



UNIVERSITY OF
CALGARY

Department of History

HTST 213
Canada Since 1867
Winter, 2021

Instructor: Dr. Chris Hyland

Email: cjhyland@ucalgary.ca

Office Hours and Method: Monday afternoon 3:00-4:00 (Zoom link available through D2L)

Course Delivery: Online, Asynchronously

Originally Scheduled Class Times: MWF 11:00-11:50

Synchronous Class Times: None

Territorial Acknowledgement

For Surrey, British Columbia where Dr. Hyland resides:

- We work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt and Kwikwetlem peoples.

For Calgary, Alberta where the University of Calgary is located:

- I acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.

Description

This course examines Canadian history from Confederation, 1867 to modern Canada. Students will be introduced to the political, social, cultural, and economic history of post-Confederation Canada. They will examine change and conflict in a variety of areas including government policies, Indigenous rights, social welfare, Canadian American relations, cultural nationalism, women's roles, international affairs, labour relations, and multiculturalism. Students will examine a variety of perspectives on each of these topics and will gain an understanding of Canada's past, as well as an appreciation of the role of historical forces in shaping our current

society. The course involves lectures by the instructor, activities, and presentations. Students are expected to participate actively online through careful and close readings of the course materials, thoughtful responses, and informed assignment submissions.

Learning Outcomes

By the end of this course, students will be able to:

1. Identify, explain and assess the significance of key people, events, and processes that shaped the history of Canada, and how they impact modern movements, institutions and ideas.
2. Formulate and defend a thesis statement appropriate to the study of Canadian history, including the correct citation of source materials.
3. Demonstrate an ability to research and exploit secondary sources for assignments.
4. Demonstrate an ability to correctly identify main ideas and arguments in primary and secondary sources.
5. Use a wide variety of technology to express ideas – Word, PowerPoint, Video, Multimedia

Required Texts for Purchase

- This is a zero-cost for textbooks course. All readings are free and available online.
- Online Textbook - John Douglas Belshaw. *Canadian History: Post-Confederation*
 - <https://opentextbc.ca/postconfederation/>.
- All other readings available through the University of Calgary library or on D2L (PDFs).

Assessments

- All assessments will be uploaded to D2L.
- Please see individual assignment files, posted on D2L under “Content” for details.

Assessment Method	Weight	Due Date
1. Four Mini-Assignments	2.5%	1. January 22 (5:00pm)
	2.5%	2. January 29 (5:00pm)
	2.5%	3. February 26 (5:00pm)

	2.5% (10% Total)	4. April 15 (5:00pm)
2. Assignment #1 – Video Presentation	20%	February 12 (5:00pm)
3. Assignment #2 – Infographic/Poster Project	15%	March 12 (5:00pm)
4. Assignment #3 – Primary Source Analysis	25%	April 9 (5:00pm)
5. Final Examination – Take Home Exam	30%	April 19-29 (TBD)
6. Syllabus Quiz	1%	Bonus Mark!

On-Line Instruction Statement

1. This course will be delivered completely online and asynchronously. That means there will **NOT** be any regularly scheduled class meeting times.
 - a. The instructor’s role is to facilitate independent learning of the course material.

2. The instructor is available to help students:
 - a. Email – cjhyland@ucalgary.ca
 - i. Emails are usually answered within 24 hours, often much sooner. 48 hours may be needed for the weekends.
 - b. Zoom
 - i. This is the University of Calgary’s virtual meeting space where students and the instructor can meet “face-to-face” and interact
 - ii. Students are encouraged to request online meetings and such meetings will be fulfilled within reason and within the instructor’s schedule (don’t ask for a meeting on the weekend)

3. Respect the assignment deadlines:
 - a. Check the course schedule for assignment deadlines
 - i. Example: Assignment #1 is due week 5. That means your assignment must be uploaded to D2L by Friday February 12, at 5:00pm (Mountain Standard Time).

