

CAMOSUN COLLEGE
School of Arts & Science Department
History 112(04), Post-Confederation Canada
Winter 2005

COURSE OUTLINE

Instructor Information

Instructor: Susan Johnston
Office hours: Tuesday: 2:30 – 4:00 p.m. Wednesday: 2:00 – 2:25, 4:30 – 5:00 p.m.
Thursday: 2:30-3:30 p.m. Friday: 10:00 – 10:20, 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 – All Sections (available at Camosun College Bookstore)

University of Victoria, Department of History Style Guide: available online at <http://www.uvic.ca/history>. Click the "On Campus Resources" button at the left hand side of the page and print.

Course Content and Schedule

Class times and location: Wednesday 10:30 – 12:20 Fisher 302
Friday 10:30 – 11:20 (section A) Young 317
Friday 11:30 – 12:20 (section B) Young 317

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 **15%** 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. **In order to facilitate discussion, students should 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. The instructor reserves the right to collect questions as needed to ascertain student progress in the course.

Examinations: There will be one mid term examination held in class on **Wednesday, March 02**, 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 sections or chapters in your textbook. Each exam will be worth **25%**.

Written Assignments: Students must complete two written assignments: one critical article review and one comparative analysis of two primary source documents. Further instructions for both assignments are appended to this outline.

15% - Article Review – due on the date we discuss the article in class.

20% - Comparative Document Analysis – due on Wednesday, March 30. Students will choose a topic from the list appended to this outline and will prepare an 800 - 1000 word analysis.

Due Dates: 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.**

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

Structure: Your essay must be double-spaced, on one side of the page only, and have a margin of at least one inch on both sides of the text. Preface the essay with a cover page and place the bibliography on a separate page at the end of the essay. Keep a photocopy of each essay submitted until final grades have been posted.

Footnote Format: Students must use and follow the citation format contained in the UVic style guide. Students uncertain about referencing should consult the instructor before handing in your essay. If you fail to use the class format, your essay will be returned to you to rewrite. **The 5 marks-per-day late penalty will apply to all essays returned for rewrite.**

Plagiarism: a form of cheating and a serious academic offence that 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.**

Class Schedule

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

Jan. 12: Introduction to History 112, Canada at Confederation

Jan. 14: Seminar: discussion of seminar protocol, critical article review signup, writing essays.
Attendance at this seminar is compulsory.

Jan. 19: Canada at Confederation cont., the Indian Act of 1876 (*Destinies*, Ch. 1)

Jan. 21: Seminar: *Reading Package*, **Topic 1**

Jan. 26: Entry of the North West into Confederation, The First Nations and 1885 (*Destinies*, Ch. 2, 4)

Jan. 28: Seminar: *Reading Package*, **Topic 2**

Feb. 02: The National Policy, Industrialization (*Destinies*, Ch. 3, 6, 7)

Feb. 04: Seminar: *Reading Package*, **Topic 3**

Feb. 09: Immigration before the First World War, Asian Immigration into British Columbia (*Destinies*, Ch. 5, 9)

Feb. 11: **READING BREAK – NO CLASS TODAY**

Feb. 16: Nationalism in Canada before 1930 (*Destinies*, Ch. 7, 8, 9)

Feb. 18: Seminar: *Reading Package*, **Topic 4**

Feb. 23: The First World War and Anglo-French Tensions, Film *If ye break faith* (*Destinies*, Ch.10, 11)

Feb. 25: Seminar: *Reading Package*, **Topic 5**

Mar. 2: **MID TERM EXAM**

Mar. 4: Seminar: *Reading Package*, **Topic 6**

Mar. 9: Political and Social Responses to the Depression (*Destinies*, Ch.11, 12)

Mar. 11: Seminar: *Reading Package*, **Topic 7**

Mar. 16: Canada and the Second World War, Canadian-American Relations During the Cold War (*Destinies*, Ch.13, 15)

Mar. 18: Seminar: *Reading Package*, **Topic 8, Topic 9 LeClerc and Steedman articles**

Mar. 23: Canadian-American Relations cont., Post-War Canada and the New Left (*Destinies*, Ch.13, 14, 15, 19)

Mar. 25: **GOOD FRIDAY – NO CLASS TODAY**

Mar. 30: Quiet Revolution, Film: *Action: the October Crisis of 1970* (*Destinies*, Ch. 17, 18)

COMPARATIVE DOCUMENT ANALYSIS DUE TODAY

Apr. 1: Seminar: *Reading Package*, **Topic 9, Hewitt article, Topic 11**

Apr. 6: The First Nations and the Land Question in British Columbia (*Destinies*, Ch. 16, 20)
April 8: Seminar: *Reading Package*, **Topic 10**

April 13: Lecture: Contemporary Canada and Globalization (*Destinies* Ch. 18, 20)
April 15: Exam Review

Basis of Student Assessment (Weighting)

Assignments

20% - Comparative Document Analysis Due Wednesday, March 30.

15% - Article Review – due on the date we discuss the article in class.

Exams

25% - Mid-term Exam – Wednesday, March 2

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

Other

15% - Seminar Participation

Students who miss more than three seminars will forfeit their entire seminar participation 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

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 800 and 1000 words

Tense: use past tense for history assignments

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

Footnote format: *Chicago* style – see the UVIC History Department Style Guide

(www.uvic.ca/history and check “On Campus Resources” 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*, 5th 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*

Comparative Document 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 REVIEW OF A HISTORY ARTICLE

(revised June 2004)

Your task: to review, analyze, and critique a history article.

