



## History 2202

# National Dreams and Divergent Realities: Canadian History since the 1860s

## School of Humanities

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

### General Information

Course #:	History 2202
Section #:	530
Term:	Full year
Year:	2022-23
Delivery:	In-person
Course Days and Times:	Tuesdays 8:30-10:30 and Thursdays 9:30-10:30
Course Location:	BR-201

### Instructor Information

Name:	Jonathan Bayer
E-mail:	<a href="mailto:jbayer@uwo.ca">jbayer@uwo.ca</a>
Office hours:	Tuesdays 11:00-12:00
Office location:	Office V121 at Huron University College

### Course Description

The course emphasizes the interplay of regional and national factors in Canadian history since 1867, address political, social, and economic issues, surveys the regional histories of the Atlantic Provinces, Quebec, Ontario, the Prairie Provinces and British Columbia, and places these regional histories in their national context.

Antirequisite(s): [History 2127F/G](#), [History 2201E](#), [History 2205E](#).

Extra Information: 3 hours.

Course Weight: 1.00

## Required Course Materials

Belshaw, John Douglas. *Canadian History: Post-Confederation*. BCcampus Open Publishing, 2020. <https://opentextbc.ca/postconfederation/>.

Berger, Carl. *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*. Toronto: UTP, 1970. <https://www-fulcrum-org.proxy1.lib.uwo.ca/concern/monographs/j3860728j>.

Owram, Doug. *The Government Generation: Canadian Intellectuals and the State, 1900-1945*. Toronto: UTP, 1986. <https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.3138/9781487578398/html#contents>.

Bothwell, Robert. *Alliance and Illusion: Canada and the World, 1945-1984*. Vancouver: UBC Press, 2007. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774854009>.

## Learning Outcomes

- Students will engage with some of the key primary source material from post-Confederation Canadian history and explore the influence of racial, class, gender, religious, and political power structures on modern Canadian history and culture
- Students will examine key events, concepts, and movements in post-Confederation Canadian history and explain their historical significance
- Students will analyze key articles from the historiography of modern Canada and examine the arguments that have been made by historians about Canadian culture and identity

## Brescia Competencies

Communication  
Critical Thinking  
Inquiry and Analysis  
Problem Solving  
Self Awareness and Development  
Social Awareness and Engagement  
Valuing

## Teaching Methodology and Expectations of Students

This course covers the post-Confederation history of Canada from the 1860s to the present. Students will explore the ways in which notions of race, class, gender, religion, and politics have shaped modern Canadian history and the ways in which ideas about national identity have evolved through time down to the present era. The objectives of this course are to familiarize students with the major events and ideas within post-Confederation Canadian history, to explore the major themes that historians have identified within that history, and to prepare students for crafting their own arguments about the events and themes covered in this course. The readings each week

will consist of an article, as well as either a chapter from the textbook or chapters from the course's three books, rotating week by week. The second hour of class on Tuesdays will be dedicated to discussion of the weekly readings.

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## Evaluation

### *Participation in Discussion - 20%*

During the second hour of class on Tuesdays, students will actively participate in the discussion portion of class each week. Please have the readings done by the discussion period each week. Each day will be marked out of 5 points. Students will receive 3 points for showing up, the 4th point for joining in the class discussion, and the 5th point based on the substance of their contribution. At the end of the course, the four lowest of the daily marks will be dropped for each student.

### *Television Essay (due November 11) - 20%*

Students will watch one or more episodes of Murdoch Mysteries and write an essay (approx. 750-1000 words, 3-4 pages) connecting the portrayals of Canadian race, class, gender, religion, and/or politics in the episode or episodes to themes and materials explored in class. The goal of this assignment is to get students thinking about the ways in which Canadian history has been portrayed in popular culture. A detailed essay question will be provided. Students do not need to include secondary source material in their paper, nor do they need to cite material drawn from lectures (unlike 2205E). For students unable to access the show themselves, one discussion period will be used to watch an episode which students may write on for their essay.

### *Midterm Exam (written during the December Exam Period) - 20%*

Students will write the Midterm Exam, which will feature identification, short answer, and long answer questions from the first half of the course.

### *Primary Source Essay (due March 3) - 20%*

Students will choose a primary source from the era and write an essay (approx. 750-1000 words, 3-4 pages) exploring the historical context of the source and relating it to the broader historiography. The goal of this assignment is to get students thinking about the connections between primary sources and secondary sources within Canadian historiography. A detailed essay question and a list of three primary sources will be provided for students to choose from, or students may find their own sources with approval. Students are asked to connect the primary source to at least two secondary sources (either those read in class or others found by the student). Students will need to include references to two secondary sources (as will be discussed

in class), but they do not need to use Chicago style citation and do not need to cite material drawn from lectures (unlike 2205E).

