

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 112-002 Canada After Confederation Winter 2013</p>
---	--

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Susan Johnston	
(b)	Office Hours:	Tuesday: 9:50—10:20, 1:30—2:20; Wednesday: 2:30—3:00, 5:20—5:50; Thursday: 1:30—2:20; Friday 12:00 – 12:20; Other times available by appointment.	
(c)	Location:	Young 323	
(d)	Phone:	250 370 3363	Alternative Phone:
(e)	Email:	johnstos@camosun.bc.ca	
(f)	Website:	http://camosun.ca/learn/programs/history/johnston/index.html	

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

Bumsted, J.M. *History of the Canadian Peoples*, 4rd Edition. Don Mills ON: Oxford University Press, 2011.

Camosun College Department of Humanities History Style Guide, 2010-2011 available for download at the course D2L site or online at:

http://camosun.ca/learn/programs/history/style_guide.pdf.

Additional readings available online through the course D2L site.

4. Course Content and Schedule

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

Textbooks: Bumsted's *History of the Canadian Peoples* is the general text for the course. Skim each chapter to get an understanding of the time line and big picture. Take notes on themes covered in lectures and seminars. Some portions of the text will be used for seminars. Here is the link and log in information needed to access the student on-line resources that accompany the textbook: www.oupcanada.com/Bumsted4e. After clicking on the link, look to the right hand side of the web page and click on the tab labeled 'Student Resources'. You will then be prompted to enter the following information: User ID: bumsted_hcp; Password: cRa3ch. Some publisher resources will be used for assignments or seminar readings. Other seminar readings will be available online through D2L.

Seminars: At the start of each class, students will discuss selected readings. Seminar participation makes up 15% of the grade for this course. Seminars require your interaction with the group; they cannot be "made up". **If you miss more than (3) three seminars, you will forfeit the entire participation mark.**

Students must read the assigned articles and documents before the seminar. Students will discuss the argument, 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.

Examinations: There will be a midterm on Wednesday, February 20, and a final 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 the textbook. 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 an analysis of two primary sources. 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 12. 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 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 primary source essays. 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.

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 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 course, 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. All cases of plagiarism will be reported to the Dean of Arts & Science.**

Class Schedule

Note: *This schedule is subject to minor changes which will be discussed in class.*

Jan. 09: Introduction to History 112, Canada at Confederation, First Nations and the Indian Act (*Canadian Peoples*, Chapter 5, 198-205)

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

Jan. 16: Entry of the North West into Confederation, First Nations and 1885 (*Canadian Peoples*, Chapter 6)

Seminar Topic 1: Colonization and its complexities

1. Chief Ahtahkakoop, "All That I Used to Live on has Gone," in Bumsted, 244.
2. Sarah Carter, "Two Acres and a Cow: 'Peasant' Farming for the Indians of the Northwest, 1889-97," available at:

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=4698379&site=ehost-live> . Click on PDF full text to access the article.

Jan. 23: The National Policy, Industrialization (*Canadian Peoples*, Chapter 7)

Seminar Topic 2: Industrialization and modernity

1. H. B. Ames, "Herbert Brown Ames on Poverty in Montreal," in Bumsted, 280.
2. Peter DeLottinville, "Joe Beef of Montreal"

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=44349353&site=ehost-live>

3. John Hinde, "Stout Ladies and Amazons"
<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1711/1757> (if the article doesn't immediately open, click on 'download this PDF file' at the bottom of the page)

Jan. 30: Immigration before the First World War (*Canadian Peoples*, Chapter 6, 7)

Seminar Topic 3: Who is Canadian?

1. Sara Jeannette Duncan, "The Imperialist," in Bumsted, 290.
2. Henri Bourassa, "On Imperialism and Nationalism," in Bumsted, 295.
3. Michael Robidoux, "Imagining a Canadian Identity through Sport"
<http://www.jstor.org/stable/4129220>
4. Bumsted publisher student resources (see p.2 course outline for access information), primary source library: "A Woman Fiend".

Feb. 06: Nationalism in Canada before 1930 (*Canadian Peoples*, Chapters 7, 8)

Seminar Topic 4: Ethnicity and World War I

1. "The Battle Diary of Deward Barnes," in Bumsted, 309.
2. "Sir Robert Borden on Canadian Representation at Versailles," reprinted in Bumsted, 314.
3. Kathryn A. McGowan, "Until We Receive Just Treatment"
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=55029005&site=ehost-live>
4. Lyle Dick, "Sergeant Masumi Mitsui and the Japanese Canadian War Memorial"
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=53052064&site=ehost-live>

Feb. 13: The First World War and Anglo-French Tensions, (*Canadian Peoples*, Chapter 8)
Seminar: Writing History Essays (History Style Guide)

Feb. 20: **MID TERM EXAM**

Feb. 27: After the War; Political and Social Responses to the Depression (*Canadian Peoples*, Chapter 8)

Seminar Topic 5: Creating "normal"

1. "Nellie Letitia McClung" in Bumsted, 292.
2. Bumsted publisher student resources (see p. 2 course outline for access information), primary source library: "The Sexual Sterilization Act."
3. Angus McLaren, "The Creation of a Haven for 'Human Thoroughbreds': The Sterilization of the Mentally Ill in British Columbia"
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=4698902&site=ehost-live>

Mar. 06: Canada and the Second World War (*Canadian Peoples*, Ch. 8)

