

**HURON UNIVERSITY COLLEGE**  
**HIST 2201E: Canadian History**  
**2015-2016**

**Meetings:** W6 - Tuesdays: 9:30-10:30  
W6 - Fridays: 10:30-12:30

**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 including the Museum of Ontario Archaeology, Buxton National Historic Site, Uncle Tom's Cabin, and the Fairfield 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%	Oct. 2
Fact and Fiction?	15%	Nov 27
Mid-Year Test	15%	December Exam Period
Museum Exhibit Proposal	15%	Mar 4
Museum Exhibit Poster	5%	Apr 1
Scrapbook	5%	Last day of class
End-of-Year Test	25%	April Exam Period
Tutorial Participation	10%	

## Required Texts

Cole Harris, *The Reluctant Land: Society, Space, and Environment in Canada before Confederation*, (Vancouver: UBC Press, 2008)

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

## Optional Text

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

There is no similar resource for the post-Confederation period. Here are some useful websites, though, that will help you better understand some of the issues discussed in class. These resources are for general information and should not be used in your written work.

- *The Canadian Encyclopedia* <http://www.thecanadianencyclopedia.ca/en/>
- Claude Belanger, *Quebec History*, <http://faculty.marianopolis.edu/c.belanger/quebechistory/about.htm> (There's more than just Quebec history here)
- *Black History Canada*, <http://blackhistorycanada.ca/>
- *Women's History Collection*, <http://whf.canadiana.ca/>

## Assignments

Written work in this course is designed to build the skills necessary for historical analysis and expression. The first and second assignments focus on developing historical writing skills and critical analysis of historical interpretation; while the second allows you to hone your interpretive and 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 our class time and scrapbook presentations 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 (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.

**IMPORTANT NOTE:** 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.

**Scrapbook (ongoing):**

- a. **Task:** Periodically you will be tasked with participating in an activity – often finding resources like primary documents or academic articles – that relate to our class content. The specifics of each activity are listed in our class schedule below. These resources should be posted to our class Padlet site for the whole class to draw on. You may use the resources you (and others) find as part of your research assignments. On weeks where a scrapbook task has been assigned we will spend class time discussing our individual contributions to the scrapbook.
- b. **Using Padlet:** Every scrapbook activity has its own Padlet page. I've included the URL for each page on the relevant date in the schedule below. Go to this site and add the requested information. For copyrighted material, just post a note with the reference using the Chicago Manual of Style, the URL to where your colleagues can find the resource when on Western's system, as well as one or two sentences explaining the value of the resource.
- c. **Goal:** To develop independent thinking and research skills
- d. **Evaluation:** At the end of the course, the quality of your digital scrapbook will be evaluated based on its reflection of our course goals, lectures, and in-class discussion.

**Canadian History is...** (1,000 words) – due October 2<sup>nd</sup>

- 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:** 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.**

**Fact or Fiction: Assessing Sources in History** (2,000 words) – Due January 8

- 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. **Task:** Choosing a historical novel from the list below, you will conduct *primary and secondary research* to assess the merits of historical fiction as a way to convey historical understanding about Canada's past. In conducting this research, I have provided a related academic monograph to get you started. In addition to this resource you should draw on **at least one archival collection, three journal articles and one additional monograph (academic book)**.
  
- c. **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 the story told in your novel. Consider asking some of the following questions as you embark on your analysis:
  - i. What type of evidence does the author use? Does this reflect the sources used by the academic sources you have consulted?
  - ii. In what ways does your novel engage with historiographical debates on this subject?
  - iii. Are there merits or drawbacks to certain types of writing styles when writing about the past? Is there something unique and beneficial to writing historical fiction?
  - 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 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.

- d. **Books**
  - i. **Wendat and Jesuits:** Joseph Boyden, *The Orenda* // Kathryn Labelle, *Dispersed but Not Dispossessed*
  - ii. **Daily life in Canada:** Suzanne Desrochers, *Bride of New France* // Louise Dechene, *Habitants and Merchants*

