



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Susan Johnston
(b)	Office Hours:	Tuesday: 10:00—10:20, 1:30—2:00; Wednesday: 2:30—3:00, 5:20—5:50; Thursday: 1:30—2:20; Friday 12:00 – 12:20; Other times available by appointment.
(c)	Location:	Y323
(d)	Phone:	250 370 3363
(e)	Email:	<a href="mailto:johnstos@camosun.bc.ca">johnstos@camosun.bc.ca</a>
(f)	Website:	<a href="http://camosun.ca/learn/programs/history/johnston/index.html">http://camosun.ca/learn/programs/history/johnston/index.html</a>

### 2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

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

### 3. Required Materials

Bumsted, J.M. *History of the Canadian Peoples*, 4<sup>rd</sup> Edition. Don Mills ON: Oxford University Press, 2011.

Camosun College Department of Humanities History Style Guide, available for download at: [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf) and on the course D2L site.

Online seminar readings available through the History 110-001 D2L website (list appended to this outline).

#### 4. Course Content and Schedule

##### Class time and location:

Lectures	Tuesday	110-001A&B	2:30—4:20 p.m.	Young 317
Seminars	Thursday	110-001A	2:30—3:20 p.m.	Young 317
		110-001B	3:30—4:20 p.m.	Young 317

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

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

**Lectures** will contextualize or provide interpretations not contained in the course readings.

**Textbooks:** J.M Bumsted's *History of the Canadian Peoples*, 4th Edition is the text for this course. Before each class, quickly skim the relevant chapter or chapters for an understanding of the time period. After the class, take notes on themes covered in lectures and seminars. Here is the link and log in information needed to access the student on-line resources that accompany the textbook: [www.oupcanada.com/Bumsted4e](http://www.oupcanada.com/Bumsted4e). After clicking on the link, you may encounter a login page. Enter the following information: User ID: bumsted\_hcp; Password: cRa3ch. Some publisher resources will be used for seminars and assignments. Assigned seminar readings are compulsory and you will be tested on them.

**Exams:** There will be a midterm exam on **Tuesday, October 15** and a final exam during the formal examination period. The best way to study for exams is to prepare for seminars, attend lectures, and read and take notes on the relevant sections of your textbook and course readings. Exams will consist of short answer, paragraph and essay questions. Each exam is worth 25% of the grade for this course.

**Seminars:** Each week the class will discuss selected readings from the Online Readings List appended to this course outline. Seminar participation will make up 15% of the grade for this course. Seminars require your interaction with the group; they cannot be "made up". Therefore, **if you miss more than (3) three seminars, you will forfeit the 15% participation mark.**

Students must read the assigned readings **before** the seminar. Students will discuss the thesis and main points of readings and documents, and the sources and evidence used by the authors to make their arguments as well as the content of the articles. **In order to facilitate discussion, students will bring at least one question to ask other members of the seminar group.** Questions should be "big picture" questions which draw the readings together or focus on problems with interpretations of historical data. For example, two authors might disagree on how to interpret a process or event. Your question would point out this inconsistency and focus attention on why that might be so. A question might also pull together the common theme of the seminar readings and ask how each author deals with the theme and why s/he interprets the evidence as s/he does.

**Written Assignments:** Students must complete two written assignments: one critical article review and one document analysis. Further instructions for both assignments are appended to this outline.

**10% - Article Review – due on the date we discuss the article in class.** At the first seminar, each student will be assigned an article to review. Student attendance is mandatory on the day you submit your article review.

**25% - Document Analysis – due on Thursday, October 10.** Students will choose a primary document from the list appended to this outline and will prepare an 800-word analysis.

