



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

**HIST-110-001**  
**Inventing Canada: pre 1867**  
**Winter 2020**

## **COURSE OUTLINE**

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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.

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### **1. Instructor Information**

<b>(a) Instructor</b>	Dr. Christian Lieb
<b>(b) Office hours</b>	Monday and Wednesday 10:30-12:20; Tuesday and Thursday 10:30-11:20
<b>(c) Location</b>	Young 323 (Lansdowne)
<b>(d) Phone</b>	250-370-3363
<b>(e) E-mail</b>	LiebC@camosun.bc.ca
<b>(f) Website</b>	<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) Raymond B. Blake et al., *Conflict and Compromise, Vol. 1: Pre-Confederation Canada*. (Toronto: University of Toronto Press, 2017).
- 2) Camosun College Department of Humanities History Style Guide, available on D2L.
- 3) Seminar readings: On Hist. 110 D2L site – see details in course outline.

### 4. Course Content and Schedule

Lectures: Monday 8:30-10:20 in Young 317

Seminar A: Wednesday 8:30- 9:20 in Young 317

Seminar B: Wednesday 9:30-10:20 in Young 317

### 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, Raymond B. Blake et al., *Conflict and Compromise, Vol. 1: Pre-Confederation Canada*. 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. In addition, there will be a midterm exam in February and the final exam scheduled during exam period in April (see details below).

#### 1) Discussion Groups (20% 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 printed page) commentary containing the following points:

- Briefly summarize the articles (what do they tell us about the topic?)
- Identify the main arguments and themes of the readings
- 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 contributions 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 fully cover the above points), and 40% will be based on the quality and frequency of your oral participation (with an emphasis on contributions that demonstrate understanding and critical engagement with the material).

**\*\*\*\*\*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 the short paper – see instructions above. In class, students will not only discuss the content of the material but more importantly will discuss their interpretations of the assigned material, the authors' 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 the primary source readers placed on reserve in the library** as the basis for your essay topic.

In the first paragraph of this assignment, identify the primary source and briefly summarize its content before answering the following questions about it:

- 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?** Keep in mind that the focus needs to be quite narrow for a paper of 1,500-2,000 words.

The third part of this assignment is to provide a list of a minimum 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 minimum of 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 at the beginning of class on Monday January 27, 2020.**

## 3) Midterm Exam (20% of final grade):

The midterm exam will focus on material from lectures, the textbook, and discussion topics covered to that point in the course. It will consist of a combination of multiple choice, short essay, and longer essay questions. The exam will take place in our regular classroom during class time on **Monday February 24, 2020.**

## 4) Research Essay (25% of final grade):

This essay requires a minimum of **four academic secondary and one primary source** - see instructions for the Research Question and Annotated Bibliography assignment above and the additional information on D2L. This essay will be about 1,500-2,000 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.

There will be a check-list of requirements on D2L 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 on February 26.

Papers without proper footnotes will be returned to students – late penalties will apply.

**The Research Paper is due on Monday March 9, 2020 at the beginning of class.**

5) **Final Exam (25% 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 seminar day in April.

**The Final Exam will take place during the examination period from April 14-22, 2020. 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 %
☞ discussion groups	20 %
☞ midterm exam	20 %
☞ research paper (1,500-2,000 words)	25 %
☞ final exam	25 %

**Due dates:** Assignments must be handed to the instructor in class on the due date – it is due *at the beginning of class* (not after class)

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or family affliction, please submit a note from a health practitioner and no penalty will be assigned for the period the student was affected by those personal or health conditions.

**No assignments will be accepted after the final class in April 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 or e-mail me. It is your responsibility to inform me of any difficulties completing course components.

**Evaluation:** All essays will be marked for grammar, clarity of writing, organization, content, form, and critical 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 an essay.

**Footnote/Bibliography format:** You must use Chicago Style for Humanities – please refer to the History Style Guide and other instruction guides on D2L for more specific details.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

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/>

## 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

## 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.


## 9. Lecture and Seminar 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 included in this course outline.*


### Week 1 (Jan. 6-12)


**Mon. Jan. 6** **LECTURE: Introduction;** discussion of seminars and assignments

**Wed. Jan. 8** **Seminar: Week 1: Indigenous Peoples and Their Origins**

**ON D2L:**  U'Mista Cultural Centre, Kwakwaka'wakw, The Tribes:  
<http://www.umista.ca/kwakwakawakw/tribes.php>. (pick *just one* of these stories)

 Mi'kmaq Spirit, The Mi'kmaq creation story: <http://www.muiniskw.org/pgCulture3a.htm>.

 Alex Ewen, "How Linguists Are Pulling Apart the Bering Strait Theory." from *Indian Country Today Media Network*


 Mary Caperton Morton, "The first Americans: How and when were the Americas populated?" *Earth* (Jan. 2017) <http://www.earthmagazine.org/article/first-americans-how-and-when-were-americas-populated>


### Week 2 (Jan. 13-19)

**Mon. Jan. 13** **Library Research Seminar**

 Blake, *Conflict and Compromise*, p. VII-15.

**Wed. Jan. 15** **Seminar: Week 2: Aboriginals meet Europeans**

**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 3 (Jan. 20-26)

**Mon. Jan. 20** **LECTURE:** Introduction to Canadian History, First Nations before Contact and Arrival of Europeans.  Blake, *Conflict and Compromise*, p.16-26.

**Wed. Jan. 22** **Seminar: Week 3: Religion, Society and the Economy in New France**

**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 4** (Jan. 27-Feb. 2)


**Mon. Jan. 27 LECTURE:** The Creation of New France, 1663-1689

 Blake, *Conflict and Compromise*, p. 27-51.

 **Primary Source Analysis & Annotated Bibliography**

**Wed. Jan. 29 Seminar: Week 4: New France as part of North America**

**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 5** (Feb. 3-9)

**Mon. Feb. 3 LECTURE:** Colonial Conflicts to 1763.

 Blake, *Conflict and Compromise*, p. 52-78.


**Wed. Feb. 5 Seminar: Week 5: The Contest of New France**

**ON D2L:**  Jerry Bannister, "Atlantic Canada in an Atlantic World? Northeastern North America in the Long 18<sup>th</sup> Century," *Acadiensis* 43, 2 (Summer/Autumn 2014), 3-30.


 *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 6** (Feb. 10-16)

**Mon. Feb. 10 LECTURE:** Staple Economies: Atlantic Fisheries and Western Fur Trade

 Blake, *Conflict and Compromise*, p. 79-106.

**Wed. Feb. 12 Seminar: Week 6: Labour Relations in the Staple Economies**

**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 7** (Feb. 17-23)

**Feb. 17-23: Reading Break – no classes**

**Week 8** (Feb. 24-March 1)

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


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

**Week 9** (March 2-8)

**Mon. March 2 LECTURE:** American War of Independence to the War of 1812


 Blake, *Conflict and Compromise*, p. 107-134.

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

**ON D2L:**  Catharine Anne Wilson, "Reciprocal Work Bees and the Meaning of Neighbourhood," *Canadian Historical Review*, 82, 3 (September 2001), 432-464.


**Week 10** (March 9-15)

**Mon. March 9 LECTURE:** Immigration and Colonial Society, 1815-1855

 Blake, *Conflict and Compromise*, p. 135-161.

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


**Wed. March 11 Seminar: Week 10: Gender, ethnic and class-based conflicts**

**ON D2L:**  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** (March 16-22)

**Mon. March 16 LECTURE:** Rebellions in Upper and Lower Canada

 Blake, *Conflict and Compromise*, p. 162-183.


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

**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** (March 23-29)

**Mon. March 23 LECTURE:** First Nations and Contact on the Pacific Coast

 Blake, *Conflict and Compromise*, p. 184-208.

**Wed. March 25 Seminar: Week 12: Becoming British Columbia**


**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.

**Week 13** (March 30-April 5)

**Mon. March 30 LECTURE:** Road to Confederation


 Blake, *Conflict and Compromise*, p. 209-245.

**Wed. April 1 Seminar: Week 13: Struggles over Confederation**

**ON D2L:**  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** (April 6-12)

**Mon. April 6 LECTURE:** Expanding Canada's territory from sea to sea

 Blake, *Conflict and Compromise*, p.246-302.

**Wed. April 8 Seminar: Week 14: Exam Review**

**April 14-22, 2020: 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) until you know the dates for your exams.**