

COURSE SYLLABUS



COURSE TITLE: HIST-110: Inventing Canada:History of Canada Before Confederation

CLASS SECTION: D01

TERM: Winter 2025

COURSE CREDITS: 3

DELIVERY METHOD(S): Asynchronous Online

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.bc.ca

OFFICE: Young 323 (Lansdowne)

HOURS: In Person: Mon. / Wed. 9:30-10:30; 2:30-3:30 and Tues. 5:00-6:00 – or by e-mail (you can request an online office hour slot for Tuesdays 12:30-1:30, as well)

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course examines social, cultural, political and economic developments leading to the creation of Canada. It includes a study of Indigenous societies, European colonization and its legacy, Indigenous-European relations, French-English relations and the growing shift in focus from a local to a continental structure.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Identify critical themes, events, and issues in the history of Canada up to 1867.

2. Describe Indigenous culture and society prior to European arrival, and subsequent Indigenous -European relations.
3. Compare/Contrast relations between French and English Canadians and between them and other ethnic groups.
4. Analyze political challenges and changes, the practice and legacy of French and British colonial control and the transformation of those systems.
5. Describe the development of national consciousness.
6. Evaluate Canadian-American relations and foreign relations.
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. Demonstrate skills in research, writing and written and oral communication.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION


- 1) John Douglas Belshaw, *Canadian History: Pre-Confederation* (BC Campus – Open Edition). You can read or download the book for free at <https://opentextbc.ca/preconfederation/> (a paper copy can be ordered here, too, but at the cost of printing and mailing). In the online version, you can also access video and audio files that are embedded in the text.
- 2) Camosun College Department of Humanities History Style Guide, available on D2L.
- 3) Article readings: On Hist. 110 D2L site – see details in course outline.


COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Week 1 (Jan. 6-12)


LECTURE: First Nations' Origins and the Adaptations to the Natural Environments

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 2.

ON D2L:  Mary Caperton Morton, "The first Americans: How and when were the Americas populated?" *Earth* (Jan. 2017) <http://www.earthmagazine.org/article/first-americans-how-and-when-were-americas-populated>


Week 2 (Jan. 13-19)

LECTURE: First Nations Societies and Europe Before Contact

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 3.

Week 3 (Jan. 20-26)

LECTURE: French Explorations and the Creation of New France, 1524-1689.

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 4.

Article Analysis #1, Option 1: Religion, Society and the Economy in New France

ON D2L: 📖 Peter Moogk, "The Liturgy of Humiliation, Pain, and Death: The Execution of Criminals in New France." *Canadian Historical Review* 88, 1 (March 2007): 89-112.

👉 **Article Analysis #1, Option 1, due on Wednesday Jan. 22 at Midnight**

Week 4 (Jan. 27-Feb. 2)

LECTURE: Colonial Conflicts to 1763

📖 Belshaw, *Canadian History: Pre-Confederation*, Chapter 5 & 6.

Week 5 (Feb. 3-9)

LECTURE: The Atlantic Fisheries and Western Fur Trade

📖 Belshaw, *Canadian History: Pre-Confederation*, Chapter 8.

Article Analysis #1, Option 2: Labour Relations in the Staple Economies

ON D2L: 📖 Linda Little, "Collective Action in Outport Newfoundland: A Case Study from the 1830s." *Labour / Le Travail*, 26 (Fall 1990), 7-35.

👉 **Article Analysis #1, Option 2, due on Wednesday Feb. 5 at Midnight**

Week 6 (Feb. 10-16)

LECTURE: Conquest of New France and the American War of Independence, 1763-1812.

📖 Belshaw, *Canadian History: Pre-Confederation*, Chapter 7.

Week 7 (Feb. 17-23)

Reading Break – no classes (i.e. no new course material but the Midterm exam will open on Wednesday Feb. 19 at noon – you have one week to complete the two essay response questions – see under Week 8 on D2L)

Week 8 (Feb. 24-March 2)

👉 **MIDTERM EXAM – due on Wednesday February 26, 2025 at Midnight (11:59 pm)**

Week 9 (March 3-9)

LECTURE: Effects of Conflicts and Migration on British North America, 1815-1850

📖 Belshaw, *Canadian History: Pre-Confederation*, Chapter 10.

Week 10 (March 10-16)

LECTURE: The Rebellions of 1837: Upper and Lower Canada, 1815-1837

📖 Belshaw, *Canadian History: Pre-Confederation*, Chapter 11.

Article Analysis #2, Option 1: Gender, ethnic and class-based conflicts

ON D2L: 📖 Scott W. See, "'An Unprecedented Influx': Nativism and Irish Famine Immigration to Canada," *American Review of Canadian Studies* 30, no. 4 (2000), 429-453.


👉 **Article Analysis #2, Option 1, due on Wednesday March 12 at Midnight**


Week 11 (March 17-23)

LECTURE: Early Exploration, the Fraser River Gold Rush and the Creation of a united British Columbia, 1778-1866

📖 Belshaw, *Canadian History: Pre-Confederation*, Chapter 13.


