

HI2610 / HIST 225

CANADA SINCE 1867

WINTER 2009

HI2610 Section B3: Tues/Thurs: 8:30 – 9:50pm, Room E305

HI2610 Section A3 / HIST 225 AU: Tues/Thurs: 10-11:20, Room E305

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 12-2:30, 4-6; T 11:30-2; W 12-2:30

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UNIVERSITY TRANSFER: UA, UC, UL, AU, AF, CU, CUC, KUC

This course analyses the problems, the institutions and the changing roles in Canada since Confederation and provides a base and some tools for inquiry into Canadian affairs. The course is organized chronologically and follows events from the creation of the Dominion of Canada in 1867 to the 21<sup>st</sup> century. The course aspires to move beyond the traditional colony to nation theme to examine the impact of the two World Wars, American relations, the changing role of women, immigration and cultural questions, and Canada's role in the world. In each case selected readings will introduce students to a variety of perspectives on these subjects. From this course students should gain an understanding of Canada's past as well as an appreciation of how historical forces have shaped our society. Students taking this course are not expected to have had any background in Canadian history.

Course Texts:

M. Conrad and A. Finkel, *History of the Canadian Peoples*, Volume II: 1867 to the Present (Fifth Edition, Pearson, 2008)

Thomas Thorner (ed.), *"A Country Nourished on Self-Doubt": Documents in Post-Confederation Canadian History* (Second Edition, Broadview, 2003)

**E-mail:** The instructor will use your GPRC e-mail for all course e-mail, you are responsible for checking this address.

Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

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**ASSIGNMENTS AND EXAMINATIONS:**

Class Participation	10%
Quizzes (3, the best 2 worth 2.5% each)	5%
Assignment #1 (Source Analysis)	10%
Assignment #2 (Research Report)	10%
Assignment #3 (Essay)	25%
Midterm Exam	15%
Final Exam	25%

**GRADING SYSTEM**

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is November 6.

Alpha Grade	4-point Equivalence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	Very Good First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Poor*
D	1.0	Minimal Pass*
F	0.0	Failure
<b>WF</b>	<b>0.0</b>	<b>Fail, withdrawal after the deadline</b>

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## DUE DATES

Assignment #1 (Sources)	January 29
Mid-Term Exam	February 24
Assignment #2 (Outline)	March 5
Essay	April 7

Assignments are to be submitted via e-mail or Blackboard before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 10% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, or faxed will not be accepted and will not become the responsibility of the instructor.

## TENTATIVE SCHEDULE

Note: Assigned sections from *"A Country Nourished on Self-Doubt"* should be completed prior to the class in which this material becomes the focal point of our discussions.

### January 6: INTRODUCTION

Discussion: How do you perceive change in Canada?

### January 8: THE CONFEDERATION HANGOVER

Readings: "Canadian Peoples...", 2-24

### January 13: FROM SEA TO SEA

Readings: "Canadian Peoples...", 25-33

### January 15: THE NATIONAL POLICY

Readings: "Canadian Peoples...", 36-43

### January 20: RIEL AND RESISTANCE

Readings: "Canadian Peoples...", 44-53  
"A Country Nourished...", chapter 3

Discussion: "Two Distinct Personalities": The Question of Riel's Sanity

### January 22: THE CANADIAN CENTURY

#### **Quiz #1**

Readings: "Canadian Peoples...", 56-60;75-93

### January 27: BOUNDARIES AND BOERS

Readings: "Canadian Peoples...", 61-73; 97-113

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**January 29: CANADA'S FIRST WORLD WAR – MILITARY EFFORTS**

**Assignment #1 (Source Analysis) Due**

Readings: "Canadian Peoples...", 162-168  
"A Country Nourished...", chapter 8

Discussion: "What is Our Duty?": Military Service in World War I

**February 3: RESEARCH WORKSHOP**

**February 5: CANADA'S FIRST WORLD WAR – THE HOME FRONT**

Readings: "Canadian Peoples...", 117-135;169-180

**February 10: A RETURN TO "NORMALCY"**

Readings: "Canadian Peoples...", 186-203; 229-243

**February 12: THE GREAT DEPRESSION**

Readings: "Canadian Peoples...", 206-226; 247-263  
"A Country Nourished...", chapter 10

