

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

HIST 2204G 550: Crises and Confederation

Meetings: W112 - Wednesdays: 11:30-12:30
W112 - Fridays: 11:30-1:30

Dr. Thomas Peace

Email: tpeace@uwo.ca

Office Hours: By appointment

Office: V127

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Course Description: This course is a survey of Canadian history since Confederation focusing on its political, economic, and social developments. In addition to addressing key moments of tension within Canada's past, students will be introduced to the variety of historical theories and methodologies that characterize the field. At the end of this class students will have a well-developed understanding of the development of the Canadian nation-state and how historians have approached studying its past.

Antirequisite(s): History 2201E and History 2205E.

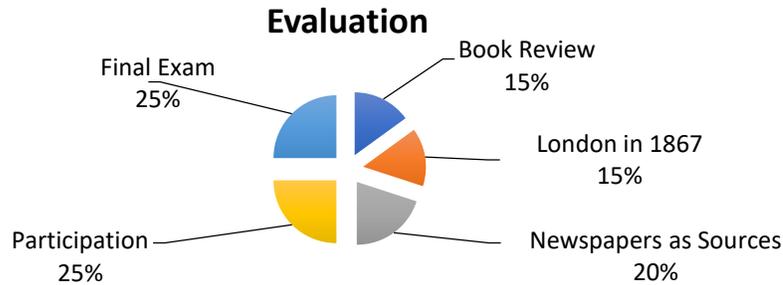
Prerequisite(s): None.

Learning Objectives: Students will leave this class with an understanding of...

1. the politics of Confederation
2. how historians use newspapers as sources of evidence
3. themes of colonialism, language & culture, militarism, and gender.
4. important historiographical debates defining the field of Canadian history.
5. interconnections between the work of historians and national historical memory.

Required Texts

- John Belshaw, *Canadian History: Post-Confederation*, Open Campus BC, 2016, <https://opentextbc.ca/postconfederation/>
- Kheraj and Peace, *Open History Seminar: Canadian History*, <http://openhistoryseminar.com/canadianhistory/>
- P.B. Waite, *The Life and Times of Confederation, 1864-1867: Politics, Newspapers, and the Union of British North America* (Toronto: University of Toronto, 1962), available through the library: https://ocul-uwo.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044897003905163



Assignments: Canada at Confederation

Using the issues of the *London Free Press* and *London Advertiser* on, before, and after July 1 1867 assess the importance of the event on our city.

You can access these issues of the *Free Press* here: https://www-canadiana-ca.proxy1.lib.uwo.ca/view/oocihm.N_00303_186611 (see images 690-720). The pages from the *Advertiser* will be loaded into the “Resources” section on OWL.

You will do three activities based on this work:

1. **London in July 1867:** Based on your reading of London’s two main newspapers, write a 750-word reflection addressing the central issues about which Londoners were concerned at the end of June/beginning of July 1867. How important was Confederation?
 - a. Due Date: **February 11**
 - b. Percentage of final grade: **15%**

2. **Book Review:** After reading P.B. Waite’s *The Life and Times of Confederation* write a 750-word book review that assesses the degree to which your reading of the *Free Press* and *Advertiser* aligns with the conclusions Waite reaches about Confederation. A good book review will tell the reader about the core ideas explored in the book, its strengths and weaknesses and – in this case – specifically build on your newspaper research.
 - a. Due Date: **March 11**
 - b. Percentage of final grade: **15%**

3. **Using Newspapers as Historical Sources:** Thinking about our course as a whole and how Canada developed over the past 150+ years, write a 1000-word essay assessing the degree to which newspapers are useful sources for understanding Canada’s past. How well do they represent something we might call a “Canadian perspective” on the past? You should draw on at least three peer reviewed journal articles.
 - a. Due Date: **April 6**
 - b. Percentage of final grade: **20%**

IMPORTANT NOTES:

- As an encouragement to improve your writing, a **5% bonus** will be awarded for assignments that have been reviewed *at least one week* prior to submission by Writing

Centre staff during a consultation/visit. Bring your “Proof of Consultation” form with you to the writing centre for staff to sign. Hand it in with your essay.

Participation - 25%

Attendance and participation will account for **10% of your final grade**. After each class, you will be assigned a mark out of 10 (gauging your participation in that class). Your mark will be comprised of the average of these grades. Participation marks are also pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.** There are always valid reasons why you cannot attend class. Please notify me in advance if you cannot attend class or if you risk a prolonged absence. It is easier to work out extenuating circumstances before they arise. Self Reported Absences may be used for assignments, but will not be taken into considering when determining your final participation grade.

