



**School of Arts & Science
HUMANITIES DEPARTMENT**

**HIST 110-002
Canada Before Confederation
Fall 2008**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Tuesday: 10:30 – 11:20, 2:30 – 3:20; Wednesday: 1:30 – 2:20, 5:30 – 6:00; Thursday: 10:30 – 11:20, 2:30 – 3:00; or by appointment		
(c)	Location:	Y323		
(d)	Phone:	250 370 3363		
(e)	Email:	johnstos@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify critical themes, events, and issues in the history of Canada up to 1867.
2. Describe aboriginal culture and society prior to European arrival, and subsequent Aboriginal-European relations.
3. Compare/Contrast relations between French and English Canadians and between them and other ethnic groups.
4. Analyze political challenges and changes, the practice and legacy of French and British colonial control and the transformation of those systems.
5. Describe the development of national consciousness.
6. Evaluate Canadian-American relations and foreign relations.
7. Summarize economic, cultural, and social development.
8. Reassess and challenge traditional and existing perspectives on critical events and issues of this period.
9. 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.
10. Define history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
11. Use history to define and explicate the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
12. Demonstrate skills in research, writing and written and oral communication.

3. Required Materials

(a) Texts

Bumsted, J.M. *History of the Canadian Peoples*, 3rd Edition. Don Mills ON: Oxford University Press, 2007.

Reading Package History 110 Canada Before Confederation, All Sections, 2008-2009.

Camosun College Department of Humanities History Style Guide 2008-2009, available for download at: http://camosun.ca/learn/programs/history/style_guide.pdf

4. Course Content and Schedule

Class time and location: Wednesday 6:00-8:50 p.m. Young 317

In-class workload: 3 hours/week

Out-of-class workload: 6 hours

Lectures will contextualize or provide interpretations not contained in the course readings.

Textbooks: J.M Bumsted's *History of the Canadian Peoples*, 3rd Edition is the textbook for this course. Before each class, quickly skim the relevant chapter or chapters for an understanding of the time period. 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 a midterm exam on **Wednesday, October 15**, and a final exam during the formal examination period. The best way to study for exams is to prepare for seminars, attend lectures, and read and take notes on the relevant sections of your textbook and reading package. Exams will consist of short answer, paragraph and essay questions. Each exam is worth 25% of the grade for this course.

Seminars: Each week the class will discuss selected readings from the *Readings Package*. Seminar participation will make up 15% of the grade for this course. Seminars 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 must read the assigned articles **before** the seminar. Students will discuss the thesis and main points of articles, and the sources and evidence used by the authors to make their arguments as well as the content of the articles. **In order to facilitate discussion, students will 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 document analysis. Further instructions for both assignments are appended to this outline.

15% - Article Review – due on the date we discuss the article in class. At the first seminar, each student will be assigned an article to review. Student attendance is mandatory on the day you submit your article review.

20% - Document Analysis – due on Wednesday, October 8. Students will choose a primary document from the list appended to this outline and will prepare a 750 to 800-word analysis.

Due dates: Essays must be handed to the instructor in class on the due date. You may not hand in an article review late. If you are ill or unable to complete the essay by the seminar, you will be assigned another article to review. Marks will be deducted at the rate of 5% per day for late document analyses. If your document analysis is late because of illness or family affliction, please

submit a note from a health practitioner and no penalty will be assigned. **No assignments will be accepted after the final class on December 4 without prior permission from the instructor.**

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

Structure: All written work must be **double-spaced**, with a margin of at least one inch on both sides of the text. Preface essays with a cover page. Bibliographies must be placed on a separate page at the end of every essay. As students may be required to provide research notes and a fresh copy of the essay, keep all research notes and a copy of each essay submitted until final grades have been posted.

