

CAMOSUN COLLEGE
School of Arts & Science Department

History 112, Post-Confederation Canada
Winter 2003

COURSE OUTLINE

Instructor Information

Instructor: Paula Young
Office hours: Monday, Tuesday and Thursday 1:30 - 2:30 pm
Tuesday and Thursday 10:00 – 10:30 am
Wed. 4:30 – 5:30 pm **OR BY APPOINTMENT**
Office Location: Young 323
Phone: 370-3363
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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 judgements 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.

******Students who miss three (3) or more seminars will forfeit their entire seminar mark******

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

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of every class.

Monday January 6	Introduction
Wednesday January 8	Discussion of Assignments
Monday Jan. 13	Lecture: Confederation; Read <i>Destinies</i> , ch. 1
Wednesday Jan. 15	Seminar: Course Readings, Topic 1
Monday Jan. 20	Lecture: There goes the West!, Read <i>Destinies</i> , ch. 2
Wednesday Jan. 22	Seminar: Readings, Topic 2

Monday Jan. 27 Wednesday Jan. 29	Lecture: Nationalism & Regionalism, Read <i>Destinies</i> , ch. 4 & 5 Seminar: Readings, Topic 3
Monday Feb. 3 Wednesday Feb. 5	Lecture: Industrialization & Reform, Read <i>Destinies</i> , ch. 6, 7 & 8 Seminar: Film: <i>Golden Mountain</i>
Monday Feb. 10 Wednesday Feb. 12	Lecture: World War I, Read <i>Destinies</i> , ch. 9 & 10 Seminar: Readings, Topic 4
Monday Feb. 17 Wednesday Feb. 19	MID TERM EXAM Seminar: Readings, Topic 5
Monday Feb. 24 Wednesday Feb. 26	Lecture: 1920s, Read <i>Destinies</i> , ch. 11 Seminar: Readings, Topic 6
Monday March 3 Wednesday Mar. 5	Lecture: Great Depression, Read <i>Destinies</i> , ch. 12 Seminar: Readings, Topic 7
Monday Mar. 10 Wednesday Mar. 12	Lecture: World War II, Read <i>Destinies</i> , ch. 13 & 16 Seminar: Readings, Topic 8
Monday Mar. 17 Wednesday Mar. 19	Lecture: Post War Diplomacy, Read <i>Destinies</i> , ch. 14 & 19 Seminar: Readings, Topic 9 and Film <i>Mouseland</i> DOCUMENT ANALYSIS DUE
Monday Mar. 24 Wednesday Mar. 26	Lecture: Quiet Revolution and the 1960s Read <i>Destinies</i> , ch. 15 & 17 Seminar: Readings, Topic 10
Monday Mar. 31 Wednesday April 2	Film: The October Crisis 1970, Read <i>Destinies</i> , ch. 20 Lecture: Trudeau, Nationalism & Regionalism
Monday April 7 Wednesday April 9	Lecture: Neo-liberalism & Globalization, Read <i>Destinies</i> ch. 18, 20 Seminar: Readings, Topic 11
April 14 - 25	FINAL EXAM PERIOD

HOW TO WRITE A HISTORY BOOK REVIEW
Paula Young
Camosun College

A history book review is different from a literary review and requires students to ask different questions when reading the book. In history, students will generally be asked to review either a non-fiction novel or a book based on historical research.

A good review consists of several parts: a summary of the author's principle thesis or argument (make sure you identify the author and title in your opening sentence), your assessment of how well the author explains or defends the thesis including specific examples from the book to show how the author supports his/her thesis, and, when possible, your evaluation of the book's place in the relevant historiography. Also, you must properly footnote your references and must attach a bibliography. Remember, a book review is not a chapter-by-chapter summary of the book – you are looking to identify the author's thesis.

To begin, carefully read the book keeping in mind that you are trying to identify the author's thesis. Most authors explain their theses in their introduction and/or conclusion; so read those chapters first and make notes as you go. You should be able to write the author's thesis in about 2 or 3 clear sentences.

