



**School of Arts & Science  
HUMANITIES DEPARTMENT**

**HIST 110-001  
Canada Before Confederation  
2009W**

## **COURSE OUTLINE**

### **1. Instructor Information**

(a)	Instructor:	Susan Johnston		
(b)	Office Hours:	Monday 1:30 to 2:20; Wednesday, 10:30 to 11:20, 2:30 to 3:20; Wednesday 5:30 to 6:00; Thursday 10:30 to 11:20, 2:30 to 3:00; or by appointment		
(c)	Location:	Y323		
(d)	Phone:	250 370 3363	Alternative Phone:	
(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**

Bumsted, J.M. *History of the Canadian Peoples*, Third 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 in your reading package and available for download at [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)

#### 4. Course Content and Schedule

**Class time and location:** Monday Sections A, B 2:30 - 4:20 Young 317  
Wednesday Section A, 2:30 - 3:20 Young 317  
Section B, 3:30 - 4:20 Young 317

**In-class workload:** 3 hours/week

**Out-of-class workload:** 6 hours

**Lectures** will be scheduled for Mondays. Lectures will contextualize or provide interpretations not contained in the course readings.

**Textbooks:** J.M Bumsted's *History of the Canadian Peoples*, 3<sup>rd</sup> 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 Monday February 23 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:** On Wednesdays, 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. 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.

**10% - 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.

**25% - Document Analysis – due on Monday, February 09.** 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 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**

Jan. 05	<b>Lecture:</b> Introduction to Canadian History, First Nations before Contact (Bumsted, Introduction, Chapter 1)
Jan. 07	<b>Seminar Introduction:</b> Expectations re seminar conduct and critical thinking, choosing article review topics (Course Outline)
Jan. 12	<b>Lecture:</b> First Nations, Contact and the early fur trade (Bumsted, Chapter 1, 2)
Jan. 13	<b>Seminar:</b> Writing essays (Camosun History style guide) Bring your reading package!
Jan. 19	<b>Lecture:</b> New France: Settler society (Bumsted, Chapter 2)
Jan. 20	<b>Seminar:</b> Topic 1 <i>Course Readings</i>
Jan. 26	<b>Lecture:</b> New France: Religion and Popular Protest (Bumsted, Chapter 2)
Jan. 28	<b>Seminar:</b> Topic 2 <i>Course Readings</i> ; Bumsted, "Father Biard on the Micmac, 1616," 24.
Feb. 02	<b>Lecture:</b> Imperial Rivalries, Atlantic Canada (Bumsted, Chapter 2, 3)
Feb. 04	<b>Seminar:</b> Topic 3 <i>Course Readings</i> ; Bumsted, "Marie De L'Incarnation," 48; "Françoise-Marie Jacquelin La Tour," 52.
Feb. 09	<b>Lecture:</b> Atlantic Canada, Mic'ma'q and Beothuk (Bumsted, Chapter 2, 3) <b>DOCUMENT ANALYSIS DUE</b>
Feb. 11	<b>Seminar:</b> Topic 4 <i>Course Readings</i> ; Bumsted, "A Contemporary Acadian Account," 74; "Letter from Charles Lawrence," 75.
Feb. 16	<b>Lecture:</b> British North America to 1791, Loyalists (Bumsted, Chapter 3,4)
Feb. 18	<b>Seminar:</b> Topic 5 <i>Course Readings</i> ; Bumsted, "Petition of 1786," 111.
Feb. 23	<b>MIDTERM EXAM</b> , 1 hour, 45 minutes
Feb. 25	Individual appointments with students available to discuss Document Analysis grades
Mar. 02	<b>Lecture:</b> Lower Canada to 1848, Religion in Upper Canada (Bumsted, Chapter 4)
Mar. 04	<b>Seminar:</b> Topic 6 <i>Course Readings</i> ; Bumsted, "Molly (Mary) Brant," 100; "The Diary of Sarah Frost," 107.

