

EFFECTIVE: MAY 2003 CURRICULUM GUIDELINES

A.	Division:	INSTRUCTIONAL		Effective Date:	MAY 2003		
B.	Department / Program Area:	HISTORY HUMANITIES & SOCIAL	XY HITIES & SOCIAL SCIENCES		X New Course		
				If Revision, Section(Revised:	N, P, Q, R		
				e of Previous Revision: e of Current Revision:	MAY 1995 FEBRUARY 2003		
C:	HIST 210	D :	BRITISH CO	OLUMBIA	E: 3		
	Subject & Cour	rse No.	Descriptive	Title	Semester Credits		
F:	Calendar Descri	ption:					
	This course investigates the development of British Columbia from the fur trade era to the present. The themes of race, class gender and community will be explored to link topics. Topics include Native-white relations during the fur trade, the debates on Confederation, life in resource extraction communities, the growth of a provincial metropolis in Vancouver, the changing roles of women and workers, Asian immigration and white nativist response, the rise of Social Credit, and the historical background for recent Native land claims.						
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings:			H: Course Prerequisites: ONE 100-LEVEL HISTORY COURSE			
			I:	Course Corequisites:			
	Lecture Seminar Number of Contact Hours: (per week / semester for each descriptor)			NONE			
			r J:	Course for which this Co	ourse is a Prerequisite		
				NONE			
		2 hrs. per week / semester 2 hrs. per week / semester	K:	Maximum Class Size:			
		ks per Semester: 15	K.	35			
L:	PLEASE INDIC	ASE INDICATE:					
	Non-Credit						
	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 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: Course Content:

Note: Content may vary according to the instructor's selection of topics.

Introduction

- 1. Review of Historical Terms and Methods
- 2. Research Strategies for a Major Paper
- 3. Historiography

Native History, Colonization, Confederation

- 4. British Columbia First Nations
- 5. Marine and Land Fur Trades
- 6. Governor Douglas' Regime(s): Colony and Gold Rush
- 7. Confederation
- 8. Provincial Politics: Fight Ottawa
- 9. Women on the British Columbia Frontier

Integration: 1885 - 1945

- 10. Railways, Industry and Labour
- 11. Pushing Aside Natives
- 12. Asian Immigration
- 13. Education: Rich and Poor, White and Native, Male and Female
- 14. Mid-term Examination
- 15. Urbanization, Metropolitanism, and Boosterism: Vancouver
- 16. Living in Resource Extraction Communities
- 17. Sport, Leisure, and Class
- 18. Morality, Social Reform, and Crime
- 19. Morality, Social Reform, and Crime
- 20. Great Depression and British Columbia Responses
- 21. The Evacuation of Japanese Canadians

British Columbia since 1945

- 22. Women and Work
- 23. W.A.C. Bennett and Social Credit
- 24. Northern Development
- 25. War in the Woods: Economic and Environmental Concerns
- 26. Native Land Claims

O: Methods of Instruction

An examination of a series of problems in the history of British Columbia will give the student ample opportunity to practice and improve these skills. (See objectives).

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student reactions and criticisms and as a testing ground for student hypotheses. By acting as referee and devil's advocate, 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:

Barman, J. <u>The West Beyond the West: A History of British Columbia</u>. 2nd ed. Toronto: University of Toronto Press, 1996.

Barman, Jean, R.A.J. McDonald, and J. Wade, eds. <u>Readings in the History of British Columbia</u>. 2nd ed. Burnaby: Open Learning Agency, 1997.

Calam, J., ed. <u>Alex Lord's British Columbia: Recollections of a Rural School Inspector, 1915-36.</u> Vancouver: UBC Press, 1991.

Creese, G., and V. Strong-Boag, eds. <u>British Columbia Reconsidered</u>. Vancouver: Press Gang, 1992.

Harris, R.C. <u>The Resettlement of British Columbia: Essays on Colonialism and Geographical Change</u>. Vancouver: UBC Press, 1997.

Johnston, H.J.M., ed. <u>The Pacific Province: A History of British Columbia</u>. Vancouver: Douglas & McIntyre, 1996.

Jones, J.F., ed. <u>Hobnobbing with a Countess and Other Okanagan Adventures: The Diaries of Alice Barrett</u> Parke, 1891 - 1900. Vancouver: UBC Press, 2001.

McDonald, R.A.J. <u>Making Vancouver</u>: Class, Status and Social Boundaries, 1863 - 1913. Vancouver: UBC Press, 1996.

Ormsby, M.A., ed. <u>A Pioneer Gentlewoman in British Columbia: the Recollections of Susan Allison</u>. University of British Columbia Press, 1976.

Special Issues of BC Studies or Journal of Canadian Studies may be ordered for purchase as texts.

Q:	Means of Assessment The evaluation of this course follows Douglas College policies as outlined in the current calendar. During the first week of classes the instructor will provide students with a typed course outline handout setting out the evaluation scheme of the course. A copy of this handout will be filed with the History discipline Chair. A sample evaluation scheme follows. SAMPLE EVALUATION						
	Written/Oral Analysis of Article Bibliography - Review Analysis Mid-term Examination Research Essay Final Examination Class/Seminar Participation	10% 10% 10% 30% 25% 15%					
	TOTAL	<u>100%</u>					
R:	Prior Learning Assessment and Recog No.	nition: specif	y whether course is open for PLAR				
Cours	se Designer(s): J. Gresko, F. Leonard, R. Wylie		Education Council / Curriculum Committee Representative				
Dean	/ Director		Registrar				

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