Part 1: Course Readings

NOTE: The required reading for each week will normally consist of one book that all students must read, plus supplementary readings for students writing reports. For two of the eleven weeks (“Liberalism” and “Moral Regulation”) the readings will be articles available online through VISTA, or through the publishing journal accessed through the UBC Library. Because the UBC Library has a limited number of copies of the books assigned, I am assuming the students will purchase at least some of the course material. Three of the assigned books (Wright, Gordon, and Raibmon) are available in the UBC Library in both paper and online format. A limited number of copies of five of the assigned books (Edmonds for Wk 5, Campbell for Wk 8, Dummitt for Wk 9, Mill for Wk 11, and Parr for Wk 13) will be ordered for the course by the UBC Bookstore. There are enough copies of books in the UBC system for a handful of students but not enough for the eleven people in the course, so some purchases will be necessary. Online purchasing through Amazon, Chapters, and Abe’s Books offer alternative to the UBC Bookstore for purchasing required texts. I will put one copy of each required text on three-day reserve in the Koerner Library Reserve Room. Borrowing books from friends or sharing books is another way to reduce the need to purchase all of the books assigned for the course. Article-length required readings will be available either online through the journals that published them or through VISTA at UBC (under course number HIST 500).

NOTE FOR WEEK #2 ON BIOGRAPHY: Students are advised to think about organizing their reading for this discussion before classes begin, or at least at the very outset of the term. Library copies or relatively cheap copies of the Fischer or English books should be available, but some pre-course organization may be necessary to take advantage of these possibilities.

WEEK I (Sept. 7) INTRODUCTION

WEEK II (Sept. 14) BIOGRAPHY

1. David Hackett Fischer, Champlain’s Dream (New York: Simon and Schuster, 2008)

OR

OR


**WEEK III** (Sept. 21) **WRITING ENGLISH-CANADIAN HISTORY**


3. A.B. McKillop, “Who Killed Canadian History? A View From the Trenches,” *Canadian Historical Review*, vol.80, no.2 (June 1999): 269-299 (*available online through the journal*).

**SUPPLEMENTARY**


**WEEK IV** (Sept. 28) **LIBERALISM**

1. Jean-François Constant and Michel Ducharme, eds., *Liberalism and Hegemony: Debating the Canadian Liberal Revolution* (Toronto: UTP, 2009): the following four chapters:


(c) Adele Perry, “Women, Racialized People, and the Making of the Liberal Order in Northern North America,” pp.274-297 (*VISTA*).

(d) Robert McDonald, “‘Variants of Liberalism’ and the Liberal Order Framework in British Columbia,” pp.322-346 (*VISTA*).

**SUPPLEMENTARY**


**WEEK V** (Oct. 5) **RACE AND EMPIRE**


**SUPPLEMENTARY**


**WEEK VI**  (Oct.12)  **MEMORY**


**SUPPLEMENTARY**


**WEEK VII**  (Oct.19)  **MORAL REGULATION**


**SUPPLEMENTARY**


**WEEK VIII**  (Oct.26)  **FAMILY AND CITIZENSHIP**


**SUPPLEMENTARY**

WEEK IX  (Nov.2)  MODERNITY


SUPPLEMENTARY……………………………………………………


WEEK X  (Nov. 9)  CANCELLED: RESEARCH WEEK

WEEK XI  (Nov. 16)  DECOLONIZATION


SUPPLEMENTARY……………………………………………………


WEEK XII  (Nov. 23)  FIRST PEOPLES


SUPPLEMENTARY……………………………………………………


WEEK XIII  (Nov.30)  ENVIRONMENT


OR

SUPPLEMENTARY……………………………………………………


5. Tina Loo with Meg Stanley, “An Environmental History of Progress: Damming the Peace and Columbia Rivers, Canadian Historical Review (under consideration) (VISTA).

