

# **EFFECTIVE: SEPTEMBER 2004** CURRICULUM GUIDELINES

А.	Division: INSTRUCTIONAL		Effective Date:		SEPTEMBER 2004				
B.	Department / Program Area:	HISTORY FACULTY OF HUMANITIES & SOCIAL SCIENCES		Revision	Х	New (	Course		
				If Revision, Section(	s)	C, F			
				Revised: Date of Previous Rev Date of Current Revi		MAY APRI	2002 IL 2004		
C:	HIST 1	113 D: CANADA I	BEFO	RE CONFEDERATI	ION	<b>E:</b>	3		
	Subject & Course No. Descrip			ve Title			Semester Credits		
F:	Calendar Description: After a brief introduction to the methods of historical investigation, this course examines themes in the history of Canada before Confederation. It probes some aspects of early Canadian history long studies by historians such as colonial government in New France and British North America, the Conquest, and the Rebellions of 1837-38. It also introduces students to topics which have only recently attracted the attention of historians. These include the position of Native societies within and without European colonies, the growth of education and social reform, and the strains of immigration.								
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Seminar			Course Prerequisite	s:				
				Course Corequisites	5:				
	Number of Cont for each descript <b>Lecture</b>	act Hours: (per week / semester or) 2 hrs. per week / semester	J:	Course for which th	is Cours	se is a P	Prerequisite		
	Seminar	2 hrs. per week / semester	K:	Maximum Class Siz	ze:				
	Number of Weeks per Semester: 15			35					
L:	PLEASE INDIC	CATE:	1						
	Non-Credit								
	College Cr	College Credit Non-Transfer							
	X College Credit Transfer:								
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)								

M:	Course Objectives / Learning Outcomes					
	At the end of the course the student will have demonstrated the following skills:					
	1.	The critical examination of historical sources (reading history). These sources include not only survey texts and articles but also short monographs and extended primary sources.				
	2.	The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include annotated bibliographies, medium-length essays (1500-3000 words), comparative book reviews, and three-hour final examinations.				
	3.	The independent analysis of the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).				
N:	Cou	urse Content:				
	Syllabus (for 15 teaching weeks): <u>Note</u> : Content may vary according to the instructor's selection of topics.					
	Introduction to Historical Method (Some of these sessions will be interspersed in other units)					
	(301	ne of these sessions will be interspersed in other units)				
	1. 2. 3.	What is History? Can History be objective? Writing a History essay				
	4. Library research for a History assignment					
	<u>New</u> 5. 6. 7. 8. 9.	<ul> <li><u>v France</u></li> <li>Relations with Amerindians</li> <li>Royal Province: State, Church, and Family</li> <li>Economy</li> <li>Louisbourg and Acadia</li> <li>Anglo-French Conflict(s)</li> </ul>				
	<u>Briti</u> 10. 11. 12. 13. 14. 15.	ish North America - 1760 - 1821 Conquest: The Early Years Revolution Rejected in Nova Scotia Natives from the Royal Proclamation to the War of 1812 Mid-term Examination Upper and Lower Canada Fur Trade in the West				
	British North America - 1821-1867					
	<u>biii</u> 16. 17. 18. 19. 20.	Aristocracy, Democracy, and Rebellions of 1837-38 Women on the Frontier Immigration: the Irish Experience Social Reform Responsible Government				
	<ol> <li>21.</li> <li>22.</li> <li>23.</li> <li>24.</li> </ol>	Maritime Developments Education Economic Transformation Literary Reflections				
	25. 26. 27. 28. 29	Mixed Bloods & Whites in Red River Colony of British Columbia Toward Confederation Review and Revision Final Examination				

29. Final Examination

### **O:** Methods of Instruction

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student relations and criticisms and as a testing ground for student hypotheses. The instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential

#### P: Textbooks and Materials to be Purchased by Students

Texts will be chosen from the following list, to be updated periodically:

- Bumsted, J. ed. Interpreting Canada's Past 1, Pre-Confederation. 2<sup>nd</sup> ed. Toronto: Oxford University Press, 1993.
- Conrad, M., and A. Finkel, <u>History of the Canadian Peoples, I, Beginnings to 1867</u>. 3<sup>rd</sup> ed. Toronto: Addison Wesley Longman, 2002.
- Francis, R.D., R. Jones, and D.B. Smith. <u>Origins: Canadian History to Confederation</u>. 4th ed. Toronto: Harcourt Canada, 2000.
- Francis, R.D. and D.B. Smith, eds. <u>Readings in Canadian History: Pre-Confederation</u>. 6<sup>th</sup> ed. Toronto: Harcourt Canada, 2002.
- Gaffield, C. ed. <u>The Invention of Canada: Readings in Pre-Confederation History</u>. Toronto: Copp Clark Longman, 1994.
- Jaenen, C., and C. Morgan, eds. <u>Material Memory: Documents in Pre-Confederation History</u>. Don Mills, Ont.: Addison-Wesley, 1998.
- Moodie, S. Roughing it in the Bush. Ed. C. Ballstadt. Ottawa: Carleton University Press, 1988.
- Thorner, T., ed. <u>A Few Acres of Snow: Documents in Canadian History, 1577 1867.</u> Peterborough, Ont.: Broadview Press, 1997
- Wallace, C.M., and R.M. Bray, eds. <u>Reappraisals in Canadian History: Pre-Confederation</u>. 3<sup>rd</sup> ed. Scarborough, Ont.: Prentice Hall Allyn & Bacon Canada, 1999.
- Wilton, C., ed. <u>Change and Continuity: A Reader on Pre-Confederation Canada.</u> Toronto: McGraw-Hill Ryerson, 1992.

#### Q: Means of Assessment

The evaluation of this course follows Douglas College policies. During the first week of classes the instructor will provide students with typed course outline handout setting out the evaluation scheme of the course. A <u>sample</u> evaluation scheme follows.

SAMPLE EVALUATION
-------------------

Essay #1	15 %
Midterm Examination	15 %
Outline/Consultation for Essay #2	3 %
Essay #2	27 %
Final Examination	25%
Participation	15%
TOTAL	<u>100%</u>

## HIST 1113 - CANADA BEFORE CONFEDERATION

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR
No.

Course Designer(s): F. Leonard

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

© Douglas College. All Rights Reserved.