

## **Introduction to Canada A: Canadian History and Society**

**AJ18010/A** Tuesday 15:00-16:30 G31, **AJ18010/B** Tuesday 16:40-18:10 G31

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### **Description:**

This course offers an overview of Canadian history from the pre-contact period to the present, treated in ten chronological segments. The development of the country is framed in broader regional, national, continental and global contexts. The focus of the course is on the changing nature of Canadian society over the course of centuries, with the stress on the central importance of the concept of diversity – regional, linguistic, ethnic, cultural – in understanding Canada’s distinctive nature.

### **Core texts (that will be the main focus of class discussion):**

Conrad, Margaret, and Alvin Finkel. *History of the Canadian Peoples. Vol. I: Beginnings to 1867*. 5<sup>th</sup> ed. 2002. Toronto: Pearson, 2009. Print.

Conrad, Margaret, and Alvin Finkel. *History of the Canadian Peoples. Vol. II: 1867 to the Present*. 5<sup>th</sup> ed. 2002. Toronto: Pearson, 2009. Print.

### **Supplementary texts (that will provide a framework for class discussion):**

Morton, W. L. “The Relevance of Canadian History.” *A Passion for Identity: An Introduction to Canadian Studies*. Ed. Eli Mandel and David Taras. Toronto: Methuen, 1987. 37-50. Print.

Wonders, William C. “Canadian Regions and Regionalisms: National Enrichment or National Disintegration.” *A Passion for Identity: An Introduction to Canadian Studies*. Ed. Eli Mandel and David Taras. Toronto: Methuen, 1987. 239-62. Print.

TBA

### **Schedule:**

Week 1 / Sept. 21: Orientation (no class)

Week 2 / Sept. 28: State Holiday (no class)

Week 3 / Oct. 5: Introduction to the course; Opening lecture by Don Sparling

Supplementary texts:

W. L. Morton, “The Relevance of Canadian History”

William C. Wonders, “Canadian Regions and Regionalisms: National Enrichment or National Disintegration?”

Week 4 / Oct. 12: Core text: *History, Vol. I*: “Part 1: Beginnings”

Supplementary texts: TBA

Week 5 / Oct. 19: Core text: *History, Vol. I*: “Part 2: France in America”

Supplementary texts: TBA

Week 6 / Oct. 26: Core text: *History, Vol. I*: “Part 3: The Making of British North America, 1763-1821”

Supplementary texts: TBA

#### **Guest lecture**

Week 7 / Nov. 2: Core text: *History, Vol. I*: “Part 4: Maturing Colonial Societies, 1815-1867”

Supplementary texts: TBA

#### **Key-word definition due**

Week 8 / Nov. 9: Core text: *History, Vol. I*: “Part 5: Industrializing Canada, 1840-1867”

Supplementary texts: TBA

Week 9 / Nov 16: Reading week (no class)

Core text: *History, Vol. II*: “Part 1: Inventing Canada, 1867-1914”

Supplementary texts: TBA

Week 10 / Nov. 23: Core text: *History, Vol. II*: “Part 2: Economy and Society in the Industrial Age, 1867-1921”

Supplementary texts: TBA

Week 11 / Nov. 30: Core text: *History, Vol. II*: “Part 3: Transitional Years: Canada, 1919-1945”

Supplementary texts: TBA

#### **Paper proposal and annotated bibliography due**

Week 12 / Dec. 7: Core text: *History, Vol. II*: “Part 4: Reinventing Canada, 1945-1975”

Supplementary texts: TBA

Week 13 / Dec. 14: Core text: *History, Vol. II*: “Part 5: Post-Modern Canada, 1975-2008”

Supplementary texts: TBA

**Final research paper** is due by 12:00 on Tuesday, **Jan. 11** (1<sup>st</sup> re-sit Jan. 25, 2nd re-sit Feb. 8).

### **Policies and other announcements:**

**Attendance:** You are expected to come to class regularly. If you must miss a class, please e-mail Kateřina Prajznerová at 68450@mail.muni.cz with an explanation in advance or soon afterwards. We will excuse your absence only if there is a medical or family emergency.

