

HIST 2204G: Crises and Confederation

Meetings: V210 - Tuesday: 9:30-10:30
V210 - Thursdays: 8:30-10:30

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Course Description: This course is a survey of Canadian history since Confederation focusing on its political, economic, and social developments. In addition to addressing key moments of tension within Canada's past, students will be introduced to the variety of historical theories and methodologies that characterize the field. At the end of this class students will have a well-developed understanding of the development of the Canadian nation-state and how historians have approached studying its past.

Learning Objectives: Students will leave this class with an understanding of...

1. themes of colonialism, language and culture, militarism, & gender.
2. important historiographical debates defining this period.
3. the strengths and weaknesses of studying within national frameworks.
4. interconnections between the work of historians and national historical memory.

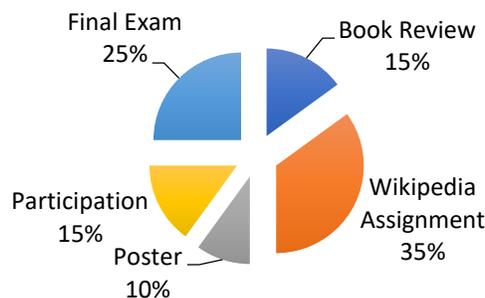
Schedule

UNIT:	Confederation	First Peoples	Multiculturalism	War	Gender
DATES:	11 - 18 January	23 Jan - 6 Feb	8 Feb - 6 Mar	8 - 20 March	22 - 29 March
FIELD TRIP:	Fanshawe Pioneer Village	Diocese of Huron Archives	Museum London	RCR Museum	NONE
DUE DATES:	Wiki Eval (16 Jan) Wiki Edit (23 Jan)	Bk Rev (Feb 6)	Wiki Draft (15 Feb) Peer Review (27 Feb)	Wiki Article Complete (29 Mar)	Poster (5 Apr) Reflection (10 Apr)

Required Texts

- John Belshaw, *Canadian History: Post-Confederation*, Open Campus BC, 2016, <https://opentextbc.ca/postconfederation/>

Evaluation



Due Dates and Weighting of Grades

- **Book Review - 15%**
 - Essay - 10% - 6 February
 - Presentation - 5% - 6 February, 1 March, 15 March
- **Wikipedia Assignment - 35%** (Ongoing)
- **Museum Exhibit Poster - 10%** - Due 5 April
- **Participation - 15%**
- **Final Exam - 25%** (in exam period)

Assignments

Written and research work in this course is designed to build the skills necessary for historical analysis and expression. The book review focuses on developing historical writing skills and critical analysis of historical interpretation, the Wikipedia assignment allows you to hone your research and interpretive skills, while the poster assignment focuses on synthesis and proposal-writing skills. **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 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 must always be used in a history paper. 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. **The reference librarian and Writing Centre can help you.**

- **IMPORTANT NOTES:**
 - As an encouragement to improve your writing, a **5% bonus** will be awarded for assignments that have been reviewed *at least one week* 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. Hand it in with your essay.
 - 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.

1. Book Review - Due 6 February

- a. **Goal:** To provide a nuanced critique of a historical monograph.
- b. **Learning Objective covered by the assignment:** All
- c. **Task 1:** You will write a 750-word book review of one of the three books:
 - Chelsea Vowel, *Indigenous Writes*
 - Sean Mills, *The Empire Within*
 - Ian McKay and Jamie Swift, *Warrior Nation*

A good book review will tell the reader about the core ideas explored in the book, its strengths and weaknesses. Essentially, the purpose of the review is to give the reader an understanding of whether the book would be useful for their historical research. You may wish to consult a handful of book reviews to provide you with an example. Most academic journals publish book reviews in each issue. I encourage you to take these books out of the library. If you cannot get access to a library copy, I am willing to lend you my copy for a maximum of seven days. The books are also available for purchase at the bookstore.

