

	<p><b>School of Arts &amp; Science</b>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 112-001</b>  <b>Canada After Confederation</b>  <b>Winter 2011</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Susan Johnston	
(b)	Office Hours:	Tuesday 10:30 to 11:20; Wednesday 10:30 to 11:20, 2:30 to 3:00; Thursday 10:30 to 11:20, 2:30 to 3:00; Friday 10:30 to 11:20, or by appointment	
(c)	Location:	Young 323	
(d)	Phone:	250 370 3363	Alternative Phone:
(e)	Email:	johnstos@camosun.bc.ca	
(f)	Website:	<a href="http://camosun.ca/learn/programs/history/johnston.html">http://camosun.ca/learn/programs/history/johnston.html</a>	

### 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 judgements 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** available at the Lansdowne Bookstore

Francis, R. Douglas, Richard Jones, Donald B. Smith. *Journeys: A History of Canada*, Second Edition. Toronto: Nelson Education, 2009.

*History 112 Post Confederation Canada Reading Package*, all sections.

(b) **Other:** Camosun College, Department of Humanities, History Style Guide available for download at: [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf).

## 4. Course Content and Schedule

### Class times and location

Tuesday	Sections A & B	12:30 – 2:20	Young 317
Thursday	Section A	12:30 – 1:20	Young 317
Thursday	Section B	1:30 – 2:20	Young 317

**Lectures and Films:** Lectures and films are scheduled for Tuesdays. Lectures and films contextualize or provide additional material to that contained in the course readings. Students are expected to attend lectures and film viewings, and will be examined on their contents.

**Textbooks:** *Journeys* 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 Thursdays, the class will divide into two sections to discuss selected readings from the *Readings Package*. Seminar participation makes 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 must read the assigned articles before the seminar. Students will discuss the thesis and main points of articles, and the sources and evidence used by the authors to make their arguments as well as the content of the articles. **In order to facilitate discussion, students will 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 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. Questions are your passport to the seminar and must be handed to the instructor before the seminar begins.

**Examinations:** There will be a midterm exam on Tuesday, February 22, and a final exam during the formal examination period. The best way to study for exams is to prepare for seminars, attend lectures, and read and take notes on the relevant sections of *Journeys*. Exams will consist of short answer, paragraph and essay questions. Each exam is worth 25% of the grade for this course.

**Written Assignments:** Students must complete two written assignments: one critical article review and one essay based on primary source analysis. Instructions for each written assignment are appended to this outline.

**10% - Article Review – due on the date we discuss the article in class.**

**25% - Primary Source Analysis – due on Tuesday, March 15.** Students will choose a topic from the list appended to this outline and will prepare a 1000 word analysis.

**Due dates:** Essays must be handed to the instructor in class on the due date. **You may not hand in an article review late.** If you are ill or unable to complete the essay by the seminar, you will be assigned another article to review. Marks will be deducted at the rate of 5% per day for late document analyses. If your document analysis is late because of illness or family affliction, please submit a note from a health practitioner and no penalty will be assigned. **No assignments will be accepted after the final lecture without prior permission from the instructor.**

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

**Structure:** Your essay must be double-spaced, 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 history 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*

Jan. 11: Introduction to History 112, Canada at Confederation, First Nations and the Indian Act (*Journeys*, Ch. 12)

Jan. 13: Seminar: discussion of seminar protocol, critical article review signup.

