



School of Arts & Science
HUMANITIES
DEPARTMENT
HISTORY 214
BC History
Winter 2014

1. Instructor Information

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

3. Materials

Required

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

Christopher McKee, *Treaty Talks in British Columbia: Building a New Relationship* (3rd edition)

Eugene Forsey, *How Canadians Govern Themselves* (link in syllabus – below, Class 1)

Links to readings for discussion.

Recommended

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* contains advice on research, writing, exams, and everything needed for success in history. It is a valuable source 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 assigned readings before class, paying attention to main themes and terms. Remember: how you read is as important as what you read. It helps to read material twice, the 1st time for the ‘big picture,’ the 2nd for specific bits of information. Don’t procrastinate or do reading at the last minute. Take time to think about the material. Keep the guide questions beside you as you read your texts. Make notes in the margins of texts and create outlines and summaries that follow the structure of the readings. Summaries of main ideas and arguments are shorter versions of the text and assist in putting the text into your own words.

Ask questions in class about unclear points. If you are new to history, readings in history may differ from what you are used to. Take the time to get used to it.

Finally, creating timelines helps to visualize the material.

4. Course Content and Schedule

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

<u>Week 1</u>	Jan 9	Introduction to Course and our Plan for Tonight <ol style="list-style-type: none">1. The “course question”.2. What is BC? Those Who Were Here in 1774 and Those Who Came After (and why) – see Barman, ch. 13. What is Canada and how is it Governed?4. The Syllabus and Assignments Explained. <p>Below is a good summary/overview of Canada’s system of government and of how our country is run. -Eugene Forsey, <i>How Canadians Govern Themselves</i> http://www.parl.gc.ca/about/parliament/senatoreugeneforsey/book/preface-e.html</p>
<u>Week 2</u>	Jan 16	First Encounters, Furs, and New Residents <p>Barman, chs. 2-4 Film: <i>Canyon War: The Untold Story</i></p> <p><u>Robin Fisher</u>. “Indian Control of the Maritime Fur Trade.” What does he mean by Indian control of the Maritime fur trade? Is his evidence comprehensive and convincing?</p>
<u>Warm-up Exercise Due</u>		
<u>Week 3</u>	Jan 23	From Colonial Outpost to Being Part of Canada <p>Barman, chs. 5, 6 Film: Canadian Steel: Chinese Grit</p> <p><u>Clarence Bolt</u>, “The conversion of the Port Simpson Tsimshian: Indian Control or Missionary Manipulation?” BC Studies 57, pp. 38-56</p> <p>http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1148/1192</p> <p>What does Bolt see as Tsimshian goals/reasons for adopting Christianity? What constitutes ‘success’ or ‘failure’ of a mission (and from whose point of view)? Would you argue this thesis the same way today?</p> <p><u>Paige Raibmon</u>, “Living on Display: Colonial Visions of Aboriginal Domestic Spaces,” BC Studies 140, 69-89. http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1692/1738</p> <p>How did ‘white’ society see natives, and how does this contrast with the goals or many as articulated by the Tsimshian?</p>

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

<u>Week 4</u>	Jan 30	BC Defines Itself as Part of the ‘World’ Barman, 7, 9, pp. 217-38 <u>John R. Hinde</u> , “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 we should re-evaluate the role of women on 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 20 th c BC? Does this make sense? Initial definition of Paper Due
<u>Week 5</u>	Feb 06	<u>Test 1 and Northern Gateway Worksheet 1 Due</u> After the test – Introduction to Land, Law, & ‘aboriginal rights’ McKee, pp. 3-11, Northern Gateway Update
<u>Week 6</u>	Feb 13	Reading Break
<u>Week 7</u>	Feb 20	The Best of Times, The Worst of Times Barman, pp. 238-251, ch.11 Film: <i>The Pool: Reflections of Japanese Internment</i> <u>Patrick Dunae</u> , “Child Emigrants, Child Welfare, & the Fairbridge Society in BC” http://www.cliomedia.ca/articles/Dunae_Fairbridge2005.pdf What was the rationale for this movement? How do race and class act as categories in studying the past? Compare to other groups in society. Gathering of Sources Due
<u>Week 8</u>	Feb 27	And What About Those Who Were Here Before 1774? Barman, ch. 6, McKee, ch. 1, Appendix C <u>Robin Fisher</u> , “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? <u>Paige Raibmon</u> . “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’s 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?

