



**UNIVERSITY OF ALBERTA**  
**FACULTY OF ARTS**

Department of History, Classics, & Religious Studies  
HIST 261 A1: Post-Confederation Canada  
Fall 2024

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Office Hours: Mondays, 1pm-2pm; Thursdays, 11am-12pm; By Appointment.

Course Location, Days and Times: eClass and Zoom, Thursdays 10:00am-10:50am

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The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

## *Course Information*

**Course Description:** This course is an introduction to the history of the territory some call Canada between 1867, the year of Confederation, to 2015, the year of the Truth and Reconciliation Commission's final report. It at once surveys many of the events, peoples, and processes that populate Canada's past and continue to shape society into the present, as well as many of the new directions and new questions that historians are exploring to build the Canadian historical discipline of the future. Each week will therefore combine a broad examination of major themes on a decadal scale with closer investigations of new work being done by scholars from disability history, LGBTQ+ history, Black history, environmental history, Indigenous history, and beyond.

This course is built around the diversity of Canadians as a people, the field of Canadian history as a scholarly discipline, and students as individual learners. It is designed with an emphasis on exploring diverse voices and perspectives, and combines a focus on the traditional historical skills of reading and writing with the opportunity to analyze and produce alternative forms of communication including podcasts, oral presentations, documentaries, websites, and video games.

**Course Objectives and Expected Learning Outcomes:** At the conclusion of the course, students should be able to:

1. *Identify* and *explain* the significance of key events and processes within Canadian history between 1867-2015.

2. *Identify and analyze* major historiographical debates and issues about Canadian history between 1867-2015.
3. Effectively *craft* scholarly arguments based on primary and secondary sources.

**Course Format:** This class will be delivered remotely and asynchronously. Lectures and other course materials will be posted on eClass for the convenience of students.

On Thursdays, I will hold weekly Zoom meetings from 10:00am to 10:50am to answer questions, work on skills related to the papers and projects, and generally assist with an in-person presence in any way that I can. These Zoom meetings are optional, but I encourage you to attend, as they give you the chance to ask questions about course materials, assignments, or anything else. This session will be recorded and posted for those who are unable to attend or would like to review our discussion.

**Textbooks:** Conrad, Margaret. *A Concise History of Canada*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2022.

- I have provided copies of each reading from this textbook on eClass. An ebook version is available through the university library, and three hard copies are also available there. Therefore, no textbooks need to be purchased for this course.
- All other required readings, listenings, watchings, and playings will also be provided on eClass.

**Additional Course Fees:** N/A.

**Important Dates:**

First Day of Class: 3 September 2024.

Add/Delete Date: 16 September 2024.

50% Withdrawal Date: 3 October 2024.

Withdrawal Date: 3 December 2024.

Last Day of Class: 9 December 2024.

Final Exam Date: 18 December – 20 December 2024

## *Components of Course Grade:*

Component	Weighting	Due date
<u>Research paper, 2000-2500 words</u>		
Paper proposal	5%	1 October 11:59pm, +/- 3 days

Early draft	7.5%	29 October 11:59pm, +/- 3 days
Final paper	12.5%	19 November 11:59pm, +/- 3 days
<u>Digital exhibit project, 1000-1500 words</u>		
Project proposal	5%	8 October 11:59pm, +/- 3 days
Draft introduction	7.5%	7 November 11:59pm, +/- 3 days
Final project	12.5%	5 December 11:59pm, +/- 3 days
<u>Recurring activities</u>		
Weekly eClass activities	20% (10 x 2% each week)	Due by the end of every relevant week, Sunday 11:59pm
<u>Final exam</u>	30%	18 December – 20 December (exam will take ~2-3 hours, you may choose when to complete it within these two days)

## *Assignment details:*

### **Research paper, 25% of overall grade, 2000-2500 words**

Students are required to write one research paper over the course of the semester, which, in total, will count towards 25% of your overall grade. The paper will be on a topic of your choice (connected to the content of this course) and will advance a clear argument based on your own analysis of secondary sources. Your paper will answer the question “(Why) does this topic matter in Canadian history?” The essay must be between 2000-2500 words plus footnotes and a bibliography. You may cite readings from the course, but your papers should make use of at least six additional scholarly secondary sources that you found through your own research. If you find yourself struggling to think of topics, I have appended a list of possible paper and project topics to the end of this section. But I do not expect or require you to choose from this list, I encourage you to reflect on what topics *you* think are interesting and/or important.