Footnote/Bibliography format: You must use the Camosun style guide. **Essays that do not include correctly formatted footnotes and a bibliography will be returned for rewrite. The 5% per day late penalty will apply to all essays returned for rewrite.**

Plagiarism: 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 and cheating in class, the instructor will accept no excuses if the student does cheat or plagiarize.**

Class Schedule

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

Date

- | | |
|---------|---|
| Sep. 03 | Lecture: Introduction to Canadian History, First Nations before Contact (Bumsted, Introduction, Chapter 1)
Seminar Introduction: Expectations re seminar conduct and critical thinking, choosing article review topics, (Course Outline) |
| Sep. 10 | Lecture: First Nations, Contact and the early fur trade (Bumsted, Chapter 1, 2)
Seminar: Writing history essays |
| Sep. 17 | Lecture: New France: Settler society (Bumsted, Chapter 2)
Seminar: Topic 1 <i>Course Readings</i> |
| Sep. 24 | Lecture: New France: Religion and Popular Protest (Bumsted, Chapter 2)
Seminar: Topic 2 <i>Course Readings</i> ; Bumsted, "Father Biard on the Micmac, 1616," 24. |
| Oct. 01 | Lecture: Imperial Rivalries, Atlantic Canada (Bumsted, Chapter 2, 3)
Seminar: Topic 3 <i>Course Readings</i> ; Bumsted, "Marie De L'Incarnation," 48; "Françoise-Marie Jacquetin La Tour," 52. |
| Oct. 08 | Lecture: Atlantic Canada, Mic'ma'q and Beothuk (Bumsted, Chapter 2, 3)
Seminar: Topic 4 <i>Course Readings</i> ; Bumsted, "A Contemporary Acadian Account," 74; "Letter from Charles Lawrence," 75.
DOCUMENT ANALYSIS DUE |
| Oct. 15 | MIDTERM EXAM , 1 hour, 45 minutes |
| Oct. 22 | Lecture: British North America to 1791, Loyalists (Bumsted, Chapter 3,4)
Seminar: Topic 5 <i>Course Readings</i> ; Bumsted, "Petition of 1786," 111. |

Oct. 29	Lecture: Lower Canada to 1848, Religion in Upper Canada (Bumsted, Chapter 4) Seminar: Topic 6 <i>Course Readings</i> ; Bumsted, "Molly (Mary) Brant," 100; "The Diary of Sarah Frost," 107.
Nov. 05	Lecture: Upper Canada to 1848, Maritimes (Bumsted, Chapter 4) Seminar: Topic 7 <i>Course Readings</i> ; Bumsted, "Advice for Immigrants," 144; "The Emigrant's Welcome," 145.
Nov. 12	Lecture: Preindustrial and early industrial labour (Bumsted, Chapter 4, 5) Seminar: Topic 8 (Course Readings); Bumsted, "The Testimony of Maria Thomas, 1863," 208.
Nov. 19	Lecture: Early Industrial Labour cont.; West and the Fur Trade (Bumsted, Chapter 4) Seminar: Topic 9 (Course Readings); Bumsted, "Sarah Lindley Crease," 186.
Nov. 26	British Columbia (Bumsted, Chapter 4, 5) Seminar: Topic 10 (Course Readings)
Dec. 03	Confederation, Internal and External Pressures (Bumsted, Chapter 5) EXAM REVIEW

Dec. 8-13, 15-16 Formal examination period

5. Basis of Student Assessment (Weighting)

Writing Assignments:	Due Date	Weighting
Critical Article Review	Ongoing	15%
Document Analysis	October 08	20%
Exams:		
Midterm	October 15	25%
Final	Exam period	25%
Other:		
Seminar Participation:	Ongoing	15%
Note: Students who miss more than three seminars will forfeit their entire seminar participation mark		

6. Grading System Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at **camosun.ca** for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

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.

LIBRARY RESOURCES FOR HISTORY

Camosun Libraries can help with your research

When you need reliable books, articles and websites for essays and research projects, ask a librarian to help you find suitable items. You can go to the Information Desk in the library, or use the online service called AskAway. There is a link to AskAway, as well as the catalogue and library hours, on the [library's homepage](http://www.camosun.ca/library) at www.camosun.ca/library.

The Library gives you access to thousands of articles through [online databases](#).^{*} To find articles that are relevant to History topics, click on Art/Literature/History at the top of the database list. These databases will be useful:

1. *Academic Search (EBSCO)* –journals with an academic focus, many full-text
2. *Combined CBCA* – Canadian magazines & journals, some full-text
3. *JStor* – full-text, academic journals
4. *Humanities Index* – index only, some full-text

You can read the articles on any computer with an internet connection, but to gain access you will need your student number (C#####) and library password. Your *library password* is usually your birthdate in the format MMDDYY. Ask for assistance if this does not work.