- iii. **Eighteenth-Century Warfare:** Lawrence Hill, *Book of Negroes* // James W. St. G. Walker, *The Black Loyalists: The Search for a Promised Land in Nova Scotia and Sierra Leone, 1783-1870*
- iv. **Voyageur Life and the Fur Trade:** Barbara Huck, *Kisiskatchewan: The Great River Road* // Carolyn Podruchny, *The Making of the Voyageur's World*
- v. **Colonialism on the West Coast:** Stan Krumm, *Zachary's Gold* // Adele Perry, *On the Edge of Empire*
- vi. **Childbirth at the turn of the 20th Century:** Ami McKay, *The Birth House* // Wendy Mitchinson, *Giving Birth in Canada*
- vii. **Immigration and Work in the early-20th Century:** Michael Ondaatje, *In the Skin of a Lion* // Donald Avery, *Reluctant Host*
- viii. **War and Commemoration in the 20th Century:** Jane Urquart, *The Stone Carvers* // Jonathan Vance, *A Death So Noble*
- ix. **Mega-Projects and Environmental Change:** *The Sentimentalists* // Joy Parr, *Sensing Changes*
- 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 class during the December exam period. The format will be two essays, one related to our first term subject matter and the second related to Cole Harris's *The Reluctant Land*. Each answer must contain a thesis statement and argument and be organized in formal essay prose.

**Exhibit Proposal** (2,000 words) – Due March 4

- a. **Goal:** To refine your expertise in one area of Canada's history, connecting it to our local context here in London.
- b. **Task:** Design an exhibit based on one of the themes discussed in our course that would fit either in a local museum or public space around London (i.e. parks and civic buildings). **If you chose one of the first five historical novels, your proposal should focus on the period after Confederation. Likewise, if you chose one of the latter five novels, your exhibit should focus on the pre-Confederation period.** Proposals should include...
  - i. A title for the exhibit
  - ii. The museum that you think would be suitable to host your exhibit
  - iii. A purpose and three goals your exhibit seeks to achieve. *This is where you want to address the museum's mandate.*
  - iv. A 250-word description (also known as an abstract) articulating the exhibit's overall argument (thesis statement) and audience. *This is where you need to convince me and the exhibit's curator to keep reading your proposal.* A poor abstract can lead to the overall dismissal of your project.
  - v. A detailed 1,500-word description of the exhibit, carefully laying out what visitors will do and/or see as they move through your display. It must be clear that you have actually visited the museum. The description should address the museum's mandate as well as explain how your research will be used. **Do not merely provide a physical description of the exhibit.** *This is the place in the proposal where you must convince me and the museum's curator/director that this is a project worth doing.*

- 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.
- c. **Purpose:** This course will introduce you to at least five local museums, their curators/directors, mandates, collections and interpretations. Building on these experiences, the final assignment requires you to propose an exhibit for a local museum that connects the broader context learned in class with the museum's overall mandate.
- d. **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 in the abstract and essay.

### **Museum Exhibit Poster - Due April 1**

- 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. On March 1, Catherine Dishke Hondzel 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.
- 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 4<sup>th</sup>) as well as our in-class discussions.
- d. **Evaluation:** We will be inviting history-related professionals to come to our poster session on April 1. 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 the second half of the course; the second will ask you to reflect on Dimitry Anastakis's *Death in the Peaceable Kingdom*; 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 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.<sup>1</sup>

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:

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

<sup>2</sup>Basil 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:

<sup>3</sup>Careless, *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.

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

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 pages 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\*\*\*

11 Sept: Course Introduction

- **Reading:** No reading for this week.

15 Sept: **Lecture:** Approaches to Canadian History

- **Reading:** *Canadian History: Pre-Confederation*, Chap. 1

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

22 Sept: **Lecture:** Visit the library and archives

**NO CLASS ON SEPT 25:** Visit the Museum of Ontario Archaeology

- **Reading:** Harris, chap. 1
- **Scrapbook task:** Find one academic article related to your visit to the Museum of Ontario Archaeology
  - **URL:** <http://padlet.com/tpeace/j9uu233uiblv>

29 Sept: **Lecture:** Two Worlds: Museum Debrief (visit with Nicole Aszalos, MOA Curator)

- **Reading:** Harris, Chap. 2

2 Oct: **Lecture:** 15<sup>th</sup>/16<sup>th</sup> Century North America and Europe

- **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 the 15th and 16th century Atlantic World?