*Final Exam (written during the April Exam Period) - 20%*

Students will write the Final Exam, which will feature identification, short answer, and long answer questions from the second half of the course.

Evaluation Breakdown:

<b>Component</b>	<b>Weight</b>	<b>Date/ Deadline</b>
<b>Participation in Discussion</b>	20%	N/A
<b>Television Essay</b>	20%	November 11, 2022
<b>Midterm Exam</b>	20%	December Exam Period
<b>Primary Source Essay</b>	20%	March 4, 2023
<b>Final Exam</b>	20%	April Exam Period

## Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

## Course Content and Reading Schedule

### **Course Introduction**

#### **September 8 - Intro to the Course**

### **Week One: Pre-Confederation Canada**

#### **September 13 - Lecture and Discussion**

Secondary Source Reading: Phillip Buckner, "‘British North America and a Continent in Dissolution’: The American Civil War in the Making of Canadian Confederation," *Journal of the Civil War Era*

Vol 7 No 4 (2017), 512-540. <https://go-gale-com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond95336&id=GALE|A513194991&v=2.1&it=r>

Primary Source Reading: Excerpts from Sir John A. Macdonald, "Speech in the Confederation Debates," February 6, 1865. (Primary Source Packet, pages 1-2)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Introduction and Chapter 1. <https://opentextbc.ca/postconfederation/chapter/introduction-to-post-confederation-canada/>

### **September 15 - Lecture**

#### **Week Two: The Road to Confederation**

##### **September 20 - Lecture and Discussion**

Secondary Source Reading: Adele Perry, "Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia, 1849-1871," *Histoire Sociale/Social History* 33 (2000), 343-60.

<https://hssh.journals.yorku.ca/index.php/hssh/article/view/4570/3764>

Primary Source Reading: Governor General Charles Monck, "Governor's Speech, Opening of Parliament," June 8, 1866. (Primary Source Packet, pages 3-5)

Textbook Reading: Introduction to Chapter Two (pages 3-77) in Berger, Carl. *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*. Toronto: UTP, 1970. [https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/62\[xhtml00000031\]!/4/4/1:0](https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/62[xhtml00000031]!/4/4/1:0)

### **September 22 - Lecture**

#### **Week Three: Confederation**

##### **September 27 - Lecture and Discussion**

Secondary Source Reading: Sasha Mullally, "Marginally Relevant?: The 'Fathers of Confederation' and Canadian History," *The Canadian Historical Review* Vol 98 No 4 (2017), 727-741.

<https://muse-jhu-edu.proxy1.lib.uwo.ca/article/679108>

Primary Source Reading: Excerpts from "The Constitution Act," March 29, 1867. (Primary Source Packet, pages 6-8)

Textbook Reading: John Douglas Belshaw, *Canadian History: Post-Confederation*, Chapter 2.

<https://opentextbc.ca/postconfederation/chapter/2-1-the-expanding-and-fragile-dominion/>

### **September 29 - Lecture**

#### **Week Four: Assimilation and Residential Schools**

##### **October 4 - Lecture and Discussion**

Secondary Source Reading: Kevin Hutchings, "Cultural Genocide and the First Nations of Upper Canada: Some Romantic-era Roots of Canada's Residential School System," *European Romantic Review* Vol 27 No 3 (2016), 301-308. [https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/10509585/v27i0003/301\\_cgatfnrocrss.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/10509585/v27i0003/301_cgatfnrocrss.xml)

Primary Source Reading: Excerpts from Peter H. Bryce, "Report on the Indian Residential Schools of Manitoba and the North-West Territories," June 19, 1907. (Primary Source Packet, pages 9-11)

Textbook Reading: Chapter Three to Chapter Five (pages 78-152) in Berger, Carl. *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*. Toronto: UTP, 1970.