**Late assignments:** You must complete all the assignments in order to receive a final grade for the course. We will accept late assignments only in cases of serious and documented emergencies.

**ELF/IS:** The main e-learning system for the course is ELF. No password is required to sign up.

### **Assessment:**

#### **For full credit (zkouška):**

In-class response papers (30%)

Key-word definition (20%)

Paper proposal and annotated bibliography (20%)

Research paper (30%)

#### **For partial credit (zápočet):**

In-class response papers (60%)

Key-word definition (40%)

### **Assignment Guidelines**

#### **In-class response papers**

**Purpose:** To read critically, notice details, make connections, return to key passages, gain a deeper appreciation of the assigned readings, take notes and gradually build up a course portfolio, clearly formulate one's own thoughts in writing, get personalized feedback from the instructors, be prepared to participate in class discussion, practice writing about history and society in preparation for the state exam.

**Form:** Answer one of two suggested thinking questions or discuss a topic / issue of your choice; you may use your notes but not your computer.

**Content:** No research, "only" your own creative / critical thoughts and discoveries and opinions based on the assigned reading.

**Style:** Clear argumentation, logical organization (introduction, main body, conclusion), a coherent paragraph written in complete sentences, integrated citations, academic language.

**Due dates:** In class on Oct. 12, Oct. 19, Oct. 26, Nov. 2, Nov. 9, Nov. 23, Nov. 30, Dec. 7, and Dec. 14.

#### **Key-word definition**

**Purpose:** To begin the first stages of research related to the course and potentially to the research paper.

**Content:** Your own definition of a particular concept, place, relationship, phenomenon, event, feature, etc., inspired by the assigned readings and supported by information from at least two other secondary sources.

**Form:** Two pages (about 700 words), a works cited list, double spaced, MLA format.

**Style:** A fully developed paragraph, integrated citations, academic language.

**Due date:** Please submit in ELF by noon on Tuesday, Nov. 2, and also bring a copy to class on that day.

#### **Paper proposal and annotated bibliography**

**Purpose:** To organize the results of your research, to articulate your main argument regarding a topic of your choice, to receive feedback from your instructor, to get ready to write the research paper.

**Content:** A concise introduction to your topic, a list of your research questions, a preliminary version of your main argument, an outline of structure, a list of the primary as well as (about four substantial) secondary sources you have consulted so far and plan to integrate into your paper, a five-sentence summary of each source highlighting why it is useful to you.

**Form:** Title, a full paragraph or a detailed outline (about 300 words), an annotated list of sources, MLA format, double-spaced.

**Style:** Academic language, complete bibliographic information.

**Due date:** Please submit as an echo-assignment in elf by noon on Tuesday, Nov. 30, and bring a copy to class that day.

#### **Research Paper**

**Purpose:** To examine some aspect of Canadian history and society that interests you; to develop your ideas with the help of a variety of sources; to formulate an argument and support it by convincing evidence.

**Content:** Preferably, your paper will focus on one (or two or three) of the *History* chapters we have studied. You may also discuss a topic that we have not examined but that is in some way connected to the issues we have covered. You may analyze particular historical events, individuals, issues or periods. We especially welcome interdisciplinary perspectives that in some way connect history and other aspects of Canadian society. You are encouraged to draw on the themes that emerged (and re-emerged) in your response papers and in class discussions during the semester.

**Form:** Five to six pages (about 2000 words), double-spaced, MLA format, endnotes or footnotes only for informative / explanatory notes, title.

**Style:** Strong, consistent argumentation; clear organization; coherent paragraphs; integrated references; academic language.

**Due date:** Please submit as an echo-assignment in ELF by noon on Tuesday, Jan. 11 (1<sup>st</sup> re-sit Jan. 25, 2<sup>nd</sup> re-sit Feb. 8).