

HIST 261E: Post-Confederation Canada

3 credits, 16 weeks, 3 hours

This course is an introduction to Canadian History from 1867 to the present. Among, the topics to be discussed are Aboriginal/White relations, French-Canadian nationalism, sectionalism, labour history as well as political, economic and social developments in Canada during this period. This course provides a foundation for senior and advanced courses in Canadian history.

Instructor

Dr. Hugh Gordon

S213A

780-791-4981

Hugh.gordon@keyano.ca

Office Hours

Monday 16:00 – 16:50pm

Tuesday 16:00 – 16:50pm

Wednesday 16:00 – 16:50pm

Thursday 16:00 – 16:50pm

Friday 16:00 – 16:50pm

Or By Appointment

Hours of Instruction

Tuesday and Thursday 18:30pm – 21:30pm Rm. S112

Required Resources

Francis, R. Douglas, Richard Jones, Donald B. Smith, *Destinies: Canadian History Since Confederation*, 7th ed. (Toronto: Nelson, 2012)

Course Outcomes

The student will be able to:

1. Identify and explain the broad themes and key events in Canadian history since Confederation.
2. Think analytically and critically about historical issues, and express those ideas with clarity and precision.
3. Locate, access and evaluate source material (both primary and secondary) for historical research.
4. Engage, with a critical eye, representations of history outside of the academic setting (in other words, public history)

Evaluation

Assignment	Percentage	Due Date
Primary Source Assignment #1 (in class)	10%	May 19, 2015
Primary Source Assignment #2 (in class)	10%	May 26, 2015
Midterm	25%	May 28, 2015
Essay	25%	June 9, 2015
Final Examination	30%	June 18, 2015

Assignments:

There are three written assignments due in class, one essay and two in-class primary source responses, all mandatory. You will be required to sign up for an essay topic based on a sheet I will place on my office door. Other topics may be allowed if you get explicit permission from me to write about it. The essay/term paper will be 1800-2000 words or 7-8 pages in length (typed, double-spaced, 12 point font). Essays are due at the beginning of class on June 9. Late essays will have 10% per day deducted from the final mark. Extensions will be granted on **LIMITED CASE-BY-CASE BASIS**. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Essays, footnotes/endnotes and bibliographies must be formatting according to the Chicago Manual of Style, which will be explained in class.

Online sources are to be from books and academic journals only. Unsourced, non-academic websites like Wikipedia are not allowed. Ask the instructor for help if you are not sure.

Ten Commandments of Essay Writing

1. All essays are to be typed (around 250 words per page, double spaced).
2. **No late papers will be accepted without prior permission of the instructor. A late paper may be given the grade of 0.**
3. All essays are have their pages numbered. Any paper handed in without page numbers will receive a grade only, no comments or corrections will be made.
4. Papers are to be handed to the instructor on the due date at the beginning of class. Papers handed in after this time are considered late.
5. Papers should not be delivered under the instructor's door, as it will almost certainly be lost and never heard of again.
6. All students must keep an extra copy of their completed essay.
7. Students must use standard historical footnotes. Other styles, such as social scientific notation, are unacceptable and papers using these styles will be given a failing grade.
8. Plagiarism will result in a grade of 0 (zero).
9. Please keep all notes taken during your research until after the papers are handed back.
10. If in doubt, remember I am here to help.

Primary Source Assignments:

There will be two primary source assignments, each worth 10% of the final grade. Students will be given a primary source to read and write about in class. Students will have to explain what the primary source is and analyze it. Students may use course materials to find information about the source they are given, but there will be NO collaboration with other students. Students will be required to read the source, describe it, answer questions about it and express an opinion about it.

Examinations:

There will be one midterm examination in class and one final examination both held during class periods. Both are mandatory for passing the course.

