University of Manitoba Faculty of Arts
HIST 1400 History of the Canadian Nation since 1867 CRN 15905
3 credit hours
Tuesdays and Thursdays 11:30-12:45
EITC E2 165

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Office hours: Monday, Tuesday and Thursday, 1:30 – 2:30 p.m.
Other times by appointment

1.Course Description:
This course surveys Canada's history from Confederation in 1867 to the present, with particular emphasis on how popular movements and collective resistance helped shape Canadian society, in the past and today. It uses a social history perspective that is attentive to gender, race, class, and to the experiences of Aboriginal people. In addition to the course text, which provides an overview of our topics, we will be reading scholarly and popular articles and examining primary sources, i.e., documents and images that were produced by people at the time of the events. Because this will be new to many students, we will be working on these materials in class. The course is designed to develop your critical thinking and writing skills, to introduce you to the use of primary sources, and to deepen your understanding of Canadian history. To get the most out of the course, attend regularly, ask questions in class, and plan ahead to be sure you have ample time to prepare assignments.

2. Required Texts:
Belshaw, John Douglas. *Canadian History: Post-Confederation*. B.C. Open Access Textbook, 2016. https://opentextbc.ca/postconfederation/ This is a free text available online. Students are encouraged to download it and read the required sections weekly.
Storey, William Kelleher, and Towser Jones. *Writing History: A Guide for Canadian Students*. 4th ed. Toronto: OUP, 2016. Available at the UM Bookstore and through online booksellers.
Most other course readings are available online and the URLs are provided. There will be an in-class workshop on accessing online sources in week 2.
Any items not listed above or available online will be posted on UM Learn.

3. Assignments:

	Weight	Due
Primary and secondary source essay #1	15%	one of 21 Sept./ 12 Oct./ 26 Oct.
Primary and secondary source essay #2	15%	one of 16 Nov./ 28 Nov.
In-class writing and participation	20%	from time to time in class
Mid-term test	20%	19 October
Final exam	30%	Final exam period

Students who have fulfilled course requirements will have at least 35% of their grade before the VW date, 17 November 2017.

1. Primary and Secondary source essays
This assignment is designed to introduce you to the way historians write history and to encourage you to think critically about both secondary and primary sources. Primary sources are documents, images or

other artefacts produced at the time by people or organizations involved in an event. Secondary sources are written after the event, such as academic or popular articles and books. Both are produced by people with an interest in the event, so are subject to interpretation. In this assignment, you should try to consider the way that history is a product of both kinds of sources.

Length: 1500 – 2000 words (6-8 pages, double spaced, 12-point font, standard margins) plus title page

Due: dates vary, depending on topic. You may write your essays on **two** of five possible topics, but you must submit at least one essay by 26 October:

1. The causes of the 1885 Rebellion and the government's response to it, due 21 September
2. Canadians' experiences of and reactions to the First World War, due 12 October
3. Canadians' experiences of and responses to the Great Depression, due 26 October
4. The causes of the October Crisis and the government's reaction to it, due 16 November
5. The events leading to the Truth and Reconciliation Commission and its role in Canadian history, due 28 November

- Use the primary and secondary sources for the relevant topic (marked with an *) and, of course, the textbook as sources for your essays. No additional sources are required.
- Special opportunity *only for students who write their first essay on topic 1*: if you want to improve your grade, you may write a third essay and I will count only the best two. The first essay MUST have been submitted on time.
- Please submit assignments in both hard copy and electronically on UM Learn, in Word format.

2. In-class writing and participation

At various times during the term, you will have opportunities to earn grades, clarify your comprehension of the material, and practice your writing skills with short in-class writing assignments. For clarity, these will be graded out of 5 but will be re-weighted and added in to your overall participation grade. These cannot be made up if you miss class.

You can earn participation grades by attending every class, having read the assigned material and thought about something to contribute, and by contributing in a thoughtful and respectful way to class discussions.

You must be in class to earn participation marks. If you miss class due to illness or other emergency, ask another student who looks like they are keeping up about what you missed. You may miss up to three classes without penalty; missing more than three will affect your participation grade.

Writing course requirements:

Students in this course will fulfill the University's W course requirement. I will provide feedback to you on style as well as content. Your written work, including in-class writing assignments, must be organized around a central argument that is clear, concise, and logically constructed, and your work must reflect an appropriate awareness of your audience.

