



COURSE OUTLINE

HI2600 / HIST 224

CANADA TO 1867

FALL 2008

HI2600 Section A2: Tues/Thurs: 8:30 – 9:50pm, Room E306A

HI2600 Section B2 / HIST 224 AU: Tues/Thurs: 10-11:20, Room B304

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 4-6; T 12-2; W 1-2:30

E-Mail dawhite@gprc.ab.ca

UNIVERSITY TRANSFER: UA, UC, UL, AU, AF, CU, CUC, KUC

This course is a survey of development of economic, political and social aspects of the French and British periods to 1867 is included in the course. The course gives an understanding and appreciation of Canadian heritage, and provides foundation for advanced study in history and related studies. Organized chronologically, History 2600 begins with pre-contact native societies in the 1500s and ends with Confederation in 1867. Focusing upon change and conflict, it examines native-white relations, imperial rivalries, the role of colonies, political reform, American relations, women's roles, economic development, and ethnic strife. In each case selected readings will introduce students to a variety of perspectives on these subjects. From this course students should gain an understanding of Canada's past as well as an appreciation of how historical forces have shaped our society. Students taking this course are not expected to have had any background in Canadian history.

Course Texts:

R. Douglas Francis, Richard Jones, Donald Smith (eds.), *Origins: Canadian History to Confederation* (Sixth Edition, Nelson, 2008)

R. Douglas Francis, Richard Jones, Donald Smith (eds.), *Readings in Canadian History: Pre-Confederation* (Seventh Edition, Nelson, 2007)

Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

ASSIGNMENTS AND EXAMINATIONS:

Class Participation	15%
Assignment #1 (Proposal)	10%
Assignment #2 (Outline)	10%
Assignment #3 (Essay)	25%
Midterm Exam	15%
Final Exam	25%

GRADING SYSTEM

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is November 6.

Alpha Grade	4-point Equivalence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	Very Good First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Poor*
D	1.0	Minimal Pass*
F	0.0	Failure
WF	0.0	Fail, withdrawal after the deadline

DUE DATES

Assignment #1 (Sources)	September 30
Mid-Term Exam	October 21
Assignment #2 (Outline)	October 30
Essay	November 27

Assignments are to be submitted via Blackboard before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 5% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, e-mailed or faxed will not be accepted and will not become the responsibility of the instructor.

TENTATIVE SCHEDULE

Note: Assigned sections from *Readings in Canadian History* should be completed prior to the class in which this material becomes the focal point of our discussions.

September 4: INTRODUCTION

Discussion: a) Why study history?
b) What drives history?

