

**HIST 261E: Post-Confederation Canada***3 credits, 3 hours*

This course is an introduction to Canadian History from 1867 to the present. Among the topics to be discussed are Aboriginal/White relations, French-Canadian nationalism, sectionalism, labour history as well as political, economic and social developments in Canada during this period. This course provides a foundation for senior and advanced courses in Canadian history.

**Instructor**

Dr. Hugh Gordon  
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**Office Hours**

Monday	13:00 – 14:50
Tuesday	11:00 – 11:50
Thursday	13:00 – 14:50

**Hours of Instruction**

Thursday	18:30 – 21:30	224
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**Required Resources**

Francis, R. Douglas, Richard Jones, Donald B. Smith, *Destinies: Canadian History Since Confederation*, 8<sup>th</sup> ed. (Toronto: Nelson, 2016)  
Harrison, Charles Yale. *Generals Die in Bed*. (Editions may vary.)

**Course Outcomes**

The student will be able to:

- Identify and explain the broad themes and key events in Canadian history since Confederation.
- Think analytically and critically about historical issues, and express those ideas with clarity and precision.
- Locate, access and evaluate source material (both primary and secondary) for historical research.
- Engage, with a critical eye, representations of history outside of the academic setting (in other words, public history)

## Evaluation

Assignment	Percentage	Due Date
Response Paper	5%	Jan. 31
Book Review	10%	Feb. 7
Confederation Conference	10%	Jan. 17
Midterm	20%	Feb. 14
Essay Proposal	5%	March 7
Essay	20%	March 28, 2019
Final Examination	30%	To be determined

A grade of C- is required for progression or transfer.

**Assignments:** There are four written assignments: one essay proposal, one essay, one response paper, and one book review. **ALL ASSIGNMENTS NEED CITATION AND CITATION FOR ALL ASSIGNMENTS MUST BE IN CHICAGO STYLE**

**Book Review:**

Students will review Charles Yale Harrison's *Generals Die in Bed*. The review should be 4 pages (1000 words) in length. The assignment is due Feb. 7.

**Essay and Essay Proposal:**

You will be required to sign up for an essay topic based on a selection on Moodle. Other topics may be allowed if you get explicit permission from me to write about it. The essay/term paper will be 2000-2500 words or 8-10 pages in length (typed, double-spaced, 12 point font). Essays are due at the beginning of class on **March 28**. Footnotes and bibliographies must be formatting according to the Chicago Manual of Style, which will be explained in class. Online sources are to be from books and academic journals only. Unsourced, non-academic websites like Wikipedia are not allowed. Ask the instructor for help if you are not sure. For this assignment, students will also have to write a Research Paper Proposal due on March 7. The Proposal should explain the topic and the student's thesis and include a list of sources in Chicago format on the topic that the student has chosen. **Essays will not be accepted unless the student has completed the Proposal beforehand.**

**Primary Source Assignment: Feb. 7**

There will be one primary source assignment, worth 5% of the final grade. Students will be given a primary source to read and write about in class. Students will have to explain what the primary source is and analyze it. Students may use course materials to find information about the source they are given, but there will be NO collaboration with other students. Students will be required to read the source, describe it, answer questions about it and express an opinion about it.

**Confederation Conference:**

On January 17, students will participate in a Confederation Conference. At the first class on Jan. 10, students will be divided into groups representing colonies. The groups will be required to research and defend a position as to whether their colony should join Confederation, and if so, what form of government/constitution would serve the new country best. Students will present their arguments and debate them in class. The instructor will help with resources as required, but students will need to find additional material on their own. Students will be graded on the clarity, persuasiveness and historical accuracy of their arguments. The Conference grade is 10%

**Examinations:**

There will be one midterm examination in class and one final examination both held during class periods. Both are mandatory for passing the course.

**LATE POLICY:**

**Late assignments will have 10% deducted from the final mark for the first day and will not be accepted afterwards. All written assignments must be submitted on paper and in Word (.docx) format to the instructor. ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE.** Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Extensions will be granted on **LIMITED CASE-BY-CASE BASIS**. No extensions will be allowed on the day the essay is due. No extensions will be allowed on the day the essay is due. If an extension is granted, no further extensions will be given.

