

	<p><i>School of Arts & Science</i> HUMANITIES DEPARTMENT</p> <p>HIST 214 - 01 BC History: Our Home on Native Land Spring 2014</p>
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COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Chris Morier
(b)	Office Hours:	Mon, Tues, Wed, 10:30 a.m. – 11:30 a.m.; or by appointment
(c)	Location:	Young 320
(d)	Phone:	370-3390
(e)	Email:	morier@camosun.bc.ca

2. Intended Learning Outcomes

Through reading textbooks and primary source materials, attending 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.

3. Required Materials

(a)	Text	<p>Jean Barman, <i>The West Beyond the West</i>, Third Edition. Available in the Camosun bookstore. There is also one copy of the text in the Reserve section of the Camosun library. It can be checked out by students for two-hour stretches.</p> <p>A number of articles on BC History have also been placed in an e-reserve folder, which is available via the Camosun Library website. These articles will be read in preparation for seminars.</p>
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4. Course Content and Schedule

Classes will consist of lectures and seminars. Basically, seminars are discussion groups. Students will be required to read History articles and come to class prepared to discuss those articles with their peers.

Pre-requisite: C+ in English 12 or assessment.

This course is a 3-credit course. Your final grade will be a letter grade.

History 214 will feature 4 hours of lectures per week, and 2 hours of seminars per week (approximately). The course continues for 7 weeks. Estimated out-of-class preparation time is 10 hours per week.

5. Basis of Student Assessment (Weighting)

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they will be weighted:

Research Paper Proposal – 5%
 Mid-Term Exam – 25%
 Seminar Participation – 20%
 Research Paper – 25%
 Final Exam – 25%

6. 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. (<i>For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.</i>)
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.

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.

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.

Assignments and Class Schedule

Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Thursday, 22 May**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal should be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include generic websites, the course textbook, or any of the articles in the History 214 e-reserve. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

Mid-term Exam

There will be a two-hour in-class midterm exam on **Thursday, 29 May**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of short-answer and essay-type questions.

Seminar Participation

You will be assigned to a seminar group, and your group will meet twelve times over the spring term. Participation marks are worth 20% of your final grade. Marks will be posted on my office door on Thursday, 19 June (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article and section of the textbook, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the*

author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?

Students who miss more than three seminars will forfeit their entire participation mark. Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

Research Paper

This assignment is worth 25% of your final grade. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue. You have a choice of two due dates for the essay. Papers handed in to me on **Thursday, 05 June** will be returned with extensive comments. Papers handed in on **Tuesday, 10 June** will be graded thoroughly, but due to time constraints, they will not have lengthy instructor feedback. Of course, I will be available to meet with any students who wish to consult and get further explanation for all grades assigned in the class.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of four people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Never delete your essay from your computer, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the History 214 e-reserve, you must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author’s name attached should be avoided.** Please come and speak with me if you’re having any difficulties with sources.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A perceptive essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the Camosun History Style Guide, which can be found online via the History Department website.

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 214. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else’s ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The ‘Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers’ Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2013-2014 Calendar for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm. Please note: computer/printer problems will not be accepted as a valid reason for a late essay. No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after the final class on Thursday, 19 June. Please do not hesitate to see me if you’re having any problems with the assignments.

Final Exam

There will be a two-hour final exam in June (the final exam period runs from 23-25 June). The test will be non-cumulative. I have no control over when the exam will take place, **so do not book flights home, commit to a summer work schedule, or make plans until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. Similar to the mid-term exam, the final exam will consist of short-answer and essay-type questions.

Lecture and Seminar Schedule

This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Students are encouraged to ask questions and offer opinions throughout.

- Tuesday, 06 May - Introduction: Welcome to History 214
Lecture 1: Pre-Contact First Nations in British Columbia
Lecture 2: European Coastal Exploration of British Columbia
- Thursday, 08 May - Lecture 3: The Maritime Fur Trade
Seminar: Readings: Robert Galois, "The Voyages of James Hanna to the Northwest Coast: Two Documents," *BC Studies* 103, Autumn 1994, pp. 83-88. (e-reserve); Robert Boyd, "Smallpox in the Pacific Northwest: The First Epidemics," *BC Studies* 101, Spring 1994, pp. 5-40. (e-reserve); Jean Barman, Chapter One, "In Search of British Columbia," *The West Beyond the West*.
Lecture 4: European Overland Exploration of British Columbia
- Tuesday, 13 May - Lecture 5: The Fur Trade and its Impact in British Columbia
Seminar: Readings: Wendy Wickwire, "To See Ourselves as the Other's Other: Nlaka'mapux Contact Narratives," *Canadian Historical Review* 75, 1, March 1994, pp. 1-20. (e-reserve); Jean Barman, Chapter Two, "First Encounters, 1741-1825," and Chapter Three, "The Trade in Furs, 1789-1849," *The West Beyond the West*.
Lecture 6: The Colonies of Vancouver Island and British Columbia
- Thursday, 15 May - Lecture 7: The Gold Rush in British Columbia I
Seminar: Readings: Edward Hewlett, "The Chilcotin Uprising of 1864," *BC Studies* 19, Autumn 1973, pp. 50-72. (e-reserve); Jean Barman, Chapter Four, "Impetus to Settlement, 1846-1858," *The West Beyond the West*.
Film: *Canyon War: The Untold Story* (2009)
- Tuesday, 20 May - Lecture 8: The Gold Rush in British Columbia II
Seminar: Readings: Robin Fisher, "Joseph Trutch and Indian Land Policy," *BC Studies* 12, Winter 1971/72, pp. 3-33. (e-reserve); Jean Barman, Chapter Five, "Distant Oversight, 1858-1871," *The West Beyond the West*.
Lecture 9: British Columbia and Canadian Confederation
- Thursday, 22 May - *****Research Paper Proposal Due Today*****
Lecture 10: British Columbia and the Canadian Pacific Railway
Seminar: Readings: Sylvia Van Kirk, "Tracing the Fortunes of Five Founding Families of Victoria," *BC Studies* 115/116, Autumn/Winter 1997-1998, pp. 149-179. (e-reserve); Jean Barman, Chapter Six, "The Young Province, 1871-1900," *The West Beyond the West*.
Film: *Canadian Steel, Chinese Grit* (2003)
- Tuesday, 27 May - Lecture 11: Resource Development in British Columbia
Seminar: Readings: John Hinde, "'Stout Ladies and Amazons': Women in the British Columbia Coal-Mining Community of Ladysmith, 1912-14," *BC Studies*

