

COURSE SYLLABUS



COURSE TITLE: HIST-112: Oh Canada: Canada After 1867

CLASS SECTION: 001A & 001B

TERM: Winter 2025

COURSE CREDITS: 3

DELIVERY METHOD(S): Lectures/Seminars

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Chris Morier

EMAIL: morier@camosun.ca

OFFICE: Young 320 (ph: 250-370-3518)

HOURS: Mondays / Wednesdays, 12:30 pm to 2:30 pm; Tuesdays / Thursdays, 11:30 am to 1:30 pm

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course traces social, economic, cultural and political developments within Canada after 1867. It includes a study of foreign and economic policies, racial/ethnic and class relations and tensions, changing gender roles, industrialization and reform, regionalism and nationalism.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Identify critical themes, events, and issues in the construction of Canada since 1867.
2. Describe Indigenous -European relations.
3. Describe relations between French and English Canadians, and between them and other ethnic groups.

4. Analyze political challenges and changes.
5. Describe the development of national consciousness, the legacy of British colonial control and its transformation
6. Evaluate Canadian-American relations, Canada's place in the world, and its participation in wars.
7. Summarize economic, cultural and social development.
8. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.
9. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgements about the strength of their arguments.
10. Define history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
11. Use history to define and explicate the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
12. Further demonstrate skills in research, writing and written and oral communication.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Coursepack: Course Reading Package for History 112. Available on D2L.

Class updates, reminders, and information will also be posted regularly on the History 112 D2L site. Students are advised to get in the habit of checking the site for updates several times a week.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 (Jan 6-10)	<p>Mon, 06 Jan – Intro: Welcome to History 112! L1: The Consolidation of Confederation</p> <p>Weds, 08 Jan – Seminar: Breaking the Ice (no assigned readings)</p>	
Week 2 (Jan 13-17)	<p>Mon, 13 Jan – L2: Resistance in Red River, 1869-70 L3: First Nations Treaties, 1870-1877</p> <p>Weds, 15 Jan – Seminar: Topic One Coursepack Articles</p>	
Week 3 (Jan 20-24)	<p>Mon, 20 Jan – L4: 1885 – The Second Metis Uprising L5: John A. Macdonald and Canadian Society, 1870-1885</p> <p>Weds, 22 Jan – Seminar: Topic Two Coursepack Articles</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 4 (Jan 27–31)	<p>Mon, 27 Jan – L6: The National Policy and Completion of The CPR L7: The Search for the Northwest Passage</p> <p>Weds, 29 Jan – Film: <i>Canadian Steel; Chinese Grit</i></p>	
Week 5 (Feb 3-7)	<p>Mon, 03 Feb – L8: The Yukon and Klondike Gold Rush L9: The Laurier Years, 1896-1911</p> <p>Weds, 05 Feb – Seminar: Topic Four Coursepack Articles</p>	
Week 6 (Feb 10-14)	<p>Mon, 10 Feb – L10: Canada’s Immigration Boom L11: Canada in World War One</p> <p>Weds, 12 Feb – Seminar: Topic Three Coursepack Articles</p>	Research Paper Proposal Due on Mon, 10 Feb
Week 7 (Feb 17-21)	Reading Week: No Classes	
Week 8 (Feb 24-28)	<p>Mon, 24 Feb – Two-Hour In-Class Midterm Exam</p> <p>Weds, 26 Feb – L12: The Canadian Homefront During World War One</p>	
Week 9 (Mar 3-7)	<p>Mon, 03 Mar – L13: Labour and the Winnipeg General Strike, 1919 L14: Agrarian Revolt in Canada</p> <p>Weds, 07 Mar – Seminar: Topic Five Coursepack Articles</p>	
Week 10 (Mar 10-14)	<p>Mon, 10 Mar – L15: Canada and the “Booming” 1920s L16: Ten Lost Years: The Great Depression</p> <p>Weds, 12 Mar – Seminar: Topic Six Coursepack Articles</p>	Research Paper Due on Mon, 10 Mar
Week 11 (Mar 17-21)	<p>Mon, 17 Mar – L17: Protest in the 1930s L18: Canada and World War Two</p> <p>Weds, 19 Mar – Seminar: Topic Seven Coursepack Articles</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 12 (Mar 24-28)	Mon, 24 Mar – L19: Bibles, Ploughs, and Betrayal: Canada and Indigenous Peoples L20: Canada and Indigenous Peoples in the 20 th and 21 st Centuries Weds, 26 Mar – Seminar: Topic Nine Coursepack Articles	
Week 13 (Mar 31–Apr 4)	Mon, 31 Mar – L21: Canada’s Baby Boom Generation L22: The Quiet Revolution: Quebec Catches Up Weds, 02 Apr – Film: <i>Pierre Trudeau: A Canadian Affair</i>	
Week 14 (Apr 7-11)	Mon, 07 Apr – L23: The 1980s in Canada L24: The 1990s in Canada Weds, 09 Apr – Seminar: Topic Twelve Coursepack Articles	
Final Exam Period (Apr 14-25)	Three-Hour In-Class Final Exam: Date TBA	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION		WEIGHTING
Term Paper Proposal	Due Monday, 10 Feb	5%
In-Class Midterm Exam	Monday, 24 Feb	25%
Term Paper	Due Monday, 10 Mar	25%
Seminar Participation	Ongoing (Weeks 2-14)	20%
In-Class Final Exam	Date: TBA	25%
	TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

COURSE GUIDELINES & EXPECTATIONS

Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Monday, 10 February**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of thirty possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal will be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

I've posted an example of a research paper proposal on D2L.

