



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 10:30-11:20 am; Tuesday and Thursday 2:30-3:20 pm; Wednesday and Friday 12:30-1:20 pm, 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, 6th edition (sorry, previous editions will not work for this course)
- 2) History Style Guide, available 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	12:30-2:20 pm
Seminar A	Thursday	12:30-1:20 pm
Section B	Thursday	1:30-2:20 pm

5. Basis of Student Assessment (Weighting)

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

Tuesday March 1: Mid-term exam – 20%

Tuesday March 22: Comparative Document Analysis- 20%

In class on the date we discuss the article in class: Article Review - 20%

April 18-26: Final Exam – 25%

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.

A Note on due dates:

Assignments 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. For the comparative document analysis assignment, marks will be deducted at the rate of 5% per day. If your analysis is late because of illness or family affliction, please submit a note from a health practitioner and no penalty will be assigned.

Note: If at any time throughout the term you are experiencing difficulty studying for exams or completing your assignments, please come and see me prior to the due dates.

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

Structure: Please follow the instructions for your assignments. All written work must be double-spaced, have a margin of at least one inch on both sides of the text, and either footnotes/endnotes to tell the instructor where you found your evidence. Preface essays with a cover page and place the bibliography on a separate page at the end of your paper.

Footnote format: Students must use and follow the Chicago Style for history – please see the history style guide posted on D2L. Students uncertain about referencing should consult the instructor before handing in the assignment.

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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

10. Class Schedule

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

Week 1

Tues. Jan. 12 **Lecture:** Inventing Canada: Confederation (background reading textbook, ch. 1 & 2)

Thurs. Jan. 14 **Seminar Week 1:** Assignments; seminar protocol, critical article review signup.

Week 2

Tues. Jan. 19 **Lecture:** National Identities, the National Policy, and First Nations, land and the *Indian Act* (Textbook, Chapters 2, 3)

Thurs. Jan. 21 **Seminar Week 2:** Colonization and its complexities

1. From textbook, "More to the Story: Residential Schools," p. 64.
2. From textbook, "Voices from the Past: a Chief's Perspective on Settlement," p. 101.

On D2L:

3. Chief Ahtahkakoop, "All That I Used to Live on has Gone," from J.M. Bumsted, *A History of the Canadian Peoples*, 4th ed. (Don Mills, ON: Oxford University Press, 2011), 244.
4. Sarah Carter, "Two Acres and a Cow: 'Peasant' Farming for the Indians of the Northwest, 1889-97," *Canadian Historical Review*, LXX, 1 (1989) 27-52.

Week 3

Tues. Jan. 26 **Lecture:** Modernity: Industrialization, Immigration and Reform (Textbook chapters 4, 5, 6)

Thurs. Jan. 28 **Seminar Week 3:** Industrialization and modernity

1. From textbook, "Voices from the Past: Home Children," p. 108

On D2L:

2. Peter DeLottinville, "Joe Beef of Montreal: Working Class Culture and the Tavern," *Labour/LeTravailleur*, 8/9 (Autumn/Spring 1981/82) 9-40.
3. John Hinde, "'Stout Ladies and Amazons': Women in the British Columbia Coal Mining Community of Ladysmith, 1912-14," *BC Studies*, no. 114 (Summer 1997) 33-57.

Week 4

Tues. Feb. 2 **Lecture:** The First World War (Textbook, Chapter 7)

Thurs. Feb. 4 **Seminar Week 4:** World War I, Identity and the Nation

1. From the textbook, "More to the Story: The Realities of War," p. 155
2. From the textbook, "More to the Story: The Influenza Pandemic of 1918-19," p. 162

On D2L:

- 3 & 4. Letter from Gordon Rae MacKay to "Jessie", May 12, 1917 and letter from Gordon Rae MacKay to his mother, Aug. 5, 1917
5. 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_lesterbarbour.htm

6. Numbers and ages of members of the Newfoundland regiment killed in WWI

http://www.newfoundlandandthesomme.com/soldierfamily/age_of_soldiers_killed.htm

7. Spanish Flu epidemic <http://www.heritage.nf.ca/society/sflu.html>
8. "Henri Bourassa on Conscription, June 6, 1917"
9. Kathryn A. McGowan, "Until We Receive Just Treatment," *BC Studies*, no. 167 (Autumn 2010) 47-70.

Week 5

Tues. Feb. 9 **Lecture:** The Interwar period and the return to “normalcy” (Textbook, Chapters 8 & 10)

Thurs. Feb. 11 **Seminar Week 5:** Creating “normal”

1. From textbook, “Political Women,” pp. 179-181 including the biography of Violet Clara McNaughton on p. 181.

On D2L:

2. Letters to Margaret Sanger
3. Angus McLaren, “The Creation of a Haven for ‘Human Thoroughbreds’: The Sterilization of the Mentally Ill in British Columbia,” *Canadian Historical Review*, LXVII, 2 (1986) 127-150.
4. Andrée Levesque, “Deviant Anonymous: Single Mothers at the Hôpital de la Misericorde in Montreal 1929-1939,” *Journal of the Canadian Historical Association, Historical Papers*, v. 19, 1 (1984) 168-184.

