

	<p><i>School of Arts &amp; Science</i> <b>HUMANITIES DEPARTMENT</b></p> <p><b>HISTORY 214</b> <b>BC History</b> Fall 2009</p>
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## 1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	MW -- 9:00-10:00, TuTh 1:30-2:20, Th. 4:30-5:20		
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## 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 (3<sup>rd</sup> edition)

McKee, Treaty Talks in British Columbia (2<sup>nd</sup> edition)

Course Pack of selected readings

### Comment on Readings and Notes

Read actively, paying attention to main themes and terms. Read the assigned readings before class. Check the guide questions for appropriate sections in the Barman book. These will form the basis for both what is covered in class and for the tests. In class, be sure to raise points you do not understand. Marginalia in your books, rough outlines/notes of each chapter, and time lines are recommended. Proper preparation will reduce note-taking, orient you to classroom activities, and allow you to participate.

## 4. Course Content and Schedule

### Part A. Early Contacts, the Fur Trade, and Newcomers' Settling

## Week 1

Introduction to Course – Sept. 9

Bolt

<http://www.parl.gc.ca/information/library/idb/forsey/index-e.asp>

## Week 2

Seminar – Sept. 14

Visit to BC Archives

<http://www.bcarchives.bc.ca/BCarchives/default.aspx>

Before we visit the archives, all students should answer the following by using the website:

1. What do the archives contain?
2. Go to: Research Orientation Guide (useful 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 *Virtual Reference Room*.
4. Under 2.4.2, briefly summarize the overview of each category and explain how you can access material in each (2.4.2.1-2.4.2.8). Under each category, see what listings you can find for the topic *Doukhobors*.

Lecture – Sept. 16

First Encounters and Furs

Barman, pp. 3-41

## Week 3

Seminar – Sept. 21

Fisher (Maritime Trade), Thompson/Ignace

Fisher -- What does he mean by Indian control of the Maritime fur trade. What evidence does he use to support his contention? Is his evidence comprehensive? Do you agree with him?

Thomson and Ignace -- Which views are they refuting, supporting? How do they build and support their case? How do they characterize Salish concepts of land and ownership? How do these concepts apply to their thesis?

Lecture – Sept. 23

Furs to New Settlement

Barman, pp. 41-74

## **Part B. New Regimes, From British to Canadian**

## Week 4

Seminar – Sept. 28

Fisher (Trutch)

How does he compare Douglas and Trutch? What viewpoint does Trutch represent? Be especially aware of events after 1871 (pp. 22-27 note the mis-pagination). What does he see as Trutch's legacy?

Lecture – Sept. 30  
British Colonies  
Barman, ch. 5, pp. 162-65

**Paper proposal due -- September 30**

**Week 5**

Seminar – Oct. 5

Bolt, Raibmon (Mobility...)

Bolt -- What does he see as Tsimshian goals and reasons for adopting 'Christianity/' What factors does he suggest as key in evaluating the 'success' or 'failure' of a mission? From whose point of view can/should this question be answered?

Raibmon -- How does she turn upside down some common stereotypes about Native and non-Native mobility? What is central to her concept of mobility? Why is mobility such a crucial component of peoples' lives?

Lecture – Oct. 7  
BC In Canada  
Barman, ch. 6, pp. 165-184, 136-46

**Week 6**

Seminar – Oct. 12

Thanksgiving

Lecture – Oct. 14

Growing Self-Identification

Barman, ch. 9, pp. 146-61, 216-33

**Week 7**

Seminar – Oct. 19

McDonald, Knight

McDonald -- Why did Vancouver replace Victoria as the economic center of BC? What does McDonald see as the role of staples and metropolitan areas in Canadian history?

Knight -- What views of both Natives and non-Natives in BC's economic development (before 1930) is he refuting/revising? What is his view? What criteria does he use to analyze work patterns? Note his treatment of 'race' (ethnicity) and class. What further questions for research does he suggest for future historians? Why is 1930 his dividing line?

Lecture – Oct. 21  
Mid-Term

**Bibliography of sources for Paper due October 21**

**Week 8**

Seminar – Oct. 26

Price

What is ironic in Price's title? How was the empire being 'oriented' in the first decades of the 20<sup>th</sup> C?

