Welcome to HIST 2282, Inventing Canada. If you have the idea that studying history means memorizing stories with dates, then this course will help change your perception of what doing history is all about. I will introduce you to the way in which historians work, supplying guidance as you construct historical knowledge. You will survey aspects of Canada’s past and seek to understand their significance via reading, writing, and exchanging ideas in a virtual seminar. I look forward to learning from the insights you will bring to the study of how Canada has been invented over time, by whom it has been invented, and why they did so.

The University of Manitoba Undergraduate Calendar describes this course as follows:

HIST 2282 Inventing Canada (C) Cr. Hrs. 3 This course examines the "invention" and "reinvention" of Canada both before and after Confederation. It examines the process of invention from a range of different perspectives: political, cultural, economic, and social.

In this course you will first be introduced to the concept of “invention,” learning what the concept means in terms of history, and why it is particularly applicable to Canadian history. By applying this concept to the study of Canadian history you will come to understand that, because invention is a conscious human activity that includes the imagining of possibilities, ideas about what Canada is, or what it ought to be, have varied over time: people of different eras, and different political, cultural, economic, and social backgrounds, have imagined different possibilities. Through interpreting and comparing past and present ideas about Canada, you will also learn to regard invention as a process, an activity that is on-going and never quite complete.

Upon completion of this course you should be able to:

- explain how the concept of invention applies to Canadian history;
- define and differentiate such terms as historiography, history, the past, and heritage;
- demonstrate an ability to practice reflexivity and historical empathy;
- describe key moments and issues in the invention of Canada from political, cultural, economic, and social perspectives; and
- narrate a history that explains the invention and re-invention of Canada over time.

All assigned texts for the course are available in electronic format. These include articles, videos, and online websites assigned for the units.
optional

The mission statement of the University underscores the importance of communication (see http://www.umanitoba.ca/about/mission.html). Effective communication requires good writing skills, particularly proficiency in logical organization, clarity of expression, and grammatical correctness. There are internet sites that offer style advice. The University of Manitoba's Learning Commons, "Style Guides," page, http://umanitoba.ca/student/academiclearning/, supplies links to a number of quick guides (you may choose either Turabian or Chicago style for this course). It is worthwhile to invest in a book-length guide to scholarly writing for detailed information. There are many such guides available including:

Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago style for students and researchers, 8th ed. (University of Chicago Press, 2012).

course overview

overview

In the first unit of the course, you will learn about how historians think about invention, how historians research and write history, and the terminology they use. In the second unit you will learn about the importance of taking historical context into consideration when seeking to understand the past. You will then adopt the role of historian: analysing what makes your own historical context unique, developing a sense of the kind of perspective you bring to historical analysis, and reflecting on those that might differ from your own. In fact, this reflection will form a key part of several assignments; more on this later. In successive units you will survey past Canadian contexts, learning about the variety of ways in which Canada has been invented. The units are designed to show the different perspectives from which the invention of Canada can be analysed. For example, while Unit 4 looks at gender and the invention of Canada during wartime, Unit 6 looks at print media and the politics of inventing Canada during confederation. As you work through the units you will become progressively more aware of how and why ideas about Canada have differed over time. By participating in the Unit Discussion Forums, sharing ideas, information, and opinions with your fellow students, you will also see how, as scholars of Canadian history interpreting and constructing texts to represent the past, you too are agents of invention. You will arrive at an enhanced understanding of how past events and present conditions relate. You will know what it is like to work within the discipline of history. Most importantly, you will have determined which aspects of Canadian history are particularly relevant today.

units/topics

The central theme of the course is inventing Canada. The units address different aspects of invention by surveying different times, considering different perspectives, and using a variety of approaches. With each unit, you will be researching the questions: How has Canada been invented over time? By whom?

UNIT 1: How to do HIST 2282
Lecture Notes Title: "Theorizing, Reading, and Writing an Invented Canada"

- An introduction to inventing Canada that explains what history is and what it is not, and defines the terms by which the invention of Canada is to be understood in this course.

UNIT 2: Surveying Canadians, past and present
Lecture Notes Title: “Being 21st-century: Inventing Canada in an Age of Surveillance”

- A discussion about inventing Canada through the lens of 21st-century reflexivity that explains why it is important that you (as a fledgling historian) be aware that cyber technology is re-inventing the Canadian context as something distinct from previous eras.

UNIT 3: Economic prosperity, population, and growth
Lecture Notes Title: “Counting on Change: Planning for Paradise while Pushing Pavement”

- A survey of some significant trends in the relatively recent past (c. 1945-1975), to establish whether there are significant differences between ideas about Canada’s prospects, then and now.

UNIT 4: Nation, social norms, and preferred citizens
Annotated Timelines:

1) “Inventing ‘Canadian’ in the shadow of Empire(s)”
2) “Inventing Canada on the ‘Home Front’ during the first half of the 20th century”

3) “Inventing Citizens with Rights in Canada, 1900-1945 [and Beyond]”

- Timelines supply fairly detailed, ordered listings of contextual information in which to situate the readings for the unit and encourage analysis of how roles were described to, and prescribed for, Canadians at times of heightened nationalism and international conflict.

UNIT 5: Industrialization
Lecture Notes Title: “Inventing an Industrialized Canada”

- A look at the promotion of industrial development as a means of inventing a better Canada (1870-1920).

UNIT 6: Confederation
Lecture Notes Title: “Drawing Canada together: The Press, Visual Discourse, and Confederation”

- A consideration of economy, the confederating process, and mass communication in the late nineteenth century.

