

**DEPARTMENT Humanities and Social Sciences**

**COURSE OUTLINE – Winter 2024**

**HI2610(B3, VC): Canadian History 1867 to The Present – 3 (3-0-0) 45 Hours for 15 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

|                      |   |                |                       |
|----------------------|---|----------------|-----------------------|
| <b>INSTRUCTOR:</b>   | Dr. Daryl White (he/him)                              | <b>PHONE:</b>  | 780-539-2083          |
| <b>OFFICE:</b>       | C311A   | <b>E-MAIL:</b> | dawhite@nwpolytech.ca |
| <b>OFFICE HOURS:</b> | Monday, 10-11; Friday, 10:30-11:30; or by appointment |                |                       |

**CALENDAR DESCRIPTION:** This course analyses the problems, the institutions and the changing roles in Canada since Confederation, and provides a base and some tools for inquiry into Canadian affairs.

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:** Materials for the course are available on myClass and online as open educational resources.

**DELIVERY MODE(S):** On-Campus and Synchronous

**LEARNING OUTCOMES:** By the end of this course, students will be able to

- Describe and discuss details and patterns of events in Canada since 1867,
- Discuss the relevance of the events in Canadian history to the present,
- Share historical opinions and insights with peers in a group setting,
- Design research questions, identify and obtain source material, critically assess source materials, and construct historical interpretations,
- And communicate research findings and interpretations.

**TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

### EVALUATIONS:

| Grade Component   | Value | Notes  |
|---|-------|--|
| <b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Quizzes – 2% each</li> <li>• Timed Tests – 5% each</li> <li>• Collaborative Content Questions – 2% each</li> <li>• Historical Claims – 5% each</li> <li>• Discussion Forum Posts – up to 3% each</li> </ul> | 25%   | Students can complete a range of activities to earn this portion of the grade. This section rewards students for completing additional learning activities.  |
| <b>Research Project</b> <ul style="list-style-type: none"> <li>• Proposal – 3%</li> <li>• Outline/Draft – 7%</li> <li>• Finished Work – 23%</li> <li>• Revision – 12%</li> </ul>  | 45%   | This will be completed in several stages over the term. The question for inquiry and final form provide flexibility for student direction. <b>This submitted work will be evaluated by Turnitin software within myClass.</b> |
| <b>Final Exam</b>   | 30%   | A final exam will be scheduled in April. You will have a choice between a timed and a take-home format.  |

### GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

### Grading Chart

| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Alpha Grade | 4-point Equivalent | Percentage Guidelines |
|-------------|--------------------|-----------------------|-------------|--------------------|-----------------------|
| A+          | 4.0                | 95-100                | C+          | 2.3                | 67-69                 |
| A           | 4.0                | 85-94                 | C           | 2.0                | 63-66                 |
| A-          | 3.7                | 80-84                 | C-          | 1.7                | 60-62                 |
| B+          | 3.3                | 77-79                 | D+          | 1.3                | 55-59                 |

|    |     |       |   |     |       |
|----|-----|-------|---|-----|-------|
| B  | 3.0 | 73-76 | D | 1.0 | 50-54 |
| B- | 2.7 | 70-72 | F | 0.0 | 00-49 |

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

| Date               | Topic                    | Big Questions  | Activities/Exercises   |
|--------------------|--------------------------|--|--|
| January 8, 12      | Welcome, the Big Picture | What do you already know about Canadian history?   | <ul style="list-style-type: none"> <li>• Timeline building</li> </ul>  |
| January 15, 19     | 1867-1885                | <ul style="list-style-type: none"> <li>• How is Confederation sorted out in its first decades?</li> <li>• How are Indigenous peoples suppressed by the new state?</li> </ul>   | <ul style="list-style-type: none"> <li>• Timeline building</li> <li>• Research topic discussion</li> <li>• <b>Proposal Due January 19</b></li> </ul>   |
| January 22, 26     | 1885-1914                | <ul style="list-style-type: none"> <li>• How does Canada experience industrialization?</li> <li>• How is the West changed by European settlers?</li> </ul>                     | <ul style="list-style-type: none"> <li>• Discussion about industrialization</li> <li>• Reading historical articles</li> </ul>                          |
| January 29, Feb. 2 | 1914-1919                | <ul style="list-style-type: none"> <li>• How does the First World War change Canada?</li> <li>• How does Conscription divide the country?</li> </ul>                           | <ul style="list-style-type: none"> <li>• WWI service record examination</li> </ul>   |
| Feb. 5, Feb. 9     | 1919-1939                | <ul style="list-style-type: none"> <li>• What does the Maritime Rights movement tell us about Confederation?</li> <li>• How did Canada manage the Great Depression?</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion about popular dissent and its expression</li> <li>• <b>Outline/Draft Due February 9</b></li> </ul> |

