



**School of Arts & Science  
HUMANITIES DEPARTMENT**

**HIST 110-001**

**Inventing Canada: History of Canada Before Confederation  
Fall 2016**

**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:	Christian Lieb
(b)	Office Hours:	Monday, Wednesday & Friday: 10:30-11:20, or by appointment.
(c)	Location:	Young 323 (Lansdowne)
(d)	Phone:	250-370-3363
(e)	Email:	ChristianL@camosun.bc.ca
(f)	Website:	<a href="http://camosun.ca/learn/programs/history/">http://camosun.ca/learn/programs/history/</a>

**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) J.M. Bumsted and Michael C. Bumsted, *A History of the Canadian Peoples*. (5<sup>th</sup> Ed. Don Mills, Ont.: Oxford University Press, 2016).
- 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 8:30-10:20 am in Young 317

Seminar A: Wednesday 8:30-9:20 am in Ewing 348

Seminar B: Wednesday 9:30-10:20 am in Ewing 348

#### 5. Basis of Student Assessment (Weighting)

##### Course Requirements:

As preparations for each week, you are expected to read the relevant chapter(s) in the textbook, J. M. Bumsted, *The Peoples of Canada: A Pre-Confederation History*. During the term, you will be required to attend the scheduled discussion sessions and provide a one to two-page commentary for each of these seminars. You must also submit an annotated bibliography in preparation for the research paper and then write the research paper. There is also a midterm exam in October and the final exam scheduled during exam period in December (see details below).

##### 1) Discussion Groups (15% of final grade):

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short (minimum one page) commentary containing the following points:

- Briefly summarize the articles
- Identify the main arguments and themes of the articles
- Write a short paragraph in which you outline the most important question(s) that the readings raised for you.

This will help you to focus your thoughts for the discussions and will train you to identify the main arguments of the texts you read. These short commentaries will not be graded individually, but will assist in determining the quality of your participation (of course, only in addition to your oral participation during the discussions – see below).

The discussion groups count for 15% of the final grade in the course. You will receive 30% of the discussion grade by being physically present, 30% will be based on the discussion paper (full marks for all papers that include the above points), and 40% will be based on the quality and frequency of your oral 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 and bring a short paper – see instructions below. 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.

##### 2) Primary Source Analysis & Annotated Bibliography (10% of final grade):

This assignment is a preparatory step towards the research paper. **Choose a written primary source from your textbook as a basis for your essay topic** (explanations on how to find the primary document will be provided at the beginning of the course with additional information on D2L). In the first paragraph of this assignment, identify the primary source and briefly summarize its content before answering the following questions:

- What exactly does this source tell you about the topic covered?
- When was it written and by whom? For what purpose did the author write the text?
- Does the text give you a balanced picture of the topic in question, or do you detect any biases on the part of the author?

Once you have responded to the questions above, explain in what context you are going to use the primary source – what are your intentions for your later research paper? In other words, **what research question will guide your proposed paper?**

The third part of this assignment is to provide a list of **four academic and recent secondary sources** (books or articles written by historians) accessible through the library with which you plan to write your research paper. As a rule of thumb, aim for sources that are footnoted and at least 15 pages in length (shorter works will not provide the necessary details you need to support your own argument in the later paper). Avoid the use of online sources since most of them are not peer reviewed (i.e. not academic) and are likely too short. Please list the four secondary sources you found in a bibliography using the History Department Style Guide and add a sentence or two for each source to explain how these will help answer your research question.

I will provide more detailed instructions in a lecture dedicated to library research.

**The Annotated Bibliography is due on at the beginning of class on October 3, 2016.**

### **3) Midterm Exam (15% of final grade):**

The midterm exam will focus on material from lectures and the textbook covered at that point in the course. It will consist of a combination of multiple choice and short essay questions. The exam will take place in our regular classroom during class time on **Monday October 24, 2016.**

### **4) Research Essay (30% of final grade):**

This essay requires at least **four secondary and one primary source**, (see instructions for the Research Question and Annotated Bibliography assignment above). This essay will be about 2,000 words in length and will require the use of the History Department Style Guide (see required readings).

#### **Qualities of a Good Essay:**

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the research question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. The *History Department Style Guide* explains what format you should use for footnotes and bibliography.
- **Good writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes (and frequently quoting secondary sources) – it is better to summarize and put information in your own words. Writing several drafts and reading your work aloud both help improve the quality of your writing.

