

Hist 3703: History of Western Canada – Fall 2021
TR 12-1:15, W565 and online

A territorial acknowledgement seems both insufficient and more important than ever after the discovery of hundreds of unmarked graves at former residential school sites across Western Canada, with hundreds more still to come. I live and work in Treaty 7 territory, here in the heart of traditional Siksikaitsitapi (Blackfoot Confederacy) territory; I am a guest here, as all non-Blackfoot peoples are guests in this territory, and I try to be mindful of that in my scholarship and conduct. As a historian I also acknowledge the role that my discipline has played in the genocide of Indigenous peoples and the erasure of those graves and their meaning from the official historical record.

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I try to answer student emails within 24 hours during the week and 48 hours on weekends. We can set up an appointment that fits your schedule, or if there is enough demand I will schedule some regular online office hours. (See Dr Andrew Ishak's fun reminder about "office hours" <https://vimeo.com/270014784>)

Course description: Long before Site C and Fairy Creek, demonstrations for and against public health measures, or Alberta's new "Maverick" party, the "West" has been a site of protest. Its history of protests, rebellions, resistance, and strikes, is centuries old and includes a wide range of diverse actors and agendas. We will use that history as our lens to explore the rich, complex, social, political, and economic histories of the space now known as the Canadian West.

Note: This course includes both online and in-person options (also known as a "blended" course). You can complete the course 100% online or 100% in person, or some combination of the two depending on your circumstances. Masks are required for in-person classes and I have uploaded the U of L policy in Moodle; please note that refusing to wear a mask is considered a non-academic offense and will be treated accordingly, so if you have any concerns about it feel free to attend the online discussions.

Learning outcomes: This course will enable you to:

- briefly describe some key events and themes in the history of the Canadian West
- explore different ways of presenting that history
- present your own arguments and opinions clearly and effectively for a variety of different audiences
- conduct original research about the history of Western Canada

This course has three required texts:

The coursepack. I know, I know, it is really big and I am sorry about that, but I wanted a wide range of recent articles about protests and rebellions, large and small, that you probably haven't heard about. Mine the footnotes to get started on your assignments!
Chester Brown, *Louis Riel: A Comic-Strip Biography* (Drawn and Quarterly, 2006). I have wanted to teach with this book for years, so now is my chance!
The Graphic History Collective, *1919: A Graphic History of the Winnipeg General Strike* (Between the Lines Press, 2020). This is a great example of how the GHC is doing amazing work re-interpreting Canadian History.

Weekly schedule (subject to change)

Thursday Sept 9: Intro to the course (will be on Zoom but all subsequent Thursdays are in-person)

Zoom Tuesday Sept 14 discussion:

Coursepack: Michael Hughes, “Within the Grasp of Company Law: Land, Legitimacy, and the Racialization of the Métis, 1815-1821.” *Ethnohistory* Vol 63 #3 (2016): 519-540

Nobody Knows Him: Lhats’as?in and the Chilcotin War

<https://www.canadianmysteries.ca/sites/klatsassin/context/indexen.html>

In-person Thursday Sept 16 discussion: Chester Brown, *Louis Riel: A Comic-Strip Biography*

Self-assessment (1) is due Monday Sept 13 – Sunday Sept 19.

Zoom Tuesday Sept 21 discussion: Crowdsourced timeline Part 1: 18th and early 19th century

In-person Thursday Sept 23 discussion: Crowdsourced timeline Part 2: 1850s-60s

Zoom Tuesday Sept 28 discussion: <https://nctr.ca/education/teaching-resources/residential-school-history/>

NO class Thursday Sept 30: National Day for Truth and Reconciliation

Zoom Tuesday Oct 5 discussion:

Coursepack: Michel Hogue, “Disputing the Medicine Line: The Plains Crees and the Canadian-American Border, 1876-1885.” *Montana: The Magazine of Western History* Vol 52 #4 (Winter 2002): 2-17.