|                    |                        |  |  |
|--------------------|------------------------|--|--|
| Feb. 12, Feb. 16   | Test #1 / 1939-1940    | <ul style="list-style-type: none"> <li>How is WWII different for Canada?</li> </ul>  |  |
| Feb. 19, Feb. 23   | Winter Break           |  |  |
| Feb. 26, Mar. 1    | 1940-1960              | <ul style="list-style-type: none"> <li>What was Canada's place in the world?</li> <li>How did Canada become more modern after WWII</li> </ul>                    | <ul style="list-style-type: none"> <li>Discussion about the impact and changes in day-to-day life</li> <li><b>Finished Research Project due March 1</b></li> </ul> |
| March 4, March 8   | 1960-1967              | <ul style="list-style-type: none"> <li>What was and is Canada's role in NATO?</li> <li>How do we create national symbols?</li> </ul>                             | <ul style="list-style-type: none"> <li>Canada and nuclear weapons discussion</li> </ul>  |
| March 11, March 15 | 1968-1984              | <ul style="list-style-type: none"> <li>How did the 1970s change Canada?</li> <li>What is Pierre Trudeau's legacy in Alberta?</li> </ul>                          | <ul style="list-style-type: none"> <li>National Energy Program discussion – Ottawa and Alberta</li> </ul>  |
| March 18, March 22 | 1984-1995              | <ul style="list-style-type: none"> <li>What drove and drives Quebec separatism?</li> <li>What should Canada's relationship with the United States be?</li> </ul> | <ul style="list-style-type: none"> <li>Role-playing Confederation negotiations</li> <li>Revision due March 22</li> </ul>   |
| March 25           | 1995-2001              | <ul style="list-style-type: none"> <li>Canada at loose ends</li> </ul>   |  |
| March 29           | Good Friday – No Class |  |  |
| April 1, April 5   | 2001-2019              | <ul style="list-style-type: none"> <li>How is the place of Indigenous peoples in Canada different today?</li> </ul>  |  |

|                   |  |   |  |
|-------------------|--|---|--|
|                   |  | <ul style="list-style-type: none"> <li>• What is Alberta's relationship with Canada?</li> </ul> |  |
| April 8, April 12 | Student Selected Topics - Students will select these topics in class by majority vote. |   |  |
| April 15          | Wrap-Up  |   |  |

**STUDENT RESPONSIBILITIES:**

- General
  - Take as much as you can from this course. Your instructor and classmates will provide you with opportunities to reflect on what you know and believe and to learn new things, but learning does not have to and should not take place just during class time. Pursue questions, chase ideas down online rabbit holes and see where they take you. These facts and ideas can only enrich your understanding and your coursework.
  - Remember that this is just a course on a particular subject. Your performance in the course is not a measure of anything more than your ability to learn the history of Canada and complete the assessments. Submitting work late or not doing as well as you would like on an assessment is not a measure of you as a person. You are a learner and that means making mistakes. As long as you are trying your best to get as much as you can from the course (and this may depend on your personal circumstances), you have nothing to apologize for.
- Time Management and Coursework
  - Students are expected to commit the required time to complete this course. Please plan accordingly. Some flexibility will be provided around due dates, but you need to consult with your instructor.
  - Regular attendance or review is important to success in HI2610 as is particular attention to online content on myClass.
  - Respectful participation in course discussions contributes to your understanding and participation in myClass forums contributes to your myClass activities grade.
  - All assignments must follow the requirements laid out on myClass and discussed in class. Topics must be approved by the instructor unless specified otherwise on myClass.

- All assignments must be original work for this course. Work previously submitted for other courses will not be accepted in this course. Students found to have submitted previous work will receive a 0% for the assignment.
- All written assignments must be word-processed. It is particularly important to save a copy of any written work handed in for credit or grading.
- All assignments must be submitted electronically via myClass. This procedure will be demonstrated in class.
- All research assignments are to be submitted electronically within 48 hours of the deadline to provide some flexibility. Work submitted after this grace period will be assessed at a diminishing value of 5% for every 24 hour period or part thereof to a minimum value of 70% of the grade. **Because the research assignments are in stages, earlier stages may not be submitted after the due date for the next stage without instructor permission. If you find yourself struggling, reach out to your instructor.**
- Students will be assessed on their research, synthesis and writing in the course assignments. The presentation of information in terms of organization and writing will be given substantial weight in grading along with the research and analysis. Referencing in Chicago Notes-Bibliography or APA style is a requirement for course assignments.
- In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the student's intellectual effort involved, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked below) may be applied.

### **Students in the VC (Videoconference section)**

- This course includes a videoconference section. Students registered in the videoconference section are able to attend lectures and complete all course components without attendance on campus.
- Students are required to have a stable internet connection sufficient to meet the class requirements.

- Where disruptions or other technological issues occur with institutional or instructor systems on campus or elsewhere, instructors will ensure that appropriate accommodations are made for videoconference students.
- Some videoconference courses may require students to incur reasonable costs for proctoring and other services essential to maintaining the academic integrity of the course. Instructors should design their course to minimize the financial burden on students and are required to submit cost estimates to the responsible department chairperson for approval prior to the start of the course.
- This course has the requirements listed below for videoconference students. Failure to meet these requirements may affect attendance and participation grades or result in a grade of zero for supervised assessments (for example tests, exams, or in-class writing assignments).
- Videoconference Student Requirements

|   |  |
|---|--|
| Technology (eg. webcam, microphone, speakers)                             | Students require a computer or tablet with a camera, microphone, speakers, and ability to type to fully participate in class.  |
| Class Participation (eg. camera on during class, appropriate screen name) | Students require an appropriate screen name which identifies them to the instructor. They are encouraged to have their cameras on during class but it is not required because of the class recordings.   |
| Test/Exam Supervision (eg. independent proctor, dual camera setup)        | Timed in-person assessments (Test #1 and the timed final exam option) will require students to share and record their screen and have a dual camera setup which both shows the student's face and their workspace. Alternately, students may arrange a proctor acceptable to the instructor. Students may complete alternative assessments rather than the timed in-person ones. |

**STATEMENT ON ACADEMIC MISCONDUCT:**

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

\*\*Note: all Academic and Administrative policies are available on the same page.