

CAMOSUN COLLEGE
School of Arts & Science Department
History 112(05), Post-Confederation Canada
Winter 2004

COURSE OUTLINE

Instructor Information

Instructor: Susan Johnston
Office hours: Tuesday/Thursday: 3:30-4, 6:30-7 p.m.
Wednesday/Friday: 9:30 to 10:15, 1:30 to 2:20 or by appointment
Office Location: Young 323
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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.

Required Materials

Texts:

R.D. Francis, R. Jones, and D.B. Smith, *Destinies: Canadian History Since Confederation*, 4th edition.

Reading Package, History 112 (available at Camosun College Bookstore)

University of Victoria, Department of History Style Guide, available online at <http://www.uvic.ca/history>. Click on the "Links" button at the top of the page and download or print from there.

Course Content and Schedule

Class times and location: Wednesday 2:30 – 4:20 pm Young 325
 Friday 2:30 – 3:20 pm (section A) Young 325
 Friday 3:30 – 4:20 pm (section B) Young 325

Lectures and Films: Lectures and films will be scheduled for Wednesdays. 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: On Fridays, the class will be divided into two sections to discuss selected readings from the *Readings Package*. Seminar participation will make up 20% (15% participation, 5% summaries) of the grade for this course. Seminars require your interaction with the group; they cannot be "made up". Therefore, **if you miss more than (3) three seminars, you will forfeit the participation mark.**

Students are responsible for reading the assigned articles before the seminar and should be prepared to discuss the thesis, main points of each article, sources and evidence used by the authors to make their arguments. **Students must compile a point-form summary for each article which identifies the thesis, the main points which prove the thesis, and the types of sources used as evidence.** These summaries will be collected randomly throughout the term.

In order to facilitate discussion, students should also bring at least one question to ask other members of the seminar group. 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 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 and a final examination held during the formal examination period. 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: Along with seminar article summaries, students must complete two written assignments: one critical article review and one primary source analysis. Further instructions for both assignments are appended to this outline.

20% - Article Review and conducting of seminar (15% for written article review and 5% for conducting seminar)– **due on the date we discuss the article in class.** In addition to preparing a written article review, students submitting reviews will conduct the seminar. Therefore, it is expected students will work together to plan their approach. Student attendance is mandatory on the day they submit their article review.

15% - Document Analysis – due on Wednesday, March 24. Students will choose a primary document from the list appended to this outline and will prepare a 750 to 800 word analysis.

Evaluation: All essays will be marked for grammar, clarity of writing, organization, content, and analysis.

Structure: 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. Essays should be prefaced by a cover page. Bibliographies should be placed on a separate page at the end of the essay. Students should keep a photocopy of each essay submitted until final grades have been posted.

Plagiarism: a form of cheating and 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, you may not cut and paste information from internet sources, and you may not cheat on examinations. **As students will have the opportunity to ask questions about plagiarism and cheating in class, the instructor will accept no excuses if the student does cheat or plagiarize.**

Essays must be handed to the instructor in class on the due date. Marks will be deducted for lateness at a rate of 5% 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 *Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of every class.*

Jan. 7: Introduction to History 112

Jan. 9: Seminar: discussion of seminar protocol, critical article review signup.

Jan. 14: Canada at Confederation, the Indian Act of 1876 (*Destinies*, Chapter 1)

Jan. 16: Seminar: Writing essays. Please bring a copy of the UVic history department style guide to class. Attendance at this seminar is compulsory.

Jan. 21: Entry of the North West into Confederation, The First Nations and 1885 (*Destinies*, Chapter 2, Chapter 4)

Jan. 23: *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?

Jan. 28: The National Policy, Industrialization (*Destinies*, Chapters 3, 6, 7)

Jan. 30: *Reading Package, Topic 2*

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?

Feb. 4: Immigration before the First World War, Asian Immigration into British Columbia (*Destinies*, Chapters 5, 9)

Feb. 6: *Reading Package, Topic 4, Topic 6,*

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? Why is it problematic to categorize the Kwakwaka'wakw and other First Nations as either "traditional" or "modern"? Why would the Kwaskwaka'wakw performers participate? To what degree did the "performances" reflect cultural changes adopted by the performers?

Feb. 11: Nationalism in Canada before 1930 (*Destinies*, Chapters 7, 8, 9)

Feb. 13: **READING BREAK – NO CLASS TODAY**

Feb. 18: The First World War and Anglo-French Tensions, Film *If ye break faith* (*Destinies*, Chapters 10, 11)

Feb. 20: *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?

Feb. 25: **MID TERM EXAM**

Feb. 27: *Reading Package, Topic 7*

Focus Questions: Why are these interpretations so different? Which one do you find most believable? Why?

March 3: Political and Social Responses to the Depression (*Destinies*, Chapters 11, 12)

March 5: *Reading Package*, **Topic 8**

Focus Questions: Did the Second World War change the status of Canadian women in any significant way? To what extent did “consumer activism” allow women “to carve out significant space in the public sphere?”

March 10: Canada and the Second World War, Canadian-American Relations During the Cold War (*Destinies*, Chapters 13, 15)

March 12: *Reading Package*, **Topic 9**

Focus Questions: What ended the youthful protests over the raising of chocolate bar prices in 1947? According to the testimonies collected by Scher, what were some of the un-Canadian activities that justified RCMP surveillance and the violation of civil liberties? Why did the RCMP observe members of the Mine Mills Women’s Auxiliaries and how did such surveillance constrain women’s activities and reinforce ideas of normalcy?

March 17: Canadian-American Relations cont., Post-War Canada and the New Left (*Destinies*, Chapters 13, 14, 15, 19)

March 19: *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? What does Iacovetta’s deconstruction of journalists’ reports reveal about the treatment of immigrants during the Cold War period.

March 24: Quiet Revolution, Film: *Action: the October Crisis of 1970* (*Destinies*, Chapters 17, 18)

DOCUMENT ANALYSIS DUE TODAY

March 26: Seminar: *Reading Package*, **Topic 11**

Focus Questions: To what extent did the embracing of “new nationalism” and “economic nationalism” effect Canadian trade unions’ responses to the closing of manufacturing plants in Ontario from 1969 to 1984 How did the Canadian trade unionist response differ from their American counterparts? According to Leach and Winson, what was the impact of corporate restructuring on Ontario’s communities?

March 31: The First Nations and the Land Question in British Columbia (*Destinies*, Chapters 16, 20)

April 2: Seminar on the Nisga’a treaty and land claims in Canada.

Focus: To prepare for this discussion, students should look for material on land claims on the internet. Try to find a variety of perspectives and a variety of cases.

April 7: Lecture: Contemporary Canada and Globalization AND Exam Review (*Destinies* Chapters 18, 20)

Basis of Student Assessment (Weighting)

Assignments

20% - Document Analysis Due **Wednesday, March 24.**

20% - Article Review and conducting of seminar (15% for written article review and 5% for conducting seminar)– **due on the date we discuss the article in class.**

Exams

20% - Mid-term Exam – Wednesday, February 24.

25% – Final Exam – to be held during the final exam period.

Other

15% - Seminar Participation

******Students who miss more than three 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