- A significant portion of your participation in this class will take place on the *Open History Seminar*. **15% of your final grade** will assess the degree and quality with which you participated in annotating our readings. Participation in the *Open History Seminar* requires you to annotate the material through our group in Hypothes.is: <https://hypothes.is/groups/Y51mjvqw/his2204g-2022>. Annotations must be complete 24 hours before the class meetings when the readings will be discussed.

Final Exam - 25%

The final exam will consist of two essay questions and a short answer question. The short answer question will ask you to write a paragraph or two explaining the relevance of six terms or phrases from the glossaries at the end of each of Belshaw's chapters. Answers should connect to course content beyond the textbook (i.e. lectures and supplemental readings). The first essay question will ask you to assess the themes covered in one of our units. The final essay will draw together the course as a whole, asking you to reflect on Canada's post-Confederation history more broadly. Students are expected to be familiar with the material from **all lectures, in-class discussions and readings**.

Appeals: Should you wish to discuss a mark on an assignment, please wait at least one day after its return so that you can digest the comments I have given you. You should then come to see me prepared to discuss why you feel your mark is inadequate, drawing explicitly from the goals, task and evaluation guidelines included in the syllabus above. Marks will only be adjusted if you can put together a convincing argument as to why your work better matches higher-grade criteria described in the syllabus. If after our meeting you wish to appeal further, I will arrange for one of my colleagues to assess your work, before encouraging you to appeal through the dean's office.

Plagiarism: In this course, you will receive a zero for work that you have copied from another student or source; likewise, you will receive a zero if you submit work that you have submitted elsewhere. You can familiarize yourself with our rules about academic misconduct here: <https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCatego>

Course Schedule

January 12: Course Introduction

January 14: Stakes and Stakeholders of Confederation

- Dictionary of Canadian Biography entry

January 19: Fighting for Responsible Government

- Belshaw, chap. 1.

January 21: Confederation Debates

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-8/>
- Assignment discussion: London at Confederation

Unit 1: Colonialism and Indigenous Peoples

January 26: Indian Act

- Belshaw, chap. 11

January 28: Treaties and Treaty Making

- Open History Seminar: What makes a treaty?
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-5/>
- Discussion: What place did Indigenous Peoples have in Confederation?

February 2: Colonizing the West

- Belshaw, chap. 2

February 4: The Trial of Louis Riel

- Open History Seminar:
<https://openhistoryseminar.com/canadianhistory/chapter/introduction-9/>
- Assignment Discussion: What was London like in July 1867?

February 9: Huron and Residential Schools

- TRC, *Executive Summary*, “The History,” 37-70.

February 11: Residential Schools and Health – **Research Report Due**

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-20/>
- Discussion: What are the responsibilities of our school, governments, and the churches towards Residential School Survivors and their descendants?

Unit 3: Biculturalism and Multiculturalism

February 16: Immigrations and Urbanization

- Belshaw, chap. 3.1-3.7, 5.1-5.8, 7.1-7.8;

February 18: Drugs, Race and Moral Panic

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-14/>
- Assignment Discussion: How do we evaluate a book?

February 23-25: **READING WEEK**

March 2: Language and Confederation

- Belshaw, chap. 4

March 4: The Quiet Revolution

- Belshaw, chap. 9.9-9.11
- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-19/>
- Assignment Discussion: How do the *Free Press* and *Advertiser* align with Waite's conclusions?

March 9: From Biculturalism to Multiculturalism

- Belshaw, chap. 5.11-5.13, 10.8, 12.5-12.6

March 11: White Paper/Red Paper - **Book Reviews Due**

- Open History Seminar: White Paper/Red Paper:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction/>

Unit 4: The Warrior Nation and the State

March 16: Canada First and the British Empire

- Belshaw, chap. 4.5-4.8, 5.9, chap. 6, 12.8, 12.12

March 18: Canada's Wars & Propaganda

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-15/>
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-17/>
- Assignment Discussion: How well do newspapers represent the past?

March 23: Lecture: Canada goes Nuclear

- Belshaw, chap. 9

March 25: Canadian Culture

- Open History Seminar:
<https://openhistoryseminar.com/canadianhistory/chapter/introduction-22/>
- Assignment Discussion: What do historians need to consider when using newspapers as historical sources?

March 30: Sovereignty Debates & Repatriation

- Belshaw, chap. 10 (reading prep for Friday)

April 6: Medicare – **Final Essay Due**

- Open History Seminar:
<http://openhistoryseminar.com/canadianhistory/chapter/introduction-21/>

April 8: Review for the exam

- Belshaw, chap. 12.1

Department of History Appendix

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.

4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

¹ They should be in Arabic, not Roman numerals or letters.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

<http://history.utoronto.ca/undergraduate/learn-more/essay-writing-guide> . Accessed December 6, 2018.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:
https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should**

consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website,

<https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.