



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  
Ponderation: 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  
Office Number: Room 334  
Telephone: 931-8792 ext. 266  
Email: [C.BELANGER@marianopolis.edu](mailto:C.BELANGER@marianopolis.edu)  
**Office Hours:** Monday and Wednesday 11h.15-12h.45  
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 History 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 address: <http://www2.marianopolis.edu/quebechistory/> (for Quebec History); <http://www2.marianopolis.edu/nfldhistory/> (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 issues 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 a major historical event/issue;
- 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 and 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 appropriate 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 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.** All aspects which touch the territory of Canada will be studied here: a) the international boundaries of Canada; b) the creation of provinces and the terms of admissions of the various colonies into Canada; c) the "extinguishment" of native land claims in Canada.
2. **Canadian Political Parties:** We will investigate the origin and development of Canadian political parties. Why have some been more successful than others? We will discuss "national parties" and "regional parties".
3. **The Canadian population.** After initially studying demographic concepts essential to the understanding of the historical demography of Canada, we will examine the four phases in the demographic transition of Canada and the factors which most explain variations in rates of population growth; we will also examine the regional distribution of this population over the last 125 years. Lastly, we will measure the effects (political, social, economic) which different rates of demographic development have had on the regions/provinces of Canada.
4. **Federalism:** "Peace, Order, and Good Government" and all that... We will study the nature of federalism, the constitutional arrangements of 1867, 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 thirty years.
5. **Multiculturalism in Canada.** We will particularly study the history of

immigration in Canada which we will divide into two periods, before and after 1945. We will focus especially on the attitude of Canadians to other cultures.

6. **Minority, minority rights and schools in Canada.** After examining the constitutional provisions which governed this question, we will study their resolution 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. **War as fuel for division** (1914-1918, 1939-1945). 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 which 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	5%
Bibliography	5%
Scholarly review	10%
Mid-term exam	20%
Term paper	25%
Participation	5%
Final exam	30%

### **Research Proposal:**

Read carefully the file entitled [How to Write Your Research Proposal](#).

### **Bibliography:**

The precise format will be outlined in class. Otherwise, follow the method outlined in the [Bibliography file](#) of the website. The evaluation of the bibliography will be based equally on methodological elements and on the scholarship of the sources proposed.

### **Scholarly review:**

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. For how to proceed, consult

[How to Review a Journal Article](#) (available at the web site).

### **Term Paper:**

The paper will be 4-5 pages long (double-space; point 12 Times New Roman). You must follow carefully the method outlined in my [Essay Writing Guide](#) posted at the web-site 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 web-site. 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](#).

### **Participation:**

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 of the final exam is made-up of the notes you will have taken from 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**

An absence must be approved by the Instructor. There must always be prior notice except for *cause majeure*. A typewritten letter must be submitted to the

Instructor explaining/justifying the absence. This letter must be written before the absence, if the absence is anticipated. Supporting evidence shall accompany the letter. 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.

If absence from the test/exam was unanticipated and results from an emergency (i.e. *cause majeure*) a typewritten letter of explanation will have to be submitted immediately upon return with all supporting evidence annexed. I shall indicate to you if you will be granted a supplementary test/exam and at what date (and time) it will be held.

I **shall not** accept the following:

- 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.

### **Plagiarism/cheating:**

Consult carefully the section on [Plagiarism and Essay Editing](#) included in my [Essay Writing Guide](#) posted at the web-site. 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:**

- **Research Proposal:** January 31 (done after an office interview)
- **Bibliography:** February 14
- **Critical Review:** February 28
- **Mid term test:** March 14
- **Term Paper:** April 14

**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) will write a 750 words paper to fulfill the specific requirement of their complementary course.**