

	<p><i>School of Arts & Science</i> HUMANITIES DEPARTMENT</p> <p>HIST 214 BC History 2007w</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	tba		
(c)	Location:	Y319		
(d)	Phone:	370-3347		
(e)	Email:	cbolt@camosun.bc.ca		

2. Intended 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 be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgements about the strength of their arguments.
2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. 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 increased skills in research, writing and written and oral communication.

3. Required Materials

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

Comment on 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.

4. Course Content and Schedule

Week 1	Introduction to Course Bolt Seminar, Seminar, Visit to BC Archives All students should answer the following: 1. What do the archives contain? 2. Go to the Research Orientation Guide (a good thing to print) A. List and describe the materials and search tools contained in the archival collections. B. What copying services are available? C. Know the definitions D. What are the research guides? How can they be accessed? 3. Familiarize yourself with the layout of the archives – see <i>Virtual Reference Room</i> . 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 <i>Doukhobors</i> .
Week 2	Lecture (L): First European Approaches Barman, chs. 1, 2, Knight chs.1,2 Seminar: Axtell
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),
Week 5	L: British Columbia Joins Canada Barman, chs. 6, 7 Seminar: Harris ("Idaho Peak"), Bolt
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, Hayter and Barnes
Week 12	L: Native Revival McKee, chs. 2, 3, 6 Paper Due Seminar, Blomley
Week 13	L: British Columbia in Canada Barman, ch. 15 Seminar, Sterritt, Foster
Week 14	L: Easter Monday Seminar, Wrap-up
Final Exam	

5. Basis of 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. 24**
- bibliography of sources by **Feb. 21**
- tentative outline of paper by **Mar. 12**
- final draft by **Apr. 2**

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, Tsimshian 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

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Questions for lectures from Barman and Knight

Week Two

Barman

Ch. 1

- What role does Barman see geography playing in BC's identity?
- What are the ten regions she identifies and what distinguishes each?

Ch. 2.

- How does she describe and characterize the peoples living in BC before Europeans arrived on the scene?
- How and why were contacts with Europeans established? Describe and contrast/compare the Spanish and British approaches to the Pacific Northwest?
- What did Cook's visit initiate on the coast? What were the Nootka Sound controversy and Nootka Convention?
- What happened to Spain's 'claims' on the coast? Who dominated the European presence in the area after Spain's retreat?
- What was the Maritime fur trade?

Note: Archer's article. What validity does Archer give to the stereotype of Spain's 'new world' presence? How does he see Spain instead? What proofs does he offer? Do you agree?

Knight

Ch. 1

- What is the theme he claims he will argue? What is his evidence? (Note especially p. 20)
- How does he view native culture and society (see also next chapter)?

Ch. 2

a. How does he describe native societies in BC? What type of world was BC before European arrival?

Week Three

Barman

Ch. 3

- a. How does she compare the Maritime and land based fur trades?
- b. What was the Northwest company? When did it dominate in BC? When and why did the HBC take over? How does she describe the HBC in BC? How was it run? Describe its operations and summarize its history till 1849.
- c. How does she describe trader/native relations?
- d. Describe the events and reasons for the move of the HBC from the mouth of the Columbia to Victoria.

Knight

Ch. 3

- a. How does he portray Native/European relations in the fur trade eras? How did each party participate in the trade? What were impacts?

Week Four

Barman

Ch. 4

- a. What kind of company was the HBC in the 1840s and 1850s? What was its role in the new colony of Vancouver Island?
- b. What were the conditions of settlement for newcomers coming to the colony? How did Douglas deal with the current inhabitants? How successful were colonial leaders in attracting newcomers?
- c.. How did Douglas and the British government deal with the discovery of gold? Why was the colony of BC created? How was the BC experience with gold different from that of California?

Ch. 5.

- a. What does Barman mean by 'distant oversight'?
- b. How did the Cariboo gold rush compare to that of the Fraser? What was the legacy of the gold rush?
- c. Why (and under what conditions) did the two colonies unite in 1866?
- d.. Describe life in BC once the colonies united. What forces were pulling and pushing at BC's future during this period? What was the impetus to joining Canada? What other options were there?

Knight

Ch. 4

- a. What happened to native /European relations in the 'settlement' period and after? Note the roles of government, missionaries, schools, and governments.

Ch. 5

- a. Note the patterns of labour that emerge after European settlement changes the population balance.