Once you have read the introduction and conclusion and made appropriate notes, then you can proceed to thoroughly read the book. Again, make notes as you go. In particular, remember to note examples the author used to support his/her thesis so that you can later quote from the book. In your notes be sure to use quotation marks when citing directly from the book so that you do not inadvertently plagiarize when you write your review. As you go, note the page numbers you referenced to obtain your material.

As well, when reading the book, look for examples of how the author qualifies his/her work, or the work of others. Often historians will discuss conclusions reached by other historians, and then offer evidence that broadens, changes, or qualifies their conclusions.

As you read, watch out for the author's bias, or ask yourself, "Where is the author coming from?" All authors have biases; some may present more balanced views than others but they all have biases. For example, if an author is writing from a Marxist perspective, there may be numerous references in his/her work to "the evils" of capitalism or he/she may say that capitalist forces are responsible for historical changes.

Your evaluation of the book should address the following questions (among others): Is the author's argument convincing? (why or why not?) Do you agree or disagree with the author? (again, why/not?) Has the author extensively researched the subject? Has the author uncovered new material or primary sources about the subject? Or, has the author simply reworked other secondary sources? These questions help assess the reliability of the book.

Now, prepare a draft review of the article. Look it over, check for sentence clarity, spelling, grammar, etc. Make sure you clearly articulate your ideas so the instructor can decipher your intent. Read it aloud; have someone else read it aloud – be sure it sounds clear.

Finally, to become familiar with the literature of the field you can refer to the work of other reviewers. To do this you will want to refer to EBSCO Host, accessed on-line through the Camosun library web-site (click on magazines and journals). The librarians will also be happy to help you with this task. While it is fine to cite from their work, remember that this is your book review, so use their work sparingly. Also, if you quote or paraphrase from their work, or even use their ideas, you must footnote the work. Once you have examined other scholarly work, you can integrate this information into your essay.

Now it is time to do your final draft. Again, completely check your work for clarity, spelling and grammar. Do not plagiarize – it will result in a failing grade. Please refer to the college's academic conduct policy on the Camosun website (address on your outline).

Please refer to Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 4th edition, for footnote and bibliographic formatting. A copy of the book is located in the Reference section of the Camosun Library.

If you have any questions or need assistance, please see the instructor before the assignment is due.

DOCUMENT ANALYSIS ASSIGNMENT HISTORY 112

Here's your chance to be a historian using the tools of our trade! This assignment will be challenging but could also be a lot of fun. The purposes of the assignment are to introduce you to primary sources, and to help you develop your critical thinking and analytical skills.

Your analysis will be 750-800 words in length (longer essays will not be accepted) and will consist of three main parts, each broken down into several paragraphs. It will be double-spaced with one inch margins. Be sure to put your name at the top of the page. You will also include a bibliography.

Where to start:

1. Choose a document from the sources listed below. The documents vary in length but not always in content. In fact, you may glean a great deal of information from both shorter and longer documents. However, when you do choose one, be sure to consider the questions that I am posing to you.
2. Read the document thoroughly so that you understand its content.
3. The first paragraph of your essay will introduce your topic, the document and the author (if known). It will include a short synopsis of the document stating the kind of document (ie Act, journal, etc), its main points and its purpose.
4. The next two sections of your analysis will overlap in many ways. In these sections you will provide historical context for the document (in other words, what events effected the writing of the document). You will also answer the following questions as they relate to your document.
 - a) Who wrote the document?
 - b) What position did the author hold in society?
 - c) Who was the intended audience? (ie if the document was a government Act (Statute)
 - d) Who was it designed to control or who was it aimed at?
 - e) Why is this document useful as historical evidence?
 - f) What does it tell us about the past?
 - g) What does it tell us about the author's values or attitudes?
 - h) What does the document tell us about what was important to the group the author belonged to? (a group may include an ethnic group or race, class, gender, religion)
 - i) Can you identify the writer's bias?