I will send you a check-list of requirements that you should attach to the hard copy of your research paper when you hand it in and a more detailed guide on how to write a research paper. There will also be a lecture on the topic in early November.

**The Research Paper is due on Monday November 21, 2016 at the beginning of class.**

5) **Final Exam (30% of final grade):**

The final exam will not be a simple matter of regurgitating names and dates, but you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups. Therefore, the most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned chapters in the textbook for each class. More details will follow on the last lecture day in December.

**The Final Exam will take place during the examination period from December 12-20, 2016. Since instructors do not have any influence on the exam date and time, please do not make any travel arrangements for your winter break before the final exam schedule is published.**

***Final Mark break-down:***

☞ primary source analysis & bibliography	10 %
☞ midterm exam	15 %
☞ research paper (2,000 words)	30 %
☞ final exam	30 %
☞ discussion groups	15 %

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**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)

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](http://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 3<sup>rd</sup> 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. 7 Introduction;** discussion of seminars and assignments

#### Week 2


**Mon. Sept. 12 LECTURE:** Introduction to Canadian History, First Nations before Contact

 Bumsted, *The Peoples of Canada*, p. XII-37.

**Wed. Sept. 14 Seminar: Week 2: Indigenous Peoples and Their Origins**


 Bumsted, *The Peoples of Canada*: Kennewick Man and Beringia map, p. 6-7; and Cree Legend, p. 31-32; and Historiography box, p. 34-35

#### **ON D2L:**


 U'Mista Cultural Centre, Kwakwaka'wakw, The Tribes:  
<http://www.umista.ca/kwakwakawakw/tribes.php>.

 Mi'kmaq Spirit, The Mi'kmaw 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>

 Oneida Indian Nation, Haudenosaunee Creation Story:  
<http://www.oneidaindiannation.com/history/creationstory/26346134.html>

 Basil Johnston in Ojibway Heritage, The Anishinabe Creation Story:  
[http://www.ottawaalgonquins.com/index\\_files/Creation%20Story.pdf](http://www.ottawaalgonquins.com/index_files/Creation%20Story.pdf)


 Alex Ewen, “How Linguists Are Pulling Apart the Bering Strait Theory,” from Indian Country Today Media Network

#### Week 3


**Mon. Sept. 19 LECTURE:** First Nations, Contact and the early fur trade


 Bumsted, *The Peoples of Canada*, p. 38-58

**Wed. Sept. 21 Seminar: Week 3: Aboriginals meet Europeans**

 Bumsted, *The Peoples of Canada*, p. 13-14 (“Karlsefni and the Skraelings”); p. 16 (“John Cabot Reaches Land... , 1497”); p. 18 (“Jacques Cartier Meets with Aboriginal People, 1534”); p. 27-28 (“Father Biard on the Mi'kmaq, 1616”)

#### **ON D2L:**

 Modern History Sourcebook: Samuel de Champlain: The Foundation of Quebec, 1608. <http://www.fordham.edu/halsall/mod/1608champlain.html>

 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. 26 LECTURE:** The Creation of New France, 1663-1689


 Bumsted, *The Peoples of Canada*, p.58-75

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**Wed. Sept. 28 Seminar: Week 4: Religion, Society and the Economy in New France**

 Bumsted, *The Peoples of Canada*, p.52-53 (“Father le Jeune” and “Marie de l’Incarnation”); p. 64-66 (“Intendant Raudot on the Card Money, 1706”)

**ON D2L:**

 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. 3 LECTURE: Colonial Conflicts to 1763.**


 Bumsted, *The Peoples of Canada*, p. 78-109


 **Primary Source Analysis & Annotated Bibliography**


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

 Bumsted, *The Peoples of Canada*, p. 68 (“Montreal Treaty of 1701”); p. 90-92 (“The Capture of Louisbourg, 1745” and “Louisbourg”)

**ON D2L:**

 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>.


 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>

 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. 10 THANKSGIVING STAT HOLIDAY – no class**

**Wed. Oct 12 Seminar: Week 6: The Contest of New France**

 Bumsted, *The Peoples of Canada*, p. 96-97 (“An Acadian Account of the Removal of 1755”); p. 104 (“The British Landing at the Foot of the Plains of Abraham, 12 September 1759”)

**ON D2L:**

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

 *The Royal Proclamation, 1763*  
[http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp\\_1763.html](http://www.solon.org/Constitutions/Canada/English/PreConfederation/rp_1763.html)

**Week 7**


**Mon. Oct. 17 LECTURE: Staple Economies: Atlantic Fisheries and Western Fur Trade**


 Bumsted, *The Peoples of Canada*, p.150-160.

**Wed. Oct. 19 Seminar: Week 7:**

 Bumsted, *The Peoples of Canada*, p. 155 (“Sealing in Newfoundland”)

**ON D2L:**

 Carolyn Podruchny, “Unfair Masters and Rascally Servants?: Labour Relations Among Bourgeois, Clerks, and Voyageurs in the Montreal Fur Trade, 1780-1821” *Labour/Le Travail*, 43 (Spring 1999), 43-70.

 Linda Little, “Collective Action in Outport Newfoundland: A Case Study from the 1830s.” *Labour / Le Travail*, 26 (Fall 1990), 7-35.

### Week 8

**Mon. Oct. 24** MIDTERM EXAM, 1 hour, 50 minutes


**Wed. Oct. 26** Seminar: How to write a Research Paper

### Week 9

**Mon. Oct. 31** LECTURE: American War of Independence to the War of 1812

 Bumsted, *The Peoples of Canada*, p. 112-149

**Wed. Nov. 2** Seminar: Week 9: Settling British North America

 Bumsted, *The Peoples of Canada*, p.115-116 ("Frances Brooke's The History of Emily Montague"); p. 132 ("Boston King"); p. 134-135 ("A Loyalist Woman in New Brunswick"); and p. 171 ("Clearing a Farm").

**ON D2L:**


 Catharine Anne Wilson, "Reciprocal Work Bees and the Meaning of Neighbourhood," *Canadian Historical Review*, 82, 3 (September 2001), 432-464.

### Week 10


**Mon. Nov. 7** LECTURE: Immigration and Colonial Society, 1815-1855


 Bumsted, *The Peoples of Canada*, p.161-179

**Wed. Nov. 9** Seminar: Week 10: Gender, ethnic and class-based conflicts

 Bumsted, *The Peoples of Canada*, p. 144-145 ("Laura Secord to the Prince of Wales, 1860"); p. 163 ("An Immigrant Letter Home"); 165-166 ("Advice for Immigrants");

**ON D2L:**

 Sharron A. Fitzgerald, "Hybrid identities in Canada's Red River Colony," *Canadian Geographer* 51, no. 2 (Summer 2007): 186-201.


 Scott W. See, "An Unprecedented Influx: Nativism and Irish Famine Immigration to Canada," *American Review of Canadian Studies* 30, no. 4 (2000), 429-453.

### Week 11

**Mon. Nov. 14** LECTURE: Rebellions in Upper and Lower Canada


 Bumsted, *The Peoples of Canada*, p. 180-195.

**Wed. Nov. 16** Seminar: Week 11: Informal Politics

 Bumsted, *The Peoples of Canada*, p. 138 ("Electoral Behaviour in French Canada"); and p. 181 ("Petition in Support of Reform, Upper Canada, 1818")

**On D2L:**

 Allan Greer, "From Folklore to Revolution: charivaris and the Lower Canadian rebellion of 1837," *Social History*, v. 15, no. 1 (January 1990) 25-43.


 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*, 3<sup>rd</sup> edition (Don Mills, ON: Oxford University Press, 1997) 79-92.

### Week 12

**Mon. Nov. 21** LECTURE: First Nations and Contact on the Pacific Coast

 **Research Paper due (beginning of class)**


**Wed. Nov. 23** Seminar: Week 12: Becoming British Columbia


 Bumsted, *The Peoples of Canada*, p. 209-210 ("Gold Mining in British Columbia").

**Continued on next page...**



**ON D2L:**

 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.


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

**Week 13**

**Mon. Nov. 28 LECTURE:** Road to Confederation

 Bumsted, *The Peoples of Canada*, p. 196-229.

**Wed. Nov. 30 Seminar: Week 13: Struggles over Confederation**

 Bumsted, *The Peoples of Canada*, p.228 ("Charles Tupper to Lord Carnarvon, 28 July 1866"); p.231-232 ("A Red River Letter"); p. 233 ("Canada First"); p. 235-238 ("Confederation Complete" to "The Reminiscences of Dr John Sebastian Helmcken")

**Week 14**

**Mon. Dec. 5 LECTURE:** Expanding Canada's territory from sea to sea

 Bumsted, *The Peoples of Canada*, p. 229-251.

**Wed. Dec. 7 Seminar: Week 14: Exam Review**

**Dec. 12-20 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.***