Lecture – Oct. 28

Disregard of Native People

Barman, ch. 8, McKee, ch. 1

**Part C. Isolation Ends – Influences Not Always of BC's Making**

**Week 9**

Seminar – Nov. 2

Raibmon

How does she compare/contrast Raley and Coqualeetza with other residential schools and their experience? How was this school similar/different? What was its educational philosophy? How did Raley treat aboriginal culture and values?

Lecture – Nov. 4

The Best of Times and the Worst of times

Barman, ch. 11, pp. 233-51

**Week 10**

Seminar – Nov. 9

Roy, Mar

Roy -- What did 'white' BC fear from Asians? Were there contradictions in their views of Asians? Was there anything to fear?

Mar -- How does Mar attempt to shift the writing about Chinese in Canada's historiography? Why is this new for Canadian historiography? What areas does she suggest need further investigation in order to fill out where Chinese studies should go?

Lecture – Nov. 11

Remembrance Day

**Tentative outline of paper -- November 9**

**Week 11**

Seminar – Nov. 16

Hak

What is populism, according to Hak? Be sure to summarize some of the varying ideas of populism and how Hak applies them to BC. What changes in BC inspired populism? How did Bennett capitalize?

Lecture – Nov. 18

Postwar "Good Life"

Barman, ch. 12, 13

**Book Review Due – November 18**

**Week 12**

Seminar – Nov. 23

Hayter and Barnes

What were Fordism and Taylorism? What is meant by 'flexibility,' and how did it affect both workers and their communities? What responses are required to deal with the problems and potentials of 'flexibility?'

Lecture – Nov. 25

Political Craziiness

Barman, chs. 14, 15

### Week 13

Seminar – Nov. 30

Blomley, Sterritt

Blomley -- Why were blockades used between 1984 and 1995. Why are/were they so effective in BC? What is the symbolic/deeper meaning of blockades?

Sterritt -- Why is he upset about the Nisga'a Treaty? Whom does he blame for the problems he identifies? What does he suggest to resolve competing claims? What implications does this have for doing Native history?

Lecture – Dec. 2

Native Revival

McKee, chs. 2, 3, 6

**Final draft of Paper -- December 2**

### Week 14

Seminar – Dec. 7

Foster, Wrap-up

This article is a good summary of the land issue in BC. What does he see as the historical and legal issues with respect to land ownership in BC? Note his discussion on politics and law (13-18), the missed opportunities (18-23), and the law of aboriginal rights (23-27). Be able to answer the questions he raises on the Nisga'a treaty (28-33).

Lecture – Dec. 9

Barman, ch. 16

## Final in Exam Period.

### 5. Basis of Student Assessment

- |                                 |             |
|---------------------------------|-------------|
| A. Two tests (20% each)         | 40 marks    |
| B. Participation                | 15 marks    |
| C. Choose one of the following: |             |
| 1. Research Essay and review    | 50 marks or |
| 2. Reviews (books and articles) | 45 marks    |

## **A. Tests.**

Details and information will be handed out at least one week prior to each test. The guide questions and terms to be tested are included in the syllabus.

## **B. Participation**

Student work and attendance in seminars will be worth 10 marks. More than three unexplained absences will forfeit these marks.

### Hints for reading the articles and doing reviews

A. Be aware that most articles deal with (often refute) traditional/usual views of the topic. Ask: what are they critiquing, and what are they offering instead? Remember, nothing is neutral or objective. Every article is an 'opinion piece.'

B. Check the author's use of sources – primary versus secondary.

C. Note the style –

D. Read the first few and last few paragraphs before reading the entire article. The argument, thesis, point of view, etc. should be clearly stated in these sections. You will have a clear idea of what the author is arguing before you read the rest of the text.

E. Examine your response. Why or why not were you convinced of the argument? To make sense of your reaction, ask:

--Is the argument one that makes sense in light of the material presented?

--Were the sources chosen appropriate? Exhaustive? Applicable? etc.

--Were the voices of all parties represented?

--Was anything left out?

