



School of Arts & Science
HUMANITIES
DEPARTMENT

HISTORY 214
BC History
Winter 2012

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office	Tu. 11:30-12:30		
	Hours:	Th. 1:30-2:00		
(c)	Location:	CC119A		
(d)	Phone:	370-3347		
(e)	Email:	cbolt@camosun.bc.ca		

2. Intended Learning Outcomes (See appendix 2)

3. Materials

Required

Jean Barman, *The West Beyond the West* (3rd edition)

Links to readings for discussion.

Recommended

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* contains advice on research, writing, exams, and anything else needed to be successful in history. It is a valuable resource not only for history but for academic courses generally. A shorter *Style Guide* is at

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. It may be helpful to read material twice, the first time for the ‘big picture’ rather than details. The second time, pay attention to how specific bits of information are presented. 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 the guide questions beside you as you go through each chapter. Make notes in the margins of texts. Ask questions in class about points that are not clear. Readings in history may be different from what you are used to. Give yourself time to get used to it.

Make outlines and summaries that follow the structure of the readings. Summaries of main ideas and arguments are shorter versions of the text and are excellent at getting you to put the text into your own words.

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

Jan 10

What is BC? What is Canada?
The Syllabus will be explained.

Below is a good summary/overview of Canada's system of government and of how our country is run.

http://www.parl.gc.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How_Canadians_Govern_Themselves7.pdf

Jan 12

More introduction of themes and how we will proceed

Article

Nicholas Blomley. "Shut the Province Down?: First Nations Blockades in British Columbia, 1984-1995." BC Studies 111, pp. 5-35.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1361/1403>

Why were blockades used in BC from 1984-95? Why are/were they so effective? What is their symbolic/deeper meaning?

We will also be referring on occasion to this website.

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

Week 2

Jan 17, 19

First Encounters and Furs

Barman, pp. 3-41

Article

Robin Fisher. "Indian Control of the Maritime Fur Trade."

library - on reserve

What does he mean by Indian control of the Maritime fur trade? Is his evidence comprehensive and convincing?

Week 3

Jan 24

Furs and New Settlement

Barman, pp. 41-74

Jan 26

Article

Robin Fisher, "Joseph Trutch and Indian Land Policy." BC Studies 12, pp. 3-33

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/719/761>

How does he compare Douglas and Trutch? What viewpoint does Trutch represent? Be especially aware of events after 1871. What does he see as Trutch's legacy?

Part B. New Regimes, From British to Canadian

Week 4

Jan 31/Feb 2 **British Colonies**
Barman, ch. 5, pp. 162-65

Article

Edward Sleight Hewlett. "The Chilcotin Uprising of 1864."
BC Studies 19, pp. 50-72.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/784/827>

This event was called a massacre at the time. Today is called a war. Which word is correct, or should there be another? How should this event be considered? Check the Chilcotin Nation's web-site and that of the Great Unsolved Mysteries in Canada.

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

Week 5

Feb 7, 9 **BC in Canada**
Barman, ch. 6, pp. 165-173

Article

Clarence Bolt, "The conversion of the Port Simpson Tsimshian: Indian Control or Missionary Manipulation?"
BC Studies 57, pp. 38-56

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1148/1192>

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

Week 6

Feb 14 **Quiz 1**
Feb 16 Reading Break

Week 7

Feb 21, 23 **Population Explosion**
Barman, pp. 173-184, ch. 7

Articles

Patricia Roy. "British Columbia's Fear of Asians."

library - on reserve

Why did 'white' BC fear Asians? Were there contradictions in their views of Asians? Was there anything to fear?

Masako Iino. "Japan's Reaction to the Vancouver Riot of 1907." BC Studies 60, pp. 28-47.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1170/1214>

Is there anything surprising about Japan's reaction? At the time, what was Japan "busy doing?"

Week 8

Feb 28, Mar 1 **Growing Self-Identification**
Barman, ch. 9, 185-9, 216-33

Article

John R. Hinde, "Stout Ladies and Amazons": Women in the British Columbia Coal-Mining Community of Ladysmith." 1912-14." BC Studies 114, pp. 33-57.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1711/1757>

How does Hinde suggest that re-evaluating the role of women in the frontier industrial areas of BC? What were the goals of women? How does this article suggest that we view the role of women in early 20th c BC?