**Due dates:** Essays must be handed to the instructor in class on the due date. You may not hand in an article review late. If you are ill or unable to complete the review, you will be assigned another article to review. Marks will be deducted at the rate of 5% per day for late document analyses. If your document analysis is late because of illness or family affliction, please submit a note from a health practitioner and no penalty will be assigned. **No assignments will be accepted after the final class in December without prior permission from the instructor.**



Nov. 12	<b>Lecture:</b> Preindustrial and early industrial labour (Bumsted, Chapter 4, 5)
Nov. 14	<b>Seminar:</b> Topic 8 Course Readings
Nov. 19	<b>Lecture:</b> West and the Fur Trade (Bumsted, Chapter 4)
Nov. 21	<b>Seminar:</b> Topic 9 Course Readings
Nov. 26	British Columbia (Bumsted, Chapter 4, 5)
Nov. 28	<b>Seminar: EXAM REVIEW and Seminar Evaluation</b>
Dec. 03	Confederation, Internal and External Pressures (Bumsted, Chapter 5)
Dec. 05	<b>Seminar:</b> Topic 10 Course Readings

**Dec. 10-15, 17-18 Formal examination period**

## 5. Basis of Student Assessment (Weighting)

<b>Writing Assignments:</b>	<b>Due Date</b>	<b>Weighting</b>
Critical Article Review	Ongoing	10%
Document Analysis	October 10	25%
<b>Exams:</b>		
Midterm	October 15	25%
Final	Exam period	25%
<b>Other:</b>		
Seminar Participation:	Ongoing	15%

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

## 6. Standard Grading System (GPA)

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

### Temporary Grades

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

Temporary Grade	Description
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.

<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

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

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

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

### STUDENT CONDUCT POLICY

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

## HOW TO WRITE A REVIEW OF A HISTORY ARTICLE (revised June 11, 2013)

**Purpose of assignment:** In the article review you will identify a historian's thesis, show how s/he used historical evidence and provide a brief critique of the article. You will only read this article and you may not draw on other sources for your analysis. Warning: you may have to read the article at least twice to fully understand the argument.

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

**Footnoting and Bibliography:** Use the Camosun history department style-guide available on-line: [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf) to correctly format your notes and your bibliography.

**Plagiarism:** You **must** footnote when directly quoting or paraphrasing the author's words or ideas. Show me where in the article, the author stated the thesis, main points, or used a particular source.

### CONSTRUCTING THE REVIEW:

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

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

**Helpful hints:** Read the first and last few paragraphs in the article. Underline and note the points you think are critical. Then carefully read the whole article, underlining and noting the main points and sub-points. When you finish reading, compare the notes you made when you read the beginning and end of the article with the notes you made throughout. Do not worry if it takes more

than one read! Think again about the question he/she may be answering then formulate a thesis statement or argument by answering the question.

A historian may also identify part of her/his argument or thesis is by referring to the works of other historians and then disputing and/or qualifying their findings by presenting new evidence. Watch out for this and include it in your thesis statement if appropriate.

**Paragraph 1 format** - Begin your essay as follows: In "name of article," Joe Smith (author's name/s) argued that... - then set out the author's argument. The argument usually contains three clear points. For example, this is how I articulated Arthur Silver's thesis in his article "Quebec and Confederation":

In "Quebec and Confederation," Arthur Silver argued that Quebec joined Confederation because powerful politicians such as Cartier believed that the British North America Act gave Quebec control over language and cultural issues and protected its distinctiveness. In addition, Silver argued that Cartier saw the union with Canada as the only viable option for Quebec at the time; Quebec did not want to risk annexation to the United States, nor was it able to be independent. Politicians in Quebec viewed confederation as a temporary union until Quebec was able to support itself economically and militarily.

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

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

**Remember to attach a bibliography!**

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## DOCUMENT ANALYSIS ASSIGNMENT HISTORY 110

For this primary source analysis, students will choose one of the options listed below these instructions. Primary sources are documents written at the time a particular event occurred. The purpose of this assignment is to develop critical thinking, analytical and research skills so the assignment **requires effort and time**. Those students who are likely to do well are those who spend the time **thoroughly reading and analyzing** the material and who **write numerous drafts** of their essay. **If you need help with the assignment, please see the instructor at least one week before the assignment is due.**

**RESEARCH:** You will analyze one of the documents from the list provided on page 2. Unless otherwise noted, the documents are on reserve at the Camosun Library, under HIST110 for Susan Johnston. For background information only on your topic, you may consult your textbook and relevant articles from the History 110 course pack – you may not use any other sources, and you **must not quote from these secondary sources**.

