

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

**History 112, Post-Confederation Canada**  
**Winter 2005**

**COURSE OUTLINE**

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**Instructor Information**

Instructor: Paula Young  
Office hours: Monday 10:00-10:30 am; 1:30-2:30 pm  
Tuesday 9:30-10:00 am, 4:30-5:00 pm  
Wednesday 9:30-10:00 am; 1:30-2:00 pm  
Thursday 1:00-2:30 pm  
**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.



## 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)

## Class Schedule

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

Monday Jan. 10	Introduction and Confederation lecture; Read <i>Destinies</i> , ch. 1
Wednesday Jan. 12	Seminar: Further discussion of assignments
Monday Jan. 17	Lecture: There goes the West!, Read <i>Destinies</i> , ch. 2 & 3
Wednesday Jan. 19	Seminar: Readings, Topic 1
Monday Jan. 24	Lecture: Nationalism, Regionalism and Imperialism, Read <i>Destinies</i> , ch 4 & 5
Wednesday Jan. 26	Seminar: Readings, Topic 3
Monday Jan. 31	Lecture: Industrialization, Immigration & Reform, Read <i>Destinies</i> , ch. 6, 7, 8 and p. 209 of chapter 9
Wednesday Feb. 2	Seminar: Readings, Topic 2
Monday Feb. 7	Lecture: World War I, Read <i>Destinies</i> , ch. 9 & 10
Wednesday Feb. 9	Seminar: Readings, Topic 4
Monday Feb. 14	Lecture: The "Roaring" Twenties and the fear of Bolshevism Read <i>Destinies</i> , ch. 11 <b>DOCUMENT ANALYSIS DUE</b>
Wednesday Feb. 16	Seminar: Readings, Topic 5
Monday Feb. 21	<b>MID TERM EXAM</b>
Wednesday Feb. 23	Seminar: FILM

Monday Feb. 28	Lecture: Great Depression, Read <i>Destinies</i> , ch. 12
Wednesday Mar. 2	Seminar: Readings, Topic 6
Monday Mar. 7	Lecture: World War II, Read <i>Destinies</i> , ch. 13 & p. 404 of ch. 16
Wednesday Mar. 9	Seminar: Readings, Topics 7 & 8
Monday Mar. 14	Lecture: Cold War and Post War Consensus, 1945-1970s
Wednesday Mar. 16	Read <i>Destinies</i> , ch. 14 & 19 Seminar: Readings, Topic 9 & film <i>Mouseland</i>
Monday Mar. 21	Lecture: Canada and Quebec 1960s
Wednesday Mar. 23	Read <i>Destinies</i> , ch. 15 & pp. 426-433 of chapter 17 Film: <i>The October Crisis 1970</i>
Monday Mar. 28	<b>EASTER MONDAY HOLIDAY</b>
Wednesday Mar. 30	Seminar: Discussion of <i>All Hell Can't Stop Us</i> <b>BOOK REVIEW DUE</b>
Monday Apr. 4	Lecture: Aboriginal people, Canada and Quebec, 1970s-1990s
Wednesday Apr. 6	Read <i>Destinies</i> , ch. 16 and pp. 433-453 of chapter 17 Seminar: Readings, Topic 10
Monday Apr. 11	Exam Review ½ hour and Lecture: End of the post-war consensus; rise of neo-liberalism & globalization, 1980-present, Read <i>Destinies</i> ch. 20
Wednesday Apr. 13	Seminar: Readings, Topic 11
April 18-23; 25-26	<b>FINAL EXAM PERIOD</b>

**Plagiarism: Do not plagiarize.** Plagiarism is when an writer uses another person's words or ideas without properly crediting the source. Plagiarism includes: using another's exact words without including those words in quotation marks and without footnoting the source. It includes: changing only a few words in a sentence instead of directly quoting or rephrasing in one's own words; in this case it is plagiarism even if you end the sentence with a footnote. It includes: using someone else's ideas without footnoting the source.

Plagiarism is a serious academic offense and is easily detectable. Plagiarism will result in a failed paper and may result in further disciplinary action.

## DOCUMENT ANALYSIS ASSIGNMENT HISTORY 112

The purpose of this assignment is for students to develop critical thinking, analytical and research skills by analysing and comparing two primary documents. This assignment will help students learn to write in a clear and concise manner.

WARNING: THIS ASSIGNMENT REQUIRES EFFORT AND TIME. THOSE STUDENTS WHO ARE LIKELY TO DO WELL WITH THIS ASSIGNMENT ARE THOSE WHO SPEND THE TIME THOROUGHLY READING AND ANALYSING THE MATERIAL AND WHO WRITE NUMEROUS DRAFTS OF THEIR ESSAY.

