

**University of the Fraser Valley****Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245****Tuesday and Thursday 1:00 - 3:50 PM C 1427****Instructor: Dr. Molly Ungar      E-mail: [molly.ungar@ufv.ca](mailto:molly.ungar@ufv.ca)      Office: Abbotsford: D3112****Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM****Complete Course Outline**

This course is designed to give students an understanding of the main themes in the history of Canada after Confederation. Our discussion will start in 1867, a turning point in the lives of many Canadians, and trace the direction of Canadian society through four generations to the present day.

The evolving characteristics of Canada and Canadians will be presented from a social, political, economic and cultural perspective, through an examination of issues, events, institutions and personalities. You will be encouraged to engage with a variety of historical sources, such as personal or literary accounts, and audio or visual works.

All electronic course content, such as lecture outlines, lecture notes and PowerPoint components will be available online at MyUFV and/or BlackBoard Learn. The textbooks for this course are available in hardcopy at the UFV Bookstore as well as on reserve in the UFV Library. Course participants are responsible for accessing online material, textbook material and assigned readings before the relevant classes.

**All in-class time in this course will be devoted to acquiring skills** in critical analysis, historical research, scholarly writing, thoughtful, effective group and individual presentation, and peer discussions. **There are no in-class lectures in this course.**

**Required Course Materials:**

Conrad, Margaret, Alvin Finkel, Donald Fyson, Eds. *Canada: 1867 to the Present. Text and Readings.* Pearson Custom Collection, Toronto, 2013.

Alexander, Jeffrey W., Joy Dixon. *Nelson Guide to Writing in History.* Second Canadian Edition, Nelson Education Ltd., Toronto, 2010.

**Course evaluation:**

3 written commentaries (300 words each)	15%
In-class activities and presentations	25%
1 In-class test (2 hrs)	10%
1 Research Project (2,000 words)	25%
1 Final Exam (3 hrs)	25%
	-----
	100%

## **DEPARTMENT OF HISTORY, UNIVERSITY OF THE FRASER VALLEY**

**Students registered in history courses should be aware of the following Department and institutional policies:**

### **Audit Policy:**

As outlined in UFV Policy 108, a student intending to audit a course must do so before 30% of the course is complete. Please see “Important Dates” to determine this date. The instructor reserves the right to change the audit grade to an NC if the student does not meet the requirements as listed in the UFV Calendar or in UFV Policy 108. Please see:

[http://www.ufv.ca/calendar/2012\\_13/General/Registration.htm#Audit](http://www.ufv.ca/calendar/2012_13/General/Registration.htm#Audit) and  
<http://www.ufv.ca/Assets/Secretariat/Policies/108.pdf>

### **Plagiarism Policy**

As stated in the Student Academic Misconduct Policy, 70, “Academic misconduct includes, but is not limited to plagiarism, cheating, impersonation, improper access to examination materials, falsification or unauthorized modification of an academic document/record, resubmission of work, improper research practices, obstruction of the academic activities of another, and aiding and abetting.” Academic misconduct is considered a serious breach of student conduct and students should be aware of all policies related to academic misconduct.

Please see the policy for the definitions of academic misconduct and the steps instructors take when they find evidence of misconduct: <http://www.ufv.ca/Assets/Secretariat/Policies/70.pdf>

For additional information on plagiarism, please see: <http://libguides.ufv.ca/Plagiarism>

It is the student's responsibility to provide adequate references in all written work. Information about when and how to cite may be found in the required publication for this course, *Nelson Guide to Writing in History*. There are numerous print and electronic resources available that give clear instructions on citing. The Writing Centre offers a variety of different writing guides as does the UFV Library website.

### **Priority Access to Student Supports (PASS) Program**

If, during the semester I am concerned about your progress, I may use Priority Access to Student Supports (PASS) to connect you with Student Services who will work with you to find additional resources that may increase your chances of success. Such assistance may include putting you in touch with an academic advisor, financial aid, a counsellor or another resource. Please be advised that this information is treated confidentially and is sent because I care about your progress and success in this course. For more information, check the website – [www.ufv.ca/studentsservices/PASS](http://www.ufv.ca/studentsservices/PASS)

### **Student Attendance Policy**

UFV Policy 62 indicates that instructors are entitled to require that students attend classes on a regular basis and to deal with irregular attendance, including tardiness, by assigning reduced grades, requesting a student to withdraw officially from a course, or by imposing other appropriate penalties (such as make-up assignments, etc.). Instructors are expected to advise students of penalties for lack of attendance or tardiness in the course outline handed out the first day of class.