The 25% will be spread across the following three sequential stages, which will be submitted throughout the semester, will build upon one another, and will be marked independently.

1. Paper proposal

5% of overall grade

Due by 1 October 11:59pm, +/- 3 days

You will first submit a proposal indicating your choice of topic, a draft thesis, and an annotated bibliography of three of the sources you will use. You will be given written feedback on your proposal, and will be encouraged (but not required) to visit me during my office hours for in-person tips and tricks for turning the proposal into a paper.

- **There is a paper proposal template on eClass.**

2. Early draft

7.5% of overall grade

Due by 29 October 11:59pm, +/- 3 days

After receiving feedback on your proposal, you will next submit an early draft of your paper. It will consist of a fully written introductory paragraph (including the essay's thesis statement) plus an outline of the rest of the essay, and a bibliography. The outline should clearly indicate the main point of each body paragraph; it can be in point form but should contain enough detail for your reader to understand what you mean. You will be given written feedback on your early draft, and will be encouraged (but not required) to visit me during my office hours for in-person tips and tricks for turning the draft into a full paper.

3. Final paper

12.5% of overall grade

Due by 19 November 11:59pm, +/- 3 days

After receiving feedback on your early draft, you will then submit the final version of your paper.

**Digital museum exhibit project, 25% of overall grade, 1500-2000 words**

In addition to the research paper, students are also required to create a digital museum exhibit on a topic connected to the themes of this course, presenting an interpretation of the past for a public audience. Your exhibit will consist of a title, a 300-400 word written introduction, and a cohesive collection of 7-10 separate primary source "artifacts" that relate to each other and help to communicate the story/theme/argument underlying your exhibition. Each artifact should have its own citation, a written label of 150-200 words, and a bibliography listing the sources you used to write the label. Your exhibit must include at least **one primary source text** (perhaps a letter, a diary entry, or a newspaper article) and **one primary source image** (this could be a photograph, an

artwork, or a political cartoon, etc.), but otherwise artifact selection is up to you. The exhibit will be on a topic of your choice, and will consist of 7-10 digital primary sources that you have curated to convey a story, a theme, or an argument about your topic. If you find yourself struggling to think of topics, I have appended a list of possible paper and project topics to the end of this section. But I do not expect or require you to choose from this list, I encourage you to reflect on what topics *you* think are interesting and/or important.

To create your exhibit, you will use the free digital exhibit software Omeka. Omeka offers a simple interface that allows you to create digital museum exhibits without needing any web development knowledge so that you can focus on your content. I will provide more details on using Omeka on eClass.

Remember that the aesthetics of your digital exhibit only comprise a small part of your grade for this assignment—creativity is welcome but you won't be penalized if you aren't a Photoshop or CAD expert! When I evaluate the way the exhibit looks, I'll be more concerned with your written work and how you link your artifacts together.

The 25% of overall grade will be spread across the following three sequential stages, which will be submitted throughout the semester, will build upon one another, and will be marked independently:

1. Exhibit proposal

5% of overall grade

Due by 8 October 11:59pm, +/- 3 days

You will first submit a proposal indicating which topic you plan to address in your exhibit, a 1-2 sentence statement of the story/theme/argument that your exhibit will make, a bibliography of three potential primary sources you might use, and a 150-200 artefact label for one of your artefacts. You will be given written feedback on your proposal, and will be encouraged (but not required) to visit me during my office hours for in-person tips and tricks for moving your project forward.

