



School of Arts & Science
HUMANITIES
DEPARTMENT

HISTORY 214
BC History
Winter 2011

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
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2. Intended Learning Outcomes (See appendix 2)

3. Required Materials

Jean Barman, The West Beyond the West (3rd edition)
McKee, Treaty Talks in British Columbia (3rd edition)
Course Pack of selected readings

For research and writing tips and guidelines, see the *History Style Guide*.

http://camosun.ca/learn/programs/history/style_guide.pdf

Comment on Readings and Notes

Read the assigned readings before class, paying attention to main themes and terms. Remember – how you read is as important as what you read. Rather than getting bogged down in the details, try first to read conceptually. Look for the ‘big picture’ and pay attention to how the authors use specific bits of information. It is useful to read the material twice – once to scan for the overall picture and then to focus on relevant details. Take time to think about the material. Critical reading cannot be done at the last minute, whether just before class or before a test.

Keep a list of the guide questions beside you as you go through each chapter. Make notes in the margins. Ask questions in class about points that are not clear. Readings in history may be different from what you are used to in other classes. Give yourself time to get used to it.

Make outlines and summaries. Outlines should be constructed to follow the structure of the reading. Summaries carry main ideas and arguments; they are shorter versions which provide only essential points by putting words from the text into your own. They should be substantially shorter than the text.

Finally, timelines are recommended. They are especially helpful for visual representations of the material.

4. Course Content and Schedule

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

Week 1

Introduction to Course – Jan 11

The following site is a summary of our federal system of government. It is a good overview of how our country is run.

http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/living_gov_01-e.asp

Seminar – Jan 13

Fisher (Maritime Trade),

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?

Topics for projects and papers will be laid out and seminars assigned

Week 2

Lecture – Jan 18

First Encounters and Furs

Barman, pp. 3-41

Seminar – Jan 20

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? Whose space is BC at this time?

Week 3

Lecture – Jan 25

Furs and New Settlement

Barman, pp. 41-74

Seminar – Jan 27

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?

Part B. New Regimes, From British to Canadian

Week 4

Lecture – Feb. 1

British Colonies
Barman, ch. 5, pp. 162-65

Seminar – Feb. 3

Bolt

What were Tsimshian goals/reasons for adopting Christianity? What constitutes ‘success’ or ‘failure’ of a mission (and from whose point of view)?

Ralston

What does the experience of Deas say about both ethnicity and economics in BC during the colonial and early Canadian periods?

Week 5

Lecture – Feb. 8

BC In Canada
Barman, ch. 6, pp. 165-184, 136-46

Seminar – Feb. 10

McDonald

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?

Harris

How do the two towns compare? What is Harris arguing about the nature of economic development in Canada, and how is BC presented in that picture?

Week 6

Lecture – Feb. 15

Growing Self-Identification
Barman, ch. 9, pp. 146-61, 216-33

Seminar – Feb. 17 -- Test One

Week 7

Lecture – Feb. 22

The Best of Times and the Worst of times
Barman, ch. 11, pp. 233-51

Seminar – Feb. 24

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 shift the writing about Chinese in Canada’s historiography, and why is this a new approach? What areas does she suggest need further investigation in order to enhance Chinese historical research and study?

Week 8

Lecture – Mar. 1

Disregard of Native People
Barman, ch. 8, McKee, ch. 1

Seminar – Mar. 3

Raibmon

How does she compare/contrast Raley and Coqualeetza with other residential schools (similar/different)? What was

its educational philosophy? How did Raley treat aboriginal culture and values?

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

Week 9

Lecture – Mar. 8

War and the Postwar “Good Life”

Barman, ch. 12, 13

Seminar – Mar. 10

Hak

How does he define populism? Summarize key ideas of populism and how Hak applies them to BC. What changes in BC inspired populism? How did Bennett capitalize?

