

	<p><b>School of Arts &amp; Science</b>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 112-01</b>  <b>Canada After Confederation</b>  <b>Spring 2008</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Chris Morier
(b)	Office Hours:	Tuesdays and Thursdays, 1:30 p.m. to 2:30 p.m.; or by appointment
(c)	Location:	Young 320
(d)	Phone:	370-3390
(e)	Email:	morierc@uvic.ca

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify critical themes, events, and issues in the construction of Canada since 1867.
2. Describe Aboriginal-European relations.
3. Describe relations between French and English Canadians, and between them and other ethnic groups.
4. Analyze political challenges and changes.
5. Describe the development of national consciousness, the legacy of British colonial control and its transformation.
6. Evaluate Canadian-American relations, Canada's place in the world, and its participation in wars.
7. Summarize economic, cultural and social development.
8. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.
9. 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.
10. Define history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
11. Use history to define and explicate the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
12. Further demonstrate skills in research, writing and written and oral communication.

### 3. Required Materials

(a)	Texts	<p>J.M. Bumsted, <i>A History of the Canadian Peoples</i> (Third Edition). Don Mills: Oxford University Press, 2007. Available in Camosun College Bookstore.</p> <p>Reading Package, History 112. Available in Camosun College Bookstore.</p>
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(b)	Other	Camosun College, Department of Humanities, History Style Guide. This document provides tips for seminar and essay preparation and is available at: <a href="http://www.camosun.bc.ca/schools/artsci/humanities/index.php">http://www.camosun.bc.ca/schools/artsci/humanities/index.php</a> . Just scroll down to the link from there. Alternatively, you can consult the University of Victoria, Department of History Style Guide. This is available at <a href="http://www.uvic.ca/history">http://www.uvic.ca/history</a> . Click on the "On-Campus Resources" link and download or print the style guide from there.
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#### 4. Course Content and Schedule

This course examines social, cultural, political, and economic developments in Canada after 1867. It includes a study of aboriginal societies, federal-provincial relations, French-English relations, and working-class Canadians.

Classes will consist of lectures and seminars. Basically, seminars are discussion groups. Students will be required to read History articles and come to class prepared to discuss those articles with their peers.

Pre-requisite: C+ in English 12 or assessment.

This course is a 3-credit course. Your final grade will be a letter grade.

History 112 will feature 4 hours of lectures per week, and 2 hours of seminars per week (approximately). The course continues for 7 weeks. Estimated out-of-class preparation time is 10 hours per week.

#### 5. Basis of Student Assessment (Weighting)

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they will be weighted:

Research Paper Proposal – 5%

Mid-Term Exam – 25%

Seminar Participation – 20%

Research Paper – 25%

Final Exam – 25%

#### 6. Grading System

##### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

## Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 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, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

## 8. Assignments and Class Schedule

### Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Tuesday, 20 May**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of thirty possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal should be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include websites, the course textbook, or any of the articles in the Course Reading Package. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

### Mid-term Exam

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There will be a two-hour in-class midterm exam on **Thursday, 29 May**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of short-answer and essay-type questions. We will discuss the exam in more detail as the big day gets closer.

### Seminar Participation

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You will be assigned to a seminar group, and your group will meet eleven times over the spring term. Participation marks are worth 20% of your final grade. Marks will be posted on my office door on Thursday, 19 June (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

**Students who miss more than three seminars will forfeit their entire participation mark.** Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

**Lively and rewarding seminars require the contribution and participation of all group members.** Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated. A strategy that may work for your group is to appoint a "chair" or "leader" in advance of each meeting (make sure that everyone gets two or three chances!). The chair will be responsible for preparing questions for the group to discuss, and will moderate the discussion. The chair will also ensure that every group member has opportunities to contribute to the proceedings. Another option is for each student to bring to the seminar a couple of questions that have arisen from their reading of the articles.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

### Research Paper

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This assignment is worth 25% of your final grade, and is **due on Tuesday, 10 June**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of two people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks ("...") and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the Course Reading Package, you must consult at least five secondary sources (books and/or articles) in preparing your paper. **Legitimate Internet sources are fine, but only in addition to the five books/articles.** You cannot avoid the library in this assignment! Between Camosun, UVic, and the Victoria Public Library, you should have no trouble finding sources. Please come and speak with me if you're having any difficulties.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the University of Victoria, History Department Style Guide, which you have, right? (See p. 2 of this course outline)

**AN IMPORTANT NOTE ABOUT PLAGIARISM:** This disclaimer applies to all written work that you will submit in History 112. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2008-2009 Calendar (pp. 34-41) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

**LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm. No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. No assignment will be accepted after the final class on Thursday, 19 June. Papers submitted late will be graded thoroughly, but due to time constraints, they may not include extensive instructor commentary. Please do not hesitate to see me if you're having any problems with the assignments.

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### Final Exam

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There will be a two-hour final exam in June (the final exam period runs from 22 June to 24 June). I have no control over when the exam will take place, **so do not book flights home, commit to a summer work schedule, or make plans until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. The final will be non-cumulative, and will be identical in format to the midterm.

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### Lecture and Seminar Schedule

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This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Students are encouraged to ask questions and offer opinions throughout.

