



Course Number: HIS 925 01 MS; LBS 01  
Term: Winter 2007  
Time: Monday and Wednesday 9h.45-11h.00  
Discipline: History  
Course credits/Units: 2  
Pondération: 3-0-3  
Course level: Upper level  
Prerequisite for 300 or 400 program students: HIS 910 MS  
Objectives fulfilled: partly 022R and partly 022S  
Instructor: C. Bélanger  
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**Office Hours:** Tuesday and Friday from 10h.00-12h.00  
Monday from 10h.00-11h.00 and 12h.45-14h.00  
Thursday from 10h.00-12h.00  
Other times by chance or appointment

## Course Title: Canadian History

### Textbook:

For the most part, the reading and study material for this class are posted at the web sites for the Quebec and Newfoundland history courses. As well, from time to time, notes and documents may be distributed to you in class. The readings and the consultation of the web site are an integral part of the evaluation that is carried out in this course.

Web site addresses: <http://faculty.marianopolis.edu/c.belanger/quebechistory/>  
(for Quebec History) and  
<http://faculty.marianopolis.edu/c.belanger/nfldhistory/index.html> (for  
Newfoundland History)

Do your assigned readings early to avoid potential problems accessing the sites at the last minute. Technical problems will not be accepted as an excuse unless I recognize it specifically as such in class.

### Methodology:

Lectures and discussions. Students are very much encouraged to be active in this course; many class discussions are held on the current Canadian issues and on their historical roots.

### Objectives:

Through an historical examination of Canada since 1867, the purpose of this course is to deepen the student's knowledge and understanding of Canada and of some of its most pressing issues. The course is selective but seeks to enable the students to grasp elements essential to situate themselves in the questions that dominate Canada today: the concepts of unity and diversity, of majority rule and minority rights, of center versus regions, of continental versus national development. Ultimately, what we will attempt to understand is how and why Canada became a country of limited identities and divided loyalties. Thus, we will seek to achieve a fuller, more critical and more realistic view of our past so that we may understand the present more successfully.

Throughout the semester, in doing tests, papers, assignments or exams, students are expected to demonstrate that they are able to:

- Identify/describe and situate chronologically the major historical events, concepts, individuals that have shaped Canada since 1867;
- Apply the historian's craft in analyzing the causes, effects, and step-by-step evolution of major historical events/issues;
- Apply concepts, theories, models or approaches to concrete situations;
- Recognize the contribution of the important writers in the field of Canadian History;
- Evaluate critically an article from a scholarly journal;
- Place Canadian issues and events in their global, historical context, being able to identify clearly elements of continuity and change;
- Demonstrate, on a map, familiarity with the geography of Canada and of its regions, as well as with the geopolitical evolution of its boundaries;
- Understand and analyze historical sources/data of different types and use appropriate social, economic, political and demographic concepts to study them;
- Adopt a critical attitude toward assessing rival interpretations of an issue; be able to identify and explain the views of some of the main historians of Canada;
- Synthesize complex material, being able to identify the elements crucial to

- the understanding of a difficult question;
- Demonstrate ability to write clearly, coherently, concisely as well as elegantly;
  - Use appropriate information technology in carrying out the work assigned;
  - Construct a bibliography on a specialized subject using bibliographical and technological tools (including at least one source in French); carry out research, applying techniques learned in class and in the Research Methods class; write a research paper following the accepted scientific and professional norms.

## **Content of the Course:**

This course will focus on the study of certain key issues over an extended period of time. The issues/themes are arranged chronologically but the order may be changed; depending on the length of our discussions, not all the themes may be done or completed:

1. **The evolution of the Canadian territory.** After examining the main characteristics of the Canadian territory, we will study various aspects that touch on the territory of Canada: a) regional economic disparity in Canada (origin, extent, effects) and the means used to lessen these disparities; b) the international boundaries of Canada (focusing on Canadian-American relations); c) the creation of provinces and the terms of admissions of the various colonies into Canada; d) the "extinguishment" of native land claims in Canada and native rights in Canada today.
2. **The Canadian population.** After initially studying concepts essential to the understanding of the demographical evolution of Canada, we will examine the phases in the demographic transition of Canada and the factors that most explain variations in rates of population growth; we will also examine the regional distribution of this population over the last 125 years. As well, we will examine data that touch on the linguistic, gender, educational, labour rate participation, standard of living, urban-rural components of the Canadian population. Lastly, we will measure the effects (political, social, economic) that different rates of demographic development have had on the regions/provinces of Canada.
3. **Canadian Political System and Parties.** After studying the concept of responsible government and its application to Canada in 1848, we will examine the evolution of the country toward increasing autonomy,

