

**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Humanities Department**  
**History 110, Section 004**  
**Fall 2004**

## **COURSE OUTLINE**

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### **1. Instructor Information**

Instructor: Susan Johnston

Office hours: Tuesday 11:30–12:20, 2:45–3:15; Wednesday 9:30–10:30, 12:30–1:00, 4:30–5:00;  
Thursday 3:00 – 3:30; Friday 1:30 – 2:30, **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*, 4<sup>th</sup> edition.

*Reading Package History 110 Canada Before Confederation*, All Sections, Fall 2004 (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 History department home page to find the style guide.

**4. Course Content and Schedule**

**Class hours:** Tuesday A & B: 12:30-2:20, Thursday A: 12:30 – 1:20, B: 1:30 – 2:20

**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 lecture, quickly read assigned chapters for an understanding of the time line and big picture. After the lecture, take notes on themes covered in lectures and seminars. The *Reading Package* will be used for seminars. All assigned texts are compulsory.

**Exams:** There will be a mid term exam on October 19, and a final exam during the formal examination period. The best way to get ready for exams is to prepare for seminars, attend lectures, and read and take notes on the relevant sections of *Origins*. Exams will consist of short answer, paragraph and essay questions.

**Seminars:** On Thursdays, the class will be divided into two sections to discuss selected readings from the *Readings Package*. Seminar participation will make up 15% of the grade for this course. Students 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, and the sources and evidence used by the authors to make their arguments. **In order to facilitate discussion, students should 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:** Students must complete two written assignments: one critical article review and one primary source analysis. Students must sign up for the article review at the first seminar. The document analysis is due on Wednesday, November 9. Instructions for both assignments and a list of primary sources are appended to this outline.

Students should note that I mark essays for grammar, clarity of writing, organization, content, and analysis. 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 are compulsory for every written assignment and must 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 is 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 in class, the instructor will accept no excuses if the student does plagiarize.**

Essays should be handed to the instructor in class on the due date. Marks will be deducted for lateness at a rate of 5% for **every** day that the essay is overdue. If your essay is late because of illness or a family emergency, please come and see me with supporting documentation. **No assignments will be accepted after the final day of class without prior permission from the instructor.**

## Class Schedule

### Week 1

Sept. 07 Introduction to Canadian History, First Nations before Contact (*Origins*, Chapter 1, Course outline, Seminar instructions)  
 Sept. 09 **Seminar Introduction** (Course Readings Introduction)

### Week 2

Sept. 14 First Nations, Contact and the early fur trade (*Origins*, Chapter 2, 3)  
 Sept. 16 **Seminar: writing history essays, common student errors**

### Week 3

Sept. 21 New France: Settler society (*Origins*, Chapter 4, 5)  
 Sept. 23 **Seminar: Topic 1** (Course Readings)

### Week 4

Sept. 28 New France: Religion and Popular Protest (*Origins*, Chapter 4, 5)  
 Sept. 30 **Seminar: Topic 2** (Course Readings)

### Week 5

Oct. 05 Imperial Rivalries, Atlantic Canada (*Origins*, Chapter 6, 7, 8)  
 Oct. 07 **Seminar: Topic 3** (Course Readings)

### Week 6

Oct. 12 Atlantic Canada, Mic'ma'q and Beothuk (*Origins*, Chapter 16, 17)  
 Oct. 14 **Seminar: Topic 4** (Course Readings)

### Week 7

Oct. 19 Midterm, 1 hour 50 minutes (*Origins*, Chapter 9, 10, 11) **MIDTERM**  
 Oct. 21 **Seminar: Topic 5** (Course Readings)

### Week 8

Oct. 26 Results of the Conquest, Coming of the Loyalists (*Origins*, Chapter 10, 11, 13)  
 Oct. 28 **Seminar: Topic 7** (Course Readings), Topic 8 (Smith's article only)

### Week 9

Nov. 02 Lower Canada from 1791 to 1848 (*Origins*, Chapter 12, 13)  
 Nov. 04 **Seminar: Topic 6** (Course Readings)

### Week 10

Nov. 09 Religion and Politics in Upper Canada to 1848 (*Origins*, Chapter 12, 13) **FINAL DROP DATE NOV 09**  
**DOCUMENT ANALYSIS DUE**

Nov. 11 **STATUTORY HOLIDAY**

### Week 11

Nov. 16 Maritime colonies to 1848 (*Origins*, Chapter 12, 13, 14, 15)