6 Oct: **Lecture:** Settler colonialism: Building a New France and a New England

- **Reading:** Harris, chap. 3, p. 52-65

9 Oct: **Game Day:** Settlers of Catan

- **Reading:** Instructions on how to play Settlers of Catan [<http://www.catan.com/service/game-rules>]
- Discussion topic: What is Canadian history...
  - After playing the game, the class will reflect on the assignments you submitted on 2 October.
- **Scrapbook task:** Find one academic monograph (book published by a university press) that situates Settlers of Catan in a North American context.
  - **URL:** <http://padlet.com/tpeace/nwzuyrziq1yu>

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

- **Reading:** Harris, chap. 3, p. 65-91

16 Oct: **Lecture:** Settler Colonialism: Women in New France

- **Discussion:** To what extent did the colonies of Acadia and Canada reflect life in metropolitan France?

20 Oct: **Lecture:** Settler colonialism: Looking west from colonial America

- **Reading:** Harris, chap. 4

23 Oct: **Lecture:** Settler colonialism: Africans in the eighteenth-century Atlantic World

- **Scrapbook task:** Use Voyant Tools to create a word cloud from a pre-assigned volume of the *Jesuit Relations*. After filtering for “stop words” and formatting your word cloud to appear as you would like, post a screen shot on padlet. Also include a note with the top five words from your volume of *The Relations*.

- **URL:** <http://padlet.com/tpeace/gvwr4vc8bbg7>

27 Oct: **Lecture:** Settler colonialism: Reorienting British North America

- **Reading:** Harris, chap. 5

**No Class on October 30th**

3 Nov: **Lecture:** Settler colonialism: Liberty and the nineteenth century (Prof. Nina Reid-Maroney)

- **Reading:** Harris, chap. 8 (pgs. 231-276)

6 Nov: **Lecture:** Settler colonialism: Francophones, Africans and Indigenous Peoples

- **Reading:** ActiveHistory.ca - Royal Proclamation Series
- **Discussion:** What was the 1763 Royal Proclamation exactly?

10 Nov: **Lecture:** Colonial societies: The War of 1812

- **Reading:** *The Life of Josiah Henson Formerly a Slave now an Inhabitant of Canada as Narrated by Himself* (available on OWL)

13 Nov: **Field Trip: Buxton National Historic Site, Uncle Tom’s Cabin and Fairfield:**

- **This is an all day trip and costs \$10**
- **Scrapbook Task:** Post a photo of the most interesting artifact, building, interpretive panel or landscape you encountered on our field trip. Include a five sentence note explaining your choice and relating it to the content of our class.

- **URL:** <http://padlet.com/tpeace/exno5evk5mf>

17 Nov: **Lecture:** Colonial societies: Power and Politics in the Canadas

- **Reading:** Harris, chap. 9

20 Nov: **Lecture:** Colonial societies: Immigration and Industrialization in the Canadas

- **Scrapbook Task:** Using our library resources, find a newspaper article that sheds light on 19<sup>th</sup> century London. Post a digital image of your article on padlet.

- **URL:** <http://padlet.com/tpeace/62ammo41xcuf>

24 Nov: **Lecture:** Colonial societies: Atlantic Canada

- **Reading:** Harris, chap. 7, 162-184; chap. 10

27 Nov: **Lecture:** Colonial societies: The Pays d’en Haut and the Northwest

- **Discussion:** To what extent does the “Staples Thesis” apply as a satisfactory way to explain the development of nineteenth century British North America?

- 1 Dec: **Lecture:** Colonial Societies: British Columbia
- **Reading:** Harris, chap. 11
- 4 Dec: **Activity:** The Stakes and Stakeholders of Confederation
- **Reading:** Harris, chap. 12
- 8 Dec: **Discussion:** *The Reluctant Land*
- **Task:** Identify the central argument in the book