For many of these questions you will have to put on your thinking cap. To help you provide historical context and help answer some of these questions you may refer to your textbook, class lectures, or class readings, but no other sources unless I give you express permission. For the purpose of this exercise only, you can consider the information in your text, lectures and readings to be common knowledge; therefore, for this assignment you do not need to footnote them. Remember, this is your analysis and you are the main interpreter. Therefore, do not quote from these sources or use them in place of your analysis.

5. Finally, prepare your bibliography on a separate page. You will need to cite the document as well as any other readings to which you referred. For bibliographic format refer to Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 4th edition. It is in the reference section of the Camosun library and is also available for purchase at the bookstore.

1. *Documenting Canada*, editors Dave DeBrou and Bill Waiser – ON RESERVE IN LIBRARY and I have a copy - this book contains a broad collection of original documents. Students may find the following particularly interesting:

The Indian Act, 1876

"The Treaty with the Blackfeet, Number Seven, 1877"
The Indian Act, 1880
The Indian Amendment Act, 1884
The Indian Advancement Act, 1884
The Chinese Immigration Act, 1885
Alien Labour Act, 1897
War Measures Act, 1914 [gives Federal government extraordinary powers in wartime and suspends civil liberties]
The Military Service Act, 1917
The War-time Elections Act, 1917
Prohibition, 1918
Electoral Franchise Upon Women Act
Immigration Amendment Act, 1919
Criminal Code Amendment Act, 1919 [restrictions following the Winnipeg General Strike]
National Parks Act, 1930
The Unemployment Relief Act, 1930
 "Federal Relief Camps, 1932"
Foreign Enlistment Act, 1937
The Official Secrets Act, 1939
The National Resources Mobilization Act, 1940
The Unemployment Insurance Act, 1940
 "Ogdensburg Agreement, 1940" [Canada-US]
 "Defence of Canada Regulations (Consolidation) 1941 Amended, 1942" [interning Japanese]
 "Conscription, 1944"
 "North Atlantic Treaty, 1949"
 "Canadian Peacekeeping Force in the Middle East, 1956"
Recognition and Protection of Human Rights and Fundamental Freedoms Act (Canadian Bill of Rights) 1960
 "Columbia River Treaty, 1961 [Canada-US]
Medical Care Act, 1966
Divorce Act, 1968
Criminal Law Amendment Act, 1968-1969 [de-criminalized abortion]
Official Languages Act, 1969
 "War Measures Act, Public Order Regulations, 1970"
 "Calder et al. v. Attorney-General of British Columbia, 1973" [Nisga'a and land claims]
Foreign Investment Review Act, 1973
Canada Act, 1982 [constitution of Canada]
Access to Information Act, 1982
Canadian Security Intelligence Service Act, 1984
Indian Amendment Act, 1985
 "Morgentaler, Smoling and Scott v. The Queen, 1988" [abortion]
Emergencies Act, 1988 [replaces War Measures Act]
 "Regina v. Sparrow" [Aboriginal rights test case]
 "1990 Constitutional Agreement" [Meech Lake]
 "Air Quality Agreement, 1991" [Canada-US]
An Act to Amend the Criminal Code and the Customs Tariff in Consequence Thereof, 1991 [Gun control legislation]

2. *BC Archives* – located next to the Royal BC Museum. The Archives hold a variety of provincial, federal, and private documents. The following might be of interest.

GR0469 – BC portion of 1881 Census – in particular, look at the instructions to the census takers and the questions asked.

GR0404 – Indian Reserve Commission Records – in the 1870s the federal and BC governments agreed to a commission to review the Indian Land Question in BC. Look at the instructions to BC Commissioner Archibald McKinley, and think about what the commissioners could consider, and what was not mandated.

GR 1695 – Canada, Department of Labour, Strike and Lockout Files (RG27). Microfilm # B 07138 (BC Archives #) volume 312, strike no. 102 “Metal Workers, Winnipeg, Manitoba, May 1919.” What’s in the file? Who collected it and why?

3. *Newspapers* – a variety of Canadian newspapers are available on microfilm at the University of Victoria (microfilm room in the basement of the McPherson Library) and are filed by accession number. Choose a topic and see how it was dealt with in the press.

