



## Department of History

HTST 337  
Twentieth Century Canada  
Spring 2022

**Instructor:** Dr. Kevin Anderson

**Email:** [kevin.anderson2@ucalgary.ca](mailto:kevin.anderson2@ucalgary.ca)

**Office Hours and Location/Method:** Online through Zoom, by appointment

**Classroom, Days and Times:** SB 146, TR 12:00-2:45

**Course Delivery:** In-person. I will upload slides following class, but I will not be recording lectures.

**Teaching assistant:** Kelsie Walker

**Email:** [kelsie.walker@ucalgary.ca](mailto:kelsie.walker@ucalgary.ca)

### Description

This course will introduce you to some of the major themes and debates that characterized twentieth century Canada. Each week will explore four interweaving themes within a specific timeframe: French-English tensions, rights, and restrictions of said rights, colonialism (Indigenous-settler relations), and the shifting importance of “Britishness” and the British connection.

### Learning Outcomes

- Be able to think critically.
- Approach social categories and norms (e.g., gender roles, heteronormativity, white supremacy) with thoughtful skepticism and through a historicized lens.
- Critically analyze the agency and voice of marginalized populations.
- Situate “the Other” as a consistent general (although always changing in specific content) category in Canadian culture and society.
- Critically analyze and historicize manifestations of Canadian identity and Canadian nationalism.
- Understand contemporary issues and debates using historical context.
- Be able to write a coherent academic essay with a consistent, clear thesis.
- Critically read scholarly articles and monographs and be able to discern key arguments, evidence, and how it fits in a wider literature.
- Be able to integrate scholarly learning with lived experience but accept that one’s own experience is not the only experience.

## Reading Material

All readings will be provided by the instructor as either links in the course outline or uploaded as PDFs to D2L. **Students can expect to read between roughly 50-75 pages of material each week.**

## Assessment

Method	Due Date	Weight
Quizzes	Various	20%
Participation	Various	15%
Primary and Secondary Source Quiz	Thursday, May 12	2.5%
Research paper	June 10, 5:00 PM	35%
Take-Home Final exam	June 22, 5:00 PM	27.5%

## Grading Policies

You will receive percentages through the gradebook in D2L. All assignments will be submitted through D2L, and all grades will be available through D2L. Only the instructor can grant extensions on due dates, usually on compassionate grounds or due to extenuating circumstances (e.g., a death in the family or among friends, health issues including but not limited to COVID-19).

If you submit an assignment late without an agreed upon extension, you will be deducted a third of a letter grade per day. E.g., if you submit an assignment two days late and the original grade was a B+, it will now be a B-.

If you want to discuss your grade, you need to have a clear reason for revisiting it beyond that you do not like the grade. Please contact the person who originally evaluate your assignment; if you cannot come to an agreement, contact the instructor who will then do a re-evaluation of the grade.

## Details on Methods of Assessment

All assignments should be double-spaced, written in 12-point font (Times New Roman is a very common font), with reasonable margins, and page numbers. You do not need to include a title page, but do need to ensure your name, the instructor's name, and the course number is included at the beginning of the assignment.

**Quizzes, Multiple-choice:** The **FOUR** quizzes are open book, meaning you can access your notes. Each quiz will test your knowledge and comprehension of the lectures and readings. Each subsequent quiz will then test your knowledge and comprehension of the lectures and readings *since* the previous quiz.

Upon entering a quiz, you will have **one hour** to write it, with no re-dos. Each quiz will be opened on the **Friday, 1:00 PM** of the corresponding week and will be available for completion until the **following Tuesday, 11:59 PM**.

**Schedule:** Quiz #1: open from May 13-17  
Quiz #2: open from May 27-31  
Quiz #3: open from June 3-June 7  
Quiz #4: open from June 10-June 14

**Participation:** Participation will be evaluated based on involvement in group discussion in-class, often taking place both Tuesday and Thursday. Discussion questions will be based on readings from the week, and/or a film watched during class. Attendance is a prerequisite for a high participation grade. You will submit your answers through a dropbox folder on D2L by **11:59 PM** of the day the questions were assigned.

**Primary and Secondary Source Quiz, May 10:** You will write an in-class quiz identifying whether a listed source is a primary or a secondary source. It is worth **2.5%** of your final grade. The instructor will provide a review during lecture on **Tuesday, May 10** and the quiz will take place **during class on Thursday, May 12**. You will have 30 minutes to complete this quiz.