Coursepack: Trevor John Williams, “Compulsive Measures: Resisting Residential Schools at One Arrow Reserve, 1889-1896.” *The Canadian Journal of Native Studies* Vol 34 #2 (2014): 197-222.

Coursepack: Robert Kossuth, “Busting Broncos and Breaking New Ground: Reassessing the Legacies of Canadian Cowboys John Ware and Tom Three Persons.” *Great Plains Quarterly* 37 (Winter 2018): 53-76.

In-person Thursday Oct 7 discussion: Crowdsourced timeline Part 3 1870s

Zoom Tuesday Oct 12 discussion: Crowdsourced timeline Part 4 1880s-1890s

In-person Thursday Oct 14 discussion: the West as utopia

Coursepack: Anthony W. Rasporich, "Utopian Ideals and Community Settlements in Western Canada, 1880-1914." *The Prairie West as Promised Land*, edited by R. Douglas Francis and Chris Kitzan. (U of C Press, 2007): 127-154.

Coursepack: Rachel Wolters, "As Migrants and as Immigrants: African Americans Search for Land and Liberty in the Great Plains, 1890-1912." *Great Plains Quarterly* 35 (Fall 2015): 333-355.

Coursepack: Bradford J. Rennie, "'A Far Green Country Unto a Swift Sunrise': The Utopianism of the Alberta Farm Movement, 1909-1923." In *The Prairie West as Promised Land*, edited by R. Douglas Francis and Chris Kitzan. (U of C Press, 2007):243-258

Self-assessment (2) is due Tuesday October 12 – Sunday October 17.

Zoom Tuesday Oct 19 discussion: Crowdsourced timeline Part 5 1900-1919

In-person Thursday Oct 21 discussion: the 1910s

Coursepack: Lisa Rose Mar, "Beyond Being Others: Chinese Canadians as National History." *BC Studies* #156 (Winter 2007/08): 13-34.

Coursepack: Katharine A. McGowan, "'Until We Received Just Treatment': The Fight Against Conscription in the Naas Agency, British Columbia." *BC Studies* 167 (Autumn 2010): 18pgs.

Coursepack: Janet Mary Nicol, "'Girl Strikers' and the 1918 Vancouver Steam Laundries Dispute." *BC Studies* #203 (Autumn 2019): 53-81.

Zoom Tuesday Oct 26 discussion: the most famous strike in Canadian History. The Graphic History Collective, *1919: A Graphic History of the Winnipeg General Strike*

In-person Thursday October 28 discussion: crowdsourced timeline part 6: 1920s-30s

Zoom Tuesday Nov 2 discussion: the 1920s and 30s

Coursepack: Georgina Taylor, "Violet McNaughton's Influence on the Western Producer." In *Compelled to Act: Historians of Women's Activism in Western Canada*, edited by Sarah Carter and Nanci Langford (University of Manitoba Press, 2020): 41-66

Coursepack: Valerie Korinek, "'We're the Girls of the Pansy Parade': Historicizing Winnipeg's Queer Subcultures, 1930s-1970." *Histoire Sociale/Social History* Vol 45 #89 (May 2012): 117-155.

Coursepack: Leonard B. Kuffert, "'Reckoning with the Machine': The British Columbia social credit movement as social criticism, 1932-1952." *BC Studies* 124 (Winter 1999/2000): 23pgs.

In-person Thursday Nov 4 discussion: Crowdsourced timeline part 7 1940s-50s

November 8-12 READING WEEK!

Zoom Tuesday Nov 16 discussion: the 1940s and 50s

Coursepack: Cynthia Loch-Drake, "Jailed Heroes and Kitchen Heroines: Class, Gender, and the Medalta Potteries Strike in Postwar Alberta." In *One Step Over the Line: Toward a History of Women in the North American Wests*, edited by Elizabeth Jameson and Sheila McManus. University of Alberta Press and Athabasca University Press, 2008: 341-380.