### **ESSAY STRUCTURE:**

**Length:** 800 words

**Tense:** use simple past tense

**Format:** double-space, one-inch margins, title page, footnotes and bibliography

**Footnote and bibliography format:** History Style Guide at the following website address:  
[http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)

**Part I – Thesis and Introduction** – Include a thesis statement and briefly introduce the document and the author. **To formulate your thesis, thoroughly answer the question(s) posed to you for each document.** Your introduction should consist of the thesis and three or four sentences which introduce the points you will use to prove the thesis.

**Part II – Body of Essay** – In subsequent paragraphs, develop the points you raised in your thesis statement and support your points using evidence from the documents – **you must include quotes from each document to support your points.**

**Part III - Conclusion** – If you have not already considered the following questions in your analysis, please do so in your concluding paragraphs:

- a) How might the author's class, race or gender influence their respective positions?
- b) To what were the authors responding when they wrote the documents? Why did they write these documents?

Finally, conclude your essay by restating your thesis.

**PART IV – Footnotes & Bibliography** - You may use footnotes at the bottom of each page or endnotes that appear at the end of your essay. Append a bibliography on a separate page to be attached at the end of your essay. For history papers you must use the *Camosun History Style Guide*. Please include full citations for your document and the relevant text book or journal articles from your Readings Package.

**SELECT ONE DOCUMENT FROM THE FOLLOWING LIST OF OPTIONS:**

1. Father Jean De Brébeuf, "RELATION OF WHAT OCCURRED AMONG THE HURONS IN THE YEAR 1635" in the *Jesuit Relations*. The *Jesuit Relations* are a series of letters and reports sent from New France back to France primarily to raise money to support the Jesuits' missionary work. **This document addresses a number of themes so answer only a) or b) below:**
  - a) To what extent did the Huron people welcome the Jesuits to live among them? To what extent did the Jesuits have to adapt to Huron cultural practices?
  - b) What did this *Relation* tell you about Huron cultural practices, customs and dwellings in 1635? What did De Brébeuf think about some of these practices?
2. Father Francois du Peron, "V. LETTER OF FATHER FRANCOIS DU PERON OF THE SOCIETY OF JESUS, TO FATHER JOSEPH IMBERT DU PERON, HIS BROTHER, RELIGIOUS OF THE SAME SOCIETY" in the *Jesuit Relations*. The *Jesuit Relations* are a series of letters and reports sent from New France back to France primarily to raise money to support the Jesuits' missionary work. Examine du Peron's letter to his brother and answer the following questions: What does du Peron reveal about Huron cultural practices, customs and dwellings in 1639? What were du Peron's perceptions of Huron religious and medical practices? Despite his bias, what did you learn about Huron religious and medical practices?
3. Marie de l'Incarnation, "The first year" from *Word from New France*. Marie de l'Incarnation arrived in Canada in 1639 and established the Ursuline order, a Catholic order ministering to aboriginal women. Like the Jesuits, the Ursulines relied on funding from France, but most of the Ursulines' funding came from wealthy French women. *Word from New France* is a collection of Marie's letters to friends and family in France and they reveal much about life in New France and societal attitudes towards Indigenous peoples. Answer the following questions: Why did aboriginal girls live with the Ursulines? Who else stayed with the Ursulines and why did they stay? Did the nuns only wish to achieve religious conversion or was religious conversion only part of a broader conversion? In what ways might the purpose of the letter influence its contents?
4. "Margaret Dickie Michener (1827-1908)," in Margaret Conrad et al, editors, *No Place Like Home, Diaries and Letters of Nova Scotia Women 1771-1938*, p. 101-114. Michener wrote a journal throughout her life. This portion covers her marriage and the death of her husband 2 years later. Answer the following questions: From what class background did Michener come? How was this reflected in her activities in Nova Scotia society in the early 1850s? What does her letter suggest about opportunities for married women of her class?
5. "Saukamapee (fl. 1730-1788)": In *Exploration Literature*: Germaine Warkentin has compiled excerpts written or recorded by travelers in North America from 1660 to 1859. In this case, explorer David Thompson recorded his conversation with Saukamapee. Answer the following question: How did the arrival of horses, new weapons and disease shift the power balance among aboriginal groups on the prairies?

