



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Paula Young
(b)	Office Hours:	Monday and Wednesday 1:30-2:20; Tuesday and Thursday 3:30-4:20; or by appointment.
(c)	Location:	Y323
	Phone:	(250) 370-3363
(e)	Email:	youngp@camosun.bc.ca
(f)	Website:	http://camosun.ca/learn/programs/history/young/index.html

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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

- 1) Margaret Conrad & Alvin Finkel, *History of the Canadian Peoples: 1867 to the Present*, vol. 2, 5th edition
- 2) History Style Guide, available at: http://camosun.ca/learn/programs/history/style_guide.pdf and on the course D2L site.
- 3) Weekly seminar readings, available through the course D2L site.

4. Course Content and Schedule

Class times and location

Lectures	Tuesday	1:30 – 3:20
Seminar A	Thursday	1:30 – 2:20
Section B	Thursday	2:30 – 3:20

5. Basis of Student Assessment (Weighting)

Assignment instructions are appended to this course outline and are available on the Hist 112 D2L site.

Thursday, Sept. 11: Library Research Assignment – 10%

Tuesday, October 14: Mid-term exam – 20%

Thursday Nov. 13: Comparative Document Analysis- 20%

The date we discuss the article in class: Article Review - 15%

December 8-16: Final Exam – 20%

Weekly: Seminar Participation - 15% - the grade for seminar participation (or discussion) is based on the quality of student participation. ******Students who miss more than three seminars will forfeit their entire seminar mark***** To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the author's thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments. **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 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.

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 review 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 primary source 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.**

6. A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

7. 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.

8. Learning Support and Services for Students – provided free to Camosun students

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

9. Student Conduct Policy – it is the student's responsibility to become familiar with this policy.

<http://camosun.ca/learn/calendar/current/pdf/academic.pdf>

10. Class Schedule

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

Sept. 2 Lecture: Introduction to History 112, Confederation (Textbook, chapters 1 & 2)

Sept 4 Seminar: discussion of seminar protocol, critical article review signup.

Sept. 9 Lecture: National Identities, the National Policy, and First Nations, land and the *Indian Act* (Textbook, Chapters 3 & 4)

Sept. 11 LIBRARY RESEARCH ASSIGNMENT DUE

Seminar Topic 1: Colonization and its complexities

1. Chief Ahtahkakoop, "All That I Used to Live on has Gone," in Bumsted, 244.

2. From textbook, chapter 4, "Voices from the Past: the Land Question," p. 68.

3. 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.

Sept. 16 Lecture: Modernity: Industrialization, Immigration and Reform (Textbook chapters 5, 6, 7, 8)

- Sept. 18 Seminar Topic 2: Industrialization and modernity
1. Peter DeLottinville, "Joe Beef of Montreal: Working Class Culture and the Tavern"
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=44349353&site=ehost-live>
 2. John Hinde, " 'Stout Ladies and Amazons': Women in the British Columbia Coal Mining Community of Ladysmith, 1912-14"
<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)
- Sept. 23 Lecture: The First World War (Textbook, Chapter 9)
- Sept. 25 Seminar Topic 3: World War I, Identity and the Nation
1. Photo of Lester Barbour, Royal Newfoundland Regiment
<http://ngb.chebucto.org/NFREG/WWI/ww1-add-barbour3709.shtml>
 2. Letters from and regarding Lester Barbour. Start with the letter from Lester to his mother dated March 4, 1918, then read the rest of the letters.
http://www.newfoundlandandthesomme.com/soldierfamily/letters_from_the_lester_barbour.htm
 3. Numbers and ages of members of the Newfoundland regiment killed in WWI
http://www.newfoundlandandthesomme.com/soldierfamily/age_of_soldiers_killed.htm
 4. Spanish Flu epidemic <http://www.heritage.nf.ca/society/sflu.html>
- AND EITHER 5 OR 6**
5. 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>
 6. 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>
- Sept. 30 Lecture: The Interwar period and the return to "normalcy" (Textbook, Chapters 10 & 12)
- Oct. 2 Seminar Topic 4: Creating "normal"
1. From the textbook, chapter 10, "Political Women," pp. 196-198
 2. Letters to Margaret Sanger, <http://historymatters.gmu.edu/d/5083/>
 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>
 4. 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>
- Oct. 7 Lecture: The Great Depression: Political and Social Responses (Textbook, Chapter 11)
- Oct. 9: Seminar Topic 5: Coping with poverty, and racial and gender inequity
1. From the textbook, chapter 11, "Public Health before Medicare," p. 224.
 2. From the textbook, chapter 12, "Montreal Housewives and the Great Depression," p. 241.
 3. From the textbook, chapter 13, "More to the Story: the Dionne Quintuplets," p. 249
 4. Letters to R.B. Bennett
<http://www.canadianmysteries.ca/sites/norman/archives/privateletter/5394en.html>
 5. Maureen K. Lux, "Care for the 'Racially Careless': Indian Hospitals in the Canadian West, 1920-1950s," *Canadian Historical Review*, 91, 3 (September 2010) 407-434.
ON E-RESERVE FOR HIST. 112 AT CAMOSUN LIBRARY
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=53052060&site=ehost-live>
- Oct. 14 **MID TERM EXAM**
- Oct. 16 Seminar: Writing History Essays (History Style Guide)
- Oct. 21 Lecture: Canada and the Second World War (Textbook, chapter 14)
- Oct. 23 Seminar Topic 6: Canada and World War II
1. Letters accessed from the Canadian Letters and Images Project:
 - a) James Bond Bell to his father, Jan. 15, 1943
<http://www.canadianletters.ca/letters.php?letterid=3683&docid=1>
 - b) Royal Canadian Air Force to Mrs. Bell (James' mother) April 21, 1944;
<http://www.canadianletters.ca/letters.php?letterid=3685&docid=1>
 - c) G.A.W. Crook, RCAF, Casualty Officer to Mr. D. Bell (James' father) July 26, 1945
<http://www.canadianletters.ca/letters.php?letterid=3690&docid=1>
 2. "Aircrew Remembered" regarding No. 432 Squadron Halifax VII RG455 QO-X – final flight and fate of crew <http://aircrewremembered.com/patzer-edwin.html>
 3. Pam Sugiman, "Citizenship: Nothing Yet Everything," *ActiveHistory.ca* (November 27, 2012) <http://activehistory.ca/2012/11/citizenship-nothing-yet-everything/>
 4. Jeff Keshen, "Revisiting Canada's Civilian Women During World War II," in *Social History/Histoire Social*, 30, 60 (1997) pp.239-266
<http://pi.library.yorku.ca/ojs/index.php/hssh/article/viewFile/4702/3896>

