



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

**HIST-112-D01**  
**Oh Canada: Canada after 1867**  
**Summer 2020**

## **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>	Jenny Clayton
<b>(b) Office hours</b>	Monday and Thursday, 10-11 am or by appointment
<b>(e) E-mail</b>	claytonj@camosun.bc.ca

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### **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 Indigenous-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

- a) The textbook for this course is John Douglas Belshaw, *Canadian History: Post-Confederation*. This textbook is available to read online or download for free from BC Open Textbooks: <https://opentextbc.ca/postconfederation/>
- b) Other weekly readings can be found on the course D2L site.
- c) Camosun College Department of Humanities History Style Guide (June 2016) available on the course D2L site or at <http://camosun.ca/learn/subjects/history/style-guide.pdf>

### 4. Course Schedule

This course has an asynchronous format. Students will work through material independently, with support from the instructor. Reading notes will be due on a weekly basis, and other assignments will be due throughout the course. Please see the Class Schedule below for more details.

### 5. Basis of Student Assessment (Weighting)

Please submit all assignments and exams to our D2L site. The accepted formats are Word or PDF documents.

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20%	Reading Notes due Thursday by 5 pm (Weeks 2-6)
10%	Essay Proposal, due Tuesday July 21 by 5 pm
20%	Midterm Exam, due Tuesday July 28 at 5 pm
25%	Research Essay, due Tuesday August 18 at 5 pm
25%	Final Exam – will take place during the exam period, August 24-26

#### Attendance Note:

The first information that you will need to submit is an **attendance note**, whether you are in the class or on the waitlist. Since there is a substantial waitlist for this course, please e-mail a note to me at [claytonj@camosun.bc.ca](mailto:claytonj@camosun.bc.ca) to confirm your attendance by 5 pm on Tuesday July 7. This is important as this attendance note will hold your space in the course. To ensure that waitlisted students will have a chance to take the course, I will begin the deregistration process for students who have not submitted the attendance note by Wednesday July 8.

In your attendance note, please introduce yourself in about a paragraph:

- Your name
- Have you taken any other history courses?
- Are you located in Canada or elsewhere?
- Have you learned about Canadian history in high school or in other history courses, or is Canadian history completely new to you? This is an introductory course so no prior knowledge is necessary – but feedback on this will help me explain the content.
- What is your interest in taking this Canadian History course? Is there a specific topic, theme, or event that you would like to learn more about?

The level of detail you provide in this attendance note is voluntary, and whether you choose to answer all the questions is up to you, but I will need the note itself to confirm your attendance.

## Reading Notes (20%)

Each week, from week 2 to week 6, in addition to the lecture and the textbook reading, there will be an article by a historian (secondary source) and sometimes a first-hand account (primary source) to read, think about, and take notes on. These secondary and primary sources allow you to learn about specific topics in depth, to learn about how historians have interpreted the past, and the kind of sources or evidence that they incorporate into their research. Each Thursday before 5 pm, you will be asked to submit reading notes to D2L. Questions will be posted in advance on D2L that will help guide your reading.

For each article and set of primary sources, please include the following:

- 1) Your notes on the reading (about 2 pages, single-spaced):
  - Your name and the date
  - The author's name and title of the article
  - If this is an article by a historian, please state what you think is the main argument
    - The main argument will be the thesis statement. It is also the answer to the historian's research question. Some authors state their argument quite clearly towards the end of the introduction (first or second paragraph), and might re-state it in the conclusion. In other articles, it is not so clearly stated. After you have read and taken notes on the article, ask yourself, what is the main point this article was trying to make? Please note that this is not the topic of the article (eg. working-class women in Montreal during the Depression) but what the article was saying about that topic (for example, it will answer a question such as – how did working-class women in Montreal cope with the economic challenges of the Depression?). The main argument should start with the statement: "This article argues that..." For example: "This article argues that working-class women in Montreal used the following strategies to survive the Great Depression: ..."
  - If these are primary sources, please state what you think is the main purpose of the sources
    - Why do you think this record was created? If it is a letter, why was it written? How do you think the purpose of record affected the content? If a letter was written to convince the recipient of something, why would certain information be included, and other information left out?
  - Notes on the content of the article and/or the primary sources
    - This section should form the majority of your reading notes
    - These notes can be in your own words, or quotes from the article (ideally, a combination of both)
    - Start each point with a page number on the left, showing where that information can be found in the article
    - Try to summarize the main point of each paragraph, followed by a quick note about the evidence or examples used in each paragraph
    - Feel free to include your own questions or observations in these notes
    - These notes are for your use later when preparing for the midterm and final exams
  - In one or two sentences or lines, summarize the type of primary sources the author uses (for example: newspapers, diaries, letters, interviews, photographs, etc)
- 2) On page 3, please answer two or three questions about the readings in paragraph form (about one paragraph each). These questions will be posted in advance on D2L. There will usually be more than two questions, so please choose two or three to answer in detail. The

