



COURSE OUTLINE

The course description is online

@ <http://camosun.ca/learn/calendar/current/web/hist.html>

- * *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:	Jenny Clayton
(b)	Office Hours:	Wednesdays 2:30-3:20, Fridays 11:30-12:20
(c)	Location:	Young 320
(e)	Email:	claytonj@camosun.bc.ca

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. and Michael C. Bumsted. *History of the Canadian Peoples*, 5th Edition. Don Mills ON: Oxford University Press, 2016.
- Primary Source Library: www.oupcanada.com/Bumsted5e
Username: oup268 Password: DY4@fV
- History Style Guide, available on the course D2L site.
- Weekly seminar readings, available through the course D2L site.

4. Course Schedule

Class times and location:

Wednesday	Sections A+B	12:30-2:20 in Ewing 348
Friday	Section A	12:30-1:20 in Wilna Thomas 201
Friday	Section B	1:30-2:20 in Wilna Thomas 201

5. Assignments and Evaluation

Participation: 20%

Essay proposal (due Wednesday 5 October): 10%

Midterm exam (Wednesday 12 October): 20%

Research essay (due Wednesday 16 November): 25%

Final exam (held in the exam period, December 12-20): 25%

Weekly Seminar Participation (20%)

Seminars take place on most Fridays during the semester. Readings are available on D2L or in the Primary Source Library (see access information under Required Materials, above). ******Students who miss more than three seminars will forfeit their entire seminar mark****** The grade for seminar participation is based on the quality of student participation (15%), and submitting 1-2 pages of notes on each article or set of primary sources as evidence of your attendance (5%). A very good grade may be earned by making regular contributions to discussions that demonstrate a thoughtful understanding of the material, and by participating in the conversation in such a way that engages with and invites contributions from other students.

Written component: To prepare for discussions, please write 1-2 pages of notes on each article and set of primary sources that we read. These notes will not be graded, but they will assist in determining the quality of your participation. These notes will also be useful when preparing for exams.

In your notes, please include:

-your name and the date

-the author's name and title of the article

For articles: thesis or main argument, notes on the content, your reflections on the strengths and weaknesses of the article, types of primary sources used

For primary sources: author and date, purpose of the document, notes on the content, potential biases

*Please bring two questions or points to discuss

A Note on Due Dates: Assignments must be handed to the instructor in class on the due date. Marks will be deducted at the rate of 5% per day. If your assignment is late because of illness or family affliction, please submit a note from a health practitioner and no penalty will be assigned.

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.

Backup: Students are responsible for keeping a copy of all work submitted, including article notes. Computer or printer failures are not good reasons for late papers.

Research Assignment

The purpose of this assignment is to research and write an essay on a specific topic in Post-Confederation Canadian history that interests you. Choose your essay topic from the list I will provide. Alternative suggestions for research topics are welcome – please consult with me first to confirm and secure my permission in writing. Some topics will be quite general and need to be narrowed down.

The research essay will be based on a minimum of **four recent academic secondary sources and one primary source**. Although your textbook is an excellent starting point, it is not included in the 4 secondary sources, and neither are websites, although if you choose to consult them, they must be referenced.

Academic sources:

- Books or articles written by historians
- Books published by a university press, articles published in academic journals
- Articles should be at least 15 pages long
- Must have footnotes, or otherwise reference all evidence to specific sources
- Should be published after 1980
- For articles, try searching in these databases: Academic Search Complete and Historical Abstracts

For more information on researching and writing, see the History Style Guide.

Additional information on the essay proposal and research essay will be provided in class.

Part 1: Essay Proposal (10%)

Length: 2-3 pages

Due: Wednesday 5 October 2016

1) This assignment is a preparatory step towards the research paper. **Choose a primary source and topic from the list I will provide**, or you may propose an alternative topic, but please consult with me first. Identify the primary source, and in one or two paragraphs, answer the following questions about the document:

- When was it written and by whom? Briefly introduce the author.
- Summarize the content of the source: what does this source tell you about the topic covered?
- For what purpose did the author write the text?
- Does the text give you a balanced picture of the topic in question, or do you detect any biases on the part of the author? If so, explain.
- What did you find particularly interesting about this source? Did anything surprise you? Was anything unclear?

