



**COURSE OUTLINE**

**HIST 135**

**CANADIAN HISTORY TO 1867**

**45 HOURS  
3 CREDITS**

PREPARED BY: Amanda Graham

DATE: August 2016

APPROVED BY: Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL

DATE:

RENEWED BY ACADEMIC COUNCIL

DATE:



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CANADIAN HISTORY TO 1867

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<b>INSTRUCTOR:</b> Amanda Graham, MA	<b>OFFICE HOURS:</b>
<b>OFFICE LOCATION:</b> A2517	<b>CLASSROOM:</b> C1511
<b>E-MAIL:</b> agraham@yukoncollege.yk.ca	<b>TIME:</b> 10:30 am to Noon
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**COURSE DESCRIPTION**

This course explores Canada's history from its first occupation through its transformation from colonial appendage of France and England into the Dominion of Canada through the Confederation period to the consolidation of the country marked by the completion of the transcontinental railway in 1885. Through readings, lectures, and discussions students will develop an appreciation of the main themes in the history of early Canada including adaptation, transformation, and social, political and cultural change. Discussion in class and writing assignments will focus attention on the practice of history and lay the groundwork for a short research paper on a pre-Confederation topic.

**PREREQUISITES**

Admission to Liberal Arts or by permission of the instructor.

**EQUIVALENCY OR TRANSFERABILITY**

This course is virtually identical to every other pre-Confederation history course taught in universities across the country. You'll have no trouble transferring it to just about any program at any institution.

(see [www.bctransferguide.ca](http://www.bctransferguide.ca) or [v.gd/hist135](http://v.gd/hist135) for full transfer details)

Receiving Institution	Transfer Credit	Receiving Institution	Transfer Credit
KWAN	Hist 1113 (3)	UBCO	With YC HIST 136 = Hist 112 (3) & Hist 122 (3)

Receiving Institution	Transfer Credit	Receiving Institution	Transfer Credit
SFU	Hist 101 (3) - B-Hum	UFV	Hist 101 (3)
TRU	Hist 1120 (3)	UNBC	Hist 200 (3)
TRU-OL	Hist 1121 (3)	UVIC	HIST 131 (1.5u); With YC HIST 136 = HIST 130 (3u)
TWU	Hist 135 (3)	VIU	Hist 111 (3)
UBC	With YC HIST 136 = Hist 235 (6)		

## LEARNING OUTCOMES

Upon successful completion of the course, you will be able to

- A. Outline the main historical periods, issues and themes, and actors in pre-Confederation Canadian history;
- B. Draw connections between the events and tensions of the pre-Confederation past and contemporary affairs in Canada;
- C. Apply theoretical concepts to course material and gain knowledge about the field of history.

The course will also introduce you to the academic study and practice of Canadian history in the age of the Internet. Assignments will present opportunities to

- D. Gain practical writing, presentation and discussion experience that will stretch your analytical and critical thinking skills; and
- E. Develop your research skills by identifying high-quality digital and analogue historical sources and engaging with them critically.

## COURSE FORMAT

The classes will build on material you read before class with illustrated lectures, course site resources, which include text, images and videos, augmented by discussion, debate and writing. Six tutorial sessions will take place during the semester that will provide a venue for deeper consideration of historical themes.

## RELATED COURSE REQUIREMENTS

A willingness to read, be intellectually adventuresome and to ask why will be an enormous asset.

## ASSESSMENTS

### Attendance & Participation

Attendance and participation are expected. See below for information about the mandatory tutorial sessions.

### Assignments

#### Secondary source analysis (10%)

**Outcomes C, D and E.** Historians work to become skilled users of documents of all sorts. The article is one of the chief forms of scholarly communication and is often the locus of cutting-edge thinking in a discipline. They are assigned as readings in just about every course and discipline, including history. Being able to “consume” articles efficiently is, therefore, tremendously useful. This assignment builds on in-class demonstration and practice and asks you to find, read, analyse and summarise a journal article. Further details will be provided in class. This assignment is due **September 15**.

#### Primary source analysis (10%)

**Outcomes C, D and E.** The past is preserved in the present in many forms (we call those primary sources) and historians can use just about all of them to learn how things used to be. All those letters and government documents, maps, paintings, objects, buildings, songs, poems, photographs, films and videos contain tiny pieces of the past that, understood and arranged, contribute to a picture of the past and help tell a story of what happened and why.

