

CAMOSUN COLLEGE
School of Arts and Science
Humanities Department

History 110, Section 01
Canada Before Confederation
Spring 2005

COURSE OUTLINE

Class and Instructor Information

Instructor: Chris Morier

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Office Hours: Mondays and Wednesdays, 8:00 a.m. to 9:00 a.m.; or by appointment

Intended Learning Outcomes

Through reading textbooks and historical articles, attending faculty lectures, participating in seminars, writing papers, and performing tests, students will:

- i) gain an understanding of critical themes, events, and issues in the construction of Canada up to 1867
- ii) examine Aboriginal culture and society prior to European arrival, and subsequent Aboriginal-European relations
- iii) explore relations between French and English Canadians, and between them and other ethnic groups
- iv) examine political challenges and changes
- v) explore the development of a national consciousness, the practice and legacy of French and British colonial control, and the transformation of those political, economic, and cultural systems
- vi) examine Canadian-American relations, and foreign relations
- vii) evaluate economic, cultural, and social development in the colonies which became Canada
- viii) 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:

- i) 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
- ii) 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
- iii) 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
- iv) have developed skills in research, and written and oral communication

Students are expected to attend all classes, read assigned material, and be prepared to discuss it in class. It is the student's responsibility to ensure assignments are turned in on or before the due date. You will be encouraged to read, to think, and to participate in discussions and lectures. You can expect from me a fair

and balanced learning environment, plenty of feedback on written work, and an honest effort to make History 110 an enjoyable and interesting experience.

Required Materials

- i) R. Douglas Francis, Richard Jones, and Donald B. Smith, *Origins: Canadian History to Confederation*, 5th edition (available at Camosun Bookstore).
- ii) Course Reading Package for History 110 (available at Camosun Bookstore).
- iii) University of Victoria, Department of History Style Guide. This is available on-line at <http://www.uvic.ca/history>. Click on the "On-Campus Resources" link and download or print the Style Guide from there.

Course Assignments and Grading System

As with most other History courses, all course assignments are compulsory. The workload for History 110 is not onerous, but you will be expected to keep up with textbook readings and readings for your seminars. Each of the course assignments is discussed in more detail below. Here is how they will be weighted:

Research Paper Proposal – 5%
 Mid-Term Exam – 25%
 Seminar Participation – 20%
 Research Paper – 25%
 Final Exam – 25%

The following percentage conversion to letter grade will be used:

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

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, at the Registrar's Office, or on the College website at <http://www.camosun.bc.ca>

Academic Conduct Policy – It is the student's responsibility to become familiar with the content of the Academic Conduct Policy. The policy is available in each School Admission Office, Registration, and on the College website in the Policy Section: www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Wednesday, 25 May**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of thirty possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal should not be longer than 500 words, and you will submit two copies of it (I keep one copy). In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include websites, the course textbook, or any of the articles in the Course Reading Package. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

Mid-term Exam

There will be a two-hour in-class mid-term exam on **Wednesday, 01 June**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of essay-type questions, which you will receive a week before the test. We will discuss the exam in more detail then.

Seminar Participation

You will be assigned to a seminar group, and your group will meet ten times over the spring term. Participation marks are worth 20% of your final grade. Marks will be posted on my office door on Thursday, 23 June (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

Students who miss more than three seminars will forfeit their entire participation mark. Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated. A strategy that may work for your group is to appoint a "chair" or "leader" in advance of

each meeting (make sure that everyone gets two or three chances!). The chair will be responsible for preparing questions for the group to discuss, and will moderate the discussion. The chair will also ensure that every group member has opportunities to contribute to the proceedings. Another option is for each student to bring to the seminar a couple of questions that have arisen from their reading of the articles.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

Research Paper

This assignment is worth 25% of your final grade, and is **due on Monday, 13 June**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of two people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks ("...") and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the Course Reading Package, you must consult at least five secondary sources (books and/or articles) in preparing your paper. Legitimate Internet sources are fine, but only in addition to the five books/articles. You cannot avoid the library in this assignment! Between Camosun, UVic, and the Victoria Public Library, you should have no trouble finding sources. Please come and speak with me if you're having any difficulties.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the University of Victoria, History Department Style Guide, which you have, right? (See p. 2 of this course outline)

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 110. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2004-2005 Calendar (pp. 41-45) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm. No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. No assignment will be accepted after the final class on Wednesday, 22 June. Please do not hesitate to see me if you're having any problems with the assignments.

Final Exam

There will be a two-hour final exam in June (the final exam period runs from June 27 to June 29). I have no control over when the exam will take place, **so do not book flights home, commit to a summer work schedule, or make plans until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. Similar to the mid-term exam, the final exam will consist of essay-type questions, which you will receive a week before the test.

