

HIST 2204G: Crises and Confederation

Meetings: V210 - Tuesday: 9:30-10:30
V210 - Thursdays: 8:30-10:30

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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.

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

1. themes of colonialism, language and culture, militarism, & gender.
2. important historiographical debates defining this period.
3. the strengths and weaknesses of studying within national frameworks.
4. interconnections between the work of historians and national historical memory.

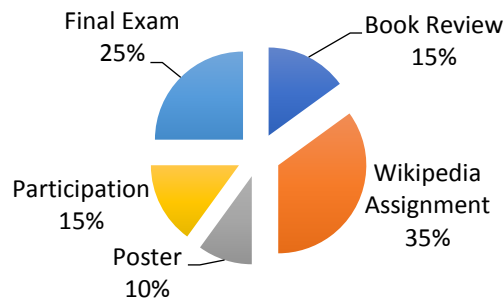
Schedule

UNIT:	Confederation	First Peoples	Multiculturalism	War	Gender
DATES:	11 - 18 January	23 Jan - 6 Feb	8 Feb - 6 Mar	8 - 20 March	22 - 29 March
FIELD TRIP:	Fanshawe Pioneer Village	Diocese of Huron Archives	Museum London	RCR Museum	NONE
DUE DATES:	Wiki Eval (16 Jan) Wiki Edit (23 Jan)	Bk Rev (Feb 6)	Wiki Draft (15 Feb) Peer Review (27 Feb)	Wiki Article Complete (29 Mar)	Poster (5 Apr) Reflection (10 Apr)

Required Texts

- John Belshaw, *Canadian History: Post-Confederation*, Open Campus BC, 2016, <https://opentextbc.ca/postconfederation/>

Evaluation



Due Dates and Weighting of Grades

- **Book Review - 15%**
 - Essay - 10% - 6 February
 - Presentation - 5% - 6 February, 1 March, 15 March
- **Wikipedia Assignment - 35%** (Ongoing)
- **Museum Exhibit Poster - 10%** - Due 5 April
- **Participation - 15%**
- **Final Exam - 25%** (in exam period)

Assignments

Written and research work in this course is designed to build the skills necessary for historical analysis and expression. The book review focuses on developing historical writing skills and critical analysis of historical interpretation, the Wikipedia assignment allows you to hone your research and interpretive skills, while the poster assignment focuses on synthesis and proposal-writing skills. **Don't worry if you haven't spent much time doing this type of work, we'll use some of our in-class meetings to ensure that you are adequately prepared.**

Papers submitted by email will not be accepted. Each paper must be submitted via OWL on the due date, or late penalties will apply. **Students should also retain their research notes as the instructors may ask for them.** Students who fail to produce their research notes when asked risk being assigned a grade of zero on the assignment.

Chicago-style footnotes must always be used in a history paper. Essays will normally have three to five notes per page. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text. **The reference librarian and Writing Centre can help you.**

- **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.
 - It is expected that you now understand both the importance of citations and the need to look up their proper format when uncertain. I've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic **5% deduction** will also be made from your assignment's final mark. Upon notification that you submitted an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

1. Book Review - Due 6 February

- a. **Goal:** To provide a nuanced critique of a historical monograph.
- b. **Learning Objective covered by the assignment:** All
- c. **Task 1:** You will write a 750-word book review of one of the three books:
 - Chelsea Vowel, *Indigenous Writes*
 - Sean Mills, *The Empire Within*
 - Ian McKay and Jamie Swift, *Warrior Nation*

A good book review will tell the reader about the core ideas explored in the book, its strengths and weaknesses. Essentially, the purpose of the review is to give the reader an understanding of whether the book would be useful for their historical research. You may wish to consult a handful of book reviews to provide you with an example. Most academic journals publish book reviews in each issue. I encourage you to take these books out of the library. If you cannot get access to a library copy, I am willing to lend you my copy for a maximum of seven days. The books are also available for purchase at the bookstore.

- d. **Task 2:** Though you will write your reviews independently, the books you review will be evenly distributed among the class. In addition to the written review, in these groups you will teach the class about your book in a twenty-minute presentation, followed by ten minutes of moderated discussion. You will receive a group mark for this part of the assignment.

