

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **MAY 27, 2002**

B: Department/ **HUMANITIES & SOCIAL SCIENCES** New Course | | Revision | **X**

Program Area: **HISTORY**

If Revision, Section(s) Revised: **N , P, Q**

Date Last Revised: **MAY 1995**

C: **HIST 114** **D:** **CANADA AFTER CONFEDERATION** **E:** **3**

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description: After a 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.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture 2 Seminar 2</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites:</p> <p>NONE</p>
	<p>I: Course Corequisites:</p> <p>NONE</p>
	<p>J: Course for which this Course is a Prerequisite:</p> <p>NONE</p>
	<p>K: Maximum Class Size:</p> <p>35</p>

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer: Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

Course and Subject Number

M: Course Objectives/Learning Outcomes

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).

N: 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. "Boom and Bust" Laurier, Wheat, and Railways
10. Conditions and Responses of the Workers
11. Immigration and Western Settlement
12. School Questions, Free Trade, and Borden
13. Canadians and the Great War
14. Conscription Crisis
15. Mid-term Examination
16. Women's Suffrage

Between War and During War

17. "Brave New World" Social Gospel and Prohibition
18. Workers, Unions, Strikes
19. The Great Depression
20. War and Conscription Again
21. Japanese-Canadian Evacuation, 1942
22. Women's roles during and after the War

Since 1945

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

O: Methods of Instruction

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. The instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential.

P: Textbooks and Materials to be Purchased by Students

Texts will be chosen from the following list, to be updated periodically:

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

Finkel, A., and M. Conrad. History of the Canadian Peoples, 2, 1867 to the Present. 3rd ed.
Toronto: Addison Wesley Longman, 2002.

Francis, R.D., R. Jones and D.B Smith. Destinies: Canadian History since Confederation. 4th ed.
Harcourt Canada, 2000.

Francis, R.D. and D.B. Smith, eds. Readings in Canadian History: Pre-Confederation. 6th ed. Toronto: Harcourt Canada, 2002.

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

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

Keshen, J., and S. Morton, eds. Material Memory: Documents in Post-Confederation History.
Don Mills, Ont.: Addison-Wesley, 1998.

Thorner, T., ed. "A Country Nourished on Self-Doubt": Documents in Canadian History, 1867 - 1980.
Peterborough, Ont.: Broadview Press, 1997.

Wallace, C.M. and R.M. Bray, eds. Reappraisals in Canadian History: Post-Confederation. 3rd ed.
Scarborough, Ont.: Prentice-Hall Allyn & Bacon Canada. 1999.

Q: Means of Assessment

The evaluation of this course follows Douglas College policies. 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 sample evaluation scheme follows.

SAMPLE EVALUATION

Essay #1	15%
Midterm Examination	15%
Outline/Consultation for Essay #2	3%
Essay #2	27%
Final Examination	25%
Participation	<u>15%</u>
TOTAL	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

F. Leonard

Education Council/Curriculum Committee Representative

Dean/Director

Registrar