

A: Division: Instructional
 B: Department: Arts & Humanities

Date: May 16, 1995
 New Course:
 Revision of Course: X
 Dated: May 1988

C: HIST 113 D: CANADA BEFORE CONFEDERATION E: 3
 Subject & Course No. Descriptive Title Semester Credit

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 studied by historians such as colonial government in New France and British North America, the Conquest, and the Rebellions of 1873-38. 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.

Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F

1988.05.31
 Sections: D,F,G,J,K,M,N,O
 P,Q,R

1995.05.16
 Sections: F,M,N,O,P,Q,R

G: Type of Instruction: Hours per Week/per Semester

Lecture	2	Hrs.
Laboratory		Hrs.
Seminar		Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other - Tutorial	2	Hrs.
TOTAL	4	HOURS

H: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite:

All 200-level courses

K: Maximum Class Size:

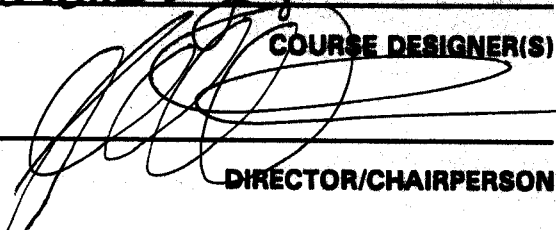
35

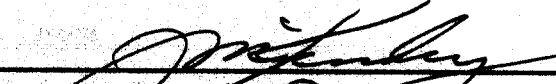
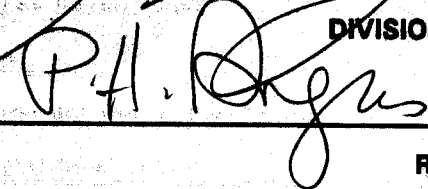
L: College Credit Transfer X
 College Credit Non-transfer

M: Transfer Credit:

Requested:
 Granted: X
 Specify Course Equivalents or Unassigned Credit as Appropriate:

UBC: HIST 113/114 = Hist 135 (6)
 SFU: HIST 113 = Hist 101 (3)
 UVic: HIST 113/114 = Hist 130 (3)
 Other: See B.C. Transfer Guide

Frank Leonard Jacqueline Beato
 COURSE DESIGNER(S)

 DIRECTOR/CHAIRPERSON


 DIVISIONAL DEAN

 REGISTRAR

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Texts will be chosen from the following list:

Bennett, P.W., and C.J. Jaenen, eds. Emerging Identities: Selected Problems....
Scarborough: Prentice-Hall, 1986.

Bercuson, D., et al., eds. Colonies: Canada to 1867. Toronto: McGraw-Hill
Ryerson, 1992.

Bumsted, J. The Peoples of Canada: A Pre-Confederation History. Toronto:
Oxford University Press, 1992.

Bumsted, J. ed. Interpreting Canada's Past. Vol. II. Pre-Confederation. 2nd ed.
Toronto: Oxford University Press, 1993.

Conrad, M., A. Finkel, and C. Jaenen. History of the Canadian Peoples. Vol. I.
Beginnings to 1867. Toronto: Copp Clark Longman, 1993.

Francis, R.D., R. Jones, and D.B. Smith. Origins: Canadian History to
Confederation. 2nd ed. Toronto: Harcourt Brace, 1992.

Francis, R.D. and D. B. Smith, eds. Readings in Canadian History. Vol. II. Pre-
Confederation. Toronto: Harcourt Brace, 1994.

Finlay, J.N. Pre-Confederation Canada: The Structure of Canadian History.
Scarborough: Prentice-Hall, 1990.

Gaffield, C. ed. The Invention of Canada: Readings in Pre-Confederation History.
Toronto: Copp Clark Longman, 1994.

Gilbert, A.D., C.M Wallace, and R. M. Bray, eds. Reappraisals in Canadian History:
Pre-Confederation. Scarborough: Prentice-Hall, 1992.

Thorner, T., ed. The Dream Time. Vol. I. Readings for Hist 113. Surrey: Kwantlen
University College, 1994.

Wilton, C., ed. Change and Continuity: A Reader on Pre-Confederation Canada.
Toronto: McGraw-Hill Ryerson, 1992.

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;

R: Course Evaluation

O. COURSE OBJECTIVES

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 short essays (under 2000 words), reviews, research note cards, library research exercises, and two-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).

P. COURSE CONTENT

Syllabus (for 14 teaching weeks):

Note: 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)

1. What is History?
2. Can History be objective?
3. Writing a History essay
4. Library research for a History assignment

New France

5. Relations with Amerindians
6. Royal Province: State, Church, and Family
7. Economy
8. Louisbourg and Acadia
9. Anglo-French Conflict(s)

British North America

10. Conquest: The Early Years
11. Revolution Rejected in Nova Scotia
12. Natives from the Royal Proclamation to the War of 1812
13. Upper and Lower Canada
14. War of 1812 and its Political Consequences
15. Fur Trade in the West
16. Aristocracy and Democracy
17. Rebellions of 1837-38
18. Immigration (Case Study: The Irish)
19. Social Reform
20. Responsible Government
21. Maritime Developments
22. Education
23. Economic Transformation

- 24. Literary Reflections
- 25. Mixed Bloods and Whites in Red River
- 26. Colony of British Columbia
- 27. Toward Confederation
- 28. Review and Revision
- 29. Final Examination

Q. METHOD OF INSTRUCTION

An examination of a series of problems in the history of early Canada 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 relations 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. Reluctance to participate can result in a failing grade for the class work section of the term evaluation since credit cannot be given for work not done.

R. COURSE EVALUATION

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 typed course outline handout setting out the evaluation scheme of the course. A copy of this handout will be filed with the History discipline convenor. A sample evaluation scheme follows.

SAMPLE EVALUATION

Essay #1	17%
Midterm Examination	13%
Outline/Consultation for Essay #2	3%
Essay #2	27%
Final Examination	23%
Participation	<u>17%</u>
TOTAL	<u>100%</u>