UNIVERSITY COLLEGE of the FRASER VALLEY

**PAC FORM #2**

COURSE IMPLEMENTATION DATE: [January 1976]
COURSE REVISED IMPLEMENTATION DATE: [September 2003]
COURSE TO BE REVIEWED: [September 2007]
(Four years after implementation date)

# OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **History**

| **HIST 101** | | **3** |
|---|---|---|
| COURSE NAME/NUMBER | FORMER COURSE NUMBER | UCFV CREDITS |

**Canada: Prelude to Confederation**
COURSE DESCRIPTIVE TITLE

**CALENDAR DESCRIPTION:**

Examines the development of British North America from the pre-contact era until Confederation. Topics include the British conquest, the fur trade, Anglophone/Francophone relations, the struggle for home rule, the rebellions of the 1830s, the economic transformation of central Canada, developments in the Pacific and Atlantic regions, and the origins and nature of confederation.

PREREQUISITES: **None.**
COREQUISITES: **None.**

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* For further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS

| | | |
|---|---|---|
| Lectures: | **36** | Hrs |
| Seminar: | **9** | Hrs |
| Laboratory: | | Hrs |
| Field Experience: | | Hrs |
| Student Directed Learning: | | Hrs |
| Other (Specify): | | Hrs |

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **36**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Every semester**

| | | |
|---|---|---|
| WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) | ☒ Yes | ☐ No |
| WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) | ☐ Yes | ☐ No |
| TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: | ☒ Yes | ☐ No |

AUTHORIZATION SIGNATURES:

Course Designer(s): **Bonnie Huskins**
Chairperson: *(Curriculum Committee)*

Department Head: **Eric Davis**
Dean: **Virginia Cooke**

PAC Approval in Principle Date: _____
PAC Final Approval Date: October 30, 2002

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**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

1. To encourage students to cultivate their historical skills by stepping into the shoes of those in the past and developing historical understanding, and by assessing different historical interpretations.
2. To introduce students to the nature of history as a discipline.
3. To address several of the most controversial questions in pre-Confederation Canadian history.
4. To introduce students to the nature of history as a discipline.
5. To illustrate the diversity of the pre-Confederation Canadian experience.

**METHODS:**

Students will be expected to take part in the seminars noted in the class schedule. Sometimes the seminars will take the form of a debate, at other times a discussion or some other activity. They should also be prepared to discuss text and lecture material at various times throughout the semester.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**
Credit can be awarded for this course through PLAR ☒ Yes ☐ No

**METHODS OF OBTAINING PLAR:**

Challenge exam.

**TEXTBOOKS, REFERENCES, MATERIALS:**
[Textbook selection varies by instructor. An example of texts for this course might be:]

For Lectures: Margaret Conrad et al., History of the Canadian Peoples, Vol. I: Beginnings to Confederation
For Articles: Bonnie Huskins, compiler, History 101 Coursepack

**SUPPLIES / MATERIALS:**

N/A

**STUDENT EVALUATION:**
[An example of student evaluation for this course might be:]

| | |
|---|---|
| Class participation | 10% |
| Midterm examination | 15% |
| Final examination | 20% |
| Research project | 25% |
| Proposal for project | 5% |
| Critique | 15% |
| Primary document analysis | 10% |

**COURSE CONTENT:**
[Course content varies by instructor. An example of course content might be:]

1. Introduction; Organization of Seminar

2. First Nations: more “primitive” than Europeans?
   Contact: immediately and universally detrimental?

3. Colonization and Conquest
   New France: a theocratic tyranny?
   Contact: a relationship of unequals?

4. New France = St. Lawrence?: Acadian society and the deportation
   The Acadian deportation: was it justified?

5. Conquest of the St. Lawrence: catastrophe or continuity?
   Conquest: decapitation?

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6. Examination

7. Colonization and Conflict: Contested Frontiers
   British North America: a simple preindustrial society?
   Upper and Lower Canada: political and racial rebellions?

8. Maritimes: conservative backwater?
   Newfoundland: unique?

9. Essay-writing workshop

10. The Northwest and the fur trade: just an economic exchange?

11. Capitalism and British North America in the Mid-19th Century: A Revolutionary Age?
    Industrialization, industrial capitalism and class
    Intellectual change and reform
    Gender in the 19th Century: separate spheres?
    Family in the 19th Century

12. Confederation
    Confederation: an expression of nationalism?
    Anti-Confederate sentiment

13. Review