2) Once you have responded to the questions above, explain in what context you are intending to use the primary source – what are your plans for your later research paper? In other words, **what research question will guide your proposed paper?**

3) The third part of this assignment is to provide a list of **a minimum of four recent academic secondary sources** (see criteria above) with which you plan to write your research paper. Please list these sources in a bibliography following the format in the

History Style Guide and add a sentence or two for each source to explain how these will help answer your research question.

The first assignment will be marked on your understanding of the content of the primary source, your critical reflection on the purpose and potential biases in the primary source, and the feasibility of the research question in relation to your proposed secondary sources. Is your question narrow enough to be examined in some depth in a paper of 8-10 pages, and will the sources you provide be adequate to answer your question in some detail? In addition, the assignment should be well written, organized and use the correct formatting for a bibliography. For a workable proposal, make sure you have a good understanding of the content of your proposed secondary sources.

Part 2: Research Essay (25%)

Length: 2000 words (7-8 pages in Times New Roman 12 pt double-spaced)

Due: Wednesday 16 November 2016

This assignment involves writing a research essay based on the sources that you have collected and the question that you have posed in your essay proposal. Please take a look at my comments, as additional research or a modification of your research question may be necessary. If you have any questions about the comments, how to do further research, or the writing process, please meet with me to discuss. You may find that the question evolves as you learn more about your topic through the primary and secondary sources.

Like the essay proposal, the research essay should be based on a minimum of **four recent academic secondary sources and at least one primary source**. The essay must have a title, footnotes and a bibliography. The paper should begin with a paragraph introducing the reader to the topic, and this paragraph will end with your thesis statement, or main argument. The thesis statement will be the answer to your research question, and the main body of the essay will develop and support the thesis. The essay should be well-written, logically organized, and show how you have thought about this topic based on the evidence you have found. The analysis should be supported by convincing specific evidence from your primary and secondary sources. The essay will end with a conclusion summarizing your main points.

Evaluation:

The research essay will be marked based on the following criteria:

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another. An original and creative essay will provide a new interpretation that might change my mind or the way I teach this course.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the essay question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?

- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. 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.
- **Writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes – it is better to summarize and put information in your own words. Writing several drafts, having a friend or family member read your work, and reading your work aloud all help improve the quality of your writing.

Information about the midterm and final examination will be provided in class.

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. 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.

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

Wed. Sept. 7 **Lecture:** Inventing Canada: Confederation

Fri. Sept. 9 **Seminar Week 1:** Assignments and seminar protocol.

Week 2

Wed. Sept. 14 **Lecture:** Colonizing the West, National Policy and the Northwest Rebellion (Textbook, ch. 6, 196-265)

Fri. Sept. 16 **Seminar Week 2:** Numbered Treaties, Farming after the Rebellion

1. Chief Ahtakakoop, "All That I Used to Live on has Gone," Textbook, 257.
2. 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

Wed. Sept. 21 **Lecture:** Industrialization, Urbanization, and Reform (Textbook, ch. 7, 266-320 – includes readings for lecture on September 30)

Fri. Sept. 23 **Seminar Week 3:** Working class culture and urban survival strategies

1. Peter DeLottinville, "Joe Beef of Montreal: Working Class Culture and the Tavern," *Labour/LeTravailleur*, 8/9 (Autumn/Spring 1981/82) 9-40.
2. Bettina Bradbury, "Pigs, Cows and Borders: Non-Wage Forms of Survival among Montreal Families, 1861-91," *Labour / Le Travail* vol. 14 (Fall 1984), 9-46.

Week 4

Wed. Sep. 28 **Workshop:** Research Workshop, **Library Learning Lab, Room 136.**

Fri. Sept. 30 **Lecture:** Immigration and Western Settlement (Textbook, ch. 7, 272-274, 280-284, 292-299, 314-315)

Week 5

Wed. Oct. 5 ****Essay Proposal Due****

Lecture: The First World War and Aftermath (Textbook, ch. 8, 322-342)

Fri. Oct. 7 **Seminar Week 4:** Wartime experiences and identities

1. Letters from the Canadian Letters and Images Project – see D2L for instructions.
9. Kathryn A. McGowan, "Until We Receive Just Treatment," *BC Studies*, no. 167 (Autumn 2010) 47-70.

