

HISTORY 214

BRITISH COLUMBIA

1. Instructor Information

Clarence Bolt, Y319
370-3347
cbolt@camosun.bc.ca

2. 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 appreciation of critical themes, events, and issues of this period
2. explore the role of geo-politics and of the fur trade companies in the European exploration and settlement of BC
3. understand the nature of First Nations' societies and their historical and continuing importance to BC
4. examine the economic bases of BC
5. analyze the role of race
6. examine the BC's relationship to Canada's history and its role in confederation
7. explore the political culture of BC
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 developing skills in research, writing and written and oral communication.

Readings and Notes

Read actively, and pay attention to main themes and terms. Whatever you do not understand, be sure to raise in class. Marginalia in your books, rough outlines of each chapter, and time lines are recommended. Prepare your readings before they are addressed in class, the better to reduce the amount of notes taken. Students who do not do so are not oriented to classroom activities, usually cannot participate, and take too many notes. Good preparation will isolate material upon which the student can readily focus. Read ahead when the reading load is light.

3. Required Materials

Barman, J. The West Beyond the West
Knight, Indians at Work
McKee, Treaty Talks in British Columbia
package of selected readings

4. Course Content and Schedule

Week 1	Introduction to Course Seminar, Axtell, Bolt
Week 2	Lecture (L): First European Approaches Barman, chs. 1, 2 Seminar, Archer
Week 3	L: The Fur Trade in British Columbia Barman, ch. 3 Seminar, Harris. Fisher (Fur trade)
Week 4	L: Non-natives Move in Barman, chs. 4, 5 Seminar, Fisher (Trutch), Bolt

Week 5	L: British Columbia Joins Canada Barman, chs. 6,7 Seminar: Harris ("Idaho Peak")
Week 6	L: First Peoples Seek Political/Legal Redress Barman, ch. 8, McKee, ch. 1 Seminar, McDonald, Hinde
Week 7	L: Test One No seminar
Week 8	L: The New Century Barman, chs. 9, 10 Seminar, Raibmon, Redford
Week 9	L: Prince George and the Grand Trunk Pacific Seminar, Roy, Ward and Warburton
Week 10	L: Depression and War Barman, ch. 11 Seminar, Cole
Week 11	L: The Postwar "Good Life" and its Unravelling Barman ch. 12 Seminar, Marchak, Hayter and Barnes
Week 12	L: The Doukhobors Barman, ch. 13 Seminar, Blomley
Week 13	L: Native Revival McKee (review due) Paper Due Seminar, Sterritt, Foster
Week 14	L: British Columbia in Canada Barman, ch. 15 Seminar

Final Exam

5. Student Assessment (200 marks)

A. Choose one of the following:

1. Research Essay and review 85 marks
 2. Reviews (books and articles) 80 marks
- B. Mid-term and Final 50 marks each
- C. Participation 20 marks

A. Students will choose one of the following options

1. Research Essay (70 marks) and One Article Review (15 marks -- see below)

The student will write an essay of no more than 2500 words based on original research of primary documents using the Provincial Archives, private collections, or other archives/repositories housing similar collections. Since these are broad topics, the student, in consultation with the instructor, will select an aspect of the topic.

First Nations concerns
resource industries
labour
early colonial life
ethnic groups
religious development
schools and universities (colleges)
medicine
women's rights
local history political parties

The student will follow this schedule

- instructor-approved topic by **Jan. 21**
- bibliography of sources by **Feb. 18**
- tentative outline of paper by **Mar. 10**
- final draft by **Mar. 31**

Further details about the structure of the essay will be discussed in class.

A tour of the archives can be arranged. For those familiar with research methods, the archives has a web page listing its research base and its finding aids (www.bcarchives.gov.bc.ca).

2. Two Article Reviews (15 marks each) and Two Book Reviews (25marks each)

a. The student will write two reviews on articles listed in the course syllabus. Each review will be 300 words and consist of three paragraphs. Paragraph one will define the theme; paragraph two will discuss style, sources, and method; and paragraph three will give your opinion on the basis of the information in paragraphs one and two. Essays are due in class, before the class meets, on the assigned date. Attendance in that class is mandatory. Failure to follow these rules forfeits the mark.

b. The student will write a book review of

Treaty Talks in British Columbia (no more than 1000 words)

- i. Why did he write the book? What questions is he trying to answer?
- ii. Know the Treaty Process steps.
- iii. What are the issues to be negotiated?
- iv. What are the major issues and concerns for both native and non-native BCers in the implementation of treaties?
- v. What has happened to the treaty process in the last seven years?
- vi. Is this a well-written, well-researched, well-argued, and informative work?

One book from the following list. Other choices have to be approved by the instructor.