Writing Tutors

Writing tutors provide help with a paper's organization, focus, thesis statement, coherence and clarity, citations, and more. Tutors' services are included in your student fees, so there is no charge. Students who consult a writing tutor for help with both essays and provide a receipt from the tutor will receive one 2% bonus. Register with the Academic Learning Centre and book appointments online at http://umanitoba.ca/student/academiclearning/

Format for submitted work

Please submit your written assignments on UM Learn in Word, not pdf or other formats.
Essays should have a title page that includes the essay title, your name, the date of submission, and the course name and number.
Please use 12-point font, standard margins, and double space and number your pages. Do not use fancy business-style templates.
In addition to handing in a hard copy of all written assignments (as per course instructions), please submit a copy of the paper electronically through UMLearn (as a Word document, not PDF or other format). The file name for the document should be as follows: SURNAME Given name Assign # HIST 1400"

Late submission of work

Essays are due by 11:59 p.m. on the due date.
I will allow everyone ONE automatic one-week extension on their essays, no questions asked. This applies only to the essays, and does not allow you to submit a third essay if you use it on topic 1. It does not apply to in-class work, the mid-term or final exam.
Once you have used your one extension, you will be penalized at the rate of 2% per day, weekends included, for lateness. I will make exceptions only in the case of extreme emergencies or life crises. Plan ahead.

How to Avoid Plagiarism

The University takes plagiarism very seriously. The penalties are severe and are listed at the end of this syllabus. To avoid plagiarism, write your essays in sentences you have composed yourself, and that are not copied from or modelled on another source. Do not paraphrase; explain the ideas as you understand them, not based on the way they appear in your source. Changing words in a sentence from a source is a form of plagiarism.
Always cite the source of any idea not your own or general knowledge, even if you do not actually quote. Use proper footnotes in the Chicago style.
Always enclose quoted words and phrases in double quotation marks ["text"] and cite the source precisely, in Chicago style.

Grading Scheme

A+ 90-100	A 80-89	B+ 75-79	B 70-74
C+ 65-69	C 60-64	D 59-50	F <50

Late papers will be penalized at a rate of 2% per day. The penalty will be waived in the case of documented serious illness or personal emergency (such as the death or serious illness of a close family member). Extensions must be arranged with me before the due date.

Class Schedule:

7 September: Introduction
All readings are from Belshaw, *Canadian History*, unless otherwise noted.

12-14 September: Confederation

1.3 The Age of Federation
1.4 Contributing Factors of Confederation

1.5 Constitutional Crisis
11.5 Aboriginal-Newcomer Relations since Confederation
In-class workshop on how to access online sources

19-21 September: Westward Expansion and the 1885 Rebellion

2.5 Canada Captures the West 1867-70
2.5 Canada and the First Nations of the West
2.7 Rebellion 1885
2.8 Making Sense of 1885
In-class film: McLaren, Ian. *This Riel Business*. DTO. Directed by Ian McLaren. NFB, 1974.

* [Secondary source] Russell, Peter H. "Can Canada Retrieve the Principles of its First Confederation?" In *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*, edited by Kiera Ladner and Myra J. Tait. ARP Books, Winnipeg, 2017, 77-91.
* [Primary source] "Letters & Diary Entries of Louis Riel Testimony, Letters Introduced as Exhibits for the Crown in the 1885 Trial." http://www.famous-trials.com/louisriel/850-exhibits

[*Use these sources, plus the textbook, for essay topic 1]

26-28: British and Other Immigrants

3.8 Early Women's Movements in Canada
5.2 Immigration and the National Policy
5.3 Immigrants by the Numbers
5.8 Race, Ethnicity, and Immigration
5.10 Female Immigrants and the Canadian State, 1860s through the 20th Century
5.12 The Chinese in Canada
7.8 Eugenics

3 October: Working People and the Struggle for Rights

3.4 Rise of a Working Class
3.5 Urbanization and Industry
3.6 Craft and Industrial Unions
3.7 Limits of Democracy
3.10 Summary

5 October: Thanksgiving break: no classes 5-9 October

10-12 October: First World War: Life on the Home Front

6.3 The Great War
6.4 Assessing Canada's War
5.9 Immigrants and War
3.9 The Great War and the General Strike

* [Secondary Source] Gallant, David Joseph. "Armageddon: Western Canadian Newspapers at the Outbreak of the Great War." *Manitoba History* 82 (2016): 35-40.
* [Primary source] excerpt from Blanchard, J. *Winnipeg's Great War: A City Comes of Age.* Winnipeg: University of Manitoba Press, 2010.

[*Use these sources, plus the textbook, for essay topic 2]

17 October: Winnipeg 1919

Higgins, Tim. "Winnipeg's Great War Legacy." *Manitoba History* 76 (2014): 19-22.
In-class film: film: *Bloody Saturday: The Winnipeg General Strike*. DTO. CBC Learning, 2007.