## **C. One of two Options For Major Course Work**

### **Option 1. Research Essay (42 marks) PLUS One Article Review (8 marks -- see below)**

The student will write an essay of no more than 3000 words based on original research using predominantly primary sources accessed from the Provincial Archives, private collections, and/or any 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 and plan of action by **September 30 (4 marks)**

--bibliography of sources by **October 21 (4 marks)**

--tentative outline of paper by **November 9 (4 marks)**

--final draft by **December 2 (30 marks)**

Further details about the structure of the essay will be discussed in class. All assignments must be completed on time. Failure to meet deadlines will cancel out this option.

For those familiar with research methods, the archives has a web page listing its research base and its finding aids. A visit to the archives has been arranged.

The following sites contain useful information. The first is the Colonial Correspondence from 1846-71 and the latter is an indexed version of the British Colonist from 1858-1910.

<http://bcgenesis.uvic.ca/>

<http://www.britishcolonist.ca/>

#### Assignment and Marking Conditions/Standards

A. The essay will contain no more than 3000 words (i.e., ca 10 pages).

B. By **September 28**, you must submit a proposal and a plan of action (tentative sources), specific to the topic. While reference works are essential aids in defining the topic, the sources used for the essay must be predominantly primary. Secondary sources are helpful in setting up arguments and providing context. The proposal will be typed, the topic clearly defined (who, what, when, where, etc. and the question/issue you are trying to resolve/explain), and sources collected up to this point will be listed in a proper bibliography. These statements are premature at this point. Research should lead to your thesis rather than the other way around.

You will not be permitted to do this assignment unless a proposal is submitted by this date. Late work is not accepted without prior agreement with the instructor.

C. An exhaustive list of sources must be ready by **October 21**. There may be others that you discover as you begin research, but it is expected that you will have pretty much exhausted the research possibilities by this date.

D. An outline containing both a tentative thesis and laying out the potential structure of the paper must be in by **November 9**. The final product may vary from this plan, but not substantially.

E. The final version of the paper, due **December 2**, must contain at least an average of 3 to 4 footnotes per page. Remember, footnotes are the citing of specific information, ideas, or quotes. You may not pass off other writers' ideas as your own. The essay will follow the format and rules for writing laid out in the *History Style Guide* on the History page on the Camosun College website. It will

--include a title page with your name, student number, title, course name

--be double-spaced,

--have defaulted margins and indented paragraphs

--have page numbers

--have justified margins

--use proper Chicago Manual of Style citation for footnotes or endnotes and its bibliography

*Attached will be a copy of the original proposal.*

F. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.

G. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.

*Please note that failure to meet deadlines means the end of the project, unless arrangements, mutually agreed to by the student and the instructor, have been made. Regular consultation with the instructor will keep the project on target.*

#### **Option 2. Four Article Reviews (8 marks each) PLUS One Book Review (13 marks)**

a. The student will write four 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.

**DUE DATE(s):**

- First review by **September 28**
- Second review by **October 26**
- Third review by **November 23**
- Fourth review by the end of the course

Each review is due in the class during which the article will be discussed, before the class meets. Attendance in that class is mandatory. Failure to meet deadlines forfeits the marks for each particular review.

**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
- 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
- Gough, Fortune's A River
- 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 book review will be no more than 1000 words (approximately three pages) and will consist of the following:

- A. 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?
- B. A brief overview of the structure of the book, the sources used, the methodology, etc.



C. A conclusion critiquing the book. What are its strengths? weaknesses? usefulness? Would you (not) recommend it?

D. In your critique, you will include a brief analysis of an academic review of the book (photocopied and attached to the assignment). This analysis can be part of your conclusion.

