

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

## **COURSE OUTLINE**

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### **1. Instructor Information**

Instructor: Susan Johnston  
Office hours: Monday/Wednesday 12:00 to 1:00 p.m. 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*, 5<sup>th</sup> edition (available at Camosun Bookstore).

*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:** Monday and Wednesday 9:00 to 12:00.

**In-class workload:** 3 hours/week

**Out-of-class workload:** 6 hours

**Lectures:** Lectures will be held for two fifty-minute blocks each day. Lectures will contextualize or provide additional material to that contained in the course readings. Students are expected to attend lectures and will be examined on their contents.

**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 one mid term examination held in class on May 26 and a final examination held during the formal examination period of June 21-23. Exams will consist of short answer questions, identify and give the significance questions, and essay questions. The best way to study and ready yourself for exams is to prepare for seminars, attend lectures, and read the relevant section or chapter in your textbook.

**Seminars:** The class will spend at least 50 minutes each day discussing course readings.

**Attendance is compulsory.** Seminars require interaction with the group; they cannot be "made up."

**Students who miss more than three seminars will lose their entire participation mark.** Students will be evaluated for quantity and quality of participation as well as attendance.

Students are responsible for reading the assigned articles before the seminar. As well as being prepared to discuss any assigned focus questions, students must provide at least one question of their own for each seminar. 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(s) of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does.

Students will be divided into groups for the seminar. Each group will be responsible for conducting at least one seminar. On that date, the group will bring a series of focus questions for the class to discuss. The group will also hand in their critical article reviews on that date.

**Written Assignments:** 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 you submit your article review.

**20% - Document Analysis – due on May 19.** Students will choose a primary document from the list appended to this outline and will prepare an 800 to 1000 word analysis.

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

**Structure:** Essays must be double-spaced, 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 is a form of cheating and a serious academic offence that 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 in class, and as the required text "University of Victoria History Department Style Guide" gives examples of how and when to footnote material, the instructor will accept no excuses if the student does cheat or plagiarize.**

**Due dates: I will not accept late papers except in emergency situations.** Essays must be handed to the instructor in class on the due date.

## **Class Schedule**

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

May 03	<b>Lecture:</b> Introduction to Canadian History, First Nations before Contact ( <i>Origins</i> , Chapter 1; Course Readings: Topic 1: Bumsted, "Understanding History") <b>Seminar Introduction:</b> Expectations re seminar conduct and critical thinking, choosing article review topics, writing history essays, avoiding plagiarism
May 05	<b>Lecture:</b> First Nations, Contact and the early fur trade ( <i>Origins</i> , Chapter 2, 3) <b>Seminar:</b> Course Readings: Topic 1
May 10	<b>Lecture:</b> New France: Settler society ( <i>Origins</i> , Chapter 4, 5) <b>Seminar:</b> Course Readings: Topic 2
May 12	<b>Lecture:</b> New France: Religion and Popular Protest ( <i>Origins</i> , Chapter 4, 5) <b>Seminar:</b> Course Readings: Topic 3
May 17	<b>Lecture:</b> Imperial Rivalries, Atlantic Canada ( <i>Origins</i> , Chapter 6, 7, 8) <b>Seminar:</b> Course Readings: Topic 4
May 19	<b>Lecture:</b> Atlantic Canada, Mic'ma'q and Beothuk ( <i>Origins</i> , Chapter 16, 17) <b>Seminar:</b> Course Readings: Topic 5 <b>DOCUMENT ANALYSIS DUE</b>
May 24	<b>VICTORIA DAY -- NO CLASS</b>
May 26	<b>MIDTERM EXAM</b>
May 31	British North America to 1791, Loyalists ( <i>Origins</i> , Chapter 9, 10, 11, 13) <b>Seminar:</b> Course Readings: Topic 7, Topic 9 "The Dispossession of the Mississauga Indians"

June 02	Lower Canada to 1848, Religion in Upper Canada ( <i>Origins</i> , Chapter 12, 13) <b>Seminar:</b> Course Readings: Topic 6
June 07	Upper Canada to 1848, Maritimes ( <i>Origins</i> , Chapter 12, 13, 14, 15, 16) <b>Seminar:</b> Course Readings: Topic 8, Topic 9 “A Mixed Assemblage of persons”
June 09	The West and the Fur Trade ( <i>Origins</i> , Chapter 18, 19) <b>Seminar:</b> Course Readings: Topic 10
June 14	British Columbia ( <i>Origins</i> , Chapter 19) <b>Seminar:</b> Course Readings: Topic 11
June 18	Toward Confederation, Internal and External Pressures ( <i>Origins</i> , Chapter 20) <b>Seminar:</b> Course Readings: Topic 12 <b>EXAM REVIEW</b>
June 21-23	<b>Formal examination period</b>

## 5. Basis of Student Assessment

Writing Assignments	Due Date	Weighting
Critical Article Review	Ongoing	15%
Document Analysis	May 19	20%
<b>Exams</b>		
Midterm	May 26	20%
Final	June exam period	25%
<b>Seminar</b>		
Participation	Ongoing	15%
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](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)