- b. Four mini-assignments need to be completed in this course. The mini-assignments are intended to be a substitute for classroom activities and participation. Upload your work on time.
 - i. Example: Mini-assignment #1 is due at the end of week 2 (Friday January 22 – 5:00pm MST).
 - c. Three assignments need to be completed to achieve full course credit. They must be uploaded to D2L by Friday 5:00pm (Mountain Standard Time) the week they are due.
 - i. Late assignments will be penalized one letter grade per day unless prior permission is granted by the instructor. Assignments more than 5 days late will receive a 0 grade.
 - ii. Extensions for assignments will only be given for medical or emergency reasons.
4. Submit work on D2L in the following way:
- a. Microsoft Word documents only. No PDFs, no Zip files, or hyperlinks to online documents will be accepted
 - i. Assignments not submitted in the correct format will receive a 0 grade.
 - b. All assignments must use an approved reference style: MLA, APA, or Chicago are acceptable
 - i. Choose a style you are comfortable with; just be consistent
 - c. Text should be 12 point and Times New Roman font
 - d. Include page numbers
5. Class attendance will not be taken
- a. However, 5-10 hours (or more) of work per week is expected. This includes “class time” reading and listening to lectures, reading course materials, and completing assignments.
 - b. The instructor encourages all students to be disciplined and focused. The setting of schedules and routines help with independent learning. Be aware of due dates and formulate plans to get assignments done.
6. All course materials will be available on D2L or through the UCalgary library. This is a zero cost for textbooks course.

- a. The D2L course website is a fluid document, so please check it regularly for ongoing additions and announcements. These additions may include lecture outlines, links to websites of interest to students, links to other materials, and other updates the instructor may find necessary.
- b. It is the students' responsibility to check the site regularly for additions.
- c. Students are responsible for any and all material posted on the website.
- d. The syllabus, guidelines and other materials will also be posted on the website. It is presumed that students will look at these files to ensure they are fully aware of academic writing guidelines and assessment parameters.

7. Assessment and Grade Dispute Resolution

- a. If you want to more clearly understand how the grade was earned and wish to improve, feel free to request a meeting for a more detailed discussion and for suggestions on how to improve your study or research processes. This can be done via email or virtual conference.
- b. If you believe that your assessment was given the incorrect grade, I encourage you to contact me immediately and discuss the situation. I am reasonable and will hear what you have to say. But be ready to provide authentic and genuine reasons to support your position.
 - i. If you simply “want a better grade” or need a better grade because you want to graduate, took the course to boost your GPA, need a higher grade for funding, then that is not grounds for having the grade increased.
- c. After consultation with the instructor, should you continue to disagree with a grade, you may request formal reassessment according to the following procedure. Please note that this formal reassessment may raise *or lower* a grade.
 - i. Fill out the following form:
 1. https://arts.ucalgary.ca/sites/default/files/teams/21/Arts%20Reappraisal_Termwork_March%202020.pdf

8. Sensitive and controversial topics

- a. Some topics in this course are inherently controversial, disturbing and may make students feel uncomfortable (Oppression of Indigenous Peoples, attritional warfare, Japanese internment, etc.). I encourage students to face these topics directly and critically examine them without instant condemnation or ridicule. Pause and reflect, and don't shoot the messenger.

Learning Technologies Requirements

Students are expected to have the technology to permit online learning and access UCalgary services.

1. Electronic device to video conference, access class lectures, read online, do research, and compose assignments
2. Consistent WIFI or broadband Internet connectivity
3. Updated software such as Word, web browser, and PowerPoint

Inclusiveness and Accommodation

- As your instructor, I am committed to creating an inclusive learning environment for all registered students:
 - If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course.
 - Such accommodation may include disability (physical or mental wellness, whether visible or not), the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.
- Students may not record in any format any activity that occurs in this class.
 - Permission to record lectures will only be given to students registered with Student Accessibility Services.
 - All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances

Guide to Communicating in Online Classrooms

1. Communicating online for learning is different than communicating online for fun. When you communicate online, remember that you are relying on the written word, so you don't get to see a person's body language or hear the tone of their voice, which can lead to misunderstandings. This guide will help you navigate communicating in an online classroom.

2. When communicating online, it's important to:

- Consider what it means to be respectful online in a classroom setting.
- Consider who your audience is and what they need. For example, if your professor is grading a discussion post, they'll want you to use full sentences and cite your ideas because they are evaluating these skills. If you're chatting with classmates, they just need your ideas clearly and concisely.
- Consider how you're creating space for others to participate.
- Consider the purpose and intention of the message.
- Consider that others are doing the best they can – assume good intent.
- Consider that the classroom space is different than a social media space. Honor confidentiality within the online class.