Week 6

Wed. Oct. 12: ****Midterm Exam****

Fri. Oct. 14 **Seminar Week 5:** Creating "normal" in the interwar period

1. "Nellie Letitia McClung" in textbook, p. 306.
2. 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," *Canadian Historical Review*, LXVII, 2 (1986) 127-150.

Week 7

Wed. Oct. 19 **Lecture:** The Great Depression: Political and Social Responses to Poverty (Textbook, ch. 8, 343-360)

Fri. Oct. 21 **Seminar Week 7:** Coping with Poverty

1. Letters to R.B. Bennett on D2L.
2. Denyse Baillargeon, "'If You Had No Money, You Had No Trouble, Did You?': Montreal Working-Class Housewives During the Great Depression," *Women's History Review*, vol. 1, no. 2, 1992, 217-237.

Week 8

Wed. Oct. 26 **Lecture:** Canada and the Second World War (Textbook, ch. 8, 366-372)

Fri. Oct. 28 **Seminar:** Canadians and the Second World War

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. Pam Sugiman, "Citizenship: Nothing Yet Everything," *ActiveHistory.ca* (November 27, 2012)
<http://activehistory.ca/2012/11/citizenship-nothing-yet-everything/>
3. Marlene Epp, "Alternative Service and Alternative Gender Roles: Conscientious Objectors in B.C. During World War II," *BC Studies* 105/106 (Spring 1995), pp. 139-158.

Week 9

Wed. Nov. 2 **Lecture:** Postwar Economy and the Welfare State (Textbook, ch. 9, 378-383-400, 410-424, ch. 10, 459-460)

Fri. Nov. 4 **Seminar:** Postwar Gender Roles

1. Veronica Strong-Boag, "Home Dreams: Women and the Suburban Experiment in Canada, 1945-1960," *Canadian Historical Review* 1991 72(4), 471-504.
2. Robert Rutherford, "Fatherhood, Masculinity, and the Good Life during Canada's Baby Boom, 1945-1965," *Journal of Family History* 1999 24(3): 351-373.

Week 10

Wed. Nov. 9 **Lecture:** Canada and the Cold War (Textbook, ch. 9, 383-388, 400-405, 411, 415)

Fri. Nov. 11 **STAT HOLIDAY**

Week 11

Wed. Nov. 16 ****Research Essay Due****

Lecture: Quebec from the Quiet Revolution to the Referendums (Textbook, ch. 9, 406-408, 413-414, ch. 10 textbox p. 444, 460-466, 476-477, ch. 11 backgrounder, 492-494)

Fri. Nov. 18 **Seminar:**

1. J. Saywell, "The Ideology of the FLQ," Textbook, p. 465.
2. FLQ Manifesto in the Primary Source Library.
3. Dominique Clément, "The October Crisis of 1970: Human Rights Abuses Under the 'War Measures Act,'" *Journal of Canadian Studies* vol. 42 no. 2 (Spring 2008), 160-186.

Week 12

Wed. Nov. 23 **Lecture:** Indigenous Politics after the Second World War (Textbook, ch. 9, 397-398, 437-442, ch. 11, 502-503, textbox 522-524, ch. 12, 550-557, 559)

Fri. Nov. 25 **Seminar:** 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. See also "Expo 67" in textbook, 453-454.
2. "The Address of the Gitksan-Wet'suwet'en," in Primary Source Library.
3. "Delgamuukw v. British Columbia," in textbook, 555-557.

Week 13

Wed. Nov. 30 **Lecture:** Postwar Social Movements, Trudeau, and the Charter of Rights and Freedoms (Textbook, ch. 10, 428-458, ch. 11, 480-502)

Fri. Dec. 2 **Seminar:** Environmental Movement

1. Mark Leeming, "The Creation of Radicalism: Anti-Nuclear Activism in Nova Scotia, c. 1972-1979," *Canadian Historical Review* vol. 95 no. 2 (June 2014), 217-241.

Week 14

Wed. Dec. 7 **Lecture:** Contemporary issues in Canada (Textbook, chapters 12 and 13)

Fri. Dec. 9 **Exam Review**

Dec. 12-20 FINAL EXAM PERIOD – DATES WILL BE ANNOUNCED ON CAMLINK LATER IN THE TERM.