

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 110-03 Canada Before Confederation Fall 2011</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @
<http://camosun.ca/learn/calendar/current/pdf/g-l.pdf>

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

1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant
(b)	Office Hours:	Wednesday 10:30am-12:20pm; Thursday 1:00-2:20pm; Friday 10:30am-12:20pm or by appt.
(c)	Location:	Young 232
(d)	Phone:	370-3389
(e)	Email:	hannant@camosun.bc.ca

2. Intended Learning Outcomes

At the end of the course students will be able to:

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

3. Required Materials

- (a) J.M. Bumsted, *History of the Canadian Peoples: A History of Canada*, 4th ed. (2011)
- (b) Reading Package History 110 Section 03 2011 edition

4. Ground Rules

- Fairness to all requires that I stipulate that students will not be allowed to do “extra work” to make up for poor grades on any one assignment or combination of assignments.

- I do not “lecture to the textbook.” The textbook and the lectures are quite different parts of the course. My goal in the lecture is both to provide basic information about the events of the past. But no less important, the lecture is intended to acquaint you with some ways to *understand* those events. My take on the *significance of events* may differ from the textbook authors’.

- This course requires you to read regularly. Some weeks there’s even a fair amount of reading. Keep up with it, or you’ll be lost quickly. This particularly applies to the textbook, *A History of the Canadian Peoples*.

- I allow laptop and netbook computers in lectures. But I expect that you will use them to take notes, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, I **do not** allow the use of laptops. AND, please turn off and do not play with such infernal implements of distraction as cell phones during ALL classes.

5. Desire 2 Learn (D2L) component

Each of you have access to Desire 2 Learn, Camosun College’s Learning Management System, which will be used for several aspects of this course – written assignments, which will be submitted through the Dropbox function in D2L; viewing grades, including the weekly discussion participation grade and the discussion leadership grades; accessing some of the discussion readings; viewing the lecture outlines; and keeping up with news about the course. Please sign in immediately and check into it frequently.

Signing in to D2L: Once you’re registered in this course, use your computer to go to the following web location: <http://online.camosun.ca> The sign-in process is simple and is described on the opening page of the D2L site.

6. Course Content and Schedule

WEEK-BY-WEEK SCHEDULE

DATE	TOPIC AND REQUIRED READINGS
Sept. 7	Introduction to the course; and Native peoples before Europeans arrived

Relevant reading from textbook for this topic: *History of the Canadian Peoples*, pp. xiv-xxiii and 3-8

- Sept. 9 Normally, we have discussions on Friday. But today there will be no discussion session. Instead, I will continue the lecture on Native peoples.
- Sept. 14 European exploration
Reading: *History of the Canadian Peoples*, pp. 8-22
- Sept. 16 Discussion: Topic 1 in Reading Package – *I will lead the discussion today*
IN ADDITION, we will take up in an informal discussion the issues discussed on pp. xiv-xxiii of *History of the Canadian Peoples*. Read these pages and think about the issues before discussion.
- Sept. 21 Native-European interaction
Reading: *History of the Canadian Peoples*, pp. 22-36
- Sept. 23 Discussion: Topic 2 in Reading Package
- Sept. 28 New France
Reading: *History of the Canadian Peoples*, Chapter 2
- Sept. 30 Discussion: Topic 3 Slavery in New France. I have loaded four sections from textbooks on D2L for you to compare. In addition, we'll discuss all the readings relevant to your essay, including Angelique and the Burning of Montreal, on the *Great Unsolved Mysteries in Canadian History* website. Want to write a killer essay? Do the reading in advance and come prepared to talk and learn!
- Oct. 5 Anglo-French inter-colonial struggles and the Conquest
Reading: *History of the Canadian Peoples*, pp. 80-91
- Oct. 7 Discussion: Topic 4 in Reading Package
- Oct. 12 The American Revolution and Canada
Reading: *History of the Canadian Peoples*, pp. 91-108
- Oct. 13 Essay is due at 4:00pm today**
- Oct. 14 Discussion: Topic 5 in Reading Package
- Oct. 19 Mid-term exam — two hours, in class
- Oct. 21 Discussion: Topic 6 in Reading Package
- Oct. 26 The British North American colonies, 1791-1830
Reading: *History of the Canadian Peoples*, pp. 108-152
- Oct. 28 Discussion: Topic 7 in Reading Package

