



CAMOSUN COLLEGE
School of Arts & Science

History 110, Canada Before Confederation
Section 02 Winter 2004

COURSE OUTLINE

Instructor Information

Instructor: Keith Smith
Office hours: Monday and Thursday 9:15-10:15am and
Thursday 3:15 to 4:15pm, or by appointment.
Office Location: Fisher 324A
Phone: 370-3935
E-mail: smithkd@uvic.ca

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:

J.M. Bumsted, *The Peoples of Canada: A Pre-Confederation History*, 2nd edition (Toronto: Oxford University Press, 2003).

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 Tuesdays but will be divided into two sections (A and B) for Thursday's group discussions. In preparation for Thursday's discussion sessions you will be required to read the material assigned and to come to class prepared to discuss it. Further instructions regarding the discussion groups are attached.

Class times and location:	Tuesday	4:30 – 6:20 pm	F 334
	Thursday	4:30 – 5:20 pm (section A)	F 334
	Thursday	5:30 – 6:20 pm (section B)	F 334

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)

Mid-term quiz	15%
Review Essay of <i>Alias Grace</i>	
Option 1: Outline and Bibliography (Due in Class: 19 February)	10%
Review Essay (Due in Class: 30 March)	<u>25%</u>
Option 2: Review Essay only (Due in class: 30 March)	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

Class Schedule (subject to minor changes)

- Tuesday Jan. 6 **Introduction**
 Thursday Jan. 8 **Seminar: Discussion and Assignment Orientation**

- Tuesday Jan. 13 **1) History, Culture, and Self-Determination**
Read: Bumsted, Introduction, Chapter 1, and p.186-189.
 Thursday Jan. 15 **Seminar: Library Orientation for Major Assignment**

- Tuesday Jan. 20 **1) Pre-Contact Populations and Epidemic Disease**
 2) Europe "Discovers" Canada
Read: Bumsted, Chs. 2 and 3.
 Thursday Jan. 22 **Seminar: Topic 1 of Course Readings**

- Tuesday Jan. 27 **Wendake, Iroquoia, and Alliances with Europeans**
Read: Bumsted, Ch. 5.
 Thursday Jan. 29 **Seminar: Trigger and Sioui from Topic 2 of
 Course Readings**

- Tuesday Feb. 3 **The Founding and Flourishing of New**
Read: Bumsted, Chs. 6 and 7.
 Thursday Feb. 5 **Seminar: Topic 3 from Course Readings**

- Tuesday Feb. 10 **1) Society in New France**
 2) Life in Acadia
Read: Bumsted, Ch. 4, Ch. 8 to p.152, Ch. 9 175-179.
 Thursday Feb. 12 *** READING BREAK NO CLASS TODAY ***

- Tuesday Feb. 17 **1) MIDTERM QUIZ**
 2) TBA
 Thursday Feb. 19 **Seminar: Progress reports and workshop on
 Alias Grace Assignment**
Read: "Histories and Historical Fiction" review article from
 the *American Historical Review* (available on
 reserve in the Library or from your instructor).

Essay Option 1: Outline and Preliminary Bibliography
Due Thursday February 19th

- Tuesday Feb. 23 **1) Imperial Wars and the Struggle for North America**
Read: Bumstead, Ch. 8: 153-164, Ch. 9, and Ch. 10 to p.203.

- Thursday Feb. 26 **Seminar: Dickason and Fenn articles from
Topic 4 of Course Readings**

- Tuesday Mar. 2 **American Revolution, Loyalists, and the War of 1812**
Read: Bumsted, Ch. 10: 203-214, Ch. 11, and Ch. 12 to p.246.

- Thursday Mar. 4 **Seminar: Norton from Topic 5 and Topic 7 of
Course Readings**

- Tuesday Mar. 9 **Rebellions of 1837-38**
Read: Bumsted, Ch. 12: 246-260
- Thursday Mar. 11 **Seminar: Greer from Topic 6 and Topic 8 of
Course Readings**

- Tuesday Mar. 16 **1) Fur Trade Politics and Settlement in the West
2) Métis Society, Culture, and Economy**
Read: Bumsted, Ch. 8: 153-164, Ch. 18, Ch. 20 to p.416.
- Thursday Mar. 18 **Seminar: Topic 10 of Course Readings**

- Tuesday Mar. 23 **1) Society, Culture and Work in the Canadas**
Read: Bumsted Chs. 13-16, 21 and 23(esp. Chs. 15, 16, and 23).
2) Popular Protest, the Law, and "Helping" Institutions
Read: Bumsted, Ch.17: 361-367
- Thursday Mar. 25 **Seminar: Margaret Atwood's *Alias Grace***

- Tuesday Mar. 30 **1) Vancouver Is., B.C., and Colonial Land Policy**
Read: Bumsted, Ch. 20: 416-423.

Review Essay of *Alias Grace* Due Tuesday March 30th

- Thursday Apr. 1 **Seminar: Topic 11 of Course Readings**

- Tuesday Apr. 6 **1) The Roots and Problems of Confederation**
Read: Bumstead, Ch. 17 to p.361, Ch. 19, and Ch. 24.
2) Summary, Review, and Exam Preparation
- Thursday Apr. 8 **Seminar: Topic 12 of 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 every Thursday we will divide into discussion groups and meet for 50 minute sessions to discuss a set of readings or occasionally a film or some other issue. 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. ***Students who miss three or more discussion sessions will forfeit their entire participation grade.***

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.