Week Five

Barman

Ch. 6

- a. In what condition was BC at the time of joining Canada? What about the state of politics? Describe the railway issues in this political environment.
- b. How did the CPR impact BC? What happened to both Vancouver and Victoria as a consequence?
- c. Describe BC's economy during the first 3 decades of being in Canada. What developments occurred in lumber, fishing, and mining? By the 1890s, what were politics in BC like?

Ch. 7

a. Describe the evolution of population change after 1886 and up to 1914. Note the various ethnic groups -- when did each arrive and why did they relate to each other in the way that they did? How were similar and different from each other? Did geography and environment play a role in their arrival as well as in their fate in BC?

Week Six

Barman

Ch. 8

- a. What does Barman see as the dominant motif in European/native relations?
- b. How does she compare Douglas' policies with those who followed?
- c. What four misconceptions does she say the federal government had about native peoples?
- d. Outline chronologically the major components of native history in BC between 1858-1945.

For the Seminar

Knight

Chs. 6-end. Note his discussion of labour patterns. Do you agree with his thesis? What are its strengths? weaknesses?

Guide Questions for the rest of Barman

Ch. 9

- a. What changes in BC prompted the rise of political parties?
- b. Why is McBride associated with "growing self-confidence in BC"?
- c. Describe the kind of province BC was during his era, focussing on such areas as economics and investment, resources, and urban/rural development. What is the significance of the phrase, 'two very different British Columbias'?

Ch. 10

- a. What were the two strands of reform between 1871 and 1929? What common experience and reality in BC drove both strands? Describe how she explains each and give a brief chronology of major developments in both.
- b. Why did social reform tend to be more successful than labour reform?

Ch. 11

- a. What happened to BC's economy in the 1920s? Cite the various sectors that boomed .
- b. Describe the developments that took place in 'culture' during this time.
- c. Describe the depression's impact on BC. How were the various sectors of the economy affected?
- d. What were the provincial and federal governments' responses to the depression?
- e. What was the CCF
- f. How did WW II affect BC? What was done to the Japanese?

Ch. 12

Why did BC boom after WW II? What was the role of Social Credit in that boom? (know the Sacred story) Cite the developments in the various sectors of BC's economy

Ch. 13.

- a. Besides economic ones, what other fundamental shifts took place in BC after 1945? What social policies/programs were implemented? Note also the role of federal policies.
- b. What happened in the attitude towards women? Minority groups? Labour? Natives?
- c. What changed with respect to culture?

Ch. 14

- a. What did the defeat of WAC Bennett mean to BC? Compare Barrett and Bill Bennett. What happened to the economy in 1972?

- b. Describe BC politics after Bill Bennett?
- c. What happened to the 'land issue' in BC?
- d. Describe BC's demographic trends after 1972

Ch. 15

How does Barman evaluate BC's identity? What are we? How do we relate to the rest of Canada? Are there deep divisions in BC itself?

Terms and questions to know for the course:

Vitus Bering	Bill Bennett
Juan Perez	Dave Barrett
	BC Hydro
James Cook	Columbia River Treaty
Maquinna	Doukhobors
Nootka Sound controversy	Mike Harcourt
Russian American Co.	BC Treaty Commission
Oregon Treaty	First Nations Summit
Alexander Mackenzie	Delgamuukw
George Simpson	Ocean Falls
Amelia Douglas	Solidarity Coalition
Fort Victoria	Gordon Wilson
James Douglas	Social Credit
Treaties 1-14	William Vander Zalm
Richard Blanshard	Kim Campbell
Kanakas	Tumbler Ridge
Barkerville	UBCIC
Pig War	Nisga'a Tribal Council
Matthew Begbie	Frank Calder
Cariboo Road	Sixties' Scoop
Gov. Seymour	Glen Clark
Yale Convention	Gordon Campbell
Joseph Trutch	
Anthony Musgrave	
Puget's Sound Agric. Co.	
BNA Act	
Indian Act	
CPR	
Cominco	
Bute Inlet 'Massacre'	
Nishga Land Committee	
Haldane Decision	
Treaty 8	
William Duncan	
aboriginal rights	
aboriginal title	
Section 35 of the Canada Act	
Patullo	
Susan Allison	
Asiatic Exclusion League	
BC Electric Co.	
Komagata Maru incident	
George Raley	
Richard McBride	
Pacific Great Eastern Railway	
WCTU	
Simon Fraser Tolmie	
Mary Ellen Smith	
Patullo	
Assembly of First nations	
Alcan	