06 May                      Introduction: Welcome to History 112!  
Lecture: The Consolidation of Confederation  
Lecture: The Red River Resistance, 1869-70

*Text: Chapter 12*

08 May                      Lecture: First Nations Treaties, 1870-1880  
Lecture: The Second Metis Uprising, 1884-1885  
Lecture: John A. Macdonald and Canadian Society

*Text: Chapter 13, 14*

13 May                      Lecture: The National Policy and the CPR, 1878-1885  
Seminar: Topic One  
Lecture: The Laurier Years, 1896-1911

*Text: Chapter 15, 16*

15 May                      Lecture: The Yukon and Klondike Gold Rush  
Seminar: Topic Two  
Lecture: Canada's Twentieth Century Immigration Boom

*Text: Chapter 17*

- 20 May                   **\*\*Research Paper Proposal Due Today\*\***  
Lecture: Canada in World War One  
Seminar: Readings, Tina Loo, "Dan Cranmer's Pottlatch: Law as Coercion, Symbol, and Rhetoric in British Columbia, 1884-1951," Canadian Historical Review 73, 2, Summer 1992, pp. 125-165. Karen Dubinsky and Franca Iacovetta, "Murder, Womanly Virtue, and Motherhood: The Case of Angelina Napolitano, 1911-1922," Canadian Historical Review 72, 4, Winter 1991, pp. 505-531. **Copies of these two articles can be found in Reserve at the Camosun Library.**  
Film: *And We Knew How to Dance*

*Text: Chapter 18*

- 22 May                   Lecture: Social Reform in Canada  
Seminar: Topic Five  
Film: *The Sterilization of Leilani Muir*
- 27 May                   Lecture: Labour and the Winnipeg General Strike, 1919  
Seminar: Essay Preparation (No Assigned Readings)  
Lecture: Agrarian Revolt in Canada

- 29 May                   **\*\*Two-Hour Midterm Exam\*\***

- 03 June                  Lecture: Canada and the "Booming" 1920s  
Seminar: Topic Six  
Lecture: Ten Lost Years: Canada in the 1930s

*Text: Chapter 19*

- 05 June                  Lecture: Protest in the 1930s  
Seminar: Topic Seven  
Lecture: Canada in World War Two

*Text: Chapter 22*

- 10 June                  **\*\*Research Paper Due Today\*\***  
Lecture: Bibles, Ploughs, and the First Nations of Canada  
Seminar: Topic Ten  
Lecture: Betrayal: First Nations in the Twentieth Century

*Text: Chapter 20, 21*

- 12 June                  Lecture: Canada's Baby Boomers  
Seminar: Topic Eight  
Film: *Pierre Trudeau: A Canadian Affair*

*Text: Chapter 23, 24*

- 17 June                  Lecture: Quebec's Quiet Revolution  
Seminar: Topic Nine  
Lecture: The 1980s in Canada

19 June

Lecture: The 1990s in Canada

Seminar: Topic Eleven

Lecture: Canada in the Twenty-First Century

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### Essay Topics

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A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

- i) What were the sources of conflict that led to Metis resistance in 1869 and 1885?
- ii) What were the origins of the Canadian women's suffrage movement?
- iii) Evaluate the role of Clifford Sifton's immigration policy in settling the Canadian prairies.
- iv) Discuss the federal government's response to the Depression.
- v) Who was Louis Riel, and how has his "myth" developed through the years?
- vi) Discuss the repercussions of Canadian conscription during World War One.
- vii) What are the connections between World War One and the emergence of a Canadian sense of nationhood?
- viii) How did Canadians adjust to the changes brought about by industrialization?
- ix) What was the motivation behind the creation of the welfare state in Canada?
- x) How did the growth of suburban society alter Canadian society?
- xi) Discuss the changing state of the Canadian labour movement from 1910 to 1920.
- xii) Discuss the significance of Canada's treaties with First Nations.
- xiii) Analyze the rise and fall of the Progressive Party.
- xiv) Why was Mackenzie King Canada's longest-serving Prime Minister?
- xv) Discuss the contributions of women to Canada's World War Two effort.
- xvi) What was Social Credit and why did it come to power in Alberta?
- xvii) What was the Co-operative Commonwealth Federation and why did it come to power in Saskatchewan?
- xviii) Analyze English-Canadians' attitudes towards immigrants between 1900 and 1940. If it helps, focus on one particular group of immigrants.
- xix) Why were people of Japanese origin evacuated from the West Coast during World War Two?
- xx) Discuss the treatment of "enemy aliens" in Canada during World War One and/or World War Two.
- xxi) Discuss Canada's treatment of First Nations people in the twentieth century.
- xxii) Analyze and assess Pierre Trudeau's performance and record as Prime Minister.
- xxiii) Analyze the rise and fall of the Maritime Rights Movement.
- xxiv) Discuss the rise and fall of the Winnipeg General Strike.
- xxv) Discuss the rise and fall of the On-To-Ottawa Trek.
- xxvi) Explain the genesis, and significance of, the federal Reform/Alliance/Conservative Party.
- xxvii) Explain the genesis, and significance of, the federal Bloc Quebecois Party.
- xxviii) Assess Canada's relationship with the United States from 1950 to 2006.
- xxix) Analyze the rise and fall of the Front de liberation du Quebec (FLQ).
- xxx) What was the significance of the Klondike Gold Rush in the late-nineteenth century?

Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first. It may not be suitable.