Northern Gateway Worksheet 2 due

Part C. Liberal Experiments – But Some Things Never Change

Week 9

Mar. 6

Postwar Good-life

Barman, ch. 12,13

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?

Sean Foster Patrick Carleton. “Colonizing Minds: Public Education, the “Textbook Indian”, and Settler Colonialism in British Columbia, 1920-1970.” BC Studies 169, pp. 110-130

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/422/2156>

How does Carleton connect the province’s history, education curriculum, and ‘the Indian’? What does this say about the role of education in society?

Week 10

Mar 13

Political Craziiness

Barman, chs. 14, 15

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>

What is social democracy? How did it manifest itself in the NDP government of 1972-5? Why does he say that it was ultimately a failure?

Outline of the Structure of the Paper Due

Week 11

Mar 20

Indigenous Political Revival

Barman, 370-8, McKee, pp. 1-11, chs. 2-5

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).

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?

Week 12 Mar 27 **The Law, Courts, and Land Title in BC – Northern Gateway Wrapped Up**
McKee, pp. 26-31, 88-96, 120-137

Northern Gateway Worksheet 3 Due

Week 13 Apr. 3 Presentations of paper and projects

Paper/Project Due

Week 14 Apr. 10 **Where now? Tidying up Bits and Pieces (last presentations if needed)**
Barman, ch. 16

5. Basis of Student Assessment

A. Tests	30 marks
B. Warm-up Exercise	5 marks
C. Article Review and Presentation	10 marks
D. Media Presentation	5 marks
E. Project and Presentation	35 marks
F. Northern Gateway Worksheets (3)	15 marks

A. Tests

Two tests are scheduled, the latter in exam period. Details and information will be handed out ahead of time, including guide questions and terms to be tested.

B. Warm-up Exercise

This short exercise, **due Week two, Jan. 16**, will introduce the tools used to access the past. Choose one of the Street/Place names below (I will hand out a sign-up sheet) and using the f 'w's as a guide, do the following (in no more than 500 words - follow directions!!):

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 Rd

Malahat Highway

Finlayson

Local Places

Patricia Bay

Strait of Juan de Fuca

Georgia Strait

Cordova Bay

Mount Douglas

Strait of Juan de Fuca

Cordova Bay

Esquimalt

Langford

Elsewhere
Fort Langley
Prince Rupert

Dawson Creek
Galiano Island
Squamish
Kitimat

Vanderhoof
Nelson

C. Article Review and Presentation

Most weeks, 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. I do not expect fancy answers, just a sentence or two to show that you have engaged the material.

In addition to responding briefly to each article assigned, 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 in the first class.

Reviews, double spaced and typed, 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?

D. Media Presentation (note: simply doing this earns the full 5 marks!)

Each student will do one media presentation, the schedule to be determined during the first week of classes, consisting of a brief summary of a major BC story in the news over the previous week. It can be political, social, economic, cultural, etc. Please hand in a copy of the story, along with a short statement about why it caught your attention and why it is meaningful.

E. Project and presentation (a choice of two options)

1. Research Paper

This assignment takes a topic of interest and allows you to develop some expertise and knowledge on it. When you are done with it and have presented your findings to the class, you will be a relative expert on the topic, with a platform to do more research on it.

Topics may include (I will distribute a detailed list of specific topics)

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

a. Initial definition

You will write a paragraph explaining what you plan to do. Use reference works/material (see attached material) to define the topic (who, what, when, where, how – but not why). You will have a clear set of questions that your research will attempt to answer, from which, at the end, you will derive a thesis (main point or argument).

Due: Jan. 30 (5 marks)

b. Gathering of sources (see attached guide to 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:

i. Libraries

ii. Archives of all kinds

iii. 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. 20 (5 marks)

c. 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 a tentative thesis, along with supporting evidence. Include the two previous assignments, along with any changes you may have made to the Bibliography. Remember: the final product may vary from this plan, but not substantially.