Week 6

Tues. Feb. 16 **Lecture:** The Great Depression: Political and Social Responses to Poverty (Textbook, Chapter 9 & 10)

Thurs. Feb. 18 **READING BREAK**

Week 7

Tues. Feb. 23 FILMS: *Dawn of the Eye*, parts 3 & 4

Thurs. Feb. 25 **Seminar Week 7:** Coping with poverty, and racial and gender inequity

1. From the textbook, chapter 10, “Voices from the Past: Montreal Housewives and the Great Depression,” p. 214.
2. From the textbook, chapter 13, “More to the Story: the Dionne Quintuplets,” p. 213

On D2L:

3. Letters to RB Bennett, from L.M. Grayson & Michael Bliss, editors, *The Wretched of Canada: Letters to R.B. Bennett* (Toronto: Buffalo: University of Toronto Press, 1971) reprinted in Great Unsolved Mysteries in Canadian History: Death of a Diplomat, <http://www.canadianmysteries.ca/sites/norman/archives/privateletter/5394en.html>.
4. 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

Week 8

Tues. Mar. 1 **MID TERM EXAM**

Thurs. Mar. 3 Film: *Canada: A People’s History* – segments re WW2; tips for writing the comparative document analysis

Week 9

Tues. Mar. 8 **Lecture:** Canada and the Second World War (Textbook, chapter 11)

Thurs. Mar. 10 **Seminar:** Canada and World War II

1. From textbook, “More to the Story: An Enduring Controversy,” p. 236.

On D2L:

2. 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>

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

Week 10

Tues. Mar. 15 **Lecture:** Cold War and the Post-War Consensus (Textbook chapters 12 & 13)

Thurs. Mar. 17 **Seminar:** Defining the enemy – Canada in the Cold War

1. Textbook, "More to the Story: The Gouzenko Affair," p. 271-272.
2. Textbook, "More to the Story: Anti-Communism in Canada," p. 273.
3. Textbook, "Biography: Tommy Douglas," p. 243.

On D2L:

4. "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>
5. RCMP Report on Herbert Norman
<http://www.canadianmysteries.ca/sites/norman/archives/governmentdocument/5366en.html>

Week 11

Tues. Mar. 22 **Lecture:** Post-War Canada (Textbook chapters 12, 13 & 14)
COMPARATIVE DOCUMENT ANALYSIS DUE

Thurs. Mar. 24 **Seminar:** Post War Canada

1. Textbook, "Voices from the Past: Factory Women on Strike," p. 292
2. Textbook, "More to the Story: Who is fit to have a Baby?" p. 303
3. Textbook, "More to the Story: Canada's Welfare State in Perspective," p. 261.

On D2L:

4. Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada," *Journal of the Canadian Historical Association*, v. 9, no. 1, 1998, 209-223.
5. "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>
6. "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>
7. Canadian Charter of Rights and Freedoms, *Constitution Act*, 1982
www.efc.ca/pages/law/charter/charter.text.html

Week 12

Tues. Mar. 29 **Seminar:** Two hour seminar on Quebec and the October Crisis. Read:
1. Textbook, p. 253-270

On D2L:

2. "Reaction of Rene Levesque to ...the War Measures Act"

In class we will watch the film: *Action: The October Crisis, 1970*

http://www.nfb.ca/film/action_the_october_crisis_of_1970

Thurs. Mar. 31 One hour **lecture** on Quebec (textbook chapters 12 & 16)

Week 13

Tues. Apr. 5 **Lecture:** The First Nations people in Canada (Textbook chapters 14, 16 & 17)

Thurs. Apr. 7 **Seminar:** Aboriginal Issues in Canada

1. Textbook, "More to the Story: British Columbia Native Peoples and the Struggle for Self-Determination," p. 363.

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](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. "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>

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

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

6. Thomas King, Chapter 8, "What Indians Want," in *The Inconvenient Indian: A Curious Account of Native People in North America* (USA: Doubleday Canada, 2012) pp. 193-214.

Week 14

Tues. Apr. 12 **Lecture:** Recent issues: Conservatism reinvented; the economy; climate change; foreign & domestic policies (Textbook, chapters 15, 16, 17, 18)

Thurs. Apr. 14 **Exam Review and Seminar:** Contemporary issues in Canada

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

1. From textbook, "Voices from the Past: A Family's Story of Life Under Neo-Liberalism," p. 333.

CONTINUED NEXT PAGE

On D2L:

2. 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>

3. Josh Wingrove and Chris Hannay, “Everything you need to know about the Fair Elections Act,” *The Globe and Mail*, May 26, 2014

4. The Conference Board of Canada, “Income Inequality”, 2013, accessed June 9, 2014.

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

1. Topic: 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

OR 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

2. Topic: Democracy

a) Voices, “Status of Women Canada” September 27, 2012.

OR b) Terry Milewski, “Senior Mounties told not to meet MPs without prior approval,” *CBC News*, April 25, 2013.

Apr. 18-26 FINAL EXAM PERIOD – DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM.