COURSE DESCRIPTION

This course introduces students to political, economic, and social developments in Canada since 1867. This is a social history course that explores how race, class, and gender shaped people’s lives and how they understood important events. Lectures will discuss changing conceptions of nation, citizenship, and identity and will examine regional differences, politics, and social policy.

REQUIRED TEXTS


COURSE REQUIREMENTS AND GRADE DISTRIBUTION

<table>
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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Historiography Paper (4 pages)</td>
<td>25%</td>
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<tr>
<td>Term Paper (8-10 pages)</td>
<td>40%</td>
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<td>Final Examination to be scheduled by the registrar</td>
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All assignments and the examination must be completed to pass the course. Late papers will be penalized.
ASSIGNMENTS

All assignments are to be double-spaced and written in Times New Roman 12 point font. I will not accept essays that are submitted as an e-mail attachment. Submit your papers in class or in the Red Box in the History Department.

Papers must have a clear thesis statement, be well-organized, and have a logical argument. If this is your first history class, then you should read The History Student's Handbook: A Short Guide to Writing History Essays, which is available on the History Department Website at: http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook.pdf

You must use footnotes or endnotes to reference your term papers and follow the format outlined in the guide. Include a bibliography for papers that require more than one source. I will penalize papers that do not conform to the proper format.

Students must meet the minimum page requirements for each assignment, but should not exceed them either. It is as important to learn how to make an argument in a few pages as it is to sustain an argument in a longer paper.

Internet sources are usually not reliable scholarly sources. All secondary sources must be from academic books or journals. Academic journals that are on-line are acceptable sources.

HISTORIOGRAPHY PAPER (25%) DUE THURSDAY, FEBRUARY 5

The purpose of this assignment is to learn how to analyze historical debates. In a short essay (4 pages) identify the thesis of each article, include a critical discussion of each article, and compare the arguments put forward by the authors. The articles are available on Blackboard.

Students will choose one of the following sets of articles for this assignment:

1) The Legacy of Indian Residential Schools:

2) Canada and the Great War:
3) The Origins of the Social Welfare State:

4) Did WWII Emancipate Women?
Dionne Brand, “‘We weren’t allowed to go into factory work until Hitler started the war’: The 1920s to the 1940s” in *We’re Rooted Here and You Can’t Pull us Up: Essays in African Canadian Women’s History*, Peggy Bristow et al, eds. (Toronto: University of Toronto Press, 1994): 171-92.

**TERM PAPER (40%) DUE THURSDAY, APRIL 2**

Students will write a research essay (8-10 pages) based on a topic in post-confederation Canadian history. A list of topics is posted on Blackboard. On September 27, I will distribute a sign-up sheet for the term paper. To ensure that students will have enough sources for their paper, only two students may work on a topic. Students who want to research a question that is not on the list must receive permission before January 29.

I expect students to use a minimum of 8 scholarly books and articles, as well as 2 primary sources for the term paper. Internet sources are discouraged for secondary sources because they are usually not peer-reviewed discussions of the subject.

**ACADEMIC ACCOMMODATIONS**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

**PLAGIARISM**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not.

As noted in the *Department of History Guide to Essay Presentation*, plagiarism may take several forms:
1. Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
2. Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
3. Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
4. The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the entire course and other penalties as noted in The University of Calgary Calendar.

**LECTURE SCHEDULE AND READINGS:**

Week 1 (January 13 and 15): Introduction and Canada in 1867
Readings: *Destinies*, Chapter 1
*Readings in Canadian History*: John A. Rohr, “Current Canadian Constitutionalism”

Week 2 (January 20 and 22): Building a New Dominion
Readings: *Destinies*, Chapters 2 and 3

Week 3 (January 27 and 29): A Fragile Union
Readings: *Destinies* Chapters 4 & 5

Week 4: (February 3 and 5) Political and Economic Development, 1867-1914
**Historiography Paper Due on February 5**
Readings: *Destinies* Chapters 6 & 7
*Readings in Canadian History*: Bettina Bradbury, “Gender at Work at Home” and Peter DeLottinville, “Joe Beef of Montreal”

Week 5 (February 10 and 12): Social Reform
Readings: *Destinies* Chapters 8 & 9

Reading Week February 17 and 19

Week 6 (February 24 and 26): Canada and the Great War
Readings: *Destinies*, Chapter 10 and 11
Week 7 (March 3 and 5): The Interwar Years and the Great Depression
Readings: *Destinies*, Chapter 12
*Readings in Canadian History*, Campbell, “We Who have Wallowed”; Struthers, “Canadian Unemployment Policy in the 1930s”

Week 8 (March 10 and 12): Canada in World War II
Readings: *Destinies*, Chapter 13
*Readings in Canadian History*: Eayrs, “A Low and Dishonest Decade”; Copp, “Battle Exhaustion and the Canadian Soldier”

Week 9 (March 17 and 19): Postwar Canada
Readings: *Destinies*: Chapter 14 and 15

Week 10 (March 24 and 26): Quebec and the Quiet Revolution
Readings: *Destinies*, Chapters 16 & 17

Week 11 (March 31 and April 2): Social Change in the 1960s & 1970s
**Term Paper Due April 2**
Readings: *Destinies*, Chapter 18

Week 12 (April 7 and 9): The Constitutional Debates
Readings *Destinies*: Chapter 19

Week 13 (April 14 and 16): Globalization & Canadian Society
Readings *Destinies*, Chapter 20
*Readings in Canadian History*: Cairns, “Aboriginal Peoples in the Twenty-First Century”; Whitaker, “Canadian Politics at the End of the Millennium” and Huebert, “Climate Change and Canadian Sovereignty”

Social Science Faculty Rep.: Phone: 220-6551/Rm. MSC 251
SAFEWALK/Campus Security: 220-5333