2. Wikipedia Editing Assignment: As part of this course's commitment to open pedagogy, the main assignment is built around editing, and creating new, Wikipedia entries about Canada's past. Working within Wikipedia's educational structure, we will discuss what makes for effective Wikipedia entries, edit pre-existing Wikipedia entries, and create new (or substantially revise) Wikipedia pages about topics important for understanding Canada's history after Confederation. On our course Wikipedia site ([https://dashboard.wikiedu.org/courses/Huron_University_College/Crises_and_Confederation_\(Winter\)?enroll=fjihetmo](https://dashboard.wikiedu.org/courses/Huron_University_College/Crises_and_Confederation_(Winter)?enroll=fjihetmo)) you will find a detailed schedule that will ensure your success in these assignments. You should follow this schedule alongside the one outlined on this syllabus. It will walk you through the skills you need to effectively master this assignment.

- a. **Goal:** To develop independent research skills related to studying Canada's past.
- b. **Learning Objective covered by this assignment:** #2: Historiography
- c. **Task 1:** Expanding on a topic we have developed during our lectures, readings or in-class activities, develop or significantly update a Wikipedia page that will help the public better understand this specific aspect of Canada's past. You may build upon a topic developed in the book you reviewed in January or research a topic of interest to

- you. Regardless of the path you choose, it is expected that your submission will include:
- i. Scholarly references to *at least* one monograph (in addition to the book you reviewed) and two academic journal articles (following the style guidelines outlined above).
 - ii. Two images of artefacts or landscapes found locally in a museum, historic or public site that relate directly to your topic at hand.
- d. **Task 2:** At the end of the course, you will be asked to write a reflective essay on your experiences engaging with Wikipedia and our course content. The course Wikipedia site has very good instructions to guide how you build this essay.
- e. **Important Due Dates:**
- i. **16 January:** Evaluate Wikipedia
 - ii. **23 January:** Modify 1-2 sentences in a Wikipedia article related to Confederation (see instructions on the Wikipedia site for week 3)
 - iii. **15 February:** Have a draft Wikipedia entry complete
 - iv. **27 February:** Complete two peer reviews of your colleagues work
 - v. **29 March:** Polished article uploaded to Wikipedia
 - vi. **10 April:** Reflection Essay due
- f. **Bonus:** I will assign a five percent bonus grade on this assignment for all students who modify a Wikipedia entry for each of our additional four units (i.e. you have made a contribution to Wikipedia on five separate entries).

3. Museum Exhibit Poster - Due 5 April

- a. **Goal:** To think about how your Wikipedia assignment might be applied in a local museum context.
- b. **Learning Objectives covered by this Assignment:**
 - i. #4: interconnections between historiography and national historical memory.
- a. **Task:** You will design a 2 x 3 foot poster that repurposes for a museum context your research for the Wikipedia article. Posters should include the images and or landscapes that you used in that article and no more than two storylines to convey the overall exhibit. Posters should include the following information:
 - i. A title for the exhibit
 - ii. The museum that you think would be suitable to host your exhibit.
 - iii. A short summary of why this exhibit is necessary.
 - iv. A list of the three key points you would like a visitor to take away.
 - v. A short description of the exhibit itself.
 - vi. An annotated list of the artifacts, images or documents you plan to use. Annotations should indicate how the artifact will be used to build the argument conveyed in your exhibit description as well as how the artifact relates to your background research (i.e. historiographical essay)

vii. A short list of sources used to build the project.

On February 27, Ryan Rabie will visit our class and provide you with more detailed instructions on how to make an academic poster and how to use our media pod. Though you are not required to use the media pod, it is expected that your poster will be created on a computer.

- b. **Purpose:** The purpose of this assignment is to showcase the skills and knowledge you have gained over the course of this class and to provide you the opportunity to discuss your work with local museum and history-related professionals. It is expected that your posters will take into consideration both my feedback on your Wikipedia work, your colleagues' peer reviews as well as our in-class discussions.
- c. **Evaluation:** We will be inviting history-related professionals to come to the CURL poster session on 12 April. Each of these guests will be asked to mark your poster out of 10 based on their experiences working in the field. Your grade for this assignment will reflect the average of these responses.