^{*} If you cannot use this direct link, follow this path: from the library's homepage: click on Magazines/Journals/Newspapers, then select Search for articles by topic.

HOW TO WRITE A REVIEW OF A HISTORY ARTICLE

(revised June 2008)

Your task: to review, analyze, and critique a history article.

Format: double-space, 1 inch margins, 12 point font. Length: 750 words.

Write history essays in the **past tense** (except for direct quotes).

Short quotes must be integrated into sentences. Introduce long quotes with a colon (:), then indent and single-space any quote longer than four (4) lines).

Footnoting: Footnote in the **Chicago style** as explained in the Camosun College History Style Guide at http://camosun.ca/learn/programs/history/style_guide.pdf

Plagiarism: You must provide a footnote when quoting the author directly or when paraphrasing her/his words. Do not pass off the author's words or ideas as your own or you will receive a 0 on the paper.

Purpose of the assignment: An article review is **not** a summary of the article. It has a more specific purpose – to help you understand how historians construct their histories and how they use historical evidence to draw conclusions about a particular topic. Therefore, you will only read this article and not draw on other sources for your analysis.

CONSTRUCT THE REVIEW

Your review will be divided into **four main parts** (and parts 2 and 3 divided into numerous paragraphs).

PART 1 – Introduction: In one paragraph (about 5 or 6 sentences in length) identify the author's argument or thesis.

How do you identify the argument or thesis? First, identify the author's main points and conclusions. The author usually seeks to answer a question about her/his topic. For example, in Arthur Silver's article, "Quebec and Confederation," the author examined the reasons Quebec joined Confederation by answering the question "why did Quebec join Confederation?" So try to come up with a question that you can answer that will indicate the author's conclusions about his/her subject.

Helpful hints: Read the first and last few paragraphs in the article. Underline or note the points you think are critical. Then carefully read the whole article, noting the main points and sub-points. When you finish reading, compare the notes you made when you read the beginning and end of the article with the notes you made throughout. Do they appear similar? Do not worry if it takes more than one read! Think again about the question the author may be answering then formulate a thesis statement or argument by answering the question.

Another way a historian may identify part of his/her argument or thesis is by referring to the works of other historians and then disputing and/or qualifying their findings by presenting new evidence. Watch out for this practice and include it in your thesis statement if appropriate.

Writing the argument (thesis statement): Begin your essay as follows: In "name of article," Joe Smith (author's name) argued that.... – then set out what you believe is the author's argument. In the argument make approximately three clear points that you can elaborate upon in part 2.

For example:

In "Quebec and Confederation," Arthur Silver argued that Quebec joined Confederation because powerful politicians such as Cartier believed that the *British North America Act* gave Quebec control over language and cultural issues, and protected its distinctiveness. In addition, Silver argued that Cartier saw the union with Canada as the only viable option for Quebec at the time; Quebec did not want to risk annexation to the United States, nor was it able to be independent. Politicians in Quebec viewed confederation as a temporary union until Quebec was able to support itself economically and militarily.

In this example, the three points are: control over cultural issues; confederation was the best option, Quebec considered confederation as a temporary solution

PART 2 – Body of the Essay: In several paragraphs, show me that you understand how the author used primary and secondary sources to prove her/his argument or main points. Expand on each of the three points you raised in the argument and link each point to the sources the author used. To achieve this, address each point in turn.

Once you identify these points, look at the footnotes to identify the sources the author used to prove each point. Then link each point to the author's sources (or historical evidence) and provide quotes to support your findings. Be detailed in this portion of your analysis.

The following example shows one way to link the main points to the sources: This point was the first point identified in the argument made in Part 1.

To support his argument, Silver examined the newspaper *La Minerve* and correspondence between Georges-Etienne Cartier and John A. MacDonald to show that Cartier believed provincial powers outlined in the Constitution enabled Quebec to control language and cultural issues that ensured its distinctiveness. These constitutional provisions also ensured the Federal government could not interfere with those important issues. For example, according to *La Minerve*... [insert relevant quote and footnote].¹

Provide a linkage to sources for each of the author's main points.