Discussion: "This Is My Last Chance": Depression and Despair

**February 17 and 19 – Winter Break – No Classes**

**February 24: MIDTERM EXAM**

**February 26: APPEASEMENT AND THE "PHONEY WAR"**

Readings: "Canadian Peoples...", 265-268

**March 3: THE DARKEST DAYS AND THE ROAD TO VICTORY**

Readings: "Canadian Peoples...", 269-286  
"A Country Nourished...", chapter 11

Discussion: "The Question of Loyalty": Japanese Canadians and World War II

**March 5: SUBURBS AND SOVIETS**

**Assignment #2 (Research Report) Due**

Readings: "Canadian Peoples...", 336-340; 356-363  
"A Country Nourished...", chapter 13

Discussion: "A Glow of Fulfilled Femininity": Women in the 1950s and 1960s

**March 10: CANADA IN A BIPOLAR WORLD**

Readings: "Canadian Peoples...", 315-324

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**March 12: A KINDER, GENTLER CANADA**

Readings: "Canadian Peoples...", 291-304

**March 17: CANADA AT THE CENTENNIAL**

**QUIZ #2**

**March 16 - Last Day to Withdraw without Academic Penalty**

Readings: "Canadian Peoples...", 324-333

**March 19: SOCIAL ACTIVISM**

Readings: "Canadian Peoples...", 363-373

**March 24: TRUDEAUMANIA**

Readings: "Canadian Peoples...", 304-312  
"A Country Nourished...", chapter 16

Discussion: "Winter in Our Souls": Quebec and Independence

**March 26: A JUST SOCIETY**

Readings: "Canadian Peoples...", 423-440

**March 31: ANTI-TRUDEAUMANIA**

Readings: "Canadian Peoples...", 391-394; 404-406

**April 2: AMERICA LIGHT: CANADA UNDER BRIAN MULRONEY**

Readings: "Canadian Peoples...", 395-401  
"A Country Nourished...", chapter 17

Discussion: "The Slippery Slope": Free Trade and Canadian Culture

**April 7: CONSTITUTIONAL CONUNDRAS**

**Assignment #3 (Essay) Due**

Readings: "Canadian Peoples...", 407-421

**April 9: COMPLACENCY AND CHRETIEN**

**QUIZ #3**

Readings: "Canadian Peoples...", 442-457

**April 14: EXAM REVIEW**

**HAVE A GREAT SPRING/SUMMER!**

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## CLASS DISCUSSION GUIDELINES

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture find periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

## EXAM FORMAT

Both the midterm and final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. Both will be in multiple sections and provide a choice of questions. Both exams will use questions in the Identify and Explain and Essay styles. Further information will be provided before both exams.

## QUIZZES

History courses by their nature involve a lot of detail. By the end of the term, it's often difficult to recall the beginning. To help improve the retention of information, there will be three short answer quizzes which will take about 15 minutes to complete. The best two of these will count for 5% of your final grade.

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## COURSE ASSIGNMENT INSTRUCTIONS

This course consists of three assignments. The first is an assessment of a collection of primary sources within your reader. The second and third are part of your major research assignment for the term.

### **Assignment #1 – Source Analysis**

*Approximately 1,000 words (4 pages)*

Historians divide their sources into two categories. *Primary* sources are materials created at the time or by people with firsthand knowledge of the events in question. Examples include diaries, letters, photographs, newspapers, etc. Your reader *A Country Nourished on Self-Doubt* is a collection of primary sources.

Because primary sources are created by people at the time, they are the raw material of history. However, they are also created by people with strong attachments to the events in question and we must therefore be concerned with bias. You must learn to question your authorities, no matter how eminent.

In this assignment, you will choose three (3) documents from one of the following chapters in *A Country Nourished on Self-Doubt*

Chapter 1: “Our Rightful Place”: Continentalism, Imperialism or Nationalism  
Chapter 2: “The Insane Exuberance of Generosity”: Anti-Potlatch Legislation  
Chapter 4: “Unceasing Conflict and Unrelenting Determination”: Unions and Industrialization  
Chapter 5: “The Unfriendly Reception”: Immigration  
Chapter 6: “The smell of Good Green Earth”: Rural vs. Urban Life  
Chapter 7: “Perfect Justice and Harmony”: Votes for Women  
Chapter 9: “National Art”: The Group of Seven  
Chapter 12: “Cinderella of the Empire”: Newfoundland and Confederation  
Chapter 14: “The Very Essence of Canadian Identity”: Multiculturalism  
Chapter 15: “The Whites Were Terrorists”: Residential Schools  
Chapter 18: “A Cherished Reputation”: Peacekeeping  
Chapter 19: “Our Passion for Survival”: The Birth of Environmentalism

Your assignment will consist of an essay in which you examine each of the documents you have selected. Your essay should explore who the authors are of each document (you will need additional research for this – try the Canadian Encyclopedia or the Dictionary of Canadian Biography online), when each document was created and for what purpose. What insights does each document offer on the topic? Your essay should draw conclusions about the value and utility of each document for forming historical opinions. Which is the most useful and why?

