



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-112-001A/B
Oh Canada: Canada after 1867
Winter 2019

COURSE OUTLINE

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.

1. Instructor Information

(a) Instructor	Chris Morier	
(b) Office hours	Mon/Wed, 10:30 am – 1:30 pm; Tues/Thur, 10:30 am – 12:30 pm; Or By Appointment	
(c) Location	Young 320	
(d) Phone	250-370-3518	Alternative:
(e) E-mail	morier@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

Textbook: Blake, Keshen, Knowles, and Messamore, *Conflict and Compromise: Post-Confederation Canada* (Toronto: University of Toronto Press, 2017). Available in the Camosun Bookstore. I have also placed one copy of this text in Reserve in the Library, where it can be borrowed for 2-hour stretches.

Coursepack: Course Reading Package for History 112. Available in the Camosun Bookstore.

History 112 Information Package: Emailed directly to students by course instructor.

4. Course Content and Schedule

Classes will consist of lectures and seminars. Basically, seminars are discussion groups. Students will be required to read History articles and come to class prepared to discuss those articles with their peers.

This course is a 3-credit course. Your final grade will be a letter grade.

History 112 will feature 2 hours of lectures per week, and 1 hour of seminar per week. The course continues for 14 weeks. Estimated out-of-class preparation time is 5 hours per week.

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 will be weighted:

Research Paper Proposal – 5%

Mid-Term Exam – 25%

Seminar Participation – 20%

Research Paper – 25%

Final Exam – 25%

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials 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.

8. 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.

A. GRADING SYSTEMS <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
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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.

B. 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.

ASSIGNMENTS AND CLASS SCHEDULE

Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Monday, 11 February**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of thirty possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal will be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include websites, the course textbook, or any of the articles in the Course Reading Package. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

Midterm Exam

There will be a two-hour in-class midterm exam on **Monday, 25 February**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of short-answer and essay-type questions. We will discuss the exam in more detail in class as the big day gets closer.

Seminar Participation

Your seminar group will meet fourteen times over the winter term. Participation marks are worth 20% of your final grade. Marks will be calculated on Wednesday, 10 April (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the 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 left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

Students who miss more than three seminars will forfeit their entire participation mark. Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

Research Paper

This assignment is worth 25% of your final grade, and is **due on Monday, 11 March**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of two people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas 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 or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the Course Reading Package, you must consult at least five secondary sources (books and/or articles) in preparing your paper. Legitimate (scholarly) Internet sources are fine, but only in addition to the five books/articles. **Be especially wary of Internet sources – academic work is okay, but online encyclopedias, generic websites, and material with no author’s name attached should be avoided.** You cannot avoid the library in this assignment! Between Camosun, UVic, and the Victoria Public Library, you should have no trouble finding sources. Please come and speak with me if you’re having any difficulties.

An effective essay is much 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. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the History Department Style Guide.

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 112. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else’s ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The ‘Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers’ Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2018-2019 Calendar (pp. 32-39) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). Please note: computer/printer problems will not be accepted as a valid reason for a late essay. 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, the penalty will be waived, but you must submit a note from a health practitioner. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after the

final class on Wednesday, 10 April. Please do not hesitate to see me if you're having any problems with the assignments.

Final Exam

There will be a three-hour final exam in April (the final exam period runs from April 15th to the 26th). The final will be non-cumulative. I have no control over when the exam will take place, **so do not book flights home or commit to a work schedule until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. Similar to the midterm exam, the final exam will consist of short-answer and essay-type questions.

Lecture and Seminar Schedule

This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Students are encouraged to ask questions and offer opinions throughout.

Monday, 07 January - Introduction: Welcome to History 112!
Wednesday, 09 January - Seminar: Breaking The Ice (No Assigned Readings)

Text: Chapter One

Monday, 14 January - Lecture 1: The Consolidation of Confederation
Lecture 2: Resistance in Red River
Wednesday, 16 January - Seminar: Topic 1 Coursepack Articles

Text: Chapter Two

Monday, 21 January - Lecture 3: First Nations Treaties
Lecture 4: 1885 – The Second Metis Uprising
Wednesday, 23 January - Seminar: Topic 2 Coursepack Articles

Monday, 28 January - Lecture 5: The John A. Macdonald Era, 1870-1885
Lecture 6: The National Policy and Completion of the CPR
Wednesday, 30 January - Seminar: Topic 4 Coursepack Articles

Text: Chapter Three

Monday, 04 February - Lecture 7: The Yukon and Klondike Gold Rush
Lecture 8: The Laurier Years, 1896-1911
Wednesday, 06 February - Seminar: Film, *Canadian Steel, Chinese Grit (2003)*

Text: Chapter Four

Monday, 11 February - ****Essay Proposal Due Today****
Lecture 9: Canada's Immigration Boom
Lecture 10: Canada in World War One
Wednesday, 13 February - Seminar: Topic 3 Coursepack Articles

Monday, 18 February - Reading Week: Class Cancelled
Wednesday, 20 February - Reading Week: Class Cancelled

Text: Chapter Five

Monday, 25 February - ****Midterm Exam (Two Hours)****
Wednesday, 27 February - Lecture 11: Social Reform in Canada

Monday, 04 March - Lecture 12: Labour and the Winnipeg General Strike, 1919

Wednesday, 06 March -	Lecture 13: Agrarian Revolt in Canada Seminar: Topic 5 Coursepack Articles
	<i>Text: Chapter Six</i>
Monday, 11 March -	**Research Paper Due Today in Class** Lecture 14: Canada and the “Booming” 1920s
Wednesday, 13 March -	Lecture 15: Ten Lost Years: The Great Depression in Canada Seminar: Topic 6 Coursepack Articles
	<i>Text: Chapter Seven</i>
Monday, 18 March -	Lecture 16: Protest in the 1930s
Wednesday, 20 March -	Lecture 17: Canada and World War Two Seminar: Topic 7 Coursepack Articles
	<i>Text: Chapters Eight and Nine</i>
Monday, 25 March -	Lecture 18: Bibles, Ploughs, and Betrayal: Canada and First Nations
Wednesday, 27 March -	Lecture 19: Canada and Indigenous People in the Twentieth Century Seminar: Topic 11 Coursepack Articles
	<i>Text: Chapters Ten and Eleven</i>
Monday, 01 April -	Lecture 20: Canada’s Baby Boom Generation
Wednesday, 03 April -	Lecture 21: The Quiet Revolution: Quebec Catches Up Seminar: Film: <i>Pierre Trudeau: A Canadian Affair</i>
	<i>Text: Chapter Twelve</i>
Monday, 08 April -	Lecture 22: The 1980s in Canada
Wednesday, 10 April -	Lecture 23: The 1990s in Canada Seminar: Topic 12 Coursepack Articles

Essay Topics

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?

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.