Week 10

Lecture – Mar. 15

Political Crazyness

Barman, chs. 14, 15

Seminar – Mar. 17

Blomley

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

Week 11

Lecture – Mar. 22

Native Revival

McKee, chs. 2, 3, 6

Seminar – Mar. 24

Foster

This article is a good summary of the land issue in BC. What are 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). Know the answers to the questions he raises on the Nisga’a treaty (28-33).

Week 12

Lecture – Mar. 29

Where now?

Barman, ch. 16

Seminar – Mar. 31

Test Two

Weeks 13 & 14

Devoted to special presentations and projects.

5. Basis of Student Assessment

A. Two tests (20% each)	40 marks
B. 1. Participation and news report	10 marks
2. Seminar presentation -- review	10 marks
C. Major project, paper, presentation:	40 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. 1. Participation

This component of the course includes attendance, presentation of a review (see below), and presentation of news story.

B. 2 Seminar Presentation – Review

Each student will review one of the above articles scheduled in the seminars. A sign-up sheet will be distributed in the seminar during the first week.

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

--Paragraph three will give your opinion, based on your work in paragraphs one and two.

A sample will be provided after the first seminar. Reviews, double spaced, typed, and with justified margins are due in class before the seminar session in which the review is to be discussed. Late work is not acceptable.

Hints for reading the articles and doing reviews

A. Note 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:

--Does the argument make sense in light of the material presented?

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

--Were the voices of all parties represented?

--Was anything left out?

C. Major Project, Paper, Presentation

Option 1 – Group Project with a minimum of 3 students)

You may set yourself up as a group of business people, researchers for a think tank (you will have to define yourselves) or an NGO dealing with economic impacts/opportunities in a specific endeavour, industry, business, or resource, in a specific region of BC.

The purpose of this assignment is to create an historical backgrounder for potential questions and issues that may arise in pursuing your objective. In short, you want to create a detailed background story about your area of interest.

For this project, you will follow a plan of action and, within the final two weeks of the semester, present the class with your findings. Treat the class as those to whom you want to demonstrate your knowledge and wisdom – maybe even to persuade. The presentation may use any media deemed helpful, including pictures, videos, and power point slides.

See the list of topics below. When you have chosen one (or a version of one), meet with me to work out a plan.

The following is a suggested list of topics:

- a mining project (specific location advisable – you may wish to work on a topic that has had major publicity and court action – e.g., the Taseka mine project in Chilcotin territory)
- a fish farm
- an agreement with the Nisga'a or Tsawwassen Treaty areas, or with a native band
- trade with US or Asia (China or India)
- the divide between urban and rural BC
- transportation and infrastructure (e.g. the Gateway project or the E and N)
- tourism in BC – cruise ships, eco-tourism, etc. (passports, visas, etc.)
- electricity generation – run of river, wind power, coal, Site C

You will follow this plan after you have met with me **by the end of Week Two.**

Assignment 1 – Feb 3 (5 marks)

You will define a scenario/proposal with respect to the above, in which you have an interest. You are not creating a proposal or a business plan itself, but are doing background work and history research to make a case for a possible business opportunity or a case to reject a potential project down the road. Your research will identify issues, potential problems, and possible benefits on the basis of historical and contemporary knowledge about the subject. You must be thorough because you want to shape the thinking of both opponents and proponents.

The goal of Assignment 1 is to create a central question (or key questions – no more than 3) about the scenario/proposal to which you want answers. The focus will not be on science, business, technology, etc. but on historical precedents and examples connected to what you are researching. In other words, what light can the past shed on this? Of course, the issues will have business, scientific, social, and environmental elements.

The purpose of all research is to find answers to questions. A crucial component of any research is to know exactly for what you are looking. Note also that the answers must be evidence based and truthful.

To meet this end, your first assignment will consist of the following:

A. A definition of what you are researching and the purpose of the research. What are you looking at? What historical questions about the topic are you researching? What precisely do you want answered?

B. A list of subsidiary questions deemed necessary to answer the central question(s) that you wish (above) to find. The questions will deal with the following ‘w’s – what, who, when, where, how, why.

This assignment will help define the issue to which you want answers from the past.