- **There is an exhibit proposal template on eClass.**

2. Draft exhibit introduction

7.5% of overall grade

Due 7 November 11:59pm, +/- 3 days

After receiving feedback on your proposal, you will next submit a 300-400 word introduction for your exhibit. This introduction will orient the viewer to the exhibit by introducing the story/theme/argument, setting the tone, and providing context for your exhibition. It should not assume any specialized knowledge and should be easy to read and understand. What does your viewer need to know to explore the exhibit? Is there historical context they need to be aware of to understand the artifacts on display and the connections between them? You must include a

bibliography with your exhibit introduction. You will receive written feedback on your early versions, and will be encouraged (but not required) to visit me during my office hours for in-person tips and tricks for finalizing your projects.

3. Final exhibit

12.5% of overall grade

Due by 5 December 11:59pm, +/- 3 days

After receiving feedback on your draft introductions, you will then submit the final version of your exhibit. You will have the choice between keeping your project private and publishing your project online.

**Possible paper and project topics**

1. Confederation (1867)
2. Red River Rebellion (1869-1870)
3. North-West Resistance (also known as Rebellion) (1885)
4. The Boer War and Canada
5. 1907 Vancouver race riots
6. Komagata Maru incident (1914)
7. Canadian and WWI (1910s)
8. Conscription crisis (1917)
9. Winnipeg general strike (1919)
10. The Group of Seven
11. Alberta Sexual Sterilization Act (1928)
12. Displacement and dispossession of Japanese Canadian people (1940s)
13. Canadian and WWII (1940s)
14. Gouzenko Affair (1945-1946)
15. High arctic relocations (1950s)
16. Medicare in Saskatchewan (1962)
17. Razing of Africville (1960s)
18. Quiet Revolution (1960s)
19. Decriminalization of buggery between consenting adults in private in the Criminal Law
20. Amendment Act, 1968-1969 (often referred to as the decriminalization of homosexuality)
21. Expansion of abortion rights in the Criminal Law Amendment Act, 1968-1969 (also referred to as Pierre Trudeau's Omnibus Bill)
22. October Crisis (1970)
23. Indochinese refugee crisis (1970s)
24. Supreme Court ruling on the Calder case (1973)
25. Bill C31, Indian Act (1985)
26. Meech Lake Accord (1987)
27. Oka Crisis (1990)
28. Moratorium on the northern cod fishery (1992)

### **Recurring activities, 20% of overall grade**

1. Weekly eClass activities (10 weeks' worth)

20% of overall grade (2% for every week)

Due by the end of every relevant week, Sunday 11:59pm

These activities will be posted alongside the lectures every week, and will enable you to practice the skills related to writing your papers and completing your digital projects. They are also designed to enable you to practice and review topics that will be covered on the final exam, as well as to allow me to identify skills and topics you may need extra practice with. **These activities will be graded on a pass/fail basis, based upon whether you fulfilled all the instructions given.**

### **Take-home final exam, 30% of overall grade**

**Due date: TBD**

There will be a take-home final exam consisting of a mix of open-ended short and longer answer questions and multiple choice questions that will require you to demonstrate your ability to synthesize the content covered in readings/lectures and apply the analytical and argumentative skills developed in your papers and projects. The exam will be open-book, meaning that you will be assessed on your ability to *apply*, *synthesize*, and *analyze* information, rather than your ability to simply *remember* it. More details about the exam will be available later in the term, but rest assured that you will be practicing the skills necessary to do well on the exam every week via the eClass activities and Thursday Zoom classes.

## *Lecture Schedule and Assigned Readings:*

Week	Dates	Topic	Readings
Week 1	3 September 5 September	<b>Lecture:</b> <u>1849-1885:</u> Introduction to the course and review of Confederation  <b>Zoom:</b> Introductions  Q&A about the course	Conrad, 231-259 (28 pages)  Play around with: <a href="https://digital.utoronto.ca/assignment-planner">https://digital.utoronto.ca/assignment-planner</a>