- d. **Task 2:** Though you will write your reviews independently, the books you review will be evenly distributed among the class. In addition to the written review, in these groups you will teach the class about your book in a twenty-minute presentation, followed by ten minutes of moderated discussion. You will receive a group mark for this part of the assignment.

2. Wikipedia Editing Assignment: As part of this course's commitment to open pedagogy, the main assignment is built around editing, and creating new, Wikipedia entries about Canada's past. Working within Wikipedia's educational structure, we will discuss what makes for effective Wikipedia entries, edit pre-existing Wikipedia entries, and create new (or substantially revise) Wikipedia pages about topics important for understanding Canada's history after Confederation. On our course Wikipedia site ([https://dashboard.wikiedu.org/courses/Huron_University_College/Crises_and_Confederation_\(Winter\)?enroll=fjihetmo](https://dashboard.wikiedu.org/courses/Huron_University_College/Crises_and_Confederation_(Winter)?enroll=fjihetmo)) you will find a detailed schedule that will ensure your success in these assignments. You should follow this schedule alongside the one outlined on this syllabus. It will walk you through the skills you need to effectively master this assignment.

- a. **Goal:** To develop independent research skills related to studying Canada's past.
- b. **Learning Objective covered by this assignment:** #2: Historiography
- c. **Task 1:** Expanding on a topic we have developed during our lectures, readings or in-class activities, develop or significantly update a Wikipedia page that will help the public better understand this specific aspect of Canada's past. You may build upon a topic developed in the book you reviewed in January or research a topic of interest to

- you. Regardless of the path you choose, it is expected that your submission will include:
- i. Scholarly references to *at least* one monograph (in addition to the book you reviewed) and two academic journal articles (following the style guidelines outlined above).
 - ii. Two images of artefacts or landscapes found locally in a museum, historic or public site that relate directly to your topic at hand.
- d. **Task 2:** At the end of the course, you will be asked to write a reflective essay on your experiences engaging with Wikipedia and our course content. The course Wikipedia site has very good instructions to guide how you build this essay.
- e. **Important Due Dates:**
- i. **16 January:** Evaluate Wikipedia (3.5%)
 - ii. **23 January:** Modify 1-2 sentences in a Wikipedia article related to Confederation (see instructions on the Wikipedia site for week 3) (3.5%)
 - iii. **15 February:** Have a draft Wikipedia entry complete (7%)
 - iv. **27 February:** Complete two peer reviews of your colleagues work (7%)
 - v. **29 March:** Polished article uploaded to Wikipedia (10.5%)
 - vi. **10 April:** Reflection Essay due (3.5%)
- f. **Bonus:** I will assign a five percent bonus grade on this assignment for all students who modify a Wikipedia entry for each of our additional four units (i.e. you have made a contribution to Wikipedia on five separate entries).

3. Museum Exhibit Poster - Due 5 April

- a. **Goal:** To think about how your Wikipedia assignment might be applied in a local museum context.
- b. **Learning Objectives covered by this Assignment:**
 - i. #4: interconnections between historiography and national historical memory.
- a. **Task:** You will design a 2 x 3 foot poster that repurposes for a museum context your research for the Wikipedia article. Posters should include the images and or landscapes that you used in that article and no more than two storylines to convey the overall exhibit. Posters should include the following information:
 - i. A title for the exhibit
 - ii. The museum that you think would be suitable to host your exhibit.
 - iii. A short summary of why this exhibit is necessary.
 - iv. A list of the three key points you would like a visitor to take away.
 - v. A short description of the exhibit itself.
 - vi. An annotated list of the artifacts, images or documents you plan to use. 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)

vii. A short list of sources used to build the project.

On February 27, 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.

- b. **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 Wikipedia work, your colleagues' peer reviews as well as our in-class discussions.
- c. **Evaluation:** We will be inviting history-related professionals to come to the CURL poster session on 12 April. 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.

Participation - 15%

- Attendance and participation will account for 15% of your final grade. 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.

