



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-214-001A/B**  
**Our Home on Native Land**  
**Winter 2019**

**COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

⚡ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

<b>(a) Instructor</b>	Chris Morier
<b>(b) Office hours</b>	Mon/Wed, 10:30 am – 1:30 pm; Tues/Thur, 10:30 am – 12:30 pm; Or By Appointment
<b>(c) Location</b>	Young 320
<b>(d) Phone</b>	250-370-3518 <b>Alternative:</b> _____
<b>(e) E-mail</b>	morier@camosun.bc.ca

**2. 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 Aboriginal societies and their historical and continuing importance to BC.
4. Examine the economic bases of BC.
5. Analyze the role of race.
6. Examine 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 judgements 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.

### 3. Required Materials

Jean Barman, *The West Beyond the West*, Third Edition. Toronto: University of Toronto Press, 2010. Available in the Camosun bookstore. There is also one copy of the text in the Reserve section of the Camosun library. It can be checked out by students for two-hour stretches.

A number of articles on BC History have also been placed in an e-reserve folder, which is available via the Camosun Library website. This material will be read in preparation for seminars. I will show you how to access these articles in class.

### 4. Course Content and Schedule

Classes will consist of lectures and seminars. Basically, seminars are discussion groups. Students will be required to read History articles and come to class prepared to discuss those articles with their peers.

Pre-requisite: C+ in English 12 or assessment.

This course is a 3-credit course. Your final grade will be a letter grade.

History 214 will feature 2 hours of lectures per week, and 1 hour of seminar per week (approximately). The course continues for 14 weeks. Estimated out-of-class preparation time is 10 hours per week.

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

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they will be weighted:

Research Paper Proposal – 5%

Mid-Term Exam – 25%

Seminar Participation – 20%

Research Paper – 25%

Final Exam – 25%

### 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

### 7. Recommended Materials to Assist Students to Succeed Throughout the Course

#### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

## STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

### 8. College Supports, Services and Policies



#### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

#### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

#### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. 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		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

## ASSIGNMENTS AND CLASS SCHEDULE

### Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Monday, 04 February**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal should be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include generic websites, the course

textbook, or any of the articles in the History 214 e-reserve. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

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### **Mid-term Exam**

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There will be a two-hour in-class midterm exam on **Monday, 25 February**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of short-answer and essay-type questions.

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### **Seminar Participation**

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You will be assigned to a seminar group, and your group will meet thirteen times over the winter term. Participation marks are worth 20% of your final grade. Marks will be calculated on Wednesday, 10 April (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article and section of the textbook, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

**Students who miss more than three seminars will forfeit their entire participation mark.** Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

**Lively and rewarding seminars require the contribution and participation of all group members.** Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

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### **Research Paper**

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This assignment is worth 25% of your final grade, and it is **due on Monday, 18 March**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of four people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification.

Bibliographies should be placed on a separate page at the end of the essay. Never delete your essay from your computer, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the History 214 e-reserve, you must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author’s name attached should be avoided.** Please come and speak with me if you’re having any difficulties with sources.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A perceptive essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the Camosun History Style Guide, which can be found online via the History Department website.

**AN IMPORTANT NOTE ABOUT PLAGIARISM:** This disclaimer applies to all written work that you will submit in History 214. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else’s ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The ‘Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers’ Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2018-2019 Calendar (pp. 32-39) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

**LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm. Please note: computer/printer problems will not be accepted as a valid reason for a late essay. No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after the final class on Wednesday, 10 April. Please do not hesitate to see me if you’re having any problems with the assignments.

## Final Exam

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There will be a two-hour final exam in December (the final exam period runs from 15-26 April). The test will be non-cumulative. I have no control over when the exam will take place, **so do not commit to a summer work schedule or make plans until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. Similar to the mid-term exam, the final exam will consist of short-answer and essay-type questions.

## Lecture and Seminar Schedule

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This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Students are encouraged to ask questions and offer opinions throughout.

Monday, 07 January - Wednesday, 09 January -	Introduction: Welcome to History 214 Seminar: Breaking the Ice (no assigned readings)
Monday, 14 January - Wednesday, 16 January -	Lecture 1: Pre-Contact First Nations in British Columbia Lecture 2: European Coastal Exploration of British Columbia <b>Seminar:</b> Readings: Robert Galois, "The Voyages of James Hanna to the Northwest Coast: Two Documents," <i>BC Studies</i> 103, Autumn 1994, pp. 83-88. (e-reserve); Robert Boyd, "Smallpox in the Pacific Northwest: The First Epidemics," <i>BC Studies</i> 101, Spring 1994, pp. 5-40. (e-reserve); Jean Barman, Chapter One, "In Search of British Columbia," <i>The West Beyond the West</i> .
Monday, 21 January - Wednesday, 23 January -	Lecture 3: The Maritime Fur Trade Lecture 4: European Overland Exploration of British Columbia <b>Seminar:</b> Readings: Wendy Wickwire, "To See Ourselves as the Other's Other: Nlaka'spamux Contact Narratives," <i>Canadian Historical Review</i> 75, 1, March 1994, pp. 1-20. (e-reserve); Jean Barman, Chapters Two and Three, "First Encounters, 1741-1825" and "The Trade in Furs, 1789-1849," <i>The West Beyond the West</i> .
Monday, 28 January - Wednesday, 30 January -	Lecture 5: The Fur Trade and its Impact in British Columbia Lecture 6: The Colonies of Vancouver Island and B.C. <b>Seminar:</b> Readings: Edward Hewlett, "The Chilcotin Uprising of 1864," <i>BC Studies</i> 19, Autumn 1973, pp. 50-72. (e-reserve); Jean Barman, Chapter Four, "Impetus to Settlement, 1846-1858," <i>The West Beyond the West</i> .
Monday, 04 February - Wednesday, 06 February -	<b>***Research Paper Proposal Due Today***</b> Lecture 7: The Gold Rush in British Columbia I Lecture 8: The Gold Rush in British Columbia II <b>Seminar:</b> Readings: Robin Fisher, "Joseph Trutch and Indian Land Policy," <i>BC Studies</i> 12, Winter 1971/72, pp. 3-33. (e-reserve); Jean Barman, Chapter Five, "Distant Oversight, 1858-1871," <i>The West Beyond the West</i> .
Monday, 11 February - Wednesday, 13 February -	Lecture 9: British Columbia and Canadian Confederation Lecture 10: British Columbia and the Canadian Pacific Railway <b>Seminar:</b> Readings: Sylvia Van Kirk, "Tracing the Fortunes of Five Founding Families of Victoria," <i>BC Studies</i> 115/116, Autumn/Winter 1997-1998, pp. 149-179; Jean Barman, Chapter Six, "The Young Province, 1871-1900," <i>The West Beyond the West</i> .

