Objectives

The purpose of this course is to introduce students to key events and themes in Canadian history, covering a broad time period that ranges from Confederation in 1867 to approximately 1970. We will explore aspects of the political, economic and social history of Canada, with special attention to the workings of race, class, and gender and the ways these were manifested in people’s everyday lives. We will also consider the historical significance of place and region within the Canadian context.

In our seminar readings and discussions, students will have the opportunity to explore how the Canadian past has been remembered and represented in popular culture. Touching on a range of national symbols, such as the CPR, war memorials, and the canoe, we will consider the manner in which public memory has both reflected and contributed to the construction of national identity.

Students will be exposed to both primary and secondary sources in the lectures and readings. They will learn to distinguish between “primary” sources – those documents produced during the historical period under consideration, and “secondary” sources – accounts or interpretations of an earlier historical period. Students will be encouraged to engage with both types of historical sources in a critical way, analysing the use of evidence and the assumptions contained within the sources. They will be introduced to some of the methods historians employ, and learn to identify and bring their own analysis to areas of historical debate.

Finally, students will develop their skills of communication, research, and critical thinking through class participation and the written assignments and exam.
Texts

The required text, available for purchase at the University Bookstore, is:

Seminar discussions will focus on Daniel Francis, *National Dreams: Myth, Memory, and Canadian History* (Vancouver: Arsenal Press, 1997). Two copies are available for one-hour loan at the MacKimmie Library reserve desk. Copies are also available through the Calgary Public Library.

Students may also wish to refer to R. Douglas Francis, Richard Jones, and Donald B. Smith, *Origins: Canadian History to Confederation*, 6th edition (Toronto: Nelson, 2009) for a broader historical perspective on the creation of Canada and the themes explored in the lectures and assignments.

Grade Distribution

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<th>Assignment</th>
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<td>Seminar Participation (4 x 5%)</td>
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<td>Secondary Source Analysis</td>
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<td>Historiographical Essay</td>
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<td>Outline and Bibliography</td>
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<td>Final Paper</td>
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Seminar Participation (20 %):

Student participation is encouraged at all times. However, participation marks will be based only on the four seminars scheduled to take place throughout the course, with each accounting for 5% of your final grade. You are expected to complete the assigned reading in advance of these seminar sessions and to actively participate in class. The participation mark will be based on both attendance and quality of contribution to the discussion. While debate is encouraged, you are to be respectful and considerate of viewpoints different than your own.

Secondary Source Analysis (15 %):

For the first written assignment, you will choose ONE secondary source article to analyse from the list below. All of these articles can be obtained from the university library or online through the library website. Your paper should be no less than 4 and no more than 5 pages in length (double spaced, in 12 point font). The assignment is due on Wednesday, July 22.
Please select one of the following articles –


Carter, Sarah. “Categories and Terrains of Exclusion: Constructing the ‘Indian Woman’ in the Early Settlement Era in Western Canada”, *Great Plains Quarterly* 13 (Summer 1993)


Price, John. “‘Orienting’ the Empire: Mackenzie King and the Aftermath of the 1907 Race Riots”, *BC Studies* 156/7 (Winter 2007)

Your paper should consist of two parts. First, you will offer a brief overview of the topic and questions that the article addresses and the approach or methodology that the historian employs in order to do so. Questions you should discuss in this section include: What is the thesis or main argument presented in the article? What primary sources does the historian use? And how does the historian define his or her topic in terms of time period/place?

The second part of the paper is where you assess the contributions of the article. Did the historian do what s/he set out to do? Do you see any problems with his or her approach? Think about the use of primary sources – did s/he make effective use of them, and engage with them in a critical manner? Also think about secondary sources – did the article connect with areas of historical debate, and what does this article add to that debate? Overall, in what ways does the article contribute to a better historical understanding of this topic?

Your paper should be logically organized and have a clear thesis. Your thesis is the overarching theme of your analysis of the article, and should make an argument about the historian’s approach/interpretation. Do not spend the bulk of your time summarizing the article. Briefly highlight the historian’s main points, and move on to the second part of the paper where you assess the article’s contribution and demonstrate your own critical thinking skills. Use quotations sparingly – ask yourself if the quotation is relevant to your argument, and if it is, if
you could paraphrase just as effectively. Your paper should end with a conclusion that summarizes your analysis and reiterates your thesis. You are not required to consult any additional sources, nor do you need to include a bibliography. However, at the beginning of your paper you must identify the article you have chosen to analyse, and must provide page numbers (in paragraphs) any time you quote or paraphrase a portion of the article.

**Historiographical Essay (35 %):**

The major assignment for the course will be completed in two parts: an Outline and Bibliography (10 %) due on Wednesday, July 29, and the Final Paper (25 %) due on Monday, August 10. You will be provided with a list of possible paper topics in class. You are also free to do a Canadian history topic of your own choosing that falls within the chronological limits of the course (between 1867 and 1970), but must obtain the permission of the instructor if you wish to do so. I will be discussing this assignment in greater detail in class, and you are also strongly encouraged to speak with me individually about the assignment after class, during my office hours, or by scheduling a meeting at another time.

Historiography is the study of the different ways historians have researched and interpreted the past. For this assignment, your task is to analyze the historiography of a particular topic, in other words, to compare the work of several historians and analyse the historical debates between them regarding a specific historical question or issue. For this assignment you will be required to consult a minimum of six secondary sources, making use of both academic books and journal articles.

For historians, historiographical analysis is usually the first step in any research project. Before beginning primary source research, a historian will assess the secondary source literature within their topic area in order to identify areas of debate as well as gaps in historical research. This enables the historian to determine the questions and methodology he or she will pursue in their own research. If you take upper-level history courses in the future, you will certainly be asked to write another historiographical essay. You may also be asked to pursue primary source research in an assignment, and in this case historiographical analysis will still be necessary in order to develop your topic and explain how your own research findings engage with the work of other historians.