total length of your responses should be one page single-spaced (about 400 to 500 words), and include specific evidence (examples, names, dates) from the article relevant to answering the question.

How the reading notes will be graded:

- Notes (pages 1-2): 10%
  - For an excellent grade, the notes should identify the thesis statement (or statement of purpose for primary sources), be detailed, clear and complete (cover the whole article), include page numbers on the left, include points that the historian is making, and include the evidence or examples he or she uses to support those points, and include a short note on types of primary sources.
- Paragraph answers (page 3): 5%
  - For an excellent grade, the two or three responses should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts or analysis, and support your answers with specific evidence from the article.

## Research Assignment

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The purpose of this assignment is to research and write an essay on a topic in Canadian history that interests you. Choose your essay topic and primary source from the list below. If you would like to write on a different research topic, please consult with me first to confirm and secure my permission in writing – in that case it will be necessary to locate a suitable primary source.

There are two parts to the Research Assignment:

- Primary Source Analysis and Essay Proposal
- Research Essay

These will be on the same topic, and are described below.

The research assignment will make use of both primary and secondary sources. These are the two main categories of sources that are used by historians. The *History Style Guide* defines them like this:

### **WHAT IS A PRIMARY SOURCE?**

A primary source is an artifact created at the time period under study. Records created in the past express the world view of the author, i.e. the ideas, beliefs, and values of that time and place. Written primary sources include letters, diaries, census data, autobiographies, government documents, minutes of meetings, sermons, newspapers, maps, and books written at that time. Primary sources may be objects such as paintings, photographs, films, recordings of music, clothing, buildings, and tools. Interviews with people who lived through an event are also primary sources.

### **WHAT IS A SECONDARY SOURCE?**

Secondary sources are records written after the event or time period under study by authors who were not involved in the event. Secondary sources may be based on primary sources or on other secondary sources. Some of your seminar reading will consist of secondary sources. In them, historians will use primary sources and the works of other historians (secondary sources) to build an argument about a particular event or process.

## Primary Sources for the Research Assignment

Primary sources on the following topics can be found in two e-books at the Camosun Library. These topics have been chosen because there should be enough secondary sources by historians in the form of scholarly books and articles, available through the Camosun Library, to write on these topics. Most of these topics are quite broad. Part of your task for the research essay will be to narrow the focus so that the paper explores a specific topic in depth.

Thorner, Thomas and Thor Frohn-Nielson, eds. *A Country Nourished on Self-Doubt: Documents in Post-Confederation Canadian History*, Third Edition. Toronto: University of Toronto Press, 2010.

<https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2110674&site=ehost-live>

- Immigration from China (Chapter 4, document 2, W.A. Cum Yow, Testimony before the Royal Commission on Chinese and Japanese Immigration, 1903, p. 87-93)
- Immigration from India (Chapter 4, document 3, Dr. Sundar Singh, Addresses Delivered to the Members during the Session of 1911-1912, Empire Club of Canada, p. 94-96)
- Women and the Vote in Canada (Chapter 5)
- Conscription during the First World War (Chapter 6)
- Drug traffic in Canada before the Second World War (Chapter 7)
- Canadians and the Great Depression (Chapter 8)
- Japanese Canadians and the Second World War (Chapter 9)
- Women in Canada in the 1950s and 1960s (Chapter 11)
- Youth in the 1960s (Chapter 12)
- Quebec and Independence (Chapter 14)
- Protests at Clayoquot Sound in the 1990s (Chapter 17)

Smith, Keith D., ed. *Strange Visitors: Documents in Indigenous-Settler Relations in Canada from 1876*. Toronto: University of Toronto Press, 2014.