6. *Douglas Treaties* for Sooke. In the 1850s, James Douglas, the agent for the Hudson's Bay Company and the new governor of the Colony of Vancouver Island, completed 14 treaties with various Native bands on the southern and eastern coasts of Vancouver Island. The Douglas Treaties are, for the most part, identical, except for geographical location. Examine Treaty no. 8 and Treaty no. 9 and answer the following questions: What were the terms of the respective Douglas Treaties? [i.e. what did the aboriginal people receive and what did Great Britain (through its HBC agents) receive?] In what ways did the terms of the treaties differ and in what ways were they similar? On Treaty No. 9, near the bottom, are the words "58 blankets." What do you think this suggests?
7. Pierre de Charlevoix, "Father Pierre de Charlevoix Describes the Female Role in Iroquois Governance, 1721," in de Charlevoix, *Journal of a Voyage to North America* published in 1761. Answer the following questions: According to de Charlevoix, what power did women possess in Iroquoian societies? To what extent might his European patriarchal bias have influenced his interpretation of women's power?
8. The Royal Charter for Incorporating the Hudson's Bay Company, A.D. 1670. The Charter established the Hudson's Bay Company and its mandate. Answer the following questions: What state-like powers were held by the HBC? What does that tell you about imperial ideas about colonies and their utility? What do you think might be the impact? The Charter is available on line at [http://www.solon.org/Constitutions/Canada/English/PreConfederation/hbc\\_charter\\_1670.html](http://www.solon.org/Constitutions/Canada/English/PreConfederation/hbc_charter_1670.html).
9. Bumsted publisher student resources (see p. 2 course outline for access information), primary source library: Capt. E. Cruikshank, *the Documentary History of the Campaign on the Niagara Frontier in 1814*, Part II (Welland: Printed at the Tribune Office, n.d.) pages 322–27, 401–3, and 409. This series of letters, lists etc. has been collected to show the impact of the war on civilians. Answer the following questions: What does this set of documents tell you about relations between soldiers and civilians, and between Aboriginal peoples and the military? What was the impact of the war of 1812 on settlers?
10. Bumsted publisher student resources (see p. 2 course outline for access information), primary source library: David Thompson, *Travels in Western North America, 1784–1812*, edited by Victor G. Hopwood (Toronto: Macmillan of Canada, 1971), 116–22. This excerpt from Thompson's travels shows how Thompson saw the people he lived with. Answer the following questions: What does this document tell you about the people Thompson called the Nahathaway? What evidence of their lifestyle and belief system can be teased out of Thompson's narrative?
11. "Minutes of a Council held at Smiths Creek, in the Township of Hope (05 November, 1818)," reprinted in *Aboriginal Peoples and the Law: Indian, Métis, and Inuit Rights in Canada*. Edited by Bradford W. Morse. Ottawa: University of Carleton Press, 1985, 251-253. These minutes record the address by Deputy Superintendent General of Indian Affairs W. Claus and the response by Buckquaquet, spokesperson for a group from the Chippewa Nation. Answer the following questions. What does this document tell you about the attitude of Claus? What problems is he trying to address with this treaty? Why did Buckquaquet's group agree to negotiate? What did they gain?