**Grading System**

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory <b>Progression</b>	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor <b>Minimum Pass</b>	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

**Proposed Schedule of Topics**

Jan. 10 Week 1	Course Introduction <ul style="list-style-type: none"> <li>• Post-Confederation Canada: Themes and Approaches</li> <li>• Introduction to History as a Discipline, Memory and Historical Awareness</li> </ul> Canadian Historical Writing in the Twentieth Century Completing Confederation <ul style="list-style-type: none"> <li>• British Columbia</li> <li>• Atlantic Canada</li> <li>• The Prairie West</li> </ul>
Jan. 17 Week 2	<b>IN-CLASS PARTICIPATION ASSIGNMENT: CONFEDERATION CONFERENCE</b>
Jan. 24 Week 3	Aboriginal Dispossession and "Nation-Building" to 1880 <ul style="list-style-type: none"> <li>• The Numbered Treaties</li> </ul> Textbook Reading: Francis, Chapters 1-3 The Defeat of Aboriginal Resistance (1880-85)

	<ul style="list-style-type: none"> <li>• The Military Subjugation of the Plains Cree</li> <li>• The Northwest Rebellion</li> </ul> <p>The Marginalization of First Nations (1885-1914)</p> <ul style="list-style-type: none"> <li>• Canadian Indian Policy</li> <li>• Attacks on Culture</li> </ul> <p>Textbook Reading: Francis, Chapters 4-5</p>
Jan. 31 Week 4	<p>Immigration and Settlement</p> <ul style="list-style-type: none"> <li>• Immigration Promotion</li> <li>• Nativism, Racism and Exclusion</li> <li>• Labour Policy and Immigration</li> </ul> <p>Textbook Reading: Chapters 6-7</p> <p>Discussion Reading: Immigration Agent Reports (posted on the Moodle Site)</p> <p>Social Reform</p> <ul style="list-style-type: none"> <li>• Problems in Urban and Rural Canada</li> <li>• Women's Rights and the Suffrage Movement</li> <li>• The Position of Canadian Labor</li> </ul> <p>Textbook Reading: Francis, Chapter 8</p>
Feb. 7 Week 5	<p>The "National Question"</p> <ul style="list-style-type: none"> <li>• Continentalism v. Imperialism</li> <li>• French Canadian Nationalism and Identity</li> </ul> <p>The Great War (I)</p> <ul style="list-style-type: none"> <li>• Canada Overseas: The CEF</li> </ul> <p>Textbook Reading: Francis, Chapter 10</p> <p><b>RESPONSE PAPER/PRIMARY SOURCE ASSIGNMENT IN CLASS</b></p>
Feb. 14 Week 6	<b>MIDTERM</b>
Feb. 21 Week 7	<b>NO CLASSES READING BREAK</b>
Feb. 28 Week 8	<p>The Great War (II) and Aftermath</p> <ul style="list-style-type: none"> <li>• Canada Arrives on the World Stage</li> <li>• The Home Front and Social Reform</li> <li>• Labor Radicalism and the Winnipeg General Strike</li> </ul> <p>Textbook Reading: Francis, Chapter 10</p> <p><b>BOOK REVIEW DUE</b></p>
March 7 Week 9	<p>Interwar Canada (I)</p> <ul style="list-style-type: none"> <li>• Regionalism and the 1920s</li> <li>• A new day for Canadian women?</li> <li>• Politics, Society and Culture</li> <li>• Regional Resentment</li> <li>• Eugenics</li> <li>• The Great Depression</li> <li>• Collapse of the Two-Party System</li> </ul> <p><b>ESSAY PROPOSAL DUE</b></p>
March 14 Week 10	<p>Interwar Foreign Policy and the Road to War</p> <ul style="list-style-type: none"> <li>• Canada and the League of Nations</li> </ul> <p>Textbook Reading: Francis, Chapter 11-12</p> <p>World War Two</p> <ul style="list-style-type: none"> <li>• Canada Overseas</li> <li>• The Home Front</li> <li>• Internment</li> </ul> <p>Textbook Reading: Francis, Chapter 13</p> <p>Discussion Reading: Selection from <i>Mutual Hostages</i>, on Moodle</p>
March 21 Week 11	<p>Canada and the World</p> <ul style="list-style-type: none"> <li>• Peacekeeper or Cold Warrior?</li> </ul>

	Economics and Society <ul style="list-style-type: none"> <li>• The Cult of Domesticity</li> <li>• The Sexual Revolution</li> </ul> Popular Culture <ul style="list-style-type: none"> <li>• What IS Canadian Culture? Expo '67</li> <li>• American Influence</li> </ul> Textbook Reading: Francis, Chapters 14-15
March 28 Week 12	Quebec and Confederation <ul style="list-style-type: none"> <li>• The Quiet Revolution</li> <li>• Rise of the Sovereignty Movement</li> <li>• The FLQ Crisis</li> </ul> Aboriginal Canada <ul style="list-style-type: none"> <li>• Organization and Resistance</li> <li>• The Treaty Process in the Courts</li> </ul> <b>ESSAY DUE</b> Textbook Reading: Francis, Chapters 16-17
April 4 Week 13	<b>EXAM REVIEW AND PREPARATION</b>

**Please Note:**

Date and time allotted to each topic is subject to change.

**Performance Requirements****Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

**Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

**Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person

- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

### **Specialized Supports**

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**