



Department of History

HTST 213
Canada since 1867
Winter 2022

Instructor: Nancy Janovicek

Email: njanovic@ucalgary.ca

Office Hours and Location/Method: Wednesday: 3:00 – 4:00; Thursday: 11:00 – 12:00; in person or via Zoom

Classroom Location, Days and Times: ENE 243, M/W/F: 11:00 – 11:50

Course Delivery: In person

Description

History helps us understand Canada today. We live in a complex global economy and make difficult decisions about the kind of future we want for ourselves and for our communities every day. How does colonialism continue to shape Indigenous-settler relations? What role should Canada play on the world stage? What kind of policies should govern our lives and who should develop these policies? What is the most effective way to influence policy? Should we protect tradition or embrace change?

We're not the first generation of Canadians to grapple with these difficult questions. This course examines the social, cultural, political, and economic developments in Canada since 1867. We'll discuss how past generations have debated these issues and how they have engaged with their communities and governments to shape Indigenous-settler relations, citizenship, democracy, and national identities.

Learning Outcomes

Through successful completion of this course, which includes regular attendance, reading assigned materials, and participating in discussions, students will be expected to:

- Discuss patterns of economic, social, political, and cultural continuity and change in Canadian history since Confederation.
- Understand how settler-colonialism has shaped political, economic, and cultural developments.
- Explain how gender, race, class, ethnicity, citizenship, and sexuality have shaped experiences.

Reading Material

Both texts are required and are available for purchase at the university bookstore:

- Margaret Conrad, Alvin Finkel, and Donald Fyson, Revel for *History of the Canadian Peoples: Volume II 1867 to Present*, 7th ed.
- Mary Jane Logan McCallum and Adele Perry, *Structures of Indifference*

Additional readings for written assignments will be posted in the guidelines for essays, which will be posted on D2L.

Assessment

Method	Description	Due Date	Weight
Revel Quizzes & Assignments	Assigned quizzes & discussions in Revel	Throughout the term	15%
Written Assignment 1	Position Paper: <i>Structures of Indifference</i>	January 28	20%
Written Assignment 2	Understanding Historical Debate	March 18	30%
Final Exam	Essay answers	Scheduled by Registrar	35%

Grading Policies

Assignments are graded as a letter grade and then recorded as points in D2L. If you have questions about your grade, please speak first to the person who graded your paper to understand how to improve your writing and analysis for the next assignment.

It is in your best interests to meet deadlines for the papers so that you receive timely feedback to help you with the next assignments. Students who make arrangements with me before the assignment is due will receive an extension. I do not require an explanation or documentation, but as a professional courtesy, I do insist that you send an e-mail to ask for an extension.

Details on Methods of Assessment

Written assignments must be submitted electronically on D2L by midnight on the due date. You must have a University of Calgary IT account to access D2L. Students will submit their papers to the Digital Dropbox. Students are responsible for making sure that their work is submitted.

I expect that all papers will have a clear thesis statement, be well-organized, and have a logical argument supported by evidence. You should read [*The History Student's Handbook: A Short Guide to Writing History Essays*](#), which is available on the History Department Website.

Use footnotes to reference your essays and follow the format outlined in *The History Student's Handbook*. You may also refer to *The Chicago Manual of Style*, 17th Edition, available on-line at the Taylor Family Digital Library. Include a bibliography for your papers.

Detailed guidelines for the written assignments will be posted on D2L.

Revel Quizzes and Assignments (10%): The Revel platform of the textbook includes quizzes at the end of each chapter. Students are required to complete the quizzes and selected assignments on the platform.

Position Paper (15%): Students will write a short essay (650-700 words/2 ½ pages) based on *Structures of Indifference* that examines the ongoing impact of settler colonialism on Indigenous peoples in the health care system. To prepare for this essay, read the book before the discussion on January 21.

Understanding Historical Debate (25%): The purpose of this assignment is to learn how to analyze historical debates. In a short essay (1,200 – 1,250 words/5 pages) students will identify the thesis of each article, write a critical discussion of each article, and compare the arguments put forward by the authors.

Final Exam (30%): The final exam will be scheduled by the registrar. It is a closed-book 2-hour exam. Study questions will be distributed before the review on the final day of class.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

Date	Topic & Readings
Week 1: January 10 – 14	Introduction & Confederation <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Introduction & Chap 1
Week 2: January 17 – 21	Nation-Building and Indigenous Settler-Colonial Nations <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chap 2
Friday, January 21: Discussion of <i>Structures of Indifference</i>	
Week 3: January 24 – 28	The New Industrial Order 1867 – 1914 <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chap 3
Assignment 1 Due: Friday, January 28	
Week 4: January 31 – February 4	Migrations, Ethnicities, and Nations <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chap 4
Week 5: February 7 - 11	Political and Economic Development, 1867 – 1920 <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chap 5
Week 6: February 14 – 18	Social Reform, 1880 – 1920 <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chap 6
February 21 – 25 Reading Week – No Classes	
Week 7: February 28 – March 4	Canada and the Great War <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chap 7
Week 8: March 7 - 11	The Interwar Years and the Great Depression <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chaps 8 & 9
Week 9: March 14 - 18	WWII & Postwar Canada <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chaps 10 & 11
Assignment 2 Due: Friday, March 18	
Week 10: March 21-25	Quebec and the Quiet Revolution <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chaps 12 & 13
Week 11: March 28 – April 1	Social Change in the 1960s and 1970s <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chap 14 & 15
Week 12: April 4 – 8	The Constitutional Debates <ul style="list-style-type: none"> • Conrad, Finkel, Finlayson, Chaps 16 - 18
Week 13: April 11	Review

University Closed April 15-18. Final Exam to be scheduled by registrar during exam period (Apr 19-29).

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course 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](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's 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 calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These

materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

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 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. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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 [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022 (in-person)