***THE MIDTERM EXAM WILL BE HELD IN THE DECEMBER EXAM PERIOD***

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## Winter Term

- 5 Jan: **Lecture:** Building a nation? The Causes of Confederation
- **Reading:** ActiveHistory.ca Series: The Legacy of Sir John A. Macdonald (URL available on OWL)
- 8 Jan: **Lecture:** Building a nation? Confederation as an event
- **Discussion:** Is Sir John A Macdonald someone Canadians should celebrate?
- 12 Jan: **Lecture:** Building a nation? The Metis
- **Reading:** Anatakis, chaps. 1 and 2
- 15: Jan: **Lecture:** Building a nation? Francophones
- **Scrapbook task:** Analyze your hometown in the 1871 census. Based on the information you find, write and post on padlet a 300-word description of what your town was like in 1871. You will find a copy of the census in the resources section of OWL.
    - **URL:** <http://padlet.com/tpeace/ifp8j2ouq3vb>
- 19 Jan: **Lecture:** Building a nation? Treaty Making
- **Reading:** Anatakis, chaps. 4 and 8
- 22 Jan: **Lecture:** Building a nation? Canada First and the British Empire
- **Scrapbook task:** Find a primary source online that helps us better understand Canada's role in the British Empire. (Hint: check out the “Active History” assignments for chapter three)
    - **URL:** <http://padlet.com/tpeace/pya3z1gfypnh>
- 26 Jan: **Lecture:** Society in transition: Industrialization and urbanization
- **Reading:** Anastakis, chap. 3
- 29: Jan: **Lecture:** Society in transition: Migration to the Prairies
- **Scrapbook Task:** Find an article from the *Globe and Mail* on turn of the century London and explore the questions in this chapter’s “Active History” section.
    - **URL:** <http://padlet.com/tpeace/5tity2mvpwzy>

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

- **Reading:** Truth and Reconciliation Commission, Final Report, pgs. 41-74; 92-103; 116-122; 130-134. (available on OWL)

4 Feb: **Lecture:** Society in transition: Residential Schools (Guest lecture: Dr. Bill Acres and John Lutman)

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

9 Feb: **Lecture:** Society in transition: Canada at War

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

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

- **Scrapbook Task:** Find the attestation papers for a relative or person from your hometown.
  - **URL:** <http://padlet.com/tpeace/x8qdwmyzgu2i>

**\*\*\*Feb. 15-19: Reading Week \*\*\***

23 Feb: **Lecture:** Society in transition: Canada’s War?

- **Reading:** Anastakis, chap. 11

26 Feb: **Lecture:** A New Canada: The Welfare State

- **Scrapbook Task:** Visit one of the following museums and take a picture of the most interesting artifact, building, landscape or interpretive panel. With your picture include a 300-word explanation relating the image to our course.  
**Museums to visit:** The Railway Museum (St. Thomas), Eldon House (London), the Royal Canadian Regiment Museum (London), Banting House (London), the Secrets of Radar Museum (London), Woodlands Heritage Centre (Brantford).
  - **URL:** <http://padlet.com/tpeace/9xx5f0paarrb>

1 Mar: **Workshop:** Making Academic Posters (Catherine Dishke Hondzel and Steve MacLeod)

- **Reading:** Anastakis, chaps. 12 and 13

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

- **Discussion:** Over the thirty years between the Great Depression and the mid-1960s, just how much had Canada changed? (Think through the “Active History” questions in this chapter as you consider your response)

8 Mar: **Lecture:** A New Canada: Immigration and the Status of Women

- **Reading:** Anastakis, chaps. 15 and 19

11 Mar: **Lecture:** A New Canada: The Quiet Revolution and Quebec Sovereignty

- **Discussion:** The FLQ Manifesto. The questions in chapter 15’s “Active History” assignment will guide our discussion.

15 Mar: **Lecture:** A New Canada: The Charter and its Aftermath

- **Reading:** Anastakis, chap. 17 and 18

18 Mar: **Lecture:** **Film:** A New Canada: Film: *Trick or Treaty*

22 Mar: **Discussion:** *Trick or Treaty*

- **Reading:** Anastakis, chaps. 20

**No Class on March 25**

29 Mar: **Lecture:** A New Canada: Sovereignty and the North

- **Reading:** Shelagh D. Grant, *Arctic Justice: On Trial for Murder, Pond Inlet, 1923*, Prologue, Conclusion, Epilogue (available on OWL)
- **Scrapbook Task:** Place your poster on padlet
  - **URL:** <http://padlet.com/tpeace/6vy41d2aae35>

1 Apr: **Museum Proposal Poster Session (Great Hall)**

5 Apr: **Discussion of the book and exam review**

- **Reading:** Anastakis, conclusion
- **Scrapbook Task:** In a note, indicate the “Murderous Moment” that you think tells us the most about Canada’s post-Confederation past. Include a 300-word explanation for your choice.
  - **URL:** <http://padlet.com/tpeace/hio3rc77otn3>

## **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](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](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 normally consult with the Assistant Dean, Student Success. 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 normally consult with the Assistant Dean, Student Success. 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 normally consult with the Assistant Dean, Student Success. 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](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](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](mailto: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>