



**Faculty of Arts
Department of History
Course Outline
Fall 2022**

**HTST 623.11
Topics in Canadian history (Regions and Nation)**

Instructor: George Colpitts

Email: colpitts@ucalgary.ca

Office Hours and Location: Mondays 9:00 by zoom, link in course blackboard

Fridays 13:00 in my History Dept Office SS614

Note: October 21 and 28 Friday office hours are cancelled

Classroom and time: SS 613, Wednesdays, 1400- 16:45

Course Delivery: in person

Description:

If Canada is a nation of regions, “limited identities,” and transnational relationships, how do Canadian historians deal with their national past? Is the national story arc still valid in an era of the decentralized state and globalization? If Canada is better seen through regional perspectives, do histories of geographically and imaginatively distinctive regions add up to more than the sum of their parts? This seminar introduces students to the national history of Canada through the different optics of regionalism and variant models of metropolitanism, liberalism, heartland/hinterlands theory, bioregionalism, and transnationalism. Through books and article readings, students interrogate the methodological and theoretical challenges arising in understanding Canada’s past.

Learning Outcomes

By the end of this course, successful students will be able to critically assess the various narrative forms used by Canadian historians and will be in a better position to apply their insights to their own work in history. They will gain a larger understanding of pre- and post-Confederation Canadian history by examining examples of national, regional, bioregional, and transnational histories. By meeting in a collegial and respectful manner in seminar, students will gain skills in exchanging and debating ideas, public speaking, and presentation. The written assignments in the course will enhance their skills in effective writing and as essayists.

Reading Material

The course's reading materials will be available in ebook form or article links through the university library. Most of the readings will be provided in the course D2L where in some cases, the instructor will provide PDFs of chapters and articles.

Assessment

Method	Due Date	Weight
Participation	Throughout term	20%
Term Paper Proposal	October 5, before class	15%
Book Review	November 16, before class	25%
Term Research or Historiographical Paper	December 14, before noon.	40%

Grading Policies

Each assessment item will be assigned a letter grade, according to the grading scale appearing below. Each student's final grade in the course will be calculated by adding up the weighted numerical values corresponding to the letter grade for each assessment item, and then converting this numerical value back into a letter grade. However, an MA student who misses more than two classes for unexcused absences will not receive a grade above an A- in the course. An "excused absence" is one which is caused by events beyond the reasonable control of the student, such as personal illness or a family emergency. The grade for the course and whether or not a student passes it will be based on the student's accumulated score and will not depend on passing any particular component of the course. A penalty of half a letter grade (e.g. from A to A-) may be imposed for every 24-hour period, or part thereof, that an assignment is late. Extensions are available when necessary. Students should communicate with the instructor if they are facing personal issues/crises affecting their performance in seminar or the quality of their assignments.

Details on Methods of Assessment

All written assignments are to be sent to the instructor by email attachment (colpitts@ucalgary.ca). The assignment should be sent in Microsoft Word format before noon on the assignment's due date.

Book reviews are to be no more than 1000 words long. Each review will be of a single book. Students are NOT to consult published book reviews in developing their own reviews.

More information, including a list of books to choose from, will be provided by the instructor the first week of the semester.

Major Research Essay/ Historiographical Essay: A student choosing to write a major research essay will have the opportunity to explore an aspect, theme, or moment in Canadian history,

choosing a narrative form discussed in this seminar. As an alternative to the major research paper, the student can choose to write a historiographical essay focussing on one of the various narrative forms we discuss in this seminar (whether national, regional, transnational, bioregional, local, etc.). More information will be provided by the instructor on the requirements of the research/ historiographical essay within the first weeks of the semester.

All students must submit a term paper proposal, no more than 1000 words in length, following the instructions provided them in the first week of the seminar.

Learning Technologies Requirements

Students will need a computer and internet access to use D2L and gain access to linked readings. Students who want to meet the instructor in the Monday office hour will need zoom access.

Inclusiveness, Accommodation, Privacy, and Conduct

This seminar is designed to encourage everyone to participate. It is important that each student feels that their point of view is valued by the others in the class. 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.

