

HIST 1440 A01 History of Canada
6.00 Credit Hours. This is a Writing (W) course.

Instructor: Dr. Jody Perrun
Time slot: Monday & Wednesday, 7pm to 9:30pm
Location: 306 Tier
Office: 410 Fletcher Argue
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Office Hours: by appointment.

Course Description:

This course offers an introduction to Canadian history from earliest settlement up to the contemporary period. Students will explore political, economic, social and cultural themes. Topics that will receive particular attention include European - Aboriginal contact; the French and British colonial regimes; economic development; constitutional and political structures; problems of expansion and settlement; urbanization and industrialization; immigration; Canada's international relations, with attention to the special influence of Great Britain and the United States; and Canada's contributions to global organizations and the settlement of global conflicts. As we explore these themes, we will also develop the skills of the historian's craft by analyzing primary source documents as well as assessing competing interpretations advanced in the secondary literature.

Course Texts

R. Douglas Francis, Richard Jones, Donald B. Smith, *Journeys: A History of Canada*, 2nd ed. (Toronto: Nelson, 2010). **Required.**

R. Douglas Francis and Donald B. Smith, eds., *Viewpoints: Readings In Canadian History* (Toronto: Nelson, 2007). **Optional.**

J.M. Bumsted and Len Kuffert, *Interpreting Canada's Past: A Pre-Confederation Reader*, 3rd ed. (Toronto: OUP, 2004). **Optional.**

J.M. Bumsted and Len Kuffert, *Interpreting Canada's Past: A Post-Confederation Reader*, 3rd ed. (Toronto: OUP, 2004), **Optional.**

William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students*, 2nd ed. (Toronto: OUP, 2008), **Optional.**

Additional sources (articles and books) for seminars and essays will be placed on library reserve or posted to the course page in JUMP.

Evaluation and Course Work

-essay #1 (6 pages, at least 1500 words) 20%	due: Wednesday, 8 June
-mid-term test, 10%	in class: Monday, 20 June
-essay #2 (6-8 pages, 1500-2000 words) 30%	due: Friday, 22 July
-five seminar papers, 10% (5 X 2%)	due: various dates
-final exam, 30%	

Students are obliged to remain available until all examination and test obligations have been fulfilled. Any travel or employment arrangements must be made in light of that obligation.

Late Submissions

Unauthorized late assignments (i.e. lacking prior permission or a doctor's note) will be penalized one grade level per day: for example, a paper graded B+, but submitted one day late would receive a B. Papers submitted more than one week late without authorization will normally be given a grade of zero without written feedback. Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.

Voluntary Withdrawal Date: Tuesday 12 July 2011. Feedback will be provided in advance.

Academic Regulations

Students should acquaint themselves with university regulations and policies on plagiarism (using the work of others and passing it off as their own), cheating, and academic misconduct. Please see pp. 27-28 of the University of Manitoba Undergraduate Calendar 2010-11.

The common penalty in Arts for plagiarism on a written assignment is a grade of *F* on the paper and a final grade of (*CW*) (for Compulsory Withdrawal) for the course. For the most serious acts of plagiarism, such as the purchase of an essay and repeat violations, this penalty can 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 (CW)* for the course and a one-year suspension from courses acceptable for credit in 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.

Technology

Laptops may be used for taking notes **ONLY**. Please turn off any other devices. No equipment or outside materials will be permitted during in-class tests and exams.

Class Decorum

Please be respectful of your fellow students and the instructor, and refrain from eating or other distracting activities.

Grading Scale

A+	90-100	C	60-65
A	80-89	D	50-59
B+	76-79	F	49-0
B	70-75		
C+	66-69		

Students wishing to appeal a grade for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Preparation of Written Assignments

Each assignment will be evaluated based on clarity of communication, and your demonstrated understanding of and critical engagement with the material. Written assignments should do more than simply repeat the information you have read in the readings or the course notes; they should also reflect your own thoughts and responses to the material. As a formal reflection of your thoughts on the material, all assignments should have an introduction with a thesis statement (your argument relative to the subject), body paragraphs which develop the reasoning behind your thesis, and a conclusion.

The articulation of your argument is very important. While having good ideas is a strong first step to a well-constructed assignment, the ability to communicate them in a clear, concise, and precise manner is equally important. Papers which have errors in sentence construction, punctuation, spelling, word choice, reference formats, etc. usually receive C's or D's. Clarity of expression is crucial to a passing grade on any assignment. For more information on grading see the section on "Essay Standards" below.

You must comply with regular academic conventions for the presentation of written assignments as outlined in the document, "Guidelines for Writing Academic Papers," attached below. ***All assignment submissions must be typed using 12-point font, double-spaced, with one-inch margins, a title page, references, and page numbers.*** Do NOT exceed specified word or page limits. Use footnotes and follow the Chicago style for reference citations. Do NOT use endnotes and do NOT use parenthetical citations as in the MLA and APA styles.

