



**School of Arts & Science
HUMANITIES DEPARTMENT**

HIST 110-001

**Inventing Canada: History of Canada Before Confederation
Fall 2015**

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: 1:00-2:00 pm; Tuesday: 5:00-5:50 pm; Wednesday & Thursday: 1:30-2:20 pm; Friday: 9:00-9:50 am 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

- 1) 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.
- 2) Camosun College Department of Humanities History Style Guide, available on D2L.
- 3) Seminar readings: from textbook and via links on Hist. 110 D2L site.

4. Class Schedule

Lectures: Monday 2:30-4:20 pm

Seminar A: Wednesday 2:30-3:20 pm

Seminar B: Wednesday 3:30-4:20 pm

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

Due Dates:

In class on the date we discuss the article: **Critical Article Review - 20%**

Sept. 30: Primary Source Document Analysis - 20%

Oct. 26: Mid-term Exam – 20%

Dec. 14-22: 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 – it is due *in class* (not after class). 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.**

Note: If you find you are unable to write a test or complete an assignment, please come and see me prior to the due dates.

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

Week 1

Wed. Sept. 9 Introduction; discussion of seminars and assignments

Week 2

Mon. Sept. 14 LECTURE: Introduction to Canadian History, First Nations before Contact (Textbook, chapters 1 & 2)

Wed. Sept. 16 Seminar: Week 2: Indigenous Peoples and Their Origins

1. **Textbook**, Chapter 2, “Spirituality and Society,” “Dreams and Cree Culture,” and “Native Accounts of Creation”: pp. 16-20

ON D2L:

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 -- Aataenstsic (Wendat Peoples): <http://www.collectionscanada.gc.ca/settlement/kids/021013-2111.2-e.html>
5. Oneida Indian Nation, Haudenosaunee Creation Story: <http://www.oneidaindianation.com/history/creationstory/26346134.html>
6. Basil Johnston in Ojibway Heritage, The Anishinabe Creation Story: http://www.ottawaalgonquins.com/index_files/Creation%20Story.pdf
7. Alex Ewen, “How Linguists Are Pulling Apart the Bering Strait Theory,” from Indian Country Today Media Network

Week 3

Mon. Sept. 21 LECTURE: First Nations, Contact and the early fur trade (Textbook, Chapter 3)

Wed. Sept. 23 Seminar: Week 3: 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. 86-87.

ON D2L:

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>

Week 4

Mon. Sept. 28 LECTURE 50 minutes: New France: Settler society (Textbook, see chapters 3 & 4)

LECTURE 50 minutes: New France: Religion and Popular Protest (Textbook, see references to religion in chapters 3 & 4; see references to society and culture in chapter 6)

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Wed. Sept. 30 PRIMARY SOURCE DOCUMENT ANALYSIS DUE

Seminar: Week 4: 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.

ON D2L:

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.

Week 5

Mon. Oct. 5 LECTURE 50 minutes: Imperial Rivalries, Atlantic Canada (Textbook, ch. 5 & 7)
LECTURE 50 minutes: Atlantic Canada, Mic'maq and Beothuk (Textbook, see ch. 5 for information on Louisbourg; ch. 7)

Wed. Oct. 7 Seminar: Week 5: New France as part of North America

ON D2L:

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>.

Week 6

Mon. Oct. 12 THANKSGIVING STAT HOLIDAY

Wed. Oct 14 Seminar: Week 6: The Contest for Empire

1. Textbook, Chapter 7, "Voices from the Past: Claude Bourgeois Pleads for Relief," p. 142.

ON D2L:

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

3. The *Royal Proclamation, 1763*

http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html

Week 7

Mon. Oct. 19 LECTURE: British conquest of New France (Textbook, ch. 7 & 8)

Wed. Oct. 21 Seminar: Week 7: The Conquest and Aboriginal Peoples
Compare the content of these two interpretations of the impact of the British conquest on aboriginal peoples. How do the authors differ in their interpretations?

1. Textbook, chapter 8, pp. 154-175.

ON D2L:

2. Olive Patricia Dickason with William Newbigging, chapter 6, "The World Shifts," from *A Concise History of Canada's First Nations*, 2nd edition (Don Mills, ON: Oxford University Press, 2010) pp. 102-116 & 377-379.

Week 8

Mon. Oct. 26 MIDTERM EXAM, 1 hour, 50 minutes

Wed. Oct. 28 Film: *Speakers for the Dead* (NFB)

Week 9

Mon. Nov. 2 LECTURE: Creating and Populating British North America (Textbook, ch. 9 & 11)

Wed. Nov. 4 Seminar: **Week 9: Settling British North America**

1. Textbook: "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: "Biography: Shingwaukonse," p. 242; "Biography: Shanawdithit," p. 243; "Biography: Mary Ann Shadd Cary," p. 246.

ON D2L:

3. Angelique Pilotte in *Dictionary of Canadian Biography*
http://www.biographi.ca/en/bio/pilotte_angelique_5E.html

Week 10

Mon. Nov. 9 LECTURE: Immigration and social conflict, 1815-1855 (Textbook, ch. 11)

Wed. Nov. 11 REMEMBRANCE DAY STAT HOLIDAY

Week 11

Mon. Nov. 16 LECTURE: **Rebellions in Upper and Lower Canada** (Textbook, ch. 12)

Wed. Nov. 18 Seminar: **Week 11: Informal Politics**

1. From the **textbook**, "Voices from the Past: Susannah Moodie Describes an Upper Canadian Charivari," p. 240.

On D2L:

2. Allan Greer, "From Folklore to Revolution: charivaris and the Lower Canadian rebellion of 1837," *Social History*, v. 15, no. 1 (January 1990) 25-43.
3. Rusty Bitterman, "Women and the Escheat Movement: The Politics of Everyday Life on Prince Edward Island," in Veronica Strong-Boag and Anita Clair Fellman, eds. *Rethinking Canada: The Promise of Women's History*, 3rd edition (Don Mills, ON: Oxford University Press, 1997) 79-92.

Week 12

Mon. Nov. 23 LECTURE: West and the Fur Trade (Textbook, ch. 10 & 14)

Wed. Nov. 25 Seminar: **Week 12: Gender, ethnic and class-based conflicts**

ON D2L:

1. Sharron A. Fitzgerald, "Hybrid identities in Canada's Red River Colony," *Canadian Geographer* 51, no. 2 (Summer 2007): 186-201.
2. "The Testimony of Maria Thomas, 1863," 196.
3. Scott W. See, "The Orange Order and Social Violence in Mid-Nineteenth Century Saint John," *Acadiensis* 13, 1 (Autumn 1983): 68-92.

Week 13

Mon. Nov. 30 LECTURE: Creating British Columbia (Textbook, ch. 14)

Wed. Dec. 2 Seminar: **Week 13: Becoming British Columbia**

1. 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.

ON D2L:

2. 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.
3. Sylvia Van Kirk, "Tracing the Fortunes of Five Founding Families," *BC Studies* 115/116 (Autumn/Winter 1997/98): 149-180.

Week 14

Mon. Dec. 7 LECTURE: Confederation, Internal and External Pressures (Textbook, ch. 15)

Wed. Dec. 9 Seminar: Week 14: Exam Review

Dec. 14-22 FINAL EXAM PERIOD – DATES WILL BE ANNOUNCED ON CAMLINK
LATER IN THE TERM. *Please do not make plans (or have a family member
make plans on your behalf) for the December holiday break until you
know the dates for your exams.*