

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 110-001 Inventing Canada: History of Canada Before Confederation Winter 2015</p>
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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 2:30-3:20; Tuesday and Thursday 2:00-2:50; Friday 11:00-11:30, 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 posted on the History 110-001 D2L website.

4. Course Content and Schedule

Class schedule:

Lectures:	Tuesday	12:00-1:50 pm	Young 317
Seminar A:	Thursday	12:00-12:50 pm	Fisher 334
Seminar B:	Thursday	1:00-1:50 pm	Fisher 334

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

Date discussed in class: Critical Article Review - 20%

February 3: Primary Source Document Analysis - 20%

February 17: Mid-term Exam – 20%

April 13-21: Final Exam Period – 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.

Due dates: Assignments 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: Please follow the instructions for your assignments. **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.

Footnote/Bibliography format: You must use Chicago Style for Humanities – please refer to the History Style Guide on D2L.

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 – the instructor will discuss any changes at the beginning of each class. The Course Readings List is appended to this course outline.

Date

- Jan. 6** **LECTURE:** Introduction to Canadian History, First Nations before Contact (Textbook, Chapters 1 & 2)
- Jan. 8** **Seminar Introduction:** Seminars and assignments
- Jan. 13** **LECTURE:** First Nations, Contact and the early fur trade (Textbook, Chapter 3)
- Jan. 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>.
Library and Archives Canada, History: Creation Story -- Aataenstic (Wendat Peoples): <http://www.collectionscanada.gc.ca/settlement/kids/021013-2111.2-e.html>
 4. Oneida Indian Nation, Haudenosaunee Creation Story: <http://www.oneidaindiannation.com/history/creationstory/26346134.html>
 5. Basil Johnston in Ojibway Heritage, The Anishinabe Creation Story: http://www.ottawaalgonquins.com/index_files/Creation%20Story.pdf
 6. Alex Ewen, “How Linguists Are Pulling Apart the Bering Strait Theory,” <http://indiancountrytodaymedianetwork.com/2014/03/19/how-linguists-are-pulling-apart-bering-strait-theory-154063>
- Jan. 20** **LECTURE:** New France: Settler society (Textbook, see rechapter)
- Jan. 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.
 2. Modern History Sourcebook: Samuel de Champlain: The Foundation of Quebec, 1608. <http://www.fordham.edu/halsall/mod/1608champlain.html>
 3. 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>
- Jan. 27** **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)
- Jan. 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.
 4. 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>.
- Feb. 3** **PRIMARY SOURCE DOCUMENT ANALYSIS DUE**
- LECTURE:** Imperial Rivalries, Atlantic Canada (Textbook, ch. 5 & 7)

- Feb. 5** **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.
- Feb. 10** **LECTURE:** Atlantic Canada, Mic'ma'q and Beothuk (Textbook, see ch. 5 for information on Louisbourg; ch. 7)
- Feb. 12** **READING BREAK – NO CLASSES**
- Feb. 17** **MIDTERM EXAM, 1 hour, 50 minutes**
- Feb. 19** **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.
<https://libsecure.camosun.bc.ca:2443/login?url=http://www.jstor.org/stable/2567577>.
 2. The *Royal Proclamation, 1763*
http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html
- Feb. 24** **LECTURE:** British conquest of New France (Textbook, ch. 7 & 8)
- Feb. 26** **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
 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>.
- Mar. 3** **LECTURE:** Creating and Populating British North America (Textbook, ch. 9 & 11)
- Mar. 5** **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.
- Mar. 10** **LECTURE:** Immigration and social conflict, 1815-1855 (Textbook, ch. 11)
- Mar. 12** **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.
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=25088893&site=ehost-live>
 2. Handout: "The Testimony of Maria Thomas, 1863," 196.
- Mar. 17** **LECTURE: Rebellions in Upper and Lower Canada** (Textbook, ch. 12)
- Mar. 19** **Seminar: Topic Nine: Rebellion's Aftermath**
 1. Ian Radforth, "Political Demonstrations and Spectacles during the Rebellion Losses Controversy in Upper Canada," *The Canadian Historical Review* 92, 1, March 2011, 1-41.
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=57685538&site=ehost-live>
- Mar. 24** **LECTURE:** West and the Fur Trade (Textbook, ch. 10 & 14)

- Mar. 26** **Seminar: Topic Ten: 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.
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9412220746&site=ehost-live>
 2. Robert Boyd, "Commentary on Early Contact-Era Smallpox in the Pacific Northwest," *Ethnohistory* 43, 2 (Spring 1996): 307-328.
<https://libsecure.camosun.bc.ca:2443/login?url=http://www.jstor.org/stable/483399>.
- Mar. 31** **LECTURE:** Creating British Columbia (Textbook, ch. 14)
Apr. 2 **Seminar: Topic Eleven: 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.
- Apr. 7** **LECTURE:** Confederation, Internal and External Pressures (Textbook, ch. 15)
Apr. 9 **Seminar: Exam Review**
- April 13-21** **Final examination period**