## **Final Exams**

Final exams are scheduled by the institution during the pre-determined final exam period. Students must be available for the entire exam period and should not make travel or other plans which conflict with this schedule.

## **Grade Scale**

<b>A+</b>	95 – 100	<b>B+</b>	80 – 84	<b>C+</b>	65 – 69	<b>P</b>	50 – 54
<b>A</b>	90 – 94	<b>B</b>	75 – 79	<b>C</b>	60 – 64	<b>NC</b>	0 – 49
<b>A-</b>	85 – 89	<b>B-</b>	70 – 74	<b>C-</b>	55 – 59		

## **Student Electronic Devices in the Classroom**

The use of student electronic devices in the classroom (laptops, cell phones, hand-held communicators, etc...) will be determined by individual instructors on the first day of classes. If the use of electronic devices is permitted, they may only be used for course-related purposes, as directed by the instructor.

## **Message for students interested in continuing their studies in SFU's PDP program:**

If your intention is to apply to SFU's PDP program, Secondary School option, please be advised that you will be expected to have completed specific history courses.

The advisors at UFV can help you ensure that you are not caught at the end of your BA without the appropriate courses. Make an appointment to meet with an Educational Advisor in Student Services at the Abbotsford campus, B214, 604-854-4528, or the Chilliwack campus, 604-795-2808.

## **Some General Course Guidelines**

### **Attendance:**

Students are expected to attend every class, to arrive on time, to remain for the duration of the class, and to participate in the proceedings of the class.

All assignments and all in-class activities represent each course participant's level of attendance and involvement in the course. Participants in this course may expect irregular attendance, tardiness, and lack of participation to affect the mark earned in this course.

### **Submission of Coursework:**

Please submit all coursework (In-class work, Commentaries, Research Project components, Final Project) in hardcopy **only**, not in electronic form. All coursework completed outside of class needs to be submitted typed, double-spaced, in hard copy and in narrative form (sentences and paragraphs), not in point form. In-class practice writing assignments need to be submitted handwritten, double-spaced, in hard copy and in narrative form (sentences and paragraphs), not in point-form.

**Students should keep copies of all submitted assignments until after the semester is completed. If you have any questions about any of these policies, please ask your instructor**

University of the Fraser Valley

Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245  
Tuesday and Thursday 1:00 - 3:50 PM C 1427

**Instructor: Dr. Molly Ungar      E-mail: molly.ungar@ufv.ca      Office: Abbotsford: D3112**  
**Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM**

**July 8  
Tuesday**

**Introduction “Thinking Like An Historian”**

- the architecture of the course • historical sources • history and historians in Canada
- discussion of the Course Outline • critical analysis • course expectations and goals

**July 10  
Thursday**

**Preparation for Class:**

**Lecture: “Canada and Canadians at Confederation”**

**Readings:**

Narrative Chapters: Chapters 1 and 2

Article: Strong-Boag (Chapter 3)

**In Class:****Skills Acquisition:**

- analyzing the assigned article (Chapter 3)
- practice writing a component of Commentary #1
- Talking About: *Canada: 1867 to the Present*: Chapters 1 and 2
- researching and choosing an Essay topic

**July 15  
Tuesday**

**Preparation for Class:**

**Lecture: “Centrifugal Forces: Riel, Schools, South Africa”**

**Readings:**

Narrative Chapters: Chapters 4 and 5

Article: Carter (Chapter 6)

**In Class: Last Day to identify a Project Topic in writing****Skills Acquisition:**

- analyzing the assigned article (Chapter 6)
- Talking About: *Canada: 1867 to the Present*: Chapters 4 and 5
- researching and writing components of an Essay Proposal

July 17  
Thursday

**Preparation for Class:**

**Lecture: “World War I: Imperialism or Not?”**

**Readings:**

Narrative Chapters: Chapters 7 and 8

Article: Granatstein (Chapter 9)