Monday, 18 February - Wednesday, 20 February -	Reading Week: Class Cancelled Reading Week: Class Cancelled
Monday, 25 February - Wednesday, 27 February -	<b>***Midterm Exam***</b> <b>Seminar:</b> Essay Writing Workshop (No Required Readings)
Monday, 04 March - Wednesday, 06 March -	Lecture 11: Resource Development in British Columbia Lecture 12: British Columbia at the Turn of the 20th-Century <b>Seminar:</b> Readings: John Hinde, "Stout Ladies and Amazons': Women in the British Columbia Coal-Mining Community of Ladysmith, 1912-14," <i>BC Studies</i> 114, Summer 1997, pp. 33-57. (e-reserve) ; Jean Barman, Chapters Nine and Ten, "Growing Self-Confidence, 1900-1918," and "Reform and its Limits, 1871-1929," <i>The West Beyond the West</i> .
Monday, 11 March - Wednesday, 13 March -	Lecture 13: British Columbia in World War One Lecture 14: British Columbia in the Inter-War Years <b>Seminar:</b> Readings: Todd McCallum, "The Reverend and the Tramp, Vancouver, 1931: Andrew Roddan's God in the Jungles," <i>BC Studies</i> 147, Autumn 2005, pp. 51-88. (e-reserve); Jean Barman, Chapter Eleven, "The Best and Worst of Times, 1918-1945," <i>The West Beyond the West</i> .
Monday, 18 March - Wednesday, 20 March -	<b>***Research Paper Due Today***</b> Lecture 15: British Columbia and the Great Depression Lecture 16: British Columbia in World War Two <b>Seminar:</b> Readings: Daniel Heidt, "Howard Charles Green and the Japanese Canadians," <i>BC Studies</i> 164, Winter 2009/10, pp. 31-50. (e-reserve); Jean Barman, Chapter Twelve, "The Good Life, 1945-1972," <i>The West Beyond the West</i> .
Monday, 25 March - Wednesday, 27 March -	Lecture 17: British Columbia in the Post-War Years Lecture 18: British Columbia's First Nations in the 20th-Century <b>Seminar:</b> Readings: Paige Raibmon, "A New Understanding of 'Things Indian': George Raley's Negotiation of the Residential School," <i>BC Studies</i> 110, Summer 1996, pp. 69-96. (e-reserve); Jean Barman, Chapter Eight, "Disregard of Native Peoples, 1858-1945," <i>The West Beyond the West</i> .
Monday, 01 April - Wednesday, 03 April -	Lecture 19: Residential Schools and Treaties in British Columbia Lecture 20: British Columbia in the 1980s <b>Seminar:</b> Readings: Allan Downey and Susan Neylan, "Raven Plays Ball: Situating 'Indian Sports Days' within Indigenous and Colonial Spaces in Twentieth-Century Coastal British Columbia," <i>Canadian Journal of History</i> 50, 3, Winter 2015, pp. 442-468. (e-reserve); Jean Barman, Chapters Thirteen and Fourteen, "Equality Revolution, 1945-1980," and "The Challenges of Leadership, 1972-2006," <i>The West Beyond the West</i> .
Monday, 08 April - Wednesday, 10 April -	Lecture 21: British Columbia in the 1990s Lecture 22: Contemporary British Columbia <b>Seminar:</b> Readings: Megan J. Davis, "Women Unafraid of Blood: Kootenay Community Midwives, 1970-90," <i>BC Studies</i> 183, Autumn 2014, pp. 11-36. (e-reserve); Chapters Fifteen and Sixteen, "A New Dynamic, 1980-2006," and "The British Columbian Identity," <i>The West Beyond the West</i> .



### **Research Paper Topics**

These options are obviously very broad and can encompass a variety of possible subjects, events, controversies, and interpretations. I encourage you to find your own specific angle on your chosen topic, check in with me to ensure that it's appropriate, and enjoy the process of investigating and constructing your essay.

British Columbia First Nations History (pre-19<sup>th</sup> century)  
British Columbia First Nations History (post-19<sup>th</sup> century)  
British Columbia Exploration (pre-19<sup>th</sup> century)  
British Columbia Exploration (post-19<sup>th</sup> century)  
The Fur Trade in British Columbia  
The Gold Rush in British Columbia  
European Settlement in British Columbia  
Resource Exploitation in British Columbia  
Labour and/or Racial Tensions in British Columbia  
Politics in British Columbia  
Women's Contributions to British Columbia  
British Columbia in Wartime  
Environmentalism in British Columbia  
A Biographical Paper on a Notable, Historically-Important, British Columbian  
The Law in British Columbia  
Immigration to British Columbia

Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first.