E. **DUE DATE:** Due before class, **November 18.**

Passing Grades		Description
<b>A+ 90-100</b> <b>A 85-89</b> <b>A- 80-84</b>	9 8 7	<p><b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student, who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.  <i>A+ Could be published, substance and style excellent, has all qualities of an A paper and more</i>  <b>A</b> Evidence of original thinking, extensive knowledge base, shows ability to analyze, synthesize, and evaluate material,</p> <ul style="list-style-type: none"> <li>• Well researched and documented</li> <li>• Uses many sound academic sources (books, journal articles, primary sources), excellent presentation</li> <li>• Clear thesis and conclusion</li> <li>• Assignment is error free</li> <li>• Excellent transition between ideas</li> <li>• Citations and format almost perfect</li> </ul> <p><i>A- as above but needs a bit of fine tuning</i></p>
<b>B+ 77-79</b> <b>B 73-76</b> <b>B- 70-72</b>	6 5 4	<p><b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.  <b>B+</b> Solid understanding of material, good analysis</p> <ul style="list-style-type: none"> <li>• Needs to be more concise or precise in details and more careful in forming arguments</li> <li>• Stylistically sound</li> <li>• Very few errors</li> <li>• Thesis and/or conclusion not clear</li> </ul> <p><b>B</b> Generally accurate account with acceptable analysis, some critical reasoning</p> <ul style="list-style-type: none"> <li>• Needs to be more concise or precise in details and forming arguments</li> <li>• Has thesis or conclusion but not both</li> <li>• Thesis describes what paper will do but does not provide an argument</li> <li>• Relationship between parts of paper not always clear, unclear transitions. too many headings</li> <li>• Some citation errors</li> <li>• Some typos, spelling, or grammatical errors</li> </ul> <p><b>B-</b> Fine, generally acceptable account of material</p> <ul style="list-style-type: none"> <li>• Some careless stylistic errors</li> </ul>
<b>C+ 65-69</b> <b>C 60-64</b>	3 2	<p><b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.  <i>No thesis or conclusion</i>  <i>Acceptable treatment of subject matter</i></p> <ul style="list-style-type: none"> <li>• Needs to explore the subject matter more fully and formulate ideas more clearly</li> <li>• Needs to pay closer attention to stylistic elements including sentence structure, paragraph organization (run ons), spelling, typing)</li> <li>• Thread of argument lost because of poor organization and presentation. reliance on headings rather than good writing</li> <li>• Few academic sources used, if any</li> <li>• Majority of sources are non-government, non-reviewed WWW's</li> </ul>
<b>D 50-59</b>	1	<p><b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</p> <ul style="list-style-type: none"> <li>• Lacks clarity in formulating ideas, no evidence of critical reflection</li> <li>• Few resources, no academic resources, no primary resources</li> <li>• Major stylistic problems</li> <li>• Major writing problems, citation poorly done, no transitions</li> </ul>

## Questions arising from Barman

### Week Two

#### Ch. 1

- a. What role does Barman see geography playing in BC's identity? pp. 3-8
- b. What are the ten regions she identifies and what distinguishes each? pp.8-13
- c. Is BC a 'whole?' pp. 13-14

#### Ch. 2.

Key question for the chapter: what was the nature of the encounters?

- a. How does she describe and characterize the peoples living in BC before Europeans arrived on the scene? Describe the divisions that existed. What are the seven major language groups? How does she characterize them generally? pp14-19
- b. How and why were contacts with Europeans established? pp 19-22
- c. Describe the Spanish approaches to BC. pp. 22-4
- d. What did Cook's visit initiate on the coast? Compare and contrast/ the Spanish and British approaches to the Pacific Northwest. What were the Nootka Sound controversy and Nootka Convention? What eventually happened to Spain's 'claims' on the coast? pp. 24-30
- e. Who dominated the European presence in the area after Spain's retreat?
- e. What was the Maritime fur trade? How does she describe relations between the current residents and the newcomers? pp. 31-33

#### Ch. 3

Key question for the chapter: compare the maritime and land based fur trades.

- a. How did the fur trade get established in BC. Who/what was the Northwest Company? When did it dominate in BC? Outline the steps (forts, explorations, etc.) pp. 34-41

### Week Three

- b. 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. pp. 41-46
- c. How does she describe trader/native relations? pp. 46-51
- d. Why did the HBC move from the mouth of the Columbia to Victoria? pp 51-54

#### Ch. 4

Key question for the chapter: how does non-Native settlement change the population dynamics?

- a. What kind of company was the HBC in the 1840s and 1850s? Why was the colony of Vancouver Island created in 1849, and what was the HBC role in the new colony? pp. 55-8
- b. What were the conditions of settlement for newcomers coming to the colony? How successful were colonial leaders in attracting newcomers? How did Douglas deal with the current inhabitants? pp. 56, 58-64
- 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? How did the region covered by the two colonies change as a result? pp. 64-74

### Week Four

#### Ch. 5.

Key question for the chapter: what does Barman mean by 'distant oversight?' What was the legacy of the gold rush?

