University Of Manitoba  
Syllabus: Summer, 2018  
Course: HIST 1440 History of Canada  
Instructor: Dr. Lloyd Penner  
Office Hours: after class or by appointment  
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Course Description and Objectives  

The main objective of this course is to introduce students to the main themes in Canadian history since 1500. The main themes of the first half of the course are: Indigenous history, the coming of the Europeans, the establishment of a distinct French society, the conflict between the French and English for control of North America and the effects on Indigenous peoples, the involvements of Indigenous peoples, Europeans and Métis in the fur trade in the West and its impacts, the coming of new immigrants, economic and social issues, the movement to unite all of Britain’s North American colonies and how the foundations of Canada were laid in the 1867 to 1885 period including adding provinces and territories, Métis and Indigenous issues in Western Canada and building the CPR.  

The main themes of the second half of the course are: immigration, the settlement of the West, building a strong economy, the struggle for women’s and workers’ rights, Canada’s experience in World War I, new political, economic and social developments in the 1920s, the causes and trauma of the Great Depression, how World War II changed Canada, building a prosperous post-World War II economy, the era of conservative social mores, the radical 1960s, dealing with the United States, the growth of Quebec nationalism and separatism, the emergence of Indigenous issues, the development of modern Canada and Canada’s emergence on the world scene.  

Required Text  


Methods of Instruction  

Lectures, readings, discussion, research essays, videos, mid-term test, final exam  

Grade Distribution  

Mid-term test (20%) (Wednesday, May 30) (Length: the entire class)  
First research essay (20%) (Friday, May 25)  
Second research essay (25%) (Monday, June 18)  
Final exam, (35%) (Thursday, June 28 (1:30-4:30)
Voluntary Withdrawal

Evaluative feedback will be provided prior to the VW deadline: June 14, 2018

Letter/Number Grade Range

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

University Regulations

The university's regulations on academic honesty are found in the section on “Academic Integrity” of the General Academic Regulations in the online Academic 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 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 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.

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. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Since this is a course that meets the University senate W requirement, students must complete all essay assignments with a passing grade to pass the course.
Student Academic 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/ (tel: 204-480-1481). 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 also take advantage of the huge 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, tailored just for you! They are available on the Libraries page at this link: http://libguides.lib.umanitoba.ca/history.

Course Topics

All topics listed below may not be covered. Note the test readings for each topic

The Indigenous Peoples of Canada and their initial contacts with Europeans (Chapter 1)
The French Era: the development of New France (2, 3)
The struggle for a continent: the English, French and Americans (3,4)
The fur trade and life in the Canadian West: The First Nations, the Métis, the Hudson Bay Company and the Northwest Company (5)
Immigration: new peoples settle in Canada (5)
Economic and Social Life in British North America (5)
Politics in the Canadian Colonies (5)
The creation of a new country - Confederation (6)
J.A. Macdonald and laying the foundations for the new country (6)
The Red River Uprising, the treaties and the Northwest Rebellion (6)
Wilfred Laurier, immigration and the economic boom (7)
Canada and World War I (8)
Social reform: women’s and workers’ rights movements (8)
Mackenzie King and the “Roaring Twenties” (8)
Life in the Great Depression and the rise of new political movements (8)
World War II changes Canada domestically and its global involvements (8)
Post-war Prosperity and Stability (9)
The Diefenbaker Era (9)
The 1960s: A Period of Dramatic Change (10)
The Foreign Policy of Lester Pearson (10)
The growing challenge of Quebec nationalism and separatism (10)
Trudeau and the Just Society (10, 11)
The foreign and defense policies of Trudeau (11)
Canadian life and society during the Brian Mulroney Era (11)
Canadian life and society during the Jean Chrétien years (12)
The challenges of the 21st century (13)

Research Essays

Students will write 2 research essays paying attention to the following guidelines: Length of each essay is 8-10 double spaced pages (2250-2750 words). No more than 4 people can sign up for each topic. Wikipedia is not a credible source. Web sites can be used if written and signed by a reputable scholar. Web sites of historical societies are also acceptable. If in doubt send the link to the instructor. Encyclopedias should be used sparingly. Use at least 6 approved sources of which 3 must be books (not including the text). Students are also encouraged to use journal articles. Late essays will be penalized by 2% for each day they are late including weekends unless the student provides a medical certificate.

