

HISTORY 214

BRITISH COLUMBIA

1. Instructor Information

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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, Knight chs.1,2 Seminar, Visit to BC Archives For those doing this visit, please answer the following: <ol style="list-style-type: none">1. What do the archives contain?2. Go to the Research Orientation Guide (a good thing to print)<ol style="list-style-type: none">A. List and describe the materials and search tools contained in the archival collections.B. What copying services are available?C. Know the definitionsD. What are the research guides? How can they be accessed?

3. Familiarize yourself with the layout of the archives – see *Virtual Reference Room*.
4. Under 2.4.2, briefly summarize the overview of each category and explain how you can access material in each (2.4.2.1- 2.4.2.8). Under each category, see what listings you can find for the topic *Doukhobors*.

Week 3	L: The Fur Trade in British Columbia Barman, ch. 3, Knight, ch. 3 Seminar, Harris. Fisher (Fur trade)
Week 4	L: Non-natives Move in Barman, chs. 4, 5, Knight, ch. 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, Knight, chs. 6-15
Week 7	L: Test One Seminar, McDonald, Hinde
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 -14 Seminar, Marchak, Hayter and Barnes
Week 12	L: Easter Monday 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

- A. Choose one of the following:
1. Research Essay and review 60 marks or
 2. Reviews (books and articles) 50 marks
- B. Mid-term and Final 40 marks
- C. Participation 10 marks

A. Students will choose one of the following options

1. Research Essay (50 marks) and One Article Review (10 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/immigration
 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. 26**
- bibliography of sources by **Feb. 23**
- tentative outline of paper by **Mar. 14**
- final draft by **Apr. 5**

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. Three Article Reviews (10 marks each) and One Book Review (20 marks)

a. The student will write three 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. Reviews will be assigned early in the semester.

b. The student will write a review of a book approved by the instructor. Some examples (these are pre-approved):

- 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?
- Barman, Growing Up British in British Columbia: Boys in Private Schools
- Blake, Two Political Worlds
- Brody, Maps and Dreams
- Burkinshaw, Pilgrims in Lotus Land, Conservative Protestantism in BC
- Robert Campbell, Demon Rum or Easy Money
- Choquette, The Oblate Assault on Canada's Northwest
- Cole, Captured Heritage, the Scramble for Northwest Coast Artifacts

- Culhane Speck, The Pleasure of the Crown: Anthropology, Law and First Nations
- Dunae, Gentlemen Immigrants: From the British Public Schools to the Canadian Frontier
- Kelm, Colonizing Bodies: Aboriginal Health and Healing in British Columbia
- Fisher, Contact and Conflict, Indian European Relations in BC, 1774-1890
- Fisher, Duff Patullo of British Columbia
- Raunet, Without Surrender Without Consent, A History of the Nishga Land Claims
- Fournier and Crey, Stolen From Our Embrace
- Smith, Mel, Our Home and Native Land
- Cole and Chaikin, An Iron Hand Upon the People, The Law Against the Potlatch
- Gough, Distant Dominion: Britain and the Northwest Coast of North America, 1579-1809
- Gough, The Royal Navy and the Northwest Coast of North America, 1810-1914
- Harris, The Resettlement of British Columbia
- Johnston, The Voyage of the Komagata Maru
- Leonard, A Thousand Blunders: The Grand Trunk Pacific Railway and Northern BC
- Norbert MacDonald, Distant Neighbours: A Comparative History of Seattle and Vancouver
- Robert McDonald, Making Vancouver
- Mackie, Trading Beyond the Mountains: The British Fur trade on the Pacific
- Miller, Jay, Tshimshian Culture
- Palmer, Solidarity: The Rise and Fall of an Opposition in BC
- Patricia Roy, White Man's Province
- 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?
- in the conclusion, you will have found, photocopied (attached to the assignment), and analyzed a review of the book.

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 10 marks. More than 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