In case of computer or other technical failure, discuss the problem with me IMMEDIATELY and be prepared to provide notes or previous drafts, if asked. Keep backup files in a separate location in case your computer malfunctions or is stolen.

Keep all research materials and a second copy of your work until the assignment is returned. Keep all graded written work until you receive your mark in the mail at the end of the course. Essays are subject to an oral examination at which you may be asked to show your research notes.

Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.

Chicago-Style Citation Quick Guide at

http://www.chicagomanualofstyle.org/tools_citationguide.html

Guidelines for Writing Academic Papers

Jody Perrun

Regarding your paper's format: page numbers, a title page, and references are required. Papers must be typed and double-spaced, in 12-point font, with one-inch margins. Indent the first line of paragraphs rather than add spaces between them. Do NOT exceed the specified length.

Write clearly and simply. English is a language that favours simplicity. If one can express the same thought in fewer words it is usually better to do so. Do not assume an expert reader.

Papers must have an introductory paragraph. This introduction should provide some context, the "big picture" which frames your discussion. It must have a clear thesis statement, or argument – the thesis answers the questions "so what?" or "what's the point?" Finally, the introduction should provide some signals as to the structure of your paper, a road map of sorts to give the reader a sense of what lies ahead.

Subsequent paragraphs should all be clearly related to the thesis, and to each other, by transitional phrases and a logical progression from one idea to the next. For every paragraph you should ask yourself, "does this content support my argument? How? Am I clear about how it relates or builds on the preceding paragraph?"

After writing your draft, go over it carefully to make sure that throughout the paper you have maintained the focus and line of argument indicated in the introduction.

Proofread. Look for improper capitalization, spelling and punctuation errors, noun-verb and noun-pronoun agreement problems, etc.

No abbreviations or contractions should be used in formal writing.

Avoid colloquial or idiomatic expressions since they are imprecise and meaning may vary.

Avoid acronyms whenever possible. When it is too cumbersome to write out the name or title in full each time, do so at the first use, with the acronym following immediately afterward in parentheses. The acronym may then be used in subsequent passages. For example, "In Normandy, Eisenhower's Supreme Headquarters Allied Expeditionary Force (SHAEF) . . ." Names of wars should never be written as WW1, WWII, etc. – which sounds like the sequel to a sporting event.

Citations

Direct quotations should be used sparingly, to illustrate or prove your point rather than make it for you. When referring to other sources in your text, article titles should appear inside quotation marks. Book titles should be italicized or underlined. For example:

Haycock argues, in "Recruiting, 1914-1916", that . . ."

Murray Peden's *A Thousand Shall Fall* is one of the finest memoirs written by a member of Bomber Command.

Use footnotes rather than end notes. This is a personal preference – for other courses, end notes may be

perfectly acceptable.

When citing sources in your **notes**, the correct format is as follows:

¹Desmond Morton, *A Military History of Canada: From Champlain to Kosovo*, 4th ed. (Toronto: McClelland & Stewart, 1999), 133.

Note that the author is separated from the title with a comma, not a period. Likewise the title from the publication information, and the publication information from the page number. The title is not followed by a period. The first line is indented, and the author's name appears first-name-first. The publication information is enclosed in parentheses.

Subsequent references to the same source can make do with just the author's last name and the page number, as long as there is only one source cited by that author.

For an article in a collection:

²A.M.J. Hyatt, "Corps Commander: Arthur Currie," in Marc Milner, ed., *Canadian Military History* (Toronto: Irwin, 1998), 97-119.

When citing sources in your **bibliography**, the list is ordered alphabetically. The author's name appears last name first, followed by a period. The title is also followed by a period. The publication information does NOT appear in parentheses. Use hanging indentation (only subsequent lines are indented). For example:

Hyatt, A.M.J. "Corps Commander: Arthur Currie." *Canadian Military History*, Marc Milner, ed. Toronto: Irwin, 1998. 97-119.

Morton, Desmond. *A Military History of Canada: From Champlain to Kosovo*, 4th ed. Toronto: McClelland & Stewart, 1999.

Electronic Resources

Students may use legitimate academic websites for research. Wikipedia is often unreliable and therefore not suitable as a basis for academic work. The same caution applies to blogs and a variety of privately maintained websites. Websites published by reputable institutions such as governments, archives, universities, or museums can often be helpful, but students must carefully assess the value and accuracy of such resources. Websites reproducing primary archival documents or newspapers are generally acceptable. Electronic resources must be properly referenced in similar format to print works – give (where possible) the author's name, page title, publishing institution, URL address and date accessed, as per the following example.¹ In any case, electronic resources should be used sparingly and should constitute no more than one quarter of the sources cited in the essay.

