



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

**HIST-112-D01**  
**Oh Canada: Canada after 1867**  
**Winter 2021**

## **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**

(a) Instructor	Chris Morier		
(b) Office hours	Monday – Friday, 1:00 – 3:00 pm, phone calls only		
(c) Location			
(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 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

History 112 Course Reading Package. Available on D2L.

### 4. Course Content and Schedule

Lectures will be made available weekly on D2L. "Readings" refers to the articles in the Course Reading Package.

Week One – Jan 11-15	Introduction Video: Welcome to History 112! Lecture 1: The Consolidation of Confederation Lecture 2: Resistance in Red River  Readings: Topic 1 Coursepack Articles  If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 15 January.
Week Two – Jan 18-22	Lecture 3: First Nations Treaties Lecture 4: 1885 – The Second Metis Uprising  Readings: Topic 2 Coursepack Articles  If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 22 January.
Week Three – Jan 25-29	Lecture 5: John A. Macdonald and Canadian Society, 1870-1885 Lecture 6: The National Policy and Completion of the CPR  Readings: Topic 4 Coursepack Articles  If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 29 January.
Week Four – Feb 1-5	Lecture 7: The Search for the Northwest Passage Lecture 8: The Yukon and Klondike Gold Rush  No Readings! But A Bonus Lecture Lecture 9: The Laurier Years, 1896-1911
Week Five – Feb 8-12	Lecture 10: Canada's Immigration Boom Lecture 11: Canada in World War One  Readings: Topic 3 Coursepack Articles  If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 12 February.  Also, for all students:  <b>**Research Paper Proposal Due on Friday, 12 February**</b>
Week Six – Feb 15-19	Reading Break: No Lectures/Readings This Week!
Week Seven – Feb 22-26	Lecture 12: The Canadian Homefront During World War One Lecture 13: Labour and the Winnipeg General Strike, 1919

Readings: Topic 5 Coursepack Articles

If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 26 February.

Week Eight – Mar 1-5

**\*\*Midterm Exam/Assignment Due on Friday, 05 March\*\***

Week Nine – Mar 8-12

Lecture 14: Agrarian Revolt in Canada  
Lecture 15: Canada and the “Booming” 1920s

No Readings! But A Film (link in D2L)

Week Ten – Mar 15-19

Lecture 16: Ten Lost Years: The Great Depression  
Lecture 17: Protest in the 1930s

Readings: Topic 6 Coursepack Articles

If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 19 March.

Week Eleven – Mar 22-26

Lecture 18: Canada and World War Two  
Film (link in D2L)

Readings: Topic 7 Coursepack Articles

If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 26 March.

Week Twelve – Mar 29-Apr 1

Lecture 19: Bibles, Ploughs, Betrayal: Canada/First Nations  
Lecture 20: Canada/Indigenous People in the Twentieth C.

Readings: Topic 11 Coursepack Articles

If you choose to write a coursepack topic analysis this week, you must email it to me on Thursday, 01 April.

Also, for all students:

**\*\*Research Paper Due on Thursday, 01 April\*\***

Week Thirteen – Apr 6-9

Lecture 21: Canada’s Baby Boom Generation  
Lecture 22: The Quiet Revolution: Quebec Catches Up

Readings: Topic 9 Coursepack Articles

If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 09 April.

Week Fourteen – Apr 12-16

Lecture 23: The 1980s in Canada  
Lecture 24: The 1990s in Canada

Readings: Topic 12 Coursepack Articles

If you choose to write a coursepack topic analysis this week, you must email it to me on Friday, 16 April.

## 5. Basis of Student Assessment (Weighting)

2 X Coursepack Topic Analyses (pre-midterm) – 10% each  
Research Paper Proposal (due on Friday, 12 February) – 5%  
Midterm Reflection/Exam (Week Eight) – 20%  
1 X Coursepack Topic Analysis (post-midterm) – 10%  
Research Paper (due on Thursday, 01 April) – 25%  
Final Reflection/Exam (due on Friday, 23 April) – 20%

### Assignment/Assessment Details

#### Coursepack Topic Analyses (3 X 10% each – so 30% of final grade)

Most weeks in the Hist 112 Winter Term you will be reading a set of articles related to lecture material. These articles are grouped into “Topics,” and are to be found in the Coursepack. In a non-Covid situation, you would be discussing these readings in weekly seminars and getting a seminar participation grade for your efforts. This Winter, however, you will be writing assessments or analyses of the articles and submitting them to me via e-mail.

The analyses are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 2 analyses in the weeks before the midterm, and 1 analysis in the weeks after the midterm. So, to be clear:

Prior to the midterm, you will be reading articles from Topics 1, 2, 4, 3, and 5 (see lecture schedule). Out of those 5 options, you will write and submit analyses of two of them (you choose which two).

In the weeks after the midterm, you will be reading articles from Topics 6, 7, 11, 9, and 12 (see lecture schedule). Out of these five options, you will write and submit an analysis of one of them (you choose).

Each analysis should be between 400-500 words. In the report you will briefly assess each article in the Topic and analyze the effectiveness of the articles as a whole.

I have provided you with an example of a Topic analysis (look under “Content” in the Hist 112 D2L site). Note that you will need to read the articles closely and provide sophisticated comments on each. So avoid generalities like “In this article, the historian shows that Canadian women’s lives in the 1930s were difficult.” A much more nuanced description would be “The article demonstrates that factors such as class, race, and gender impacted the lives of Canadian women in the 1930s.” See the difference?

If you find that you’re struggling with the Coursepack articles and/or your written assessments, please contact me via phone or email and we can brainstorm together. History articles can be difficult for newcomers to the field, but with regular practice and tenacity, your History “muscles” will grow.

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?*

#### Research Paper Proposal (5% of final grade)

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This assignment is **due on Friday, 12 February**. If late, it will be penalized at a rate of 10% per day overdue.

This course outline includes a list of possible research paper topics. You will choose 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 should 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 academic, secondary sources that you will consult in preparing your essay. These three sources will not include generic websites, general History textbooks, 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.

I have provided you with an example of a Research Paper Proposal (look under "Content" in the Hist 112 D2L site). Note that the proposal should indicate that you've not only located some academic sources, but that you've started to evaluate the information you've uncovered.

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.

### **Midterm Reflection/Exam (20% of final grade)**

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This midterm reflection/exam will happen in Week Eight of the class (March 1-5). You will receive the exam via D2L on Monday, the 1st; you will submit your completed exam to me on Friday, the 5th.

### **Research Paper (25% of final grade)**

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The essay is due on **Thursday, 01 April**. If late, it will be penalized at a rate of 5% per day overdue.

This research essay will be between 1000-1500 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. Never delete your essay from your computer, 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.

You must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias,**

**generic websites, and material with no author's name attached should be avoided.** Please speak with me if you're having any difficulties with sources.

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 perceptive 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 Camosun History Style Guide, which can be found online, via the History Department website.

**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.

**LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason for a late essay. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after Friday, 16 April. Please do not hesitate to contact me if you're having any problems with the assignments.

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### **Final Reflection/Exam (20% of final grade)**

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There will be a final reflection/assignment/exam after Week Fourteen of Hist 112. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

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### **Essay Topics**

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- 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.

## 6. Grading System

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

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

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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

### 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.