

**HIST 3250 Canada and the World 1867 to the Present
Fall /Winter Term September 2011 to April 2012**

Instructor: Dr. Jody Perrun
Time slot: Tuesday/Thursday, 11:30-12:45
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Course Description:

This course is a study of selected aspects of Canada's external relations since Confederation. It will examine the key international events and relationships that have shaped modern Canada, particularly the influence of Great Britain and the United States, trade relations, diplomacy, and military conflict.

Course Texts

Norman Hillmer and J.L. Granatstein, *Empire to Umpire: Canada and the World into the Twenty-First Century*. Toronto: Nelson, 2008. **Required.**

C.P. Stacey, *Canada and the Age of Conflict vol. I: 1867-1921*. Toronto: UTP, 1994. **Optional.**

C.P. Stacey, *Canada and the Age of Conflict vol. II: 1921-1948*. Toronto: UTP, 1994. **Optional.**

Evaluation

Class Participation

-active engagement: 10%

Written Assignments

-2 essays: 60% (2 X 30%)
-final exam: 30%

Course Work

Active engagement means a consistent readiness to discuss the course content and raise relevant questions in class meetings. A reading schedule will be distributed in class. Regular attendance in class and completion of required readings in advance are obviously prerequisites for success. Readings in addition to the course texts will be placed on reserve in the library. Students should be prepared to read 50-100 pages per week on average.

Late Submissions

Unauthorized late assignments (ie. lacking prior permission or a doctor's note) are not acceptable. Late submissions will be penalized one grade level per day – for example, a B+ paper submitted one day late would receive a B. Papers submitted more than a week late without authorization will normally be given a grade of zero, but remember that all assignments must be completed in order to pass the course.

Voluntary Withdrawal Date: 16 March 2012. Evaluative 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 Section 8 of the General Academic Regulations in the online University Calendar and Catalog.

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 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 (DISC)* 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.

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

Essays 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 with errors in grammar, syntax, punctuation, spelling, reference formats, etc. usually receive C's or D's. Clarity of expression is crucial to a passing grade on any assignment.

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. Final papers will be submitted electronically to the instructor by e-mail (as an MS Word or .rtf file) before the start of class on the due date. All essay grading will be done on the electronic copy.

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 a second copy of your work until the assignment is returned and 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. Keep your research materials until your essay is returned.

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.

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.