Week 2	10 September 12 September	<p><b>Lecture:</b> <u>1849-1885</u>: The Numbered Treaties</p> <p><b>Zoom:</b> Secondary source analysis – ‘Men of their Own Blood’</p> <p>Research practice – choosing and researching topics</p>	<p>Conrad, 259-277 (18 pages)</p> <p>Allyson Stevenson, “Men of their own blood’: Metis Interpreters and the Numbered Treaties” (20 pages)</p>
Week 3	17 September 19 September	<p><b>Lecture:</b> <u>1885-1914</u>: Immigration in Canada</p> <p><b>Zoom:</b> Primary source analysis – newspapers</p> <p>Writing practice – writing annotated bibliographies</p>	<p>Conrad, 278-301 (23 pages)</p> <p>Claudine Bonner, “Likely to Become a Public Charge’: Examining Black Migration to Eastern Canada, 1900-1930” (18 pages)</p> <p>An Englishwoman who has Lived in Oklahoma, “Thinks N*****s not Desirable,” <i>Manitoba Free Press</i>, 27 March 1911</p> <p>“N-----s Will Likely Pass the Examination,” <i>Lethbridge Daily Herald</i>, 22 March 1911</p>
Week 4	24 September 26 September	<p><b>Lecture:</b> <u>1885-1914</u>: The Pass System</p> <p><b>Zoom:</b> Secondary source analysis – “The Pass System”</p> <p>Research practice – finding and using primary sources</p>	<p>Conrad, 301-323 (22 pages)</p> <p>Alex Williams, <i>The Pass System</i>, <a href="https://vimeo.com/ondemand/thepasssystemfilm">https://vimeo.com/ondemand/thepasssystemfilm</a></p>



Week 5	1 October 3 October	<p><b>Lecture:</b> <u>1914-1945: Eugenics</u></p> <p><b>Zoom:</b> Secondary source analysis – “Surviving Eugenics”</p> <p>Writing practice – establishing strong theses</p>	<p>Conrad, 324-349 (26 pages)</p> <p>Living Archives on Eugenics in Western Canada, “Surviving Eugenics” (44 minutes), <a href="https://vimeo.com/231116550">https://vimeo.com/231116550</a></p> <p><b>Paper proposals due 1 October 11:59pm, +/- 3 days</b></p>
Week 6	8 October 10 October	<p><b>Lecture:</b> <u>1914-1945: Japanese internment</u></p> <p><b>Zoom:</b> Primary source analysis – letters</p> <p>Research practice – conducting literature reviews</p>	<p>Conrad, 349-368 (19 pages)</p> <p>Jordan Stanger-Ross and the Landscapes of Injustice Research Collective, “The Economic Impacts of the Dispossession” (17 pages)</p> <p>Rikizo Yoneyama to Dept. of the Secretary of State Office of the Custodian, 21 June 1944</p> <p>W. E. Anderson to Rikizo Yoneyama, 4 July 1944</p> <p>Rikizo Yoneyama to The Right Honourable The Minister of Justice, 31 July 1944</p> <p><b>Project proposals due 8 October 11:59pm, +/- 3 days</b></p>
Week 7	15 October 17 October	<p><b>Lecture:</b> Trends in paper and project proposals</p> <p><b>Zoom:</b> Paper and project workshops</p>	<p>Harvard College Writing Centre, “A Brief Guide to Writing the History Paper”</p> <p>The Learning Portal, “Digital Storytelling,” <a href="https://tlp-lpa.ca/digital-skills/digital-storytelling">https://tlp-lpa.ca/digital-skills/digital-storytelling</a></p> <p>Review the offerings of the Digital Scholarship Center:</p>