### **Assignments #2 and #3 – Major Research Project**

For your major research project, you will have a choice of three types of project.

#### **Option #1 – Soldiers of the Peace**

This project will introduce you to quantitative history. In this project, you will identify twenty (20) soldiers who served in the Canadian Expeditionary Force in the First World War who originated in the Peace Region. You will accomplish this by first identifying appropriately aged individuals in the Canadian 1911 census, then cross-referencing these names with Library and Archives Canada’s database of attestation papers. Finally, you will run the names through the

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Peace Country Land Settlement database to see if you can gather any additional information. You will then identify characteristics of your data sample (are they mostly from England, are they mostly Irish in background, etc.) and compare it to secondary materials on Canada's soldiers in the First World War. Do the Peace region's soldiers vary from the national averages? How so? To try to explain why, use regional histories such as David Leonard's work.

More detailed instructions and resources will be on the assignment sheet.

### **Option #2 – Founding Families of Grande Prairie**

This option gives you a chance to make a valuable contribution to our local history. As part of the celebration of the hundredth anniversary of the settling of the region, the county of Grande Prairie is honouring families still residing on their original homesteads. In this project, you will sign up for one of these founding families on the list (it will be circulated in the first weeks of class). Then, using electronic databases (the Peace Country Land Settlement Database, the Canadian and American Census databases), relevant collections from the South Peace Regional Archives, interviews with family members and applicable secondary materials, you will trace the history of the family from past to present. The goal will be to write a family history of approximately 10 pages documenting the family's origins, its settlement in the region and its history since.

More detailed instructions and resources will be on the assignment sheet.

### **Option #3 – South Peace Regional Archives Project**

This option is not precisely defined yet, but will involve using the holdings of the South Peace Archives (located at the Grande Prairie Museum) to create an electronic resource and explore an aspect of local history. Further details on this option will be available on the assignment sheet to be circulated in the second week of class.

### **Assignment #2 – Research Report**

**Because this assignment is integral to the final essay, students must submit Assignment #2. If Assignment #2 is not submitted, Assignment #3 will not be accepted.**

**For Options #1 and #3** – For the first and third options, Assignment #2 will consist of submitting the electronic data gathered in your primary source research. This must be accompanied by a two page commentary describing how your research progressed, challenges you encountered, interesting observations you've already made and thoughts/concerns you have as you approach the essay.

**For Option #2** – For the second option, Assignment #2 will be a two page commentary outlining your research plan (what sources have you consulted thus far, what sources do you plan to consult), problems, observations and thoughts on the project, as well as any concerns you have regarding the final essay.

### **Assignment #3 – The Essay**

For all three options, the third assignment will be an essay of approximately 10 pages which addresses the major questions raised in each option. It **must** be properly documented using footnotes or endnotes – **no other form of citation is acceptable in history papers**. The essay should also be accompanied by a **bibliography** identifying the sources used in its preparation.



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## Points to Consider When Writing Your Essay

In marking your essay, the reader will consider the following points:

1. The Logical Development of the thesis. Without a general thesis or argument, an essay becomes an incoherent jumble of facts and opinions.
2. Relevance. The essay must deal with the argument, and side issues should be excluded.
3. Consistency. The various parts of the essay should hang together and not contradict one another.
4. Conciseness and Balance. An essay is an exercise in stating an argument in a concise manner. There is certainly no reason for being long-winded or repetitious.
5. Presentation:
  - a) Your language should be clear and precise. Care should be taken to choose precisely the right word or phrase to convey the meaning intended. Vague phrases or ambiguous expressions should be avoided.
  - b) All students should have a good dictionary and should use it. Incorrect spelling of words is inexcusable and is far too prevalent. Care should also be taken that the names of persons and places are correctly copied in full.
  - c) The paragraph, not the sentence, is the logical unit in an essay. A paragraph should express a complete idea and offer evidence in support of that idea.
  - d) Some thought should be given to punctuation. There are punctuation marks other than the comma and the period. College students should be able to use them to write complex sentences.
  - e) The essay should be a finished piece of work, not a mere draft. Do not use abbreviations, and read your essay over for mistakes before you turn it in. Proofreading is critical to producing a final paper. If possible, have someone else read your paper and offer suggestions. What seems clear to us is not always clear to our readers.