---

**In Class: Last Day to submit Commentary #1 in Class**

**Film: “Continuous Journey” Ali Kazimi, 2004. (87 min.)**

-- fill out a questionnaire

**Skills Acquisition:**

- analyzing the assigned article (Chapter 9)
- Talking About: *Canada: 1867 to the Present*: Chapters 7 and 8
- writing an answer to a mid-term test question

---

July 22  
Tuesday

**Preparation for Class:**

**Lecture: “The Years Between the Wars, 1919-1939”**

**Readings:**

Narrative Chapters: Chapters 10 and 11

Article: Gleason (Chapter 12)

---

**In Class: Last Day to submit Essay Proposal in Class**

**Visual Overview -- Part 1: 1867- 1945**

**Skills Acquisition:**

- analyzing the assigned article (Chapter 12)
- **Discovery Visiting** on the articles by Strong-Boag, Carter, Granatstein and Gleason
- Talking About: *Canada: 1867 to the Present*: Chapters 10 and 11
- practice writing a component of Commentary #2

---

July 24  
Thursday

**Mid-term Test (2 hours)**

(The Mid-Term Test is based on Chapters 1 – 12, of *Canada: 1867 to the Present*, (this includes the first 4 assigned articles), the first 4 lectures, and the film “Continuous Journey”)

**Roundtable on Essays**

Sharing your essay topic and getting advice on how your essay might be structured effectively

---

July 29  
Tuesday

**Preparation for Class:**

**Lecture: “Becoming Canadian, 1945-1960”**

**Readings:**

Narrative Chapters: Chapters 13 and 14

Article: Das Gupta (Chapter 15)

**In Class: Last Day to submit Commentary #2 in Class**

**Skills Acquisition:**

- analyzing the assigned article (Chapter 15)
- Talking About: *Canada: 1867 to the Present*: Chapters 13 and 14
- Panel Discussion on Research Projects -- #1

July 31  
Thursday

**Preparation for Class:**

**Lecture: “Quiet Revolutions - the 1960’s”**

**Readings:**

Narrative Chapters: Chapters 16 and 17

Article: St. G. Walker (Chapter 18)

**In Class:**

**Skills Acquisition:**

- analyzing the assigned article (Chapter 18)
- Talking About: *Canada: 1867 to the Present*: Chapters 16 and 17
- Panel Discussion on Research Projects -- #2

August 5  
Tuesday

**Preparation for Class:**

**Lecture: “Canadianizing the Constitution”**

**Readings:**

Narrative Chapters: Chapters 19 and 20

Article: Bahdi (Chapter 21)

**In Class:**

**Skills Acquisition:**

- analyzing the assigned article (Chapter 21)
- Talking About: *Canada: 1867 to the Present*: Chapters 19 and 20
- **Discovery Visiting** on the articles by Das Gupta, St. G. Walker and Bahdi
- troubleshooting specific questions about the Final Project

August 7  
Thursday

**Preparation for Class**

**Lecture: "Canadians in the 1980s and 1990s"**

---

**In Class: Last day to submit Roadmap, with marked Proposal, in Class**

**Skills Acquisition:**

- analyzing a primary source (handout)
  - reflecting on big questions about Canada's past
  - troubleshooting for Commentary #3
- 

August 12  
Tuesday

**Preparation for Class:**

**Lecture: "Toward the 21st Century: The Search for Meaning and Identity"**

---

**In Class: Last day to finalize Group Presentation Schedule**

**Visual Overview - Part 2: 1960-2013**

**Skills Acquisition:**

- practicing responding to a Final Exam question
  - analyzing a primary source (handout)
  - troubleshooting any issues or questions
- 

August 14  
Thursday

**Preparation for Class:**

**Final preparations for the Group Presentation**

---

**In Class:**

**Last day to Submit Commentary #3 in Class**

**In-Class Group Presentation, Food, and Informal Evaluation**

---

Final Exam \_\_\_\_\_

Room \_\_\_\_\_

---

**Readings, Resources and Handouts:**

Participants in the course are responsible for completing all weekly readings indicated in this Course Outline; the lectures and visual components in this course offer highlights of the material discussed in the required textbook.

-----

**In-Class**

All in-class work and in-class activities will be evaluated. Work completed out of class may not be substituted for in-class work.