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

Week 9

Mar 6, 8

The Best of Times and the Worst of Times

Barman, ch. 11, pp. 233-51

Article

Paige Raibmon. “A New Understanding of Things Indian.” BC Studies 110, pp. 69-96.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1343/1386>

How does she compare/contrast Raley and Coqualeetza with other residential schools? What was its educational philosophy? How did Raley treat aboriginal culture and values? What does she suggest about the Residential school system as a whole?

Week 10

Mar 13, 15

War and the Postwar “Good Life”

Barman, ch. 12, 13, pp. 345-348

Article

John R. Wedley. “A Development Tool: W.A.C. Bennett and the PGE Railway.” BC Studies 117, pp. 29-50

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1806/1851>

What vision of BC underlay Bennett’s use of the PGE?

Week 11

Mar 20

Political Craze

Barman, chs. 14, 15

Articles

Philip Resnick. “Social Democracy in Power: The Case of British Columbia.” BC Studies 34, pp. 3-20

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/923/960>

Mar 22

Philip Resnick. “Neo-Conservatism on the Periphery: The Lessons from BC.” BC Studies 75, pp. 3-23.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1269/1311>

Compare the two approaches (social democracy and neo-conservatism). What differing views of society underlay both? Are there similarities?

Week 12

Mar. 27

Where now?

Barman, ch. 16

Article

Hamar Foster. “Honouring the Queen’s Flag: A legal and Historical Perspective on the Nisga’a Treaty.” BC Studies 120, pp. 11-36.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1475/1519>

This article summarizes BC's land issue. What historical and legal issues about land ownership in BC are raised? Note politics and law (13-18), missed opportunities (18-23), and the law of aboriginal rights (23-27). Answer the questions he raises on the Nisga'a treaty (28-33).

Mar. 29

Quiz Two

Weeks 13 and 14

Presentations and Wrap-up Exercises

5. Basis of Student Assessment

A. Quizzes and tests	30 marks
B. Warm-up Exercise	5 marks
C. Participation	10 marks
D. Article Review and Presentation	10 marks
E. Media Presentation	5 marks
F. Project and Presentation	35 marks
G. End of course 'stuff'	5 marks

A. Quizzes and Tests

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

In addition, there will be two (very) short quizzes, one on Week 4, the other on Week 9.

B. Warm-up Exercise

This short exercise, **due Week three, Jan. 26**, will give you a feel for the tools to access the past. Choose one of the Street/Place Names below (I will hand out a sign-up list) and using the f 'w's as a guide, do the following (in no more than 500 words):

1. A map and brief description – locate it in time and space.
2. The origin/source of the name, with a brief history of it.
3. Three features that distinguish it or give it its identity.
4. Archival picture or other picture
5. A list of sources used

Victoria Street Names

Douglas
Blanshard
Helmcken
Trutch
Cook
Trans Canada H'way (# 1)
Interurban
Malahat

Local Places

Patricia Bay
Strait of Juan de Fuca
Georgia Strait
Cordova Bay

Elsewhere

Fort Langley
Prince Rupert
Dawson Creek

C. Participation

Questions, comments, and responses in class are an important component of the course. Please feel free to engage – it is your course, your learning, and your life that is enhanced by knowing and understanding more about the place we inhabit.

An important component of participation: each week, we cover an article or two (see above), links or copies provided. For each, briefly answer the questions in the syllabus following the link. They are to be handed in or emailed to me before class as a passport to class. For these, I do not expect fancy answers, just a sentence or two so that you can show that you have engaged the material.

D. Article Review and Presentation

In addition to responding briefly to each article, you will do an analytical review of one of the above articles. A sign-up sheet will be distributed in 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.

Hints for reading the articles and doing reviews

A. Most articles deal with (often refute) traditional/usual views of the topic. Determine what are they critiquing and what are they offering instead. Remember, no writing is purely neutral or objective. Every article is an 'opinion piece.'