¹Laura Brandon, "History as Monument: The Sculptures on the Vimy Memorial," Canadian War Museum, www.warmuseum.ca/cwm/vimy/sculptures_e.html, accessed 20 November 2006.

Essay Standards

Although each essay will be considered individually, the following are some outlines to let you know what is expected of papers in each grade range.

A: The “A” mark is generally awarded to assignments that are superior in all areas. It will have a comprehensive, well-organized, coherent, and persuasive argument. It will make comprehensive use of the sources required for the assignment. It will be stylistically pleasing to read (i.e., it will use clear, concise and vigorous sentences, and will vary sentence length and structure to prevent stilted prose). Grammatical and spelling errors will be non-existent (or almost non-existent). Most importantly, it will contain rigorous analysis and originality of thought. A paper may remain mechanically sound and not achieve a letter grade of “A.”

B: Essays in the “B” range will also contain a coherent, well-organized argument, although they might have some minor problems, such as a lack of concluding sentences to their paragraphs, or weak topic sentences. They will have very few grammatical errors (no more than one per 250-word page). Such papers might suffer from some stylistic problems (wordiness or overuse of the passive voice). Although “B” essays will have a clear and precise thesis, they might not display the originality of thought that characterizes an “A” paper. It should be noted that one of these problems could be enough to move a paper into the “B” range, and a number of them will reduce the grade further.

C: Essays in the “C” range will have a clear thesis, but this thesis might not be precise enough, or not proven adequately. They may suffer from problems in organization, such as not having clear transitions between paragraphs, or not having topic sentences. A failure to stick to the topic might also move a paper into the “C” range. They might have more grammatical errors than a “B” paper (2-3 per page), and their style might be awkward, unclear, wordy, and overuse the passive voice. Such essays might also rely too heavily on summary or description, and not engage in enough analysis of the text or topic.

D: Essays in the “D” range might not have a clear thesis. They might also suffer from many of the problems of the “C” paper, but to a greater extent. Their prose might be so awkward that the meaning of the sentences is obscured, or they might have major problems with syntax. They might consist exclusively of summary with no analysis, or might make general assertions without backing them up with direct reference to documentary sources. They might have serious grammatical problems (4-5 per page). Such papers might also lack an introduction or a conclusion, or might have no clear paragraphing whatsoever. Such papers might also reproduce the ideas of a single secondary source, without contributing their own analysis.

F: A failing paper might not answer the question asked. If it does answer the question, it will usually suffer from major grammatical problems, or lack any sense of organization. It might not have a thesis at all, or its prose might be so convoluted that the meaning is lost. Failing papers might, by making numerous factual errors, indicate that their author has either not researched the topic, not read the texts, or not understood them. All plagiarized papers will receive a mark of zero, and the authors might be subject to more severe academic penalties.

HIST 1440 A01 History of Canada

Course schedule; dates and topics subject to change.

Mon. 2 May: course introduction; writing tutorial

Weds. 4 May: European contact with Aboriginals.

Mon. 9 May: settlement, fur trade, missionaries

Weds. 11 May: New France and Acadia

Mon. 16 May: European conflict in the New World

Weds. 18 May: the Conquest and British North America

Mon. 23 May: no class (make-up 27 May)

Weds. 25 May: Quebec and the Quebec Act

Fri. 27 May: the American Revolution, the Loyalists, and Upper Canada

Mon. 30 May: the War of 1812

Weds. 1 June: the rebellions of 1837-38 and their aftermath

Mon. 6 June: Red River, the fur trade, and the West

Weds. 8 June: the Pacific coast; **essay #1 due.**

Mon. 13 June: the Atlantic colonies

Weds. 15 June: Confederation

Mon. 20 June: **mid-term test**

Weds. 22 June: consolidating the new Dominion

Mon. 27 June: Western expansion and Riel

Weds. 29 June: Defining Canada in the Laurier era; Canada's external relations to 1914

Mon. 4 July: Canada and the Great War

Weds. 6 July: autonomy and diplomacy in the interwar period

Mon. 11 July: the Second World War at home and overseas

Weds. 13 July: the post-war boom

Mon. 18 July: Crises at home and abroad: quiet revolutions and Cold War

Weds. 20 July: *The Champions* I and II; Trudeau & Levesque; October Crisis, PQ

Fri. 22 July: make-up for 1 Aug.: *The Champions* III; 1980 Quebec referendum and 1982 patriation; Mulroney, the Constitution, and Free Trade; **essay #2 due**.

Mon. 25 July: Aboriginal Rights and Aboriginal Claims

Weds. 27 July: Canadian nationalisms; immigration; multiculturalism

Mon. 1 August: no class (make-up 22 July)

Weds. 3 August: last class. Course review.

Fri. 5 August: final exam, 6pm - 9pm, room TBA