[https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/210\[xhtml00000105\]!/4/4/1:0](https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/210[xhtml00000105]!/4/4/1:0)

### **October 6 - Lecture**

#### **Week Five: Imperialism and Nationalism**

##### **October 11 - Lecture and Discussion**

Secondary Source Reading: Linda M. Ambrose, "Our Last Frontier: Imperialism and Northern Canadian Rural Women's Organizations," *The Canadian Historical Review* Vol 102 No 3 (2021).  
<https://muse-jhu-edu.proxy1.lib.uwo.ca/article/813835>

Primary Source Reading: Lieutenant Governor of Manitoba Adams George Archibald, "Address of July 21, 1871," in Alexander Morris, *The Treaties of Canada with the Indians of Manitoba, the North-West Territories, and Kee-Wa-Tin, 1880*. (Primary Source Packet, pages 12-14)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 3.  
<https://opentextbc.ca/postconfederation/chapter/3-1-the-industrial-revolution/>

### **October 13 - Lecture**

#### **Week Six: The Numbered Treaties**

##### **October 18 - Lecture and Discussion**

Secondary Source Reading: Gina Starblanket, "The Numbered Treaties and the Politics of Incoherency," *Canadian Journal of Political Science* Vol 52 No 3 (2019), 443-459.  
[https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00084239/v52i0003/443\\_tntatpoi.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00084239/v52i0003/443_tntatpoi.xml)

Primary Source Reading: Excerpts from Sir Wilfrid Laurier, "Plea Against Louis Riel's Expulsion from the Commons," April 15, 1874. (Primary Source Packet, pages 15-16)

Textbook Reading: Chapter Six to Chapter Eight (pages 153-216) in Berger, Carl. *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*. Toronto: UTP, 1970.  
[https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/362\[xhtml00000181\]!/4/4/1:0](https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/362[xhtml00000181]!/4/4/1:0)

### **October 20 - Lecture**

#### **Week Seven: Immigration**

##### **October 25 - Lecture and Discussion**

Secondary Source Reading: Jatinder Mann, "'Anglo-Conformity': Assimilation Policy in Canada, 1890s-1950s," *International Journal of Canadian Studies* Vol 50 No 50 (2014), 253-276.  
<https://muse-jhu-edu.proxy1.lib.uwo.ca/article/566306>

Primary Source Reading: Excerpts from George Munro Grant, "Advantages of Imperial Federation," January 30, 1891. (Primary Source Packet, pages 17-18)

Textbook Reading: John Douglas Belshaw, *Canadian History: Post-Confederation*, Chapter 4.  
<https://opentextbc.ca/postconfederation/chapter/4-1-introduction/>

### **October 27 - Lecture**

#### **Week Eight: Industrialization**

##### **November 8 - Lecture and Discussion**

Secondary Source Reading: Rebecca Mancuso, "Reflections of the 'Roving Britishers': British Travel Writing on Canada 1900-1915," *The American Review of Canadian Studies* Vol 46 No 3 (2016), 301-309. [https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/02722011/v46i0003/301\\_rotbbtwoc1.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/02722011/v46i0003/301_rotbbtwoc1.xml)

Primary Source Reading: Excerpts from George Taylor Denison III, "The Struggle for Imperial Unity," 1909. (Primary Source Packet, pages 19-21)

Textbook Reading: Chapter Nine to Conclusion (pages 217-265) in Berger, Carl. *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*. Toronto: UTP, 1970.

[https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/488\[xhtml00000244\]!/4/4/1:0](https://www-fulcrum-org.proxy1.lib.uwo.ca/epubs/ww72bb862?locale=en#/6/488[xhtml00000244]!/4/4/1:0)

## **November 10 - Lecture**

### **Week Nine: Canada and the British Empire**

#### **November 15 - Lecture and Discussion**

Secondary Source Reading: Graeme Thompson, "Upper Canada's Empire: Liberalism, Race, and Western Expansion in British North America, 1860s – 1914," *Journal of Imperial and Commonwealth History* Vol 48 No 1 (2020), 39-70. [https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/03086534/v48i0001/39\\_uclraibna11.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/03086534/v48i0001/39_uclraibna11.xml)

Primary Source Reading: "Canada: Das Land der Gelengenheit," Pamphlet, 1910. (Primary Source Packet, pages 22)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 5. <https://opentextbc.ca/postconfederation/chapter/5-1-introduction/>

## **November 17 - Lecture**

### **Week Ten: First World War**

#### **November 22 - Lecture and Discussion**

Secondary Source Reading: Robert J. Talbot, "'It Would Be Best to Leave Us Alone': First Nations Responses to the Canadian War Effort, 1914-18," *Journal of Canadian Studies* Vol 45 No 1 (2011), 91-120. <https://muse-jhu-edu.proxy1.lib.uwo.ca/article/426229>

Primary Source Reading: Emily Adams, "Letter to George Walter Adams," November 26, 1918. (Primary Source Packet, pages 23)