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## HISTORY 110 SEMINAR READINGS LIST FALL 2012

### Topic One: The Creation Stories of Indigenous Peoples

Textbook, Chapter 1, "Where the First People Came From: a Cree Legend": 26-27.

U'Mista Cultural Centre, Kwakwaka'wakw, The Tribes:

<http://www.umista.ca/kwakwakawakw/tribes.php>.

Mi'kmaq Spirit, The Mi'kmaw creation story: <http://www.muiniskw.org/pgCulture3a.htm>.

Library and Archives Canada, History: Creation Story -- Aataensic:

<http://www.collectionscanada.gc.ca/settlement/kids/021013-2111.2-e.html>

Oneida Indian Nation, Haudenosaunee Creation Story:

<http://www.oneidaindiannation.com/history/creationstory/26346134.html>



## Topic Two: Contact Narratives: Aboriginal and European

Textbook, Chapter 1, "Karlsefni and the Skraelings": 10; "Jacques Cartier Meets with Aboriginal People": 15; "Father Biard on the Mi'kmaq": 23. Chapter 2, "Father le Jeune on the Conversion": 43.

Modern History Sourcebook: Samuel de Champlain: The Foundation of Quebec, 1608.

<http://www.fordham.edu/halsall/mod/1608champlain.html>

Chrestien le Clerq, "A Micmac Responds to the French."

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=21212348&login.asp&site=ehost-live>

## Topic Three: The New France You Didn't Explore in High School

Textbook, Chapter 3, "Intendant Raudot on the Card Money, 1706," 56-57, 58.

Rushforth, Brett. "A Little Flesh We Offer You": The Origins of Indian Slavery in New France," *William and Mary Quarterly, Third Series* 60, 4 (October 2003): 777-808.

<http://www.jstor.org/stable/3491699>.

Moogk, Peter. "The Liturgy of Humiliation, Pain, and Death: The Execution of Criminals in New France." *Canadian Historical Review* 88, 1 (March 2007): 89-112.

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=25208924&login.asp&site=ehost-live>.

## Topic Four: New France as part of North America

Textbook, Chapter 2, "A Contemporary Acadian Account," 71; "Letter from Charles Lawrence," 72.

From Revolution to Reconstruction - an .HTML project. Marquis de Seignelay. Memoir regarding the Dangers that Threaten Canada and the Means to Remedy Them (January 1687):

<http://odur.let.rug.nl/~usa/D/1651-1700/france/seign.htm>.

Witgen, Michael. "The Rituals of Possession: Native Identity and the Invention of Empire in Seventeenth-Century Western North America." *Ethnohistory* 54, 4 (Fall 2007): 639-668.

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=26712746&login.asp&site=ehost-live>.

From Revolution to Reconstruction - an .HTML project. Memoir on the English Aggression (October 1750): <http://odur.let.rug.nl/~usa/D/1726-1750/7yearswar/agres.htm>.

From Revolution to Reconstruction - an .HTML project. Marquis de la Galissoniere. Memoir on the French Colonies in North America (December 1750):

<http://odur.let.rug.nl/~usa/D/1726-1750/7yearswar/galis.htm>.

Fenn, Elizabeth A. "Biological Warfare in Eighteenth-Century North America: Beyond Jeffery Amherst," *The Journal of American History* 86, 4 (Mar., 2000), 1552-1580.

<http://www.jstor.org/stable/2567577>.

## Topic Five: Order and Disorder in British North America

Textbook. Chapter 4, "Angélique Pilote," 145; "Louis-Joseph Papineau," 156; "Charles Duncombe to Robert David Burford," 157. Chapter 5, "The Orange Order," 186; "The Testimony of Maria Thomas, 1863," 196.

Bumsted publisher student resources (see p. 2 course outline for access information), primary source library: Terrible Orange and Government Riot at Middlesex.