- Oct. 28 Lecture: Cold War and the Post-War Consensus (Textbook chapter 16)
- Oct. 30 Seminar Topic 7: Defining the enemy – Canada in the Cold War
1. Textbook, chapter 16, "More to the Story: The Gouzenko Affair," p. 317.
 2. Textbook, chapter 16, "Biography: Herbert Norman," p. 319.
 3. "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/murderbyslnder/indexen.html>
 4. RCMP Report on Herbert Norman
<http://www.canadianmysteries.ca/sites/norman/archives/governmentdocument/5366en.html>
 5. Textbook, chapter 14, "Biography: Tommy Douglas," p. 280.
 6. Jim Bronskill, "Former RCMP officer who turns up in Tommy Douglas file recalls Communist hunt," *St. Paul Journal*, 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>
- Nov. 4 Lecture: Post-War Canada (Textbook chapters 15, 17, 18)
- PRIMARY SOURCE COMPARATIVE ESSAY DUE**
- Nov. 6 Seminar Topic 8:
1. Textbook, Chapter 15, "Voices from the Past: A Plea for Medicare," p. 301
 2. Textbook, chapter 17, Table 17.1 "Canada's Economic Growth, 1945-1976," p. 339
 3. Textbook, chapter 18, "More to the Story: Who is fit to have a Baby?" p. 361
 4. "Canadian feminists fight for change", video, CBC Digital Archives on the Royal Commission on the Status of Women in Canada, 1967 <http://www.cbc.ca/archives/categories/politics/rights-freedoms/equality-first-the-royal-commission-on-the-status-of-women/canadian-feminists-fight-for-change.html>
 5. "Status of Aboriginal Women," Mrs. Sam Lavalee testifies before the Royal Commission on the Status of Women in Canada, CBC Digital Archives, audio, 1967
<http://www.cbc.ca/archives/categories/politics/rights-freedoms/equality-first-the-royal-commission-on-the-status-of-women/status-of-aboriginal-women.html>
 6. Canadian Charter of Rights and Freedoms, *Constitution Act*, 1982
www.efc.ca/pages/law/charter/charter.text.html
- Nov. 11 REMEMBRANCE DAY HOLIDAY
- Nov. 13 **COMPARATIVE DOCUMENT ANALYSIS DUE**
Film: *Dawn of the Eye, part 2, Eyes of the World*
- Nov. 18 Lecture: Quebec from the Quiet Revolution to the Referendums (Textbook, Chapters 15, 21, 23)
- Nov. 20 Seminar Topic 9: Nationalisms?
1. Strike Paralyzes Canadian Town, 1949 <http://www.youtube.com/watch?v=ydRO3zwOZY0>
 2. Blair Fraser, "Labour and the Church in Quebec," *Foreign Affairs*, Vol. 28, January 1950, pp. 247-254 <http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/asbestos/4Ae.pdf>
 3. Claude Belanger, "Jean Lesage and the Quiet Revolution (1960-1966), Quebec History, Marianopolis College
<http://faculty.marianopolis.edu/c.belanger/quebechistory/readings/lesage.htm>
 4. Front de Libération du Québec, "Manifesto of the FLQ" in Marcel Rioux, *Quebec in Question*, 1971
http://english.republiquelibre.org/Manifesto_of_the_Front_de_lib%C3%A9ration_du_Qu%C3%A9bec
- Nov. 25 Lecture: The First Nations and the Land Question in British Columbia (Textbook pp. 67-68, 368-370, 407-409, 426-430, 454)
- Nov. 27 Seminar Topic 10 Aboriginal Issues in Canada
1. Textbook, "Voices from the Past: The Land Question," p. 68
 2. "Indian Reserves in British Columbia, 1916-Summary" from the Final Report of the *Royal Commission on Indian Affairs for the Province of British Columbia*
http://www.ubcic.bc.ca/files/pics/Indian_Reserves_in_BC_1916_Summary_table_p_177_cropped_.jpg
In this report, the Commissioners listed the Indian Reserves by Agency rather than individually. If you put the cursor over the sheet you should be able to expand once to better see the numbers. Please pay particular attention to the New Westminster and Okanagan Agencies. Look at the columns "Acreage of Reductions or Cut-Offs" and "Value" and the "Acreage of New Reserves Constituted" and "Value." What do you notice about the amount and value of the acreages cut off from Reserves versus the amount and value of the acreages added? What does this imply? What does "value" mean in these cases? Who benefited?
 3. Textbook, "More to the Story: British Columbia Native Peoples and the Struggle for Self-Determination," p. 427.