- Nov. 2 The Rebellions — causes and outcomes
Reading: *History of the Canadian Peoples*, pp. 152-165
- Nov. 4 Discussion: Topic 8 in Reading Package

NOTE: November 9 — last day to withdraw without a failing grade.

- Nov. 9 Society and politics in the British North America, 1840-1867
Reading: *History of the Canadian Peoples*, pp.166-198
- Nov. 11 Remembrance Day – College closed
- Nov. 16 The North West to 1869
Reading: *History of the Canadian Peoples*, pp. 211-222
- Nov. 18 Discussion: Topic 9 in Reading Package
- Nov. 23 The Pacific Coast to 1871
- Nov. 25 Discussion: Topic 10 in Reading Package
- Nov. 30 Confederation
Reading: *History of the Canadian Peoples*, pp. 198-208
- Dec. 2 Discussion: Topic 11 in Reading Package
- Dec. 7 Confederation continued
- Dec. 9 Review

7. Basis of Student Assessment (Weighting)

Your grade will be made up from a combination of written work and participation in regular discussions. These component parts are:

Discussion participation	10%
Discussion leadership	5%
Essay (Due October 13)	25%
Mid-term exam (October 19)	30%
Final exam (exam period)	<u>30%</u>
Total	100%

The final exam will be in the scheduled exam period, December 12-17 and 19-20. Please do not make any arrangements to leave the city in December until you know when the exam will be held.

Both mid-term and final exam must be written during the scheduled times unless a physician's medical certificate is presented to me. There will be no exceptions without a medical certificate.

8. Discussions

Beginning on Friday, September 16, and on most Fridays through the term we will have discussion sessions. Please ensure that you attend every session and join in the discussion.

The aim of these sessions is to have a wide-ranging and informal discussion based on sections in the **READING PACKAGE**. For the discussion, don't be intimidated if the meaning of some of the reading material isn't clear to you. Keep in mind that pertinent questions are often as useful as thoughtful comments. Write down some questions about what you don't grasp and think about possible answers to them. Bring them to class and share them with everyone.

Keep in mind that **you can't expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions.** You will be judged on the frequency and quality of your contributions. **Attendance alone doesn't constitute participation.**

9. Discussion leadership

For one assigned discussion through the term, each of you will be *the designated leader for the session*. What does it mean to be a discussion leader? Most importantly, you are responsible to raise relevant and thoughtful questions for other students that help to *encourage discussion* that probes and develops key aspects of the readings.

Please avoid setting questions that historians call "presentist." That is, questions that ask your fellow students to *judge* the past by our contemporary standards of morality. Don't evaluate people living under different conditions from you in the past by your standards. Our task as historians is to *understand* the past, not to *judge* it.

Thus, "should" questions are not helpful, as they lead to this temptation to judge. Asking *why* things happened is a much more fruitful approach.

On the weeks you are the designated discussion leader, you will submit *at least* three questions to me via D2L. These questions must be submitted via the Dropbox function in D2L **no later than 12:30pm** on the day you're the designated discussion leader.

And of course you must bring the questions to class in paper form, so you'll have them to pose to fellow students.

10. Your responsibility

History 110 is a university level course, directly applicable to a university degree. So you must be prepared to perform at a university standard. This requires initiative and effort on your part. Specifically, you must:

- 1) attend class regularly
- 2) keep up with the weekly readings in the textbook and discussion reading book

- 3) think carefully about what is written in these sources and discussed in class
- 4) show evidence that you have grasped the facts and concepts from lectures and discussion

11. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

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

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

12. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

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