Due: Mar 13 (5 marks)

d. The final version of the project

Following the rules for writing laid out in Rampolla and in the *History Style Guide* on the History page on the Camosun College website, the handed in version must meet academic standards for research. Remember this about a research paper:

1. It is a literary creation analyzing and interpreting the past in a carefully constructed body of sentences and paragraphs.
2. It has a central argument, naturally dependent upon and even borrowing from others who have written on the topic. You may quote from others directly, putting their words in quotation marks (“...”) but use few direct quotations, quoting others only when their words ‘say it best.’ Otherwise, paraphrase their words.
3. When quoting or paraphrasing others’ ideas or theses, acknowledge such in footnotes or endnotes. Use foot- or end-notes if the information is not common knowledge. Don’t use the social science format for citations (i.e. parenthetical references to authors in the text of the essay) but use the Chicago Manual of Style citations method as explained in Rampolla or in the Camosun History Style Guide, which can be found on History Department website.
4. Don’t just summarize evidence and interpretations but write the essay in your own words even if you are borrowing ideas or theses from other. Good writers acknowledge that others have used good methods and sources to come to similar conclusions. It is also important to point out that there may be several interpretations of the same topic.
5. Finally, there are rules against plagiarism, that is, passing off other writers’ ideas as your own. It will

The paper will

- i. Include a title page with your name, student number, title, course name
- ii. Have page numbers, be double-spaced, use no headings, and have indented paragraphs.
- iii. Use proper Chicago Manual of Style citation for footnotes or endnotes and its
- iv. Include the previous work/assignments which were returned to you
- v. Use excellent grammar, spelling, and syntax. Marks will be lost for deficiencies in these areas.

Due April 3, (paper/project is 15 marks).

For the class presentation, you may use the medium of your choice for class presentation.

You may use Power Point or slides of your choice. The presentation 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.

Due April 3 (presentation is 5)

The final overall grade will reflect the quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.

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

1. *We do not know his Name: Klatsassin and the Chilcotoin War*

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

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 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. A presentation to the class 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.

For the class presentation component of this project, you may use any medium of your choice, such as Power Point.

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.

Paper and Class Presentation are Due April 3

F. Northern Gateway Issue

This issue will be introduced during the first class and will be the focus of attention throughout the whole semester. Since this is an ongoing issue, we will engage it as it unfolds. You will be required to hand in three worksheets at various intervals during the semester, worksheets that will require you to answer questions about various facets of the project. The first will be handed out in week two. Due dates for worksheets are as follows:

G. 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.

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> : requirements not completed due to hardship or extenuating circumstances
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
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>

Aids to research and writing

1. 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.

a. Some Good General Reference sources for Canadian studies

[Dictionary of Canadian biography \[electronic resource\]](#)

Handbook on North American Indians

Canadian Encyclopedia

Encyclopedia of BC

Wikipedia

b. 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*

c. 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](#)

2. 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://royalbcmuseum.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>

Chung Collection AT UBC on Chinese and other early BC history

<http://chung.library.ubc.ca/node>

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

Secondary Sources

BC Studies is a great source for articles as well as a guide for reviewed books on BC. All issues are on line as are indexes of Subjects, Authors/Titles, and Book Reviews.

See also the *Canadian Historical Review* (indexed in several major indexes), and non-digitized journals, *British Columbia Historical Quarterly* and *BC Historical News*.

Use also books by scholars (peer-reviewed and well-researched), documentaries, films, and other such media.

A visit to the archives can be arranged

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

1. What do the archives contain?
2. Familiarize yourself with the layout of the archives.
3. What kinds of collections are there?
4. See FAQ for information
5. Become familiar with the reference guides.

<http://royalbcmuseum.bc.ca/archives-collections/guides/>

6. Go to Search BC Archives

<http://search.bcarchives.gov.bc.ca/sn-31C059E/search#form>

Use a hypothetical topic (Doukhobors, e.g.) and search through the categories.

