Syllabus for History 2209/CANA 2209: Making a Nation
Winter Semester 2016

Prof Ruth Bleasdale
Marion McCain Bldg, Rm 3181
Tuesdays and Thursdays 2:35 to 3:55
ruth.bleasdale@dal.ca
Office Hours: Friday 1:35 to 3:20, And by Appointment
494-3355 (Office) 422-5175 (Home)

Course Description: In this course we examine how British North America was transformed into a distinct nation-state for the twentieth century. We will see how a young Canada grappled with geographical, political, social, and cultural challenges: acquiring enormous territories amid growing provincial and regional differences; maintaining loyalties to Empire while developing a New World identity which distinguished it from the United States; reconciling new and diverse cultural communities; and mobilizing for war. We will note patterns of conflict, discord and reconciliation which provide the history to similar patterns in later decades of the twentieth and into the twenty-first century.

Assignments and Evaluation

In-Class Mid-Term Test February 11th Based on Lectures and Readings. 20%

Final Test written in formal examination period OR in lecture hour April 5th. You choose which best fits your end of term schedule. Based on lectures and readings since Mid-Term 25%

Major Paper, 3000 words due March 17th 30%

Participation in Discussions and Demonstration of Preparation of Readings 25%

Format of the Two Tests: On each test you will be asked to answer a number of short answer questions and one essay question. You will be able to choose from among a list of short answer questions and from three essay questions. Questions will be based on lectures and readings.

Participation in Discussions and Demonstration of Reading Preparation: Each week I will post on our OWL site a set of questions to accompany the readings for the following week. Beginning the week of January 14th, you will have the opportunity of submitting written answers to those questions at the beginning of the lecture hour during which they will be discussed. You may submit a maximum of 6 sets of answers, worth 2 points per set, for a maximum of 12 points. You will only receive the points, however, if you hand in your answer sheet at the beginning of class and if you are in attendance for discussion since the primary goal of this exercise is to encourage you to think about the readings before class and then contribute to discussion. Because you will have at least 9 opportunities to submit answers, I will not accept late submissions or submissions in lieu of attendance, except in extraordinary circumstances. Please begin the way you intend to continue: start doing the readings and submit your answers during the first weeks of term. This will ensure you do not run out of opportunities to earn these points. Please note: I will not mark these for grammar. Please just make sure the points in your answer are clear and please do write in sentences.

Also please note that the topics we will be discussing are strangely timely. You will not have trouble contributing to class analysis in the manner in which you are most comfortable. You will also have the opportunity to discussion your ideas concerning brief videos presented during class.

Readings for Discussion: Our BbL site contains links to the readings and will contain links to the short primary sources as we move through course material. If for some reason a link becomes unstable, you may reach the material through Dal Libraries or an internet search of the public domain. The readings have been chosen to take the place of a textbook. That makes coming to class for discussion particularly important.

Major Paper: I will suggest two or three topics for this assignment on our OWL site and you will have some flexibility in shaping your major paper. Hopefully this assignment will be more exciting than a traditional research paper. I would appreciate your ideas in class on Thursday, January 7th.

Course Material on OWL: Class material, including lecture outlines and questions for discussion, will be regularly updated on the OWL system, so please check our site frequently.
**Protection of Privacy:** To protect others’ privacy, students may not do voice or video recordings of any activity within the classroom.

**Electronic Devises:** During class time please refrain from using electronic devices in ways that might be considered disruptive or disrespectful. Please refrain from texting, emailing, or other such activities.

**Late Penalties:** In fairness to all students, extensions will only be granted to those with documented medical or personal or family emergencies. Late penalties will be assigned at a rate of one-third of a letter grade for papers one to three days late; two-thirds of a letter grade for papers four to six days late, etc.

**Accommodation Statement:** Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

**Academic Integrity Statement:** All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

**Lecture and Discussion Schedule**

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<thead>
<tr>
<th>January</th>
<th>5th</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>January</td>
<td>7th</td>
<td>Thoughts on Canadian History/The 1860s in British North America</td>
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<tr>
<td>January</td>
<td>12th</td>
<td>The Case for Confederation</td>
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<tr>
<td>January</td>
<td>14th</td>
<td>A Civil War, an Invasion and an Assassination of a Father of Confederation</td>
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<tr>
<td>January</td>
<td>19th</td>
<td>The Case against Confederation</td>
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<tr>
<td>January</td>
<td>21st</td>
<td>The Cost for British Columbia</td>
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<td></td>
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<td>“Digger Indians and the Heathen Chinee”</td>
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January 26th  The Cost for the Atlantic Colonies
January 28th  The Cost in the Northwest


Primary Source
February 2nd  Old and New Tensions in the New Dominion

Primary Source
February 4th  Catch-up and Brief Review
February 9th  Mid-term TEST
February 11th  Discussion of Progress on Major Paper

Study Break
February 23rd  The Upside and Downside of Economic Change at the Turn of the Century
February 25th  Racial, Ethnic and Class Tensions in the New Dominion

Primary Source
March 1st  Manhood and Womanhood


March 3rd  Free Trade, Annexation or a New Old National Policy?
March 8th  Nationalism and Imperialism and Citizen Soldiers

Blake Brown, “‘Every boy ought to learn to shoot and obey orders’: Guns, Boys, and the Law in English Canada from the late Nineteenth Century to the Great War,” Canadian Historical Review, 93.3 (2012).


March 10th  War

March 15th  War on the Home Front


March 17th  Aftermath of War


March 22nd  Continuing the War on the Home Front: Political, Social and Economic Implications

March 24th  Continuing the War on the Home Front: Political, Social and Economic Implications

Discussion of Conclusions reached in Your Major Paper

March 29th  Building Better Citizens


March 31st  Catch-up and Brief Review

April 5th  In-Class Test for those who choose not to write during the Examination Period

GRADE SCALE

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Value</th>
<th>Grade Point Value</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
<td>Excellent  Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
<td>Good      Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.</td>
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<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
<td>Satisfactory Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.</td>
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<td>C</td>
<td>61-66</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>55-60</td>
<td>1.7</td>
<td>Marginal  Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programmes where a minimum grade of ‘C’ is required).</td>
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<td>D</td>
<td>50-54</td>
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<tr>
<td>F</td>
<td>0</td>
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<td>Inadequate Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.</td>
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