

**Camosun College, School of Arts and Sciences, Humanities Department**  
**HISTORY 112 History of Canada Since Confederation (3 credits)**  
**Spring 2002 COURSE OUTLINE**

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**1. INSTRUCTOR INFORMATION**

Instructor: Susan Johnston  
Phone: 370-3363

Office: Young 323  
Email: johnstos@camosun.bc.ca

Office Hours: Monday 12:30-1:30, Wednesday 12:30-1:30 or by appointment

**1. COURSE DESCRIPTION AND INTENDED LEARNING OUTCOMES**

Through reading textbooks, secondary source articles and primary source materials, listening to faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Gain an understanding of critical themes, events, and issues in the development of Canada since 1867;
1. Explore Aboriginal-European relations, relations between French and English Canadians, and between these groups and other ethnic groups;
3. Examine political, social, cultural and economic challenges and changes from 1867 to the present day;
1. Explore the development of national consciousness, the legacy of British colonial control and its influence of English and French-Canadian national thought;
2. Examine Canadian-American relations and Canada's place in the world from the First World War to the present day;
6. Reassess and challenge a variety of perspectives on events and issues.

By the end of the course, through exposure to the above materials and ideas, students should:

1. Be able to think critically about historical writing and the events and issues of the past by evaluating the arguments and interpretations put forward by historians, weighing the evidence historians present, and making judgments about the strength of historians' arguments;
2. Have gained an appreciation of history as a distinct academic discipline, understanding what distinguishes history from other disciplines, and the methodologies and theoretical perspectives used by historians;
3. Be able to use history to confront issues today, use historical knowledge to establish a context for the present, and comprehend the accomplishments, failures, tensions, and issues facing Canada today;
4. Have developed skills in researching, writing, and oral communication.

Students are expected to attend all classes, read all assigned material and be prepared to discuss readings in class. It is the student's responsibility to ensure assignments are handed to the instructor on or before the due date. Students are encouraged to ask questions and to meet with the instructor to discuss assignments or class material.

A complete description of this course is available on the Camosun College web site at [www.camosun.bc.ca](http://www.camosun.bc.ca)

In order to meet the educational needs of students, the instructor reserves the right to change the material covered in this class.

**1. REQUIRED MATERIALS**

**Prerequisites:** English 12 or assessment

**Texts:**

R. Douglas Francis, Richard Jones, Donald B. Smith. *Destinies: Canadian History Since Confederation*, 4<sup>th</sup> edition.

R. Douglas Francis and Donald B. Smith, eds. *Readings in Canadian History: Post-Confederation*, 6<sup>th</sup> edition.

## **1. COURSE CONTENT**

### **Lectures and Films**

Lectures and films will be scheduled for two 50 minute blocks each day. Lectures will contextualize or provide additional material to that contained in the course readings. Students are expected to attend lectures and will be examined on their contents.

### **Textbook**

*Destinies* is the general text for the course. Quickly skim each chapter to get an understanding of the time line and big picture. Take notes on themes covered in lectures and seminars. *Readings* will be used for seminars and assigned seminar readings are compulsory. Feel free to read the other articles if you are interested.

### **Seminars**

The class will spend at least 50 minutes each day discussing course readings. **Attendance is compulsory.** Seminars require interaction with the group; they cannot be "made up." Students who miss more than three seminars will lose their participation mark. Students will be evaluated for quantity and quality of participation as well as attendance.

Students are responsible for reading the assigned articles before the seminar. As well as being prepared to discuss the assigned questions, students must provide at least one question of their own for each seminar. Questions should be "big picture" questions which draw the readings together or focus on problems with interpretations of historical data. For example, two authors might disagree on how to interpret a process or event. Your question would point out this inconsistency and focus attention on why that might be so. A question might also pull together the common theme(s) of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does.

### **Examinations**

There will be one mid term examination held in class on May 29 and a final examination held during the formal examination period of June 24 to 26, 2002. Examinations are not simply for assessment purposes. They help to focus your reading and your thinking about Canadian history. The best way to study and ready yourself for exams is to prepare for seminars, attend lectures, and read the relevant section or chapter in your textbook. When reading the text, take notes about themes and questions discussed in lectures and seminars.

### **Written Assignments**

Students must complete two written assignments: one critical article review and one primary source analysis. The article critiqued will be chosen from one of the first four seminars. Instructions for both assignments and a list of suggested primary sources will be handed out in class.

Students should note that all essays will be marked for grammar, clarity of writing, organization, content, and analysis. Essays must be double-spaced, on one side of the page only, and should have a margin of at least one inch on both sides of the text. You should keep a photocopy of each essay you submit until your final grade has been posted.