It is the responsibility of each participant in this course to keep informed about discussions and activities that occur in class, information items that are disseminated in class and handouts that are distributed in class.

=====

**Office Hours**

Your professor is available during the office hour indicated in this Course Outline, to meet with you to discuss any issue related to this course. Please take advantage of this opportunity.

If the indicated office hour conflicts with your class schedule, you are encouraged to make an appointment for a time that your schedule as well as your professor’s schedule, allows.

=====

**E-Mail:** Please check your **UFV student E-mail address**. Your professor will not communicate with you via any non-UFV E-mail address.

In the unlikely event that a class needs to be cancelled, your professor will communicate this information to you via your **UFV student E-mail address**.

=====

University of the Fraser Valley

Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245  
Tuesday and Thursday 1:00 - 3:50 PM C 1427

Instructor: Dr. Molly Ungar    E-mail: molly.ungar@ufv.ca    Office: Abbotsford: D3112  
 Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM

Commentaries

Number of Commentaries to be submitted by each student: 3

Number of words per Commentary: minimum 300

**Format:** hard copy, typed and double-spaced. Please include your name and a full bibliographic citation (Chicago style) of the article at the beginning of your Commentary

Due dates: **Thursday July 17; Tuesday July 29; Thursday, August 14**

For each Commentary, choose one assigned reading from those assigned for January, February, and March, respectively. Write a critical analysis of this reading.

Each commentary will be evaluated for the following components/answers:

Full citation of the article (Chicago style)	10%
What is the topic of this article? (brief summary)	10%
On what sources is the author's argument based?	20%
Author's main argument (thesis)	25%
Do you agree/disagree with the author, and why?	10%
Your organization and clarity of writing	10%
Your spelling and grammar	15%
	-----
	100%

Sources other than the assigned article are not required. Footnotes or endnotes are not required for the Commentary assignment.

Commentaries submitted after the due date will be subject to a penalty of 2 marks off for each business day late, to a maximum of 5 days or 10 marks, after which the Commentary will be read and commented on, but will receive a mark of 0.

=====

**Talking About ....**

3 students per scheduled activity; names to be provided one week in advance

Choose one event, person, or idea from the 2 assigned narrative chapters in the assigned text. (One event, person, or idea from each chapter)

Talk about each event, person, or idea for 2 minutes.

Ask the class one question based on each chapter.

University of the Fraser Valley

Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245  
Tuesday and Thursday 1:00 - 3:50 PM C 1427

**Instructor: Dr. Molly Ungar      E-mail: molly.ungar@ufv.ca      Office: Abbotsford: D3112**  
**Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM**

Discovery Visiting

Number of Discovery Visiting sessions: 2

Duration of the Assignment: ½ hour

The topic of Discovery Visiting: 4 assigned articles from the text *Canada: 1867 to the Present* for the first session; 3 assigned articles for the second session.

For this assignment, the class is divided into 4 groups; each group sits at a table. Participants write their name on a sheet of paper at each table

There are 4 Visitors. Each visitor sits with one group and asks a question related to the 4 assigned readings from *Canada: 1867 to the Present*. [The questions are provided on p. 11]

The group needs to come to a consensus on the answer to the question in about 5 minutes.

The Visitor writes the answer to the question.

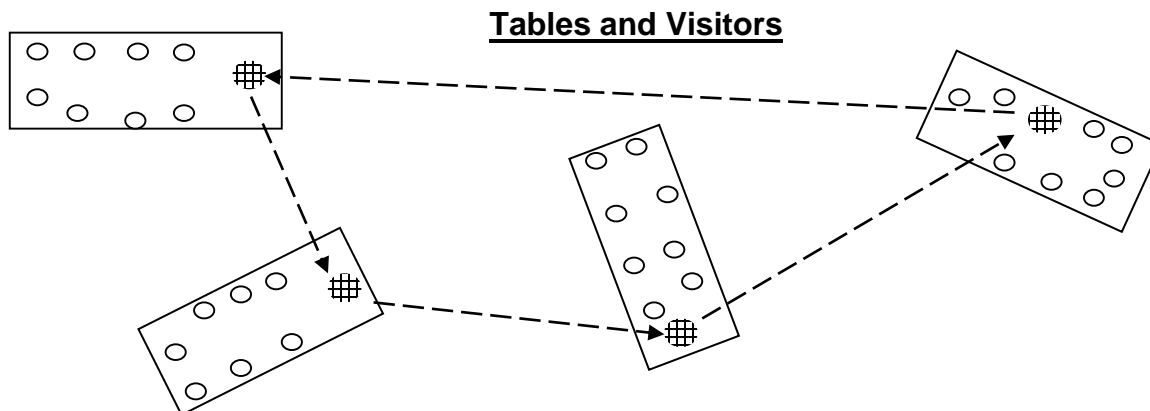
**All Visitors move to another table**, ask their question, write down the answer and move to another table.