Final Exam - 25%

- The final exam will consist of two essay questions and a short answer question. The short answer question will ask you to write a paragraph or two explaining the relevance of six terms or phrases from the glossaries at the end of each of Belshaw's chapters. Answers should connect to course content beyond the textbook (i.e. lectures and supplemental readings). The first essay question will ask you to assess the historiography of one of our units. The final essay will draw together the course as a whole, asking you to reflect on Canada's post-Confederation history more broadly. Students are 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.**

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.

Department of History Appendix

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

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

- 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#.

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.

Course Schedule

January 9: Course Introduction

Unit 1: Confederation

January 11: Stakes and Stakeholders of Confederation

- Belshaw, chap. 1

January 16: Fighting for Responsible Government

- Belshaw, chap. 2

January 18: Negotiating Confederation through objects

- Blog post: Matthew McRae, “Seven Fascinating Artifacts you can see at the 1867: Rebellion and Confederation Exhibition,” *Canadian Museum for Human Rights*, Dec 15 2016, <https://humanrights.ca/blog/seven-fascinating-artifacts-you-can-see-1867-rebellion-confederation-exhibition>
- Exhibition Resources: *Legacies of Confederation: A New Look at Manitoba History*, <https://manitobamuseum.ca/main/exhibition/legacies-of-confederation-a-new-look-at-manitoba-history/> Be sure to read through the Blog section in addition to viewing the videos: <https://manitobamuseum.ca/main/legacies-of-confederation-blogs/>
- *Class to be held at Fanshawe Pioneer Village*

Unit 2: Indigenous Peoples

January 23: Treaties and Treaty-Making

- Belshaw, chap. 11

January 25: Film: *Trick or Treaty*

- Open History Seminar: What makes a treaty?

January 30: The Indian Act

- No readings (prepare book review)

February 1: Huron and the Mohawk Institute

- Truth and Reconciliation Commission, Executive Summary, introduction. (available on OWL)
- *Class will be held in the Diocese of Huron Archives*

February 6: White Paper/Red Paper

- Presentation: Chelsea Vowel, *Indigenous Writes*
- Open History Seminar: White Paper/Red Paper
- **Book Reviews due**

Unit 3: Biculturalism and Multiculturalism

February 8: Immigrations and Urbanization

- Belshaw, chap. 3.1-3.7, 5.1-5.8, 9.13
- *Class to be held at Museum London*

February 13: Language and Education

- Belshaw, chap. 4.1-4.4, 4.8;

February 15: The Quiet Revolution

- Belshaw, chap. 9.9-9.11

February 19-23: **READING WEEK**

February 27: Poster Making

March 1: From Biculturalism to Multiculturalism

- Belshaw, chap. 5.11-5.13, 10.8, 12.5-12.6
- Presentation: Sean Mills, *The Empire Within*

March 6: Sovereignty Debates & Repatriation

- Belshaw, chap. 9.2, 9.6-9.8, 9.12, 12.3

Unit 4: Warrior Nation?

March 8: Canada's Military History

- Belshaw, chap. 6.1-6.4, 12.8, 12.12
- *Visit to the RCR Museum*

March 13: Canada First and the British Empire

- Belshaw, chap. 4.5-4.8, 5.9

March 15: Discussion: The Vimy Effect

- Presentations: McKay and Swift, *Warrior Nation*
- In-class Media: TVO's *The Agenda: A Century After Vimy*:
<http://tvo.org/video/programs/the-agenda-with-steve-paikin/a-century-after-vimy>

March 20: Lecture: Canada's War?

- Belshaw, chap. 6.6-6.19, 9.4-9.5

Unit 5: Gender & the State

March 22: Film Screening: Status Quo?

- Belshaw, chap. 3.8, 5.10, 6.5, 6.16, 7.4-7.5, 7.10, 9.17, 10.7

March 27: Lecture: Status of Women in Canadian History

- Belshaw, chap. 7

March 29: Discussion: Feminism, Gender and Sexuality

- Belshaw, chap. 10 and 12.7

April 3: No class. Attend the poster session on 12 April

April 5: **Poster Presentations**

April 10: Review for the exam

- Belshaw, chap. 12.1