UNIT 7: Canada after the Conquest
Lecture Notes Title: "Petitioning for Place: Confronting hierarchies of power to invent a ‘New Eden’ in British North America"

  Part I: “Considering the Context: The Political Inventions of the Elite”
  Part II: “The People and Petitioning: The Governed place Grievances before their Governors”
  Part III: “Examining Petitions”

- Examining attempts at reinvention, "from above" and "from below," as Canada went through successive changes under British rule from 1763 to 1848.

UNIT 8: Canada within New France
Lecture Notes Title: “Considering the Context: Contrasting Visions, Ideals, and Ideas about Inventing Canada, 1608-1763”

- A survey of factors that led various factions to invent Canada as place for the sacred and profane while it was a possession of France.

UNIT 9: Contact
Lecture Notes Title: “Understanding Contact – Constructions and Context”

- An examination of sixteenth-century European understandings of territorial construction and the cartographical invention of Canada as an overseas extension of France.

UNIT 10: Pre-Contact
Lecture Notes Title: “In search of the First Canadian Nation: Constructing a people who said ‘Kanata’ to Cartier.”

- A survey of movement, myth, and the mysterious past for indications of how Canada was invented by Aboriginal peoples.

UNIT 11: Term Paper

- The Invention of Canada is the essay topic, broadly defined. Having gone through the units, having reflected on them, and having recorded your comments and considered the comments of others, you will compose an essay that presents your viewpoint on the invention of Canada.

Learning activities

Activities for this course are both on-going and are limited to particular units. The activities that are limited to single units involve accessing and assessing historical texts online, including videos and printed matter. The ongoing activity is participation in the Unit Discussion Forums. You will share comments generated by the Journal Assignment (see below).

You have one term to complete this course. Each of the 11 units should take approximately one week, although the pace at which you complete the work will depend, to some extent, on the complexity of the material and the way you organize your
time. You should begin each unit with its introduction and move through the material as instructed.

It is important to set up a regular study schedule for yourself, just as if you were attending a regularly scheduled classroom lecture. The Course at a Glance will assist you in organizing your time to complete the units and assignments in the time allowed.

evaluation and grading

Since this is a course that meets the University Senate’s W requirement, students must complete the requirement for written English essay assignments with a passing grade to pass the course. This requirement is met by writing and passing either a minimum of three pieces of 3-5 pages or two pieces of 6-8 pages for a minimum total word count of 3,000 words.

The exchange of ideas is fundamental to working in history and is a major component of this course. Evaluation of performance in this course reflects that importance.

1. DISCUSSION FORUM CONTRIBUTIONS: 10%
A mark is awarded for contributing to the exchange of ideas in the Discussion forum by giving constructive, critical feedback relating to a classmate’s Journal posting. The instructor will act as moderator (and may contribute to the discussion as well). The Discussion forum mark is worth 10% of the final mark (5% for your role in the discussion relating to a posting of one of your Journal Entries and 5% relating to your role in the discussion of another student’s Journal Entry). Refer to the “Discussion Forum Assignment Instructions” for specific information relating to this component of your grade.

The remainder of the grade is based on three major written assignments and a final exam.

2. JOURNAL ASSIGNMENTS: 25%
The two Journal Assignments plus accompanying Exercises within various units account for 25% of your final mark. The Journal Assignments for Units 1-5 are worth 10% of the final mark and the Journal Assignments for Units 6-10 plus the assigned exercises for Units 6, 7, and 9 are worth 15% of the final mark. Refer to the “Journal Assignment Instructions” for specific information relating to this component of your grade.

3. ESSAY: 30%
The 2500-3000 word Term Paper with bibliography and citations prepared in the required Chicago Style format is worth 30%. Note: the journal and term paper assignments are compulsory. You must submit your journal and term paper assignments to meet the Written English Requirements for the course. Failure to submit these assignments will result in an automatic F for the course.

4. The Final Exam is worth 35%.

Refer to the Assignment folder for more details on these assignments.

distribution of marks

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grading scale

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Note: All final grades are subject to departmental review.

assignments

There are two key written assignments. The first is a journal with citations and bibliography. The second is a term paper (minimum 10 pages, maximum 25 pages). The term paper will be based on the journal entries and submitted with a bibliography. Refer to the Assignment folder for details on these assignments. You must submit your journal and term paper assignments to meet the Written English Requirements for the course. Failure to submit these assignments will result in an automatic F for the course.

assignment due dates

Consult your course calendar for the assignment due dates. Your instructor will post these dates within the first week of classes.

examination

The final exam will be written at the University of Manitoba (UM), Fort Garry campus or at an approved off-campus location. Students needing to write at an off-campus location must declare a location by the specified deadline date (see off-campus declaration and policy under Student Resources on course homepage). Students writing at the UM Fort Garry campus do not need to declare an exam location.

The Registrar's Office is responsible for the final exam schedule which is available approximately one month after the start of the course.

There will be an invigilated exam written on campus. You will have three hours to complete its two parts: the first consisting of short answer responses explaining the historical significance of a selection of persons, places, events, and/or dates; the second involving writing an essay. See the sample examination in the course website.

plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University’s policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba Undergraduate Calendar. Note: These policies are also located in your Distance and Online Education Student Handbook or you may refer to Student Affairs at http://www.umanitoba.ca/student.

contacting your instructor

For information on contacting your instructor as well as other important information from your instructor see the Instructor
Letter in your course website.

distance and online education (de) student resources

contacting distance and online education

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

acknowledgements

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I received my undergraduate and Master’s degrees through the University of Manitoba and University of Winnipeg’s joint program in History and completed my Ph.D. at Memorial University of Newfoundland. As a historian I am interested in enhancing understandings of Canadian history as a lived experience and as a cultural heritage by examining internal and international political structures, economic activities, social formations, and physical environments. I find that applying different perspectives to the study of Canadian history confirms the richness and relevance of Canada’s past to issues of importance in the 21st century.

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