### Some Common Faults

1. Many essays demonstrate a lack of coherence and a tendency to irrelevance. These weaknesses spring not so much from a lack of knowledge as a lack of judgement. They can be overcome by keeping your subject clearly in focus. This is why students should first make a plan of their essay showing the course they intend to follow in their argument. Too often students' plans are formless, and so naturally are their essays. Some students work with simple charts. Others write detailed outlines, enumerating the major points of the thesis and the supporting evidence. Remember, it is far easier to revise an outline several times, than to rewrite an entire paper. Always keep in mind that your goal should be to introduce the thesis clearly, support it effectively, and then draw meaningful conclusions about it. Within each section of the essay ask yourselves: Does this section follow logically from the preceding one? Does it adequately support and develop the central thesis? Does it establish the necessary background for the section that follows?

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2. Most students spend too much of their time reading, and too little time in sorting out and digesting what has been read, constructing an argument and deciding on the form of the essay.
  3. Much of the irrelevance in students' essays springs from a failure to see exactly what the question is that they are required to answer. When the essay calls for a comment on a question, careful study should be given to its wording and a decision made as to which are the "key" words. These words should then be made the focal point, or core of your argument.
  4. Students often show a lack of discernment in their reading. It is not enough to read a number of different authors. You must show what weight you attach to their arguments, and why.
  5. Often there is a lack of judgement in the use of quotations. Quotations should be short and to the point. They should be used mainly because they state pithily some point you wish to elaborate, or some point you wish to cite or discuss. They should not be used in order to make other writers do your work for you, nor should they be left without comment. If the quotation is not poignant, put it into your own words and cite the author of the idea in a footnote/endnote.
  6. Many essays do not include an introduction or conclusion. In order to help the reader to understand the thesis of your paper and its structure, you should have a clear introduction and conclusion. In the introduction, you should indicate the thesis, purpose and scope of the paper. In the conclusion, you should summarize your major points, explain how they sustain your central thesis, and discuss the general implications of your essay.

### References

It is important that your essay be well documented. Academic standards require that all source material be acknowledged by the writer of an essay, not merely as a matter of common honesty or as an aid to the reader, but also as a validation of the writer's work. This means that you must give exact sources in your footnotes/endnotes for quotations and opinions taken from your authorities. It is not sufficient merely to give references for direct quotations. You must also give them for major statements of interpretation, paraphrased opinions, and statistics. Footnote/endnotes can also be used to qualify, amplify, or to make some incidental comments on the discussion in the text of the essay. Thus worthwhile material can be included which might otherwise disrupt the flow of the argument if introduced into the text. At the same time, it is necessary to use some discrimination. You do not need to give references for well known facts about which there is no dispute. Essays can have too many footnotes/endnotes or too few.

### Format

Each essay should include a title page with the author, course number and the name of the instructor. Essays must be typed and double spaced. Single spacing is restricted to lengthy quotes. Don't try to squeeze 12 pages of text in 6, or stretch 2 pages into 6, with the creative use of fonts, spacing and margins. If your paper runs short, it's a good clue that you need more detailed analysis. If it runs long, chances are you've summarized too much.

There are a number of ways in which information can be referenced. When writing a history essay you must observe the conventions of historians concerning footnotes/endnotes. Historians currently use the Chicago Style A (Chicago Manual of Style) or the Old MLA (Modern Language Association) format. An essay which does not contain footnotes/endnotes in one of these formats is not acceptable. If in doubt, consult a recognized style manual.

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### Footnotes/Endnotes

References in essays are to be given by means of numbered footnotes at the bottom of the same page as the passage to which they refer or at the end of the essay. Footnotes/endnotes should be numbered consecutively. In the text of your essay, the footnote/endnote number should immediately follow the passage or paragraph to which it refers. It should, if possible, be raised above the line in the text. In general, the first footnote/endnote for a source should contain the following information: (1) name of the author; (2) title of the work; (3) facts of publication; and (4) page number. For example:

Christien Le Clerq, New Relations of Gaspesia, in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 27.

Chief Peau de Chat, "Address to T.G. Anderson, vice-superintendent of Indian Affairs," Sault Ste. Marie, August 18, 1848 in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 414.

### Second and Later References

When a work has been cited in complete form, later references to it should be in shortened form ie.

Le Clerq, p. 31 or de Chat, p. 415.

Sample references and links to a guide will be available on Blackboard.

### Plagiarism / Academic Dishonesty

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."