¹ Arthur Silver, "Confederation and Quebec," in *Readings in Canadian History, Pre-Confederation*, 5th edition, R.D. Francis and D.B. Smith, eds. (Toronto: Harcourt Brace, 1998), 281.

PART 3 – Critique the author's work

Present a detailed analysis of the sources used. Did the author use secondary sources? Did s/he also refer to primary sources such as newspapers, government documents, correspondence, and diaries? Did the author rely mostly on one type of source or did s/he present balanced information? If the author used pictures or statistics where did s/he obtain them and **how** did s/he use them in the article? Sometimes authors will tell you there were problems with the sources and discuss how s/he dealt with those problems – make a note of this.

Did the author adequately prove his/her argument? For example, did the author draw any conclusions that were not supported by historical evidence? Did you find any of the conclusions inaccurate (to the best of your knowledge)?

Did the author have an identifiable bias? In other words, did s/he appear to be impartial? Historians sometimes favour a political ideology such as Marxism (capitalism is bad) or liberalism (socialism is bad). However, biases can also be found if a historian's focus of analysis is quite narrow. For example, some authors focus on only one of the following: economics, politics, gender, race, or class, and may not consider the complexity of historical change and the interrelationship of each of these factors.

Finally, provide a brief conclusion which sums up your analysis of the article.

PART 4 – Bibliography

Attach a bibliography which contains **only** the article which you have reviewed. See "source quoted in another source" in the Camosun College History style guide if you quote from one of your author's sources.

DOCUMENT ANALYSIS ASSIGNMENT HISTORY 110

For this primary source analysis, students will choose one of the options listed below these instructions. Primary sources are documents written at the time a particular event occurred. The purpose of this assignment is for students to develop their critical thinking, analytical and research skills but the assignment **requires effort and time**. Those students who are likely to do well are those who spend the time **thoroughly reading and analyzing** the material and who **write numerous drafts** of their essay.

IF YOU NEED HELP WITH THE ASSIGNMENT, PLEASE SEE THE INSTRUCTOR AT LEAST ONE WEEK BEFORE THE ASSIGNMENT IS DUE.

RESEARCH: You will analyze one of the documents from the list provided on page 2. The documents are on reserve at the Camosun Library, under HIST110 for Susan Johnston. For background information only on your topic, you may consult your textbook and relevant articles from the History 110 course pack – you may not use any other sources. However, you **must not quote from these supplementary readings**.

ESSAY STRUCTURE:

Length: 750-800 words

Tense: use past tense

Format: double-space, one-inch margins, title page, footnotes and bibliography

Footnote and bibliography format: History Style Guide at the following website address:
http://camosun.ca/learn/programs/history/style_guide.pdf

Part I – Thesis and Introduction – Include a thesis statement and briefly introduce the document and the author. **To formulate your thesis, thoroughly answer the question(s) posed to you for each document.** Your introduction should consist of the thesis and three or four sentences which introduce the points you will use to prove the thesis.

Part II – Body of Essay – In subsequent paragraphs, develop the points you raised in your thesis statement and support your points using evidence from the documents – **you must include quotes from each document to support your points.**

Part III - Conclusion – If you have not already considered the following questions in your analysis, please do so in your concluding paragraphs:

- a) How might the author's class, race or gender influence their respective positions?
- b) To what were the authors responding when they wrote the documents? Why did they write these documents?

Finally, conclude your essay by restating your thesis.

PART IV – Footnotes & Bibliography - You may use footnotes at the bottom of each page or endnotes that appear on a separate page at the end of your essay. Append a bibliography on a separate page to be attached at the end of your essay. For history papers you must use the *Chicago* style for footnotes and bibliography – see our on-line style guide at http://camosun.ca/learn/programs/history/style_guide.pdf. Please include full citations for your document and the relevant text book or journal article from your Readings Package.

SELECT ONE DOCUMENT FROM THE FOLLOWING LIST OF SEVEN OPTIONS:

1. Father Jean De Brébeuf, "RELATION OF WHAT OCCURRED AMONG THE HURONS IN THE YEAR 1635" in the *Jesuit Relations*. The *Jesuit Relations* are a series of letters and reports sent from New France back to France primarily to raise money to support the Jesuits' missionary work.

