



**HIST 2350 Modern Canada**  
**Department of History**  
**Winter 2023 January 9 - April 11**

**Instructor:** TBD

**E-mail:** TBA

**Class Hours:** MW 11:30AM - 1:00PM through ZOOM

**Office Hours:** TBA

**Synopsis**

Beginning with the period right after Confederation and concluding in the mid-1990s, History 2350 WA will provide students with a foundational understanding of major themes, events, movements and individuals shaping Canada's past. This class will offer vital context for later, more specialized, examinations of Canadian history and provide a broad general knowledge base for those seeking an introduction to the subject.

**Learning Outcomes**

- ✓ Following completion of this class, students should be able to:
- ✓ Identify major political, economic, and social events shaping Canada's development between the late nineteenth century and the mid-1990s, and explain their significance
- ✓ Appreciate the diversity of Canadian culture and how it has evolved over time
- ✓ Identify major themes that have persisted throughout Canada's history, and articulate why they are important to understanding the nation's past as well as its present
- ✓ Understand the basic workings of the Canadian federalist system and constitutional structure and why they have been important in shaping Canadian history
- ✓ Understand basic writing methods and strategies used by historians
- ✓ Demonstrate improved written communication skills
- ✓ Undertake independent research using primary and secondary source documents
- ✓ Appreciate differing interpretations of events in Canadian history

**Textbook**

Readings for History 2350 WA will be drawn from the fifth edition of J.M. Bumsted and Michael C. Bumsted's , *A History of the Canadian Peoples* (Toronto: Oxford University Press, 2016), hereafter referred to as *TEXT*.

## Assignments and Methods of Evaluation

### 1) Lectures and Readings

The first components of this class are the lectures and assigned readings. It is expected that students will attend lectures and are responsible for the content contained therein. Lectures will be supplemented by readings in the course textbook, J.M. Bumsted and Michael C. Bumsted's *A History of the Canadian Peoples* (fifth ed.).

Copies are available in the university bookstore. Additional readings are also available through MyCourseLink. The material presented in the readings will provide additional context for lectures, but cannot act as a substitute for them. Additionally, the material presented in the lectures will complement the readings but is likewise not a substitute for them.

### 2) In-Class Examination

Students will complete one in-class mid-term examination, scheduled for Week 6, TBD. It will cover all material presented in the lectures and readings up to and including what is presented on Week 6, TBD. The examination will include a combination of map components, multiple choice, fill in the blanks, and long answer answer questions.

### 3) Mini-Quizzes (2)

Students will complete two short in-class quizzes on TBD. The total time allotted for the quizzes will be 10 minutes and they will be in short answer format. Each quiz is worth 5 percent of the total mark.

### 4) The Personal-as-Historical, Essay Assignment

Canadian history is as much the lived experience of the individuals, families, and communities who constitute its whole as it is the story of the major events and political actors who have traditionally garnered the majority of historians' attention. In this assignment, students will be asked to investigate a topic in Canadian history that has significance to their own personal or family history. Students may look at a topic that relates to:

- a) Immigrant ancestors who came to Canada
- b) The historical immigrant experience of members of their community
- c) A particular event or period of importance to an individual or generation of family members within a delimited timeframe in Canadian history
- d) A historical experience of a community to which the student belongs

This assignment will be divided into two parts:

First, the student will be asked to write a short "Preface" which explains how their chosen Essay topic relates to their own personal or family experience. The Preface should be single spaced, typewritten in 12pt Times-New Roman font, and approximately half a page in length. The Preface will be included after the Essay cover page and directly preceding the Essay itself.



Second, the student will complete an Essay related to the historical subject addressed in the Preface. Personal and/or family experience need not be included in the Essay but there should be a solid connection between both elements of the assignment (for example if the Preface discusses how the student's great grandfather lost all of his money in the 1929 Stock Market Crash, the Essay should not be on Canadian involvement in the Italian Campaign during the Second World War).

Essay assignments must be between 7 and 9 pages and must draw upon a minimum of seven quality secondary sources. Examples of quality secondary sources include scholarly monographs, edited collections, and peer-reviewed journal articles. Appropriate primary sources may be used as applicable. Papers that utilize open-source encyclopedias will not be accepted. This paper must contain a central argument, footnotes, and a bibliography.

Students will be graded based upon content, style, strength of argument, organization, and structural/technical elements. Marks will be deducted for improper citation, structural errors, and spelling and grammar mistakes.

