

History 2282: Inventing Canada

Fall 2020

Department of History, Faculty of Arts, University of Manitoba

Course Details

Tuesday and Thursday, 11:30–12:45

Classroom: Remote Learning (via UM Learn and Zoom)

Instructor: Dr. Sean Carleton (He/Him)

Email: sean.carleton@umanitoba.ca

Office Hours: By appointment (via Zoom)

Course Description

This course examines the “invention” and “reinvention” of Canada both before and after Confederation. It examines the process of invention from a range of different perspectives: political, cultural, economic, and social.



Graffiti protesting the Sir John A. Macdonald monument in Toronto, summer 2020.

Course Introduction

This course is not just about the past. It is not about memorizing important dates and the details of significant events or understanding the accomplishments of notable historical figures, though there will be some of that, to be sure. Instead, the main objective of the course is to critically examine who and what makes “history” and why – and what this can tell us about what is today known as Canada.

The course asks: what role does history, and specifically commemorations of the past (e.g. statues, monuments, murals, and street names etc.), play in the making and remaking – the continual “invention” – of Canada as a country. Who and what is remembered? Who and what is forgotten and why? What is the difference between history, myth and memory, and commemoration? How do understandings of the past change over time and why? The course answers these questions by looking at how Canadian history has been written, celebrated, and commemorated in the past and by interrogating how it is being debated, remembered, and rewritten in the present.

The course will build on the foundations of 1000 level Canadian history courses or other related knowledge, but it does not require this background.

Delivery

History 2282 will be taught remotely using a combined asynchronous-synchronous course design.

- Asynchronous lectures (consisting of a voice recording with a corresponding Powerpoint slideshow with information and links for note-taking purposes) will be posted each week on Mondays, and students will need to listen to and engage with the lecture content before their seminar time.
- Synchronous seminars of between 30 and 50 minutes will take place weekly during scheduled class time. Students will be broken into different seminar cohorts, and students will need to attend their seminar each week for the duration of the semester.
- In addition to assignments and the final exam (see below), students will be required to complete weekly questions that tie lectures, seminars, and readings together and might require additional asynchronous work.
- All communication will be via U of M email and the UM Learn Announcement Tool.

Required Course Materials

Belshaw, John. *Canadian History: Post Confederation* (Vancouver, BC Campus, 2015). This is a free, open source textbook that can be found at (<https://opentextbc.ca/postconfederation/>).

Additional required readings will be posted to UM Learn or will be available through the UofM library’s website

All readings must be completed before the seminar for which they are assigned.

Syllabus – Table of Contents

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I. Evaluation Criteria and Assignments

Grading:

10%	Guiding Questions
20%	Seminar Participation
15%	Essay 1
20%	Essay 2
35%	Final Exam

Guiding Questions – 10%

Students must submit responses to the weekly “Guiding Questions” posted to UM Learn. To get full marks, answers must show clear engagement with the weekly lecture, readings, and materials.

Seminar Participation – 20%

Evaluation is based on active contributions to virtual classroom activities, discussions, and assignments.

Essay 1 – 15% (DUE FRIDAY, OCTOBER 9)

Students will write a 1500-word essay comparing and contrasting the “History” sections from *Discover Canada* and *A People’s Citizenship Guide*. The goal of the assignment is to make an argument about which “History” section best encourages engaged citizenship and why – and to demonstrate a central argument with evidence and analysis and quotes and citations. What are the objectives of each book? What “histories” are included/excluded – and why? What are the strengths and weaknesses of each book in terms of conveying helpful historical knowledge about the invention of Canada?

Essay 2 – 20% (DUE FRIDAY, NOVEMBER 27)

Students will write a 1500-word essay analyzing a category of Historica Heritage Minutes, which can be found on this website:

<https://www.historicacanada.ca/heritageminutes>. The goal of the assignment is to make an argument about Historica’s “history” perspective. How and why is Historica telling the histories featured in your chosen category? What “histories” are included/excluded – and why? What is missing? What is the objective of your category of minutes? What are the strengths and weaknesses of the minutes in your chosen category? How effective are these minutes in teaching about your chosen category of Canadian history? How do the minutes themselves contribute to the “invention” of Canada?

Take Home Final Exam – 35% (DUE DATE, TBD)

Students will write a take home final exam covering the major themes, concepts, and debates from the entire course. The exam will consist of short and long answer questions based on course content.

Grading Scale

A+ 88-100%

A 80-87%

B+ 75-79%

B 70-74%

C+ 65-69%

C 60-64%

D 50-59%

F 0-49%

II. Course Policies

Statement on Academic Dishonesty

Students should acquaint themselves with the University's policy on plagiarism, cheating, and other forms of academic dishonesty in the General Academic Regulations in the online Academic Calendar and Catalogue and the Faculty of Arts regulation (http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) which reads: *The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Essay and Assignment Citations and Format

All assignments should be double-spaced and in 12-point Font Size. Students should use humanities citation style with footnotes. Students can consult the *Chicago Manual of Style Online*: <http://www.chicagomanualofstyle.org/home.html>

As this course meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course. Late papers will incur a penalty of 2% per day (including weekends) and will not receive written feedback.