Textbook Reading: Chapter One to Chapter Three (pages 1-79) in Owrarn, Doug. *The Government Generation: Canadian Intellectuals and the State, 1900-1945*. Toronto: UTP, 1986. <https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.3138/9781487578398/html#contents>

## **November 24 - Lecture**

### **Week Eleven: The Post-War World**

#### **November 29 - Lecture and Discussion**

Secondary Source Reading: Margaret Hutchinson, "Dominion Imaginings: Commemorating WWI in Australian, Canadian and New Zealand Official Painting," *Journal of Australian Studies* Vol 44 No 4 (2020), 515-534. <https://www-tandfonline-com.proxy1.lib.uwo.ca/doi/full/10.1080/14443058.2020.1837916>

Primary Source Reading: Nellie L. McClung, "In Times Like These," New York: D. Appleton and Company, 1915. (Primary Source Packet, pages 24-27)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 6. <https://opentextbc.ca/postconfederation/chapter/6-1-introduction/>

## **December 1 - Lecture**

### **Week Twelve: Race in Canada**

#### **December 6 - Lecture and Discussion**

Secondary Source Reading: Robert Kossuth and David McMurray, "Reclaiming Canada Through Its 'Ancient' Sport: Lacrosse and the Native Sons of Canada in Late 1920s Alberta," *International*

*Journal of the History of Sport* Vol 31 No 14 (2015), 1642-1660. <https://www-tandfonline-com.proxy1.lib.uwo.ca/doi/full/10.1080/09523367.2015.1072514>

Primary Source Reading: Rachel Ward, "Albertan rediscovers theatregoer's fight against segregation 104 years ago," *Canadian Broadcasting Corporation*, September 17, 2018. (Primary Source Packet, pages 28-31)

Textbook Reading: Chapter Four to Chapter Six (pages 80-159) in Owram, Doug. *The Government Generation: Canadian Intellectuals and the State, 1900-1945*. Toronto: UTP, 1986. <https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.3138/9781487578398/html#contents>

## **December 8 - Lecture**

### **Week Thirteen: The Women's Suffrage Movement**

#### **January 10 - Lecture and Discussion**

Secondary Source Reading: Tracy Kulba and Victoria Lamont, "The Periodical Press and Western Woman's Suffrage Movements in Canada and the United States: A Comparative Study," *Women's Studies International Forum* Vol 29 No 3 (2006), 265-278. <https://www-sciencedirect-com.proxy1.lib.uwo.ca/science/article/pii/S0277539506000161?via%3Dihub>

Primary Source Reading: "Enfranchised Women, Vote Union Save Canada!" Pamphlet, 1917. (Primary Source Packet, pages 32)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 7. <https://opentextbc.ca/postconfederation/chapter/7-1-introduction/>

#### **January 12 - Lecture**

### **Week Fourteen: The Great Depression**

#### **January 17 - Lecture and Discussion**

Secondary Source Reading: Gregory P. Marchildon, "The Prairie Farm Rehabilitation Administration: Climate Crisis and Federal-Provincial Relations during the Great Depression," *The Canadian Historical Review* Vol 90 No 2 (2009), 275-301. <https://muse-jhu-edu.proxy1.lib.uwo.ca/article/267472>

Primary Source Reading: Excerpts from "Founding Manifesto of the Co-operative Commonwealth Federation," July, 1933. (Primary Source Packet, pages 33-37)

Textbook Reading: Chapter Seven to Chapter Nine (pages 160-253) in Owram, Doug. *The Government Generation: Canadian Intellectuals and the State, 1900-1945*. Toronto: UTP, 1986. <https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.3138/9781487578398/html#contents>

#### **January 19 - Lecture**

### **Week Fifteen: The Second World War**

#### **January 24 - Lecture and Discussion**

Secondary Source Reading: Stephen A. Andrews, Madison T. Andrews, and Thomas E. Mason, "Canadian Contributions to the Manhattan Project and Early Nuclear Research," *Nuclear Technology* Vol 207 No 1 (2021), 134-146. [https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00295450/v207isup1/s134\\_cctmpaenr.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00295450/v207isup1/s134_cctmpaenr.xml)

Primary Source Reading: William Lyon Mackenzie King, "Declaration of War, Request from Mackenzie King to King George VI," 1939. (Primary Source Packet, pages 38-39)



Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 8.  
<https://opentextbc.ca/postconfederation/chapter/8-1-introduction/>

### January 26 - Lecture

### **Week Sixteen: The Post-War World**

#### **January 31 - Lecture and Discussion**

Secondary Source Reading: Noula Mina, "Taming and Training Greek "Peasant Girls" and the Gendered Politics of Whiteness in Postwar Canada: Canadian Bureaucrats and Immigrant Domestic, 1950s–1960s," *The Canadian Historical Review* Vol 102 No 3 (2021), 854-875.