[A note: be aware of how government works – jurisdiction is crucial. You have to know who approves what, and who must be contacted. You do not want to waste time researching an area irrelevant to your topic.]

Assignment 2 – March 1 (5 marks)

How do you find material to answer the questions? Where do you find that material?

This assignment will list the sources found and used to create a research base to answer the questions from assignment 1. It may include reference works, books, articles, think tank and NGO research/reports, business reports, government reports, jurisdictional questions, and so forth.

Consult the history guide for a proper listing of what you have gathered. History uses the Chicago Manual of Style for listing sources.

The assignment will look like this

A. A list of sources broken down into categories such as the ones identified above

http://camosun.ca/learn/programs/history/style_guide.pdf

B. Under each entry, make a brief statement about what his source provides for the topic.

Please include the previous assignment with this one.

Assignment 3 – March 22 (5 marks)

You will hand in tentative answers (or point out holes in information) to the questions raised in Assignment 1. There are things that you will know for sure and others for which you will have difficulty finding answers.

For Assignment 3, you will begin to organize the material. You are to hand in a plan about how you will present the material to the class. In short, this is an outline that will provide a rough template for your final work, complete with a brief explanation about how you will fill in the information for each portion of the report.

The assignment will look something like this

A formal outline, with details of what will be in each part.

- Introduction of the project with a thesis statement about what you found
- Background where appropriate
- A historical overview of the issues
- Statistical and anecdotal evidence
- A case – why the conclusion (thesis) makes sense from an historical view
- Conclusion

Please include the previous assignments with this one.

Assignment 4 –April 5 (25 marks -- 15 for handed in portion, 10 for presentation)

Report and presentation – power point, overheads, as well as a hard copy.

Include

A.A thesis

B Background to the issue – who, when, where, etc. so that the audience can identify people, locations, issues, and so forth.

C. Historical sketch (may include social impacts, political connections, environmental implications, economic impacts – charts, graphs, etc.

D. Who has to be approached/lobbied on this issue – jurisdictions (licenses and approvals if necessary), community groups, NGOs, etc.

A written copy of the report must be included, complete with foot/endnotes and a bibliography. Remember: while ‘splashy’ is not everything, presentation sells.

Please include the previous assignments with this one.

Option 2 -A group project with a minimum of two members - Solve one of the following Great Unsolved Canadian Mysteries (40 marks)

1. *We Do Not Know His Name: Klatsassin and the Chilcotin War*

<http://www.canadianmysteries.ca/sites/klatsassin/images/headeren.jpg>

2. *Who Killed Will Robinson?*

<http://www.canadianmysteries.ca/sites/robinson/home/indexen.html>

3. *Explosion on the Kettle Valley Line: The Death of Peter Verigin*

<http://www.canadianmysteries.ca/sites/robinson/home/indexen.html>

Each event has left more questions than answers. This project will use the primary sources of the site, analyze the secondary sources, and come up with an explanation for what happened and why.

The final presentation will be made to the class (10 marks of the total).

For each case, the presentation will

--lay out the scenario and context/background

--explain what occurred at the scene of the episode

--evaluate how authorities dealt with it

--make conclusions about its significance, incorporating other secondary sources

The presentation may use any media deemed helpful for the project.

There will be a version handed in to accompany the presentation. The report will use proper footnoting style.

If this interests you, please meet with me by the end of the second week and we will get you started. I will make a schedule appropriate for the project with marks for various assignments (to be determined).

Option 3 -- Research Essay

You 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, you will, in consultation with me, 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 **January 24 (5 marks)**
- bibliography of sources by **February 22 (5 marks)**
- tentative outline of paper by **March 24 (5 marks)**
- final draft by **April 5 (25 marks made up of 20 from paper, 5 from presentation)**

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 can be arranged.

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

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 **January 24**, you will 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 typed proposal will

- define the topic (who, what, when, where, etc.
- state the question/issue that you are going resolve/explain)

--present a starter list of sources collected to this point, listed in a proper bibliography.