Participation - 15%

- Attendance and participation will account for 15% 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 always easier to work out extenuating circumstances before they arise.

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 historiography of 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 major debates in Canadian history and the arguments made by different historians, as well as material from **all lectures, tutorials and readings.**

Appeals: Should you wish to discuss a mark on an assignment, please wait at least a 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, consult Professor Nina Reid-Maroney, Chair of the History Department.

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),

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

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

For example:

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

² Basil 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:

³ Careless, *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.

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 page 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.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

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



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is 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.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. 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. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, 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. 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. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

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 Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University

communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>

Course Schedule

January 9: Course Introduction

Unit 1: Confederation

January 11: Stakes and Stakeholders of Confederation

- Belshaw, chap. 1

January 16: Fighting for Responsible Government

- Belshaw, chap. 2

January 18: Negotiating Confederation through objects

- Blog post: Matthew McRae, “Seven Fascinating Artifacts you can see at the 1867: Rebellion and Confederation Exhibition,” *Canadian Museum for Human Rights*, Dec 15 2016, <https://humanrights.ca/blog/seven-fascinating-artifacts-you-can-see-1867-rebellion-confederation-exhibition>
- Exhibition Resources: *Legacies of Confederation: A New Look at Manitoba History*, <https://manitobamuseum.ca/main/exhibition/legacies-of-confederation-a-new-look-at-manitoba-history/> Be sure to read through the Blog section in addition to viewing the videos: <https://manitobamuseum.ca/main/legacies-of-confederation-blogs/>
- *Class to be held at Fanshawe Pioneer Village*

Unit 2: Indigenous Peoples

January 23: Treaties and Treaty-Making

- Belshaw, chap. 11

January 25: Film: *Trick or Treaty*

- Open History Seminar: What makes a treaty?

January 30: The Indian Act

- No readings (prepare book review)

February 1: Huron and the Mohawk Institute

- Truth and Reconciliation Commission, Executive Summary, introduction. (available on OWL)
- *Class will be held in the Diocese of Huron Archives*

February 6: White Paper/Red Paper

- Presentation: Chelsea Vowel, *Indigenous Writes*
- Open History Seminar: White Paper/Red Paper
- **Book Reviews due**

Unit 3: Biculturalism and Multiculturalism

February 8: Immigrations and Urbanization

- Belshaw, chap. 3.1-3.7, 5.1-5.8, 9.13
- *Class to be held at Museum London*

February 13: Language and Education

- Belshaw, chap. 4.1-4.4, 4.8;

February 15: The Quiet Revolution

- Belshaw, chap. 9.9-9.11

February 19-23: **READING WEEK**

February 27: Poster Making

March 1: From Biculturalism to Multiculturalism

- Belshaw, chap. 5.11-5.13, 10.8, 12.5-12.6
- Presentation: Sean Mills, *The Empire Within*

March 6: Sovereignty Debates & Repatriation

- Belshaw, chap. 9.2, 9.6-9.8, 9.12, 12.3

Unit 4: Warrior Nation?

March 8: Canada's Military History

- Belshaw, chap. 6.1-6.4, 12.8, 12.12
- *Visit to the RCR Museum*

March 13: Canada First and the British Empire

- Belshaw, chap. 4.5-4.8, 5.9

March 15: Discussion: The Vimy Effect

- Presentations: McKay and Swift, *Warrior Nation*
- In-class Media: TVO's *The Agenda: A Century After Vimy*:
<http://tvo.org/video/programs/the-agenda-with-steve-paikin/a-century-after-vimy>

March 20: Lecture: Canada's War?

- Belshaw, chap. 6.6-6.19, 9.4-9.5

Unit 5: Gender & the State

March 22: Film Screening: Status Quo?

- Belshaw, chap. 3.8, 5.10, 6.5, 6.16, 7.4-7.5, 7.10, 9.17, 10.7

March 27: Lecture: Status of Women in Canadian History

- Belshaw, chap. 7

March 29: Discussion: Feminism, Gender and Sexuality

- Belshaw, chap. 10 and 12.7

April 3: No class. Attend the poster session on 12 April

April 5: **Poster Presentations**

April 10: Review for the exam

- Belshaw, chap. 12.1