



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

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

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

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

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

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

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

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

Ormsby, M.A., ed. A Pioneer Gentlewoman in British Columbia: the Recollections of Susan Allison.  
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	10%
Bibliography - Review Analysis	10%
Mid-term Examination	10%
Research Essay	30%
Final Examination	25%
Class/Seminar Participation	<u>15%</u>
 TOTAL	 <u>100%</u>

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No.

\_\_\_\_\_  
Course Designer(s): J. Gresko, F. Leonard, R. Wylie

\_\_\_\_\_  
Education Council / Curriculum Committee Representative

\_\_\_\_\_  
Dean / Director

\_\_\_\_\_  
Registrar