			<a href="https://dsc.library.ualberta.ca/technology/">https://dsc.library.ualberta.ca/technology/</a>
Week 8	22 October 24 October	<p><b>Lecture:</b> : <u>1945-1984</u>: The Cold War</p> <p><b>Zoom:</b> Secondary source analysis - "Cold War Colonialism"</p> <p>Writing practice – writing introductions and conclusions</p>	<p>Conrad, 369-395 (26 pages)</p> <p>Lianne Leddy, "Cold War Colonialism: Anishinaabek Responses to Uranium Mining at Elliot Lake," YouTube video (51 minutes), <a href="https://youtu.be/CmYD17a4-Fg?si=FHoWMDK403u-J50b">https://youtu.be/CmYD17a4-Fg?si=FHoWMDK403u-J50b</a></p>
Week 9	29 October 31 October	<p><b>Lecture:</b> <u>1945-1984</u>: LGBTQ+ rights</p> <p><b>Zoom:</b> Secondary source analysis - "Queering '69"</p> <p>Research practice – analyzing non-textual sources</p>	<p>Conrad, 395-419 (24 pages)</p> <p>Tom Hooper, "Queering '69: The Recriminalization of Homosexuality in Canada" (16 pages)</p> <p><b>Paper early drafts due 29 October 11:59pm, +/- 3 days</b></p>
Week 10	5 November 7 November	<p><b>Lecture:</b> <u>1984-2015</u>: Canadian foreign policy</p> <p><b>Zoom:</b> Primary source analysis – House of Commons debate</p> <p>Writing practice – approaching revisions</p>	<p>Conrad, 420-445 (25 pages)</p> <p>Krenare Recaj, "Sovereignty Sensitivities and the Kosovo Crisis: The Impact of Domestic Considerations on Canada's Foreign Policy," 31 pages</p> <p>Canada. Parliament. House of Commons. Debates, 34th Parl., 3rd sess., vol. 3 (1991–1993)</p> <p><b>Project draft introductions due 7 November 11:59pm, +/- 3 days</b></p>
<b>Reading Week – No Classes</b>			

Week 11	19 November 21 November	<p><b>Lecture:</b> <u>1984-2015: Idle No More</u></p> <p><b>Zoom:</b> Digital project analysis – “Idle No More: Blockade”</p> <p>Research practice – responding to feedback</p>	<p>Conrad, 445-470 (25 pages)</p> <p>Âpihtawikosisân (Chelsea Vowel), <i>Idle No More: Blockade</i> (video game)</p> <p><b>Final papers due 19 November 11:59pm, +/- 3 days</b></p>
Week 12	26 November 28 November	Revisions/paper and project workshops	Revisions/paper and project workshops
Week 13	3 December 5 December	Revisions/paper and project workshops	<p>Revisions/paper and project workshops</p> <p><b>Final projects due 5 December 11:59pm, +/- 3 days</b></p>

## Grading:

Student grades are unofficial until they have been approved by Arts Faculty Council or delegate. The research paper and digital museum exhibit project will be marking according to the following criteria, albeit applied differently based on the different objectives of a research paper and a museum exhibit.

### *Research paper rubric:*

	<b>Argument and Writing</b>	<b>Evidence and Knowledge</b>	<b>Concepts and Historiography</b>
<b>Excellent A+, A, A-</b>	<p>Clear and analytical introduction that sets the parameters of discussion that follows and, where appropriate, defines key terms.</p> <p>Logically structured so as to engage closely with question throughout.</p>	<p>Argument demonstrates comprehensive knowledge and sophisticated understanding of subject under discussion.</p> <p>Primary and scholarly secondary sources used to provide historical detail in support of argument, in ways which</p>	<p>Good command of concepts relevant to question.</p> <p>Ability to analytically deploy relevant concepts within argument being made.</p> <p>Where relevant, extensive and in-depth reading and critical</p>