- a. How did the Cariboo gold rush compare to that of the Fraser? pp. 75-7
- b. List and describe Douglas's 3 priorities in managing the 'gold rush.' pp. 77-82
- c. Why (and under what conditions) did the two colonies unite in 1866? pp. 82-5
- d.. Describe life in BC once the colonies united. pp. 85-97
- e. 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? Why did BC join Canada? pp. 97-103

In addition, pp. 162-165. How does she compare the fur and 'settlement' periods? Is there an inherent bias in her use of the word 'settlement?'

### Week Five

#### Ch. 6

Key question for the chapter: as BC finds its 'feet,' what kind of 'feet' are they? Compare BC in 1900 with what it was in 1871.

- a. In what condition was BC at the time of joining Canada? What about the state of politics? pp. 104-110
- b. Describe railway politics between 1871-85. pp. 110-114
- c.. How did the CPR impact BC? What happened to both Vancouver and Victoria as a consequence? pp. 114-21
- d. Describe BC's economy during the first 3 decades of being in Canada. pp. 121-35 Make separate summaries for agriculture (121ff), lumber (123ff), fishing (124ff), and mining (127ff)? Note the ties among economics, railroads and government in the late 19<sup>th</sup> c (131ff).

Ch. 8

- a. What four misconceptions does she say the federal government had about native peoples? pp. 165-7. What role did Indian agents and missionaries play in this scenario? pp. 167-9
- b. Which three elements of Native life did federal policy seek to reorder? pp. 169-73
- c. Detail Native response to change after the gold rush. pp. 173-9
- d.. Summarize the issue of people with mixed-ethnicity in BC, during this period. pp. 181-4

Ch. 7

Describe the demographic structure of BC prior to the first decades of the 20<sup>th</sup> century. pp. 136-46

### Week Six

Ch. 9

Key question for the chapter:

- a. Why did political parties arise in BC? pp. 189-91
- b. How was BC transformed at the turn of century? (Note that this connects with the previous question). pp. 191-95 Note the developments in the various sectors: lumbering and salmon canning (pp. 195-200), agriculture (200-2), manufacturing and services ((202-3), urbanization and demographics (203-8).
- c. Explain BC's relationships with those outside of its borders. pp. 209-215

Ch. 7

In 1896, new patterns of immigration occurred in Canada. What were they? How did BC share in them and how was its experience unique? Note and compare the experience of the various groups. pp. 146-61

Ch.10

- a. Set the context for reform. pp. 216-19.
- b. Areas: class (219-22), churches, women and prohibition (222-26), labour (226-33).

### Week Eight

Ch. 8

Key question for the chapter: what does Barman mean by 'disregard?'

- a. How does she compare the fur and 'settlement' periods? pp. 162-5 Is there an inherent bias in her use of the word 'settlement?'
- 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? pp. 165-7. What role did Indian agents and missionaries play in this scenario? pp. 167-9
- d. Which three elements of Native life did federal policy seek to reorder? pp. 169-73
- e. Detail Native response to change after the gold rush. pp. 173-9
- f.. Summarize the issue of people with mixed-ethnicity in BC, during this period. pp. 181-4

### Week Nine

Ch. 11

Key question for the chapter: what made the 1920s so 'good' and the 1930s so 'bad?'

- a. Describe BC's growth in the 1920s. pp. 252-59
- b. Describe cultural developments in the 1920s. pp. 259-62
- c. What was the social fallout of the stock market crash of 1929? pp. 262-8
- d. How did the provincial government respond initially? pp. 268-71
- e. Describe Patullo's approach. Did it work? Were the workers happy? pp. 271-6
- f. How did war impact the depression? How did various sectors of society fare under war policies? pp. 279-85

Ch.10

- a. How did WWI radicalize labour? Were gains made? Did they last? pp. 233-38
- b. What reforms lasted and expanded into the 1920s? Which areas showed the limits of reform? pp. 239-47
- c. How did ethnic relations fare in this period? pp. 248-51

**Week Eleven**

Ch. 12

Key questions for the chapter: how did the 'good life' come about? What had changed from the earlier period? Define the 'good life.'

