



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-112-001**  
**Oh Canada: Canada after 1867**  
**Winter 2018**

## **COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

<b>(a) Instructor</b>	Steve Fielding
<b>(b) Office hours</b>	Wednesdays 1:30-3:00
<b>(c) Location</b>	Lansdowne Young Building Y320
<b>(d) Phone</b>	250-370-3390 <b>Alternative:</b>
<b>(e) E-mail</b>	<a href="mailto:FieldingS@camosun.bc.ca">FieldingS@camosun.bc.ca</a> *E-mail is best way to reach me

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I completed my first degree at the University of Winnipeg, then a Master of Arts from Simon Fraser University, and I am completing my Ph.D. at the University of Victoria this semester. I have taught History at four colleges and universities and published research on a range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (we eat well) and we are the parents of a seven-year-old girl and toddler boy. This is my first time teaching History 112 and I'm looking forward to exploring the course together this semester.

"Under this flag, may our youth find new inspiration for loyalty to Canada; for a patriotism based not on any mean or narrow nationalism, but on the deep and equal pride that all Canadians will feel for every part of this good land." –Lester B. Pearson

"I've been to Canada, and I've always gotten the impression that I could take the country over in about two days." –Jon Stewart

"There are few, if any, Canadian men that have never spelled their name in a snow bank"  
-- Douglas Coupland

### **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

J.M. Bumsted and Michael C. Bumsted, *A History of the Canadian Peoples*, 5<sup>th</sup> ed. (Don Mills: Oxford University Press, 2016). Available in Camosun College Bookstore

Richard Wagamese, *Indian Horse* (Toronto: Douglas & McIntyre, 2012). Available in the Bookstore

Reading Package, History 112. Available in the Bookstore

### 4. Course Content and Schedule

Classes consist of 2-hour lectures on Mondays and Wednesday seminars, which are basically discussion groups. Students are required to read seminar materials before coming to class and be prepared to discuss them with one another.

#### Important Dates at a Glance

Monday January 8	First Class
Wednesday February 7	Research Paper Proposal Due
Monday March 5	Mid-term Exam
Wednesday March 28	Book Review-Oral History Assignment Due
Monday April 9	Research Paper Due
Wednesday April 11	Last Class/Seminar
TBA	Final Exam

#### WEEK 1

Monday January 8	Introduction: Welcome to History 112 Lecture 1: Making Canada, Strengthening Confederation
Wednesday January 10	Seminar: Canadian Identity

Read: *National Post*, "Why our intellectual class made Canada 150 the worst birthday ever," by Jonathan Kay, December 28, 2017

<http://nationalpost.com/opinion/jonathan-kay-why-our-intellectual-class-made-canada-150-the-worst-birthday-ever>

*The Guardian*, "The Canada experiment: is this the world's first 'postnational' country?" by Charles Foran, January 4, 2017,

WEEK 2

Monday January 15

Lecture 2: Louis Riel and the Red River Resistance + Riel's Last Stand  
Lecture 3: Treaties, Mistreatment, and Adjustment: Canada's First Nations before WW1

Wednesday January 17

Seminar: Coursepack Topic 1, "Aboriginal People in a modernizing Canada"

Read *History of the Canadian Peoples* Chapter 6 (begin p. 229)

WEEK 3

Monday January 22

Lecture 4: Nation-building, the National Policy, and the Importance of Railways

Wednesday January 24

Lecture 5: Canada's Industrial Revolution  
Seminar: Coursepack Topic 2, "Working-class survival in an industrializing Canada"

Read *History of the Canadian Peoples* Chapter 7

WEEK 4

Monday January 29

Lecture 6: Religion, Secularization, and the Social Gospel Movement  
Lecture 7: Making a Moral Society, 1870-1914

Wednesday January 31

Seminar: Women's Suffrage "Debate"

WEEK 5

Monday February 5

**\*CLASS CANCELLED** (Steve's Ph.D Defense)

Wednesday February 7

Seminar: Essay Writing Workshop (no assigned readings)

**\*Research Proposal Due**

Read *History of the Canadian Peoples* Chapter Chapter 8 (up to p. 335)

WEEK 6

\*NO CLASS—B.C. FAMILY DAY AND READING BREAK\*

WEEK 7

Monday February 19

Lecture 8: Populating the Great Expanses: Mass Immigration to Canada (1896-1914)

Wednesday February 21

Lecture 9: Canada and the First World War  
Seminar: Film, *Fields of Sacrifice* (1964), NFB of Canada, 38 mins.

