



CAMOSUN COLLEGE
School of Arts & Science
Humanities Department

HISTORY 112
Post-Confederation Canada
Sections 003 (A and B) and 004 (A and B) —Winter 2003

COURSE OUTLINE

1. Instructor Information

Dr. L. D. Hannant
Office: Young 232
Office phone: 370-3389
Office hours: Tuesdays 9:00 to 11:00am; Thursdays 2:00-5:00pm,
Fridays, 1:30-2:30pm or by arrangement
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2. 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

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 developing skills in research, writing and written and oral communication.

3. Required Materials

R. Douglas Francis, Richard Jones, and Donald B. Smith, *Destinies: Canadian History Since Confederation*, 4th edition
Canadian History Reading Package for History 112.

4. Course Content and Schedule

Discussions:

Beginning on January 17 and for most of the subsequent weeks of the term, we will have discussion sessions. Please ensure that you attend **every session** and join in the discussion.

The aim of these sessions is to have a wide-ranging discussion based on readings from the course package. I expect that the discussion will range over a number of topics related to the readings. Pertinent questions are often as useful as thoughtful comments. Don't be intimidated if the meaning of some of the reading material is not clear to you. Write down some questions about what you don't grasp and think about possible answers to them. Bring them to class and share them with everyone.

In addition, it is **absolutely essential** that you read the textbook, *Destinies*, in order to put the discussion readings in context. Doing this background reading before class is your responsibility.

Keep in mind that **you cannot expect to earn a passing grade for the discussion portion of the mark without participating regularly in the tutorials**. You will be judged on the frequency and quality of your contributions. **Attendance alone does not constitute participation.**

WEEK-BY-WEEK SCHEDULE

DATE TOPIC AND REQUIRED READINGS

(Subject to change due to illness, etc.)

Jan. 8	Introduction and Confederation Reading: <i>Destinies</i> , Chapter 1-2
Jan. 10	Confederation, continued
Jan. 15	The National Policy Reading: <i>Destinies</i> , Chapter 3
Jan. 17	Discussion Topic 1: Native people Discussion question: What were the most important methods used by the

government of Canada to incorporate the Native people of Western Canada into white society?

- Jan. 22 Rebellions in the North West
- Jan. 24 Discussion Topic 2: Working class survival in 19th century Canada
This week, let's have a formal debate based on the following scenario.
Imagine yourself in a Montreal city council meeting about 1880 debating
the following proposition: Resolved, Joe Beef's Tavern should be closed
as a threat to public order and health.
- Jan. 28 British Columbia to 1914
- Jan. 31 Discussion Topic 3: Mythology and the Western frontier
Discussion questions: According to these authors, what is mythology and
what is its function? How does each author confirm or refute some of
Canada's national myths?
- Feb. 5 Imperialism and nationalism
Reading: *Destinies*, Chapters 4 and 5
- Feb. 7 Discussion Topic 4: The Mysterious Other: Immigrants and the
 construction of ethnicity
Discussion questions: In what ways did immigrants contribute to the
construction of a modern Canada? In what ways did they contribute to the
construction of Canadian mythology?
- Feb. 12 Industrialization and the Great Boom
Reading: *Destinies*, Chapters 6 and 7
- Feb. 14 Reading break
- Feb. 19 Mid-term exam – two hours, in class
- Feb. 21 Discussion Topic 5: The politics of reproduction
Discussion questions: What were the dominant ideas about sexuality in
mid-20th century Canada? What class and social attitudes did these ideas
reflect?
- Feb. 26 Women and Social Reform
Reading: *Destinies*: Chapters 8 & 9
- Feb. 28 Discussion Topic 6: Native women
Discussion questions: Why was Aboriginal sexuality considered to be a
problem by colonizers in B.C.? What were the consequences of

Aboriginal women's involvement in Christian missionary activity?

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| Mar. 5 | Canada and the First World War
Reading: <i>Destinies</i> : Chapter 10 |
| Mar. 7 | Discussion Topic 7: Civil liberties in the Second World War
Discussion question: Was the evacuation of the Japanese Canadians during World War 2 justified? |
| Mar. 12 | The 1920s
Reading: <i>Destinies</i> , Chapter 11 |
| Mar. 14 | Discussion Topic 8: Women in WW2 and the post-war years
Discussion question: What were the significant elements of society's concept of gender roles in the 1940s and 1950s and how did they change? |
| Mar. 19 | The 1930s
Reading: <i>Destinies</i> , Chapter 12 |
| Mar. 21 | Discussion Topic 9: Cold War Canada
Discussion question: Was there a security threat to Canada during the Cold War? |
| Mar. 26 | Canada in the Second World War
Reading: <i>Destinies</i> , Chapter 13 |
| Mar. 28 | Discussion Topic 10: The 1960s
Discussion question: In what ways was the status quo challenged during the 1960s? |
| Apr. 2 | Quebec, 1920-1976
Reading: <i>Destinies</i> , Chapter 17 |
| Apr. 4 | Discussion Topic 11: Canada and Quebec
Discussion questions: What issues confront contemporary Canada? Is there a future for Quebec within Canada? |
| April 9 | Canada in the post-WW2 era
Reading: <i>Destinies</i> , Chapters 14-16 and 18-20 |
| April 11 | Review |

5. Basis of Student Assessment (Weighting)

Tutorial discussion participation	10%
Quizzes (in discussions)	15%
Mid-term exam (Feb 19)	35%
Final exam (In exam period - April 14-17 and 22-5.)	<u>40%</u>
Total	100%

6. 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%	

7. 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

8. Your responsibility

History 112 is a university level course, directly applicable to a university degree. So you must be prepared to perform at a university standard. This requires initiative and effort on your part. Specifically, you must:

- 1) attend class regularly
- 2) keep up with the weekly readings in the textbook and discussion reading book
- 3) think carefully about what is written in these sources and discussed in class
- 4) show evidence that you have grasped the facts and concepts from lectures and discussion by making thoughtful observations in discussion sessions and exams.