



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

*History 110, Canada Before Confederation*  
*Fall 2002*

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**COURSE OUTLINE**

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**Instructor Information**

Instructor: Keith Smith  
Office hours: Tuesday and Thursday 1:20-2:20 pm  
or by appointment.  
Office Location:  
Phone:  
E-mail: [smithkd@uvic.ca](mailto:smithkd@uvic.ca)

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**Intended Learning Outcomes**

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. gain an understanding of critical themes, events, and issues in the history of Canada up to 1867
2. examine Native culture and society prior to European arrival, and subsequent Native-European relations
3. explore relations between French and English Canadians and between them and other ethnic groups
4. understand political challenges and changes, the practice and legacy of French and British colonial control and the transformation of those systems
5. be aware of the development of national consciousness
6. explore Canadian-American relations and foreign relations
7. understand economic, cultural, and social development
8. reassess and challenge traditional and existing perspectives on critical events and issues of this period

By the end of the course, through exposure to the above materials and ideas, the student should:

1. be able to think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments
2. have gained an appreciation of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines
3. be able to use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era
4. have developed skills in research, and written and oral communication.

Students are expected to attend all classes, read assigned material and be prepared to discuss it in class. It is the student's responsibility to ensure assignments are turned in on or before the due date. Students are encouraged to ask questions and to meet with the instructor to discuss assignments or to seek clarification.

## **Required Materials**

### **Textbooks:**

R. Douglas Francis, Richard Jones and Donald B. Smith, *Origins: Canadian History to Confederation*, 4<sup>th</sup> edition (Toronto: Harcourt Canada, 2000).

Margaret Atwood, *Alias Grace* (Toronto: McClelland & Stewart, 1996)

Course Readings for History 110 (available at Camosun College Bookstore)

## **Course Content and Schedule**

The twice weekly sessions will include a mixture of lecture, film, class discussion, and smaller discussion groups. The entire class will meet on Wednesdays but will be divided into two sections (A and B) for Friday's group discussions. In preparation for Thursday's discussion sessions you will be required to read the articles assigned and to come to class prepared to discuss them. Further instructions regarding the discussion groups are attached.

Class times and location:      Wednesdays 2:30 – 4:20 pm  
   Friday 2:30 – 3:20 pm (section A)  
   Friday 3:30 – 4:20 pm (section B)

The class schedule (following) indicates the subject of each lecture and the readings that coordinate with that lecture. It also details the topics for seminar readings, the dates of quizzes, assignments and exams.

## Basis of Student Assessment (Weighting)

Bibliography and Outline for Review Essay (Due in class Oct. 23 <sup>rd</sup> )	15%
Review Essay of <i>Alias Grace</i> (Due in class Nov. 13 <sup>th</sup> )	35%
Class and Discussion Group Participation	15%
Final Exam (during exam period)	<u>35%</u>
Total	100%

(Instructions for each of these items appear at the end of this outline)

## Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

## Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

### ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

**Class Schedule** (subject to minor changes)

- Wednesday Sept. 4      **Introduction**  
Friday Sept. 6      **Seminar: Discussion and Assignment Orientation**
- Wednesday Sept. 11      **1) History, Culture, and Self-Determination**  
   **2) Aboriginal Peoples and European Imagination**  
   Read: *Origins*, Chapter 1.  
Friday Sept. 13      **Seminar: Topic 1 from Course Readings**
- Wednesday Sept. 18      **1) Pre-Contact Populations and Epidemic Disease**  
   **2) Europe "Discovers" Canada**      Read:  
*Origins*, Chapter 2.  
Friday Sept. 20      **Seminar: Topic 2 from Course Readings**
- Wednesday Sept. 25      **Wendake, Iroquoia, and Alliances with Europeans**  
   Read: *Origins*, Chapter 4.  
Friday Sept. 27      **Seminar: *Black Robe***
- Wednesday Oct. 2      **The Founding and Flourishing of New France**  
   Read: *Origins*, Chapters 3, 5  
Friday Oct. 4      **Seminar: Topic 3 from Course Readings**
- Wednesday Oct. 9      **1) Society in New France**  
   **2) Life in Acadia**      Read: *Origins*,  
Chapter 7  
Friday Oct. 11      **Seminar: Historians and Evidence**
- Wednesday Oct. 16      **Imperial Wars and the Struggle for North America**  
   Read: *Origins*, Chapters 8  
Friday Oct. 18      **Seminar: Topic 4 from Course Readings**
- Wednesday Oct. 23      **American Revolution, Loyalist Immigration, and the**  
   **War of 1812**      Read: *Origins*,  
Chapters 9-11

