HISTORY/CANA 2272

Atlantic Canada since Confederation: Regionalism, Identity, and Development since 1867

Dalhousie University
LSC Common Area, C334
Winter Semester 2015
Tuesdays & Thursdays, 1:00-2:30

Instructor: Jerry Bannister
Office: 3170 McCain FASS building
Contact: jerry.bannister@dal.ca

Office Hours: Fridays, 1:00-3:00, and by appointment.

Format: Two lectures or discussion periods per week.

Description: This course examines the development of the Atlantic region since 1867. We will explore a number of themes, including debates over Confederation, the impact of the First World War, social reform movements, industrial conflict in the Maritimes, the Maritime Rights movement, resettlement schemes in the 1960s, the renaissance in Acadian culture, racism and civil rights, regional economic development, and developments within First Nations. The lectures on Tuesdays will cover a variety of issues related to the history of the Maritimes and Newfoundland & Labrador; the sessions on Thursdays will focus more specifically on the salient problems raised by the weekly readings. Students will write two essays: a short essay early in the term on heritage, public memory, and tourism; and a longer essay at the end of term on urban planning, regional politics, and racism.

Method of Evaluation

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Date</th>
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<tbody>
<tr>
<td>First Essay</td>
<td>15%</td>
<td>February 12th</td>
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<tr>
<td>Test</td>
<td>20%</td>
<td>March 3rd</td>
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<tr>
<td>Second Essay</td>
<td>30%</td>
<td>April 9th</td>
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<tr>
<td>Participation</td>
<td>5%</td>
<td>1 mark for participating in each of the five class discussion sessions, scheduled below</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
<td>TBA</td>
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This course will use the OWL/BbLearn System. In addition to the syllabus and other course materials, our OWL course site will contain links to online readings and regularly updated announcements. Class materials will be uploaded during the term, so please check our site regularly.

If you need to contact me at any time, please email me at jerry.bannister@dal.ca directly, rather than through the internal OWL/BbLearn web site. To protect others’ privacy, students may not do voice or video recordings of any activity that occurs within the classroom. Please refrain from using electronic devices in ways that might be considered disruptive or disrespectful to other students. Please refrain from texting or emailing during class.

Students with disabilities are encouraged to register as soon as possible at the Student Accessibility Services. To do so, please phone 494-2836, e-mail access@dal.ca, drop in at the Killam G28, or visit their web site at www.studentaccessibility.dal.ca

If you have to miss a class due to illness or an emergency, please email me as soon as possible. Late papers will be penalized five marks per day (5%). For the university’s grading scale and assessment rubrics, see http://www.dal.ca/campus_life/student_services/academic-support/grades-and-student-records/grade-scale-and-definitions.html

Course Schedule

Part I: The Impact of Confederation, 1867-1914

<table>
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<tr>
<th>Week 1</th>
<th>Origins of Atlantic History</th>
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<tbody>
<tr>
<td>Jan 6</td>
<td>Course introduction</td>
</tr>
<tr>
<td>Jan 8</td>
<td>What is “Atlantic Canada”?</td>
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Readings: • Conrad and Hiller, “Introduction: A Region in the Making,”
### Week 2: The “Tourist Gaze” and Atlantic Canada

**Jan 13** What is “Atlantic Canada”?  
**Jan 15** History, heritage, and tourism  
*Class discussion: How should heritage & culture be used in tourism promotion?*

**Readings:**  
- Conrad and Hiller, ch. 8  

### Week 3: The Debate over Confederation

**Jan 20** Development of regional grievances  
**Jan 22** Political movements against Confederation  

**Readings:**  

### Week 4: Economic Development to 1914

**Jan 27** Origins of regional underdevelopment  
**Jan 29** *Class discussion: Why did the Maritimes lag behind central Canada?*

**Readings:**  
- Conrad and Hiller, chs. 9-10

### Part II: War, Depression, and Recovery, 1914-1945

### Week 5: The Changing Roles of Women

**Feb 3** Women and social reform  
**Feb 5** Imperialism and war  

**Readings:**  
- Conrad and Hiller, chs. 11-12
Week 6  **The First World War**
Feb 10  *Class discussion: How did war change the Atlantic region, and how should we remember it 100 years later?*
*Discussion of preparing & formatting essays*
Feb 12  Changes in the Atlantic fisheries
**First Essay due by 4:00 February 12th**