Article Analysis #2, Option 2: Becoming British Columbia

ON D2L:  Duane Thomson and Marianne Ignace, "They Made Themselves Our Guests": Power Relationships in the Interior Plateau Region of the Cordillera in the Fur Trade Era." *BC Studies* 146 (Summer 2005): 3-35.

 **Article Analysis #2, Option 2, due on Wednesday March 19 at Midnight**


Week 12 (March 24-30)

LECTURE: Road to Confederation: Economic Factors, 1830s-1860s


 Belshaw, *Canadian History: Pre-Confederation*, Chapter 9.

Week 13 (March 31-April 6)


LECTURE: Canadian Confederation, 1861-1873

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 14.

Week 14 (April 7-12)

 **April 7: Final Exam Questions will be posted on D2L – the Final Exam responses will be due at Midnight (11:59 pm Pacific Time) on Monday April 14, 2025. Please submit Word or PDF document online before the deadline (same process as for Midterm).**

End of Term

 **Note:** *All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action.*

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the CAL exams page. <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
 Article Analysis #1	20%
 Midterm Exam	30%
 Article Analysis #2	20%
 Final Exam	30%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Asynchronous delivery of course material (i.e. there are no set lecture or seminar times), but **please note the deadlines for assignments in the course schedule below – all assignments for this course will be due on Wednesdays at midnight (11:59 pm), except for the final exam which will be open from Monday April 7 (12:00 noon) to Monday April 14 (11:59 pm Pacific Time).**

Please read the relevant chapters in the textbook before listening to the Powerpoint lectures with audio on D2L – they are set for each week to keep you on track with course material and assignments.

Course Requirements:

Attendance Note:

This note is voluntary, but it would provide me with a better understanding of who is in this online course. **Please submit your attendance note under “Content” and then “Week 1” on D2L to confirm your attendance by 5 pm on Monday Jan. 6 (i.e. the first day of classes).**

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

- Your name / student number
- Are you located in Canada or elsewhere?
- Have you taken any other college / university History courses?
- Have you taken history in high school, or is the subject completely new to you? This is an introductory course so no prior knowledge is necessary – but feedback on this will help me get a better sense of the class composition.
- What is your interest in taking this 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 would appreciate a bit of information for students in this online course.

As preparations for each week, you are expected to read the relevant chapter(s) in the textbook, John Douglas Belshaw, *Canadian History: Pre-Confederation* (<https://opentextbc.ca/preconfederation/>). During the term, you will be required to submit two article analyses on assigned journal article readings. In addition, there will be a midterm exam in February and the final exam due at the beginning of exam period in April (see details in the schedule above and the descriptions below).

1) **Article Analyses (2x20%):**

You will be writing two article analyses (~1000 words each). You will write an analysis on one of the two assigned articles before the midterm and one of the two after the midterm exam. The deadline for each article analysis is the week when that article was assigned (see course schedule above and D2L for details). In each article analysis, you will be asked to:

- Identify the author’s main argument - what exactly is the thesis statement?
- Briefly summarize the article with specific relevant details (i.e. what does it tell you about the topic)

- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.
- Each article topic will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the articles need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions (focus of article analysis) will be posted on D2L in the weekly schedule, so please make sure to look for those. This will help you to focus your thoughts for the reading of academic journal articles and will train you to identify the main arguments and factual evidence presented in the texts. For an excellent grade, the article analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the reading, and cite that evidence with footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

Please be aware that students are expected to read all of the assigned readings, even though you are only required to respond to two of them with these article analyses. All the assigned readings are fair game for the exams.

2) **Midterm Exam (30% - 2x15% for the two essays):**

In lieu of the regular midterm exam we will have two 500-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion article readings and the material from the audio-lectures with Powerpoint (on D2L) to demonstrate contextual understanding of developments relevant to the course. The questions for the two papers will be posted on D2L a week before the due date and will be submitted online through the **D2L submission box on Wednesday February 26, 2025 at Midnight (11:59 pm Pacific Time)** – please combine the two responses into a single Microsoft Word or PDF document (other formats do not open on D2L).

3) **Final Exam (30% - 2x15% for the two essays):**

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups, and to discuss these with reference to significant names, dates and locations in these take-home exams. As with the Midterm, context and questions will be posted on D2L a week prior to the due date.

The Final Exam is due in the D2L submission box on Monday April 14, 2025 at Midnight (11:59 pm Pacific Time) – please combine the two responses into a single Microsoft Word or PDF document.

Due dates: Assignments must be submitted to the online submission box on D2L at the time and date listed above.

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or a credible family emergency, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. The Midterm and Final Exam submission boxes on D2L will close at midnight (11:59 pm) on the due dates, so make sure to upload it before those times. **No assignments will be accepted after the final day of classes on April 12, 2025 without prior permission from the instructor.**

Note: If you find you are unable to complete an assignment, please e-mail me prior to the due dates, or as close to them as possible. It is the student's responsibility to inform me of any difficulties completing course components.

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.

SCHOOL OR DEPARTMENTAL INFORMATION

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

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what

supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.