**Length:** between 750 and 900 words (longer essays will not be accepted)

**Tense:** use past tense for history assignments

**Format:** double-space, one inch margins, title page, footnotes and bibliography

**Footnote and bibliography formats:** *Chicago* style – see the Uvic History Department Style Guide ([www.uvic.ca/history](http://www.uvic.ca/history)) and click on “Links” to find the style guide) or refer to Richard Marius, *A Short Guide to Writing About History* (Camosun Library)

### Topics:

Option 1 - Compare *The Unemployment Relief Act, 1930* in *Documenting Canada*, with the letter from Ralph A. Mackenzie to Prime Minister R.B. Bennett, dated April 7, 1931, p. 6-7 in *The Wretched of Canada*.

Option 2 - Defense of Canada Regulations (amended 1942) in *Documenting Canada* with “To Vancouver and on to Yellowhead Road Camp,” pp. 12-18 of *Within the Barbed Wire Fence*.

Option 3 - OIC PC 2248 creating federal relief camps in *Documenting Canada*, with chapter 3, “The Slave Camps” from Liversedge, *Recollections of the On to Ottawa Trek*

Option 4 - 1884 and 1895 Indian Act Amendments (2 documents that work together) in *Documenting Canada* with Daisy Sewid-Smith’s chapter “The Defense” in *Prosecution or Persecution*.

Option 5 - Amendment to Criminal Code, 1924 (page 93-98) in *No Easy Road*, with Ontario, Provincial Department of Health, *Facts on Sex Hygiene for Girls and Young Women*

Option 6 - Amendment to Criminal Code, 1924 (page 93-98) in *No Easy Road*, with “My Wife no Wants this Baby” (p. 127) in *No Easy Road*

### Sources on Reserve at Camosun’s Library:

Francis, Jones and Smith, *Destinies: Canadian History Since Confederation*, 5<sup>th</sup> edition (note this is a new edition)

Dave de Brou and Bill Waiser, *Documenting Canada: A History of Modern Canada in Documents*

L.M. Grayson and Michael Bliss, *The Wretched of Canada: Letters to R.B. Bennett, 1930-1935*

Takeo Nakano, *Within the Barbed Wire Fence*

Ronald Liversedge, *Recollections of the On to Ottawa Trek*

Daisy Sewid-Smith, *Prosecution or Persecution*

Beth Light and Ruth Pierson, *No Easy Road*

Ontario, Department of Health, *Facts on Sex Hygiene for Girls and Young Women*

## **Essay Structure**

*PART I* – will include a thesis statement and will introduce the respective documents and their authors. To formulate your thesis, think about the main points of each of the documents. What conclusions did you reach?

*PART II* – consider the following questions as they relate to each of your documents. It is possible that you will not be able to answer each of the questions for each document but you must answer (e).

Instead of simply answering each question, use the answers to formulate a sophisticated analysis of each document and **quote from the documents to prove your points**. For contextual information about your selected topic, please refer to the relevant sections of your textbook.

- a) What position did the authors hold in society? ie what class did he/she represent?
- b) Who were the intended audiences?
- c) Who were the documents aimed at? Were they designed to control public/anyone's behaviour?
- d) What do the documents tell you about the authors' values or attitudes?
- e) Why are these documents useful as historical evidence? What do they tell you about the past and why might that be important? [Please be sure to provide quotes to support your points]

*PART III* – compare the documents and consider the following questions:

- a) How do the documents differ?
- b) Do the authors write from different perspectives?
- c) Why might their perspectives differ?

**IF YOU NEED HELP WITH THE ASSIGNMENT, PLEASE SEE THE INSTRUCTOR AT LEAST ONE WEEK BEFORE THE ASSIGNMENT IS DUE.**

## **HOW TO WRITE A HISTORY BOOK REVIEW**

**Paula Young  
Camosun College**

### **PLEASE READ ABOUT PLAGIARISM IN YOUR COURSE OUTLINE**

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 identifying the author's sources and providing specific examples from the book to show how the author supports his/her thesis. Also, you must properly footnote your references and must attach a bibliography (please use *Chicago* style). 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 thesis in the 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, then 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 proletariats and the bourgeoisie.

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. Is your thesis statement clear? Does it have several points that you can elaborate on in part 2 of the review? Do your subsequent paragraphs have topic sentences that link back to a point in the author's thesis? Did you provide examples of the sources he/she used and did you quote to prove your points?

Finally, 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.

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).

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