3. Respectful Spaces

- Like any classroom, online classes are communities. As a community member, you are expected to adhere to the values of our University of Calgary community: respect, safety, civility, inclusiveness, and freedom from harassment and discrimination.
- That means that we must balance academic freedom with creating a community where all students are welcome and included. For example: we would debate how the university could better support international students but we wouldn't debate *whether* international students should be at the university.
- As part of your learning experience, you will be encouraged to take risks, but these risks must not be at the expense of others.

4. Security

- Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Beware of phishing. Don't click on any link that you don't recognize.

5. Communication Tips

- Use clear and concise language.
- Ask your instructor how they would like to be addressed (Professor, Dr., Ms, etc) and share how you would like to be addressed.
- Use language that's appropriate to your purpose. For example, you might use emoji and slang in a chat with your group members, but that likely wouldn't be appropriate in a formal discussion post.
- Avoid using all caps, since this can be seen AS SHOUTING.
- Be cautious with the use of humor or sarcasm, since your tone can be lost, and your message might be misunderstood.

6. Sending Your Instructor an Email

- Remember that your instructor's job is helping you to succeed. They want you to contact them. Communicating early and often is especially important in an online environment.
- When emailing your instructor, remember:
 - Have a clear subject line, so your instructor knows why you're writing.
 - State what class and section you're in.
 - When possible, give a specific question. For example, if you write, "I don't understand the homework," it will be hard for your instructor to give you useful advice. If you write, "I was confused about the length of the discussion post for this week," your instructor can be much more helpful.
 - Even if your question is urgent, take a moment to read it before you send it to make sure it's clear.

7. Posting on a Discussion Board

- When posting on the Discussion Board in your online class, you should:
 - Make posts that are on topic and within the scope of the course material.
 - Refer to the instructions to determine if you are all to respond on one thread or if there are groups or if each person posts a new thread.
 - Review and edit your posts before sending.
 - Always give proper credit when referencing or quoting another source (link to the citation guide).
 - Be sure to read all messages in a thread before replying.
 - Don't repeat someone else's post without adding something of your own to it.
 - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
 - When you disagree with someone, make sure to criticize the idea rather than the person. Before ending your post, imagine your classmate opening your message and reading it.

Schedule: Short Form

Week	Date	Topic & Reading	Assignments/Due Dates
1.	Jan. 11-15	Introductions and Orientation Confederation	1. Syllabus Quiz 2. Discussion Post Introduction and Welcome (January 15 - 5:00pm)
2.	Jan. 18-22	The National Policy	Mini-Assignment #1 – January 22 (5:00pm)
3.	Jan. 25-29	The Impacts of Regionalism	Mini-Assignment #2 – January 29 (5:00pm)
4.	Feb. 1-5	Indigenous Peoples of Canada to 1900	
5.	Feb. 8-12	Visions of Canada: Continentalism, Imperialism and Nationalism	Assignment #1 Due – February 12 (5:00pm)
	Feb. 14-20	Term Break – No Classes	
6.	Feb. 22-26	Urban and Industrial Growth and their Impacts	Mini-Assignment #3 – February 26 (5:00pm)
7.	Mar. 1-5	Canada and the First World War	
8.	Mar. 8-12	Interwar Canada: 1919-1939	Assignment #2 Due – March 12 (5:00pm)
9.	Mar. 15-19	Canada and the Second World War	
10.	Mar. 22-26	The Beginning of Modern Canada, 1945-1960	
11.	Mar. 29 – 1	Indigenous Peoples of Canada: 1900-2000	
12.	Apr. 6-9	Canadian Women: 1960-2000	Assignment #3 Due – April 9 (5:00pm)
13.	Apr. 12-15	Multiculturalism	Mini-Assignment #4 – April 15 (5:00pm)
	Apr. 19-29	Final Exam – Take Home	

Schedule: Long Form

Week One: Introductions and Confederation

January 11-15

Lecture: Confederation and Nation Building

Readings: Belshaw Textbook – Chapter 1 – “Confederation and the Peoples of Canada”

Assignments:

- **Syllabus Quiz**
- **Discussion Post – Self-Introduction and Welcome**
 - Due – January 15 – 5:00pm
 - This post will not be graded

Week Two: The National Policy

January 18-22

Lecture: The National Policy

Readings:

- Belshaw Textbook – Chapter 2 – “Confederation in Conflict”
- Find the book *Reconsidering Confederation: Canada’s Founding Debates*, edited by Daniel Heidt in the UCalgary Library
 - Read Chapter 9 “Creating New Provinces: Saskatchewan and Alberta” by Bill Waiser (pages 213-232)

Assignment: Mini-Assignment Post #1 – Due on January 22 (5:00pm)

Week Three: The Impacts of Regionalism

January 25-29

Lecture: Regionalism in Canada

Readings:

- Belshaw Textbook – Chapter 4 – “Politics and Conflict in Victorian and Edwardian Canada”

- Find the book, *Challenging Frontiers: The Canadian West*, edited by Lorry Felsky and Beverly Rasporich, in the UCalgary library
 - Read the chapter, “Regionalism, Landscape, and Identity in the Prairie West,” by R. Douglas Francis

Assignment: Mini-Assignment #2 – Due on January 29 (5:00pm)

Week Four: Indigenous Peoples of Canada and the Federal Government to 1900

February 1-5

Lecture: Indigenous Peoples of Canada and the Federal Government to 1900

Readings: Belshaw Textbook – Chapter 11.3-11.7 – “First Nations from Indian Act to Idle No More”

Assignment: Start working on Assignment #1

Week Five: Visions of Canada – Continentalism, Imperialism, and Nationalism

February 8-12

Lecture: The Competing Visions of Canada

Readings: None

Assignment: Assignment #1 – Due on February 12 (5:00pm)

Term Break – No Classes

February 14-20

Term Break – No Scheduled Classes or Course Work

Week Six: Urbanization and Industrialization

February 22-26

Lectures:

- Urban and Industrial Growth

- Impacts of Urban and Industrial Growth

Readings:

- Belshaw Textbook – Chapter 3 – “Urban, Industrial, and Divided: Socio-Economic Change 1867-1920”
- Find the book *The Limits of Labour: Class Formation and the Labour Movement in Calgary, 1883-1929*, by David Bright in the UCalgary library
 - Read Chapter 1 “From Cow Town to Hub of Industry” (pages 17-30)

Assignment: Mini-Assignment #3 – Due on February 26 (5:00pm)

Week Seven: Canada and the First World War

March 1-5

Lecture: Canada and the First World War

Readings: Belshaw Textbook – Chapter 6.1-6.8 – “The War Years, 1914-1945”

Week Eight: The Interwar Years: 1919-1939

March 8-12

Lectures:

- Canada 1919-1929
- Canada and the Great Depression 1929-1939

Readings: None

Assignment: Assignment #2 – Due on March 12 (5:00pm)

Week Nine: Canada and the Second World War

March 15-19

Lecture: Canada and the Second World War

Readings: Belshaw Textbook – Chapter 6.9-6.19 – “The War Years, 1914-1945”

Assignment: Forum Post “The Halfway Point in the Course”

Week Ten: Post-Second World War Society

March 22-26

Lecture: Canada 1945-1960: The Beginnings of Modern Canada

Readings: None

Week Eleven: Indigenous Peoples of Canada: 1900-2000

March 29 – April 1

Lecture: An Evolving Relationship: Indigenous Peoples of Canada and the Federal Government 1900-2000

Readings:

- Belshaw Textbook – Chapter 11.8-11.13 – “First Nations from Indian Act to Idle No More”

Assignment: Start working on Assignment #3

Week Twelve: Women’s Experiences 1960-2000

April 6-9

Lecture: Canadian Women, 1960-2000: Two Steps Forward and One Step Back

Readings: None

Assignment: Assignment #3 – Due on April 9 (5:00pm)

Week Thirteen: Multiculturalism

April 12-15

Lecture: The Making of the Multicultural State

Readings:

- Find the PDF on D2L *Selling Illusions: The Cult of Multiculturalism in Canada*, by Neil Bissoondath

Assignment: Mini-Assignment #4 – Due on April 15 (5:00pm)

Final Examination

- Final Exam Period - April 19-29
- Take Home Exam
- Two Essays
- See D2L for announcements on timing and instructions

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

Plagiarism:

Plagiarism occurs when students submit or present the ideas and/or written formulations of others as if they were their own or when they submit their own work to two different classes. (In other words, it is possible to plagiarize oneself.) Please see *The History Student's Handbook* (<https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, Section K: "Integrity and Conduct" (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted reading material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean

that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points

Campus Security and Safewalk (220-5333)

Department Twitter @ucalgaryhist