Jan. 18: Entry of the North West into Confederation, First Nations and 1885 (*Journeys*, Ch. 12 and 14)

Jan. 20: Seminar: Writing History Essays

Jan. 25: The National Policy, Industrialization (*Journeys*, Ch. 13, 14, 15)

Jan. 27: Seminar: *Reading Package*, **Topic 1**

Feb. 01: Immigration before the First World War (*Journeys*, Ch. 13,14,15,16)

Feb. 03: Seminar: *Reading Package*, **Topic 2**

Feb. 08: Nationalism in Canada before 1930 (*Journeys*, Ch. 13, 14)

Feb. 10: *Reading Package*, **Topic 3**

Feb. 15: The First World War and Anglo-French Tensions, (*Journeys*, Ch. 17, 18)

Feb. 17: Seminar: *Reading Package*, **Topic 4**

Feb. 22: **MID TERM EXAM**

Feb. 24: **READING BREAK – NO CLASS TODAY**

Mar. 01: Political and Social Responses to the Depression (*Journeys*, Ch. 18)

Mar. 03: Seminar: *Reading Package*, **Topic 5**

Mar. 08: Canada and the Second World War (*Journeys*, Ch. 19)

Mar. 10: Seminar: *Reading Package*, **Topic 6**

Mar. 15: **DOCUMENT ANALYSIS DUE** Canadian-American Relations During the Cold War (*Journeys*, Ch. 20, 21)

Mar. 17: Seminar: *Reading Package*, **Topic 7**

Mar. 22: Post-War Canada and the New Left (*Journeys*, Ch.21, 22)

Mar. 24: Seminar: *Reading Package*, **Topic 8**

Mar. 29: Quebec from the Quiet Revolution to the October Crisis (*Journeys*, Ch. 23)

Mar. 31. 03: Seminar: *Reading Package*, **Topic 9**

Apr. 05: The First Nations and the Land Question in British Columbia (*Journeys*, Ch.22)

April 07: Seminar: *Reading Package*, **Topic 10**

April 12: Lecture: Contemporary Canada and Globalization (*Journeys* Ch. 24, 25, 26)  
 April 14: Seminar: *Reading Package*, **Topic 11** and exam review

## 5. Basis of Student Assessment (Weighting)

### Assignments

25% - Comparative Document Analysis Due Tuesday, March 19  
 10% - Article Review Ongoing

### Exams

25% - Mid-term Exam Held Tuesday, February 22  
 25% - Final Exam Held during final exam period.

### Other

15% - Seminar Participation Ongoing

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

## 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.

## DOCUMENT ANALYSIS ASSIGNMENT HISTORY 112

This assignment will introduce students to primary source research and analysis. The purpose is to develop your critical thinking, analytical and research skills, and to write in a clear and concise manner.

**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 Camosun College History Style Guide

### Comparative Document Essay Structure

**Research:** Your research will consist of the two documents. As well, you may consult your textbook and relevant articles from the History 112 Course Readings Package. **You may not use any other sources.** While **you must quote from the documents to prove your points**, you may not quote from these supplementary readings.

#### Part I: Thesis and Introduction

Your introduction will briefly introduce the respective documents and their authors. You will then provide a clear thesis statement and the points you will raise to prove that thesis. To formulate your thesis, think about the posed questions and come up with an answer supported by the main points of each of the documents.

#### Part II: Body of the Essay

The body of the essay will consist of several paragraphs which elaborate on the thesis. Each paragraph will address a point identified in your introduction. Ensure you quote from the documents to provide evidence to support your points.

#### Part III: Conclusion

If you have not already considered the following questions in your analysis, please do so in your concluding paragraphs.

- How might the authors' gender, race, or class influence their respective decisions?
- Were the authors responding to a specific event when they wrote the documents?

Finally, conclude your essay by restating your thesis.

#### Part IV: Bibliography

Append a bibliography on a separate page at the end of the essay. This bibliography will include complete citations for both your documents, and the textbook or any course readings which you may use for context only.

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

**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.**

**Document Analysis Topics:**

Option 1 – Using the *Unemployment Relief Act, 1930* in *Documenting Canada*, and the letter from Ralph A. Mackenzie to Prime Minister R.B. Bennett, dated April 7, 1931, pp. 6-7 in *The Wretched of Canada*, answer the following question: To what extent was the Federal government willing to provide unemployment relief, and to what degree did it help the unemployed?