	<p>Develops coherent and cogent line of argument, culminating in strong, clear conclusion.</p> <p>Fluent, coherent, grammatical, clear, accurate writing with appropriate references and bibliography.</p> <p>Excellent command of scholarly vocabulary used by historians.</p> <p>Where appropriate, use of sophisticated vocabulary and sentence construction needed to sustain complex historical argument.</p>	<p>are consistently concise, relevant and analytical.</p> <p>Moves between generalisations and detailed discussion confidently while sustaining clear line of argument.</p> <p>Displays originality and imagination, as well as analytical skills of a high order in making the link between evidence and argument.</p> <p>Independent use of knowledge and evidence that frequently goes beyond the effective paraphrasing of other historians.</p> <p>Critically reflects on the scope and nature of the evidence available.</p>	<p>analysis of the historiography.</p> <p>Evaluates the type of historical argument found in secondary literature, including an appreciation of the source base and possible comment on methodology.</p> <p>Identifies contradictions and disagreements within historiography and positions argument with the debate</p>
<p><b>Good</b> <b>B+, B, B-</b></p>	<p>Introduction defines terms and sets parameters of the discussion that follows.</p> <p>Structure enables close engagement with question.</p> <p>Develops coherent and cogent argument, linked to conclusion.</p> <p>Mostly fluent, grammatical, accurate writing with appropriate references and bibliography.</p>	<p>Argument demonstrates good knowledge and understanding of subject under discussion.</p> <p>Primary and scholarly secondary sources used to provide historical detail in support of argument, though sometimes link to argument may require development.</p> <p>Able to link general observations to detailed discussion.</p> <p>Displays analytical skills of a high order in making</p>	<p>Command of concepts relevant to question.</p> <p>Uses some relevant concepts within the argument being made.</p> <p>Where relevant, broad reading and critical analysis of the historiography.</p> <p>Shows some awareness of the type of historical argument found in the secondary literature.</p> <p>May identify contradictions and</p>

	<p>Good command of scholarly vocabulary used by historians.</p> <p>Where appropriate, uses vocabulary and sentence construction needed to sustain historical argument.</p>	<p>the link between evidence and argument.</p> <p>Use of knowledge and evidence that goes beyond the effective paraphrasing of other historians.</p> <p>Shows some awareness of the scope and nature of the evidence available.</p>	<p>disagreements within the historiography.</p>
<p><b>Satisfactory</b> <b>C+, C, C-</b></p>	<p>Introduction defines some key terms; parameters of discussion not entirely clear.</p> <p>Structure enables some engagement with question but lacks a sustained focus.</p> <p>Argument may need clarification or elaboration.</p> <p>Writing may lack coherence; grammar, sentence structure, referencing and bibliography may need improvement.</p>	<p>Argument may be weakened by variable knowledge and understanding of the subject under discussion.</p> <p>Primary and scholarly secondary sources used to provide historical detail, though sources may be used out of context and connection to argument may be unclear.</p> <p>Analytical link between evidence and argument will be present but not necessarily sustained throughout.</p> <p>No obvious ability to move beyond simple paraphrasing.</p>	<p>Limited command of concepts relevant to question.</p> <p>Concepts may not be deployed within argument.</p> <p>Limited and sometimes uncritical reading of the appropriate historiography.</p> <p>No obvious awareness of the type of historical argument found in the secondary literature.</p>
<p><b>Poor</b> <b>D+, D</b></p>	<p>Introduction may fail to address question or demonstrate limited understanding.</p> <p>Fails to engage closely with question.</p> <p>Incomplete and underdeveloped argument.</p>	<p>Limited knowledge and understanding of the subject under discussion.</p> <p>Use of sources is limited and used uncritically and in ways that don't always link to argument.</p>	<p>No command of concepts relevant to the question.</p> <p>Limited and mostly uncritical reading of the appropriate historiography.</p> <p>No awareness of the type of historical</p>

	Unclear and not always grammatical writing, improper referencing and bibliography.	Limited supporting evidence and weak analytical link between evidence and argument.  Writing is highly derivative of the work of other historians.	argument found in the secondary literature.
<b>Failure F</b>	No obvious understanding of question.  No obvious structure and limited or incoherent argument.  Writing frequently weak and incorrect, insufficient to explain historical argument.	Very limited or no obvious knowledge and understanding of the subject under discussion.  Very limited, derivative or no use of scholarly secondary literature which may lean towards plagiarism.  No obvious link between evidence and argument.	No awareness of concepts relevant to the question.  Very limited and uncritical reading of the appropriate historiography.  Very limited understanding of historical approaches to knowledge.

