



**CAMOSUN COLLEGE**  
*School of Arts & Science*  
*Humanities Department*

***History 112, Post-Confederation Canada***  
***Spring 2003***

**COURSE OUTLINE**

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**1. Instructor Information**

Instructor Susan Johnston  
Office hours Monday, 4 to 5 p.m., Wednesday, 4 to 5 p.m., **OR BY APPOINTMENT**  
Location Young 323  
Phone 370-3363  
E-mail JohnstoS@camosun.bc.ca

**2. 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 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 and 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, students 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 history 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 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 or to seek clarification and direction.

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

### 3. Required Materials

#### Texts

Francis, R. Douglas, Richard Jones, Donald B. Smith. *Destinies: Canadian History Since Confederation*, 4<sup>th</sup> edition. Toronto: Harcourt Canada, 2000.

*Reading Package*, History 112: Post-Confederation Canada (available at the Lansdowne Campus Book Store)

### 4. Course Content and Schedule

#### 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.

#### Textbooks

*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. The *Reading Package* will be used for seminars and all assigned seminar readings are compulsory.

#### 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 entire 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 any 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 28 and a final examination held during the formal examination period of June 23 to 25, 2003. Exams will consist of short answer questions, identify and give the significance questions, and essay questions. 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.

#### Written Assignments

Students must complete two written assignments of between 800 and 1000 words (excluding footnotes and bibliography): one critical article review and one primary source document 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 are appended to this document and will be discussed at the first seminar.

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, and you may not cut and paste information from internet sources. **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 class.**

## **Class Schedule**

**May 5:** 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 7:** Entry of the North West into Confederation, The First Nations and 1885

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

**Seminar:** *Reading Package*, **Topic 1**,

**Focus Questions:** 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 12:** The National Policy, Industrialization

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

**Seminar:** *Reading Package*, **Topic 2, Topic 6 "Gender and Work in Lekwammen Families"**

**Focus Questions:** 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? Did the First Nations of British Columbia experience industrialization?

**May 14:** Immigration before the First World War, Asian Immigration into British Columbia

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

**Seminar:** *Reading Package*, **Topic 4, Topic 3, "The Great March"**

**Focus Questions:** 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 19: NO CLASS**

**NO CLASS**

**May 21:** Nationalism in Canada before 1930

**ARTICLE REVIEW DUE TODAY**

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

**Seminar:** *Reading Package*, **Topic 5** (Note: the third article may not be used for the critical article review), **Topic 6, "Taming Aboriginal Sexuality"**

**Focus Questions:** How does sexuality play into the idea of nation and citizenship? Why is it important to study sexual politics in history? Who defined normal as compared to deviant?

**May 26:** The First World War and Anglo-French Tensions, Film *If ye break faith*

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

**Seminar:** *Reading Package*, **Topic 7**

**Focus Questions:** Why are these two interpretations so different? Which one do you find most believable? Why? (Note: you will not be examined on Topic 7 readings until the final examination)

**May 28:** Midterm exam

**MIDTERM EXAM TODAY**

**June 2:** Political and Social Responses to the Depression

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

**Seminar:** *Reading Package*, **Topic 8**

**Focus Questions:** Did the Second World War change the status of Canadian women in any significant way? What does women's history tell us about Canadian society?

**June 4:** Canada and the Second World War, Canadian-American Relations During the Cold War

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

**Seminar:** *Reading Package*, **Topic 9**

**Focus Questions:** What does oral history contribute to our understanding of the Cold War period? What does gender and class have to do with politics?

**June 9:** Canadian-American Relations cont., Post-War Canada and the New Left

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

**Seminar:** *Reading Package*, **Topic 10**

**Focus Questions:** To what extent do images of masculinity feature in these two articles? What is the connection between masculinity and nation building?

**June 11,** Quiet Revolution, Film: *Action: the October Crisis of 1970*

**DOCUMENT ANALYSIS**

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

**DUE TODAY**

**Seminar:** *Reading Package*, **Topic 11**

**Focus Questions:** 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 16:** The First Nations and the Land Question in British Columbia

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

**Seminar:** Class discussion on the Nisga'a treaty and land claims in Canada. To prepare for this discussion, students should look for material on land claims on the internet. Try to find a variety of perspectives.

**June 18:** Contemporary Canada, Exam Review

**FINAL CLASS**

## 5. Basis of Student Assessment (Weighting)

### Assignments

Critical Article Review	Due May 21	15%
Document Analysis	Due June 11	15%

### Exams

Midterm Exam	May 28	25%
Final Exam	Exam period	25%

### Attendance and Participation

Seminar participation	Ongoing	20%
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## 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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)