19 October: Mid-term test

24-26 October: Dirty Thirties

8.5 The Great Depression
7.6 Social Gospel
7.9 Reform Politics: 3rd Parties
6.8 Canadian Fascists

* [Secondary source] Patrias, Carmela. "Relief Strike: Immigrant Workers and the Great Depression in Crowland, Ontario, 1930–1935." In *A Nation of Immigrants: Readings in Canadian History, 1840s-1960s*, edited by Robert Ventresca, Paula Draper, and Franca Iacovetta. Toronto; Buffalo; London: University of Toronto Press, 322-358. [e-book available from UM Library]
* [Primary source] "Letters from Canadians to the Prime Minister about the Depression" http://www.canadianmysteries.ca/sites/norman/background/1930s/5394en.html

[*Use these sources, plus the textbook, for essay topic 3]

31 October- 2 November: Second World War: Race, Class, and Gender

6.9 The Road to WWII
6.10 Canada Goes to War
6.12 Status Indians and Military Service in the World Wars
6.15 The Home Front
6.16 Enlisted Women, Conscription, and the Zombie Army
6.17 Japanese Canadians and the Second World War
6.18 From V-E to V-J

[Primary source] Hopper, Tristin. "Rare Views of Japanese-Canadian Internment: 19 Images Remembering One of Canada's Darkest Hours. *National Post*, 14 December 2016. http://nationalpost.com/news/canada/rare-views-of-japanese-canadian-internment-19-images-remembering-one-of-canadas-darkest-hours/wcm/41505a4b-8711-49ce-b5d1-1e5293c947df

7-9 November: Building the Peace and Creating Medicare

8.12 The Postwar Settlement in Canada
9.4 The Cold War

Clement, Dominique, Will Silver, and Daniel Trottier. *The Evolution of Human Rights in Canada*. Canadian Human Rights Commission (2012): 7-20. https://www.chrc-ccdp.ca/sites/default/files/ehrc_edpc-eng.pdf

Brown, Lorne, and Doug Taylor. "The Birth of Medicare: From Saskatchewan's Breakthrough to Canada-wide Coverage." *Canadian Dimension*, 46, 4 (2012) https://canadiandimension.com/articles/view/the-birth-of-medicare

[Primary source] Barron, Sid. "…palpitation? Heart flutter?" 12 November 1964, *Toronto Star*, reprinted in, Pope, Felicity. "Political Cartoonists Respond to Medicare." *Canadian Bulletin of Medical History*, vol. 26, no. 2, (2009): 343.

14-16 November: 1970 October Crisis

9.9 Cold War in Quebec
9.10 The October Crisis
9.11 Quebec and the ROC

* [Secondary source] "October Crisis," *Canada's Human Rights History*, pages 1-6. http://historyofrights.ca/history/october-crisis/6/
* [Primary source] Documents on the October Crisis, *FLQ Manifesto 1970* http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/october/documents/FLQManifesto.pdf

[*Use these sources, plus the textbook, for essay topic 4]

22-23 November: Canada's First Nations: Treaties, Residential Schools, and Resistance

11.6 Living with Treaties
11.7 From Agricultural Training to Residential School
11.8 WWI to 1970
11.9 The Aqueduct and Colonialism
11.10 Canada and the Colonized, 1970-2002
11.11 Residential Schools

* [Primary source] excerpts from *The Survivors Speak: A Report of the Truth and Reconciliation Commission* Truth and Reconciliation Commission of Canada, 2015. http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors_Speak_2015_05_30_web_o.pdf

[*Use selections from this primary source, plus the textbook, for essay topic 5]

28-30 November: The Sixties and Beyond

7.10 The Second Wave of Feminism
9.17 The Sexual Revolution
11.2 Idle No More
12.7 Queer and Other Histories

5 December: 1990 Oka Crisis

Valiante, Giuseppe and Peter Rakobowchuk. "Oka Crisis deepened understanding of land claims in Canada: 25th anniversary dredges up difficult memories for those involved." CBC News, 7 July 2015 http://www.cbc.ca/news/indigenous/oka-crisis-deepened-understanding-of-land-claims-in-canada-1.3142239

In-class film: Obomsawin, Alanis, Wolf Koenig, and Colin Neale. *Kanehsatake: 270 Years of Resistance*. DTO. Directed by Alanis Obomsawin, NFB, 1993.
Watch the entire film free on YouTube: https://www.youtube.com/watch?v=7yP3srFvhKs

7 December: Review

University Policies

Unclaimed term work disposal

- Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Academic dishonesty:

- Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("Personation at Examinations" (Section 5.2.9) and "Plagiarism and Cheating" (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at http://www.umanitoba.ca/faculties/arts/student/index.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.
- The minimum penalty for plagiarism on a written assignment is F on the paper and may result in an F-DISC (discipline) in the course. This notation appears on the student's transcript. For repeat violations, this penalty can also include suspension from the Faculty of Arts for a period of up to 1 year.
- The minimum penalty for academic dishonesty in a test or final examination is F for the test/examination, and an F-DISC (discipline) in the course plus a suspension from the Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student's transcript. For repeat violations, the penalty may include suspension from the Faculty of Arts for a period of up to 5 years.

Student Resources

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): http://umanitoba.ca/student/academiclearning/. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: http://umanitoba.ca/student/studentlife/index.html .

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: http://libguides.lib.umanitoba.ca/history. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. http://umanitoba.ca/student/counselling/index.html

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. http://umanitoba.ca/student/case-manager/index.html

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. http://umanitoba.ca/student/health/

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. http://umanitoba.ca/student/advocacy

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group https://www.facebook.com/groups/422932261087799/ or emailing umhisau@gmail.com.