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. Check with them to see which are or are not. You will need to visit the Archives to do a comprehensive search.
7. Many of government textual records are stored off-site, and will take 2 – 3 days to retrieve. 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.

Study Guide for History 214

Questions from Barman

Ch. 1

- a. What role does Barman see geography playing in BC's identity? pp. 3-8
- b. What ten regions does she identify and what distinguishes each? pp. 8-13
- c. Is BC a 'whole'? pp. 13-14

Ch. 2.

Key question for the chapter: what was the nature of the encounters?

- a. Describe and characterize the peoples living in BC before Europeans arrived on the scene, as well as noting the divisions that existed. What are the 7 major language groups? Pp. 14-19
- b. How and why were contacts with Europeans established? pp 19-22 Note the Spanish approach. pp. 22-4
- d. What did Cook's visit initiate on the coast? Compare/contrast Spanish and British approaches to the Pacific Northwest. Define the Nootka Sound controversy and Nootka Convention. What eventually happened to Spain's 'claims' on the coast? pp. 24-30. Who dominated the European presence after Spain left?
- e. What was the Maritime fur trade? Describe relations between the current residents and the newcomers. pp. 31-33

Ch. 3

Key question for the chapter: compare the maritime and land based fur trades.

- a. How did the fur trade get established in BC. Who/what was the Northwest Company? When did it dominate in BC? Outline the steps (forts, explorations, etc.) pp. 34-41
- b. Why did the HBC take over? How did they operate in BC? Summarize its history till 1849. pp. 41-46
- c. Describe trader/native relations? pp. 46-51
- d. Why did the HBC move from the mouth of the Columbia to Victoria? pp 51-54

Ch. 4

Key question for the chapter: how does non-Native settlement change the population dynamics?

- a. Describe the HBC in the 1840s and 1850s. Why was the colony of Vancouver Island created in 1849, and what was the HBC role in the new colony? pp. 55-8
- b. What were the conditions of settlement for newcomers coming to the colony? How successful were colonial leaders in attracting newcomers? How did Douglas deal with the current inhabitants? Note and define the Douglas Treaties. pp. 56, 58-64
- c.. How did Douglas and the British government deal with the discovery of gold? Why was the colony of BC created? How was the BC experience with gold different from that of California? How did the region covered by the two colonies change as a result? pp. 64-74

Ch. 5.

Key question for the chapter: what is meant by 'distant oversight?' What was the legacy of the gold rush?

- a. How did the Cariboo gold rush compare to that of the Fraser? pp. 75-7
- b. List and describe Douglas's 3 priorities in managing the 'gold rush.' pp. 77-82
- c. Why (and under what conditions) did the two colonies unite in 1866? pp. 82-5
- d.. Describe life in BC once the colonies united. pp. 85-97
- e. What forces were pulling and pushing at BC's future during this period? What was the impetus to joining Canada? What other options were there? Why did BC join Canada? pp. 97-103

Ch. 6

Key question for the chapter: as BC finds its 'feet,' what kind of 'feet' are they? Compare BC in 1900 with what it was in 1871.

- a. In what condition was BC at the time of joining Canada? What about the state of politics? pp. 104-110

- b. Describe railway politics between 1871-85. pp. 110-114
- c. How did the CPR impact BC? How did Vancouver and Victoria change as a consequence? pp. 114-21
- d. Describe BC's economy during the first 3 decades of being in Canada. pp. 121-35 Make separate summaries for agriculture (121ff), lumber (123ff), fishing (124ff), and mining (127ff)? Note the ties among economics, railroads and government in the late 19th c (131ff).

Ch. 7

- a. Describe the demographic structure of BC prior to the first decades of the 20th century. pp. 136-46
- b. In 1896, new patterns of immigration occurred in Canada. What were they? In what ways did BC share in these patterns? In what ways was its experience unique? Compare experiences of groups. pp. 146-61

Ch. 8

Key question for the chapter: what is meant by 'disregard'?

