



COURSE OUTLINE

The Approved Course Description is available on the web @ <http://camosun.ca/learn/calendar/current/web/hist.html>

1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant		
(b)	Office Hours:	Wednesday 10:30am-12:20pm; Thursday 1:00 - 2:20pm; Friday 10:30am-12:20pm, or by appointment		
(c)	Location:	Young 232		
(d)	Phone:	370-3389		
(e)	Email:	hannant@camosun.bc.ca		

2. Intended Learning Outcomes

Upon successful completion of this course a 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

- J.M. Bumsted, *A History of the Canadian Peoples*, 4th edition AND
- Reading Package, History 112 (at Camosun College Bookstore)

4. Ground Rules

- Fairness to all requires that I stipulate that students will not be allowed to do “extra work” to make up for poor grades on any one assignment or combination of assignments.

- I don’t “lecture to the textbook.” That means you can’t simply attend lectures and expect that this will substitute for reading the textbook. That’s not sufficient to do well in the course. Textbook, reading package and lectures are essential components of the course, and each will be part of the exams.

- This course requires you to read regularly. Some weeks there’s a fair amount of reading. Don’t fall behind. This especially applies to the textbook.

- While I allow computers in lectures, I expect that you will use them to take notes, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, I do not allow the use of computers. AND, in ALL classes, please turn off and put away from sight such infernal implements of distraction as cell phones.

5. Desire 2 Learn (D2L) component

Each of you have access to Desire 2 Learn, Camosun College’s Learning Management System, which will be used for several parts of this course, especially submitting written assignments and checking on your grades, including the grade for your weekly discussions. In addition D2L will also be used to inform you about important course news and other developments, so please check into it frequently.

Signing in to D2L: Once you’re registered in this course, use your computer to go to the following web location: <http://online.camosun.ca> The sign-in process is simple and is explained on the opening page. Once you’ve signed in you can go to the History 112 section.

6. Discussions

Beginning on September 13 and on Fridays throughout the term we will have discussion sessions.

The aim of these sessions is to have a wide-ranging and informal discussion based on the readings **FROM THE READINGS PACKAGE**. For the discussion, don’t be intimidated if the meaning of some of the reading material isn’t clear to you. Keep in mind that pertinent questions are often as useful as thoughtful comments. Bring them to class and share them with everyone.

In addition, it is absolutely essential that you read the textbook, *The Twentieth Century and Beyond*, in order to put the discussion readings in context. Doing this background reading before class is your responsibility.

Keep in mind that **you cannot expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions.** You will be judged on the frequency and quality of your contributions. **Attendance alone does not constitute participation.**

7. Discussion leadership

For one assigned discussion through the term, each of you'll be *the designated leader for the session*. What does it mean to be a discussion leader? Most importantly, you are responsible to raise relevant and thoughtful questions that help to *encourage discussion* that probes and develops key aspects of the readings.

Try to set up questions that are open-ended, don't seek only simple answers, and cause your colleagues to think more profoundly about the readings.

From my experience, two types of questions **don't work well**. One is "should" questions. These invite a moral response, based on today's standards. This type of questions asks your fellow students to *judge* the past by our contemporary standards of morality. Our task as historians is to *understand* the past, not to judge it.

A second type of question that in my experience doesn't work well is "what if" ones. "Would Canadians have been better off if the Liberal Party governed Canada during the first half of the Great Depression?" The only response we can have is "We don't know. The Conservative Party was in power from 1930-1935." A more fruitful question might be what the practices of the Conservative government meant for Canadians in those years.

On the week you are the designated discussion leader, you will submit *at least* three questions to me via D2L. These questions must be submitted via the DROPBOX FUNCTION in D2L **no later than 12:30pm** on the day you're the designated discussion leader.

I'll circulate a list of sessions. Each of you will sign up to be discussion leader for one session.

In addition, in the same session where you're the discussion leader, you'll also submit an **essay** on the discussion subject. See below.

8. Essay

Each of you will write one essay **based on the discussion readings** for one discussion topic. By 12:30pm on the day you're the designated leader of the discussion session, you'll submit through the DROPBOX FUNCTION of D2L and in Microsoft Word format a written essay that *answers the question* that I pose for the discussion topic. **Where will you find this question? It's in the table of contents of the reading package.**

The source material for the essay is the articles **in the reading package**. You don't need to use any other sources. (You might, of course, need to do some background reading in the textbook or other sources in order to grasp the context of the readings.)