This assignment builds on the skills of the secondary source analysis. In this instance, you will find and look closely at some primary source. With the aid of a checklist and in-class practice, write a short report of your encounter. Details will be provided in class. This assignment is due **September 27**.

#### Tutorials (25%)

**Outcomes All.** Once for each chapter there will be a class dedicated to a tutorial discussion and activities. The tutorial gives us space to explore themes and ideas raised by the course content. Talking about and discussing ideas helps to sharpen thinking and develop oral communication and critical skills. Digging into events and motives with peers is a vital part of learning to “do history.” Asking questions and seeking answers is how new knowledge is created.

**Participation in the tutorials is mandatory** and each will conclude with a **short in-class writing assignment on a question raised in the discussions**. One absence may be made up with an alternative ca. 500-word written assignment (two pages). Tutorials take place **September 22, October 4 and 18, November 1, 15 and 29**.

### Research assignment (20%)

**Outcomes All.** For this assignment, students will choose two separate events from the chapter timelines (or from the chapter text if preferred), one from the 19<sup>th</sup> century and one from any earlier century. In a paper of about 8 to 10 pages describe the events and their contexts and draw a connection between them. Details about this assignment will be given in class and instructions posted online. The paper is **due November 24**. Students will be asked to summarize their findings in one of the December classes.

### Tests

#### Online chapter quizzes (10%)

**Outcomes A and B.** Each chapter has a short content-focussed online multiple-choice, T/F, matching, etc., quiz that must be completed within four days of the last lecture for that chapter (September 26, October 10 and 22, November 5 and 19, and December 1). Each quiz may be taken three times (each will be somewhat different) and the mark recorded for the quiz will be the average of all attempts.

#### Final exam (25%)

**Outcomes A, B and C.** A comprehensive final, three-hour, exam will be written in the Liberal Arts exam period. It will consist of short-answer and essay questions. Geographical and visual items will be included.

### Other

None

### EVALUATION

Assignments	65 %
Tests/Quizzes	10 %
Final Exam	25 %
Total	100 %

### REQUIRED TEXTBOOK AND MATERIALS

J. M. Bumsted and Michael C. Bumsted. *A History of the Canadian People*, 5th edition. Don Mills: Oxford, 2016.

Additional readings and documents will be posted on or linked from the course site in yukoncollege.me or will be available in Yukon College journal databases.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

Attendance is integral to student success. Discussion and participation are particularly important in this class, and students are expected to attend regularly and punctually. If you miss a class, it is your responsibility to find out what you missed and to complete any work assigned.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see <http://www.yukoncollege.yk.ca/yfnccr>.

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in Section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## TOPIC OUTLINE

Week	Topic	Core Reading
1	Introduction to HIST135 and to the study of history	<i>HCP</i> : “Understanding History,” pp. xii-xxi
2	Thinking historically; boreal North America; early history of First Nations	<i>HCP</i> : Chapter 1, “The Beginnings”
3	Primary documents; Canada” to the 1620s; tutorial	
4	Europe arrives in North America; strife, resistance, trade, amity; economy	<i>HCP</i> : Chapter 2, “Europe Settles In: Newfoundland, Acadia, New France”
5	Canada 1663 - 1760; tutorial	
6	European disputes flare in the New World; exploration; other colonies; fur trade; government	<i>HCP</i> : Chapter 3, “Struggling for a Continent, 1627-1763”
7	French and English tensions in Europe and Canada; Anglo-French wars; tutorial	
8	After the Conquest; American Civil War; Loyalists;	<i>HCP</i> : Chapter 4, “Becoming and Remaining British, 1759-1815”
9	Immigration and settlement; War of 1812; tutorial	
10	The resource economy; staples; mercantilism; immigration;	<i>HCP</i> : Chapter 5, “Relying on Resources, 1815-1840”
11	Society, culture, elite politics; reform and rebellion; tutorial	
12	Free trade and industrialism; westward expansion; responsible government; imperial relationship; cultural infrastructure;	<i>HCP</i> : Chapter 6, “Becoming a Nation, 1840-1885”
13	Road to confederation; adding new territory; Métis resistance; quest for identity; tutorial	
14	Summary and review	

Other readings and materials may be assigned or advised. A detailed syllabus is provided in class and is found on the course site.