1. How has the fact that Europeans arrived on the west coast much later than in other parts of the continent affected the subsequent history of the area? What elements make the last 200 yrs. of this region's history unique?
2. Define/date the two major fur trade eras (maritime and land-based). Compare Knight, Fisher and Harris on these eras and explain also the role of the NWC and the HBC in shaping the economic, social, and political destiny of what is now BC. Be clear about dates of the major eras as well as chronology.
3. Compare Barman's view of what happened to the Native population in early BC with that of Knight.
4. Describe the European settlement process in the colony of Vancouver Island. What were the British and HBC goals, and how did they compare to those of the fur trade? How did European/Native relations change in this era of the arrival of others who also wanted to stay? What do maps and Trutch teach us about this process? Evaluate Fisher's analysis of Trutch.
5. How and why was the gold rush a turning point in BC history? What did it and subsequent events show about the nature of BC? Explain the characteristics of BC History which are a result of the gold rush.
6. Evaluate the following: 'confederation was good for British Columbia.' Specify how it affected the various sectors of BC society, including its First people. Concentrate on the period until 1900, and mention business/land practices, missionaries, the law, etc.

7. An overview question for the period up to 1900

The post- contact history of British Columbia up to this time can be broken up into eras.

- a. Fur Trade (maritime and land)
- b. Colonial Period and Beginning of European Settlements
- c. BC becomes part of Canada

Tell the stories of each of these periods (till 1900), citing names, dates, places, events, etc. In each of these eras, also explain the relations between Native and Non-native people. Talk about the roles of governments, leaders, churches, industry, labour, etc. Include insights from Barman, Knight, Fisher, Harris, and other writers whose readings you have been assigned. **Make sure you have correct chronologies.**

8. What was the date of the 'Great Potlatch,' and why did Margaret Ormsby give this nickname to the era? Discuss the business and land practices of the time. Did Native people share in the events of this period? Mention legal frameworks, missionaries, etc.
9. Why did BC politicians move to the party system by 1903? What did it replace?
10. What events led the federal and provincial governments to set up the McKenna-McBride commission? Describe how and why the results of the commission led to the 1927 prohibition
11. Compare the impacts of McBride and Patullo in shaping the character of BC.
12. What was the Great Depression about, and what shaped Patullo's philosophy in dealing with it?
13. In 1942, Japanese Canadians were interned. Was this an inevitable consequence of racial attitudes in BC dating from the colonial period? Go back to events from the gold rush and after, citing impacts on Chinese, Japanese, and East Indian immigrants.
14. Evaluate the Ward/Warburton debate. How does each view class and race?
15. The post-war 'social contract.'
 - Explain the new postwar mood in Canada. How did the relationship among business, government, and labour change (a new "social contract")? How and why did BC boom in the 1950s and 1960s?
 - How did the Barrett government reflect the values of the post-war period?
 - Why and how was this postwar relationship among the three parties altered in 1983?
 - What is the current provincial government's approach to the post-war social contract?
16. Quotes to which you will attach historical context and support (use lecture notes, book, and seminar articles):
 - e.g., A. "Federal relations with the province have always been marked by disputes over money and economic control and little else. From the beginning, British Columbians literally bought confederation -- at a stated price and in an explicit contract called the Terms of Union -- and many would argue that British Columbians have not yet joined Canada emotionally." (Edwin Black).
 - B. "Ottawa is 3000 miles from BC. BC might as well be 10,000 miles from Ottawa." (said by many BC politicians over the years)

C. "Does Canada matter? Does BC matter?"

(Clarence Bolt)

--How do these positions reflect old and well-entrenched political positions in BC? Use BC history to show your answer. What is at stake for BC if Canada were not to survive? How do technology and globalization play in this issue? Does Canada's survival really matter?

17.

a. Chart the ebbs and flows of the relationship between BC's native population and the federal/provincial governments since 1927. Has progress been made? Why is there now a treaty process? What is its purpose (from the perspective of all parties involved)?

b. "It is time your government stood up, and said in no uncertain terms that the BC government will not allow our economy to be hamstrung by the mere assertion of aboriginal rights and title." (Gordon Campbell to Glen Clark sometime in 1997)

How does this position reflect an old and well-entrenched political position in BC? Use the history of aboriginal/BC relations, particularly since 1927, to back your view. What have the provincial Liberals offered, now that they are in power, to unlock the impasse between Native peoples and the BC and federal governments, especially over land and treaties?