



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

*History 112, Canada Since Confederation*  
*Section 06 Winter 2004*

## **COURSE OUTLINE**

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### **Instructor Information**

Instructor: Keith Smith  
 Office hours: Monday and Thursday 9:15-10:15am  
 Thursday 3:15 to 4:15pm or by appointment.  
 Office Location: Fisher 324A  
 Phone: 370-3935  
 E-mail: [smithkd@uvic.ca](mailto:smithkd@uvic.ca)

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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 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:**

J.M. Bumsted, *The Peoples of Canada: A Pre-Confederation History*, 2<sup>nd</sup> edition (Toronto: Oxford University Press, 2003).

Fred and Mary Courtoreille with Terrance Armstrong, *Roast Moose and Rosaries: Fred & Mary's Story* (Moberly Lake, BC: Twin Sisters Publishing, 1997).

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 Mondays but will be divided into two sections (A and B) for Thursday'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	Monday 10:30 – 12:20 pm	Y 317
	Thursday 10:30 – 11:20 pm (section A)	Y 325
	Thursday 11:30 – 12:20 pm (section B)	Y 325

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>Roast Moose and Rosaries</i> (Due in class Feb. 23 <sup>rd</sup> )	15%
Midterm Quiz (Monday Feb. 16 <sup>th</sup> )	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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)



- Monday Apr. 5                    1) **The FLQ Crisis**
- 2) **Contemporary Canada and Globalization**
- Thursday Apr. 8                **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 analyze **all of the readings for any one reading package topic** that we use in a discussion group session. You may choose to analyze any of the reading package topics that you choose but you must it be pre-selected by signing up on the lists in my office.

Your primary task is to analyze the articles themselves not the content of the articles. The summary portion of your analysis, then, should be kept brief. Some of the questions you may wish to consider in your analysis are: What is the primary argument or thesis of each article? What is intended audience of this article and the publication in which this article appears? How does the intended audience effect what is written and how it is presented? What are the strengths and weaknesses of each article? Are you convinced by the authors' arguments? Why or why not? How reliable are the authors' sources? Why did you come to this conclusion about sources? What are the perspectives of the authors and how do they differ? What impact do the cultural location of the writer and the context of the writing have on the tone and message offered? Remember that just because an article might seem neutral to you there is still a perspective and an argument that you will need to determine. Conversely, just because an article is strongly argued from a particular perspective does not mean that it is bad history. You will have to judge all articles based, in part, on the criteria mentioned above or any other that you think relevant. Your analysis should be between 1250 to 1500 words or five to six pages in length.

### **Book Review of *Roast Moose and Rosaries***

For this assignment you will write a book review of Fred and Mary Courtoreille's *Roast Moose and Rosaries*. Your review should be 1000 to 1250 words, or four to five double-spaced pages in length and is **due in class Monday February 23<sup>rd</sup>**. Remember this is *not merely a summary* of the material but a critical review of the work. You may find useful some of the question that I posed in the section on the article analysis section above. You should also consider what the authors are trying to tell us with this work and how successful they are at achieving these objectives. You should discuss what if anything you learned from the book regarding larger issues like the historical experience of First Nations people in Canada, Canadian policy regarding indigenous people, the social context in which the events discussed in the book occurred and possibly even about the current situation of First Nations people in Canada. Do they or their communities encounter any particular problems for example? If they do, why is this the case? You should also consider the potential strengths and weaknesses of using this work in a history course. Is it useful in any way or is it irrelevant to history because it is not a formal history?

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*. All assignments must also be submitted electronically (either by e-mail or on disk) by the due date. If you submit your assignments as e-mail attachments please ensure that your name and course number appear in the subject line of the e-mail. 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. Computer problems do not meet these criteria so please save your work often and leave yourself enough time to resolve any computer complications. Papers should not be slipped under my office door. Papers submitted in this way will be penalized at the daily rate until the day I find them.

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

## Statement on Academic Standards

Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, there is a difference between the use of an acknowledged restatement of someone else's arguments, and the unacknowledged restatement of someone else's arguments in the guise of original work. Plagiarism, therefore, is a form of academic misconduct in which an individual submits or presents the work of another person as his or her own.

Plagiarism exists when an entire work is copied from an author, or composed by another person, and presented as original work.

Plagiarism exists when there is no, or there is inadequate, recognition given to an author for phrases, sentences, ideas, or arguments of the author incorporated in your work; and, without limiting the generality of the foregoing, it includes the failure to indicate clearly through quotation marks or indentations of longer passages, that materials have been incorporated verbatim into your written work. In short, when excerpts or the ideas from the work of another person are used in your work, the author must be acknowledged through footnotes or endnotes.

Submitting the same essay, presentation, or assignment more than once (whether the earlier submission was at this or at another institution) unless prior approval has been obtained is also an academic offence.

It is important therefore that all source material used in preparation of all assignments be *properly cited*, with either footnotes or endnotes. Assistance in properly citing your work can be found in the History Department's "Style Guide". If you are unsure about plagiarism or citations please check with me.

**NOTE:** I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose.

### Midterm Quiz

The midterm quiz will include 25 fill in the blank questions that require no more than one or two word answers, 25 multiple choice questions, and a map of Canada on which you will locate 10 assigned places.

### Final Exam

The final exam for this course will consist of 4 parts: 10 multiple choice and/or fill in the blank questions of the same type as the midterm, a map of Canada on which you will locate 10 assigned places, 3 "define, and explain the historical significance of" type questions, and an essay question. Potential essay and "define and explain the historical significance of" questions will be provided in advance and you will have some choice of questions of these types that you choose to answer.