

HIST 261: 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

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Office Hours

Monday 16:00 – 16:50

Tuesday 15:00 – 15:50

Wednesday 10:00 – 10:50, 13:00 – 13:50

Friday 11:00 – 11:50

Or By Appointment

Hours of Instruction

Monday 18:30 – 21:30 S216

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
Response Papers	15%	Throughout semester
Presentation	10%	Throughout semester
Midterm	20%	February 15, 2016
BTA	5%	February 8, 2016
Essay	20%	April 4, 2016
Final Examination	30%	To be determined

Assignments:

There are five written assignments due in class, one bibliography and thesis assignment, one essay, three 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 2000-2500 words or 8-10 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 three 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

(Jan. 11)	<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
(Jan. 18)	<p>Completing Confederation</p> <ul style="list-style-type: none"> • British Columbia • Atlantic Canada • The Prairie West <p>Aboriginal Dispossession and “Nation-Building” to 1880</p> <ul style="list-style-type: none"> • The Numbered Treaties <p>Textbook Reading: Francis, Chapters 1-3 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</p>
(Jan. 25)	<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 4-5 Discussion Reading: RESPONSE PAPER IN CLASS</p>
(Feb. 1)	<p>The Triumph of Industrialization (1885-1914)</p> <ul style="list-style-type: none"> • Regional Disparity • Nation-Building to 1914 <p>Immigration and Settlement</p> <ul style="list-style-type: none"> • Immigration Promotion • Nativism, Racism and Exclusion • Labour Policy and Immigration <p>Textbook Reading: Chapters 6-7</p>

	<p>Discussion Reading: Immigration Agent Reports (posted on the Moodle Site)</p> <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>RESPONSE PAPER IN CLASS</p> <p>Textbook Reading: Francis, Chapter 8</p>
(Feb. 8)	<p>The "National Question"</p> <ul style="list-style-type: none"> • Continentalism v. Imperialism • French Canadian Nationalism and Identity <p>The Great War (I)</p> <ul style="list-style-type: none"> • Canada Overseas: The CEF <p>Textbook Reading: Francis, Chapter 10</p> <p>Discussion Reading: None</p>
(Feb. 15)	MIDTERM
	READING WEEK: COLLEGE CLOSED
(Feb. 29)	<p>The Great War (II) and Aftermath</p> <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 <p>Textbook Reading: Francis, Chapter 10</p> <p>RESPONSE PAPER IN CLASS</p>
(March 7)	<p>Interwar Canada (I)</p> <ul style="list-style-type: none"> • Regionalism and the 1920s • A new day for Canadian women? • Politics, Society and Culture • Regional Resentment • Eugenics <p>Textbook Reading: Francis, Chapter 11</p> <p>Interwar Canada (II)</p> <ul style="list-style-type: none"> • The Great Depression • Collapse of the Two-Party System <p>Interwar Foreign Policy and the Road to War</p> <ul style="list-style-type: none"> • Canada and the League of Nations <p>Textbook Reading: Francis, Chapter 12</p>
(March 14)	<p>World War Two</p> <ul style="list-style-type: none"> • Canada Overseas • The Home Front • Internment <p>Textbook Reading: Francis, Chapter 13</p> <p>Discussion Reading: Selection from <i>Mutual Hostages</i>, on Moodle</p>
(March 21)	<p>Canada and the World</p> <ul style="list-style-type: none"> • Peacekeeper or Cold Warrior? <p>Economics and Society</p> <ul style="list-style-type: none"> • The Cult of Domesticity • The Sexual Revolution <p>Popular Culture</p> <ul style="list-style-type: none"> • What IS Canadian Culture? Expo '67 • American Influence <p>Textbook Reading: Francis, Chapters 14-15</p>
(April 4)	<p>Quebec and Confederation</p> <ul style="list-style-type: none"> • The Quiet Revolution • Rise of the Sovereignty Movement • The FLQ Crisis

	<p>Aboriginal Canada</p> <ul style="list-style-type: none"> • Organization and Resistance • The Treaty Process in the Courts <p>Textbook Reading: Francis, Chapters 16-17</p>
(April 11)	<p>Constitutional Reform</p> <ul style="list-style-type: none"> • Meech Lake and Charlottetown <p>Free Trade</p> <ul style="list-style-type: none"> • FTA and NAFTA <p>Canada in the 21st Century</p> <ul style="list-style-type: none"> • Chretien, Martin, Harper <p>EXAM REVIEW AND PREPARATION</p> <p>Textbook Reading: Francis, Chapters 18-20</p>

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
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College 2015-2016 credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found at <http://ilearn.keyano.ca/>. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

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

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office