



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-110-001A
Inventing Canada: pre 1867
Fall 2019

COURSE OUTLINE

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

Ω 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.

1. Instructor Information

(a) Instructor	Chris Morier
(b) Office hours	Mon/Wed, 10:30 am – 12:30 pm; Tues/Thurs, 12:30 pm – 2:30 pm; or by appointment
(c) Location	Young 320
(d) Phone	250-370-3518 Alternative:
(e) E-mail	morier@camosun.bc.ca
(f) Website	

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: Blake, Keshen, Knowles, and Messamore, *Conflict and Compromise: Pre-Confederation Canada* (Toronto: University of Toronto Press, 2017). Available in the Camosun Bookstore. I have also placed one copy of this text in Reserve in the Library, where it can be borrowed for 2-hour stretches.

Coursepack: Course Reading Package for History 110. Available in the Camosun Bookstore.

History 110 Information Package: Emailed directly to students by course instructor.

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.

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

History 110 will feature 2 hours of lectures per week, and 1 hour of seminar per week. The course continues for 14 weeks. Estimated out-of-class preparation time is 5 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

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.

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 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, 07 October**. 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 will 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 websites, the course textbook, or any of the articles in the Course Reading Package. 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.

Mid-term Exam

There will be a two-hour in-class midterm exam on **Monday, 21 October**. 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. We will discuss the exam in more detail in class as the big day gets closer.

Seminar Participation

You will be assigned to a seminar group, and your group will meet nine times over the fall term. Participation marks are worth 20% of your final grade. Marks will be calculated on Wednesday, 04 December (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, 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.

Research Paper

This assignment is worth 25% of your final grade, and is **due on Wednesday, 13 November**. 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 two 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. Make a photocopy of your essay for yourself, 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 Course Reading Package, 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 good 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 College History Style Guide (available online).

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 110. 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, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). Please note: computer/printer/disc 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, 04 December. Please do not hesitate to see me if you're having any problems with the assignments.

Final Exam

There will be a three-hour final exam in December (the final exam period runs from December 9th to December 17th). The final will be non-cumulative. I have no control over when the exam will take place, **so do not make December 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

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.

Wednesday, 04 September – Introduction: Welcome to History 110!

Text: Preface and Chapter One

Monday, 09 September – Lecture: Pre-Contact Indigenous Peoples (L1,2)

Wednesday, 11 September - Lecture: The Europeans Arrive (L3)

Monday, 16 September – Lecture: Indigenous Peoples and the Arrival of Europeans (L4,5)
Wednesday, 18 September – Seminar: Readings, Topic One

Text: Chapter Two

Monday, 23 September – Lecture: The Colony of New France (L6,7)
Wednesday, 25 September – Seminar: Readings, Topic Two

Monday, 30 September – Lecture: Social Life and Family in New France (L8,9)
Wednesday, 02 October – Seminar: Readings, Topic Three

Text: Chapter Three

Monday, 07 October – ****Essay Proposal Due Today****
Lecture: New France, the Acadians, and the HBC (L10,11)
Wednesday, 09 October – Seminar: Readings, Topic Four

Text: Chapter Four

Monday, 14 October – Thanksgiving: College Closed Today
Wednesday, 16 October – Lecture: The Conquest of New France (L12)

Text: Chapter Five

Monday, 21 October – ****Midterm Exam****
Wednesday, 23 October – Seminar: Readings, Topic Eight

Monday, 28 October – The Northwestern Fur Trade, HBC, and NWC (L13,14)
Wednesday, 30 October – Seminar: Readings, Topic Nine

Text: Chapter Six

Monday, 04 November – Lecture: The West Beyond the West (L15,16)
Wednesday, 06 November – Seminar: Readings, Topic Ten

Text: Chapter Seven

Monday, 11 November – Remembrance Day: College Closed Today
Wednesday, 13 November – ****Essay Due Today****
Lecture: British North America (L17)

Monday, 18 November – Lecture: The War of 1812 and its Aftermath (L18,19)
Wednesday, 20 November – Seminar: Topic Six

Text: Chapters Eight, Nine, and Ten

Monday, 25 November – Lecture: Rebellions and the Union of the Canadas (L20,21)
Wednesday, 27 November – Seminar: Readings, Topic Seven

Text: Chapters Eleven and Twelve

Monday, 02 December – Lecture: The Road to Confederation (L22,23)
Wednesday, 04 December – Lecture: Looking Ahead (L24)

Essay Topics

A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

1. Discuss pre-contact First Nation cultures. What were some of their characteristics, similarities, and differences?
2. Discuss the roles of First Nations women in the fur trade.
3. What were the effects of European contact on First Nations' cultures?
4. Discuss the roles of missionaries in the contact and fur-trade period.
5. What were the benefits and drawbacks of life in seventeenth-century New France for colonists?
6. Who were the Loyalists, and what impacts did they have on the development of British North America?
7. Who were the Acadians, and what happened to them? Could the tragedy have been avoided?
8. Discuss the War of 1812. Why did it happen? Who won it? And why?
9. Why did the British North American colonies of Quebec and Nova Scotia refuse to join the American Revolution?
10. "After the British Conquest of New France, the habitants were well-treated by their new rulers." Do you agree with this statement? Why or why not?
11. What was Pontiac's Resistance and what was its significance?
12. Discuss the treatment of black Loyalists and slaves in Canada.
13. Discuss the factors leading up to Canadian Confederation. Why did it happen?
14. Discuss the development of the Metis' culture in the Red River area in the first seven decades of the nineteenth-century.
15. What happened to Huronia, and why? Make sure to provide plenty of context.
16. What factors led to the Upper and Lower Canadian Rebellions of 1837-38?
17. How did gender affect life in British North America in the nineteenth-century?
18. How did class affect life in British North America in the nineteenth-century?
19. How did race affect life in British North America in the nineteenth-century?
20. What happened to the Beothuk in Newfoundland, and why?
21. How were coastal Pacific First Nations groups unique from other aboriginal groups across the country?
22. How did competition between the Hudson's Bay Company and the Northwest Company affect the fur trade on the prairies?
23. What was the Durham Report? What was its legacy?

24. What were the implications of the Royal Proclamation of 1763?
25. What were the predominant attitudes of European explorers in the years between 1500 and 1800? Where did these ideas come from? How did these attitudes affect their relations with indigenous peoples in North America?
26. Discuss the Vikings and their exploration and settlement of Vinland. Why were their colonization attempts short-lived?
27. How did urban life in British North America differ from rural life?
28. Was New France a patriarchal or egalitarian society?
29. How did the water-based fur trade on the east and west coast differ from land-based trade?
30. What was Louisbourg? Why was it constructed? And what happened to it?

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. It may not be suitable.