

A: Division: Instructional
 B: Department: Arts & Humanities

Date: May 16, 1995
 New Course:
 Revision of Course: X
 Dated: May 1988

C: HIST 114 D: CANADA AFTER CONFEDERATION E: 3
 Subject & Course No. Descriptive Title Semester Credit

F: Calendar Description:

After a brief review of the methods of historical investigation, this course examines themes in the history of Canada since Confederation. While the "traditional" events of modern Canadian history such as the Riel Rebellion, the Conscription Crisis, and the Winnipeg General Strike are not ignored, the course also allows students to explore topics such as the women's suffrage movement, psychohistorical approaches to Mackenzie King, immigration and the growth of ethnic communities, and evolution of separatism in Quebec.

**Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F**

1988.05.31
 Sections: D,F,G,J,K,M,N,O
 P,Q,R
 1995.05.16
 Sections: D,F,M,N,O,P,Q,R

G: Type of Instruction: Hours per Week/per Semester

Lecture	2	Hrs.
Laboratory		Hrs.
Seminar		Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other - Tutorial	2	Hrs.
TOTAL	4	HOURS

H: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite:

All 200-level courses

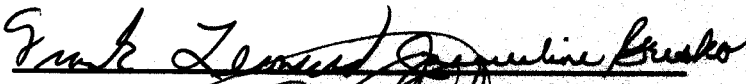
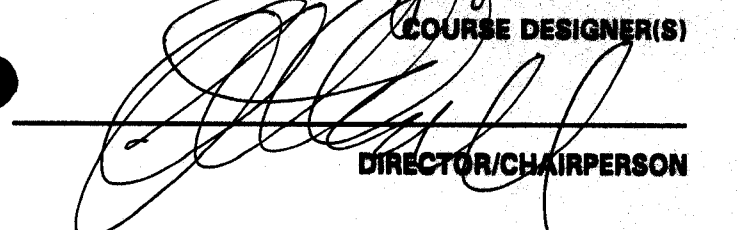
K: Maximum Class Size:

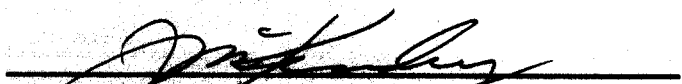
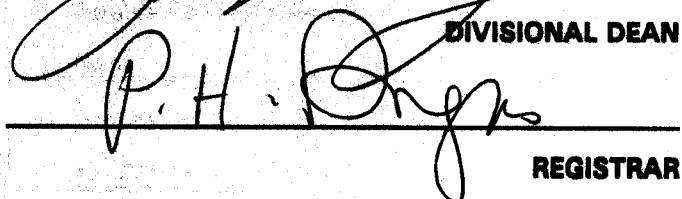
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L: College Credit Transfer X
 College Credit Non-transfer

M: Transfer Credit:

Requested:
 Granted: X
 Specify Course Equivalents or Unassigned
 Credit as Appropriate:
 UBC: HIST 113/114 = Hist 135 (6)
 SFU: HIST 114 = Hist 102 (3)
 UVic: HIST 113/114 = Hist 130 (3)
 Other: See B.C. Transfer Guide


 COURSE DESIGNER(S)

 DIRECTOR/CHAIRPERSON


 DIVISIONAL DEAN

 REGISTRAR

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Texts will be chosen from the following list:

Bennett, P.W., and C.J. Jaenen, eds. Emerging Identities: Selected Problems....
Scarborough: Prentice-Hall, 1986.

Bumsted, J. The Peoples of Canada: A Post-Confederation History. Toronto:
Oxford University Press, 1992.

Bumsted, J. ed. Interpreting Canada's Past. Vol II. Post-Confederation. 2nd ed.
Toronto: Oxford University Press, 1993.

Finkel, A., M. Conrad, V. Strong-Boag. History of the Canadian Peoples. Vol. II.
1867 to the Present. Toronto: Copp Clark Longman, 1993.

Francis, R.D., R. Jones, and D.B. Smith. Origins: Canadian History to
Confederation. 2nd ed. Toronto: Harcourt Brace, 1992.

Francis, R.D. and D. B. Smith, eds. Readings in Canadian History. Vol. II. Pre-
Confederation. 4th ed. Toronto: Harcourt Brace, 1994.

Gaffield, C. ed. Constructing Modern Canada: Readings in Post-Confederation
History. Toronto: Copp Clark Longman, 1994.

Gilbert, A.D., C.M Wallace, and R. M. Bray, eds. Reappraisals in Canadian History:
Post-Confederation. Scarborough: Prentice-Hall, 1992.

Granatstein, J., et. al. Nation: Canada Since Confederation. 3rd ed. Toronto:
McGraw-Hill Ryerson, 1990.

McKay, I., ed. The Challenge of Modernity: A reader on Post-Confederation
Canada. Toronto: McGraw-Hill Ryerson, 1992.

Sprague, D.N. Post-Confederation Canada: The Structure of Canadian History.
Scarborough: Prentice-Hall, 1990.

Thorner, T., ed. The Dream Time. Vol. II. Readings for Hist 114. Surrey: Kwantlen
University College, 1994.

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;
R: Course Evaluation

O. COURSE OBJECTIVES

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include short essays (under 2000 words), reviews, research note cards, library research exercises, and two-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

P. COURSE CONTENT

Syllabus (for 14 teaching weeks):

Note: Content may vary according to the instructor's selection of topics.

Introduction

1. Review of Historical Terms and Methods
2. Writing a History Essay
3. Library Research for a History Assignment

Nation Building

4. Confederation & Origins of Federal-Provincial Conflict
5. British Columbia and Confederation
6. National Policy and Politics
7. Resistance in the East: Survivance
8. Resistance in the West: Riel

Development and Compromise

9. Nationalism, Continentalism, Imperialism
10. "Boom and Bust" Laurier, Wheat, and Railways
11. Conditions and Responses of the Workers
12. Immigration and Western Settlement
13. School Questions, Free Trade, and Borden
14. Canadians and the Great War
15. Conscription Crisis
16. Women's Suffrage

Between War and During War

17. "Brave New World" Social Gospel and Prohibition
18. Workers, Unions, Strikes
19. Literary Reflections
20. The Great Depression

- 21. Political Response to the Depression
- 22. War and Conscription Again
- 23. Japanese-Canadian Evacuation, 1942

Since 1945

- 24. The Government Party: Post-war Liberal Ascendancy
- 25. Quiet Revolution and October Crisis
- 26. Resurgence of First Nations
- 27. PQ Government, 1980 Referendum, and Patriation of the Constitution
- 28. Canadian-American Relations
- 29. Review and Revision
- 30. Final Examination

Q. METHOD OF INSTRUCTION

An examination of a series of problems in the history of modern Canada will give the student ample opportunity to practice and improve these skills. (See objectives.)

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student relations and criticisms and as a testing ground for student hypotheses. By acting as referee and devil's advocate, the instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential. Reluctance to participate can result in a failing grade for the class work section of the term evaluation since credit cannot be given for work not done.

R. COURSE EVALUATION

The evaluation of this course follows Douglas College policies as outlined in the current calendar. During the first week of classes the instructor will provide students with typed course outline handout setting out the evaluation scheme of the course. A copy of this handout will be filed with the History discipline convener. A sample evaluation scheme follows.

SAMPLE EVALUATION

Essay #1	17%
Midterm Examination	13%
Outline/Consultation for Essay #2	3%
Essay #2	27%
Final Examination	23%
Participation	<u>17%</u>
TOTAL	<u>100%</u>