



CAMOSUN COLLEGE
School of Arts & Science Department

History 112, Canada Since Confederation
Section 05 Winter 2003

COURSE OUTLINE

Instructor Information

Instructor: Keith Smith
Office hours: Tuesday 3:00-4:20 pm and Wednesday 1:00-2:20
or by appointment.
Office Location: Fisher 340C
Phone: 370-3510
E-mail: smithkd@uvic.ca

Intended Learning Outcomes

Through reading textbooks and primary source materials, hearing 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 construction of Canada since 1867
2. explore Native-European relations, relations between French and English Canadians, and between them and other ethnic groups
3. examine political challenges and changes
4. explore the development of national consciousness, the legacy of British colonial control and its transformation
5. examine Canadian-American relations, Canada's place in the world, and its participation in wars
6. evaluate economic, cultural and social development
7. reassess and challenge traditional and existing perspectives on critical events and issues of this period

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

1. be able to think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments

2. have gained an appreciation of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines
3. be able to use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era
4. have developed skills in research, and written and oral communication.

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

Required Materials

Textbooks:

R. Douglas Francis, Richard Jones and Donald B. Smith, *Destinies: Canadian History Since Confederation*, 4th edition (Toronto: Harcourt Canada, 2000).

Eden Robinson, *Monkey Beach* (Toronto: Vintage, 2001)

Course Readings for History 112 (available at Camosun College Bookstore)

Course Content and Schedule

The twice weekly sessions will include a mixture of lecture, film, class discussion, and smaller discussion groups. The entire class will meet on Wednesdays but will be divided into two sections (A and B) for Friday's group discussions. In preparation for Friday's discussion sessions you will be required to read the articles assigned and to come to class prepared to discuss them. Further instructions regarding the discussion groups are attached.

Class times and location	Tuesday 4:30 – 6:20 pm	
Y 316		
	Thursday 3:30 – 4:20 pm (section A)	Y 316
	Thursday 4:30 – 5:20 pm (section B)	Y 316

The class schedule (following) indicates the subject of each lecture and the readings that coordinate with that lecture. It also details the topics for seminar readings, the dates of quizzes, assignments and exams.

Basis of Student Assessment (Weighting)

Article Review and Analysis (Due in class on day of discussion)	20%
Review Essay of <i>Monkey Beach</i> (Due in class March 21 st)	15%
Midterm Quiz (February 19 th)	15%
Class and Discussion Group Participation	15%
Final Exam (during exam period)	<u>35%</u>
Total	100%

(Instructions for each of these items appear at the end of this outline)

Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

Class Schedule (subject to minor changes)

- Wednesday Jan. 8 **Introduction**
Friday Jan. 10 **Seminar: Discussion and Assignment Orientation**
- Wednesday Jan. 15 **The Peoples of Canada and the Building of a Nation**
 Reading: *Destinies*, Chapters 1 and 2.
Friday Jan. 17 **Seminar: Film TBA**
- Wednesday Jan. 22 **National Policies and Resistance in the Northwest**
 Reading: *Destinies*, Chapter 3 and Chapter 4: 86-100.
Friday Jan. 24 **Seminar: Topic 1 from Course Readings**
- Wednesday Jan. 29 **Nationalism, Imperialism and New Industrial Order**
 Reading: *Destinies*, Chapter 4: 82-5, Chapters 5 and 6, and
 Chapter 7: 155-63.
Friday Jan. 31 **Seminar: Topic 2 from Course Readings**
- Wednesday Feb. 5 **Immigration and Urbanization**
 Reading: *Destinies*, Chapter 3: 67-77 and Chapter 6.
Friday Feb. 7 **Seminar: Topics 3 and 4 from Course Readings**
- Wednesday Feb. 12 **Industrialization: Community and Cultural Responses**
 Reading: *Destinies*, Chapter 7: 163-171 and Chapters 8 and 9.
Friday Feb. 14 ***READING BREAK NO SEMINARS**
TODAY*
- Wednesday Feb. 19 **1) MIDTERM QUIZ**
 2) The Great War
 Reading: *Destinies*, Chapter 10.
Friday Feb. 21 **Seminar: Topic 6 from Course Readings**
- Wednesday Feb. 26 **The 1920s to the Great Depression**
 Reading: *Destinies*, Chapters 11 and 12.
Friday Feb. 28 **Seminar: Topic 5 from Course Readings**
- Wednesday Mar. 5 **1) Interwar Society**
 2) Canada and World War Two
 Reading: *Destinies*, Chapters 13.
Friday Mar. 7 **Seminar: Topic 7 from Course Readings**
- Wednesday Mar. 12 **1) The New Liberalism and the Canadian State**
 2) Canada and the World Reading:
Destinies, Chapters 14 and 15.
Friday Mar. 14 **Seminar: Topic 9 from Course Readings**

- Wednesday Mar. 19 **Canada as a Colonial Power: First Nations**
Friday Mar. 21 **Seminar *Monkey Beach***

★ Book Review of *Monkey Beach* Due Friday ★

- Wednesday Mar. 26 **1) Film: *My name is Kahentiiosta***
 2) Economic Growth
 Reading: *Destinies*, Chapters 15 and 19.

