.

31 Mar/3 Apr.

Lecture: A New Canada: The Charter and its aftermath

- **Textbook Reading:** Chap. 28

Tutorial: How important was the Charter of Rights and Freedoms in shaping the nature of modern Canada?

- **Reading:** Charles Epp, "Do Bills of Rights Matter? The Canadian Charter of Rights and Freedoms," *American Political Science Review*, vol. 90 no 4 (Dec 1996): 765-780.

7 April

Course Conclusion - Find out how it all ends!

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

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the

Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

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”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

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.

Program and Academic Counselling

History students registered at Huron who require advice about modules and courses in History should contact Dr. Amy Bell, Chair, Department of History, abell44@huron.uwo.ca, 519-438-7224 ext. 293. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered. <http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounselingServices>