



**School of Arts & Science
HUMANITIES DEPARTMENT**

HIST 110-001

**Inventing Canada: History of Canada Before Confederation
Fall 2014**

COURSE OUTLINE

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

1. Instructor Information

(a)	Instructor:	Paula Young
(b)	Office Hours:	Monday and Wednesday 1:30-2:20; Tuesday and Thursday 3:30-4:20; or by appointment.
(c)	Location:	Y323
(d)	Phone:	250 370 3363
(e)	Email:	youngp@camosun.bc.ca
(f)	Website:	http://camosun.ca/learn/programs/history/young/index.html

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

Textbook: Margaret Conrad, Alvin Finkel & Donald Fyson, *History of the Canadian Peoples: Beginnings to 1867*, vol. 1, 6th 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 and on the course D2L site.

Links to on-line seminar readings can be found on your course outline and weekly modules posted on the History 110-001 D2L website.

4. Course Content and Schedule

Class schedule:

Seminar A: Monday	10:30 am-11:20 pm	Young 317
Seminar B: Monday	11:30 am -12:20 pm	Young 317
Lectures: Wednesday	10:30 am-12:20 pm	Ewing 348

5. Basis of Student Assessment (Weighting) – Assignment instructions available on D2L site

Date we discuss in class (most are due after the mid-term): Critical Article Review - 15%

September 10: Library research assignment – 10%

October 1: Document Analysis - 15%

October 15: Mid-term Exam – 20%

December 8 – 16 – Final Exam – 25%

Seminar Participation: 15% - the grade for seminar participation (or discussion) is based on the quality of student participation. ******Students who miss more than three seminars will forfeit their entire seminar mark***** To ensure discussions are effective, students must read and think about the assigned material in advance of coming to class. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the author's thesis and main points, and, where applicable, the sources and evidence the authors used to make their arguments. **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.

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.**

Evaluation: All essays will be marked for grammar, clarity of writing, organization, content, and analysis.

Structure: All written work must be double-spaced, with a margin of at least one inch on both sides of the text. Preface essays with a cover page. Bibliographies must be placed on a separate page at the end of every essay. As students may be required to provide research notes and a fresh copy of the essay, keep all research notes and a copy of each essay submitted until final grades have been posted.

Footnote/Bibliography format: You must use the Camosun style guide. **Essays that do not include correctly formatted footnotes and a bibliography will be returned for rewrite. The 5% per day late penalty will apply to all essays returned for rewrite.**

6. A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

7. 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.

8. Learning Support and Services for Students – provided free to Camosun students

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

9. Student Conduct Policy – it is the student’s responsibility to become familiar with this policy. <http://camosun.ca/learn/calendar/current/pdf/academic.pdf>

10. Class Schedule:

Note: This schedule is subject to minor changes which will be discussed in class.

- Sept. 3** **LECTURE:** Introduction to Canadian History, First Nations before Contact (Textbook, Chapters 1 & 2)
- Sept.8** **Seminar Introduction:** Expectations re seminar conduct and critical thinking, choosing article reviews (bring your Course Outline to class); Writing history essays (History Style Guide)
- Sept. 10** **LIBRARY ASSIGNMENT DUE**
LECTURE: First Nations, Contact and the early fur trade (Textbook, Chapter 3)
- Sept. 15** **Seminar: Topic One: The Creation Stories of Indigenous Peoples**
1. Textbook, Chapter 2, “Spirituality and Society,” “Dreams and Cree Culture,” and “Native Accounts of Creation”: pp. 16-20
2. U’Mista Cultural Centre, Kwakwaka’wakw, The Tribes: <http://www.umista.ca/kwakwakawakw/tribes.php>.
3. Mi’kmaq Spirit, The Mi’kmaq creation story: <http://www.muiniskw.org/pgCulture3a.htm>.
4. Library and Archives Canada, History: Creation Story -- Aataenssic (Wendat Peoples): <http://www.collectionscanada.gc.ca/settlement/kids/021013-2111.2-e.html>
5. Oneida Indian Nation, Haudenosaunee Creation Story: <http://www.oneidaindiannation.com/history/creationstory/26346134.html>
6. Basil Johnston in Ojibway Heritage, The Anishinabe Creation Story: http://www.ottawaalgonquins.com/index_files/Creation%20Story.pdf
- Sept. 17** **LECTURE:** New France: Settler society (Textbook, chapters 4 & 6)
- Sept. 22** **Seminar: Topic Two: Aboriginals meet Europeans**
1. Textbook, Chapter 3, “A historiographical Debate: Cruelty versus Germs,” p. 45
2. Textbook, chapter 5, “More to the Story: The Middle Ground,” p. 86.
3. Modern History Sourcebook: Samuel de Champlain: The Foundation of Quebec, 1608. <http://www.fordham.edu/halsall/mod/1608champlain.html>
4. 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>
- Sept. 24** **LECTURE:** New France: Religion and Popular Protest (Textbook, see references to religion in chapters 3 & 4; see references to society and culture in chapter 6)
- Sept. 29** **Seminar: Topic Three: The New France You Didn’t Explore in High School**
1. Textbook, chapter 6, “Town Life,” p. 107; “The Family Under the French Regime,” p. 111-113; “Slavery” and “Voices from the Past: Shipping a Slave to Louisbourg,” pp. 120-122; and “Voices from the Past; Marie-Josèphe Angélique,” p. 123.
2. Textbook, Chapter 4, “More to the Story: Witches and Warlocks in New France,” p. 73.
3. Peter Moogk, "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>.
- Oct. 1** **DOCUMENT ANALYSIS DUE**
LECTURE: Imperial Rivalries, Atlantic Canada (Textbook, ch. 5 & 7)

- Oct. 6 Seminar: Topic Four: New France as part of North America**
1. 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>.
 2. 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>
 3. 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>.
 4. Textbook, Chapter 7, "Voices from the Past: Claude Bourgeois Pleads for Relief," p. 142.
- Oct. 8 LECTURE:** Atlantic Canada, Mic'ma'q and Beothuk (Textbook, see ch. 5 for information on Louisbourg; ch. 7)
- Oct. 13 THANKSGIVING HOLIDAY**
- Oct. 15 MIDTERM EXAM, 1 hour, 50 minutes**
- Oct. 20 Seminar: Topic Five: The Seven Years War and Indigenous Peoples**
1. Elizabeth A. Fenn, "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>.
 2. The *Royal Proclamation, 1763*
http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html
- Oct. 22 LECTURE:** British conquest of New France (Textbook, ch. 7 & 8)
- Oct. 27 Seminar: Topic Six: Order and Disorder in British North America**
1. Angelique Pilotte in *Dictionary of Canadian Biography*
http://www.biographi.ca/en/bio/pilotte_angelique_5E.html
 2. Handout: "The Testimony of Maria Thomas, 1863," from J.M. Bumsted, *A History of the Canadian Peoples*, (Don Mills, ON: Oxford University Press, 2011) 196.
 3. Scott W. See, "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>.
- Oct. 29 LECTURE:** Creating and Populating British North America (Textbook, ch. 9 & 11)
- Nov. 3 Seminar: Topic Seven: Settling British North America**
1. Textbook: Chapter 9, "A Historical Debate: The Loyalists," p. 200; and "More to the Story: Black Loyalist Preachers in Nova Scotia and Sierra Leone," p. 179.
 2. Textbook: Chapter 11, "More to the Story: the Tale of Two Rural Economies," p. 232; "Voices from the Past: Susannah Moodie Describes an Upper Canadian Charivari," p. 240; "Biography: Shingwaukonse," p. 242; "Biography: Shanawdithit," p. 243; "Biography: Mary Ann Shadd Cary," p. 246.
- Nov. 5 LECTURE:** Immigration and social conflict, 1815-1855 (Textbook, ch. 11 & 12)
- Nov. 10 Seminar: Topic Eight: The Métis**
1. Sharron A. Fitzgerald, "Hybrid identities in Canada's Red River Colony," *Canadian Geographer* 51, no. 2 (Summer 2007): 186-201.
<http://eds.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=8eb77f49-b62a-46be-91df-2add68ec6b87%40sessionmgr198&hid=115>
- Nov. 12 LECTURE:** Labour in the pre-industrial and industrial periods (Textbook, ch. 13)

- Nov. 17 Seminar: Topic Nine: Smallpox on the Pacific Coast 1770-1830**
 1. Cole Harris, "Voices of disaster: Smallpox around the Strait of Georgia in 1782," *Ethnohistory* 41, 4 (Fall 1994): 591-626.
<http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=2540744a-5e63-4c1c-8bf6-b21e365096%40sessionmgr4001&vid=4&hid=4211>
 2. Robert Boyd, "Commentary on Early Contact-Era Smallpox in the Pacific Northwest," *Ethnohistory* 43, 2 (Spring 1996): 307-328.
<http://www.jstor.org/stable/483399>.
- Nov. 19 LECTURE:** West and the Fur Trade (Textbook, ch. 10 & 14)
- Nov. 24 Seminar: Topic Ten: Becoming British Columbia**
 1. Duane Thomson 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>
 2. Sylvia Van Kirk, "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>
 3. Textbook, Chapter 14, "Voices from the Past: Native Views of European Land Claims," p. 322; and "A Historiographical Debate: After the Gold Rushes: The Impact of Settlement on British Columbia Native Peoples," p. 325.
- Nov. 26 LECTURE:** Creating British Columbia (Textbook, ch. 14)
- Dec. 1 Seminar: Topic Eleven: Confederation**
 1. Textbook, Chapter 15, "More to the Story; The Liberal Order Framework," p. 330; "Voices from the Past: Joseph Howe on Confederation," p. 342; "More to the Story: The BNA Act and the Question of Power in the New Dominion," p. 344.
 2. Library and Archives Canada, 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>.
 3. 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.
<http://www.collectionscanada.gc.ca/obj/023001/f1/nlc002115-v5.jpg>.
 4. LAC. [New Brunswick] "The Canadian Visit" "The Canadian visit: the trip to Fredericton," *Saint John Morning Telegraph*, August 10, 1864, 2. © Public Domain. <http://www.collectionscanada.gc.ca/confederation/023001-7119-e.html>.
- Dec. 3 LECTURE:** Confederation, Internal and External Pressures (Textbook, ch. 15)
- Dec. 8-16 Final examination period**