Coursepack: Ross Lambertson, "The Black, Brown, White and Red Blues: The Beating of Clarence Clemons." *The Canadian Historical Review* 85 #4 (December 2004): 755-776.

Coursepack: Gregory Marchildon, "Douglas versus Manning: The Ideological Battle over Medicare in Postwar Canada." *Journal of Canadian Studies* Vol 50 #1 (Winter 2016): 129-149.

In-person Thursday Nov 18 discussion: crowdsourced timeline part 8 1960s-70s

Friday November 19: Cheryl Foggo, author of *Pouring Down Rain* and director of "John Ware Reclaimed," will present the annual Alex Johnson Lecture at the Galt Museum. <https://www.nfb.ca/film/john-ware-reclaimed/>

Zoom Tuesday Nov 23 discussion: Guest lecture: Cheryl Foggo

In-person Thursday Nov 25 discussion: crowdsourced timeline 9 1980s-1990s

Zoom Tuesday Nov 30 discussion: the 1960s

Coursepack: Allyson Stevenson and Cheryl Troupe, "From Kitchen Tables to Formal Organization: Indigenous Women's Social and Political Activism in Saskatchewan to 1980." In *Compelled to Act: Historians of Women's Activism in Western Canada*, edited by Sarah Carter and Nanci Langford (University of Manitoba Press, 2020):218-252.

Coursepack: Kathleen Rodgers and Darcy Ingram, "Ideological Migration and War Resistance in British Columbia's West Kootenays: An Analysis of Counterculture

Politics and Community Networks among Doukhobour, Quaker, and American Migrants During the Vietnam War Era.” *American Review of Canadian Studies* Vol 44 #1 (2014): 96-117.

Coursepack: Carmen Robertson, “Trickster in the Press: Kainai editorial cartoonist Everett Soop’s framing of Canada’s 1969 White Paper events.” *Media History* Vol 14 #1 (2008): 73-93.

In-person Thursday Dec 2 discussion: the 1970s and 80s

Coursepack: Pernille Jakobsen, “Murdoch v. Murdoch: Feminism, Property, and the Prairie Farm in the 1970s.” In *Place and Replace: Essays on Western Canada*, edited by Perry, Jones, and Morton (University of Manitoba Press, 2013): 40-58.

Coursepack: Valerie J. Korinek, “‘The most openly gay person for at least a thousand miles’: Doug Wilson and the Politicization of a Province, 1975-83.” *Canadian Historical Review* Vol 84 #4 (December 2003): 517-550.

Moodle: Erika Dyck and Karissa Patton, “Activists in the ‘Bible Belt’: Conservatism, Religion, and Recognizing Reproductive Rights in 1970s Southern Alberta.” In *Compelled to Act*: 197-217

Zoom Tuesday Dec 7 discussion: Western alienation, past and present

Coursepack: Jared J. Wesley, “Defining Prairie Politics: Campaigns, Codes, and Cultures.” In *Place and Replace*, 298-322

Coursepack: David McGrane, “Western Alienation or Mere Critique of Federal Government Policies? Saskatchewan Social Democrats’ View of Federalism from 1900 to Present.” *International Journal of Canadian Studies* 32 (2005): 111-141

Final projects and self-assessment (3) are due Thursday Dec 9 – Sunday December 12

**How your grade will be assessed
(you must complete all components to get a grade in this course):**

Self-assessment (30%): The best teaching and learning needs to be a two-way street, and very little of it happens when I am talking at you during a lecture. “Participation grades” are an imperfect way for me to gauge your learning and engagement with the course. This three-part self-assessment lets you tell me what your goals are for the course; the time and energy you are putting into it given everything else going on in your life; your efforts to support your colleagues’ learning through respectful conversations, etc. At the end of the term, on the third and final submission, you will tell me how many points out of 30 you think you have earned based on the evidence you have provided along the way. Keep your assessments very short and feel free to consider different formats: ~250 words if you want to write it down, ~5mins if you want to submit video, ~5 images with explanatory text, etc. Detailed instructions and prompts are in Moodle, and my goal is to return each one to you with feedback in two weeks or less.