<https://muse-jhu-edu.proxy1.lib.uwo.ca/article/527015>

Primary Source Reading: Carrie M. Best, *The Clarion*, March 22, 1946. (Primary Source Packet, pages 40)

Textbook Reading: Chapter Ten to Chapter Twelve (pages 254-334) in Owsram, Doug. *The Government Generation: Canadian Intellectuals and the State, 1900-1945*. Toronto: UTP, 1986.

[https://www-degruyter-](https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.3138/9781487578398/html#contents)

[com.proxy1.lib.uwo.ca/document/doi/10.3138/9781487578398/html#contents](https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.3138/9781487578398/html#contents)

### February 2 - Lecture

### **Week Seventeen: NATO and the United Nations**

#### **February 7 - Lecture and Discussion**

Secondary Source Reading: Hector Mackenzie, "Golden Decade(s)? Reappraising Canada's International Relations in the 1940s and 1950s," *British Journal of Canadian Studies* Vol 23 No 2 (2010), 179-206. [https://go-gale-](https://go-gale-com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond95336&id=GALE|A250653429&v=2.1&it=r)

[com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond95336&id=GALE|A250653429&v=2.1&it=r](https://go-gale-com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond95336&id=GALE|A250653429&v=2.1&it=r)

Primary Source Reading: Lester B. Pearson, "Canada in the World Today," Speech, March 19, 1954. (Primary Source Packet, pages 41-42)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 9.

<https://opentextbc.ca/postconfederation/chapter/9-1-introduction/>

### February 9 - Lecture

### **Week Eighteenth: The Cold War, Part One**

#### **February 14 - Lecture and Discussion**

Secondary Source Reading: Deborah McPhail, "What to do with the 'Tubby Hubby?': Obesity, the Crisis of Masculinity, and the Nuclear Family in Early Cold War Canada," *Antipode* Vol 41 No 5 (2009), 1021-1050. [https://journals-scholarsportal-](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00664812/v41i0005/1021_wtdwthfiecw.xml)

[info.proxy1.lib.uwo.ca/details/00664812/v41i0005/1021\\_wtdwthfiecw.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00664812/v41i0005/1021_wtdwthfiecw.xml)

Primary Source Reading: Igor Gouzenko, "Statement to the RCMP," October 10, 1945. (Primary Source Packet, pages 43-44)

Textbook Reading: Introduction to Chapter Five (pages 3-88) in Bothwell, Robert. *Alliance and Illusion: Canada and the World, 1945-1984*. Vancouver: UBC Press, 2007. [https://books-](https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774854009#page=20)

[scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-](https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774854009#page=20)

[25/1/9780774854009#page=20](https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774854009#page=20)

### February 16 - Lecture

### **Week Nineteen: The Cold War, Part Two**

## **February 28 - Lecture and Discussion**

Secondary Source Reading: Ian MacKay, "The Liberal Order Framework: A Prospectus for a Reconnaissance of Canadian History," *The Canadian Historical Review* Vol 81 No 4 (2000), 617-645. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks2/utpress/2013-08-26/1/9781442688483#page=42>

Primary Source Reading: "Bea Alerte and Justin Case say Will It Happen Here?" Poster, Department of National Health and Welfare, circa 1950. (Primary Source Packet, pages 45)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 10. <https://opentextbc.ca/postconfederation/chapter/10-1-introduction/>

## **March 2 - Lecture**

### **Week Twenty: The Quiet Revolution and Quebec Sovereignty**

#### **March 7 - Lecture and Discussion**

Secondary Source Reading: Donald Cuccioletta and Martin Lubin, "The Quebec Quiet Revolution: A Noisy Evolution," *Quebec Studies* Vol 36 (2003), 125-138. <https://go-gale-com.proxy1.lib.uwo.ca/ps/i.do?p=AONE&u=lond95336&id=GALE|A118986705&v=2.1&it=r>

Primary Source Reading: Charles de Gaulle, "Vive le Québec libre!" July 24, 1967. (Primary Source Packet, pages 46)

Textbook Reading: Chapter Six to Chapter Ten (pages 89-194) in Bothwell, Robert. *Alliance and Illusion: Canada and the World, 1945-1984*. Vancouver: UBC Press, 2007. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774854009#page=106>

