

# **EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES**

A:	Division:	INSTRUCTIONAL	Effective Date:	SEPTEMBER 2004	
В:	Department / Program Area:	HISTORY FACULTY OF HUMANITIES OF SOCIAL SCIENCES	Revision X	New Course	
			If Revision, Section(s)	С, Н	
			Revised: Date of Previous Revision:	MAY 2003	
			Date of Current Revision:	APRIL 2004	
C:	HIST 22	210 D: BRI	TISH COLUMBIA	E: 3	
	Subject & Cor		Descriptive Title	Semester Credits	
F:	present. The the white relations of growth of a prov	ption: This course investigates the demes of race, class gender and commuluring the fur trade, the debates on Covincial metropolis in Vancouver, the st response, the rise of Social Credit	nunity will be explored to link top Confederation, life in resource extended changing roles of women and we	pics. Topics include Native- traction communities, the orkers, Asian immigration	
G:	Allocation of Co Learning Setting	ontact Hours to Type of Instruction / gs	_		
	Primary Methods of Instructional Delivery and/or Learning Settings:			ONE 1100-LEVEL HISTORY COURSE	
	Lecture and Se	minar	<b>I:</b> Course Corequisites:		
			NONE		
		tact Hours: (per week /semester for	T. G. G. Li Li Li		
	each descriptor)		<b>J:</b> Course for which this	s Course is a Prerequisite	
	Lecture: Seminar:	2 hrs. per week / semester 2 hrs. per week / semester	NONE		
	Number of Wee	ks per Semester: 15	K: Maximum Class Size	:	
			35		
L:	PLEASE INDIC	CATE:			
	Non-Cree	dit			
	College (	Credit Non-Transfer			
	X College (	Credit Transfer:			
	SEE BC TRAN	SFER GUIDE FOR TRANSFER DI	ETAILS ( <u>www.bccat.bc.ca</u> )		

## **M:** Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:

- 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

## <u>Integration: 1885 - 1945</u>

- 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. North 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>. 2<sup>nd</sup> 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>. 2<sup>nd</sup> 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 Parke</u>, <u>1891 - 1900</u>. Vancouver: UBC Press, 2001.

McDonald, R.A.J. <u>Making Vancouver: Class, Status and Social Boundaries, 1863 - 1913</u>. 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 <u>BC Studies</u> or <u>Journal of Canadian Studies</u> 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	10%			
	Bibliography - Review Analysis	10%			
	Mid-term Examination	10%			
	Research Essay	30%			
	Final Examination	25%			
	Class/Seminar Participation	15%			
	TOTAL	<u>100%</u>			
R:	Prior Learning Assessment and Recog	nition: specify	whether course is open for PLAR		
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			whether course is open for PLAR  Education Council / Curriculum Committee Representative		
	No.				
	No.				
Cours	No.				

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