Format: double-space, 1 inch margins, 12 point font. Length: 750 words.

Write history essays in the **past tense** (except for direct quotes).

Short quotes must be integrated into sentences. Introduce long quotes with a colon (:), then indent and single-space any quote longer than four (4) lines).

Footnoting: Please footnote in the **Chicago style**. You can find examples in the on-line style guide at www.uvic.ca/history. Click "On campus resources" to find the style guide. This guide provides examples for footnotes and bibliography and provides useful instructions for writing history papers.

Plagiarism: Please footnote when quoting the author directly or when paraphrasing her/his words. Do not pass off the author's words or ideas as your own or you will receive a 0 on the paper.

Purpose of the assignment: The article review is **not** a summary of the article. It has a more specific purpose – to help you understand how historians construct their histories and how they use historical evidence to draw conclusions about a particular topic. Therefore, you will only read this article and not draw on other sources for your analysis.

CONSTRUCT THE REVIEW

Your review will be divided into **three main parts** (and parts 2 and 3 divided into numerous paragraphs).

PART 1 – In one paragraph (about 5 or 6 sentences in length) identify the author's argument or thesis.

How do you identify the argument or thesis? First, identify the author's main points and conclusions. The author usually seeks to answer a question about her/his topic. For example, in Arthur Silver's article, "Quebec and Confederation," the author examined the reasons Quebec joined Confederation by answering the question "why did Quebec join Confederation?" So try to come up with a question that you can answer that will indicate the author's conclusions about his/her subject.

Helpful hints: Read the first and last few paragraphs in the article. Underline or note the points you think are critical. Then carefully read the whole article, noting the main points and sub-points. When you finish reading, compare the notes you made when you read the beginning and end of the article with the notes you made throughout. Do they appear similar? Do not worry if it takes more than one read! Think again about the question the author may be answering then formulate a thesis statement or argument by answering the question.

Another way a historian may identify part of his/her argument or thesis is by referring to the works of other historians and then disputing and/or qualifying their findings by presenting new evidence. Watch out for this practice and include it in your thesis statement if appropriate.

Writing the argument (thesis statement): Begin your essay as follows: In "name of article," Joe Smith (author's name) argued that.... – then set out what you believe is the author's argument. In the argument make approximately three clear points that you can elaborate upon in part 2.

For example:

In "Quebec and Confederation," Arthur Silver argued that Quebec joined Confederation because powerful politicians such as Cartier believed that the British North America Act gave Quebec control over language and cultural issues, and protected its distinctiveness. In addition, Silver argued that Cartier saw the union with Canada as the only viable option for Quebec at the time; Quebec did not want to risk annexation to the United States, nor was it able to be independent. Politicians in Quebec viewed confederation as a temporary union until Quebec was able to support itself economically and militarily.

In this example, the three points are: control over cultural issues; confederation was the best option, Quebec considered confederation as a temporary solution

PART 2 – In several paragraphs, show me that you understand how the author used primary and secondary sources to prove her/his argument or main points. Expand on each of the three points you raised in the argument and link each one to the sources the author used. To achieve this, address each point in turn.

Once you identify these points, look at the footnotes to identify the sources the author used to prove each point. Then link each point to the author's sources (or historical evidence) and provide quotes to support your findings. Be detailed in this portion of your analysis.

The following example shows one way to link the main points to the sources: This point was the first point identified in the argument made in Part 1.

To support his argument, Silver examined the newspaper *La Minerve* and correspondence between Georges-Etienne Cartier and John A. MacDonalD to show that Cartier believed provincial powers outlined in the Constitution enabled Quebec to control language and cultural issues that ensured its distinctiveness. These constitutional provisions also ensured the Federal government could not interfere with those important issues. For example, according to *La Minerve*...[insert relevant quote and footnote].¹

Provide a linkage to sources for each of the author's main points.

PART 3 – Critique the author's work

a) Present a detailed analysis of the sources used. Did the author use secondary sources" Or, did he also refer to primary sources such as newspapers, government documents, correspondence, and diaries? Did the author rely mostly on one type of source or did s/he present balanced information? If the author used pictures or statistics where did s/he obtain them and how did s/he use them in the article? Sometimes authors will tell you there were problems with the sources and discuss how s/he dealt with those problems – make a note of this.

b) Did the author adequately prove his/her argument? For example, did the author draw any conclusions that were not supported by historical evidence? Did you find any of the conclusions inaccurate (to the best of your knowledge)?

c) Did the author have an identifiable bias? In other words, did s/he appear to be impartial? Historians sometimes favour a political ideology such as marxism (capitalism is bad) or liberalism (socialism is bad). However, biases can also be found if a historian's focus of analysis is quite narrow. For example, some authors focus on only one of the following: economics, politics, gender, race, or class, and may not consider the complexity of historical change and the interrelationship of each of these factors.

Finally, provide a brief conclusion which sums up your analysis of the article.

¹ Arthur Silver, "Confederation and Quebec," in *Readings in Canadian History, Pre-Confederation*, 5th edition, R.D. Francis and D.B. Smith, editors (Toronto: Harcourt Brace, 1998), 281.