**Research paper, 8-10 page, June 10, 5:00 PM:** You **must include at least 5 scholarly secondary sources and 2 primary sources** in your final paper. Readings from the course outline **will not** count toward the total source number. Your essay should include a clear introduction that describes your topic and advances your thesis (your argument, what you are trying to convince the reader of). Your thesis should be supported with well-organized paragraphs that present evidence from your sources. The essay should conclude by reiterating the thesis and summarizing the evidence that has demonstrated its validity. Sources, quotations, and any information you include that you are aware is not your own and is not common knowledge needs to be cited in the paper. Direct quotations need to be placed inside of quotation marks **and** include a citation.

**Primary sources** are usually created at the time of an event, usually by someone with direct firsthand knowledge of the event(s) taking place (e.g., newspaper articles from the period, diaries, court cases, government documents, personal correspondence, cartoons, blogs).

**Scholarly sources (or secondary sources)** are usually created after an event (even if soon after) and are usually created by an academic (sometimes by journalists) (e.g., articles from a scholarly journal, monographs, or edited collections [including single chapters from a collection] published by an academic press).

Book reviews (even if contained in a scholarly journal) **are not** considered scholarly sources for the purpose of this essay. **Nor are encyclopedia articles or textbooks.** You can use these sources to get started, but they will not count toward your final scholarly or primary source number.

**Take Home Final Exam, 25%:** Essay-based. The exam will be uploaded to D2L by **Friday, June 17, 1:00 PM, and is due by Wednesday, June 22, 5:00 PM.** The final exam is open book, meaning you can access your notes while writing it, but you **cannot** work with your classmates to complete this exam. You will be given roughly three essay questions based on the major themes covered in the course. You will select **one** question and provide an answer in the form of

a complete essay, with an introduction, a thesis, body paragraphs that support your argument, and a conclusion. Integrating relevant readings, with proper citations, is an important part of the exam.

An exam review will be provided.

### **Citations**

Sources and quotations need to be cited in all written assignments using the Chicago Manual of Style, Notes and Bibliography citation system (footnotes or endnotes, with a bibliography).

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

### **Academic Integrity Statement**

Peer support and collaboration is important to learning and to maintaining a good school-life balance.

Studying together is acceptable and is encouraged. You can communicate through whatever means you choose to form questions for the teaching assistants and/or instructor, to better understand readings, to better understand major course concepts, to identify major course themes, and to commiserate in general on how the course is going.

You **CANNOT** communicate with each other about the class, whether online or through **ANY** other means, during **QUIZZES and the EXAM** as these are meant to evaluate your individual knowledge and ability to analyze the course material. Any evidence of this will result in a zero on the assignment and an academic misconduct investigation.

### **Learning Technologies Requirements**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)). To successfully engage with the material, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; broadband internet connection.

**Reading and Topic Schedule: Students can expect to read between roughly 50-75 pages of material each week.**

**Week 1** (May 4-6)

Class orientation; Canada, c. 1900

Readings: none

Class discussion: none

Quiz: none

**Week 2** (May 9-13)

c. 1900-1939, Part I

Readings: TBA

Class discussion: yes

Quiz: Quiz #1

In addition: **Primary source quiz!!!**

**Week 3** (May 16-20)

c. 1900-1939, Part II

Readings: TBA

Class discussion: yes

Quiz: none

**Week 4** (May 24-27)

c. 1940-1969, Part I

**Victoria Day on Monday; school is closed**

Readings: TBA

Class discussion: yes

Quiz: Quiz #2

**Week 5** (May 30-June 3)

c. 1940-1969, Part II

Readings: TBA

Class discussion: yes

Quiz: Quiz #3

**Week 6** (June 6-June 10)

c. 1970-1999, Part I

Readings: TBA

Class discussion: yes

Quiz: Quiz #4

In addition: **Research essay due!!!**

**Week 7** (June 13-16)

c. 1970-1999, Part II

Readings: TBA

Class discussion: none  
Quiz: none  
In addition: **Exam review!!!**

Exam period: June 20-22  
**There is no registrar-scheduled final exam.**

**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.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
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 (i.e., 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 contains 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**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## **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. If 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 and gender-based 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**

*Updated March 2022*