Mar. 09	<b>Lecture:</b> Upper Canada to 1848, Maritimes (Bumsted, Chapter 4)
Mar. 11	<b>Seminar:</b> Topic 7 <i>Course Readings</i> ; Bumsted, "Advice for Immigrants," 144; "The Emigrant's Welcome," 145.
Mar. 16	<b>Lecture:</b> Preindustrial and early industrial labour (Bumsted, Chapter 4, 5)
Mar. 18	<b>Seminar:</b> Topic 8 ( <i>Course Readings</i> ); Bumsted, "The Testimony of Maria Thomas, 1863," 208.
Mar. 23	<b>Lecture:</b> West and the Fur Trade, West into Confederation (Bumsted, Chapter 4)
Mar. 25	<b>Seminar:</b> Topic 9 ( <i>Course Readings</i> ); Bumsted, "Sarah Lindley Crease," 186.
Mar. 30	British Columbia (Bumsted, Chapter 4, 5)
Apr. 01	<b>Seminar:</b> Topic 10 ( <i>Course Readings</i> )
Apr. 06	Confederation, Internal and External Pressures (Bumsted, Chapter 5)
Apr. 08	<b>EXAM REVIEW</b>

## 5. Basis of Student Assessment (Weighting)

<b>Writing Assignments:</b>	<b>Due Date</b>	<b>Weighting</b>
Critical Article Review	Ongoing	10%
Document Analysis	February 09	25%

<b>Exams:</b>		
Midterm	February 23	25%
Final	Exam period	25%

<b>Other:</b>		
Seminar Participation:	Ongoing	15%

**Note: Students who miss more than three seminars will forfeit their entire seminar participation mark**

## 6. 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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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<b>I</b>	<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.
<b>IP</b>	<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. (For these courses a final grade will be assigned to either the 3 <sup>d</sup> course attempt or at the point of course completion.)
<b>CW</b>	<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](http://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.

## 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](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](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?
  4. "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?
  5. "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?
  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?

## HOW TO WRITE A REVIEW OF A HISTORY ARTICLE (revised June 2008)

**Purpose of assignment:** In the article review you will identify a historian's thesis, show how he/she used historical evidence and provide a brief critique of the article. You will only read this article and not draw on other sources (ie article reviews) for your analysis. Warning: it is very likely you will have to read the article twice (maybe more) to fully understand it.

**Format:** double-space, 1" margins, 12 point font. Length: 1 page, max. 250 words (excluding footnotes and bibliography). **Use the past tense.** Include a title page.

**Footnoting and Bibliography:** Please use the *Chicago* style for footnotes and bibliography. You can find examples in the Camosun history department style-guide in the front of your course reading package or on-line at: [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)

**Plagiarism:** You **must** footnote when directly quoting or paraphrasing the author's words. Plagiarism will not be tolerated and will result in a failing grade for the paper.

### CONSTRUCTING THE REVIEW:

This short essay will consist of two paragraphs, each about 5-6 sentences in length.

#### PARAGRAPH 1 – identify the author's thesis (or main points or argument)

**Helpful hints:** Read the first and last few paragraphs in the article. Underline and note the points you think are critical. Then carefully read the whole article, underlining and 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 not worry if it takes more than one read! Think again about the question he/she may be answering then formulate a thesis statement or argument by answering the question.

A historian may also identify part of her/his 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 and include it in your thesis statement if appropriate.

**Paragraph 1 format** - Begin your essay as follows: In "name of article," Joe Smith (author's name/s) argued that... - then set out the author's argument. In the argument usually contains three clear points.

For example, this is how I articulated Arthur Silver's thesis in his article "Quebec and Confederation":

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.

#### PARAGRAPH 2 – identify the main sources the author used and provide a brief critique of the article.

The author likely used a mix of primary and secondary sources. Your task will be to **identify the sources** he/she used the most. In your **critique**, consider the following questions: Did the author support his/her thesis with sources? Did the author draw a conclusion but fail to support it? Was there an identifiable bias?

**Reminder to attach a bibliography!**