Part 2: Assignments

1. COURSE GRADES

1. Class participation.......................................................... 25%
2. Analysis of readings for one seminar............................. 15%
3. Leading a seminar.......................................................... 5%
4. Two “reaction” papers @5% each................................. 10%
4. Term paper................................................................. 45%

__________________________
100%

2. ANALYSIS OF READINGS FOR ONE SEMINAR (15%)

For History 500 you are asked to write two papers and two short 1000 word summaries of readings. In other words the course consists of four pieces of writing in total. The first paper, which is from five-to-seven pages in length [double spaced, regular font], is to explore both the assigned and supplementary readings for your seminar topic. Students will choose their seminar topic at our first meeting on Tuesday, September 7. There will be no seminar paper or reaction papers for the first week of readings (September 14 on “Biography). For the student assigned to present a seminar paper for WEEK 3 (September 14 on “Professionalization” the position papers will be due in the September 14 class. For all others the seminar papers will be due at the class in WEEK 4 (28 September). In other words, students assigned topics for WEEKS 4-13 will be required to complete their class presentation readings and the paper based on these readings in the first quarter of the course. The “reaction” papers (which should be handed in at the class where the required reading for that week is discussed) should identify, synthesize, and critically assess the arguments presented in, and the key issues raised by, the required reading(s). The purpose of the assignment is to encourage you to analyze how historians have dealt with a particular topic. You should critically assess both argument and approach or methodology. Students are expected to lead the seminar for which they wrote their first paper for the course (the one handed in on September 28).

3. CLASS PARTICIPATION (25%)
“Participation” means active, informed, and meaningful intervention in class discussion. A meaningful intervention can take the form of posing and answering questions or making connections among the readings, or perhaps with other relevant work. Good participation requires thorough familiarity with the assigned material. At the very least, you must know the authors’ arguments and what they are arguing against. One measure of a student’s contribution to a seminar is a positive answer to the following question: did Student X through her or his comments and questions move the discussion forward, perhaps insightfully in one or more new directions?

4. LEADING A SEMINAR DISCUSSION (5%)

The seminar you lead will be for the readings (both required and supplementary) that you analyzed for your first paper. In a presentation of no more than ten minutes, your task is to set the scene for class discussion of the assigned readings. This function requires that you summarize in very few words the purpose of and argument presented in each reading, accompanied by a synthesis and critical assessment of the assigned material as a whole. You should then present three or four broad questions that emerge from the readings, questions that you feel will give direction to the discussion. I will then take over for a brief period and quiz the class on whether the other students understand the readings, and then you as seminar leader will lead a conversation about the questions you have posed, or that other students may consider important to discuss. Keep in mind that for each reading you should ask yourself about the underlying assumptions of the author and the methodology [both explicit and implicit] being employed. You should make your presentation orally from notes; do not read a written text.

5. TERM PAPER (45%)………………………………………………Due in mid-December 2010.

For the major paper, which should be in the range of 12-15 pages (double-spaced, regular font), you are asked to explore critically a representative body of material on one theme that has emerged from our work in HISTORY 500. In fact, a research paper topic could range beyond the parameters of our course as long as it explores an important historical question in Canadian history from the nineteenth or twentieth centuries. The term paper assignment requires that you offer some understanding of the historiographic- al context of the topic being explored as well as identify and comment critically on theoretical and methodological influences. **NOTE:** The question chosen for your end-of-the-course term paper should explore a subject that is different from the topic you examined earlier in the term for your seminar paper.

6. TWO REACTION PAPERS (5 x 2=10%)

Choose any two weeks’ readings other than the week for which you have written your seminar paper. Based on the assigned reading or readings (but not the supplementary reading) for each of these weeks write a short paper of no more than 1000 words on the material presented. Include a discussion of the method, theoretical assumptions, and empirical base for the week’s assigned book or readings. The reaction paper will necessarily include critical comments on the specific reading(s) but it should also ask: “has the book (or articles) assigned for this week challenged me to think differently about historical writing on this subject, or on historical enquiry in general.