*Digital exhibit rubric:*

	<b>Technical requirements</b>	<b>Artifacts</b>	<b>Analysis</b>	<b>Presentation</b>
<b>Excellent A+, A, A-</b>	Context and scope are very clearly connected to the research question; all required components are present and thoughtfully done	Very wide diversity in type and connection of artifacts demonstrates a wealth of research and support; explanations of artifacts are very clear and provide unique and specific support to the exhibit's focus and POV	Exhibit context demonstrates a strong understanding of the historical significance of the topic; relevant and careful consideration has been given to the limitations of the content	Layout is exemplary creative and compelling. Effective use of imagery and font. Writing is strongly tailored to a public audience.
<b>Good B+, B, B-</b>	Context and scope are well connected to the research question; all components are present and well done.	Diverse types and/or connections of artifacts provide support; explanations of artifacts are clear	Exhibit context demonstrates a good understanding of the historical significance of the topic;	Layout is clear, and aesthetically appealing. Effective use of imagery and font.

		and provide specific support for the exhibit's focus and POV	consideration has been given to limitations of the content	Writing is mostly tailored to a public audience.
<b>Satisfactory C+, C, C-</b>	Context and scope are somewhat connected to the research question; some components are present and thoughtfully done-or all components are present but may be poorly done	Somewhat diverse types and/or connections of artifacts provide support; some explanations of artifacts are clear and provide specific support to the exhibit's focus and POV	Exhibit context demonstrates an emerging understanding of the historical significance of the topic; consideration has been given to limitations of the content but may be irrelevant to the focus or inaccurate	Layout is somewhat clear. Rudimentary use of colour and font. Writing is somewhat tailored to a public audience.
<b>Poor D+, D</b>	Context and scope are not clearly connected to the research question; few components are present and may be poorly done.	Minimal diversity in types and/or connections of artifacts provide support; explanations of artifacts may be unclear and/or lack support to the exhibit's focus and POV	Exhibit context demonstrates a minimal understanding of the historical significance of the topic; minimal consideration has been given to limitations of the content	Exhibit confusing. Layout is unclear and or incomplete. Writing is poorly tailored to a public audience.
<b>Failure F</b>	No obvious understanding of the research question.  Few components are present and are very poorly done.	No diversity in types of artifacts.  No clear artifact explanations.  No connection between artifacts and the exhibit's focus and POV	No obvious understanding of the historical significance of the topic.  No consideration has been given to limitations of the content.	No discernable layout.  No use of imagery and font.  Writing is not tailored for public audiences.

## *Attendance and Participation:*

Students are expected to complete weekly eClass activities on time having thoroughly read and viewed all of the assigned materials. Please do the week's assigned readings, view the lectures, and complete the assigned eClass activities by the end of the week for which they are listed. Attendance at Thursday Zoom meetings is not required, but highly encouraged.

## *Policy for Late and Missed Assignments:*

I have a very flexible approach to deadlines in this course. I have assigned deadlines alongside a window of plus or minus 3 days, so that you effectively have a 7-day window to submit your paper and project assignments. After these 7-day windows have passed, submissions will receive a 5% penalty per day for the first 3 days, followed by a 10% penalty for the next 3 days.

Please reach out to me if you need an extension, and we can arrange a revised deadline that works for you.

Recurring activities are less flexible. It is not generally possible to complete weekly eClass activities after their weekly due date. However, I will allow each student to submit **3 late eClass activities** over the course of the semester, as long as they are submitted within a week of their original due date.

Receiving alternate arrangements for the completion of term work is a privilege and not a right. There is no guarantee that late work will be accepted or that an absence will be excused. Misrepresentation of facts to gain an unfair academic advantage over other students is a violation of section 5.a in the [Student Academic Integrity Policy](#).

Deferred Final Examination: Students must apply to their home Faculty for a deferred examination. The application form for Arts students is in [Forms for Students](#) on [the Arts Student Services site](#).

## *Past or Representative Evaluative Material*

This is my first iteration of this course so there are no past papers or projects to reference. However, I will upload representative papers and links to similar digital projects on eClass from previous courses I have taught, so that you can have an idea of what these types of papers and projects can look like.



# Student Responsibilities

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Student Academic Integrity Policy](#) and the *Student Conduct Policy* (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult the website of the [Office of Student Conduct and Accountability](#).