<https://libsecure.camosun.bc.ca:2443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e00xna&AN=1565422&site=ehost-live>

- Restricting the Potlatch (Section 4b)
- Indigenous People and the First World War (Section 7a)

For an alternative set of primary sources on Indigenous people and the First World War, see the letters of Cree soldier Alexander DeCoteau here:

<https://www.canadianletters.ca/collections/all/collection/20754>

DeCoteau's biography can be found here: [http://www.biographi.ca/en/bio.php?id\\_nbr=7326](http://www.biographi.ca/en/bio.php?id_nbr=7326)

## Primary source analysis and essay proposal (2-3 pages)

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To better understand your primary source, start by reading about that topic in the textbook and/or in the Canadian Encyclopedia: <https://www.thecanadianencyclopedia.ca/en/>

For most topics, there will be more than one primary source available in the chapters listed above that would work. Please select a primary source that is at least 3 pages long, or analyse more than one primary source if they are shorter than that.

**Part 1:** In about two paragraphs (5-7 sentences each), identify and analyse the primary source and answer the following questions about the document:

- What kind of source is this, where and when was it created?
- Who was the author? Provide a brief introduction.
- Summarize the contents: what does the source tell you about the topic?
- Why do you think the author wrote this text or made this statement? What is the author concerned about, and what is he or she promoting, challenging, or trying to achieve? How do you think that the purpose of the document might affect the way it was written, its content or its message?
- What did you find particularly interesting about this source? Did anything surprise you? Was anything unclear?
- What questions did this source raise for you? These questions may help guide your research paper.

Since the essay proposal analyses one source, no footnotes are required for this paper.

Footnotes will be required for the research essay due August 18 – more information on how to use footnotes will be provided before the research essay is due.

**Part 2:** Clearly state the research question that will guide your proposed paper. This research question is not set in stone and may change slightly as you learn more about the topic.

**Part 3:** Create an annotated bibliography that lists the primary source, followed by **a minimum of four recent academic secondary sources** (see criteria below) with which you plan to write your research paper. Please follow the format provided in the *History Style Guide*. Under each secondary source, add 1-2 sentences to explain how each secondary source will help answer your research question.

### Academic Secondary Sources:

- Books or articles written by historians after 1985
- Books published by a university press or peer-reviewed articles in academic journals.
- Articles should be at least 15 pages long
- Articles and books must have footnotes, or otherwise reference all evidence to specific sources

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 7-8 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. If you start to take notes on your secondary sources at this point, be sure to include the page number of each point – that will make writing footnotes easier for the research essay.

**\*I will provide more detailed instructions for this assignment in class.\***

### **Research Essay (7-8 pages)**

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This assignment is an opportunity to place your chosen primary source into a broader context by engaging with the work of Canadian historians.

The research essay will make use of:

- The textbook and/or the *Canadian Encyclopedia* (this is to provide context in the introduction. Most of the essay should be based on the academic secondary sources and the primary source(s). Please note that the textbook and encyclopedias are not considered academic secondary sources for this essay.)
- One or more primary sources
- At least four books and/or articles by historians (recent academic secondary sources)

Once you have written the essay proposal, it is possible that you will have all the sources you need. It is more likely, however, that you will need to do some additional research based on my feedback on your essay proposal.

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. The introductory paragraph should have at least one footnote to the textbook and/or to the *Canadian Encyclopedia*. The thesis statement will be the answer to your research question, and the main body of the essay will develop and support your thesis. The essay should be well-written, logically organized, and show how you have thought about this topic (critical analysis). How has this topic been examined by other historians? What did you find in your primary source? How does your research add to, fit with, or even challenge other interpretations? 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.

Please note that since this is a distinct assignment from the essay proposal, it needs to be an original work – i.e. it cannot use copied sections from the essay proposal (unless these are short quotes from other sources). If you would like to make similar points, these should be expressed in new ways.

**\*Additional information on writing a research essay will be provided in the course.\***

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

**Submission and Due Dates:** All assignments must be submitted on D2L, as Word or PDF documents, by the due date and time. Marks will be deducted at the rate of 5% per day. If your assignment is late because of illness or family affliction, please inform the instructor in a timely manner to avoid or reduce a late penalty. If at any time throughout the term you are experiencing

difficulty studying for exams or completing your assignments, please set up a meeting with me to discuss prior to the due dates.