Week 7  **Study Break**
Feb 16-20  No classes

Week 8  **The Inter-War Period**
Feb 24  Industrial conflict in the Maritimes
Feb 26  The Depression
*Review for the test*

Week 9  **The Atlantic Region in the Forties**
March 3  Test
March 5  Impact of the Second World War
Readings:  • Conrad & Hiller, chs. 13-14

Part III:  **The Postwar “Golden Age”**

Week 10  **Confederation, Conspiracies, and Regional Identities**
March 10  The Rocky Road to “Atlantic Canada”
March 12  Making of Atlantic Canada after 1949
Week 11  **Racism and Civil Rights in the Maritimes**
March 17  Case of Viola Desmond
March 19  Razing of Africville
*Class discussion: why was Africville targeted for demolition?

Week 12  **Acadian Renaissance and the Remaking of New Brunswick**
March 24  The Acadian Renaissance
March 26  The Other Revolution: Louis Robichaud’s New Brunswick

Week 13  **Politics of Regional Derdevelopment**
March 31  Dams, Cars, and Oil
April 2  That Seventies Show and the “Investor’s Gaze”

Week 14  **Atlantic Canada after 1975**
April 7  First Nations Rights and the Legacy of Donald Marshall junior
*Class discussion: Was the postwar period really a “golden age”?
April 9  Atlantic Canada after 1975
*Review for the final exam
Readings:  • Conrad & Hiller, ch. 15
**Second Essay due by 4:00 April 9th**
Test and Final Exam

Test: One essay question (one hour) to be answered in class on March 3rd, on the material from weeks 1 to 8.

Exam: Two essay questions (two hours). One general question on the entire course; a second specific question based on the material covered since the test, i.e., the material from weeks 9 to 14.

The test and the final exam will be based on material in both the lectures and the required readings. The tests and exam will offer a choice of essay questions. The requirements will be discussed thoroughly in scheduled study review sessions for the test on February 26th and the final exam on April 9th. Study handouts will be distributed in class and posted online.

First Essay

The first assignment is to select the official tourism web sites for TWO (2) Atlantic Provinces and compare their use of heritage, identity, landscape, history, and culture. Here are the four relevant tourism web sites:

- New Brunswick: http://www.tourismnewbrunswick.ca/
- Newfoundland and Labrador: http://www.newfoundlandlabrador.com

Do the two provinces you select use history, landscape, culture, and heritage the same way, or do they employ different approaches? In analyzing the web sites, take the time to explore the various pages to see if there are patterns in the visual and textual representations. Try to determine how accurate and inclusive the tourism material is: do the web sites depict all of the province, or just a portion of it?

As you develop your analysis, think critically about the techniques and materials used to attract tourists. How are notions of cultural authenticity, adventure, luxury, escapism, or ethnicity used to lure tourists to the region? What is emphasized, and what is excluded, from the tourism pitch?

Your essay must draw on McKay’s article to discuss how the tourism web sites rely on history and heritage in their treatment of the past. How do the tourism web sites use history and/or heritage? Is the past important to tourism promotion, or does it play a secondary role to the scenery? How is the material on the two provincial tourism web sites you selected similar to, or different from, the perspective offered by McKay?

This assignment should be no less than 1,000 words in length. It should be approximately 1,000-1,500 words (about 4-6 typewritten pages). Please note that complete references and citations (either as footnotes or endnotes) are required for this assignment. The assignment is due by 4:00 on Thursday, February 12th. Late papers will be penalized five marks per day (5%). Extensions will be given only for documented medical or personal emergencies.

Second Essay

The second essay assignment is based on the razing of Africville. Students are asked to write an essay answering the following question: why was Africville targeted for demolition?