Option 2 – Using the Defense of Canada Regulations (amended 1942) in *Documenting Canada*, and Takeo Nakano's "To Vancouver and on to Yellowhead Road Camp," (pp. 12-18 ) in *Within the Barbed Wire Fence*, answer the following questions: What was the intent of the Defense of Canada Regulations? In what ways did it impact the lives of Japanese Canadians?

Option 3 – Using OIC PC 2248 creating federal relief camps in *Documenting Canada*, and chapter 3, "The Slave Camps" in Liversedge, *Recollections of the On to Ottawa Trek*, answer the following question: Why did the government create federal relief camps, and how did the camps help the working poor to organize and create a sense of class solidarity?

Option 4 – Using the 1884 and 1895 Indian Act Amendments (2 documents that work together) in *Documenting Canada* and Daisy Sewid-Smith's chapter "The Defense" in *Prosecution or Persecution*: answer the following questions: What was the intent of the federal government in amending the Indian Act? What do the First Nations responses to the amendments suggest to you?

Option 5 – Using the Canadian government's Department of Labour pamphlet *Legal Status of Women in Canada, 1924* in *No Easy Road* (pp. 93-98), and the Ontario Provincial Department of Health, *Facts on Sex Hygiene for Girls and Young Women*, answer the following question: What do these documents suggest to you about gender roles in the 1920s?

Option 6 – Using the Canadian government's Department of Labour pamphlet *Legal Status of Women in Canada, 1924* in *No Easy Road* (pp. 93-98), and Cecilia Jowett's excerpt from *No Thought for Tomorrow: The Story of a Northern Nurse*, in *No Easy Road* (pp. 127-128), answer the following question: How and why do Canadian laws regulating sexuality reflect the dominance of middle-class social reformers? What was the impact on Canadian families?

**Sources on Reserve at Camosun's Library:**

Dave de Brou and Bill Waiser, *Documenting Canada: A History of Modern Canada in Documents*  
L.M. Grayson and Michael Bliss, *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*

## HOW TO WRITE A REVIEW OF A HISTORY ARTICLE (revised November 2010)

**Purpose of assignment:** In the article review you will identify an historian's thesis, show how he/she used historical evidence and provide a brief critique of the article. You will only read this article and you may not draw on other sources for your analysis. Warning: it is very likely you will have to read the article at least twice to fully understand the argument.

**Format:** double-space, 1" margins, 12 point font. Length: max. 250 words (excluding footnotes and bibliography). **Use simple past tense.** Include a title page.

**Footnoting and Bibliography:** Use *Chicago* style for footnotes and bibliography. You can find examples in the Camosun history department style-guide in the front of your course reading package or on-line at: [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)

**Plagiarism:** You **must** footnote when directly quoting or paraphrasing the author's words. Plagiarism will not be tolerated and will result in a failing grade for the paper.

### CONSTRUCTING THE REVIEW:

This short essay will consist of two paragraphs, each about 5-6 sentences in length.

#### PARAGRAPH 1 – identify the author's thesis (or main points or argument)

**Helpful hints:** Read the first and last few paragraphs in the article. Underline and note the points you think are critical. Then carefully read the whole article, underlining and 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 not worry if it takes more than one read! Think again about the question he/she may be answering then formulate a thesis statement or argument by answering the question.

A historian may also identify part of her/his 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 and include it in your thesis statement if appropriate.

**Paragraph 1 format** - Begin your essay as follows: In "name of article," Joe Smith (author's name/s) argued that... - then set out the author's argument. The argument usually contains three clear points. For example, this is how I articulated Arthur Silver's thesis in his article "Quebec and Confederation":

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.

#### PARAGRAPH 2 – identify the main sources the author used and provide a brief critique of the article.

The author likely used a mix of primary and secondary sources. Your task will be to **identify the sources** he/she used the most. In your **critique**, consider the following questions: Did the author support his/her thesis with sources? Did the author draw a conclusion but fail to support it? Was there an identifiable bias?

**Remember to attach a bibliography!**