This happens 4 times until all 4 visitors have visited all 4 tables.

Each Visitor shares the 4 responses from the 4 tables with the class.

-- the class has the opportunity to discuss, ask questions about, or clarify points about the readings

Your professor will bring Timbits.



**Discovery Visiting Questions:**

**Visitors:**

---

---

---

---

**Session 1:**

What is the most important thing that these four articles have in common?

According to these articles, what were the major social changes that occurred in Canada between Confederation and the end of World War II?

According to Mona Gleason, was there ever such an entity as a “normal” family?

Name one primary source used in each article, and explain why this is a primary source.

-----

**Visitors:**

---

---

---

---

**Session 2:**

According to these three articles, were the experiences of non-European immigrants to Canada generally positive or negative?

What would need to change so that immigrants to Canada might have different experiences than those described in the three articles?

Is there such a thing as Canadian culture? If so, describe it in one sentence.

Name one secondary source used in each article, and explain why this is a secondary source.

**University of the Fraser Valley**

**Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245**  
**Tuesday and Thursday 1:00 - 3:50 PM C 1427**

**Instructor: Dr. Molly Ungar      E-mail: molly.ungar@ufv.ca      Office: Abbotsford: D3112**  
**Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM**

**Panel Discussion on Project Topics -- 30 minutes**

**The purpose of the Panel Discussion is to develop skills in acquiring information independently, facilitating information for your colleagues and practicing communication and discussion skills.**

Each Panel needs: A Moderator and Panel Participants

Each audience member who participates in the Panel (either by making a comment, asking for clarification or asking a question) receives 1/2 bonus mark.

**Panelists:**

In a verbal presentation of no more than 2 minutes, each Panelist responds to the following:

- what is your topic?
- what are your sources?
- how will you organize your Roadmap?
- what does your topic reveal about Canada's past?

**Moderator:**

- organizes the Panel
- introduces the Panelists
- introduces the Panelists' topics
- makes sure that the Panelists take 2 minutes to speak
- asks questions (not the same ones as above)
- fields questions from the audience

**Guidelines:**

- communicate beforehand with the Moderator and the other Panelists
- rehearse your presentation, so as not to take more (or less) than 2 minutes.
- treat your colleagues with respect and in the spirit of scholarship.
- there is no written submission for the Panel Discussion Assignment
- a written submission may not be substituted for participation in the Panel Discussion.

**Evaluation:**

Communication skills	1
Evidence of rehearsal	1
Evidence of preparation	1
Scholarship	1
Discussion	1

University of the Fraser ValleySummer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245Tuesday and Thursday 1:00 - 3:50 PM C 1427

Instructor: Dr. Molly Ungar      E-mail: molly.ungar@ufv.ca      Office: Abbotsford: D3112  
 Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM

Research Project Assignment: Roadmap to the Past -- A Graphic EssayExamples: p. 15 of this Course OutlinePlease start your research immediately

**This assignment has three parts:** Identifying a project Topic: 5%  
 Submitting a Proposal: 15%  
 Submitting the Final Project: 80%

**Part 1: Identifying a Project Topic. Deadline: July 15**

After making sure that you will be able to find adequate sources, choose a topic from the following list, and inform your professor of your choice in writing, either by E-mail or in class:

The Quiet Revolution  
 The Canadian Battlefield in World War II  
 The Patriation of the Canadian Constitution  
 The Avro Arrow  
 The Red River Rebellion  
 The Boer War and Canada  
 The Northwest Rebellion  
 The Canadian Home Front in World War II  
 First Nations Culture  
 The White Paper on Indian Policy  
 The Canadian Battlefield in World War I  
 The Canadian Homefront in World War I  
 The Komagata Maru Sailing  
 The Feminist Movement in Canada  
 The Canadian Homefront in World War I  
 The Igor Gouzenko Case  
 Immigration to Canada  
 Gay Rights in Canada  
 Organized Religion in Canada  
 The Meech Lake Accord  
 The Group of Seven  
 The October Crisis  
 Education in Canada  
 First Nations in World War II  
 The Residential School system in Canada  
 The (1960's) Counterculture in Canada

The course text is a good starting point and may be used in addition to your other scholarly sources

Encyclopedias, and dictionaries, whether online or not, **are not acceptable sources**. You are free to consult them in order to organize your thoughts

**Part 2: A Proposal (c. 2 - 3 pages) -- due in class July 22****Your typed, double-spaced Proposal should include:**

- 1) a functional Introduction, in narrative, not point form
  - 2) an Annotated Bibliography in Chicago style, of at least 6 scholarly, secondary sources (books or articles) that will give you adequate information about the topic you have chosen to research
    - the information from your sources must help you complete the final project
    - annotations need to be one or two sentences, and tell the reader how the particular source will be helpful in completing the final project
- Proposals submitted after the due date will be evaluated, but will not receive a mark.

**A functional Introduction answers these questions:**

What is the topic of your project?

What are the sources that you will be using?

How will your project/roadmap be structured?

What question(s) will your project answer?

The Introduction of your project is a contract that you make with the reader; the reader expects that the final Roadmap will contain the information that was promised in the Introduction.

Your revised Introduction needs to appear as the Introduction to your Final Roadmap.

**Part 3: A Completed Project (2,000 words minimum) -- due in class July 31****Your completed Project should include:****A graphic presentation of your research, in two hard-copy formats:**

- as a Word file on one piece of paper (8.5 x 11)
- as a tiled poster from your word file (11 x 17 minimum)

**Components of your Roadmap:**

- a functional Introduction
- a detailed, creative narrative of the causes, the consequences and the course of the event, topic or development that you have researched -- this narrative needs to be divided into sections determined by your research
- a Timeline of your event, topic or development
- a discussion of the role and importance of people at any stage of this event, topic or development
- your informed opinion about whether this was a positive or negative event, topic or development in Canadian history
- a Bibliography of at least 6 scholarly sources in Chicago citation style (no annotations)
- endnotes in Chicago citation style
- your name, course number, date submitted and a creative title

- your marked Proposal needs to be submitted in hard copy with your Final Roadmap. There is a penalty of 3 marks for projects submitted without attached, marked Proposals.

Roadmaps submitted after the due date will be subject to a penalty of 2 marks off for each business day, to a maximum of 5 days or 10 marks, after which the project will receive a mark of 0.

**Project Guidelines:**

- paraphrase at all times; avoid direct quotations
- show that you have done extensive research by citing your research sources as often as possible
- if you have very few citations in your footnotes/endnotes, this shows that you have done very little research, and/or have not indicated from where you obtained your information

In class, you will have a number of opportunities to discuss your topic, and your progress in developing your final Roadmap. Make sure to take advantage of these occasions. Feedback from your colleagues will improve your essay-writing and research skills.

Make sure to meet with your professor during office hours or by appointment, to discuss your progress and to answer any questions or concerns you may have.

<b>Evaluation:</b> Narrative	30
Introduction	5
Role of people	10
Timeline	5
Positive or negative event	10
Spelling and Grammar	10
Scholarliness	10

-----  
80%

Examples of Roadmaps -- Please do not copy. Use your own ideas. The distribution of the information can be either vertical or horizontal

**University of the Fraser Valley**

**Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245**  
**Tuesday and Thursday 1:00 - 3:50 PM C 1427**

**Instructor: Dr. Molly Ungar      E-mail: molly.ungar@ufv.ca      Office: Abbotsford: D3112**  
**Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM**

**In-Class Group Presentation: "Canadian Prime Ministers in 10 Words"**

**Please start your research and preparation immediately**

**Choose a Canadian Prime Minister**

Communicate your choice to your professor in writing before July 24 -- if you know whom you want to research, make your choice known immediately. If there are duplications, each presenter will research one term of that Prime Minister's time in office.

After careful research, choose 10 words that are significant to that Prime Minister and his/her time in office.