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include websites, the course textbook, or any of the articles in the Course Reading Package. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

Midterm Exam

There will be a two-hour in-class midterm exam on **Monday, 24 February**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of short-answer and essay-type questions. We will discuss the exam in more detail in class as the big day gets closer. An exam template is posted on D2L.

Seminar Participation

Your seminar group will meet twelve times over the winter term. Participation marks are worth 20% of your final grade. Marks will be calculated on Wednesday, 09 April (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific method-ology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

Students who miss more than three seminars will forfeit their entire participation mark. Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

Research Paper

This assignment is worth 25% of your final grade, and is **due on Monday, 10 March**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of two people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the Course Reading Package, you must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – academic work is okay, but online encyclopedias, generic websites, and material with no author’s name attached should be avoided.** Please come and speak with me if you’re having any difficulties with sources.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the History Department Style Guide, which is posted on D2L.

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 112. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else’s ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The ‘Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers’ Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources.

CHATGTP AND AI: Technology has been transforming learning environments for centuries. There is no doubt that Artificial Intelligence will provide both problems and opportunities for students and instructors. AI has its limitations, however, and nothing can replace genuine learning and growth. Take another look at the Course Learning Outcomes/Objectives on pp. 1-2 of this outline. Notice that students’ personal skills and development are prioritized. Written work that you submit in History 112 must be your own. If requested by your instructor, you must be able to produce your research, outlines, rough drafts, etc. I may also withhold an assignment’s grade until after we have a chat about the mechanics and methodology and construction of your project. Grades will reflect the extent that Learning Outcomes have been achieved.

LATE PENALTIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). Please note: computer/printer/wifi problems will not be accepted as a valid reason for a late essay. No extensions will be

considered except in cases of medical, psychological, or family emergency. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after the final class on Wednesday, 09 April. Please do not hesitate to see me if you're having any problems with the assignments.

Final Exam

There will be a three-hour final exam in April (the final exam period runs from 14-25 April). The final will be non-cumulative. I have no control over when the exam will take place, **so do not make plans or commit to a summer work schedule until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. Similar to the midterm exam, the final exam will consist of short-answer and essay-type questions.

Essay Topics

A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

- i) What were the sources of conflict that led to Metis resistance in 1869 and 1885?
- ii) What were the origins of the women's suffrage movement?
- iii) Evaluate the role of Clifford Sifton's immigration policy in settling the Canadian prairies.
- iv) Discuss the federal government's response to the Depression.
- v) Who was Louis Riel, and how has his "myth" developed through the years?
- vi) Discuss the repercussions of conscription during World War One.
- vii) What are the connections between World War One and the emergence of a Canadian sense of nationhood?
- viii) How did Canadians adjust to the changes brought about by industrialization?
- ix) What was the motivation behind the creation of the welfare state in Canada?
- x) How did the growth of suburban society alter Canadian society?
- xi) Discuss the changing state of the Canadian labour movement from 1910 to 1920.
- xii) Discuss the significance of Canada's treaties with First Nations.
- xiii) Analyze the rise and fall of the Progressive Party.
- xiv) Why was Mackenzie King Canada's longest-serving Prime Minister?
- xv) Discuss the contributions of women to Canada's World War Two effort.
- xvi) What was Social Credit and why did it come to power in Alberta?
- xvii) What was the Co-operative Commonwealth Federation and why did it come to power in Saskatchewan?
- xviii) Analyze English-Canadians' attitudes towards immigrants between 1900 and 1940. If it helps, focus on one particular group of immigrants.
- xix) Why were people of Japanese origin evacuated from the West Coast during World War Two?
- xx) Discuss the treatment of "enemy aliens" in Canada during World War One and/or World War Two.
- xxi) Discuss Canada's treatment of First Nations people in the twentieth century.
- xxii) Analyze and assess Pierre Trudeau's performance and record as Prime Minister.
- xxiii) Analyze the rise and fall of the Maritime Rights Movement.
- xxiv) Discuss the rise and fall of the Winnipeg General Strike.
- xxv) Discuss the rise and fall of the On-To-Ottawa Trek.
- xxvi) Explain the genesis, and significance of, the federal Reform/Alliance/Conservative Party.
- xxvii) Explain the genesis, and significance of, the federal Bloc Quebecois Party.
- xxviii) Assess Canada's relationship with the United States from 1950 to 2006.
- xxix) Analyze the rise and fall of the Front de liberation du Quebec (FLQ).
- xxx) What was the significance of the Klondike Gold Rush in the late-nineteenth century?

Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first. It may not be suitable.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.