
COURSE:	The Making of Canada HIST 1300A
TERM:	Winter 2021
CLASS:	Asynchronous
INSTRUCTOR:	Dominique Marshall https://carleton.ca/history/people/dominique-
CONTACT:	Office Hrs: Mondays from 2:00 to 4:00 or by appointment
	Telephone: 613-520-2600 extension 2846
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“Princess Elizabeth and Prince Philip, the Duke of Edinburgh, greeting a group of Native American Chiefs, including Chief Andrew Bannon (left) of the Ojibway Tribe, during a tour of Fort William, Canada, November 2nd 1951.” (Photo by Fox Photos/Hulton Archive/Getty Images)

<https://www.gettyimages.ca/detail/news-photo/princess-elizabeth-and-prince-philip-the-duke-of-edinburgh-news-photo/562668869?adppopup=true>

I. Course Description

Content:

An exploration of the various peoples and groups who have inhabited the Canadian territory from its earliest times to the present. A chronological survey, with special attention to major transformations in the environment, the population, public life, social relations and culture. An introduction to the many, and changing, ways used by historians to discover and explain this past. A discussion of conflicting understandings, received ideas, prejudices, assumptions and misconceptions. An opportunity to engage personally with written, visual and oral documents, as well as objects. A chance to participate in hands on virtual laboratories to make and exhibit elements of the history of Canada.

Format and workload:

No participation in real time is required. Each week, within a flexible schedule in a weekly cycle starting on Mondays, there will be nine hours of work: three hours of preparatory work (reading, watching lectures and conversations), three hours of engagement with the class (exchanging with class as a whole, with one group, with the Instructor or the Teaching Assistant, posting materials on common documents), as well as three hours of work on an individual term project.

Aims:

The course asks students to learn by doing: by simultaneously reading (seeing, listening or watching), evaluating, explaining, writing, researching, making, revising and reflecting thoughtfully. The course will help students become familiar with:

1. Basic and recent **knowledge** about the history of Canada. This includes key concepts, events, people, points, argument and generalizations.
2. Keys to make sense of today's Canadian society, its mutations as a pluricultural society, its position in the world. That is to say keys to uncover the history **behind the headlines**, some distortions in the media version of history, and the roots of everyday customs and objects.
3. Pay a special attention to to lost and retrieved **memories**.
4. Main **tools for historical research**, and the skills use them well.
5. Skills to **solve historical problems** including the analysis and interpretation of historical documents, and the ability to make distinctions in the face of complex questions.
6. **"How do we know"** the past: to question myths in the history of Canada effectively; to be mindful of the history of history; to make links with history learned otherwise, especially family and community memories.
7. The main tools to **organise historical findings**.
8. The main tools to **present history** in writing, orally, visually.
9. The **collaborative** nature of knowledge and good ways to work collaboratively.
10. Links between history and **other disciplines**.
11. The ethical issues of historical research.

NOTE: These aims have been written with the help of the work of Laurence De Cock, Peter Stearns, Shana Agid, the Learning Outcomes of the Department of History, the Statement on Research Ethic of the Canadian Historical Association, and the Statement on Standards of Professional Conduct of the American Historical Association.

II. Textbook

The textbook is free and online: Belshaw, J.D. *Canadian History: Post-Confederation*. Victoria, B.C.: BCcampus, 2015. <https://opentextbc.ca/postconfederation/>

Occasionally, other readings will be available through the library course reserve system (ARES), and recordings through CuLearn.

III. Course Calendar

Module 1 11 January – 15 January

Confederation and the Peoples of Canada

Reading: Textbook Chapter 1

*** Preliminary selection of a social group and topic due January 15

Module 2 18 January – 22 January

Confederation in Conflict

Reading: Textbook Chapter 2

Module 3 25 January – 29 January

Urban, Industrial, and Divided: Socio-Economic Change, 1867-1920

Reading: Chapter 3

Module 4 1 February – 5 February

Politics and Conflict in Victorian and Edwardian Canada

Reading: Textbook Chapter 4

Module 5 8 February – 12 February

Immigration and the Immigrant Experience

Reading: Chapter 5

*** Proposal of individual project due 8 February

Individual meetings with Instructor

Reading Week 15 February – 19 February

Module 6 22 February – 26 February

The War Years, 1914–45

Reading: Chapter 6

Module 7 1 March – 5 March

Reform Movements from the 1870s to the 1980s

Reading: Chapter 7

Module 8 8 March – 12 March

The Economy since 1920

Reading: Chapter 8

***Draft of individual project due 8 March

Module 9 15 March – 19 March
Cold War Canada, 1945-1991
Reading: Chapter 9.

Module 10 22 March – 26 March
This is the Modern World
Reading: Chapter 10

Module 11 29 March – 1 April
First Nations from Indian Act to Idle No More
Reading: Textbook Chapter 11.
*** Final project due 29 March

Module 12 5 April– 9 April
Canada at the End of History
Reading: Textbook Chapter 12
*** Final reflection due 5 April

Examinations 16 April – 27 April
*** Take home examination due 27 April

IV. Evaluation

a. Weekly activities: **Total: 40%**
5% per weekly module; best 8 of 10 marks (due weekly on Fridays)

b. Individual project on a social group of Canada: **Total: 40%**

Selection social group (Jan. 15) and project topic (Jan. 22)	0%
Proposal and meeting with instructor (February 8)	10%
Draft of Individual project (March 8)	0%
Final project (March 29)	25%
Reflection on the making of the project (April 5)	5%

c. Final take home examination: **20%**
Overview of weekly modules content, reflection (27 April)

Late penalty: Unless otherwise noted, late assignments will be penalized 3% per day (weekends will count as one day). Exceptions will be made for documented medical or other emergencies

V. Description of course requirements and assignments:

You must complete all of the components below in order to pass this course

a. Weekly activity (40%) This course will require your weekly participation and engagement. Participation is mandatory. Most of the modules this term will consist of a mix of short lectures, guests conversations, online discussions and group activities, in-course practice. The activities will vary. Students will be required complete

in worksheets or writing assignments at the end of each one. They must submit these materials during the allocated week, and show that they have read the required readings mentioned in the calendar for each week. NOTE: If you have concerns about your ability to complete these assignments in time, contact the Instructor.

b. Individual project on a social group of Canada (40%) These projects are designed to provide a step-by-step introduction to the many steps of historical research. You will be asked to complete three central tasks: to determine one topic in the history of one social group of Canada (by January 22 - to be approved by the Instructor); to initiate secondary research relating to this topic and create a proposal for this research; to meet with the instructor to discuss and improve the proposal (due February 8 – approximately 500 words including bibliography, table of content, proposed thesis); to communicate the results of your research in the virtual museum of the course; to exchange virtually with other members of your social group and your discussion group about your essay and theirs, to allow you to share your work-in-progress and to solicit feedback from your peers; to present the final essay together with a reflection on what went into its making. The template for the essay will be provided. The word equivalent of the essay is approximately 3500 words. It should also contain primary documents.

c. Final take home examination (20%) You will be asked to answer several questions in an essay form to reflect critically on the content of the weekly modules, in relation to the work you did on one region. (1500 words)

NOTE: The modules and assignments have been designed with the collaboration of Raeann Au, undergraduate student in History (thanks to the Students as Partner Program), Yuan Chen (Instructional Designer, Teaching and Learning Services), and four colleagues who have generously given their time for conversations: Kerry Badgley, Laura Madokoro, Jim Opp and John Walsh.

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University's Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F = 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

January 31, 2021: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

April 14, 2021: Last day for academic withdrawal from **winter** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1