#### Assignment Formatting:

Unless otherwise indicated, all essays must be:

- Typewritten in 12pt Times-New Roman font;
- Double-spaced;
- Paginated;
- Use 1" margins on all sides;

Citations for this course must adhere to the conventions of the Turabian style. It is therefore strongly recommended that you obtain a copy of *A Manual for Writers* by Kate L. Turabian (available in the bookstore). Please note that APA and MLA methods are not used by historians and are not acceptable in papers submitted to members of the History Department. Serious students of History should also become acquainted with Jacques Barzun and Henry F. Graff, *The Modern Researcher* (the latest edition of which is also available at the Lakehead University Alumni Bookstore).

Due on TBD.

#### 5) Final Examination

All students in History 2350 WA will be required to write a final examination during the Winter Term examination period. It will cover all material presented in the lectures and readings after the Study Break. The exam will consist of short answer and essay questions. Please consult the Lakehead University Exam Timetable for time and location.

As per University policy, for all courses, at least 25% (for one term courses) and 30% (for two term courses) of the final grade shall be provided to students prior to the last day to withdraw without academic penalty for the course. Exceptions to the graded feedback include theses,



dissertations, pass/fail courses, directed reading courses, seminar courses, independent research study courses, and performance courses. If you seek an exemption, you need to write the Department Chair (who will in turn seek approval from the Dean of the Faculty).

| <b>Mark Breakdown (Percentage)</b>           |            |
|--|------------|
| In-Class Examination                         | 25         |
| Mini-Quizzes (2)                             | 10         |
| The Personal-as-Historical, Essay Assignment | 30         |
| Final Exam                                   | 35         |
| <b>TOTAL:</b>                                | <b>100</b> |
| <b>Late Penalties</b>                        |            |

Late assignments will be penalized at a rate of **5 percent per day** overdue including weekends. **Papers will not be accepted 7 days after the deadline.**

An electronic copy of a paper may only be submitted as a placeholder until an unaltered physical copy of the paper can be submitted. At the very latest, the physical copy must be submitted the next day, Saturdays and Sundays excluded. If a physical copy is not submitted at that time, the paper will be considered late and late penalties will accrue from the due date until the physical copy is handed in.

Extensions will only be given for valid medical reasons and official documentation must be provided by a medical professional. Late papers will receive a grade but additional feedback will be at the instructor's discretion.

### **Cellular Devices**

Unless registered to do so through Student Accessibility, students are required to have their cellular devices off during class to ensure a learning environment free of distraction.

If students are using their cell phones during class, they will be warned. If the matter persists, the lecture will be stopped and they will be asked to leave the classroom.

If there is an emergency that requires cell phone use, please notify the instructor beforehand that you may need to leave the class to deal with the matter. Cell phones must be kept on vibrate mode.

Additional readings and videos are available via MyCourseLink.

| <b>Letter Grade</b>              | <b>Percentage</b> | <b>Letter Grade</b> | <b>Percentage</b> |
|----------------------------------|-------------------|---------------------|-------------------|
| A +                              | 90-100%           | D                   | 50-59%            |
| A 1 <sup>st</sup> class standing | 80-89%            | E Failed            | 40-49%            |



|   |        |                       |       |
|---|--------|-----------------------|-------|
| B | 70-69% | F Failed              | 1-39% |
| C | 60-86% | F Academic Dishonesty | 0     |

## Topic Outline/Schedule

### Week 1 Course Intro, History Method

Topics: Overview, Themes, Expectations  
Structuring an Essay, Sources, Citation Style, Paraphrasing and Quotes, Editing Strategies and Common Errors

Readings: NONE

### Week 2 Recap to the 1880s

Topics: Confederation and the British North America Act, Canada to 1885, North- West Rebellion, Indigenous Peoples

Assignment: Quiz 1

Readings: *TEXT*, 224-263

Canadian Government System [MyCourseLink] The Levels of Government [MyCourseLink] Our Electoral System [MyCourseLink]

### Week 3 The 1890s and 1900s

Topics: The Western Immigration Boom and Prairie Life, the Klondike Gold Rush, Anglo-Canadian Nativism, 1911 Election

Assignment: Quiz 2

Readings: *TEXT*, 268-316

### Week 4 The War Years, 1914-1918

Topics: Canada and the Great War, the Home Front, Wartime Economy, Conscription Crisis, Women's Suffrage, Halifax Explosion, Union Government, Canadian Autonomy and Internationalism

Readings: *TEXT*, 324-332



Desmond Morton, "The Great War," in *A Military History of Canada* (5<sup>th</sup> ed.). Toronto: McClelland and Stewart, 2007, pp. 130-172. [MyCourseLink]

### **Week 5 The 1920s (and 1919)**

Topics: Winnipeg General Strike, Politics in the 1920s, Progressive Movement, Maritimes Rights Movement, King-Byng Affair, Consumer Culture, Women's Life Post-Suffrage, Consumer Culture