September 9: NATIVE SOCIETY PRE-CONTACT

Readings: "Origins...", 2-23

September 11: HISTORICAL RESEARCH WORKSHOP

September 16: EUROPE PRE-CONTACT

September 18: CONTACT – EXPLORATION TO EXPLOITATION

Readings: "Origins...", 23-43

September 23: EARLY SETTLEMENT IN NEW FRANCE

Readings: "Origins...", 44-83
"Readings...", 23-46; 61-75

September 25: ROYAL GOVERNMENT IN NEW FRANCE

Readings: "Origins...", 84-129

September 30: SEPARATE PATHS: NEW FRANCE AND THE 13 COLONIES

Assignment #1 (Proposal and Bibliography) Due

October 2: IMPERIAL WARS

Readings: "Origins...", 130-139
"Readings...", 131-164

October 7: THE SEVEN YEARS WAR – THE FALL OF NEW FRANCE

Readings: "Origins...", 139-151

October 9: THE AFTERMATH OF THE CONQUEST

Readings: "Origins...", 155-173
"Readings...", 203-234

October 14: THE AMERICAN REVOLUTION AND THE LOYALISTS

Readings: "Origins...", 174-210

October 16: THE BORDER HARDENS – THE WAR OF 1812

Readings: "Origins...", 216-236

October 21: MIDTERM EXAM

October 23: MOUNTING FRUSTRATION

Readings: "Origins...", 238-256

October 28: REBELLION OR REVOLUTION

Readings: "Origins...", 256-298
"Readings...", 295-330

October 30: THE END OF A WAY OF LIFE – IMMIGRATION AND ECONOMIC CHANGE

Assignment #2 (Outline) Due

November 4: FIRST NATIONS, METIS, AND THE WEST

Readings: "Origins...", 396-419

November 6: IMPERIAL ABANDONMENT

Readings: "Origins...", 300-306; 330-349

Last Day to Withdraw without Academic Penalty

November 11: REMEMBRANCE DAY – NO CLASS

November 13: A PACIFIC PRESENCE – BRITISH COLUMBIA

Readings: "Origins...", 420-441
"Readings...", 47-60; 515-550

November 18: INDUSTRIALIZATION AND RAILWAY MANIA

Readings: "Origins...", 306-310; 356-365

November 20: CANADIAN SOCIETY AT MID-CENTURY

Readings: "Origins...", 310-328; 365-377
"Readings...", 385-430; 464-486

November 25: THE AMERICAN CIVIL WAR

Readings: "Origins...", 444-446

November 27: CONFEDERATION PART I – THE CRISIS

Assignment #3 (Essay) Due

December 2: CONFEDERATION PART II – THE SOLUTION

Readings: "Origins...", 446-464
"Readings...", 551-581

December 4: EXAM REVIEW

HAVE A GREAT HOLIDAY!

CLASS DISCUSSION GUIDELINES

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture find periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional

responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

EXAM FORMAT

Both the midterm and final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. Both will be in multiple sections and provide a choice of questions. Both exams will use questions in the Identify and Explain and Essay styles. Further information will be provided before both exams.

COURSE ASSIGNMENT INSTRUCTIONS

The Importance of Essays:

Essay writing is the practical work for students in History, corresponding to lab work in science. Essays are an integral part of many courses, and the more advanced the course, the more important they become. The assignments in this course are designed to take students through the essay writing process step by step and provide feedback at each stage.

The Question:

All essays are framed as an answer to a question. They are an expression of an opinion supported by research. For this course, all of your assignments will contribute to writing an essay in response to a question. Students may select from the below questions. If there is another question you wish to work on, **you must receive approval from the instructor.**

1. Were Jesuit missionaries effective European ambassadors to the First Nations?
2. Was the Acadian expulsion an egregious crime or a necessary evil?
3. Did the French ever really make New France their home?
4. How should we remember Laura Secord?
5. How did the immigrant experience of the Loyalists differ from that of those who arrived in Upper Canada in the 1840s and 1850s?
6. Was the Battle of Seven Oaks a massacre of innocent colonists, or a victory of people defending their way of life?

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7. How did the experience of European contact vary for west coast First Nations compared to Eastern groups such as the Mi'kmaq or Iroquois?
 8. How should we characterize the Black experience in Canada in the years before Confederation?

Assignment #1 – Gathering Sources

Once you have selected a question, researching your topic is next. This begins with identifying the sources you will use to write your essay.

Historians rely on two kinds of sources.

Primary Sources – These are materials generated by people with firsthand knowledge of the people, events or objects in question. They are generally created at the time, but may also be recorded later. Examples include: letters, diaries, newspapers, and oral histories.

Secondary Sources - These are usually accounts written by historians based on primary sources. Because the material has already been sorted and digested by an historian, it is usually easier to understand. However, this also means that an interpretation and bias has been applied to it. For this reason, historians value primary sources more, because it is a chance to go back to the raw material of history. Examples of secondary sources include your textbook and articles in journals.

Required Sources:

The first assignment requires you to identify six (6) additional sources you may wish to use in answering your question. Your sources must meet the following criteria:

- At least 1 must be a primary source
- At least 2 must be academic articles
- You are only allowed 1 electronic secondary source

One of the keys to all research historical or otherwise is learning to read your materials critically. You must learn to question your authorities, no matter how eminent. Not everything you read can be accepted simply because it is presented in a book. Even where there is not dispute about the facts, careful and honest people come to different conclusions about the meaning of those facts.

Your assignment will consist of an annotated bibliography. It should demonstrate critical thinking about the source. A sample annotated bibliography will be available on blackboard. The sorts of questions you should address are:

- Who produced the source? How might their personal bias be reflected?
- Why was the source produced? How might this influence its slant?
- If a secondary source, what research was it based on?

Assignment #2 – Essay Outline

The second stage of the assignment will be the construction of a detailed outline for your essay. This should include a clear statement of the thesis of your essay (the answer to your

question) and then outline the order in which you will present your research to prove your thesis.

Your outline must include citations for your research. Where you refer to your material from your sources, or the opinions of other historians, you need to cite the source. This means the use of footnotes or endnotes. The proper format for these is included below.

This outline should not exceed three pages. It is intended to be the framework of the essay, not the essay itself. A sample outline will be posted on the Blackboard.

Assignment #3 – The Essay

Finally, you will put the material into its final form, the written paper.

The paper is to be approximately six (6) pages or 1500 words (not counting the footnotes/endnotes).

These points should help you write your essay.