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

Schedule and Readings:

NOTE: all readings are available in the HTST 623 Library Resources page

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/14916088680004336?auth=SAML

Date	Topic & Reading	Important Dates
September 7	Introduction to seminar and seminar organization	
September 14	<i>The National Narrative</i> Steve Penfold, “‘Our New Palace of Donut Pleasure’: The Donut Shop and Consumer Culture, 1961-1976,” in <i>The</i>	

	<p><i>Donut: A Canadian History</i> (Toronto: University of Toronto Press, 2008), 51-96.</p> <p>Christopher Dummitt, “After Inclusiveness: The Future of Canadian History,” in <i>Contesting Clio’s Craft: New Directions and Debates in Canadian History</i>, ed. Christopher Dummitt and Michael Dawson (London: Institute for the Study of the Americas, 2009), 98-122.</p> <p>Jocelyn Letourneau, <i>A History for the Future: Rewriting Memory and History in Quebec</i> (Montreal and Kingston: McGill-Queen’s University Press, 2004), pp. 3-29.</p> <p>Ruth Sandwell, “School History Versus the Historians,” <i>International Journal of Social Education</i>, Vol. 20, No.1 (Spring/Summer 2005), p. 10.</p>	
September 21	NO SEMINAR – Instructor at Conference	
September 28	<p><i>Regional Histories</i></p> <p>Corey Slumkoski, “Introduction,” <i>Inventing Atlantic Canada: Regionalism & the Maritime Reaction to Newfoundland’s Entry into Canadian Confederation</i> (Toronto: University of Toronto Press), 3-19.</p> <p>Nicole Neatby, “Two Birds with one Stone”: Attracting Tourists to Save the Nation,” <i>From Old Quebec to La Belle Province: Tourism Promotion, Travel Writing, and National Identities, 1920-1967</i> (Montreal & Kingston: McGill-Queen’s University Press, 2018), 37-71.</p> <p>Jean Barman, “A British Columbian View of Regions,” <i>Acadiensis</i>, 25:2</p>	

	<p>(Spring 2006): 144 – 157, in <i>Making Western Canada: Essays on European Colonization and Settlement</i>, eds, Catherine Cavanaugh and Jeremy Mouat (Toronto: Garamond Press, 1996): 267 – 282</p> <p>Sasha Mullally, “Marginally Relevant?: The ‘Fathers of Confederation’ and Canadian History,” <i>Canadian Historical Review</i> 98:4 (December 2017).</p>	
<p>October 5</p>	<p><i>Indigenous Identity, Nations, and National Histories</i></p> <p>Allan Downey, Chapter 1, “The Canadian Appropriation of Lacrosse and ‘Indian’ Performances,” <i>The Creator’s Game: Lacrosse, Identity, and Indigenous Nationhood</i> (Vancouver: University of British Columbia Press, 2018), 33-84.</p> <p>Mercedes Peters, “The Future is Mi’kmaq: Exploring the Merits of Nation-based histories as the Future of Indigenous History in Canada,” <i>Acadiensis</i> 48:2 (Autumn 2019), 206-216.</p> <p>Brian Gettler, “Economic Activity and Class Formation in Wendake, 1800-1950,” in Thomas Peace and Kathryn Magee Labelle, <i>From Huron to Wendakes: Adversity, Migrations, and Resilience, 1650-1900</i> (Norman: University of Oklahoma Press, 2016), 144-188.</p> <p>Brian Gettler, “Historical Research at the Truth and Reconciliation Commission of Canada,” <i>Canadian Historical Review</i>, 98:4 (2017), 663-674.</p>	<p>Term paper proposals due at the beginning of this week’s class. Please email them to the instructor.</p>