especially the events and the factors that contributed to it. Further, we will investigate the origin and the development of Canadian political parties. When have some been more successful than others and why? Various concepts will be applied: “national parties” and “regional parties”; “two-party system” and “multi-party system”; “minority government” and “majority government”; “government party” and “third party”. We will study the voting pattern of Quebec in federal elections and contrast it to that of other regions.

4. **Federalism: Peace, Order and Good Government and all that...** We will study the nature of federalism, the process leading to, the constitutional arrangements of 1867 and the concept of federalism, the evolution of the federal system in the XX<sup>th</sup> century (especially the redefinition of the role of the federal government and the competing trends of centralization and decentralization) and the attempts at constitutional reform of the past forty years. The major events and issues examined will be the Rowell-Sirois Report, the impact of war on the constitution of Canada, the Massey Report, the introduction of bilingualism and multiculturalism into the Canadian constitution and the patriation of 1982.
5. **Multiculturalism in Canada.** We will particularly study the history of immigration in Canada. This history will be divided into two periods that correspond to different immigration issues and policies: before and after 1945. Through this examination, we will focus especially on the attitude of Canadians to other cultures. A case-study of the immigration of Jewish refugees in the 1930's will be made.
6. **Minority, minority rights and schools in Canada.** After investigating the constitutional provisions that govern this question, we will study their application historically in Canada (esp. in Manitoba and Ontario) and conclude with an examination of the current situation in Quebec and the provisions of the Charter of Rights of 1982.
7. **The world wars: Fuel for division?** (1914-1918 and 1939-1945). The role of Canada in the two wars; the reasons for and the extent of Canadian participation. While some attention will be devoted to the French/English quarrels over the international role of Canada, we will focus particularly on the nativistic response of Canadians to war conditions.
8. **National versus Continental development.** We will examine this theme that has been a constant in Canadian history from the Reciprocity Treaty of 1854, the National Policy of 1878 to the Free Trade Accords of the 1980's.

## **Evaluation:**

Research proposal	10%
Bibliography	5%
Scholarly review	10%
Mid-term exam	20%
Term paper	25%
Participation	5%
Final exam	25%

## **Research Proposal:**

Read carefully the file [How to Write Your Research Proposal](#) (at the website). The subject you will select has to be connected directly to one of the eight themes we will examine in class. You cannot fail the Research Proposal. If your proposal is not acceptable it will not be marked. You will have to resubmit a new proposal taking into consideration the comments made by the Instructor.

## **Bibliography:**

Two copies of the bibliography you intend to use to research your term paper must be submitted in the fourth week of the course (see the work schedule for the precise date). It must contain at least twelve specialized titles on your subject, including articles from scholarly journals and at least one source in French (further details on the content of the bibliography will be provided in class and are available in the [bibliography file](#) at the website). In this bibliography, you must demonstrate you can use the tools of bibliographical research as outlined in the [Notes on Research](#) (available at the website); you will be further assessed on the originality, availability, validity and suitability of your sources as well as the method of presentation outlined in the [Notes on Research](#) and the [Notes on Scholarly Style](#) (also available at the website). In the next few weeks after the Bibliography is returned corrected to you, you must come to see me to discuss your sources and your subject.

## **Scholarly article:**

After submitting your bibliography, you will have to write a 250-450 word critical review of one of the scholarly articles you propose to use to write your paper. Your selection will have to be approved by the Instructor. You must follow the method outlined in class. As well, you should consult [How to Review a Journal Article](#) (available at the web site).

## **Term Paper:**

The paper will be in the 5-6 pages range. The specific subject will be research question approved earlier in the term. You must follow carefully the method outlined in my [Essay Writing Guide](#) posted at the website for the course. A penalty of 5% plus 1% for each day you are late will be imposed. All students must show me their introduction of the term paper at least one week before the paper is due. Check the [Essay Evaluation Scheme](#) contained in my [Guide to Essay Writing](#) at the course website. Consult carefully the [Essay Writing tips](#) of my Guide. Aside from observing the guidelines of my Guide for your paper, follow the requirements specified in the College's [Notes on Scholarly Style](#). Make your [title page](#) following the model given at the website.