The essay must be based on the required readings for Week 11, including the article by Tina Loo listed above, plus at least four primary sources (e.g., government reports, newspaper articles, or video clips), available online via the following web sites:

1) HRM Archives, Municipal Sources on Africville: http://www.halifax.ca/archives/AfricvilleSources.php

This essay must be no less than 2,000 words in length. It should be approximately 2,000-3,000 words (about 8-12 typewritten pages). Please note that complete references and citations are required for this assignment: see the guidelines listed below. Essays must include complete citations (either as footnotes or endnotes), with specific page references, for direct quotations and/or specific information drawn from a scholarly source. The assignment is due by 4:00, Thursday, April 9th. Late papers will be penalized five marks per day (5%). Extensions will be given only for documented medical or personal emergencies.

Essay Guidelines

Assignments must conform to the History Department’s guidelines. Assignments should have a proper title page; the text must be double spaced, with standard margins and fonts; and all pages must be numbered. Students must ensure that their essays have sufficient references in the proper format, using footnotes or endnotes. Essays must have an introduction, a clear argument, a
conclusion, and a bibliography. **References must be inserted whenever a direct quotation is used and/or whenever the paper cites specific information drawn from a source.** These references must include **specific page citations**. Assignments must be proofread, clearly organized, and written at a university level. Copies of the History Department’s guidelines are available online: [http://history.dal.ca/Student%20Resources/Style_Guide.php](http://history.dal.ca/Student%20Resources/Style_Guide.php)

The criteria for the assignments will be discussed thoroughly in class. Plagiarism will be dealt with according to the university regulations. As a student in this class, **you are required to keep an electronic copy of any assignment you submit**, and the course instructor may require you to submit that electronic copy on demand. All assignments must be either handed to the instructor in person or placed in my drop-box (number 71), in the McCain FASS building. Do not push papers under the instructor’s door. Please note that the History Department’s main office does not accept student papers. **Late papers will be penalized five marks per day (5%).** Extensions will be given only for documented medical or personal emergencies.

### Academic Integrity

At Dalhousie University, we respect the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, adherence to the values of academic integrity and related policies is a requirement of being part of the academic community at Dalhousie University.

Academic integrity means being honest in the fulfillment of your academic responsibilities thus establishing mutual trust. Fairness is essential to the interactions of the academic community and is achieved through respect for the opinions and ideas of others. “Violations of intellectual honesty are offensive to the entire academic community, not just to the individual faculty member and students in whose class an offence occurs.” [Intellectual Honesty section of University Calendar](http://history.dal.ca/Student%20Resources/Style_Guide.php)

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, available at [www.academicintegrity.dal.ca](http://www.academicintegrity.dal.ca). 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.
How can you achieve academic integrity?

- make sure you understand Dalhousie’s policies on academic integrity
- give appropriate credit to the sources used in your assignment such as written or oral work, computer codes/programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
  - Use RefWorks to keep track of your research and edit and format bibliographies in the citation style required by the instructor - http://www.library.dal.ca/How/RefWorks
- do not download the work of another from the Internet and submit it as your own
- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor
- do not write an examination or test for someone else
- do not falsify data or lab results

[these examples should be considered only as a guide and not an exhaustive list]

What will happen if an allegation of an academic offence is made against you?

I am required to report a suspected offence. The full process is outlined in the Discipline flow chart and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- The AIO decides whether to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive an INC (incomplete) grade until the matter is resolved
- If you are found guilty of an academic offence, a penalty will be assigned ranging from a warning to a suspension or expulsion from the University and can include a notation on your transcript, failure of the assignment or failure of the course. All penalties are academic in nature.
Where can you turn for help?

- If you are ever unsure about ANYTHING, contact the course instructor
- **Academic Integrity website**
  - Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- **Writing Center**
  - Assistance with proofreading, writing styles, citations
- **Dalhousie Libraries**
  - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks
- **Dalhousie Student Advocacy Service**
  - Assists students with academic appeals and student discipline procedures.
- **Senate Office**
  - List of Academic Integrity Officers, discipline flow chart, Senate Discipline Committee

Statement on Accommodation

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see [www.studentaccessibility.dal.ca](http://www.studentaccessibility.dal.ca) for more information and to obtain the Request for Accommodation – Form A. A note taker may be required to assist a classmate. There is an honorarium of $75/course/term. If you are interested, please contact OSAA 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 so that students who require their usage will be able to participate in the class.