#### **March 9 - Lecture**

### **Week Twenty-One: Indigenous Affairs**

#### **March 14 - Lecture and Discussion**

Secondary Source Reading: Lindsay A. Morcon, "Determining the role of Language and Culture in First Nations Schools: A Comparison of the First Nations Education Act with the Policy of the Assembly of First Nations," *Canadian Journal of Educational Administration and Policy* Vol 163 (2014). <https://education.chiefs-of-ontario.org/download/determining-the-role-of-language-and-culture-in-first-nations-schools-a-comparison-of-the-first-nations-education-act-with-the-policy-of-the-assembly-of-first-nations/>

Primary Source Reading: Excerpts from the "Charter of Assembly of First Nations," 1985. (Primary Source Packet, pages 47-48)

Textbook Reading: John Douglas Belshaw, *Canadian History: Pre-Confederation*, Chapter 11. <https://opentextbc.ca/postconfederation/chapter/11-1-introduction/>

#### **March 16 - Lecture**

### **Week Twenty-Two: NAFTA and Free Trade**

#### **March 21 - Lecture and Discussion**

Secondary Source Reading: Elise LeGros, "Bilcon of Delaware v. Canada: NAFTA's Impact on Environmental Assessments," *Law and Business Review of the Americas* Vol 21 No 3 (2015). <https://scholar.smu.edu/cgi/viewcontent.cgi?article=1065&context=lbra>

Primary Source Reading: "Episode #1," Kids in the Hall, Television show, October 16, 1988.  
(Primary Source Packet, pages 49)

Textbook Reading: Chapter Eleven to Chapter Fifteen (pages 195-294) in Bothwell, Robert. *Alliance and Illusion: Canada and the World, 1945-1984*. Vancouver: UBC Press, 2007. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774854009#page=212>

### **March 23 - Lecture**

### **Week Twenty-Three: The Twenty-First Century**

#### **March 28 - Lecture and Discussion**

Secondary Source Reading: Mariam Smith, "Social Movements and Judicial Empowerment: Courts, Public Policy, and Lesbian and Gay Organizing in Canada," *Politics & Society* Vol 33 No 2 (2005), 327-353. [https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00323292/v33i0002/327\\_smajeclagoic.xml](https://journals-scholarsportal-info.proxy1.lib.uwo.ca/details/00323292/v33i0002/327_smajeclagoic.xml)

Primary Source Reading: Barry Came, Dane Burke, Ann McLaughlin, and Bruce Wallace, "The Fury of Oka," *Maclean's*, September 10, 1990. (Primary Source Packet, pages 50-54)

Textbook Reading: John Douglas Belshaw, *Canadian History: Post-Confederation*, Chapter 12. <https://opentextbc.ca/postconfederation/chapter/12-1-introduction/>

### **March 30 - Lecture**

### **Week Twenty-Four: Current Events**

#### **April 4 - Lecture and Discussion**

Secondary Source Reading: "Truth and Reconciliation Commission of Canada: Calls to Action," Truth and Reconciliation Commission of Canada, 2015. (Primary Source Packet, pages 55-65)

Primary Source Reading: "Truth and Reconciliation Commission of Canada: Calls to Action," Truth and Reconciliation Commission of Canada, 2015. (Primary Source Packet, pages 55-65)

Textbook Reading: Chapter Sixteen to Conclusion (pages 295-393) in Bothwell, Robert. *Alliance and Illusion: Canada and the World, 1945-1984*. Vancouver: UBC Press, 2007. <https://books-scholarsportal-info.proxy1.lib.uwo.ca/en/read?id=/ebooks/ebooks3/upress/2013-08-25/1/9780774854009#page=312>.

### **April 6 - Lecture**

## **2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING ACADEMIC ACCOMMODATION**

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_135](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135)

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_10](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10)).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

### **Request for Academic Consideration for a Medical Absence**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf);
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

## **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor ([https://brescia.uwo.ca/enrolment\\_services/academic\\_advising/book\\_an\\_appointment.php](https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php)). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page\\_64](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64)).

### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

## **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

## **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## **7. SUPPORT**

### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

## **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, [https://brescia.uwo.ca/student\\_life/health\\_and\\_wellness/index.php](https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

## **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at [https://brescia.uwo.ca/safe\\_campus/sexual\\_violence/index.php](https://brescia.uwo.ca/safe_campus/sexual_violence/index.php).

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

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