Review Essay of Alias Grace ***Due in Class: Tuesday March 30th***

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.” Atwood, however, has woven historical research together with her imagination to construct this compelling account.

The editors of the *American Historical Review* have suggested that “Storytelling has returned to claim a prominent place in history. Rising interest in the narrative has also rekindled controversies about the virtues and vices of recovering the past through the methods of historians and novelists, the pages of histories and historical fictions.” We are now more open to various methods of learning about the past but, for some historians, this raises concerns about the distinction between history and literature or a blurring of the boundaries between the two. Even the nature of truth has been brought into question. Naturally all of this has resulted in many different debates.

The objective of this assignment is to write a review of this novel in the context of these debates. There are many ways to approach this but the primary question for you to answer in your review is: does this novel contribute to your understanding of the past or does Atwood’s license as a writer of fiction undermine any attempt to recover history? Whatever position you decide to take on this issue your review must include a clear and concise thesis statement and supporting evidence.

The simplest way to approach this assignment is to identify a theme from the novel, research this topic in the scholarly literature, and compare Atwood’s depiction with what your research shows. You will then insert all of this into a paper framed by the arguments concerning history and literature pursued in the *American Historical Review* presentation. Keep in mind though, that even if you find that Atwood is accurate in the case of your topic you can still argue that the novel is not a valuable tool for history students. Conversely, even if you find that

Atwood is inaccurate you might still think that the novel has value to a course such as ours. Any position on these matters is acceptable but you will need to defend your position with thoughtful arguments.

In preparing for your essay of *Alias Grace* you must use (and cite in your review) a **minimum of six (6) scholarly sources** in addition to the "History and Historical Fictions" article from the *American Historical Review* on reserve in the library (which you must also use and cite). You may use the internet as a research tool to help you frame the issues involved but the only electronic materials that will be accepted in meeting the minimum requirements for this assignment are primary sources or full-text academic journal articles that you may access through an electronic journals service like "EBSCOhost".

You may not use additional internet resources, encyclopedia or general history texts (like overviews of Canadian history) 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 must be provided. Assistance in properly citing your work can be found in the University of Victoria History Department's "Style Guide" available on line at:

<http://web.uvic.ca/history/web/Reference.html#styleguide>.

In preparing your essay you may also find the following websites useful:

<http://hist.ucalgary.ca/essay/essay.htm> and/or <http://owl.english.purdue.edu/>

You may, if you wish, submit a brief **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 February 19th, 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 may then use this guidance to help you complete your essay. If you choose this option your outline will be worth 10% and your completed essay will be worth 25% of your final grade. 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>

All assignments are *due in class* on the dates listed above and in the class outline. The *due dates for all assignments are firm*. All assignments must also be submitted electronically by the due date. Late assignments will be penalized 5% per day including weekend days and holidays. No extensions will be considered except in the case of documented medical, psychological or family emergencies. Computer problems do not meet these criteria so please save your work often and leave yourself enough time to resolve any computer complications. Papers should not be slipped under my office door. Papers submitted in this way will be penalized at the daily rate until the day I find them.

If you encounter any problems with any part of any assignment please consult with me as soon as possible.

Statement on Academic Standards

Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, there is a difference between a person's use of an acknowledged restatement of another's arguments, and the unacknowledged restatement of another's arguments in the guise of original work. Plagiarism, therefore, is a form of academic misconduct in which an individual submits or presents the work of another person as his or her own.

Plagiarism exists when an entire work is copied from an author, or composed by another person, and presented as original work.

Plagiarism exists when there is no, or there is inadequate, recognition given to an author for phrases, sentences, ideas, or arguments of the author incorporated in one's work; and, without limiting the generality of the foregoing, it includes the failure to indicate clearly through quotation marks or indentations of longer passages, that materials have been incorporated verbatim into one's written work. In short, when excerpts **or** the ideas from the work of another person are used in one's work, the author must be acknowledged through footnotes or endnotes.

Submitting the same essay, presentation, or assignment more than once (whether the earlier submission was at this or at another institution) unless prior approval has been obtained is also an academic offence.

It is important therefore that all source material used in preparation of all assignments be *properly cited*, with either footnotes or endnotes. Assistance in properly citing your work can be found in the History Department's "Style Guide". If you are unsure about plagiarism or citations please check with me.

NOTE: I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose.

Midterm Quiz

The midterm quiz will include 25 fill in the blank questions that require no more than one or two word answers, 25 multiple choice questions, and a map of Canada on which you will locate 10 assigned places.

Final Exam

The final exam for this course will consist of 4 parts: 10 multiple choice and/or fill in the blank questions of the same type as the midterm, a map of Canada on which you will locate 10 assigned places, 3 "define, and explain the historical significance of" type questions, and an essay question. Potential essay and "define and explain the historical significance of" questions will be provided in advance and you will have some choice of questions of these types that you choose to answer.