#1 is due Monday Sept 13 – Sunday Sept 19.
#2 is due Tuesday October 12 – Sunday October 17.
#3 is due Thursday Dec 9 – Sunday December 12.

Crowdsourced timeline (~1000 words max, 30%). There is no good single textbook for the history of the Canadian West, so we are going to create a shared timeline to provide context and structure for the readings and our discussions. Choose one of the timeline sections (sign up in Moodle) and communicate with the others in that section about the specific theme you want to focus on. You must use at least 3 recent (less than 20 yrs old) scholarly secondary sources, including one (but only one) textbook if you wish. Your notes can be in point form, but they must make sense to everyone else in the class and they must be thoroughly and correctly cited. Submit your timeline to Moodle at least 24 hours before the relevant class. At the end of your timeline include a few sentences about the strengths and weaknesses of the available scholarship for that theme/time period, drawing at least two connections (context, cause and effect) between your timeline and another timeline or reading, and links to at least one readily available primary source. During our discussions you will present just these concluding remarks.

Re-caps (~500 words max, 10%). Test your ability to be both concise and complete! Write a re-cap of one of our classes (Sept 14 – Dec 7), summarizing the key points that would make sense and be useful for an absent colleague, and post it to Moodle. I will put a sign-up sheet in Moodle so that we don't get more than two re-caps for each class.

The final project (30%). You have two options:

1 – Learning from place. Choose a place that matters to you, anywhere in the Canadian West, and explore its history. Include at least one source about the Indigenous history of that place.

2 - Research any topic in the history of the Canadian West that interests you.

Either way, the project needs at least one primary source and at least 4-5 recent scholarly secondary sources. You can choose to present your research in a formal essay or in some other format (video, website, board game, mock up for a museum, etc), but you must submit a written bibliography where everything is correctly cited. The end result should be ~2500 words if it's written, ~20-30 minutes spoken, or something comparable depending on format. Due Thursday Dec 9 – Sunday December 12.

Extensions: If you need more time for an assignment, just email me and we will work something out.

U of L History Department grading system

94-100%	A+	4.0 GPA	70-73.9%	C+	2.3 GPA
90-93.9	A	4.0	66-69.9	C	2.0
86-89.9	A-	3.7	62-65.9	C-	1.7
82-85.9	B+	3.3	58-61.9	D+	1.3
78-81.9	B	3.0	50-57.9	D	1.0
74-77.9	B-	2.7	0-49.9	F	0

Preferred format for all written assignments: To make it easier for me to read and grade your written assignments PLEASE double-space the text, use a 12-point font and at least one-inch margins. You don't need to add spaces between the paragraphs or subheadings, but do number all of the pages.

Academic integrity: We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and offer credit to others for thinking of ideas before us. I believe that everyone in this course is fundamentally honest and I can help you learn the conventions of academic integrity, such as citing sources and being clear about where our own words begin and end. If you want to read what the U of L Calendar says about this topic, you can find it in the 2021-22 Undergraduate Calendar under “Academic Regulations – Student Policies.”

https://www.ulethbridge.ca/sites/ross/calendar/ug/topic.htm?rhlterm=academic%20offenses&rhsyns=%20&rhsearch=academic%20offenses#t=Topics%2FAcademic_Regulations-Student_Policies.htm%23XREF_12993_c_Student

Kids in class/kids on screen? No problem! Sometimes your child care options fall through at the last minute, and for many student parents that can mean having to miss class. Occasionally needing to bring your child to class or having them join us online is not a long term solution, but it is perfectly acceptable. I encourage everyone in the class to help make any guests feel welcome.