

CAMOSUN COLLEGE
School of Arts & Science
Humanities Department
History 110, Section 01
Winter 2004

COURSE OUTLINE

1. Instructor Information

Instructor: Susan Johnston
Office hours: Tuesday/Thursday 3:30 to 4:00, 6:30 to 7:00 or by appointment
Location: Young 323
Phone: 370-3363
E-mail: johnstos@camosun.bc.ca

2. Intended Learning Outcomes

Through reading textbooks, secondary source articles and primary source materials, listening to 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 Aboriginal culture and society prior to European arrival, and subsequent Aboriginal-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 political, economic, and cultural 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 in the colonies which became Canada.
8. Reassess and challenge traditional and existing perspectives on critical events and issues of the period.

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

1. Be able to think critically about historical writing and the events and issues of the past by evaluating the arguments and interpretations put forward by historians, weighing the evidence historians present, and making judgments about the strength of historians' arguments.
2. Have gained an appreciation of history as a distinct academic discipline, understanding what distinguishes history from other disciplines, and the methodologies and theoretical perspectives used by historians.
3. Be able to use history to confront issues today, use historical knowledge to establish a context for the present, and comprehend the accomplishments, failures, tensions, and issues facing Canada today;
4. Have developed skills in researching, writing, and oral communication.

Students are expected to attend all classes, read all assigned material and be prepared to discuss readings in class. It is the student's responsibility to ensure assignments are handed to the instructor on or before the due date. Students are encouraged to ask questions and to meet with the instructor to discuss assignments or class material. In order to meet the educational needs of students, the instructor reserves the right to change the material covered in this class.

3. Required Materials

Prerequisites:

English 12 or assessment

Textbooks:

R. Douglas Francis, Richard Jones and Donald B. Smith, *Origins: Canadian History to Confederation*, 4th edition.

Reading Package History 110 Canada Before Confederation, All Sections, Fall 2003 (available at Camosun Bookstore).

University of Victoria, Department of History Style Guide. Available online at <http://web.uvic.ca/history/>. Click on the "Links" button at the top of the page to find the style guide.

4. Course Content and Schedule

Class hours: Tuesday 4:30-6:20, Thursday Section A, 4:30-5:20; Section B, 5:30-6:20

In-class workload: 3 hours/week

Out-of-class workload: 6 hours

Lectures will be scheduled for Tuesdays. Lectures will contextualize or provide interpretations not contained in the course readings.

Textbook: *Origins* is the textbook for this course. Before each class, quickly skim the relevant chapter or chapters for an understanding of the time line and big picture. After the class, take notes on themes covered in lectures and seminars. The *Reading Package* will be used for seminars. Assigned seminar readings are compulsory.

Exams: There will be a midterm exam on Tuesday, February 24, and a final exam during the formal examination period. The best way to study and ready yourself for exams is to prepare for seminars, attend lectures, and read and take notes on the relevant sections of *Origins*.

Seminars: On Thursdays, the class will be divided into two sections to discuss selected readings from the *Readings Package*. Seminar participation will make up 20% (15% participation, 5% summaries) of the grade for this course. Seminars require your interaction with the group; they cannot be "made up". Therefore, **if you miss more than (3) three seminars, you will forfeit the participation mark.**

Students are responsible for reading the assigned articles before the seminar and should be prepared to discuss the thesis, main points of each article, sources and evidence used by the authors to make their arguments. **Students must compile a point-form summary for each article which identifies the thesis, the main points which prove the thesis, and the types of sources used as evidence.** These summaries will be collected randomly throughout the term and will be collected in their entirety at the end of term.

In order to facilitate discussion, students should also bring at least one question to ask other members of the seminar group. Questions should be "big picture" questions which draw the readings together or focus on problems with interpretations of historical data. For example, two authors might disagree on how to interpret a process or event. Your question would point out this inconsistency and focus attention on why that might be so. A question might also pull together the common theme of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does.

Written Assignments: Along with seminar article summaries, students must complete two written assignments: one critical article review and one primary source analysis. Further instructions for both assignments are appended to this outline.

20% - Article Review and conducting of seminar (15% for written article review and 5% for conducting seminar)— **due on the date we discuss the article in class.** In addition to preparing a written article review, students submitting reviews will conduct the seminar. Therefore, it is expected students will work together to plan their approach. Student attendance is mandatory on the day they submit their article review.

15% - Document Analysis (15%) – due on February 5. Students will choose a primary document from the list appended to this outline and will prepare a 750 to 800 word analysis.