114, Summer 1997, pp. 33-57. (e-reserve); Jean Barman, Chapter Seven “Population Explosion, 1886-1914,” and Chapter Ten, “Reform and its Limits, 1871-1929” (pp. 216-233), *The West Beyond the West*.
Lecture 12: British Columbia at the Turn of the Twentieth-Century

Thursday, 29 May -

*****Two-Hour Midterm Exam*****

Seminar: Tips on Preparing your History 214 Essay (no required readings)

Tuesday, 03 June -

Lecture 13: British Columbia in World War One

Seminar: Readings: Robert Campbell, “Liquor and Liberals: Patronage and Government Control in British Columbia, 1920-1928,” *BC Studies* 77, Spring 1988, pp. 30-53. (e-reserve); Jean Barman, Chapter Nine, “Growing Self-Confidence, 1900-1918,” and Chapter Ten, “Reform and its Limits, 1871-1929,” (pp. 233-251), *The West Beyond the West*.

Lecture 14: British Columbia in the Inter-War Years

Thursday, 05 June -

*****Research Paper Due Today (Early Deadline)*****

Lecture 15: British Columbia and the Great Depression

Seminar: Readings: Todd McCallum, “The Reverend and the Tramp, Vancouver, 1931: Andrew Roddan’s God in the Jungles,” *BC Studies* 147, Autumn 2005, pp. 51-88. (e-reserve); Jean Barman, Chapter Eleven, “The Best and Worst of Times, 1918-1945,” (pp. 252-276), *The West Beyond the West*.

Lecture 16: British Columbia in World War Two

Tuesday, 10 June -

*****Research Paper Due Today (Final Deadline)*****

Film: *Throwaway Citizens* (1995)

Seminar: Readings: Daniel Heidt, “Howard Charles Green and the Japanese Canadians,” *BC Studies* 164, Winter 2009/10, pp. 31-50. (e-reserve); Jean Barman, Chapter Eleven, “The Best and Worst of Times, 1918-1945,” (pp. 276-285), and Chapter Twelve, “The Good Life, 1945-1972,” *The West Beyond the West*.

Lecture 17: British Columbia in the Post-War Years

Thursday, 12 June -

Lecture 18: British Columbia’s First Nations in the Twentieth-Century

Seminar: Readings: Tina Loo, “Dan Cranmer’s Potlatch: Law as Coercion, Symbol, and Rhetoric in British Columbia, 1884-1951,” *Canadian Historical Review* 73, 2, June 1992, pp. 125-166. (e-reserve); Jean Barman, Chapter Eight, “Disregard of Native Peoples, 1858-1945,” *The West Beyond the West*.

Film: *Kuper Island: Return to the Healing Circle* (1997)

Tuesday, 17 June -

Lecture 19: Residential Schools and Treaties in British Columbia

Seminar: Readings: Paige Raibmon, “‘A New Understanding of Things Indian’: George Raley’s Negotiation of the Residential School,” *BC Studies* 110, Summer 1996, pp. 69-96. (e-reserve); Jean Barman, Chapters Thirteen and Fourteen, “Equality Revolution, 1945-1980,” and “The Challenges of Leadership, 1972-2006,” *The West Beyond the West*.

Lecture 20: British Columbia in the 1980s

Thursday, 19 June -

Lecture 21: British Columbia in the 1990s

Seminar: Readings: Patrick Dunae, “Making the Inscrutable, Scrutable: Race and Space in Victoria’s Chinatown, 1891,” *BC Studies* 169, Spring 2011, pp. 51-

80. (e-reserve); Jean Barman, Chapters Fifteen and Sixteen, “A New Dynamic, 1980-2006,” and “The British Columbian Identity,” *The West Beyond the West*.
 Note: If you have trouble accessing the Dunae article via e-reserve, it is also available at http://www.cliomedia.ca/articles/dunae_etal_BCStudies2011.pdf
 Lecture 22: Contemporary British Columbia

Research Paper Topics

British Columbia First Nations History (pre-19th century)
 British Columbia First Nations History (post-19th century)
 British Columbia Exploration (pre-19th century)
 British Columbia Exploration (post-19th century)
 The Fur Trade in British Columbia
 The Gold Rush in British Columbia
 European Settlement in British Columbia
 Resource Exploitation in British Columbia
 Labour and/or Racial Tensions in British Columbia
 Politics in British Columbia
 Women’s Contributions to British Columbia
 British Columbia in Wartime
 Environmentalism in British Columbia
 A Biographical Paper on a Notable, Historically-Important, British Columbian
 The Law in British Columbia
 Immigration to British Columbia

Can’t make up your mind? Don’t like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first.