- a. In what condition was BC after WWII? pp. 286-9
- b. How did the Social Credit party come to power? pp. 289-94
- c. Once in power, what kind of government was Social Credit? pp.294-302
- d. How did BC's traditional industries do in the Socred era? 302-6
- e. What happened to population and demographic trends in this era? .306-11
- f. Why did the coalition that WAC created falter? What was happening in the wider world? pp. 311-14

Ch. 13

Key question for the chapter: How did values shift after WW II?

Medicine (315-16, education (316-22), labour (322-24), ethnic issues (325-27), Native issues (327-32), immigration (332-6), youth (336-8), arts and culture (338-43), sports and recreation (343-4).

**Week Twelve**

Ch. 14

Key question for the chapter:

- a. What did the NDP victory of 1972 illustrate about BC? pp. 345-7
- b. Why was the NDP defeated in 1975? What kind of Socred party did Bill Bennett lead? Describe his tenure, both within BC and as connected to the broader world context. pp. 347-51.
- c. Describe the Vander Zalm period and the collapse of the Socreds. pp. 351-4
- d. Describe the era of the NDP from 1991-2001. Note the economic and world contexts, as well as BC's emergent world role. pp. 354-60
- e. How did Gordon Campbell come to lead the Liberal party and achieve the Premiership? How was he similar/different from traditional BC politics? pp. 360-9
- f. How did the major sectors of the economy fare during this time? Mining and timber resources (362-5), fisheries (365-6), farming and agriculture (366-7), and other (367-8).

Ch. 15

Key question for the chapter: What is the 'new dynamic?' What was the old one?

- a. What (and how) changed in the relationship between Natives and the governments? Why? pp. 371-8
- b. How did the Asian immigrants fit in? pp. 378-80
- c. What happened to regional relations after 1980? How and why were some parts of the province more dynamic than others? 382-6, 390-8.
- d. What developments occurred in sports, culture, and religion? pp. 386-90

**Week Fourteen**

Ch. 16

Key question for the chapter: What is the BC identity?

Note geography (399-401), economy (401-3), lifestyle (403-4), politics (404-5) outside connections (405-7) relationship to TROC – what is this??? (407-10), internal dynamics (410-12), race/gender/class (412-17).

- a. After all of these summaries, how does she 'wrap it up?'

**Terms for Test One:**

Responsible government  
Vitus Bering  
Juan Perez  
John Meares  
James Cook  
Maquinna  
Nootka Sound Controversy  
Oregon Treaty  
Alexander Mackenzie  
David Thompson  
George Simpson  
Amelia Douglas  
Kwah  
James Douglas  
Treaties 1-14  
Richard Blanshard  
Barkerville  
Pig War  
Matthew Begbie  
Cariboo Road

**Terms for Test Two**

Vancouver Coal & Land Co.  
Haldane Decision  
Treaty 8  
aboriginal rights  
aboriginal title  
Section 35 of the Canada Act  
Asiatic Exclusion League  
Mary Capilano  
Emily Carr  
BC Electric Co.  
Komagata Maru incident  
One Big Union  
George Raley  
Simon Fraser Tolmie  
Doukhobors  
Mike Harcourt  
BC Treaty Commission  
First Nations Summit  
Delgamuukw  
Ocean Falls  
Solidarity Coalition  
Gordon Wilson  
Expo 86  
Solidarity  
William Vander Zalm  
Kim Campbell  
Charlottetown Accord  
Constitution Act (1982)  
Tumbler Ridge  
UBCIC  
Nisga'a Tribal Council  
Frank Calder  
Sixties' Scoop  
BC Treaty Commission  
Glen Clark  
Nisga'a Treaty  
Gordon Campbell

Gov. F. Seymour  
Yale Convention  
Joseph Trutch  
Anthony Musgrave  
Amor de Cosmos  
Puget's Sound Agric. Co.  
BNA Act  
Indian Act  
Confederation League  
responsible government  
CPR  
Cominco  
Chilcotin War  
William Duncan  
Thomas Crosby  
John Sullivan Deas  
Nisga Land Committee  
Richard McBride  
Pacific Great Eastern Railway  
WCTU