You will be provided with a list of potential topic areas for this assignment. Once you have chosen a topic, your first step will be to develop a research question(s). This question will provide the focus for your research and writing. Since you are being asked to write a historiographical essay, the question should pertain to the *historical interpretation* of your topic. The question may change as you do your research, but it is important to have a provisional question to ensure that your research is focused and manageable. Next, you will need to spend some time at the library and online finding the best secondary sources to examine in your paper. By *best*, I mean, sources that are as up-to-date as possible and from reputable publishers and academic journals. You should also try to find sources that offer a
variety of approaches to your question (i.e. collectively provide both, or multiple, sides to the issue). Once you have identified your secondary sources and spent some time reading them, you will have assembled a bibliography and be ready to write your outline.

Outline and Bibliography: Your outline should begin with your research question, followed by your working thesis statement. Your thesis statement is the answer(s) you are providing to the research question. This will be followed by a brief outline of the paper, summarizing the main arguments you will be making in support of your thesis. Your outline should be no more than two double-spaced pages. You will need to attach your bibliography to your outline on a separate page, being sure to include a minimum of six secondary sources (for formatting of bibliography, see reference below). I will have your Outline/Bibliography marked and returned to you by the following class, and will provide significant feedback. This is for your own benefit, and should prevent any major misunderstandings or problems in your final paper, provided you take my suggestions seriously.

Final Paper: Your final paper will develop the thesis and arguments that you proposed in your outline. It should be 8 – 10 pages in length, double-spaced. It must have a clearly defined thesis and present evidence/analysis to support your thesis in a balanced, logical manner. Please edit your paper carefully for spelling and grammatical errors, as well as for style and flow. Be sure to engage with all of your secondary sources in your paper. You will be penalized if you do not make effective use of at least six sources, and should not think it sufficient to make passing reference to them. Your paper must include footnotes and a formal bibliography, following the format set out in The History Student’s Handbook: A Short Guide to Writing History Essays, available online through the History Department’s website:  

Final Exam (30 %):

The final exam will be scheduled by the University Registrar, and will be comprised of two parts. The first half will consist of short-answer questions. You will be required to define a term, situate it within its historical context, and describe its historical significance. The terms will be drawn from readings and lectures. I will distribute a list of potential terms in the last week of classes, a selection of which will appear on the exam. You will have some choice over which of these you discuss. (15 %)

The second half of the exam will be an essay section. You will be provided with two essay questions, and will choose to write on ONE of them. In the essay, you will be expected to make a coherent argument supported by evidence/examples from the lectures and readings. The essay questions will be broad in scope, and you will be expected to draw on content covered throughout the course. (15 %)
Grading and Completion of Work:

Assignments are due at the beginning of class, and anything submitted after that will be considered late. Late assignments will be penalized one grade point per day (i.e. an assignment that would receive an A- will be awarded a B+ if it is one day late, a B if it is two days late, etc.). Late assignments should be submitted to the essay box in the History Department (outside Social Sciences 656). Extensions will only be given under extraordinary circumstances, and students must speak to me ahead of time in order to receive an extension. All written assignments and the exam must be completed in order to pass the course.

Academic Honesty:

Plagiarism is a serious academic offense, defined in the University Calendar as follows:

(a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
(b) Parts of the work are taken from another source without reference to the original author,
(c) The whole work (e.g., an essay) is copied from another source, and/or,
(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

Students must always provide credit and complete references when they make use of the words or ideas of someone else. Failure to do so will result in serious penalties.
Class Schedule and Readings

Week 1 (July 6/8)

Monday – Course Introduction
   History, the Nation, and Canadian Confederation

Wednesday – Nation-Building: Consolidation, Expansion, and the National Policy
   A Fractured Federation: Dissent and Rebellion, Part 1
   READINGS: Destinies, Ch. 3-4

Week 2 (July 13/15)

Monday – A Fractured Federation: Dissent and Rebellion, Part 2
   Seminar discussion: The Myth of the CPR/The Myth of the RCMP
   READINGS: National Dreams, 9-51

Wednesday – Becoming Industrial, Becoming Urban
   Social Reform at the Turn of the Century
   READINGS: Destinies, Ch. 6-8

Week 3 (July 20/22)

Monday – Race, Class and Canadian Culture, 1867-1914
   Seminar discussion: The Myth of the Master Race
   READINGS: Destinies, Ch. 9
   National Dreams, 52-87

Wednesday – Canada in the Great War
   Canada in the 1920s
   READINGS: Destinies, Ch. 10-11
   * ARTICLE ANALYSIS DUE *

Week 4 (July 27/29)

Monday – The Great Depression
   Seminar discussion: Myth, Memory, and WWI
   READINGS: Destinies, Ch. 12
Handout: Jonathan Vance, “Remembering Armageddon”

Wednesday – Canada in the Second World War
Postwar Reconstruction and the Welfare State
READINGS: Destinies, Ch. 13-14
* OUTLINE/BIBLIOGRAPHY DUE *

Week 5 (Aug 3/5)

Monday – NO CLASS

Wednesday – Society and Culture in Postwar Canada, Part I
Seminar discussion: The Myth of Wilderness/The Myth of North
READINGS: Destinies, Ch. 15
National Dreams, 128-176

Week 6 (Aug 10/12)

Monday – Society and Culture in Postwar Canada, Part II
Modern Quebec and the Quiet Revolution
READINGS: Destinies, Ch. 17
* RESEARCH PAPER DUE *

Wednesday – Race, Ethnicity and Immigration After WWII
Exam review
READINGS: Destinies, Ch. 16, 18