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor Minimum Pass	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Proposed Schedule of Topics

Class 01 (May 12)	<p>Course Introduction</p> <ul style="list-style-type: none"> • Post-Confederation Canada: Themes and Approaches • Introduction to History as a Discipline, Memory and Historical Awareness • Canadian Historical Writing in the Twentieth Century <p>Completing Confederation</p> <ul style="list-style-type: none"> • British Columbia • Atlantic Canada • The Prairie West
Class 02 (May 14)	<p>Aboriginal Dispossession and “Nation-Building” to 1880</p> <ul style="list-style-type: none"> • The Numbered Treaties <p>The Defeat of Aboriginal Resistance (1880-85)</p> <ul style="list-style-type: none"> • The Military Subjugation of the Plains Cree • The Northwest Rebellion <p>The Marginalization of First Nations (1885-1914)</p> <ul style="list-style-type: none"> • Canadian Indian Policy • Attacks on Culture <p>Textbook Reading: Francis, Chapters 1-5</p>
Class 03 (May 19)	<p>Immigration and Settlement</p> <ul style="list-style-type: none"> • Immigration Promotion • Nativism, Racism and Exclusion • Labour Policy and Immigration <p>Social Reform</p> <ul style="list-style-type: none"> • Problems in Urban and Rural Canada • Women’s Rights and the Suffrage Movement • The Position of Canadian Labor <p>First Primary Source Assignment</p> <p>Discussion Reading: Peter DeLottinville, “Joe Beef of Montreal: Working-Class Culture and the Tavern, 1869-1889” http://www.iltjournal.ca/index.php/ilt/article/viewFile/2632/3035 Textbook Reading: Francis, Chapter 6-8</p>
Class 04	The “National Question”

(May 21)	<ul style="list-style-type: none"> • Continentalism v. Imperialism • French Canadian Nationalism and Identity The Great War (I) <ul style="list-style-type: none"> • Canada Overseas: The CEF Textbook Reading: Francis, Chapter 10
Class 05 (May 26)	The Great War (II) and Aftermath <ul style="list-style-type: none"> • Canada Arrives on the World Stage • The Home Front and Social Reform • Labor Radicalism and the Winnipeg General Strike Textbook Reading: Francis, Chapter 10 Second Primary Source Assignment
Class 06 (May 28)	MIDTERM
Class 07 (June 2)	Interwar Canada (I) <ul style="list-style-type: none"> • Regionalism and the 1920s • A new day for Canadian women? • Politics, Society and Culture • Regional Resentment • Eugenics Interwar Canada (II) <ul style="list-style-type: none"> • The Great Depression • Collapse of the Two-Party System Textbook Reading: Francis, Chapter 11-12 Discussion on Great Depression
Class 08 (June 4)	World War Two <ul style="list-style-type: none"> • Canada Overseas • The Home Front • Internment Textbook Reading: Francis, Chapter 13 Discussion Reading: Selection from <i>Mutual Hostages</i> , on Moodle
Class 09 (June 9)	Postwar Canada/Canada during the Cold War Textbook Reading: Francis, Chapters 14-15 ESSAY
Class 10 (June 11)	Quebec and Confederation <ul style="list-style-type: none"> • The Quiet Revolution • Rise of the Sovereignty Movement • The FLQ Crisis Aboriginal Canada <ul style="list-style-type: none"> • Organization and Resistance • The Treaty Process in the Courts Constitutional Reform <ul style="list-style-type: none"> • Meech Lake and Charlottetown
Class 11 (June 16)	Free Trade <ul style="list-style-type: none"> • FTA and NAFTA Canada in the 21 st Century <ul style="list-style-type: none"> • Chretien, Martin, Harper Textbook Reading: Francis, Chapters 16-20 EXAM REVIEW
Class 12 (June 18)	FINAL EXAM

Please Note:

Date and time allotted to each topic is subject to change. It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other

forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College Credit Calendar.

Performance Requirements

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment

Penalties for academic offences range from a verbal reprimand to dismissal from the College, and in certain circumstances may involve legal action.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Authorization

This course outline has been reviewed and approved by the Program Chair.

Hugh Gordon, Instructor

Louis Dingley, Chair

4 May 2015

Guy Harmer, Dean

4 May 2015

Signed copies to be delivered to:

Instructor

Registrar's Office