Essays must be typed or word-processed and double-spaced. Provide a title page that includes your name, student number, course name and number, date and word count. Number your pages. It is recommended that you first make an outline followed by a rough draft. Then revise and edit carefully for paragraphing, sentence structure, clarity, word choice and organization. You must provide between 15-30 citations (footnotes or endnotes). These are required not just for quotes but all information obtained from a source which is not considered common knowledge. Use short quotes sparingly. Quotes longer than 3 lines should be indented 5 spaces from each margin. Also include a bibliography. The instructor will provide examples of the correct Chicago citation and bibliography style. Students are encouraged to consult the professor in person or by e-mail. A good place to start looking for sources is the bibliographies at the end of each chapter in your text.

First Research Essay Topics

(Note that the thesis of the essay can be altered with the approval of the professor.)

1. Indigenous peoples had created many economically and culturally vibrant societies before Europeans arrived. Compare the lifestyle, economy, culture, religious practices etc. of any two Indigenous nations living in different parts of Canada.

2. Catholic missionaries had a major impact on the lives of Indigenous nations in eastern Canada in the 1600 to 1763 period (You may wish to focus on just a few nations).

3. Warfare between Indigenous peoples was quite common before Europeans arrived but Europeans were primarily responsible for the increase in warfare between Indigenous nations after 1500 (e.g. Huron vs. Iroquois, Odawa vs. the Fox, Blackfoot vs. Cree, and Cree vs., Chipewyan etc.)
4. The people of New France faced many challenges but were successful in building a distinct (unique) French Canadian lifestyle and culture in the 1600-1763 period.

5. The Iroquois were indispensable allies of the British (economically and militarily) in the period from 1660 to 1815.

6. The expulsion of the Acadians by the British in the mid-18th century was (or was not) justified.

7. Pontiac organized an Indigenous Confederacy which came very close to stopping the advance of the Europeans into the lands west of the Appalachian Mountains and resulted in the British issuing the Proclamation of 1763.

8. The War of 1812-14 was a major turning point in Canadian history for both Indigenous peoples and European settlers.

9. On balance the fur trade in Western Canada was beneficial for Indigenous peoples including Indigenous women.

10. Compare the organization, trading practices, extent of their trading operations, profits etc, of the Northwest Company and the Hudson Bay Company 1779-1821.

11. By 1867 the Métis had established a distinct identity as a nation and a unique way of life in the West.

12. French Canadians struggled to maintain their language, and political rights in the period from 1763 to 1867.

13. The 1837-38 Rebellion in Upper Canada (Ontario) was a legitimate response to political, social and economic oppression.

14. In the 1800-1867 period the United States was a significant threat to Canada territorially, economically and at times militarily.

15. Slavery played a significant role in some Canadian Indigenous societies, New France and in the early British North American colonies (up to about 1810).

16. To survive, Irish, Scottish and English immigrants from Britain in the Great Migration (1815-1860) period had to be very resourceful and determined in order to overcome all the challenges they faced in trying to settle and establish themselves in Canada. (You can focus on just one group if you wish.)

17. Idealism played a minor role in Confederation. Economic factors, fear of the United States and cultural survival were the dominant factors.
18. Many people living in the Maritimes were very reluctant to join Confederation because they had developed a unique economy, lifestyle and culture and felt much of this would be lost if they joined Canada.

19. Louis Riel deserves to be called “The father of Manitoba”.

20. J.A. Macdonald’s National Policy high tariff and railway policies helped to build Canada’s economy and maintain its independence from the United States but it had many negative effects on Western Canadian farmers.

21. The Northwest Mounted Police was largely successful in promoting law and order in Western Canada and thereby helped prepare the way for White settlement in Western Canada.

22. J. A. Macdonald’s racist views and policies regarding Indigenous and Métis peoples mean that statues to him should be dismantled and his picture on our money should be removed.

23. Indigenous leaders such as Big Bear, Poundmaker and Piapot were correct when they argued that the treaties negotiated (or imposed) with the Indigenous peoples in Western Canada (1871-1877) were a bad deal for Indigenous peoples living on the Plains.