Evaluation: All essays will be marked for grammar, clarity of writing, organization, content, and analysis.

Structure: Essays must be double-spaced, on one side of the page only, and should have a margin of at least one inch on both sides of the text. Essays should be prefaced by a cover page. Bibliographies should be placed on a separate page at the end of the essay. Students should keep a photocopy of each essay submitted until final grades have been posted.

Plagiarism: a form of cheating and a serious academic offence which will result in a grade of 0 for the paper and can result in failure of the course. Plagiarism is theft of another scholar's work. Plagiarism is easy to avoid provided that you acknowledge all scholarly material that is not your own work. You must do all your own research, you may not quote from or use ideas from other people's work without acknowledging them in a citation, you may not submit for this course a paper you have submitted for another, you may not submit on your own behalf a paper written by another person, you may not cut and paste information from internet sources, and you may not cheat on examinations. **As students will have the opportunity to ask questions about plagiarism and cheating in class, the instructor will accept no excuses if the student does cheat or plagiarize.**

Due dates: I will not accept late papers. Essays must be handed to the instructor in class on the due date. If your essay is late because of illness please submit a note from a health practitioner. **No assignments will be accepted after the final class without prior permission from the instructor.**

Class Schedule

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of every class.

Jan. 06	Introduction to Canadian History, First Nations before Contact (Reading: <i>Origins</i> , Chapter 1, Course Readings: Topic 1: Bumstead, "Understanding History")	
Jan. 08	Seminar Introduction: Expectations re seminar conduct and critical thinking, choosing article review topics (Reading: Course outline, Seminar instructions)	
Jan. 13	First Nations, Contact and the early fur trade (Reading: <i>Origins</i> , Chapter 2, 3)	
Jan. 15	Seminar: (Reading: Uvic history department style guide) Writing history essays, avoiding plagiarism, common student errors. Students must bring a copy of the UVic history department style guide with them to class.	
Jan. 20	New France: Settler society (Reading: <i>Origins</i> , Chapter 4, 5)	
Jan. 22	Seminar: Topic 1 (Course Readings)	
Jan. 27	New France: Religion and Popular Protest (<i>Origins</i> , Chapter 4, 5)	
Jan. 29	Seminar: Topic 2 (Course Readings)	
Feb. 03	Imperial Rivalries, Atlantic Canada (<i>Origins</i> , Chapter 6, 7, 8)	
Feb. 05	Seminar: Topic 3 (Course Readings)	DOCUMENT ANALYSIS DUE
Feb. 10	Atlantic Canada, Mic'ma'q and Beothuk (<i>Origins</i> , Chapter 16, 17)	
Feb. 12	Seminar: Reading Break — No seminar	READING BREAK
Feb. 17	Midterm, 90 minutes	MIDTERM
Feb. 19	Seminar: Topic 5 (Course Readings)	
Feb. 24	British North America to 1791, Loyalists (<i>Origins</i> , Chapter 9, 10, 11, 13)	
Feb. 26	Seminar: Topic 6 (Course Readings)	
Mar. 02	Lower Canada to 1848, Religion in Upper Canada (<i>Origins</i> , Chapter 12, 13)	

Mar. 04	Seminar: Topic 7 (Course Readings)	
Mar. 09	Upper Canada to 1848, Maritimes (<i>Origins</i> , Chapter 12, 13)	
Mar. 11	Seminar: Topic 8 (Course Readings)	
Mar. 16	The West and the Fur Trade (<i>Origins</i> , Chapter 18, 19)	
Mar. 18	Seminar: Topic 9 (Course Readings)	
Mar. 23	Preindustrial and early industrial labour (<i>Origins</i> , Chapter 12, 13, 14, 15)	
Mar. 25	Seminar: Topic 10 (Course Readings)	
Mar. 30	British Columbia (<i>Origins</i> , Chapter 19)	
Apr. 01	Seminar: Topic 11 (Course Readings)	
Apr. 06	Toward Confederation, Internal and External Pressures (<i>Origins</i> , Chapter 20)	
Apr. 08	Seminar: Topic 12 (Course Readings)	EXAM REVIEW

April 13-17, 19-21 Formal examination period

5. Basis of Student Assessment

Writing Assignments:	Due Date	Weighting
Critical Article Review	Ongoing	15%
Document Analysis	February 5	15%
Seminar Summaries	Ongoing	5%
Exams:		
Midterm	February 17	20%
Final	April exam period	25%
Seminar Participation:	Ongoing	15%
Seminar Coordination:	Ongoing	5%

6. 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%	

7. 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