These statements are premature at this point. Research should lead to your thesis rather than the other way around.

Please include the previous assignment with this one.

C. An well-defined list of sources will be ready by **February 22**. You may discover others as you undertake research. However, it is expected that you will have pretty much exhausted the research possibilities by this date.

Please submit a proper bibliography, using the Chicago Manual of Style (see style guide)

http://camosun.ca/learn/programs/history/style_guide.pdf

Please include the previous assignments with this one.

D. An outline containing both a tentative thesis and laying out the potential structure of the paper must be in by **March 24**. The final product may vary from this plan, but not substantially.

The outline will

- propose a thesis (offer some alternative views on the topic)
- give some background to the issue
- provide evidence, using primary material, for the thesis
- refute possible counter evidence or contrary views
- conclude with a summary and restatement of thesis

E. The final version, due **April 5**, 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 justified margins and indented paragraphs
- have page numbers
- use Chicago Manual of Style citation for footnotes/endnotes and bibliography

Attached will be a copy of previous work (original proposal, bibliography, and tentative outline).

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 include the previous assignments with this one.

Aids to research and writing

Primary Sources

Guide to sources in Primary Documents in all areas of study

<http://www.lib.sfu.ca/help/publication-types/primary-sources#british>

BC Archives

<http://www.bcarchives.bc.ca/bcarchives/>

Library and Archives Canada documents, records, books, maps, films, and periodicals

<http://www.collectionscanada.ca>

AMICUS –30 million published records from 1300 Canadian libraries, including Library and Archives Canada

<http://www.collectionscanada.ca/amcius>

Early Canadiana On-Line - Digitizes many of 19th century Canadian publications.

<http://www2.canadiana.ca/en/home>

CBC Archives

<http://www.archives.cbc.ca>

BC History Digital collections from around the province

http://angel.library.ubc.ca/cdm4/index_coll0610-9.php?CISOROOT=/coll0610-9

BC newspaper index

<http://www.llbcnews.leg.bc.ca/ipac20/ipac.jsp?profile=#focus>

Government of BC website which gives entry to Government Ministries

<http://www.gov.bc.ca/index.html?WT.svl=LeftNav>

The British Columbia Reports is a law report series, first published in 1884 by the Law Society of British Columbia, with judgments dating back to 1867. The series ceased publication in 1948. This collection includes the full text of all decisions published in the series. It contains important social and legal history of BC, in addition to charting the development of BC. It is a resource for legal researchers, historians, genealogists, and British Columbians in general, and provides a collection of unique primary information on society and individuals living in British Columbia in the late 19th and early 20th Centuries.

<http://bchistory.library.ubc.ca/?db=bcreports>

Colonial Dispatches, to and from England, from 1849-71

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

Database of census and directory information on Victoria and Vancouver Island, 1871-

1901 <http://vihistory.ca/>

Victoria's Victoria, a newspaper index and micro-histories of aspects of Victoria's history in the 19th century many with digitized primary sources.

<http://web.uvic.ca/vv/>

British Colonist. The main newspaper in the colony/province from founding in 1858 - digitized to 1910. Searchable but also see the index on Victoria's Victoria.

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

BC Stats – a guide to all kinds of info about BC -- analytical reports date from 1993

<http://www.bcstats.gov.bc.ca/>

As a follow-up to the above, SFU has a great website linking to all kinds of data on BC

<http://www.lib.sfu.ca/help/publication-types/statistics-bc>

Note the reference in the SFU site to Stats Can. It is invaluable (for general research, although it does refer to Canada as a whole..The link:

<http://www.statcan.gc.ca/start-debut-eng.html>

A collection of BC Heritage resources

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

Secondary Sources

BC Studies and the Canadian Historical Review are good sources for articles. The former has its own index up to 1999 (issue 121). The latter is indexed in several major indexes.

Another good database for searching journal articles on BC and related history is American History and Life.

Check the non-digitized journals, British Columbia Historical Quarterly and BC Historical News.