This document addresses a number of themes so answer only a) or b) below:

- a) To what extent did the Huron people welcome the Jesuits to live among them? To what extent did the Jesuits have to adapt to Huron cultural practices?

- b) What did this *Relation* tell you about Huron cultural practices, customs and dwellings in 1635? What did De Brébeuf think about some of these practices?
2. Father Francois du Peron, "V. LETTER OF FATHER FRANCOIS DU PERON OF THE SOCIETY OF JESUS, TO FATHER JOSEPH IMBERT DU PERON, HIS BROTHER, RELIGIOUS OF THE SAME SOCIETY" in the *Jesuit Relations*. The *Jesuit Relations* are a series of letters and reports sent from New France back to France primarily to raise money to support the Jesuits' missionary work. Examine du Peron's letter to his brother and answer the following questions: What does du Peron reveal about Huron cultural practices, customs and dwellings in 1639? What were du Peron's perceptions of Huron religious and medical practices? Despite his bias, what did you learn about Huron religious and medical practices?
 3. Marie de l'Incarnation, "The first year" from *Word from New France*. Marie de l'Incarnation arrived in Canada in 1639 and established the Ursuline order, a Catholic order ministering to aboriginal women. Like the Jesuits, the Ursulines relied on funding from France, but most of the Ursulines' funding came from wealthy French women. *Word from New France* is a collection of Marie's letters to friends and family in France and they reveal much about life in New France and societal attitudes towards Indigenous peoples. Answer the following questions: Why did aboriginal girls live with the Ursulines? Who else stayed with the Ursulines and why did they stay? Did the nuns only wish to achieve religious conversion or was religious conversion only part of a broader conversion? In what ways might the purpose of the letter influence its contents?
 3. "Margaret Dickie Michener (1827-1908)," in Margaret Conrad et al, editors, *No Place Like Home, Diaries and Letters of Nova Scotia Women 1771-1938*, p. 101-114. Michener wrote a journal throughout her life. This portion covers her marriage and the death of her husband 2 years later. Answer the following questions: From what class background did Michener come? How was this reflected in her activities in Nova Scotia society in the early 1850s? What does her letter suggest about opportunities for married women of her class?
 4. "Saukamapee (fl. 1730-1788)": In *Exploration Literature*: Germaine Warkentin has compiled excerpts written or recorded by travelers in North America from 1660 to 1859. In this case, explorer David Thompson recorded his conversation with Saukamapee. Answer the following question: How did the arrival of horses, new weapons and disease shift the power balance among aboriginal groups on the prairies?
 5. *Douglas Treaties* for Sooke. In the 1850s, James Douglas, the agent for the Hudson's Bay Company and the new governor of the Colony of Vancouver Island, completed 14 treaties with various Native bands on the southern and eastern coasts of Vancouver Island. The Douglas Treaties are, for the most part, identical, except for geographical location. Examine Treaty no. 8 and Treaty no. 9 and answer the following questions: What were the terms of the respective Douglas Treaties? [ie what did the aboriginal people receive and what did Great Britain (through its HBC agents) receive?] In what ways did the terms of the treaties differ and in what ways were they similar? On Treaty No. 9, near the bottom, are the words "58 blankets." What do you think this suggests?
 6. Pierre de Charlevoix, "Father Pierre de Charlevoix Describes the Female Role in Iroquois Governance, 1721," in de Charlevoix, *Journal of a Voyage to North America* published in 1761. Answer the following questions: According to de Charlevoix, what power did women possess in Iroquoian societies? To what extent might his European patriarchal bias have influenced his interpretation of women's power?
 7. Chrestien LeClerq, "A Micmac Responds to the French," circa 1677. LeClerq was a Récollet missionary who traveled with the Mi'kmaq of the Gaspé Peninsula and he recorded this speech given by an Mi'kmaq Elder to a group of French settlers. Answer the following questions: In what ways did the Mi'kmaq Elder challenge French notions of superiority? Did French customs make sense to him? Why/why not?