**Backup:** Students are responsible for keeping a copy of all work submitted.

## 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.

**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.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.



**Midterm and Final Exams:** To prepare for exams, read and take notes on the lectures, textbook and assigned readings (secondary sources and primary sources). Pay attention to questions posed on D2L about the assigned readings. Ask questions if anything is unclear. The midterm and final exams will be open-book exams which you will have a limited time to write. Information about the midterm and final exams will be provided in class.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

#### 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

## 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.

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

### 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/>

**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>

## 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.

## CLASS SCHEDULE

### Week 1: July 6-10

- **Lecture:** Inventing Canada: Confederation
  - **Textbook:** Chapter 1, Confederation and the Peoples of Canada
- **Tuesday July 7:** \*Attendance note due by 5 pm\*
- **Lecture:** Colonizing the West: Manitoba and British Columbia
  - **Textbook:** Chapter 2, 2.1-2.5
- **Finding books and articles by historians and writing the essay proposal**

### Week 2: July 13-17

- **Lecture:** Numbered Treaties and the Northwest Resistance
  - **Textbook:** Chapter 2, 2.6-2.9, 2.14; Chapter 11, 11.1-11.6
- **Lecture:** Canadian Pacific Railway, Immigration and Western Settlement
  - **Textbook:** Chapter 5, 5.1-5.10, 5.12-5.13
- **Reading:**
  - Sarah Carter, "Two Acres and a Cow: 'Peasant' Farming for the Indians of the Northwest, 1889-97," *Canadian Historical Review*, vol. 70 no. 1 (1989) 27-52.
  - **Reading Notes are due on Thursday by 5 pm**

### Week 3: July 20-24

- **Tuesday July 21:** Essay Proposal Due
- **Lecture:** Industrialization, Urbanization, and Reform
  - **Textbook:** Chapter 3, 3.1-3.8, 3.10; Chapter 7, 7.1-7.8
- **Lecture:** The First World War and Aftermath; Canadian Women and the Vote
  - **Textbook:** Chapter 6, 6.1-6.5
- **Readings:**
  - James W. St. G. Walker, "Race and Recruitment in World War I: Enlistment of Visible Minorities in the Canadian Expeditionary Force," *Canadian Historical Review* vol. 70 issue 1 (March 1989), 1-26.

### Week 4: July 27-31

- **Tuesday July 28:** \*Midterm Exam\*
- **Lecture:** The Influenza Pandemic of 1918-1919
  - **Textbook:** Esyllt Jones, "The Influenza Pandemic, 1918-1919," in Chapter 6, 6.6, "The Interwar Years."
- **Reading:**
  - Mary Ellen Kelm, "British Columbia First Nations and the Influenza Pandemic of 1918-19" *BC Studies* 122 (Summer 1999), 23-47.

### Week 5: August 3-7

- **Lecture:** The Great Depression: Political and Social Responses to Poverty
  - **Textbook:** Chapter 8, 8.5, Chapter 6, 6.7, Chapter 7, 7.9
- **Readings:**
  - Letters to R.B. Bennett.
  - 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.  
[see over]

- **Lecture:** Canada and the Second World War
- **Textbook:** Chapter 6, 6.9-6.19
- **Film:**
  - Hope in the Dark (Experiences of Japanese Canadians at the Tashme internment camp) <https://www3.nhk.or.jp/nhkworld/en/ondemand/video/3016050/>
  - \*Please note that this film is only available for viewing until August 24, 2020.

#### Week 6: August 10-14

- **Lecture:** Canada and the Cold War
  - **Textbook:** Chapter 8, 8.11-8.12, 8.15, 8.18; Chapter 9, 9.1-9.8, 9.13, 9.15, 9.18, Chapter 10, 10.7
- **Reading:**
  - Veronica Strong-Boag, "Home Dreams: Women and the Suburban Experiment in Canada, 1945-1960," *Canadian Historical Review* 1991 72(4), 471-504.
- **Lecture:** Quebec from the Quiet Revolution to the Referendums
  - **Textbook:** Chapter 9, 9.9-9.11

#### Week 7: August 17-21

- **Tuesday August 18:** Research Essay Due
- **Lecture:** Indigenous Politics after the Second World War
  - **Textbook:** Chapter 11, 11.1, 11.7-11.8, 11.10-11.13
- **Lecture:** Postwar Social Movements, Trudeau, and the Charter of Rights and Freedoms
  - **Textbook:** Chapter 9, 9.12, 9.16-9.18, Chapter 7, 7.10, 7.11, Chapter 12, 12.2-12.6
- **Review for the Final Exam**

### Final Exam

The Final Exam will take place during the exam period, August 24-26.