

HISTORY 2600 B2
Grande Prairie Regional College
(FALL 1996)

Instructor: Alan Segal

Office: C410, 539-2011

Office Hours: Mondays/Wednesdays 2 - 3pm
Tuesdays/Wednesdays 6 - 6:25pm
By appointment

Course Prerequisite: None

Text:

The Peoples of Canada: A pre-confederation history -
J.M. Bumsted

Assignments:

Four Quizzes

- Each quiz is marked on a 9-point stanine range
- Your grades are totaled out of 36 and divided by 4 to get a single stanine mark out of nine
- Most if not all quiz questions will be made up of questions you hand in
- This part of the course requirement is worth 31.5% of your final mark
- Quiz 1: Preface to chapter 4
- Quiz 2: Chapters 5 - 8
- Quiz 3: Chapters 9 - 11
- Quiz 4: Chapter 12 to epilogue

One Essay

- due date to be negotiated
- Marked on a 9-point stanine scale
- Lateness penalty is 1/2 stanine per day
- This part of the course requirement is worth 31.5% of your final mark
- More details on the essay may be found on page three

Three Journals

- One journal is due the first class of each month except September
- Each journal is worth a maximum of 1 stanine
- More details on the journals may be found on page 3

Self-evaluation

- Forms to fill out will be provided
- Evaluate yourself on a 3-point scale
- Due the last class of the semester
- More details on the self-evaluation may be found on page 3
- This part of the course requirement is worth 12.5 of your final mark

The total of all stanine marks available for assignments is 24. Your marks will be totaled out of 24, a percentage will be obtained, and the percentage will be re-converted to a final stanine grade according to the following table.

Stanine Grade	Percentage Equivalent
9	90 - 100
8	80 - 89
7	72 - 79
6	65 - 71
5	57 - 64
4	50 - 56
3	45 - 49
2	26 - 44
1	0 - 25

NOTE: No class averaging will be done.

NOTE: BONUS possibility: Because class discussion is a

vital aspect of this course, everyone may (but not necessarily will) receive a bonus mark for the QUALITY of your class discussion, based on a combination of the frequency and quality of the participation. You will be eligible only if you display commitment to the course by reading and completing the required assignments. The bonus mark will have a range of 1-3. If you receive a bonus mark, it will added to your overall grade total prior to its conversion to a percentage.

NOTE: You may choose not to write an essay, but this will mean the highest mark achievable in the course is 6. You will have to sign a form indicating your choice, and you may change your mind up to the rewrite due date.

Essay

You may choose whatever topic that interests you, relevant to the period of Canadian history covered in this course. Critically analyze the topic, using your own and others' ideas. Do not write a descriptive report; think about the ideas you express. Try to explain why these ideas persuade you.

The expected standard is 1500 words. Your mark will be reduced by a half-stanine for inadequate length. Your essay can, however, surpass the word limit. Type and double-space the essay unless you prefer to hand in a disk with your essay on it. All disks or hard copies must clearly stipulate your name, ID number, date of submission of the essay, and the title of the essay.

If your essay is late a half-stanine penalty per day will be in effect, including weekends. If you hand in your assignment late, have another faculty member or a regular employee of the College sign and date it. In-text referencing and a "Works Cited" section are required, and all documentation must be in the MLA style. Should either reference section be omitted, your assignment will be reduced by 1 stanine per section. If a style other than MLA is used, for each kind of referencing not in the MLA style there may be a reduction of 1/2 stanine.

Journals

Each journal is usually one page. Anything pertaining to Canadian history, class discussions or lectures, class interaction, or course observations and suggestions, is a suitable topic. No research is necessary or expected.

The purpose is to allow informal communication with the instructor.

SELF-EVALUATION

This provision asks for your assessment of your overall contribution to the course. Explain your reasons when you hand in the evaluation. Marks are generally accepted without question if you:

1. Complete all assignments.
2. Cite valid, accurate reasons to support your mark.

What is Critical Thinking?

Critical thinking is intellectually disciplined thinking, based on skeptical, careful, and logical analysis of evidence. Take nothing for granted and challenge universal truths or explanations. Defer dis/agreement until a later stage of analysis [or at least do not allow it to guide your analysis], and consider alternative understandings, explanations, and ideas. Critical thought is independent and autonomous.

Uncritical thought is naive, conforming, dogmatic, and closed-minded. Uncritical thinkers do not strive for greater understanding or awareness beyond what they already possess.

Reflective historians are knowledgeable people who think deeply and openly about what, who, and how they research, and the circumstances in which they do research.

Critical Thinking Objectives

1. Identify and clearly articulate problems and issues

2. Identify arguments:

Try to recognize your Premises (beliefs, assumptions, evidence), inferences, and conclusions

Distinguish between evidence and conclusions based on that evidence

3. Evaluate arguments:

Question the accuracy of assumptions in arguments and practices

Decide upon the quality of the evidence

Identify implications and consequences of beliefs, assumptions, and conclusions

4. Construct and communicate sound arguments

A Critical Thinker's Vocabulary

Argument: Reasons given for or against something. A line of reasoning in which statements are presented to support or refute a point.

Assumption: A statement accepted as true without proof or demonstration (or without immediately obvious proof or demonstration). An unstated belief or premise, something taken for granted.

Conclusion: A judgment, decision, or proposition reached by reasoning.

Evidence: The data, facts, information, or understanding on which conclusions are based, or by which proof or reliability may be established. Standards for evidence include accuracy, relevance, and completeness.

Inference: The reasoning or logical thinking that lead from premises to conclusions.

Premise: A statement from which something is inferred or concluded. A statement on which an argument is based.