Mary Ellen Smith  
Kidd Report  
Patullo  
'On to Ottawa Trek'  
Rowell Sirois Commission  
Alaska Highway  
BC Packers  
Assembly of First nations  
Ocean Falls  
Alcan  
Bill Bennett  
Dave Barrett  
BC Hydro  
Columbia River Treaty  
Stephen Point



## **Samples of Test Questions used in the Past**

### **For Test One**

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). Explain 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. 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.
4. 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.
5. 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.
6. 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 CanadaTell 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 the various writers whose readings you have been assigned. **Make sure you have correct chronologies.**
7. 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.

### **For Test Two**

1. 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 on raising funds for land claims.
2. Why did BC politicians move to the party system by 1903? What did it replace?
3. Compare the impacts of McBride and Patullo in shaping the character of BC.
4. How and why did the 1920s 'roar?' Look at both government approaches and everyday life.
5. Why were the 1930s 'dirty?' That is, what was the Great Depression about? What shaped Patullo's philosophy in dealing with it?
6. In 1942, Japanese Canadians were interned. Was this an inevitable consequence of racial attitudes in BC dating from the colonial period? Give a brief overview of the events, ideas, approaches that support your answer.
7. Know what constituted a new 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?
8. 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)?





## 6. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Equivalency	Point
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		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](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<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 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.
<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.

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.

## 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.

## Student Guide for Success at the B.C. Archives

1. Do some background reading before you visit. Knowing key dates, names of individuals, and organizations will help you find related records at the B.C. Archives. Citations in articles and books may also lead you directly to the records and newspapers that will be the most useful.
2. Do a survey of the available resources by doing some preliminary searching on the B.C. Archives website ([www.bcarchives.bc.ca](http://www.bcarchives.bc.ca)). Sometimes the records you need to write your paper may no longer exist, or may be restricted and therefore difficult to access. (To find out whether the records you have identified are restricted or are off-site, call the Reference Desk at 250-387-1952).
3. The best way to do an efficient search in the online textual records catalogue is to use the name of the **record creator**. When looking for government records this is the name of the department and/or branch, or office (e.g. Department of the Attorney General, or Department of Lands, or Fish and Wildlife Branch). You will get a substantial number of results, but this will give you a good sense of how many records are available. By looking at the results you can then begin to select those that cover the right period. Use period appropriate terminology when searching; i.e. the name of the government office as it was, and the historic spelling of place names and words. For example, many Archives finding aids use the term “gaol” instead of jail.
4. Use subject keywords to narrow the search in the textual records catalogue – but be careful, as by choosing very specific terms you may miss important sets of records. You can use the “wildcard” symbol, which is “?” to fill in blanks and make your searches broader. E.g., using the keyword term “prison?” will produce any catalogue entry or finding aid that has the word prison, prisons, or prisoners.
5. The B.C. Archives website will treat your keywords as a phrase unless you separate them with the word “and” or “not”. Using a date as a keyword won’t work, except in the Visual Records catalogue.
6. Not all records are searchable online. The old manuscripts catalogue (many records pre-dating 1974), the map catalogue, and 2/3 of the sound recording catalogue are not yet available through the website. You will need to visit the Archives to do a comprehensive search.
7. Many of our government textual records are stored off-site, and will take 2 – 3 days to retrieve for you. You may call in an order once you have identified specific boxes (maximum 10 per day).
8. Bring a digital camera if you wish to copy material (no flash, use a neck or wrist strap).
9. Give yourself plenty of time to do research. To find a key piece of information you may have to read through many files in many different boxes. Take advantage of evening and Saturday hours by planning ahead and reserving a records locker, and using self-serve microfilm sources evenings and Saturdays.
10. Enjoy the process. You will be using original records created at the time of the issue or event you are analyzing. You are being given the opportunity to re-interpret the raw data of history. Remember that the records reflect the attitudes and needs of the people who created them. While they may not always seem to serve your purposes, and may not be instantly accessible, each is a unique and authentic record of the past.
11. Handle with care - so that future generations can draw their own conclusions.