



EFFECTIVE: MAY 2003
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **MAY 2003**

B. Department / **HISTORY** Revision New Course
 Program Area: **HUMANITIES & SOCIAL SCIENCES**
 If Revision, Section(s) Revised: **N, P, Q, R**
 Date of Previous Revision: **MAY 1995**
 Date of Current Revision: **FEBRUARY 2003**

C: **HIST 209** D: **WESTERN CANADA** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
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F: Calendar Description: This course examines the evolution of the region which became the prairie provinces from the fur trade era to the present. The themes of race, class, and community are explored. Topics include the growth and dislocation of Metis communities, the marginalization of Natives, the settlement experience on the agricultural frontier, the changing roles of women and workers within prairie society, the creation of “protest” political parties such as the CCF and Social Credit, and the oil boom in Alberta.		
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G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Seminar Number of Contact Hours: (per week / semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester Number of Weeks per Semester: 15	H: Course Prerequisites: ONE 100-LEVEL HISTORY COURSE I: Course Corequisites: NONE J: Course for which this Course is a Prerequisite NONE K: Maximum Class Size: 35	
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L: PLEASE INDICATE:

<input type="checkbox"/>	Non-Credit
<input type="checkbox"/>	College Credit Non-Transfer
<input checked="" type="checkbox"/>	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 (from 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 to Historical Method

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

Native History and the Fur Trade

4. Prairie First Nations
5. The Fur Trade
6. Selkirk's Colony and the North West Company
7. Red River Settlement: Growth, Conflict, and Canadian Invasion.

Settlement and Politics to 1905

8. Manitoba, the First Western Province
9. The National Policy and the West
10. Settlement: Homestead and Family Farm
11. The Northwest Rebellion
12. Mid-term Examination

The West in a Cycle

13. The emergence of two new provinces: Saskatchewan and Alberta
14. Building infrastructure – Railways
15. Urbanization - Winnipeg
16. Immigration and Nativism

1914 - 1945 The West: Politics and Society

17. The Great War
18. White Women, the Farm and the Vote
19. Labour and Strikes
20. The Depression
21. Social Credit in Alberta
22. World War II
23. Democratic Socialist Experiment in Saskatchewan

The West Since 1945

24. Oil
25. Northern Development
26. Intergovernmental Relations - Energy Policy
27. Prairies as Region and Western Regionalism

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 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, to be updated periodically:

Campbell, M. Halfbreed. Toronto: McClelland and Stewart, 1973.

Carter, S. Aboriginal People and Colonizers of Western Canada to 1900. Toronto: University of Toronto Press, 1999.

Fisher, R. and K. Coates, eds. Out of the Background: Readings on Canadian Native History. 2nd edition
Toronto: Copp Clark, 1996.

Francis, D. and H. Palmer, eds. The Prairie West: Historical Readings. 2nd ed.
Edmonton: Pica Pica Press, 1992.

Friesen, G. The Canadian Prairies: A History. Toronto: University of Toronto Press, 1984.

Laurence, M. The Stone Angel. Toronto: M & S , 1998.

Peterson, J. and J. Brown. The New People: Being and Becoming Metis in North America.
Winnipeg: University of Manitoba Press, 1985.

Thompson, J.H. Forging the Prairie West. Toronto: Oxford University Press, 1998

Boisey, Paul Leonard. Vulcan: The Making of a Prairie Community. Toronto: University of Toronto Press, 1988.

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 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 Recognition: specify whether course is open for PLAR

No

Course Designer(s): F. Leonard

Education Council / Curriculum Committee Representative

Dean / Director

Registrar