Valid Inference/Argument: A logical inference.

DISCUSSION SEQUENCE

As you consider the questions below for class discussion, keep in mind that an off-the-top judgment, or a quick expression of agreement or disagreement, is not what is expected of you. I want you to think about what other questions might help you think more comprehensively and insightfully about these questions. In addition to thinking about the questions, you should be ready to give an overview of each chapter.

1. Introduction to course

2. Preface and chapter 1

Bumsted says societies that have an oral tradition of communicating group history have a different conception of historical time and of historical occurrence. What do you think he means by this? How should we evaluate the accuracy of his comment?

Because our study of Canadian history later on will include discussion of how Europeans and Natives influenced each other's societies, I want you to think about the variations in Native social systems [what do you think a social system is?]. We will discuss these variations, and later in the course we will reconsider them. At this point, contemplating variations means as well that you speculate about how different social practices might lead to stronger sources of resistance in some cases, and vulnerabilities in others. What, then, can you say about the various Native societies written of in this chapter.

3. Chapters 2 & 3

Along with a "who did what to whom" approach to history, Bumsted writes of technological developments and their historical significance. In what different ways might we understand technology and its impact on human experience? Is a focus on technology justified in writings on Canadian history?

4. Chapter 4

If you were a recently-arrived colonist in New France in the 18th century, writing to a friend or relative in France, how would you describe and explain the colony to the person to whom you are writing? Consider this in light of personal, social, cultural, and political observations.

What considerations did Franc have when deciding to build up the colony, and do you think they addressed reasonably how to

establish a viable colony. What questions would you ask before setting up, or sustaining, a colony?

5. Chapter 5

One of the headings in this chapter is "The British and the Acadian Problem, 1713-45." Was there a problem? How should we evaluate what might have been problematic in that time and place? Should we assess contemporary situations in the same way?

Why does Bumsted think of the Atlantic region as the "cockpit of empire?"

6. Chapters 6 & 7

Between official British policy toward the vanquished new France and the policy actually followed by the early British governors of the colony, there was an important gap. Why? If you were Governor Murray, would you have done as he did? Are there general "rules" to follow when administering a conquered land and people? If so, what are they? If not, can we say anything about how to govern such a place?

Despite being the mother country of most of the North American colonies, the American ones fought a war of independence. What might this tell us about our assumptions of what contributes to good governance and political/social unity?

If you were a Canadiens in the late 1770s would you have fought the British on behalf of the invading American forces?

7. Chapter 8

In entitling this chapter "the Resource Economy and Its Society," Bumsted does assume a relationship between economic policy, or at least practice, and the characteristics of a society? If so, is his assumption reasonable and convincing? On what sorts of consideration could we say that such a relationship exists in other societies, or in contemporary Canada?

Was the concept of a resource economy a new one in the 18th/19th centuries?

Can you see the pattern Bumsted sees between society and the economy? Summarize the relationship, and ask yourself if you would have handled to issue differently.

8. Chapter 9

Explain how politics and culture can be mutually influential. What does Bumsted mean by "politics" and by "culture?" Prepare a discussion of this mutual influence, as Bumsted presents it in the period between 1783 and 1840. Speculate why he use these two dates particularly.

Develop a summary and explanation of the colonial political opposition. What is Bumsted's interpretation of these experiences?

9. Chapter 10

What was mercantilism? How and why did European empires abandon it?

Do you think the beginning of Canada's close economic and political association with the United States coincided with the end of mercantilism in the British Empire? On what basis do you reach your answer to this question? [Considering the relationship between politics and culture presented in the previous chapter may help you with this.] If your answer is "yes," can you imagine, given your knowledge of the times, another approach that might have led Canada to a different relationship with the US?

If you were alive in the period covered by this chapter, how would have you have responded to the economic changes of the day? What would have influenced your feelings/thoughts/attitudes?

10. Chapters 11 & 12

What is meant by responsible government?

Canadian feel sometimes that constitutional issues have plagued us since Noah built his ark. Bumsted says the controversies and struggles are of much more recent origin--the 1840s. Did responsible government contribute at all to these controversies?

Bumsted in chapter 11 refers to "A New Canadian Nationality." If he were sitting next to you in class one day, how might he define "nationality?" And what was new about it?

Imagine yourselves residents in the different colonies before 1867. Would you support confederation?

Prepare a synopsis of mid-Victorian Canadian society.

Why does Bumsted link the middle classes with the rise of professionalization? What is professionalization? What are the middle classes?

11. Chapter 13 and the Epilogue

On page 381 Bumsted begins a section on national identity. Do you think Canada ever has had a national identity? What is national identity and do we possess one now? If you were in Macdonald's first federal cabinet, would you recommend that the country "seek" a national identity? If so, what plan of action would you recommend? What was done about it at the time?

Had you been Prime Minister when Louis Riel was seeking assurances for the Metis, what might you have said to the Prime Minister about the whole matter?

The themes below may help you to choose your essay topic. Of course, you don't have to limit your possibilities to those listed.

1. The rebellions in Upper and Lower Canada
2. The political and economic impact of the merger of Hudson's Bay Company and the North West company

3. The political importance to Canada of Lord Durham
4. George Brown's historical influence
5. Joseph Howe's historical influence
6. European-Native contact
7. The loyalists
8. The habitants' role in the fur trade
9. The British victory over New France
10. The Constitutional Act
11. Expulsion of the Acadians
12. The Quebec Act
13. William Lyon Mackenzie's place in Canadian history
14. Louis Joseph Papineau's place in Canadian history
15. Sir John A. Macdonald's leadership qualities
16. The historical implications of Confederation