Reference works

These are key to starting a topic and finding background for a paper. The following is an example of works that can be useful for BC History. Go to the reference section in the library and browse the shelves around where you have found useful sources. Call numbers for books and reference works give clues about the subject matter. For Canadian and Native history, the E and F sections dominate. Thus, when you get a book or work that is good for your project, look at its 'neighbour.' For on-line reference works and sources, also click on the 'Find More on these Topics' when you find a good source.

Some Good General ones for Canadian studies

Dictionary of Canadian biography [electronic resource]

- [Indians of North America--Canada.](#)

Subject term:

[Indians of North America--Great Plains.](#)

Subject term:

[Indians of North America--Culture--Plains.](#)

Subject term:

[Indians of North America--Archaeology--Plains](#)

- [Indians of North America--Canada.](#)
Subject term:
[Indians of North America--Great Plains.](#)
Subject term:
[Indians of North America--Culture--Plains.](#)
Subject term:
[Indians of North America--Archaeology--Plains](#)
- [Indians of North America--Canada.](#)
Subject term:
[Indians of North America--Great Plains.](#)
Subject term:
[Indians of North America--Culture--Plains.](#)
Subject term:
[Indians of North America--Archaeology--Plains](#)
- [Indians of North America--Canada.](#)
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- [Indians of North America--Canada.](#)
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[Indians of North America--Archaeology--Plains](#)
- [Indians of North America--Canada.](#)
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Subject term:
[Indians of North America--Archaeology--Plains](#)
- [Indians of North America--Canada.](#)
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[Indians of North America--Great Plains.](#)
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[Indians of North America--Culture--Plains.](#)
Subject term:
[Indians of North America--Archaeology--Plains](#)
- Subject term:
[Indians of North America--Canada.](#)
Subject term:
[Indians of North America--Great Plains.](#)
Subject term:
[Indians of North America--Culture--Plains.](#)
Subject term:
[Indians of North America--Archaeology--Plains.](#)

Handbook on North American Indians

Examples of specific reference books

Andersen, Marnie. *Women of the West Coast, then and now*

Carlson, Roy. 'The First British Columbians,' in *The Pacific Province*, Hugh J.M. Johnston, ed.

Converse, Cathy. *Mainstay: women who shaped BC*

Suttles, Wayne P. *Handbook of North American Indians: Northwest Coast. Volume 7*

Thomas Thorner. by Thorner, Thomas, ed., *Sa ts\ 'e: historical perspectives on northern British Columbia*

Maps

[Aboriginal BC](#)

[Hudson's Bay Company Forts 1821-49](#)

[BC Principal Settlements Before 1871](#)

[Map of the Gold Fields \(Epner 1862\)](#)

[Transportation London to the Northwest Coast 1789-1890](#)

[The Gold Rush in British Columbia](#)

[Transportation System in Southern BC 1870](#)

[Railways and Steamboats in Southern BC 1897](#)

[Anglican Missions in BC in 1870](#)

[Residential Schools in BC and the North](#)

A visit to the archives can be arranged

Before visiting the archives, use the website to answer the following (<http://www.bcarchives.bc.ca/bcarchives/>)

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, summarize the overview of each category and explain how to access material in each (2.4.2.1- 2.4.2.8). Under each category, find listings for the topic *Doukhobors*.

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. Sometimes needed records may no longer exist or may be restricted and thus are hard to access. Call reference desk to see if the records you have identified are restricted or are off-site (250-387-1952).
3. The best way for efficient search in the online textual records catalogue is to use the name of the **record creator**. In 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). For each, there is a substantial number of results, but this will give you a sense of how many records are available. From here, 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 online yet. 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. Allow plenty of time for research. Key bits of information may require reading of many files in many 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. Many records are original, created at the time of the issue or event. You are handling the raw data of history. Records reflect the attitudes and needs of the people who created them. They are unique and authentic records of the past. Handle with care so that future generations can draw their own conclusions.

Appendix 1 – Grade scheme

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

Appendix Two - 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.