This essay will be **1000 words** in total. The word limit is strict. I will **deduct 10%** from your grade for **each 50 words** (or part thereof) over 1000, beginning at 1050 words. **So if you have 1051 words, the deduction is 10%; 1101 words, 20%** etc. The word count doesn't include footnotes.

At the opening of your essay provide the following: **1. a title** for your essay; **2. your name**; **3. the topic** you are dealing with; and **4. the question** you're addressing.

*You must use footnotes or endnotes (NOT APA or MLA style references) to cite the source of the ideas, important information and direct quotations you include in this essay. Failure to use footnotes appropriately and set them out correctly will result in a grade **penalty of 10%**.*

For correct History footnote style follow the method used in the Camosun College History style guide, which is in the reading package and also in the Camosun College Humanities Department website at http://camosun.ca/learn/programs/history/style_guide.pdf

An essay usually includes a bibliography, but in this case there is no need for one, as the discussion reading articles are your sources.

As you can see, for the week you write an essay and are the leader for the discussion, a certain level of planning is needed. You'll have to: 1. read the articles in advance; 2. write the essay answering the question about the articles; 3. submit the essay and the questions via D2L **before** the discussion session; and 4. present thoughtful questions from the readings to your colleagues in the discussion.

Late submission of essays will result in a penalty of 5% per day.

9. Course Content and Schedule

WEEK-BY-WEEK SCHEDULE (Subject to change due to illness, etc.)

DATE	TOPIC AND REQUIRED READINGS
Sept. 4	Introduction and Confederation Reading: <i>A History of the Canadian Peoples</i> , Chapter 5
Sept. 6	Confederation, continued
Sept. 11	Economic development to 1914 Reading: <i>A History of the Canadian Peoples</i> Chapter 6
Sept. 13	Discussion Topic 1: Native people
Sept. 18	Resistance in the North West
Sept. 20	Discussion Topic 2: Working class survival in an industrializing Canada
Sept. 25	British Columbia to 1945

- Sept. 27 Discussion Topic 3: Canada in the world in the early 20th century
- Oct. 2 Imperialism and nationalism
Reading: *A History of the Canadian Peoples*, Chapter 7
- Oct. 4 Discussion Topic 4: The Mysterious Other
- Oct. 9 Social development and social reform 1867-1939
- Oct. 11 Discussion Topic 5: The politics of reproduction
- Oct. 16 Mid-term exam – two hours in class
- Oct. 18 No class today
- Oct. 23 Canada in the First World War and the post-war era
Reading: *A History of the Canadian Peoples*, Chapter 8
- Oct. 25 Discussion Topic 6: The Great Depression
- Oct. 30 The inter-war years
- Nov. 1 Discussion Topic 7: Civil liberties in the Second World War
- NOTE: November 4 is the last day to withdraw without a failing grade**
- Nov. 6 Canada in the Second World War
- Nov. 8 Discussion Topic 8: Gender, class and race in the post-WW2 years
- Nov. 13 Cold War Canada
Reading: *A History of the Canadian Peoples*, Chapter 9
- Nov. 15 Discussion Topic 9: Cold War Canada
- Nov. 20 Quebec and Canada 1920-1995
A History of the Canadian Peoples, Chapter 10-11
- Nov. 22 Discussion Topic 10: National identities in the 1960s and 1970s
- Nov. 27 Canada 1970-2000
Reading: *A History of the Canadian Peoples*, Chapter 12
- Nov. 29 Discussion Topic 11: Aboriginal People in contemporary Canada
- Dec. 4 New challenges in the 21st century
Reading: *A History of the Canadian Peoples*, Chapter 13

10. Basis of Student Assessment (Weighting)

Tutorial discussion participation	10%
Discussion leadership questions	5%
Essay	30%
Mid-term exam (in class Oct. 16)	25%
Final exam (in scheduled exam period)	<u>30%</u>
Total	100%

The final exam will be in the scheduled exam period, December 9–14 & 16–17. Please do not make any arrangements to leave the city until you know when the exam will be held.

Both mid-term and final exam must be written during the scheduled times unless a physician’s medical certificate is presented to me. There will be no exceptions without a medical certificate.

11. 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 at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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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.

12. 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.

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.