Lecture and Seminar Schedule

This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Students are encouraged to ask questions and offer opinions throughout.

09 May Introduction: Welcome to History 110!
 Lecture: Pre-Contact First Nations I
 Lecture: Pre-Contact First Nations II

Text: Chapter One

11 May Lecture: The Europeans Arrive
 Seminar: Topic One
 Lecture: Early French Explorations

Text: Chapters Two and Three

- 16 May
Lecture: First Nations/European Contact
Seminar: Topic Two
Lecture: The Colony of New France

Text: Chapters Four and Five
- 18 May
Lecture: The People of New France
Seminar: Topic Three
Lecture: Family and Social Life in New France

Text: Chapters Six and Seven
- 23 May
Victoria Day: No Class

Text: Chapters Eight and Nine
- 25 May
****Research Paper Proposal Due Today****
Lecture: Acadians and the Hudson's Bay Company
Seminar: Topic Four (read Dickason and Fenn; omit Moogk)
Lecture: The Conquest of New France

Text: Chapters Ten and Eleven
- 30 May
Lecture: Post-Conquest Developments
Seminar: Topic Five (read Norton and Knowles; omit Thurston)
Lecture: Canada and the American Revolution
- 01 June
****Two-Hour Midterm Exam****
- 06 June
Lecture: The Northwestern Fur Trade
Seminar: Topic Ten
Lecture: The HBC and NWC in the West

Text: Chapters Eighteen and Nineteen
- 08 June
Lecture: The West Beyond the West
Seminar: Topic Eleven
Lecture: The "Discovery" of British Columbia

Text: Chapters Twelve and Thirteen
- 13 June
****Research Paper Due Today****
Lecture: Women and Family in British North America
Seminar: Bitterman (Topic Seven) and Roberts (Topic Nine)
Lecture: Life, Society, and Culture in BNA

Text: Chapters Fourteen and Fifteen
- 15 June
Lecture: The War of 1812
Seminar: Topic Eight

Lecture: BNA Society and Culture

Text: Chapters Sixteen and Seventeen

20 June

Lecture: The Canadian Rebellions of 1837-38

Lecture: The Union of the Canadas

Lecture: The Road to Confederation

Text: Chapter Twenty

22 June

Lecture: The East and West Coast Scene at Confederation

Seminar: Topic Twelve

Lecture: The Northwest and Confederation

Essay Topics

A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

1. Discuss pre-contact First Nation cultures. What were some of their characteristics, similarities, and differences?
2. Discuss the roles of First Nations women in the fur trade.
3. What were the effects of European contact on First Nations' cultures?
4. Discuss the roles of missionaries in the contact and fur-trade period.
5. What were the benefits and drawbacks of life in seventeenth-century New France for colonists?
6. Who were the Loyalists, and what impacts did they have on the development of British North America?
7. Who were the Acadians, and what happened to them? Could the tragedy have been avoided?
8. Discuss the War of 1812. Why did it happen? Who won it? And why?
9. Why did the British North American colonies of Quebec and Nova Scotia refuse to join the American Revolution?
10. "After the British Conquest of New France, the habitants were well-treated by their new rulers." Do you agree with this statement? Why or why not?
11. What was Pontiac's Resistance and what was its significance?
12. Discuss the treatment of black Loyalists and slaves in Canada.
13. Discuss the factors leading up to Canadian Confederation. Why did it happen?
14. Discuss the development of the Metis' culture in the Red River area in the first seven decades of the nineteenth-century.
15. What happened to Huronia, and why? Make sure to provide plenty of context.
16. What factors led to the Upper and Lower Canadian Rebellions of 1837-38?
17. How did gender affect life in British North America in the nineteenth-century?
18. How did class affect life in British North America in the nineteenth-century?
19. How did race affect life in British North America in the nineteenth-century?
20. What happened to the Beothuk in Newfoundland, and why?
21. How were coastal Pacific First Nations groups unique from other aboriginal groups across the country?
22. How did competition between the Hudson's Bay Company and the Northwest Company affect the fur trade on the prairies?
23. What was the Durham Report? What was its legacy?
24. What were the implications of the Royal Proclamation of 1763?

25. What were the predominant attitudes of European explorers in the years between 1500 and 1800? Where did these ideas come from? How did these attitudes affect their relations with indigenous peoples in North America?
26. Discuss the Vikings and their exploration and settlement of Vinland. Why were their colonization attempts short-lived?
27. How did urban life in British North America differ from rural life?
28. Was New France a patriarchal or egalitarian society?
29. How did the water-based fur trade on the east and west coast differ from land-based trade?
30. What was Louisbourg? Why was it constructed? And what happened to it?

Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first. It may not be suitable.