WEEK 8

Monday February 26

Lecture 10: The Aftermath of WW1: Labour Unrest and Making Meaning out of Great Loss

Wednesday February 28

Lecture 11: The "Roaring" Twenties  
Seminar: Coursepack Topic 3, "Canada in the world in the early 20<sup>th</sup> century"

WEEK 9

Monday March 5

**MIDTERM EXAM** (Two hours)

Wednesday March 7 Seminar: Film, *The Sterilization of Leilani Muir*, NFB of Canada, 45 mins.

#### WEEK 10

Monday March 12 Lecture 12: Dustbowls and Discontent: The Great Depression in Canada  
Lecture 13: The Second World War  
Wednesday March 14 Seminar: Coursepack Topic 6, "Great Depression"

Read *History of the Canadian Peoples* Chapter 9

#### WEEK 11

Monday March 19 Lecture 14: Cold War Comfort and Conformity, 1945-1963  
Lecture 15: Sixties Counter-culture and the Quiet Revolution in Quebec  
Wednesday March 21 Seminar: Coursepack Topic 9, "Cold War Canada"

#### WEEK 12

Monday March 26 Lecture 16: Postwar Immigration and Multiculturalism  
Lecture 17: Indigenous Peoples in the Twentieth Century  
Wednesday March 28 Seminar: Discussion of Richard Wagamese's *Indian Horse*  
**\*Comparative Book Review-Oral History Assignment Due**

Read *History of the Canadian Peoples* Chapter 10

#### WEEK 13

Monday April 2 \*EASTER MONDAY—NO CLASS  
Wednesday April 4 Seminar: *Shameless Propaganda*, sections of Parts 1 and 2 (2014), NFB of Canada, 72 mins.

#### WEEK 14

Monday April 9 Lecture 18: The 1980s  
Lecture 19: The 1990s and Beyond  
**\*Research Paper Due**  
Wednesday April 11 Seminar: Coursepack Topic 12, "Contemporary issues"

Read *History of the Canadian Peoples* Chapters 11 and 12

## 5. Basis of Student Assessment (Weighting)

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they are weighted:

Research Paper Proposal – 5%  
Mid-Term Exam – 20%  
Book Review-Oral History Assignment – 10%  
Seminar Participation – 20%  
Research Paper – 20%  
Final Exam – 25%

## Key instructions for all assignments (Please take note of this)

All assignments must be in hard copy, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and use normal (1 to 1.25 inch) margins. Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers must be handed in to me at the beginning of class.

**Late assignments** will be **deducted at 5% per day** to a maximum of one week, after which they will receive a grade of zero.

### (a) Assignments

#### i) Research Paper Proposal (5 percent)

**Due: Wednesday February 7**

The paper proposal is the first important step in developing your own research project. It helps you to commit to a topic, explore what historians have written about it, and begin to map out the approach you will take in the research paper. Going forward, the proposal will save you time and stress.

Every good history proposal or paper identifies and seeks to answer **a historical question or problem**. In other words, the assignment will not give a narrative of details or events that happened, but rather employs a historical context to show how something should be understood, along with evidence and argumentation to explain *why* and *how* this event, change, concept, accomplishment or process took place.

Generally speaking.

- a) The proposal poses a historical question and then explains why it's historically important. At this early stage, you might already have a thesis statement, but this is not required in the proposal.
- b) It shows what you know so far based on the articles or books you've selected. Ideally, look for different viewpoints and consider which of them are strong, weak, competing, biased or controversial. Think also about whether historians' views have changed over time.
- c) It creates a provisional map for how you might structure your essay as you move further into the research and writing stages. How will you try to answer the main historical question, what contributions to the subject do your articles and/or books provide, and why might they be useful in your project?

Your finished paper will expectedly be different than the proposal. This is because your arguments and methodology naturally evolve as you read new material and consider different arguments. The proposal helps set this process in motion. We will discuss the assignment further in class as the due date gets closer.