B. Check the author's use of sources – primary and 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. This way, 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?

E. Media Presentation

Each student will do one media presentation; the schedule will be determined during the first week of classes. The presentation will be made at the end of the second class, each week.

The presentation will consist of a brief summary of a major BC story covered in the news over the past week. It can be political, social, economic, cultural, etc.

You will hand in a copy of the story, along with a short statement about why it caught your attention and why it is meaningful.

F. Project/presentation

What it is

This assignment will allow you to take a topic of interest and develop some expertise and knowledge on it. By the time you are done and have presented your findings to the class, you will be a relative expert on the topic and you will have the platform to do much more research on it. The final presentation, along with a hard copy, will include:

- a. an explanation of the topic – defining the who, what, where, when...
- b. a summary of available information and where you found it (places, sources, etc)
- c. a conclusion about three things that you consider key to the issue.

Topics may include

Local history (define the area – a city, a municipality, a region, etc.)

First Nations – specific groups, treaties

Businesses or industries – forestry, fish farms, mining fishing

Parks and trails such as the West Coast Trail, Strathcona Park

Labour Movement (unions)

Colonial life – gold rush, missionaries

Ethnic groups/immigration

Religion

Schools, colleges, and universities

women's rights

To start your project

1. Initial definition

You will write a paragraph explaining what you plan to do. Use reference works/material (separate handout will give more details on sources) to define the topic (who, what, when, where, how – but not why). You will have a clear set of (several) questions that your research will attempt to answer, from which, at the end, you will derive three mini-theses of main points.

Due: Feb. 2 (5 marks)

2. Gathering of sources

Brainstorm: look at bibliographies in books, articles and websites, and use whatever means you can think of to come up with a good list of sources. Keep track of the bibliographic information on each as well as where you found it. This is important for keeping track of what you have and from where you got it. Remember, in running a business, you want to have things/knowledge at your fingertips!

Places to consider for sources:

- a. Libraries
- b. Archives of all kinds
- c. On-line web, video and image sites (always be careful about the origin of the material – know who made the sources and why). Use Rampolla's tips on Internet sources.

Due Feb. 28 (5 marks)

3. An outline laying out the potential structure of the project

This part of the assignment should include an outline of what you wish to present, as well as the three tentative theses, along with supporting evidence for them. Include the two previous assignments, along with any changes you may have made to the Bibliography. Remember that the final product may vary from this plan, but not substantially.

Due: Mar 15 (5 marks)

4. The final version of the project

You may use the medium of your choice for the presentation. The handed in version must meet academic standards for research. That is, there must be footnotes for the citing of specific information, ideas, or quotes. You may not pass off other writers' ideas as your own. It will follow the rules for writing laid out in Rampolla or in the *History Style Guide* on the History page on the Camosun College website.

You may use Power Point or a traditional paper format.

Both formats will

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

--have page numbers

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

If you are using the traditional format, the paper must

--be double-spaced and use no headings

--have defaulted margins and indented paragraphs

--have justified margins

--include all of the previous work/assignments which were returned to you

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

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.

Due April 3 (20 marks, of which the presentation is 5)

F1. Instead of the above, you may attempt to solve one of the following Great Unsolved Canadian Mysteries (a group project with 2 members).

1. *Who Killed Will Robinson?*

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

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

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

Each event left more questions than answers. This project will use the primary sources of the site, analyze its secondary sources, and explain what happened and why.

The final presentation will be made to the class and 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 and all media deemed helpful for the project. A handed-in version will accompany the presentation. The report will use proper footnoting style. If this interests you, meet with me by the end of week 2 to set up a schedule for work.

6. Grading System

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 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 or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> assigned when the requirements of a course have not yet been completed due to <u>hardship</u> or <u>extenuating circumstances</u> , such as illness or death in the family.
IP	<i>In progress:</i> 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.
CW	<i>Compulsory Withdrawal:</i> 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

This information is available in the College calendar, at Student Services or the College web site.

Appendix One - 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 judgments 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.

Appendix Two – Marking Rubric

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