### **Participation:**

Given the nature of this course, the participation mark measures not only attendance but active and positive participation; disruptive behavior earns negative participation marks. Participation may take various forms: comments during class discussions, short presentation on an issue upon the request of the instructor, questions and answers during lectures, periodic meetings in my office to report on your work, cooperation with the Instructor.

### **Test and Exam:**

They potentially consist of a combination of objective questions, brief definitions/descriptions, essay questions and chronology. There is never a remake... so plan to do well the first time around; consult the work sheet for test dates. The material for the test and the final exam is made-up of the notes you will have taken from class, documents and data given to you in class and the readings assigned on a weekly basis from the web site.

## **General Policies**

### **Late assignments:**

All late assignments will be penalized. No work will be accepted after the assignment has been returned to the class. The only exception is for *cause majeure* and when prior arrangements were made with the instructor.

### **Absence from an exam/quiz**

An absence must be approved by the Instructor. There must always be prior notice given except for *cause majeure*. A MIO must be submitted to the Instructor explaining/justifying the absence. This MIO must be written before the absence, if the absence is anticipated. Supporting evidence shall be brought promptly to the Instructor. I shall indicate to you before the test if I will give you a supplementary

test/exam. I reserve the complete right to refuse to grant a supplementary test/exam if I judge the reason was not acceptable or if you are not in good standing in the course.

If absence from the test/exam was unanticipated and results from an emergency (i.e. *cause majeure*) a MIO will have to be submitted immediately upon return with all supporting evidence brought to the Instructor. I shall indicate to you if you will be granted a supplementary test/exam and at what date (and time) it will be held. Such a supplementary test is only given to student that are in good standing in the course.

I **shall not** accept the following:

- notification of the Dean's Office without, as well, following the procedures stated above (unless it is for cause majeure);
- reasons such as:
  - "I am not ready for the test"
  - "I am too nervous to do the test now"
  - "friends or family came over to visit during the week-end"
  - "I had too much work to do"
  - "I lent (lost) my notes (textbook) to somebody"
  - etc.
- medical reasons that are unsupported by a doctor's note; I absolutely require that such a note indicate clearly:
  1. the name of the doctor and where they may be reached
  2. that you were sick the day of the test/exam
  3. that you were unable to perform your duties on the day of the test/examI shall not accept a doctor's note that does not include point 3, or one that simply states "seen by me..."

You can trust that I shall make my decision in a responsible, professional, consistent and humane fashion. However, failing to conform to any or all of the procedures outlined above will result automatically in a mark of zero on the test/exam.

A student is in good standing in the course when all of the following conditions are fulfilled: you have attended class as required, you have submitted your work on time, you have maintained a positive attitude in class and you have a passing grade.

### **Plagiarism/cheating:**

Consult carefully the section on [Plagiarism and Essay Editing](#) included in my [Essay Writing Guide](#) posted at the website. It is your responsibility to be

acquainted with, and apply, all the tips and rules outlined in the *Guide*. Cheating means any dishonest or deceptive practice. Penalties may include a mark of zero for the project, the course, or expulsion from the class. Further, plagiarism/cheating may result in my reporting your case to the Associate Dean for further steps to be taken at her discretion.

### **Copy of work submitted:**

You must keep a copy of all work submitted throughout the term; if ever your work was lost, for whatever reason, you could then produce a new copy. Remember that it is always your responsibility to have such a copy available. It is always a good policy to also keep all of your research notes and rough drafts of work submitted; they may be required to ascertain that plagiarism has not taken place. Remember to practice "safe computing"!

### **Timetable for the work:**

- **Approval of Term paper project:** January 13-January 30 (done in an office interview)
- **Bibliography:** February 6
- **Critical Review:** February 17
- **Mid term test:** February 27
- **Term Paper:** April 13

**Please refer to the Marianopolis College policy on evaluation entitled *Institutional Policy on the Evaluation of Student Achievement* to be informed further of your rights and obligations regarding the evaluation of this course.**

**"C Block" students (those that do not take this course as part of their programme, that is that take it as a complementary course) will select Scheme B. Their specific requirement of a 750 word essay will be fulfilled by doing the term paper.**