Seminar Topic 6: Canadian society in the Great Depression

1. Andrée Levesque, "Deviant Anonymous: Single Mothers at the Hôpital de la Misericorde in Montreal 1929-1939" <http://www.erudit.org/revue/hp/1984/v19/n1/030923ar.pdf>
2. Letters to R.B. Bennett
<http://www.canadianmysteries.ca/sites/norman/archives/privateletter/5394en.html>

Mar. 13: Canadian-American Relations During the Cold War (*Canadian Peoples*, Chapter 9)

PRIMARY SOURCE COMPARATIVE ESSAY DUE

Seminar Topic 7: Defining the enemy – Canada in the Cold War

1. "Igor Gouzenko," in Bumsted, 364-365.
2. "Murder by Slander" and the links at the bottom of that page (Herbert Norman's suicide notes & newspaper article)
<http://www.canadianmysteries.ca/sites/norman/murderbyslander/indexen.html>
3. RCMP Report on Herbert Norman
<http://www.canadianmysteries.ca/sites/norman/archives/governmentdocument/5366en.html>
4. "Thomas Clement Douglas" in Bumsted, 384.
5. Article on Tommy Douglas, Feb. 22, 2011
<http://www.spjournal.com/article/GB/20110222/CP02/302229740/-1/stp0802/former-rcmp-officer-who-turns-up-in-tommy-douglas-file-recalls&template=stpcpart>

Mar. 20: Post-War Canada and the New Left (*Canadian Peoples*, Chapter 10)

Seminar Topic 8:

1. Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada,"
<http://www.erudit.org/revue/JCHA/1998/v9/n1/030498ar.html?vue=resume>
2. Royal Commission of the Status of Women in Canada CBC radio clips, 1, 4, 5, 6, 7,
[http://archives.cbc.ca/politics/rights_freedoms/topics/86/.](http://archives.cbc.ca/politics/rights_freedoms/topics/86/)

3. Canadian Charter of Rights and Freedoms, www.efc.ca/pages/law/charter/charter.text.html

Mar. 27: Quebec from the Quiet Revolution to the Referendums (*Canadian Peoples*, Chapters 10, 11)

Seminar Topic 9: Nationalisms?

1. Matthew Hayday, "Fireworks, Folk-dancing, and Fostering a National Identity: The Politics of Canada Day," *Canadian Historical Review* 91, 2 (June 2010): 287-314.

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=50394939&site=ehost-live>

2. Bumsted publisher student resources (see p. 2 course outline for access information), primary source library: "FLQ manifesto."

Apr. 03: The First Nations and the Land Question in British Columbia (*Canadian Peoples*, Chapters 10, 11, 12)

Seminar Topic 10 Aboriginal Issues in Canada

1. Myra Rutherdale and Jim Miller, "'It's our country': First Nations' Participation in the Indian Pavilion at Expo 67," *Journal of the Canadian Historical Association*, 17, 2 (2006):148-173.

<http://id.erudit.org/iderudit/016594ar>

2. C. McInnes, "Was the 1921 potlatch raid a sting set up by the police?" Vancouver Sun, August 21, 2008 <http://www.canada.com/vancouver/news/editorial/story.html?id=f1aa397e-25a5-4678-a73e-e28ece20a492>

3. Bumsted publisher student resources (see p. 2 course outline for access information), primary source library: "The Address of the Gitksan-Wet'suwet'en."

4. Meech Lake and Elijah Harper, http://archives.cbc.ca/society/native_issues/clips/6496/.

Click on categories, then politics, then constitution, the constitutional discord, the Meech Lake, then scroll down list of topics on right side of screen to "Elijah Harper Blocks Meech in Manitoba."

5. "Delgamuukw v. British Columbia," in Bumsted, 522-523.

6. "The united Church Apology to First Nations...," in Bumsted, 526.

April 10: Lecture: Canada in the 1980s and 1990s (*Canadian Peoples* Chapter 13) **EXAM REVIEW**

Seminar Topic 11 the G20

1. Bumsted, 557-558.

2. We will watch the Fifth Estate documentary "You Should have Stayed at Home" on the 2010 G20 summit in Toronto <http://www.cbc.ca/fifth/2010-2011/youshouldhavestayedathome/>

5. Basis of Student Assessment (Weighting)

Assignments

25% - Comparative Document Analysis Due Tuesday, March 12

10% - Article Review Ongoing

Exams

25% - Mid-term Exam Held Tuesday, February 19

25% - Final Exam Held during final exam period.

Other

15% - Seminar Participation Ongoing

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 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 3rd 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

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.

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: 800 to 1000 words

Tense: use simple past tense for history assignments

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

Footnote format: see Camosun College History Style Guide

Comparative Document Essay Structure

1. Research

Your research will consist of the two documents. As well, you may consult your textbook and relevant History 112 seminar readings. **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.

2. 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.

3. 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.

4. 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.

5. Bibliography

Append a bibliography on a separate page at the end of the essay. This bibliography will include complete citations for your documents, the textbook, and any course readings you have used to contextualize your documents and argument.

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 First Nation 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*

Sources available from the Instructor:

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

HOW TO WRITE A REVIEW OF A HISTORY ARTICLE (revised December 2012)

Purpose of assignment: In the article review you will identify an historian's thesis, show how s/he 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: maximum 250 words (excluding footnotes and bibliography). **Use simple past tense.** Include a title page.

Footnoting and Bibliography: Use the History Style Guide format for footnotes and bibliography.

Plagiarism: You **must** footnote when directly quoting or paraphrasing the author's words.

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)

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 s/he 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 or qualifying their findings by presenting new evidence. Watch out for this tactic 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 or four 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!