



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-110-001
Inventing Canada: pre-1867
Winter 2021

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	Dr. Christian Lieb
(b) Office hours	Tuesdays and Wednesdays, 9:30-11:30 – please contact instructor by e-mail
(c) Location	Young 323 (Lansdowne) – no in-person meetings during pandemic
(d) Phone	Please use e-mail below Alternative: _____
(e) E-mail	LiebC@camosun.bc.ca
(f) Website	http://camosun.ca/learn/programs/history/

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) John Douglas Belshaw, *Canadian History: Pre-Confederation* (BC Campus – Open Edition). You can read or download the book for free at <https://opentextbc.ca/preconfederation/> (a paper copy can be ordered here, too, but at the cost of printing and mailing). In the online version, you can also access video and audio files that are embedded in the text.
- 2) Camosun College Department of Humanities History Style Guide, available on D2L.
- 3) Article readings: On Hist. 110 D2L site – see details in course outline.

4. Course Content and Schedule

Asynchronous delivery of course material (i.e. there are no set lecture or seminar times), but **please note the deadlines for assignments in the course schedule below – all assignments for this course will be due on Mondays at midnight.**

Please read the relevant chapters in the textbook before listening to the Powerpoint lectures with audio on D2L – they are set for each week to keep you on track with course material and assignments.

5. Basis of Student Assessment (Weighting)

☞ Course Requirements:

Attendance Note:

The first information that you will need to submit is an attendance note, whether you are in the class or on the waitlist. Since there is a waitlist for this course, **please e-mail a note to me at LiebC@camosun.bc.ca to confirm your attendance by 5 pm on Monday Jan. 11 (i.e. the first day of classes)**. This is important as this attendance note will hold your space in the course. To ensure that waitlisted students will have a chance to take the course. If there is a waitlist, I will begin the deregistration process for students who have not submitted the attendance note by Tuesday Jan. 12.

In your attendance note, please introduce yourself in about a paragraph:

- Your name / student number
- Are you located in Canada or elsewhere?
- Have you taken any other college / university History courses?
- Have you taken history in high school, or is the subject completely new to you? This is an introductory course so no prior knowledge is necessary – but feedback on this will help me get a better sense of the class composition.
- What is your interest in taking this History course? Is there a specific topic, theme, or event that you would like to learn more about?

The level of detail you provide in this attendance note is voluntary, and whether you choose to answer all the questions is up to you, but I will need the note itself to confirm your attendance.

As preparations for each week, you are expected to read the relevant chapter(s) in the textbook, John Douglas Belshaw, *Canadian History: Pre-Confederation* (<https://opentextbc.ca/preconfederation/>). During the term, you will be required to submit two article analyses on assigned journal article readings. In addition, there will be a midterm exam in February and the final exam due at the beginning of exam period in April (see details below).

1) Article Analyses (2x20%):

You will be writing two article analyses (~1000 words each). You will have the choice to write on one of the two assigned articles before the midterm and one of the two after the midterm exam. The deadline for the article analysis is the week when that

article was assigned (see course schedule below and D2L for details). In each article analysis, you will be asked to:

- Identify the main argument - what exactly is the thesis statement?
- Briefly summarize the article (i.e. what does it tell you about the topic)
- In the next section, please identify what types of sources the author used and discuss how convincingly the article was supported with specific evidence.
- Each article topic will have a short introduction and guiding questions on D2L (see the weekly entries for more details). Please answer these questions in your response, supported by specific evidence from the reading.
- All information taken from the articles need to be properly footnoted with the exact page number for the source of the details – see History Department Style Guide on D2L.

Guiding questions will be posted on D2L in the weekly schedule, so please make sure to look for those. This will help you to focus your thoughts for the reading of academic journal articles and will train you to identify the main arguments and factual evidence presented in the texts. For an excellent grade, the article analysis should be clear and well-written, show a strong understanding of the content of the reading, include your own thoughts and analysis, support your response with specific evidence from the reading, and cite that evidence with footnotes. **As academic papers, these assignments will require proper Chicago Style (Turabian) footnoting – please see the History Department Style Guide on D2L for more details.**

Please be aware that students are expected to read all of the four assigned readings, even though you are only required to respond to two of them with these article analyses. All the assigned readings are fair game for the exams.

3) Midterm Exam (30% - 2x15% for the two essays):

In lieu of the regular midterm exam we will have two 500-word essay responses that will include questions on material from lectures and the textbook covered to that point in the course and potentially also the discussion readings. The aim will be to combine your textbook and discussion article readings and the material from the audio-lectures with Powerpoint (on D2L) to demonstrate contextual understanding of developments relevant to the course. The questions for the two papers will be posted on D2L a week before the due date and will be submitted online through the **D2L submission box on Monday March 1, 2021 at Midnight – please combine the two responses into a single Word or PDF document.**

4) Final Exam Replacement Papers (30% - 2x15% for the two essays):

Similar to the Midterm exam, in the final exam, you will be asked to identify the contexts of the major themes covered in the lectures and discussion groups, and to discuss these with reference to significant names, dates and locations in these take-home exams. As with the Midterm, context and questions will be posted on D2L a week prior to the due date.

The Final Exam papers are due in the D2L submission box on Monday April 19, 2021 at Midnight – please combine the two responses into a single Word or PDF document.

Final Mark break-down:

☞ Article Analysis #1	20 %
☞ Midterm Exam	30 %
☞ Article Analysis #2	20 %
☞ Final Exam	30 %

Due dates: Due dates are firm – Midnight on the day specified in the course outline. Unless there is a medical or family emergency, extensions for the Article Analyses will receive a 5% deduction per day. Midterm and Final Exam will not be accepted after the due date without approval from the instructor (based on a medical or family emergency).

If your assignment is late because of illness or family emergency, 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 exam due date on April 19 without prior permission from the instructor.

Note: If you find you are unable to write a test or complete an assignment, please e-mail me. It is your responsibility to inform me of any difficulties completing course components.

Evaluation: All assignments 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 a paper.

Footnote/Bibliography format: You must use Chicago Style (Turabian) 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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. 11-17)


LECTURE: First Nations' Origins and the Adaptations to the Natural Environments

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 2.

ON D2L:  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. 18-24)

LECTURE: First Nations Societies and Europe Before Contact

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 3.


Week 3 (Jan. 25-31)

LECTURE: French Explorations and the Creation of New France, 1524-1689.

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 4.

Article Analysis #1, Option 1: 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.

 **Article Analysis #1, Option 1, due on Monday Jan. 25 at Midnight**

Week 4 (Feb. 1-7)

LECTURE: Colonial Conflicts to 1763


 Belshaw, *Canadian History: Pre-Confederation*, Chapter 5 & 6.


Week 5 (Feb. 8-14)

LECTURE: The Atlantic Fisheries and Western Fur Trade

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 8.

Article Analysis #1, Option 2: Labour Relations in the Staple Economies

ON D2L:  Linda Little, "Collective Action in Outport Newfoundland: A Case Study from the 1830s." *Labour / Le Travail*, 26 (Fall 1990), 7-35.

 **Article Analysis #1, Option 2, due on Monday Feb. 8 at Midnight**

Week 6 (Feb. 15-21)

Feb. 15-19: Reading Break – no classes

Week 7 (Feb. 22-28)

LECTURE: Conquest of New France and the American War of Independence, 1763-1812.


 Belshaw, *Canadian History: Pre-Confederation*, Chapter 7.

Week 8 (March 1-7)

 **MIDTERM EXAM – due on Monday March 1, 2021 at Midnight**


Week 9 (March 8-14)

LECTURE: Effects of Conflicts and Migration on British North America, 1815-1850


 Belshaw, *Canadian History: Pre-Confederation*, Chapter 10.

Week 10 (March 15-21)

LECTURE: The Rebellions of 1837: Upper and Lower Canada, 1815-1837

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 11.


Article Analysis #2, Option 1: 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.


 **Article Analysis #2, Option 1, due on Monday March 15 at Midnight**

Week 11 (March 22-28)

LECTURE: Early Exploration, the Fraser River Gold Rush and the Creation of a united British Columbia, 1778-1866

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 13.

Article Analysis #2, Option 2: 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.

 **Article Analysis #2, Option 2, due on Monday March 22 at Midnight**

Week 12 (March 29-April 4)


LECTURE: Road to Confederation: Economic Factors, 1830s-1860s

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 9.


April 2-5: Easter Weekend

Week 13 (April 5-11)


LECTURE: Canadian Confederation, 1861-1873

 Belshaw, *Canadian History: Pre-Confederation*, Chapter 14.

Week 14 (April 12-18)

 **April 12: Final Exam Questions will be posted on D2L – the Final Exam responses will be due at Midnight on April 19, 2021. Please submit Word or PDF document online before the deadline (same process as for Midterm).**

End of Term

 **Note:** All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act.** Violations may result in disciplinary action.