- a. Compare the fur and 'settlement' periods? pp. 162-5 Is there an inherent bias in the word 'settlement'?
- b. How does she compare Douglas' policies with those who followed?
- c. What 4 misconceptions did the federal government have about native peoples? pp. 165-7. What role did Indian agents and missionaries play in this scenario? pp. 167-9
- d. Which three elements of Native life did federal policy seek to reorder? pp. 169-73
- e. Detail Native response to change after the gold rush. pp. 173-9
- f. Summarize the issue of people with mixed-ethnicity in BC, during this period. pp. 181-4

Ch. 9

Key question for the chapter:

- a. Why did political parties arise in BC? pp. 189-91
- b. How was BC transformed at the turn of century? (Note that this connects with the previous question). pp 191-95 Note the developments in the various sectors: lumbering and salmon canning (pp. 195-200), agriculture (200-2), manufacturing and services ((202-3), urbanization and demographics (203-8).
- c. Explain BC's relationships with those outside of its borders. pp. 209-215

Ch.10

- a. Set the context for reform. pp. 216-19.
- b. Areas: class (219-22), churches, women and prohibition (222-26), labour (226-33).
- c. How did WWI radicalize labour? Were gains made? Did they last? pp. 233-38
- d. What reforms lasted and expanded into the 1920s? Which areas showed the limits of reform? pp. 239-47
- e. How did ethnic relations fare in this period? pp. 248-51

Ch. 11

Key question for the chapter: what made the 1920s so 'good' and the 1930s so 'bad' For BC?

- a. Describe BC's growth in the 1920s. pp. 252-59
- b. Describe cultural developments in the 1920s. pp. 259-62
- c. What was the social fallout of the stock market crash of 1929? pp. 262-8 What was the provincial government's initial response? pp 268-71
- d. Describe Patullo's approach. Did it work? Were the workers happy? pp. 271-6
- e. How did war impact the depression? How did various sectors of society fare under war policies? pp. 279-85

Ch. 12

Key questions for the chapter: how did the 'good life' (define) come about? What had changed?

- a. In what condition was BC after WWII? pp. 286-9

- b. How did the Social Credit party come to power? pp. 289-94. Once in power, what kind of government was Social Credit? pp.294-302
- c. How did BC's traditional industries fare under the Socreds? 302-6
- e. What happened to population and demographic trends in this era? .306-11
- f. Why did the 'coalition' that WAC created falter? What was happening in the wider world? pp. 311-14

Ch. 13

Key question for the chapter: How did values shift after WW II?

Medicine (315-16), education (316-22), labour (322-24), ethnic issues (325-27), Native issues (327-32), immigration (332-6), youth (336-8), arts and culture (338-43), sports and recreation (343-4).

Ch. 14

Key question for the chapter: why is politics in BC 'crazy?' Are we nuts are more involved?

- a. What did the NDP victory of 1972 illustrate about BC? pp. 345-7 Why was the NDP defeated in 1975?
- b. What kind of Socred party did Bill Bennett lead? Describe his tenure, both within BC and as connected to the broader world context. pp. 347-51.
- c. Describe the Vander Zalm period and the collapse of the Socreds. pp. 351-4
- d. Describe the NDP era from 1991-2001. Note economic/world context and BC's emergent world role. pp. 354-60
- e. How did Gordon Campbell come to lead the Liberal party and achieve the Premiership? How was he similar/different from traditional BC politics? pp. 360-9
- f. How did the major sectors of the economy fare during this time? Mining and timber resources (362-5), fisheries (365-6), farming and agriculture (366-7), and other (367-8).

Ch. 15

Key question for the chapter: What is the 'new dynamic?' What was the old one?

- a. What (and how) changed in the relationship between Natives and the governments? Why? pp. 371-8
- b. How did the Asian immigrants fit in? pp. 378-80
- c. What happened to regional relations after 1980? Explain how and why were some parts of the province more dynamic than others. 382-6, 390-8.
- d. What developments occurred in sports, culture, and religion? pp. 386-90

Ch. 16

Key question for the chapter: What is the BC identity?

Note geography (399-401), economy (401-3), lifestyle (403-4), politics (404-5) outside connections (405-7) relationship to TROC – what is this??? (407-10), internal dynamics (410-12), race/gender/class (412-17).

- a. After all of these summaries, how does she 'wrap it up?'