Friday Mar. 28 **Seminar: Topics 8 and 10 from Course Readings**

- Wednesday Apr. 2 **The Making of Modern Quebec**
 Reading: *Destinies*, Chapter 17.
Friday Apr. 4 **Seminar: Topic 11 from Course Readings**

- Wednesday Apr. 9 **1) Communities**
 2) Contemporary Canada
 Reading: *Destinies*, Chapters 19 and 20.
Friday Apr. 11 **Seminar: Exam Preparation**

Readings, Discussion Groups, and Class Participation

The discussion and debate of ideas presented in lectures and readings form an integral component of the course. It is important that you carefully consider each of the assigned readings so that you are in a position to participate fully both in the class discussions and in the smaller discussion groups. As noted in the class outline every Friday we will divide into discussion groups and meet for 50 minute sessions to discuss a set of readings. Participation in the discussion groups and in class discussions will be evaluated on the basis of the quality, as opposed to quantity, of your contributions. ***Students who miss three or more discussion sessions will forfeit their entire participation grade.***

Every effort will be made to ensure a relaxed collegial atmosphere, but anyone who is uncomfortable with the discussion group or seminar format should see me as soon as possible. All readings required for discussion groups are available in the course pack. There may be additions or changes to the readings as new material becomes available.

Article Comparison and Analysis Due in Class on Day of Discussion

The ability to critically evaluate historical documents — *secondary* and *primary sources* — is fundamental to the study of history. This skill is the foundation on which historical interpretation is based and historical writing is produced. For this assignment you will choose to analyze the readings for any of the discussion group sessions. Some of the questions you may wish to consider in your analysis are: What is the primary argument or thesis of each article? What are the strengths and weaknesses of each? Are you convinced by the authors' arguments? Why or why not? How reliable are the authors' sources? What are the perspectives of the authors and how do they differ? Do you think any of the authors are intentionally trying to mislead you or are they simply making a case to support their position? etc.

If the group of readings you have selected includes primary sources you might also want to consider: how valuable are they to your understanding of the issues presented? What effects do the cultural location of the writer and the context of the writing have on the tone and message offered? Are the authors' perspectives or their particular interests in creating the document in the first place apparent? (here race, class, gender, age, region, culture, religion etc. may become relevant, as may the intended audience.) What do you see as the possible usefulness of the documents to an historian? What do you see as their weaknesses?

Respond to these questions or others that you may think of in clearly written essay form, typed and double spaced. This assignment must be written in formal style: grammatically correct sentences and paragraphs that develop your points in a systematic manner. Foot note or end note style must be followed and the full bibliographic entry for the readings and any other sources you use must be provided in a bibliography at the end of your analysis. Your analysis should be between 1250 to 1500 words or five to six pages in length.

Book Review of Monkey Beach

For this assignment you have will write a book review of Eden Robinson's *Monkey Beach*. Your review should be 1000 to 1250 words, or four to five double-spaced pages in length and is **due in class Friday March 21st**. Remember this is ***not merely a summary*** of the material but a critical review of the work. Students should consider what the author is trying to tell us with this novel and how successful she is at achieving these objectives. You should also discuss what if anything you learned from the novel regarding the contemporary experience of young First Nations people living in coastal British Columbia and/or of First Nations people living in Canada more generally. Do they encounter any particular problems for example? If so, why? You should also consider the potential strengths and weaknesses of using this work of fiction in a history course. Some students may find useful the assistance regarding what is expected in a review on-line at the University of Calgary History Department's "Book Review Tutor" at:

<http://hist.ucalgary.ca/review/review.html>

All assignments must be written in formal style with grammatically correct sentences and paragraphs that develop your points in a systematic manner. Foot note or end note style must be followed and the full bibliographic entry for all sources used must be provided in a bibliography. Assistance in properly citing your work can be found in UVic's History Department's "Style Guide" available on line at: <http://web.uvic.ca/history/web/Reference.html#styleguide>

All assignments are ***due in class*** on the dates listed above and in the class outline. The ***due dates for all assignments are firm***. Late assignments will be penalized 5% per day including weekend days and holidays. No extensions will be considered except in the case of documented medical, psychological or family emergencies.

If you encounter any problems with any part of any assignment please consult with me as soon as possible.

Midterm Quiz

The midterm quiz will include questions that require no more than one or two word answers and a map.

Final Exam

The final exam for this course will consist of two parts: identify and explain the historical significance of type questions and essay questions. Potential questions will be provided in advance and you will have some choice of questions you chose to answer.