Voluntary Withdrawal Date

The Voluntary Withdrawal date for this class is November 23, 2020. Evaluative feedback will be provided prior to that date.

Grade Appeals

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Student Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC):

<http://umanitoba.ca/student/academiclearning/>. The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>. History students can take advantage of the wide range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian. They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account www.instagram.com/umhisa_undergrad/ or emailing umhisau@gmail.com

Finally, I would encourage you to make an appointment with me to chat during the semester if you require any clarification about assignments or course content. A lecture course can sometimes feel intimidating to students new to the university, and remote learning during a global pandemic is additionally challenging. These are extraordinary times; this is emergency education. I welcome you to set up an appointment to introduce yourself, and if you are having any problems with an upcoming assignment, talk with me and we can work out a solution.

III. Weekly Topic Guide and List of Readings

Week 1: Welcome (Sept 10)

Online welcome via Zoom.

Week 2: Introduction: Inventing (and Reinventing) Canada (Sept 15 & 17)

Required Reading

1. James Stout, "[How to Topple A Statue Using Science](#)," *Popular Mechanics*, 15 June 2020.
2. Colin Perkel, "[Toronto Police Charge Three People with Mischief After Statues are Covered in Paint during Black Lives Matter Protest](#)," *Globe and Mail*, 18 July 2020.

Week 3: "Discovering" Canada (Sept 22 & 24)

Required Reading

1. Government of Canada, *Discover Canada: The Rights and Responsibilities of Citizenship*, 14–23. <http://www.cic.gc.ca/english/resources/publications/discover/>
2. Esyllt Jones and Adele Perry, *People's Citizenship Guide: A Response to Conservative Canada* (Winnipeg: Arbiter Ring Press, 2011), 15–30.

Week 4: War and Wampum (Sept 29 & Oct 1)

Required Reading

1. John Burrows, "Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self Government," in *Aboriginal Treaty Rights in Canada: Essays on Law, Equality, and Respect for Difference*, ed. Michael Asch (Vancouver: UBC Press, 1997), 169–172.

Week 5: Enslavement and Emancipation (Oct 6 & 8)

Assignment 1 Due (October 9)

Required Reading

1. Natasha Henry, "[If Black Lives Truly Matter in Canada, an Apology for Slavery is Only a First Step](#)," *Spacing Toronto*, 9 June 2020.

Week 6: Nation-Building (Oct 13 & 15)

Required Reading

1. John Belshaw, *Canadian History: Post Confederation* (Vancouver, BC Campus, 2015), Chapters 1 and 2.
2. Robert Alexander Innes, "[John A. Macdonald Should Not Be Forgotten, Nor Celebrated](#)," *The Conversation*, 13 August 2018.

Week 7: Woman Suffrage (Oct 20 & 22)

Required Reading

1. Belshaw, Chapter 7.
2. Veronica Strong-Boag, "[Taking Stock of Suffragists: Personal Reflections on Feminist Appraisals](#)," *Journal of the Canadian Historical Association* 21, no. 2 (2010): 76–89.

Week 8: Strike! (Oct 27 & 29)

Required Reading

1. Belshaw, Chapter 3.
2. Katarzyna Rukszto, "History as Edutainment: *Heritage Minutes* and the Uses of Education Television," in *Programing Reality: Perspectives on English-Canadian Television*, ed. Zoe Druick and Aspa Kotsopoulous (Waterloo: Wilfred Laurier University Press, 2008), 171–185.

Required Watching in Lieu of Weekly Seminar

1. [6 Tons of Steel: Building Bloody Saturday](#)

Week 9: World War (Nov 1 & 5)

Required Reading

1. Belshaw, Chapter 6.
2. Cecilia Morgan, "Remembering Canada at War," in *Commemorating Canada: History, Heritage, and Memory, 1850s-1990s* (Toronto: UTP, 2016), 74–104.

Week 10: Reading Break

Week 11: Immigration and Pineapple Pizza (Nov 17 & 19)

Required Reading

1. Belshaw, Chapter 5.
2. Marlene Habib, "[Sam Panopoulos, Canadian Inventor of Hawaiian Pizza, Dies at 82](#)," CBC, 10 June 2017.

Week 12: Queering Canada (Nov 24 & 26)

Assignment 2 Due (November 27)

Required Reading

1. Belshaw, Chapter 12.
2. Tom Hooper, Gary Kinsman, and Karen Pearlston, "[Anti-69 FAQ](#)," *Active History.ca*, 14 March 2019.

Week 13: The Next 150? (Dec 1 & 3)

Required Reading

1. Belshaw, Chapter 11.
2. Truth and Reconciliation Commission of Canada, "[Calls to Action](#)," 2015.
3. "[Premier Should Have Recognized Indigenous Peoples' History on Province's 150th Birthday](#)," CBC, 13 May 2020.

Week 14: Exam Review (Dec 8 & 10)