The proposal must contain:

500 words (2 pages in length)

A title page

A bibliography on separate sheet of paper, with citations in *Chicago Style* formatting

The number of sources required for the proposal:

1. A minimum of **five (5) academic articles** (by a historian writing for an academic press, usually 15-30 pages long). If you're not sure, please check with me. Alternatively, a book can count as two articles

\*Note that your sources are not to be a website, online encyclopedia, material with no author's name attached, or the textbook.

At the end of the course outline, you will find a list of possible research essay questions, but you are welcome to create your own. In light of the limited library resources, only two (2) students at maximum are permitted to do a particular question. In all cases, please see to confirm your choice.

## **ii) Book Review-Oral History Assignment (10 percent) Due: Wed. March 28**

We will be reading and then discussing Richard Wagamese's book, *Indian Horse*. It is a beautiful work of historical fiction set against the backdrop of Canada's Residential School Program.

In the space of 500-650 words (2 – 2 ½ pages), you will review, compare, and contrast the key themes, storylines, and survivor experience of the main character with actual oral history accounts of Residential School survivors, recently recorded as part of the Truth and Reconciliation Commission. Make sure to consult a minimum of three (3) oral histories. \*I will provide further instructions in class and on D2L closer to the deadline.

## **iii) Research Essay (20 percent)**

**Due: Monday April 9**

The purpose of the major paper is to test your ability to explore, analyze, and draw conclusions from the argument (thesis) first developed in your essay proposal. It is **due on Monday April 9**.

This research essay will be **between 1500 and 2000 words (6-8 pages) in length**. Please remember to keep all your research notes, rough drafts, and essay outlines—I may ask to see these things.

A good essay is a coherent expression of ideas on a single theme and it is organized carefully in paragraphs. It is clearly written, organized, and analytical.

It must contain:

1. A clear **introduction** that the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that summarizes the argument and the evidence you used to support it

### **Things to think about:**

#### **Considering Viewpoints**

The research essay is more than a summary of the evidence and interpretations of other authors. You must write in your own words and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing.

#### **Quality of Writing**

The quality of your writing matters a great deal and marks will be deducted for poor organization, grammar errors, or frequent spelling errors. To ensure correct spelling and syntax (sentence structure), do not rely much on spell checkers and grammar checkers. It can be helpful for another person to read it over. Also beneficial is to read your own work to yourself out loud. Doing this can identify confusing or incorrect expression. Please try to avoid "casual speak" and make sure to cite others' ideas or information that is not general knowledge.

### **Using Quotations and Footnotes:**

In developing your arguments, you will be depending on and sometimes borrowing evidence from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote. Try not to use a lot of quotations and avoid long ones. Quote an author when you think his or her ideas are essential in order to convey the exact meaning of what they said. If you paraphrase another author, or borrow their idea, you must also acknowledge this in a footnote. Note, however, that it is not necessarily to cite general knowledge i.e. The Second World War began in 1939, or Wayne Gretzky was born in Brantford, Ontario.

### **Bibliography:**

The essay must be followed with a Bibliography on a separate sheet of paper, listing **all of the sources you consulted** in the assignment, whether they are quoted or not. Formatting must be in **Chicago Style**. We will explore this in class; additionally, you can refer to the *Chicago Style* formatting manual, called the Camosun History Department Style Guide, which is on the History Department website. Other styles, such as MLA or APA social science formatting (parenthetical reference to authors in the text of the essay), will not be accepted.

### **Grading Criteria:**

The research paper will be evaluated according to three criteria:

1. Referencing your sources with footnotes and bibliography (10%)
2. Writing style and organization (30%)
3. Supporting evidence and analysis (60%)

The essay is to be written in paragraph form. It should contain:

1. A clear **introduction** that presents the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that re-summarizes your arguments and the evidence you used to support it. You might want to allude to what is still unknown about the subject.

**An Important Note on Plagiarism:** All written work that you submit in History 112 must be your own original work. You must give proper credit to borrowed ideas or quotations that you use in an essay. To falsely claim authorship of someone else ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed History paper. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind the internet sources, like everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources. See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

## **iv) Exams**

There will be an in-class mid-term exam on **Monday March 5**. It is worth 20% of your total grade and it is closed book. The test consists of both short-answer (identify a term and its historical significance) and essay-type questions. There is also a final exam at the end of the semester, worth 25% of your total grade, and it will take place during the formal examination week.

## **v) Class Participation (20 percent)**

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments during the lectures and I will engage them as time permits.