**★★OUTLINE AND BIBLIOGRAPHY FOR REVIEW ESSAY OF  
ALIAS GRACE DUE IN CLASS WEDNESDAY OCT. 23<sup>RD</sup>★★**

Friday Oct. 25      **Seminar: Topic 5 from Course Readings**

- Wednesday Oct. 30      **Rebellions of 1837-38 and Responsible Government**  
Read: *Origins*, Chapters 12 and 13  
Friday Nov. 1              **Seminar: Topics 6 and 7 from Course Readings**
- Wednesday Nov. 6      **1) Fur Trade Politics and Settlement in the West**  
   **2) Métis Society, Culture, and Economy**  
Read: *Origins*, Chapter 18  
Friday Nov. 8              **Seminar: Topic 10 from Course Readings**
- Wednesday Nov. 13      **1) *Women in the Shadows***  
   **2) Class Discussion on Literature and History Writing:**  
   **Margaret Atwood's *Alias Grace***

**★★REVIEW ESSAY OF *ALIAS GRACE***  
**DUE IN CLASS WEDNESDAY NOV. 13<sup>TH</sup>★★**

- Friday Nov. 15              **Seminar: Topic 8 from Course Readings**
- Wednesday Nov. 20      **1) Society, Culture and Work in the Canadas**  
   **2) Popular Protest, the Law, and "Helping" Institutions**  
Read: *Origins*, Chapters 15 - 17  
Friday Nov. 22              **Seminar: Topic 9 from Course Readings**
- Wednesday Nov. 27      **1) Vancouver Is., B.C., and Colonial Land Policy**  
Read: *Origins*, Chapter 19  
Friday Nov. 29              **Seminar: Topic 11 from Course Readings**
- Wednesday Dec. 3        **1) The Roots and Problems of Confederation**  
   **2) Summary, Review, and Exam Preparation**  
Read: *Origins*, Chapters 14, 20  
Friday Dec. 5              **Seminar: Topic 12 from Course Readings**

## Readings, Discussion Groups, and Class Participation

The discussion and debate of ideas presented in lectures and readings form an integral component of the course. It is important that you carefully consider each of the assigned readings so that you are in a position to participate fully both in the class discussions and in the smaller discussion groups. As noted in the class outline below, in several weeks during the semester we will divide into discussion groups and meet for 50 minute sessions to discuss a set of readings. Participation in the discussion groups and in class discussions will be evaluated on the basis of the *quality, as opposed to quantity*, of your contributions.

Every effort will be made to ensure a relaxed collegial atmosphere, but anyone who is uncomfortable with the discussion group or seminar format should see me as soon as possible. All readings required for discussion groups are available in the course pack, course text, on the internet, or will be distributed in class. There may be additions or changes to the readings as new material becomes available.

**Outline and Bibliography for Essay Due in Class: Wednesday Oct. 23<sup>rd</sup>**  
**Review Essay of *Alias Grace* Due in Class: Wednesday Nov. 13<sup>th</sup>**

*Alias Grace* promises on its cover to take “the reader back in time and into the life and mind of one of the most enigmatic and notorious women of the nineteenth century.” The broad objective of the assignments for this course is to consider the distinction between literature and history writing by examining how historically valid or authentic Atwood’s account is.

While the focus of the novel is on the life and institutionalization of a young Irish immigrant in mid-nineteenth century Canada, the novel introduces a number of themes and groups of themes. In completing this assignment you will identify one of these themes, or group of themes, and compare Atwood’s portrayal with scholarly accounts (secondary sources) and any original documents (primary sources) that you are able to find.

In preparation for your review essay of *Alias Grace* you will write a **250-500 word, one to two page, outline** or explanation of how you plan to proceed in your essay. You will identify the theme you have selected and your thesis or the historical question you intend to address. You will then proceed to lay out the proposed structure of your essay and how you will go about organizing your evidence and supporting arguments. Attached to this outline, due October 23<sup>rd</sup>, will be your preliminary bibliography. I will mark your outline, provide you with a few comments or suggestions and return it to you the following week. You will then have two weeks to complete your essay. For your outline you may find the information available at the following websites helpful:

<http://hist.ucalgary.ca/write/main.html> and/or

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/outline.html>

In the preparing for your essay you must use **a minimum of 6 sources. At least one of these sources must be primary and at least four must be secondary.** You may use the internet as a research tool for primary sources only. All secondary sources must be “hard copy” (non-internet) versions. You may not use additional internet resources, encyclopedia, general history texts (like overviews of Canadian history) or electronic or on-line versions of articles or books to meet the requirements for your essay. Your essay must be between 1,500 and 1,750 words in length, written in formal style with grammatically correct sentences and paragraphs that develop your points in a systematic manner. Foot note or end note style must be followed and a bibliography of all sources, including the primary documents, must be provided. In preparing your essay you may find the following websites useful:  
<http://hist.ucalgary.ca/essay/essay.htm> and/or <http://owl.english.purdue.edu/>

## Final Exam

The final exam for this course will consist of three parts. In the first part you will locate ten places on a map of Canada (worth 10%). In the second part you will explain and/or give the historical significance of four terms or names (worth 10% each for a total of 40%). In the third part you will write an essay (worth 50%). In the latter two sections you will have some choice of questions you chose to answer.