<p>October 12</p>	<p><i>Metropolitanism, Heartlands, and Hinterlands</i></p> <p>J.M.S. Careless, “Frontierism and Metropolitanism in Canadian History,” in J.M.S. Careless, <i>Selected Canadian Historical Studies</i> (Toronto: Dundurn Press, 1990), 105-130.</p> <p>Graeme Wynn, “Rapacious Harvests II: From Land and Sea,” <i>Canada and Arctic North America: An Environmental History</i> (Santa Barbara: ABC Clio, 2007), 345-358.</p> <p>Matthew Evenden, “Aluminum, Commodity Chains, and the Environmental History of the Second World War,” <i>Environmental History</i> 16:1 (January 2011), 69-93.</p> <p>Louis-Raphael Pelletier, “The Destruction of the Rural Hinterland: Industrialization of Landscapes in Beauharnois County,” in Stéphane Castonguay and Michèle Dagenais, <i>Metropolitan Natures: Environmental Histories of Montreal</i> (Pittsburgh: University of Pittsburgh Press, 2011) 245-263.</p>	
<p>October 19</p>	<p>Imagined Regional Histories</p> <p>Ian McKay, Chapter 2, “Helen Creighton and the Rise of Folklore,” <i>Quest of the Folk: Antimodernism and Cultural Selection in Twentieth-Century Nova Scotia</i> (Montreal & Kingston: McGill-Queen’s University Press, 2009), 43-151.</p> <p>Gerald Friesen, “Defining the Prairies, or Why the Prairies Don’t Exist,” in <i>Toward Defining the Prairies: Region,</i></p>	

	<p><i>Culture, and History</i>, ed. Robert Wardbaugh (Manitoba: The University of Manitoba Press, 2001), 13 – 28</p> <p>Gillian Poulter, “‘Our Winter Sports’: The Montreal Winter Carnivals,” in <i>Becoming Native in a Foreign Land: Sport, Visual Culture, and Identity n Montreal</i> (Vancouver: UBC Press, 2009), 163-206.</p> <p>Jon Valentine and Brandon Toal, “The Rocket, the Riot, and the Revolution: Hockey in French Canada,” <i>Canadian Ethnic Studies</i> 53:3 (2021), 241-260.</p>	
October 26	<p>Liberal Framework</p> <p>Ian Mckay, “The Liberal Order Framework: A Prospectus for a Reconnaissance of Canadian History,” <i>Canadian Historical Review</i>, 81:4 (December 2000), 617-645.</p> <p>James Murton, Chapter 1, “Liberalism and the Land,” in <i>Creating a Modern Countryside: Liberalism and Land Resettlement in British Columbia</i>, (Vancouver: UBC Press, 2007) 21-46.</p> <p>Jeffrey L. McNairn, “In Hope and Fear: Intellectual History, Liberalism, and the Liberal Order Framework,” Jean-François Constant and Michel Ducharme, eds., <i>Liberalism and Hegemony : Debating the Canadian Liberal Revolution</i>. (Toronto : University of Toronto Press, 2009), 64-97.</p>	
November 2	<p>Gender and National/Regional History</p> <p>Christopher Dummitt, Chapter 3, “At Work,” <i>The Manly Modern</i>:</p>	

	<p><i>Masculinity in Postwar Canada</i> (Vancouver: UBC Press, 2007), 53-75.</p> <p>Suzanne Morton, "Gender, Place, and Region: Thoughts on the State of Women in Atlantic Canadian History," <i>Atlantis</i> Special Issue: Feminism and Canadian History, 25.1 Fall 2000, 119-128.</p> <p>Kathryn McPherson, "Was the 'Frontier' Good for Women?: Historical Approaches to Women and Agricultural Settlement in the Prairie West, 1870-1925," <i>Atlantis</i> Special Issue: Feminism and Canadian History, 25.1 Fall 2000, 75-86.</p> <p>Kirsten Sandrock, "Rethinking the Region in Canadian Postcolonial Studies," <i>Zeitschrift für Kanada-Studien</i> 31.2 (2011) 78-92</p>	
November 9	NO CLASS – Reading Week	
November 16	<p>Transnational Histories</p> <p>Royden Loewen, Chapter 1, "Leaving the 'British Empire' in Canada: Promises in the South, 1916-1921," in <i>Village Among Nations: 'Canadian' Mennonites in a Transnational World, 1916-2006</i> (Toronto: University of Toronto Press, 2013), 14-39.</p> <p>Henry Yu, "Conceiving a Pacific Canada: Trans-Pacific Migration Networks within and Without Nations," from <i>Within and Without the Nation: Canadian History as Transnational History</i>. Karen Dubinsky, Adele Perry, and Henry Yu, eds. Toronto: University of Toronto Press, 2015</p> <p>Harvey Whitfield, "The African Diaspora in Atlantic Canada: History,</p>	<p>Book Reviews due before the beginning of this class. Please email them to the instructor.</p>