## **Seminars**

Each Wednesday s devoted to group discussions (called “seminars”) based on that day’s readings. In these smaller groups, students will, after reading the questions provided in the Coursepack or on D2L and, using critical thinking, debate the arguments and evidence from the articles they read and consider one another’s interpretations.

Your participation mark will be based primarily on the seminars. During each seminar class, you will be graded on three levels:

- a) Attendance
- b) Contributions to seminar discussions
- c) Quality of these contributions

**\*It is essential that you do the readings before the seminar.** To participate well means demonstrating that you read the assigned articles carefully; that you have identified the key points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Otherwise you will not be able to contribute very much and this will result in lost participation marks.

#### **What to consider as you prepare for seminars:**

As you do the readings in preparation for class, it may help to consider certain points. What are main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered by the article?

It may also help to consider the author of the article. Who or what group or interests does the author represent and to whom is s/he talking? Why does s/he approach the topic in this way? Does s/he demonstrate inherent bias or persuasion? Does the author use a specific methodology or theoretical perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does the timing affect its conclusions?

**Late Policies and Submitting Your Assignments:** Assignment due dates are firm and assignment must be submitted to me in class on the due date or they will be considered late. As noted earlier, **late assignments will be penalized at five (5) percent per day to a maximum of one week**, after which they will no longer be accepted. No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, you will need a doctor’s note to waive the penalty. Problems with computers, flash drives, or dogs on a paper diet will not be accepted. However, at any time please do not hesitate to see me if you’re having problems with the assignments.

## **6. College Supports, Services and Policies**



### **Immediate, Urgent, or Emergency Support**

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### **College Services**

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### **College Policies**

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college’s commitment to life-changing learning. It is the student’s responsibility to become familiar with the content of College policies. Policies are available on the College website at



<http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## 7. Grading System <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. 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		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## 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 <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

### Essay Topics

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A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

- i) What were the sources of conflict that led to Metis resistance in 1869 and 1885?
- ii) What were the origins of the women's suffrage movement?
- iii) Evaluate the role of Clifford Sifton's immigration policy in settling the Canadian prairies.
- iv) Discuss the federal government's response to the Depression.
- v) Who was Louis Riel, and how has his "myth" developed through the years?
- vi) Discuss the repercussions of conscription during World War One.
- vii) What are the connections between World War One and the emergence of a Canadian sense of nationhood?
- viii) How did Canadians adjust to the changes brought about by industrialization?
- ix) What was the motivation behind the creation of the welfare state in Canada?
- x) How did the growth of suburban society alter Canadian society?
- xi) Discuss the changing state of the Canadian labour movement from 1910 to 1920.
- xii) Discuss the significance of Canada's treaties with First Nations.
- xiii) Analyze the rise and fall of the Progressive Party.
- xiv) Why was Mackenzie King Canada's longest-serving Prime Minister?
- xv) Discuss the contributions of women to Canada's World War Two effort.
- xvi) What was Social Credit and why did it come to power in Alberta?
- xvii) What was the Co-operative Commonwealth Federation and why did it come to power in Saskatchewan?
- xviii) Analyze English-Canadians' attitudes towards immigrants between 1900 and 1940. If it helps, focus on one particular group of immigrants.
- xix) Why were people of Japanese origin evacuated from the West Coast during World War Two?
- xx) Discuss the treatment of "enemy aliens" in Canada during World War One and/or World War Two.
- xxi) Discuss Canada's treatment of First Nations people in the twentieth century.
- xxii) Analyze and assess Pierre Trudeau's performance and record as Prime Minister.
- xxiii) Analyze the rise and fall of the Maritime Rights Movement.
- xxiv) Discuss the rise and fall of the Winnipeg General Strike.
- xxv) Discuss the rise and fall of the On-To-Ottawa Trek.
- xxvi) Explain the genesis, and significance of, the federal Reform/Alliance/Conservative Party.
- xxvii) Explain the genesis, and significance of, the federal Bloc Quebecois Party.
- xxviii) Assess Canada's relationship with the United States from 1950 to 2006.
- xxix) Analyze the rise and fall of the Front de liberation du Quebec (FLQ).
- xxx) What was the significance of the Klondike Gold Rush in the late-nineteenth century?
- xxxi) Think of a topic related to sport and Canadian identity

Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first. It may not be suitable.