Cline, Bev. "The Unrelenting Wait," *Beaver* 86, 3 (June 2006): 43-45,

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=21428262&login.asp&site=ehost-live>

See, Scott W. "The Orange Order and Social Violence in Mid-Nineteenth Century Saint John," *Acadiensis* 13, 1 (Autumn 1983): 68-92.

<http://journals.hil.unb.ca/index.php/Acadiensis/article/download/12207/13051>.

## Topic Six: Settling British North America

Textbook. Chapter 3, "Elizabeth Posthuma Gwillim Simcoe," 109. Chapter 4, "Advice for Immigrants," 138; "The Emigrant's Welcome," 139; "Clearing a Farm," 143. Chapter 5, "Sarah Linley Crease," 177; "Mrs. E.J. Jarvis to Mrs. William Jarvis, 1837," 192.

Moodie, Susanna. "The Charivari." In *Roughing It In The Bush*, 2<sup>nd</sup> Edition. London: Richard Bentley, 1852. <http://digital.library.upenn.edu/women/moodie/roughing/roughing.html>.

Gresko, Jacqueline. "'Roughing it in the Bush' in British Columbia: Mary Moody's Pioneer Life in New Westminster 1859-1863." In *Not Just Pin Money: Selected Essays on the History of Women's Work in British Columbia*. Edited by Barbara K. Latham and Roberta J. Pazdro.

### Topic Seven: The Métis

Textbook, Chapter 4, "The Testimony of Maria Thomas, 1863," 196. Chapter 6, "A Red River Letter," 213-214.

Fitzgerald, Sharron A. "Hybrid identities in Canada's Red River Colony," *Canadian Geographer* 51, no. 2 (Summer 2007): 186-201.

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=25088893&login.asp&site=ehost-live>.

Grams, Grant W. "Red River's Anglophone Community: The Conflicting Views of John Christian Schultz and Alexander Begg." *Manitoba History* no. 64 (Fall 2010): 10-17.

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=54735598&login.asp&site=ehost-live>.

### Topic Eight: Smallpox on the Pacific Coast 1770-1830

Harris, Cole. "Voices of disaster: Smallpox around the Strait of Georgia in 1782," *Ethnohistory* 41, 4 (Fall 1994): 591-626.

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9412220746&login.asp&site=ehost-live>.

Boyd, Robert. "Commentary on Early Contact-Era Smallpox in the Pacific Northwest," *Ethnohistory* 43, 2 (Spring 1996): 307-328. <http://www.jstor.org/stable/483399>.

### Topic Nine: Becoming British Columbia

Thomson, Duane, and Marianne Ignace. "They Made Themselves Our Guests": Power Relationships in the Interior Plateau Region of the Cordillera in the Fur Trade Era." *BC Studies* 146 (Summer 2005): 3-35.

<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=18502803&login.asp&site=ehost-live>

Van Kirk, Sylvia. "Tracing the Fortunes of Five Founding Families," *BC Studies* 115/116 (Autumn/Winter 1997/98): 149-180.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1729/1862>.

Textbook, Chapter 5, "Sarah Linley Crease," 177.

### Topic Ten: Confederation

Textbook, Chapter 5, "George Brown," 182-183; "Georges-Étienne Cartier," 184; "George Brown on the Charlottetown Conference of 1864," 203-204.

Library and Archives Canada, [www.collectionscanada.gc.ca](http://www.collectionscanada.gc.ca). [LAC] "John A. Macdonald on Confederation," *Parliamentary debates on the subject of the confederation of the British North American provinces, 3rd session, 8th Provincial Parliament of Canada*. Quebec: Hunter, Rose & Co., Parliamentary Printers. 1865. pp. 29-45.

<http://www.collectionscanada.gc.ca/confederation/023001-7148-e.html>.

LAC. [New Brunswick] "On the powers that will be held by New Brunswick after Confederation." Documents on the Confederation of British North America. Toronto: McClelland & Stewart, 1969, 172-173. © Unknown.

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