



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-110-D01
Inventing Canada: pre 1867
Fall 2020

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	Monday – Friday, 1:00 – 3:00 pm, phone calls only		
(c) Location			
(d) Phone	250-370-3518	Alternative:	
(e) E-mail	morier@camosun.bc.ca		

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 Indigenous culture and society prior to European arrival, and subsequent Indigenous-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

History 110 Course Reading Package. Available via the Camosun College Bookstore.

4. Course Content and Schedule

Lectures will be posted weekly on D2L. "Readings" refers to articles in the Course Reading Package.

Week One	<p>Introduction Video: Welcome to History 110!</p> <p>Note that the first two weeks of Hist 110 are relatively sedate. Use this time to get familiar with D2L, and to prepare for the weeks ahead. Take note of assignment due dates, map the term out, and think about a routine. Flip through the Hist 110 Coursepack and familiarize yourself with the reading to come. Read the details about assignments/exams in the class and make sure that you're clear on what's expected. Contact me if you're uncertain about anything.</p>
Week Two	<p>Lectures: Pre-Contact Indigenous Peoples (L1,2)</p> <p>No Readings! But a Third Lecture Lecture: The Europeans Arrive (L3)</p> <p>Note that next week, things are going to "get real" in Hist 110. As well as lectures, you'll be doing Coursepack readings. Are you ready?</p>
Week Three	<p>Lectures: Indigenous Peoples and the Arrival of Europeans (L4,5)</p> <p>Readings, Topic 1 Coursepack Articles</p> <p>If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 25 September.</p>
Week Four	<p>Lectures: The Colony of New France (L6,7)</p> <p>Readings, Topic 2 Coursepack Articles</p> <p>If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 02 October.</p>
Week Five	<p>Lectures: Social Life and Family in New France (L8,9)</p> <p>Readings, Topic 3 Coursepack Articles</p> <p>If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 09 October.</p>
Week Six	<p>Lectures: New France, the Acadians, and the HBC (L10,11)</p> <p>Readings, Topic 4 Coursepack Articles</p> <p>If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 16 October.</p> <p>Also, for all students:</p> <p>**Research Paper Proposal Due on Friday, 16 October**</p>
Week Seven	<p>Lecture: The Conquest of New France (L12)</p> <p>Readings, Topic 8 Coursepack Articles</p>

If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 23 October.

- Week Eight ****Midterm Reflection/Exam/Assignment Due on Friday, 30 October****
- Week Nine Lectures: The Northwestern Fur Trade, HBC, and NWC (L13,14)
Readings, Topic 9 Coursepack Articles
If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 06 November.
- Week Ten Lectures: The West Beyond the West (L15,16)
Readings, Topic 10 Coursepack Articles
If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 13 November.
Also, for all students:
****Research Paper Due on Friday, 13 November****
- Week Eleven Lecture: British North America (L17)
Readings, Topic 5 Coursepack Articles
If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 20 November.
- Week Twelve Lectures: The War of 1812 and its Aftermath (L18,19)
Readings, Topic 6 Coursepack Articles
If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 27 November.
- Week Thirteen Lectures: Rebellions and the Union of the Canadas (L20,21)
Readings, Topic 7 Coursepack Articles
If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 04 December.
- Week Fourteen Lectures: The Road to Confederation (L22,23)
No Readings! But A Bonus Lecture
Lecture: The Northwest and Confederation (L24)

5. Basis of Student Assessment (Weighting)

- 2 X Coursepack Topic Summaries (pre-midterm) – 10% each
- Research Paper Proposal (due on Friday, 16 October) – 5%
- Midterm Reflection/Exam (Week Eight) – 20%
- 1 X Coursepack Topic Summary (post-midterm) – 10%
- Research Paper (due on Friday, 13 November) – 25%
- Final Reflection/Exam (due TBA) – 20%

Assignment/Assessment Details

Coursepack Topic Summaries (3 X 10% each – so 30% of final grade)

Most weeks in the Hist 110 Fall Term you will be reading a set of articles related to lecture material. These articles are grouped into “Topics,” and are to be found in the Coursepack. In a non-Covid situation, you would be discussing these readings in weekly seminars and getting a seminar participation grade for your efforts. This Fall, however, you will be writing assessments or summaries of the articles and submitting them to me via e-mail.

The summaries are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 2 summaries in the weeks before the midterm, and 1 summary in the weeks after the midterm. So, to be clear:

Prior to the midterm, you will be reading articles from Topics 1, 2, 3, 4, and 8 (see lecture schedule). Out of those 5 options, you will write and submit summaries of two of them (you choose which two).

In the weeks after the midterm, you will be reading articles from Topics 9, 10, 5, 6, and 7 (see lecture schedule). Out of these five options, you will write and submit a summary of one of them (you choose).

Each summary should be between 400-500 words. In the summary you will briefly assess each article in the Topic and analyze the effectiveness of the articles as a whole.

I have provided you with an example of a Topic summary (look under “Content” in the Hist 110 D2L site). Note that you will need to read the articles closely and provide sophisticated comments on each. So avoid generalities like “In this article, the historian shows that Canadian women’s lives in the 1930s were difficult.” A much more nuanced description would be “The article demonstrates that factors such as class, race, and gender impacted the lives of Canadian women in the 1930s.” See the difference?

If you find that you’re struggling with the Coursepack articles and/or your written assessments, please contact me via phone or email and we can brainstorm together. History articles can be difficult for newcomers to the field, but with regular practice and tenacity, your History “muscles” will grow.

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?*

Research Paper Proposal (5% of final grade)

This assignment is **due on Friday, 16 October**. If late, it will be penalized at a rate of 10% per day overdue.

This course outline includes a list of possible research paper topics. You will choose 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 academic, secondary sources that you will consult in preparing your essay. These three sources will not include generic websites, general History textbooks, 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.

I have provided you with an example of a Research Paper Proposal (look under “Content” in the Hist 110 D2L site). Note that the proposal should indicate that you’ve not only located some academic sources, but that you’ve started to evaluate the information you’ve uncovered.

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.

Midterm Reflection/Exam (20% of final grade)

This midterm reflection/exam will happen in Week Eight of the class (October 26-30). You will receive the exam via D2L on Monday, the 26th; you will submit your completed exam to me on Friday, the 30th.

Research Paper (25% of final grade)

The essay is due is due on **Friday, 13 November**. If late, it will be penalized at a rate of 5% per day overdue.

This research essay will be between 1000-1500 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.

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 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 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 2019-2020 Calendar for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

LATE SUBMISSION EXPECTATIONS AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason for a late essay. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after Friday 11, December. Please do not hesitate to contact me if you're having any problems with the assignments.

Final Reflection/Exam (20% of final grade)

There will be a final reflection/assignment/exam after Week Fourteen of Hist 110. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

Essay Topics

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.

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.

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.