Halifax Gazette – Accession #854
Kingston Gazette – #851
Kingston Chronicle – #852
Toronto Globe & Mail – # 973
Victoria Daily Colonist – #973
Victoria Daily Times - #45
Regina Leader Post – #21
Calgary Herald - #6a
Toronto Nation - #24
Maritime Labour Herald - #328
Winnipeg Free Press - #47

As well, there are numerous smaller papers on microfilm in the holdings of the BC Archives.

4. *The Wretched of Canada: Letters to R.B. Bennett, 1930-1935*, edited by L.M. Grayson and Michael Bliss. INSTRUCTOR HAS A COPY.

During the Great Depression people who were desperate for money and food began appealing directly to Prime Minister R.B. Bennett. This volume contains some of those letters. Choose as many letters as needed to analyze the experience of the unemployed in the depression.

5. *The Maple Leaf for quite a while*, by Heather Gilead. I have selected excerpts from Gilead's memoirs of her life in Alberta in the 1920s and 1930s. Available ON RESERVE, in the file of RESERVED DOCUMENTS FOR HISTORY 112, at Camosun's Library.
6. *Ticket to Hell via Dieppe: from a prisoner's wartime log* by A. Robert Prouse. Choose one chapter to review. INSTRUCTOR HAS A COPY.
7. *White Niggers of America* by Pierre Vallières, translated by Joan Pinkham. Vallières' work formed the basis for the FLQ program. Excerpts from this work are available ON RESERVE, in the file of RESERVED DOCUMENTS FOR HISTORY 112, at Camosun's Library.
8. "Facts on Sex Hygiene for Girls and Young Women," Ontario Provincial Department of Health, 1928. Available ON RESERVE, in the file of RESERVED DOCUMENTS FOR HISTORY 112, at Camosun's Library.
9. "Minutes of a Meeting Held at 10:00 A.M. August 10, 1953, in Room 304, Langevin Block , to Discuss the Transfer of Certain Eskimo Families from Northern Quebec to Cornwallis and Ellesmere Islands." Obtained from the National Archives of Canada, Advisory Committee on Northern Development, R622/254/40-8-1/4. This document is one of many used as evidence in the Royal Commission on Aboriginal Peoples, 1993, and it specifically discusses the relocation of Inuit to the Arctic.
10. Letters written to and from the Minister of Public Works, British Columbia during the Great Depression. Available ON RESERVE, in the file of RESERVED DOCUMENTS FOR HISTORY 112, at Camosun's Library.
11. *One Canada: memoirs of the Right Honourable John G. Diefenbaker*, vol. 1 and 2, by John Diefenbaker. Choose one chapter of his memoirs to analyse. ON RESERVE at Camosun Library.

12. *Within the barbed wire fence: a Japanese man's account of his internment in Canada* by Takeo Ujo Nakano. ON RESERVE at Camosun Library. Choose one portion of this account to analyse.
13. *Memoirs* by Pierre Elliot Trudeau. ON RESERVE at Camosun Library. Choose one chapter or aspect of his memoirs to analyse.
14. *The Four Quarters of the Night: The Life-Journey of an Emigrant Sikh*, by Tara Singh Bains and Hugh Johnston. Use Chapter 5 "Keeping My Faith" or Chapter 6 "A Lumber Worker." INSTRUCTOR HAS COPY.
15. *The Regina Manifesto* articulated the goals of the newly formed Cooperative Commonwealth Federation. It can be found on-line at www.prairiecentre.com/manifesto.htm or www.arts.uwaterloo.ca/ECON/needhdata/Regina_Manifesto.html
16. *The Four Quarters of the Night: The Life-Journey of an Emigrant Sikh* by Tara Singh Bains and Hugh Johnston. Choose either Chapter 5 "Keeping my Faith," or Chapter 6 "A Lumber Worker." INSTRUCTOR HAS COPY.
17. *Letters of George Pearkes*. This section on the First World War experience of Pearkes contains some letters written by him.
<http://collections.ic.gc.ca/uvic/pearkes/pvl5/lettersapro.html>.