Instructors are required to report potential violations of the [Student Academic Integrity Policy](#).

Students who want to strengthen their academic skills and learn more on topics such as note-taking, time management, and academic integrity are encouraged to explore [The Academic Success Centre](#).

**Recording of Lectures:** Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

## AI (artificial intelligence) policy

You are allowed to use Generative AI tools in this course, but it must be used responsibly. I recommend it only to be used as a tool for *helping* you in the writing process, not for generating content to be copied directly into your assignment. This is for two reasons. First, AI is not good at demonstrating critical thinking and historical analysis skills, nor at using historical evidence, and so *you will not receive a good grade if you use AI to write your assignments*. Second, the purpose of this course is to learn to write. This can include learning to write *with the assistance* of AI, but if AI is doing *all* of your writing, then you are not learning to write.

**Important:** AI is a tool, but one that you need to transparently and honestly acknowledge using. In addition to standard reference and citation expectations, **always include** a reflective paragraph at the end of any assignment that uses AI. Explain what you used the AI for and what prompts you used to get the results. Failure to do so may be considered an act of cheating and a violation as outlined in the relevant sections of University of Alberta [Student Academic Integrity Policy](#).

**Words of advice:** Be thoughtful about when and how you use AI tools for your learning. Don't use them if it isn't appropriate for the use case or circumstance. Don't use them to shortcut the work you need to do to achieve your learning goals.

## *Learning and Working Environment*

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

All students should review the *Student Conduct Policy* (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website). If you are experiencing harassment, discrimination, fraud, theft or any other issue and would like confidential advice and information, please contact any of these campus services:

- [Office of Safe Disclosure & Human Rights](#): A safe, neutral and confidential space to disclose concerns about how the University of Alberta policies, procedures or ethical standards are being applied. They provide strategic advice and referral on matters such as discrimination, harassment, duty to accommodate and wrong-doings. Disclosures can be made in person or online using the [Online Reporting Tool](#)
- [Sexual Violence Supports](#): - It is the [policy](#) of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. The University takes seriously its responsibility to reduce sexual and gender-based violence through a culture of consent, gender inclusivity, anti-oppression and support, and to respond to misconduct or conditions that allow, facilitate, or give rise to sexual and gender-based violence.

[University of Alberta Protective Services](#): Peace officers dedicated to ensuring the safety and security of U of A campuses and community. Staff or students can contact UAPS to make a report if they feel unsafe, threatened, or targeted on campus or by another member of the university community. For non-emergency dispatch, call 780-492-5050. For lost and found, call 780-492-2943. **In an emergency, call 911.**

## *Student Resources*

[The University Calendar](#) is one of the principal sources of U of A policy information for students. It includes admission requirements and deadlines, academic regulations, programs of study, academic standards, degree requirements, and University policies for both undergraduate and graduate students.

[The Student Service Centre](#) provides students with information and access to services to support academic, financial, mental, and physical well-being.

[First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

[The Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. They offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.

[Writing Services](#) offers free one-on-one writing support to students, faculty, and staff. Students can request a consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Under the [Discrimination, Harassment and Duty to Accommodate Policy](#), the Office of the Dean of Students coordinates academic accommodations for prospective and current students with documented disabilities affecting mobility, vision, hearing, learning, and physical or mental health. The provision of academic accommodations helps to remove structural barriers that these students encounter in academic environments in order to facilitate equivalent learning opportunities for these students. [Accommodations and Accessibility](#) promotes an accessible, inclusive, and universally-designed environment at the University of Alberta.

[Health and Wellness Support for Students](#) outlines the mental and physical health resources which are offered on-campus and in the community.

[The Office of the Student Ombuds](#) is a confidential service which strives to ensure that university processes related to students operate as fairly as possible. They offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

The [Need Help Now](#) webpage offers contact information for a variety of supports if you are in immediate need of mental health and wellness support. You can also call the 24-hour Distress Line: 780-482-4357 (HELP).

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in [Evaluation Procedures and Grading System](#) in the University Calendar.

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