



## COURSE OUTLINE

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HI2610 / HIST 225

### CANADA SINCE 1867

WINTER 2010

HI2610 Section B3: Tues/Thurs: 8:30 – 9:50pm, Room E305

HI2610 Section A3/TC / HIST 225 AU: Tues/Thurs: 10-11:20, Room E306A

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 12-2:30, 4-6; T 11:30-2; W 12-2:30

E-Mail [dawhite@gprc.ab.ca](mailto:dawhite@gprc.ab.ca)

UNIVERSITY TRANSFER: UA, UC, UL, AU, AF, CU, CUC, KUC

This course analyses the problems, the institutions and the changing roles in Canada since Confederation and provides a base and some tools for inquiry into Canadian affairs. The course is organized chronologically and follows events from the creation of the Dominion of Canada in 1867 to the 21<sup>st</sup> century. The course aspires to move beyond the traditional colony to nation theme to examine the impact of the two World Wars, American relations, the changing role of women, immigration and cultural questions, and Canada's role in the world. In each case selected readings will introduce students to a variety of perspectives on these subjects. From this course students should gain an understanding of Canada's past as well as an appreciation of how historical forces have shaped our society. Students taking this course are not expected to have had any background in Canadian history.

#### Course Texts:

M. Conrad and A. Finkel, *History of the Canadian Peoples*, Volume II: 1867 to the Present (Fifth Edition, Pearson, 2008)

**E-mail:** The instructor will use your GPRC e-mail for all course e-mail, you are responsible for checking this address.

#### Moodle

Moodle will be used for assignment submissions. Also, various materials will be posted here including:

- Course Outline
- Powerpoint Slides for Lectures
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Moodle site for this course.

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**ASSIGNMENTS AND EXAMINATIONS:**

Class Participation	10%
Assignment #1 (Literature Review)	15%
Assignment #2 (Research Report)	10%
Assignment #3 (Essay)	25%
Midterm Exam	15%
Final Exam	25%

**GRADING SYSTEM**

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is March 17.

Alpha Grade	Percentage	4-point Equivalence	Description
A+	90 - 100%	4.0	Outstanding
A	85 - 89%	4.0	Excellent
A-	80 - 84%	3.7	Very Good First Class Standing
B+	77 - 79%	3.3	
B	73 - 76%	3.0	Good
B-	70 - 72%	2.7	
C+	67 - 69%	2.3	Satisfactory
C	63 - 66%	2.0	
C-	60 - 62%	1.7	
D+	55 - 59%	1.3	Poor
D	50 - 54%	1.0	Minimal Pass
F	Below 50%	0.0	Failure
WF		0.0	Fail, Withdrawal after the deadline

**DUE DATES**

Assignment #1 (Sources)	January 28
Mid-Term Exam	February 18
Assignment #2 (Outline)	March 4
Essay	April 8

Note: These due dates are tentative. Students are advised to review their other course schedules and determine when their assignments will be due. The instructor will then consider proposed due dates within two weeks of the above on a case by case basis.

**Self-managed extensions:** All students will be given five (5) days of extension they may use as they choose for assignments. One assignment may be handed in five days late or one two days late and a second three days late, etc. **Because of this flexibility, requests for extensions on the basis of pressures of workload, will not be considered.**

Assignments are to be submitted via e-mail or Moodle before midnight on the due date. Extensions for tests, essays and the document analysis will only be considered when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 15% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, or faxed will not be accepted and will not become the responsibility of the instructor.

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## TENTATIVE SCHEDULE

Note: For the five discussion days, provided readings should be completed before the class in order to facilitate discussion.

### January 5: INTRODUCTION

### January 7: THE CONFEDERATION HANGOVER

Readings: "Canadian Peoples...", 2-24

### January 12: FROM SEA TO SEA

Readings: "Canadian Peoples...", 25-33

### January 14: FIRST NATIONS IN THE NEW DOMINION

### January 19: THE NATIONAL POLICY

Readings: "Canadian Peoples...", 36-43

### January 21: THE NORTHWEST REBELLION

Readings: "Canadian Peoples...", 44-53

### **Discussion: Louis Riel – Traitor or Hero?**

### January 26: HOPE FOR THE FUTURE

Readings: "Canadian Peoples...", 56-60;75-93

### January 28: THE REALITY

### **Assignment #1 (Source Analysis) Due**

### February 2: BOUNDARIES AND BOERS

Readings: "Canadian Peoples...", 61-73; 97-113

### February 4: THE PEACE COUNTRY OPENS

### FEBRUARY 9: CANADA GOES TO WAR

Readings: "Canadian Peoples...", 162-168

### February 11: THE WAR AT HOME

Readings: "Canadian Peoples...", 117-135;169-180

### **Discussion: Was Conscription Wrong?**

### February 16: RETURNING TO NORMAL

Readings: "Canadian Peoples...", 186-203

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**February 18: MIDTERM EXAM**

Readings: “Canadian Peoples...”, 186-203; 229-243

**February 23: THE ROARING TWENTIES**

Readings: “Canadian Peoples...”, 229-243

**February 25: THE GREAT DEPRESSION**

Readings: “Canadian Peoples...”, 206-226; 247-263

**Discussion: How did Canadians cope with the Great Depression?**

**March 2: APPEASEMENT AND THE “PHONEY WAR”**

Readings: “Canadian Peoples...”, 265-268

**March 4: DOMESTIC STRUGGLES**

Readings: “Canadian Peoples...”, 269-286

**Assignment #2 (Research Report) Due**

**March 9 and 11 – Winter Break – No Classes**

**March 16: THE ROAD TO VICTORY**

**March 17 - Last Day to Withdraw without Academic Penalty**

**March 18: SUBURBS AND SOVIETS**

Readings: “Canadian Peoples...”, 315-324; 356-363

**March 23: A KINDER, GENTLER CANADA**

Readings: “Canadian Peoples...”, 291-304

**March 25: THE PROMISE OF THE EXPO**

Readings: “Canadian Peoples...”, 324-340

**Discussion: How have the Baby Boomers expectations shaped Canadian society?**

**March 30: THE JUST SOCIETY**

Readings: “Canadian Peoples...”, 304-312, 423-440

**APRIL 1: THE FRACTURED COUNTRY**

Readings: “Canadian Peoples...”, 391-394; 404-406

**Discussion: Will Canada survive?**

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## APRIL 6: AMERICA LITE

Readings: "Canadian Peoples...", 395-421

## APRIL 8: COMPLACENCY AND CHRETIEN

Readings: "Canadian Peoples...", 442-457

### **Assignment #3 (Essay) Due**

## April 13: THE PAST, PRESENT AND FUTURE

## April 15: EXAM REVIEW - HAVE A GREAT SPRING/SUMMER!

### CLASS DISCUSSION GUIDELINES

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture find periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

### EXAM FORMAT

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Both the midterm and final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. Both will be in multiple sections and provide a choice of questions. Both exams will use questions in the Identify and Explain and Essay styles. Further information will be provided before both exams.

### PLAGIARISM / ACADEMIC DISHONESTY

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."