

COURSE SYLLABUS



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

CLASS SECTION: 001

TERM: Fall 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In-Person / On-Campus

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](#).

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

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.

INSTRUCTOR DETAILS

NAME: Dr. Christian Lieb

EMAIL: LiebC@camosun.bc.ca

OFFICE: Young 323 (Lansdowne)

HOURS: Monday and Wednesday 12:30-2:30, Tuesdays and Thursdays 9:30-10:30, 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

- 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.

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 1 (Sept. 6-11)

Sept. 7: Course Business and Introduction

Week 2 (Sept. 12-18)

Sept. 12: LECTURE: First Nations' Origins and the Adaptations to the Natural Environments

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

Sept. 14: Seminar: First Nations' Origins

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>

📖 Alex Ewen, "How Linguists Are Pulling Apart the Bering Strait Theory." from *Indian Country Today Media Network* (all discussion readings are available on D2L)

Week 3 (Sept. 19-25)

Sept. 19: LECTURE: First Nations Societies and Europe to Contact

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

Sept. 21: Seminar: First Contacts

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 4 (Sept. 26-Oct. 2)

Sept. 26: LECTURE: French Explorations and the Creation of New France, 1524-1689.

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

Sept. 28: Seminar: 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 5 (Oct. 3-9)

Oct. 3: LECTURE: Colonial Conflicts to 1763

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

Oct. 5: Seminar: Women and War in Iroquois (Nadouek) Society

ON D2L: 📖 Kathryn Magee, "They are the Life of the Nation": Women and War in Traditional Nadouek Society," *The Canadian Journal of Native Studies* 28, 1 (2008), 119-138.

Week 6 (Oct. 10-16)

Oct. 10: Thanksgiving Monday – no classes

Oct. 12: Seminar: Library Research Workshop

Week 7 (Oct. 17-23)

Oct. 17: LECTURE: The Atlantic Fisheries and Western Fur Trade

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

Oct. 19: Seminar: 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.

☞ ***Midterm Exam Questions posted on D2L (12:00 noon)***

Week 8 (Oct. 24-30)

☞ ***Midterm Exam due on D2L (Oct. 24 at 12:00 noon)***

Oct. 24: LECTURE: Conquest of New France and the American War of Independence, 1763-1812. 📖 Belshaw, *Canadian History: Pre-Confederation*, Chapter 7.

Oct. 26: Seminar: Frontier Communities

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

Week 9 (Oct. 31-Nov. 6)

Oct. 31: LECTURE: Effects of Conflicts and Migration on British North America, 1815-1850

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

Nov. 2: Seminar: **How to Write a Research Paper**

ON D2L: History Department Style Guide (under “Course Resources”)

Week 10 (Nov.7-13)

Nov. 7: LECTURE: The Rebellions of 1837: Upper and Lower Canada, 1815-1837

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

Nov. 9: Seminar: Rebellions of 1837

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.

Week 11 (Nov. 14-20)

Nov. 14: 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.

Nov. 16: Seminar: 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 12 (Nov. 21-27)

Nov. 21: LECTURE: Road to Confederation: Economic Factors, 1830s-1860s

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

Nov. 23: Seminar: 📖 Scott W. See, ““An Unprecedented Influx’: Nativism and Irish Famine Immigration to Canada,” *American Review of Canadian Studies* 30, no. 4 (2000), 429-453.

☞ **Research Paper due on D2L at 12:00 noon.**

Week 13 (Nov. 28-Dec. 4)

Nov. 28: LECTURE: Canadian Confederation, 1861-1867

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

Nov. 30: Seminar: 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 (Dec. 5-10)

Dec. 5: LECTURE: Expanding Canada’s territory from sea to sea, 1867-1873

Dec. 7: Final Exam Q&A

☞ **Dec. 7: Final Exam Questions will be posted on D2L at 12:00 noon**

☞ **Dec. 14: Final Exam responses will be due at Midnight (11:59 pm) on Wednesday Dec. 14, 2022. Please submit Word or PDF document online on D2L 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.

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 notice is required. Deadlines can 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
☞ Midterm Exam	25%
☞ Research Paper	30%
☞ Discussion Groups	20%
☞ Final Exam	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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Please note the deadlines for assignments in the course schedule above – all assignments for this course will be submitted on D2L before the closing dates.

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.

☞ **Course Requirements:**

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 20% 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) **Midterm Exam (25%):**

The 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 five days before the due date and will be submitted online through the **D2L submission box on Monday Oct. 24, 2022 at 12:00 noon** – please combine the two responses into a single Microsoft Word or PDF document (other formats do not open on D2L).

3) **Research Paper (30%)**

This essay requires a minimum of **four academic secondary and one primary source** - see 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 is a more detailed guide on how to write a research paper under the “Course Resources” on D2L. There will also be a seminar on the topic on November 9.

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

The Research Paper is due on Wednesday Nov. 23, 2022 at 12:00 noon on D2L.

4) **Final Exam (25%):**

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, textbook, and discussion groups, and to discuss these with reference to significant names, dates and locations. As with the Midterm, context and questions will be posted on D2L, this time, a week prior to the due date.

The Final Exam papers are due in the D2L submission box on Wednesday Dec. 14, 2022 at Midnight (11:59 pm) – please combine the two responses into a single Microsoft Word or PDF document.

Due dates: Assignments must be submitted to the online submission box on D2L at the time and date listed above.

Marks will be deducted at the rate of 5% per day for late assignments. If your assignment is late because of illness or a credible family emergency, please make sure to inform the instructor by e-mail as soon as possible – ideally before the deadline. The Midterm and Final Exam submission boxes on D2L will close at midnight (11:59 pm) on the due dates, so make sure to upload it before those times. **No assignments will be accepted after the final exam date on April 20, 2022 without prior permission from the instructor.**

Note: If you find you are unable to complete an assignment, please e-mail me prior to the due dates, or as close to them as possible. It is the student’s responsibility to inform me of any difficulties completing course components.

A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person’s words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author’s words or ideas without using a footnote to cite the source.
3. Copying another student’s work, either on assignments or exams.

More information can be found in the Arts and Science Academic Honesty Guidelines, posted in the Course Overview on D2L.

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

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/>.

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.