CONTINUED NEXT PAGE

4. "Elijah Harper Blocks Meech in Manitoba." CBC Radio interview with Elijah Harper.

<http://www.cbc.ca/archives/categories/politics/the-constitution/constitutional-discord-meech-lake/elijah-harper-blocks-meech-in-manitoba.html>

5. Government of Canada, "Prime Minister Harper offers full apology on behalf of Canadians for the Indian Residential Schools system," June 11, 2008

<http://www.pm.gc.ca/eng/news/2008/06/11/prime-minister-harper-offers-full-apology-behalf-canadians-indian-residential>

6. "The Response of NDP Leader Jack Layton to Prime Minister Stephen Harper's apology to residential school survivors," June 11, 2008 canada.com,

<http://www.canada.com/topics/news/national/story.html?id=781b8e43-b90c-40ef-80af-b58ce945074e>

7. Shauna MacKinnon, Canadian Centre for Policy Alternatives, "Fast Facts: the Harper 'apology': Residential schools and Bill C-10," January 24, 2012

<https://www.policyalternatives.ca/publications/commentary/fast-facts-harper-apology-residential-schools-and-bill-c-10>

Dec. 2 Lecture: Recent issues: Conservatism reinvented; the economy; climate change; foreign & domestic policies (Textbook, chapter 23)

Dec. 4 Seminar: Seminar Readings Topic 10: Contemporary issues in Canada

For this seminar, everyone MUST watch or read the following programs/articles relating to democracy in Canada:

1. Watch the *Fifth Estate* documentary "You Should Have Stayed at Home" on the G20 summit in Toronto in 2010 [this is about 45 minutes long]

<http://www.cbc.ca/fifth/episodes/2010-2011/you-should-have-stayed-at-home>

2. Josh Wingrove and Chris Hannay, "Everything you need to know about the Fair Elections Act," *The Globe and Mail*, May 26, 2014 <http://www.theglobeandmail.com/news/politics/what-is-the-fair-elections-act/article17648947/>

3. The Conference Board of Canada, "Income Inequality", 2013, accessed June 9, 2014

<http://www.conferenceboard.ca/hcp/details/society/income-inequality.aspx>

In addition, please read one of the articles from each of the remaining topics:

1. **Topic: Climate Change, History, Truth & Evidence.**

a) Eric Sager, "Harperizing Canada's history and heritage: Cuts to archives, parks and culture will cost the country in the long run," *Victoria Times Colonist*, May 11, 2012

<http://www.canada.com/story.html?id=f032bfd5-2366-455f-8550-fd458502128b>

b) Katie Gibbs, Adam Houben, Jeff Heff Hutchings, Arne Mooers, Vance L. Trudeau & Diane Orihel, "'The Death of Evidence' in Canada: Scientists' Own Words," in *The Tyee*, July 16, 2012, accessed June 9, 2014 <http://thetyee.ca/Opinion/2012/07/16/Death-of-Evidence/>

2. **Topic: Democracy**

a) Voices, "Status of Women Canada" September 27, 2012

<http://voices-voix.ca/en/facts/profile/status-women-canada>

b) Terry Milewski, "Senior Mounties told not to meet MPs without prior approval," *CBC News*, April 25, 2013 <http://www.cbc.ca/news/politics/senior-mounties-told-not-to-meet-mps-without-prior-approval-1.1317345>

Dec. 8-16 FINAL EXAM PERIOD