- Kelm, Colonizing Bodies: Aboriginal Health and Healing in British Columbia
- Fisher, Contact and Conflict, Indian European Relations in BC, 1774-1890
- Raunet, Without Surrender Without Consent, A History of the Nishga Land Claims
- Knight, Indians At Work, An Informal History of Native Labour in BC, 1858-1930
- Fournier and Crey, Stolen From Our Embrace
- Smith, Mel, Our Home and Native Land
- Adachi, The Enemy that Never Was
- Wilson, A Common Sense Revolution
- Bolt, Thomas Crosby and the Tsimshian, Small Shoes for Feet Too Large
- Bolt, Does Canada Matter?
- Cole and Chaikin, An Iron Hand Upon the People, The Law Against the Potlatch on the Northwest Coast
- Newell, Tangled Webs of History: Indians and the Law in Canada's Pacific Coast Fisheries
- Sproat, Scenes and Studies of Savage Life
- Usher, William Duncan of Metlakatla
- Haig-Brown, Celia, Resistance and Renewal, Surviving the Indian Residential School
- McLaren, Our Own Master Race: Eugenics in Canada, 1885-1945

The review will be no more than 1000 words (approximately three pages) and will consist of the following:
--a short synopsis of the material and a statement of the theme of the book. What argument is the book presenting? What views are being challenged? rejected?
--a brief overview of the structure of the book, the sources used, the methodology, etc.
--a conclusion in which the student will critique the book. What are its strengths? weaknesses? How is the book useful? not useful? Why would you recommend it? not recommend it?

For those choosing Bolt, Does Canada Matter?:

- i. Why was the book written? What is sovereignty, and is its current state in Canada?
- ii. Has Canada ever been a unified whole? What was the basis upon which it was founded? What is the impact of regionalism? Is it good, bad, both or neither?
- iii. What is liberalism?
- iv. What are the elements of the growth and development myth? Why does the author have problems with it?
- v. What is the heart of the matter? What is the role of technology?
- vi. What solutions does the author propose for the maintenance of Canadian sovereignty?
- vii. Does it really matter?

2. Tests.

Details and information will be handed out at least one week prior to each test.

3. Participation

Student work and attendance in class will be worth 20 marks. Three unexplained absences will forfeit these marks.

6. Grading System

A+ = 95-100	B- = 70-74
A = 90-94	C+ = 65-69
A- = 85-89	C = 60-64
B+ = 80-84	D = 50-59
B = 75-79	F = 0-49

Archival Project

Using the findings aids, indexes and other reference material your group will find and list all the material available in the archives on the following topics. This includes oral, audio, video, photographic, government document, newspaper, and any other written sources.

1. Indian Reserve Commission, 1876-1880
2. Catholic missions in BC before 1900
3. Department of Indian Affairs--find the Annual Report for 1915, and summarize what the Indian agent for southern Vancouver Island reported for that year.
4. Prohibition
5. James Douglas Treaties
6. Trade Unions in BC after 1945--communism in the movement
7. Each person will examine vital statistics relating to their family--birth, marriage, and death registrations since 1871.

1. The Great Depression and Dufferin Patullo
2. Department of Indian Affairs--find the Annual Report for 1917, and summarize what the Indian agent for southern Vancouver Island reported for that year.
3. The Gold Rush of 1858
4. Native fisheries
5. Doukhobors
6. War Veterans--the treatment of native veterans
7. Each person will examine vital statistics relating to their family--birth, marriage, and death registrations since 1871.

1. Hudson's Bay Company prior to 1849
2. The Anglican Missionary, William Duncan, Church Missionary Society
3. Residential schools before 1939
4. Department of Indian Affairs--find the Annual Report for 1889, and summarize what the Indian agent for southern Vancouver Island reported for that year.
5. Immigration of Japanese before 1941
6. W.A.C. Bennett and Social Credit
7. Each person will examine vital statistics relating to their family--birth, marriage, and death registrations since 1871.

1. Hudson's Bay Company from 1849-1866
2. Indian Reserve Commission, 1880-1900
3. Residential schools after 1939
4. Department of Indian Affairs--find the Annual Report for 1903, and summarize what the Indian agent for southern Vancouver Island reported for that year.
5. Immigration of Chinese before 1941
6. The CCF and NDP

7. Each person will examine vital statistics relating to their family--birth, marriage, and death registrations since 1871.

1. Potlatch Laws

2. McKenna McBride Commission, 1913-16

3. Suffrage--Indian, Oriental, women's, etc., from 1871-1960

4. The Methodist Missionary, Thomas Crosby

5. Department of Indian Affairs--find the Annual Report for 1924, and summarize what the Indian agent for southern Vancouver Island reported for that year.

6. Immigration of East Indians before 1941

7. Each person will examine vital statistics relating to their family--birth, marriage, and death registrations since 1945.