On August 14 (the final class in this course) each presenter will write their words on the board, explain to the class the significance of each of the words they have chosen, and why they chose those particular words. Each presenter needs to speak for 4 minutes.

Please avoid reading from lengthy notes -- try to make eye contact and speak directly to your colleagues.

Remember to rehearse your presentation; everyone is responsible for the final mark.

**Group Presentation date: August 14**

Scheduling: 2.5 hours maximum, including set-up, presentations, food, and clean-up. Please plan to bring a food item; your professor will bring plates, cutlery, glasses and serviettes.

There is no written submission for the Group Presentation, and a written submission cannot be submitted in place of participation.

All participants in the Presentation will receive the same mark.

Non-contributors or non-participants in the Group Presentation will receive a mark of 0.

**Evaluation:** will be based on evidence of preparation, thoughtfulness, organization, research, teamwork, collegiality, active participation, scholarship, teaching content, and professionalism in communication skills.

**The order in which the presenters speak, and the structure of the Group Presentation, is the consensus decision of the entire class -- the Group Presentation Schedule needs to be finalized in class by August 12.**

<p><b>This assignment is designed with a minimum of instructional detail to ensure maximum student input of: decision-making, design, facilitation, leadership, co-operation, collaborative skills and communication skills</b></p>
---

**University of the Fraser Valley**

**Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245**

**Tuesday and Thursday 1:00 - 3:50 PM C 1427**

**Instructor: Dr. Molly Ungar      E-mail: molly.ungar@ufv.ca      Office: Abbotsford: D3112  
Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM**

**Format of Mid-term Test (July 24)**

This Mid-Term Test is based on Chapters 1 – 12, of *Canada: 1867 to the Present*, (this includes the first 4 assigned articles), the first 4 lectures, and the film “Continuous Journey”

**----- Please double-space, and write only on one side of your booklet page - -  
Write in narrative form; not in point form  
This test consists of two pages; duration of test: 2 hours**

**Section A: 20 marks**

20 True/False statements

**Section B: 20 marks**

With specific reference to all course materials, discuss 2 out of the following 6 terms:

[Example: The Causes and Consequences of the Manitoba Schools Crisis]

**Section C: 20 marks**

Match the following 4 sentences with the titles of the articles in which they appear, and explain what the sentences mean.

**Section D: 20 marks**

Place the following 10 terms in chronological order, from earliest to most recent.

**Section E: 20 marks**

Discuss, with specific examples from the assigned articles readings, what **theme** applies **to all four of the articles** we have read up to this point.

**There will be 2 bonus questions (2 marks each) related to the film "Continuous Journey"**

**University of the Fraser Valley**

**Summer 2014      History 102 -- Canada: 1867 to the Present      AB1 50245**  
**Tuesday and Thursday 1:00 - 3:50 PM C 1427**

**Instructor: Dr. Molly Ungar      E-mail: molly.ungar@ufv.ca      Office: Abbotsford: D3112**  
**Office Hours: Tuesday - 12 noon to 12:45; Thursday - 12 noon to 12:45 PM**

**Format of the Final Exam**

This final exam is based on all course materials. It is expected that your discussion will reflect a thorough understanding of these materials. Duration of the exam: 3 hours

Write in essay form: sentences and paragraphs -- not in point form.  
Write only on one side of the booklet pages.  
Double-space your writing.  
Do not generalize – be specific in your discussion.

-----  
**Section A: (50 marks)**

50 True/False statements

-----  
**Section B: (40 marks)** With specific reference to all course materials, discuss 4 out of the following 8 terms:

[example: The causes and consequences of the Meech Lake Accord]

-----  
**Section C: (10 marks)** With specific reference to at least 5 assigned readings, discuss one out of the following 5 themes [A list of readings is attached]:

[example: nationalism]

**There will be three bonus questions (2 marks each)**

-----  
The Final Exam is cumulative.  
On Week 12, you will be given the following:

-- a list of 16 possible terms/events/developments.  
Section B of the Final Exam will be made up from this list

=====

**General guidelines for writing tests and exams:**

50 marks out of a possible 100 = 50% of the total time of the exam.  
Read the entire exam before beginning to write your formal answers.  
Make a very brief point-form outline of the questions you intend to answer, before beginning to write your formal answers.