Readings: *TEXT*, 332-342, 360-366

### **Week 6 The 1930s**

Topics: The Great Depression, Economics, Relief Programs, On-to-Ottawa Trek Readings: *TEXT*, 343-360

Assignment: In-Class Examination, TBA

### **Week 7 Study Break**

---No Lectures, Readings, Assignments---

### **Week 8 Second World War, 1939-1945**

Topics: International Context, War and Economics, Hong Kong, Dieppe, Japanese Internment, Normandy Campaign, Battle of the Atlantic, Conscription, Women in War, Welfare State

Readings: *TEXT*, 366-374

### **Week 9 The Post-War Years and the 1950s**

Topics: Reconstruction and Economics, Technology, Women and the Renewal of Domesticity, Indigenous Peoples, the Cold War, the Baby Boom, Korean War, Newfoundland and Confederation

Readings: *TEXT*, 380-410, 415

### **Week 10 The 1960s**

Topics: Diefenbaker Era, Avro Arrow, Canada-US Relations, Lester Pearson, Welfare State, the Quiet Revolution, the Baby Boom II, Expo 67

Readings: *TEXT*, 430-439, 443-452, 459-462

### **Week 11 The 1970s**

Topics: Pierre Trudeau, the Just Society, Official Bilingualism, October Crisis, Economics, Energy Crisis, Quebec Sovereignty, the Charter of Rights and Freedoms, Indigenous Rights

Readings: *TEXT*, 458, 440-443, 462-467, 482-499

### **Week 12 The 1980s**

Topics: Mulroney, 1988 Election, Neo-Liberalism, Free Trade Agreement, Constitutional Wrangling, East Coast Fisheries

Readings: *TEXT*, 499-506, 513-522

Assignment: The Personal-as-Historical Essay Assignment, TBA

### **Week 13 1990-1995, Course Wrap-Up**

Topics: Oka Crisis, Progressive Conservative Collapse, Chretien and Martin, Quebec Sovereignty Referendum, Reform Movement, Dawn of the Digital Age

Readings: *TEXT*, 528-538, 559-563

### **Student Support Services**

**Enrollment Services** We provide services to the University community by providing academic information and advising to our students, producing the online calendar, scheduling classes and exams, assisting students in the interpretation of regulations, maintaining the database of student registration and student records which includes gathering and reporting final grades and academic decisions, as well as producing official transcripts and degrees. For more information, go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/enrolment-services>

**The Student Success Centre** The Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. We provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development. For more information, go to <https://www.lakeheadu.ca/current-students/student-success-centre>

**Student Accessibility Services SAS** Advisors are available to provide assistance with the following:

- ✧ Understanding your disability
- ✧ Reviewing assessments
- ✧ Facilitating the provision of Academic Accommodations
- ✧ Arranging a Volunteer Notetaker
- ✧ Demonstrating and/or training available for assistive devices and/or software programs
- ✧ Developing Learning Strategies



- ✧ Arranging test and exam accommodations
- ✧ Collaborating with staff and faculty

For complete information, go to <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

**Aboriginal Services** At Lakehead, we are proud to offer a culturally supportive environment to all Aboriginal students including Status, Non-Status, Inuit, and Métis. Our aim is to help Aboriginal students to achieve success in their academic goals through a variety of support services. As well, we offer a continual welcome to all students, staff, and faculty who wish to learn more about Aboriginal culture, traditions, and teachings. For more information, go to <https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services>

**Student Health and Wellness Centre** The Centre is an environment that facilitates physical, emotional, intellectual and spiritual health. In accordance with our vision, and offers medical care, mental health counselling, and clinical referrals to support student personal, academic and professional success. The Student Health and Counselling Centre upholds:

- ✧ Knowledge, and will apply best practice and clinical expertise to promote self-care.
- ✧ Teamwork, and will collaborate with other professionals to facilitate an integrated continuum of care.
- ✧ Respect, and will maintain a professional and non-judgmental approach when providing care or addressing concerns.
- ✧ Its' Environment, and will create a setting that is professional, clean, accessible and welcoming.
- ✧ Confidentiality, and unless legally, legislatively or ethically required, will safeguard your privacy.
- ✧ Students, and will continue to seek input and advice respecting the quality and types of services provided.

For complete information, go to <https://www.lakeheadu.ca/current-students/student-health-and-wellness>

### **Academic Misconduct**

“A breach of Academic Integrity is a serious offence. The principle of Academic Integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should view the Student Code of Conduct – Academic Integrity – for a full description of academic offences, procedures when Academic Integrity breaches are suspected and sanctions for breaches of Academic Integrity.”

Academic Dishonesty Regulations and definition of plagiarism can be read here:

<https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice->