

COURSE SYLLABUS



COURSE TITLE: HIST-110: Inventing Canada: History of Canada Before Confederation

CLASS SECTION: 001

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): Lectures, Seminars

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

INSTRUCTOR DETAILS

NAME: Chris Morier

EMAIL: morier@camosun.bc.ca

OFFICE: Y320

HOURS: Tues / Thurs, 12:30 – 2:30 pm (phone calls only – 250-370-3518); or by appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course examines social, cultural, political and economic developments leading to the creation of Canada. It includes a study of Indigenous societies, European colonization and its legacy, Indigenous-European relations, French-English relations and the growing shift in focus from a local to a continental structure.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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.

Class updates, reminders, and information will also be posted regularly on the History 110 D2L site. Students are advised to get in the habit of checking the site for updates several times a week.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1	Weds, 08 Sept - Introduction: Welcome To Hist 106!	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 2	Mon, 13 Sept - Pre-Contact Indigenous Peoples (L1,2) Weds, 15 Sept - The Europeans Arrive (L3)	Text: Preface/ Chp 1
Week 3	Mon, 20 Sept – Indigenous Peoples / Europeans (L4,5) Weds, 22 Sept – Seminar: Topic One Coursepack Articles	Text: Chp 2
Week 4	Mon 27 Sept – The Colony of New France (L6,7) Weds, 29 Sept – Seminar: Topic Three Coursepack Articles	Text: Chp 3
Week 5	Mon, 04 Oct – Social Life and Family in New France (L8,9) Weds, 06 Oct – Seminar: Topic Four Coursepack Articles	Text: Chp 4
Week 6	Mon, 11 Oct – Thanksgiving Day: College Closed Weds, 13 Oct – New France and the Acadians (L10)	Term Paper Proposal Due on Weds, 13 Oct
Week 7	Mon, 18 Oct – The HBC / Conquest of New France (L11,12) Weds, 20 Oct – Seminar: Topic Five Coursepack Articles	Text: Chp 5
Week 8	Mon, 25 Oct - In-Class Midterm Exam Weds, 27 Oct – Workshop: Writing a History Essay	
Week 9	Mon 01 Nov – The Northwestern Fur Trade (L13,14) Weds, 03 Nov – Seminar: Topic Nine Coursepack Articles	Text: Chp 6
Week 10	Mon, 08 Nov – The West Beyond the West (L15,16) Weds, 10 Nov – Seminar: Topic Ten Coursepack Articles	Term Paper Due on Monday, 08 Nov
Week 11	Mon, 15 Nov – British North America (L17) Weds, 17 Nov – Seminar: Topic Five Coursepack Articles	Text: Chp 7
Week 12	Mon, 22 Nov – The War of 1812 and its Aftermath (L18,19) Weds, 24 Nov – Seminar: Topic Six Coursepack Articles	Text: Chp 8
Week 13	Mon, 29 Nov – Rebellions / Union of the Canadas (L20,21) Weds, 01 Dec – Seminar: Topic Seven Coursepack Articles	Text: Chp 9-10
Week 14	Mon, 06 Dec – The Road to Confederation (L22,23) Weds, 08 Dec – The Northwest and Confederation (L24)	Text: Chp 11-12
Final Exam; Date TBA	Dec 13 th – 21 st : Final Exam Period	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION		WEIGHTING
Term Paper Proposal	Due: Weds, 13 Oct	5%
In-Class Midterm Exam	Mon, 25 Oct	25%
Term Paper	Due: Mon, 08 Nov	25%
Seminar Participation	Ongoing (Weeks 3-14)	20%

DESCRIPTION	WEIGHTING
In-Class Final Exam	Date: TBA 25%
	TOTAL 100%
If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf	

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

COURSE GUIDELINES & EXPECTATIONS

[Research Paper Proposal](#)

This assignment is worth 5% of your final grade and is **due on Wednesday, 13 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, 25 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 ten times over the fall term. Participation marks are worth 20% of your final grade. Marks will be calculated on Wednesday, 08 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 Monday, 08 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.

LATE PENALTIES 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/wifi problems will not be accepted as a valid reason for a late essay. No extensions will be considered except in cases of medical, psychological, or family emergency. 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, 08 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 13-21 December). 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.

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.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures"

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.