	<p>Historians, and Historiography,” <i>Acadensis</i> 46:1 (2017), 213-282.</p> <p>Asa McKercher, “Too Close for Comfort: Canada, the US Civil Rights Movement, and the North American Colo(u)r Line,” <i>Journal of American History</i> 106:1 (June 2019), 72-96.</p>	
November 23	<p>Bioregional Histories</p> <p>Shannon Stunden Bower, “Watersheds: Conceptualizing Manitoba’s Drained Landscape, 1895-1950,” <i>Environmental History</i> 12 (October 2007), 796-819.</p> <p>Molly P. Rozum, Chapter2: “Small World: Animal Friends, foes, and Place Rhythms,” <i>Grasslands Grown: Creating Place of the US Northern Plains and Canadian Provinces</i> (Winnipeg: University of Manitoba Press, 2021), 57-91.</p> <p>Liza Piper, “On the Edge: The 1920s”, <i>The Industrial Transformation of Subarctic Canada</i>, (Vancouver: UBC Press, 2009) 17-46.</p> <p>Janice Cavell, “The Second Frontier: The North in English-Canadian Historical Writing,” <i>Canadian Historical Review</i>, 83:3 (September 2002), 364-389.</p>	
November 30	<p>Borderlands Histories</p> <p>Kornel S. Chang, “Brokering Empire,” from <i>Pacific Connections: The Making of the U.S. –Canadian Borderlands</i> (Berkeley: University of California Press, 2012), 25-51.</p> <p>Ken S. Coates, “Border Crossings: Patterns and Processes along the</p>	

	<p>Canada- United States Boundary West of the Rockies,” John M. Findlay and Kenneth Coates, eds., <i>Parallel Destinies: Canadian-American Relations West of the Rockies</i> (Washington: University of Washington Press, 2002) 3- 27.</p> <p>Sterling Evans, “The Twine Line: Mexican Henequen, US-Canadian Relations, and Binder Twine in the Northern Plains and Prairie Provinces,” in Sterling Evans ed., <i>The Borderlands of the American and Canadian Wests: Essays on Regional History of the Forty-Ninth Parallel</i> (Lincoln: University of Nebraska Press, 2006), 189-202.</p>	
December 7	<p>Imperialism and Canadian History in the British Empire</p> <p>James M. Pitsula, Introduction, to <i>Keeping Canada British: The Ku Klux Klan in 1920s Saskatchewan</i> (Vancouver: UBC Press, 2013), 1-19.</p> <p>Phillip Buckner, “The Long Goodbye: English Canadians and the British World,” in Phillip A. Buckner and R. Douglas Francis, eds., <i>Introduction to Rediscovering the British World</i> (Calgary: University of Calgary Press, 2005), 181-207</p> <p>C.P. Champion, “Mike Pearson at Oxford: War, Varsity, and Canadianism,” <i>Canadian Historical Review</i> 88:2 (June 2007), 263-290.</p> <p>Andrew Smith, “Patriotism, Self-Interest and the ‘Empire Effect’: Britishness and British Decisions to Invest in Canada, 1867-1914,” <i>Journal</i></p>	

	<i>of Imperial and Commonwealth History</i> 41:1 (2013), 59-80.	
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Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all History graduate level courses. See the university grading system in the calendar:

<https://www.ucalgary.ca/pubs/calendar/current/f-1-2.html>

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	Very good performance
77-79	B+	3.30	Good performance
73-76	B	3.00	Satisfactory performance
70-72	B-	2.70	Minimum pass
67-69	C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
63-66	C	2.00	
60-62	C-	1.70	
56-59	D+	1.30	
50-55	D	1.00	
0-49	F	0	
	CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.

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.

Writing

All written assignments 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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health 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. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

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
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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