**Plagiarism is a form of cheating and is a serious academic offence which will result in a grade of 0 for the paper and can result in failure of the course.** Plagiarism is theft of another scholar's work. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not quote from or use ideas from other people's work without acknowledging them in a citation, you may not submit for this course a paper you have submitted for another, you may not submit on your own behalf a paper written by another person, you may not cut and paste information from internet sources, and you may not cheat on examinations. **As students will have the opportunity to ask questions about plagiarism in class, the instructor will accept no excuses if the student does plagiarize.**

Essays should be handed to the instructor in class on the due date. Marks will be deducted for lateness at a rate of 4 % for every business day that the essay is overdue. If your essay is late because of illness please submit a note from a health practitioner. **No assignments will be accepted after the final day of class without prior permission from the instructor.**

### **Class Schedule**

**May 6:** Introduction to History 112, Canada at Confederation, the Indian Act of 1876

**Reading:** *Destinies*, Chapter 1.

**Seminar:** Class discussion of seminar protocol, written assignments, and plagiarism.

**May 8:** Entry of the North West into Confederation, The First Nations and 1885

**Reading:** *Destinies*, Chapter 2, Chapter 4;

**Seminar:** *Readings*, Topic 3: articles 5,6,7.

**Focus:** To what extent would you agree that the three articles all conclude that 1885 marked a turning point in how Europeans viewed and treated Aboriginal peoples in Canada? What different approaches to history can be found in the articles?

**May 13:** The National Policy, Industrialization

**Reading:** *Destinies*, Chapter 3, Chapter 6, Chapter 7;

**Seminar:** *Readings*, Topic One, articles 1,2.

**Focus:** Why do the authors disagree about the effects of the national policy? Which argument would you support and why?

**May 15:** First Nations' and Labour before World War II, Immigration before the First World War

**Reading:** *Destinies*, Chapter 5, Chapter 9;

**Seminar:** *Readings*, Topic Seven, articles 14, 15

**Focus:** To what extent did the working-class family economy change with industrialization? Peter DeLottinville's article is about a tavern in Montreal. How much can such 'microhistory' tell us about historical conditions in the wider society?

**May 20:** Asian Immigration into British Columbia, Nationalism introduction

**Reading:** *Destinies*, Chapter 7, Chapter 8, Chapter 9;

**Seminar:** *Readings*, Topic Five, articles 10, 11

**Focus:** To what extent did a policy of Anglo-conformity constrain the First Nations and immigrants to Canada? Can we see the First Nations and immigrants as simply victims of racist ethnocentric policies?

**May 22:** Nationalism in Canada before 1930 **ARTICLE REVIEW DUE TODAY**

**Reading:** *Destinies*, Chapter 7, Chapter 8, Chapter 9

**Seminar:** *Readings*, Topic 4, articles 8, 9

**Focus:** What are the various nationalisms discussed in these two articles? How have they affected the development of Canada in the twentieth century?

**May 27:** The First World War and Anglo-French Tensions, Film *If ye break faith*

**Reading:** *Destinies*, Chapter 10, Chapter 11

**Seminar:** *Readings*, Topic 9, articles 18, 19

**Focus:** What are the arguments for and against conscription put forward by Bourassa and Papineau? Did the First World War unite or divide Canadians?

**May 29:** Midterm exam **MIDTERM EXAM TODAY**

**June 3:** Political and Social Responses to the Depression

**Reading:** *Destinies*, Chapter 11, Chapter 12

**Seminar:** *Readings*, Topic 10, articles 20, 21, 22

**Focus:** How do the authors account for the differing politics of Canadians during the interwar period? What does the government response to the depression tell you about social welfare before the Second World War?

**June 5:** Canada and the Second World War, Canadian-American Relations During the Cold War

**Reading:** *Destinies*, Chapter 13, Chapter 15

**Seminar:** *Readings*, Topic 11, articles 23, 24

**Focus:** Why don't Granatstein and Morton discuss the evacuation of the Japanese Canadians? What is Ward's interpretation of the evacuation? What does the word "xenophobia" mean?

**June 10:** Canadian-American Relations cont., Post-War Canada and the New Left

**Reading:** *Destinies*, Chapter 13, Chapter 14, Chapter 15, Chapter 19

**Seminar:** *Readings*, Topic 13, articles 27, 28

**Focus:** What does Strong-Boag conclude about "the nature and meaning" of the "suburban frontier" in Canada between 1945 and 1960? Do you agree with her conclusions? Is there a Canadian culture or are we just ersatz Americans?

**June 12:** Quiet Revolution, Film: *Action: the October Crisis of 1970* **PRIMARY SOURCE ANALYSIS**

**Reading:** *Destinies*, Chapter 17, Chapter 18 **DUE TODAY**

**Seminar:** *Readings*, Topic 14, articles 30, 31

**Focus:** What aspects of French Canadian nationalism do these articles examine? Is late 20<sup>th</sup> century nationalism similar to nationalism before the Second World War? What changed?

**June 17:** The First Nations and the Land Question in British Columbia

**Reading:** *Destinies*, Chapter 16, Chapter 20

**Seminar:** *Readings*, Topic 15, Article 32, class handout

**Focus:** Be prepared to discuss the treaty issue in British Columbia. Read your textbook, article, handout plus find everything you can about treaty issues and the referendum just held in British Columbia. Reread your seminar readings which deal with Aboriginal-European relations in the twentieth century.

**June 19:** Contemporary Canada, Exam Review **FINAL CLASS**

## 1. BASIS OF STUDENT ASSESSMENT

Seminar participation	Ongoing	20%
Article Review	Due May 22	15%
Primary Source Analysis	Due June 12	15%
Midterm examination	May 29	25%

Final examination                      Exam period    25%

**1. GRADING SYSTEM**

A+ 95 -100	A	90-94	A-	85-89	F	0-49%
B+ 80-84	B	75-79	B-	70-74		
C+ 65-69	C	60-64	D	50-59		