Points to Consider When Writing Your Essay

In marking your essay, the reader will consider the following points:

1. The Logical Development of the thesis. Without a general thesis or argument, an essay becomes an incoherent jumble of facts and opinions.
2. Relevance. The essay must deal with the argument, and side issues should be excluded.
3. Consistency. The various parts of the essay should hang together and not contradict one another.
4. Conciseness and Balance. An essay is an exercise in stating an argument in a concise manner. There is certainly no reason for being long-winded or repetitious.
5. Presentation:
 - a) Your language should be clear and precise. Care should be taken to choose precisely the right word or phrase to convey the meaning intended. Vague phrases or ambiguous expressions should be avoided.
 - b) All students should have a good dictionary and should use it. Incorrect spelling of words is inexcusable and is far too prevalent. Care should also be taken that the names of persons and places are correctly copied in full.
 - c) The paragraph, not the sentence, is the logical unit in an essay. A paragraph should express a complete idea and offer evidence in support of that idea.
 - d) Some thought should be given to punctuation. There are punctuation marks other than the comma and the period. College students should be able to use them to write complex sentences.
 - e) The essay should be a finished piece of work, not a mere draft. Do not use abbreviations, and read your essay over for mistakes before you turn it in. Proofreading is critical to

producing a final paper. If possible, have someone else read your paper and offer suggestions. What seems clear to us is not always clear to our readers.

Some Common Faults

1. Many essays demonstrate a lack of coherence and a tendency to irrelevance. These weaknesses spring not so much from a lack of knowledge as a lack of judgement. They can be overcome by keeping your subject clearly in focus. This is why students should first make a plan of their essay showing the course they intend to follow in their argument. Too often students' plans are formless, and so naturally are their essays. Some students work with simple charts. Others write detailed outlines, enumerating the major points of the thesis and the supporting evidence. Remember, it is far easier to revise an outline several times, than to rewrite an entire paper. Always keep in mind that your goal should be to introduce the thesis clearly, support it effectively, and then draw meaningful conclusions about it. Within each section of the essay ask yourselves: Does this section follow logically from the preceding one? Does it adequately support and develop the central thesis? Does it establish the necessary background for the section that follows?
2. Most students spend too much of their time reading, and too little time in sorting out and digesting what has been read, constructing an argument and deciding on the form of the essay.
3. Much of the irrelevance in students' essays springs from a failure to see exactly what the question is that they are required to answer. When the essay calls for a comment on a question, careful study should be given to its wording and a decision made as to which are the "key" words. These words should then be made the focal point, or core of your argument.
4. Students often show a lack of discernment in their reading. It is not enough to read a number of different authors. You must show what weight you attach to their arguments, and why.
5. Often there is a lack of judgement in the use of quotations. Quotations should be short and to the point. They should be used mainly because they state pithily some point you wish to elaborate, or some point you wish to cite or discuss. They should not be used in order to make other writers do your work for you, nor should they be left without comment. If the quotation is not poignant, put it into your own words and cite the author of the idea in a footnote/endnote.
6. Many essays do not include an introduction or conclusion. In order to help the reader to understand the thesis of your paper and its structure, you should have a clear introduction and conclusion. In the introduction, you should indicate the thesis, purpose and scope of the paper. In the conclusion, you should summarize your major points, explain how they sustain your central thesis, and discuss the general implications of your essay.

References

It is important that your essay be well documented. Academic standards require that all source material be acknowledged by the writer of an essay, not merely as a matter of common honesty or as an aid to the reader, but also as a validation of the writer's work. This means that you must give exact sources in your footnotes/endnotes for quotations and opinions taken from your authorities. It is not sufficient merely to give references for direct quotations. You must also give them for major statements of interpretation, paraphrased opinions, and statistics. Footnote/endnotes can also be used to qualify, amplify, or to make some incidental comments on the discussion in the text of the essay. Thus worthwhile material can be included which might otherwise disrupt the flow of the argument if introduced into the text. At the same time, it is necessary to use some discrimination. You do not need to give references for well known

facts about which there is no dispute. Essays can have too many footnotes/endnotes or too few.

Format

Each essay should include a title page with the author, course number and the name of the instructor. Essays must be typed and double spaced. Single spacing is restricted to lengthy quotes. Don't try to squeeze 12 pages of text in 6, or stretch 2 pages into 6, with the creative use of fonts, spacing and margins. If your paper runs short, it's a good clue that you need more detailed analysis. If it runs long, chances are you've summarized too much.

There are a number of ways in which information can be referenced. When writing a history essay you must observe the conventions of historians concerning footnotes/endnotes. Historians currently use the Chicago Style A (Chicago Manual of Style) or the Old MLA (Modern Language Association) format. An essay which does not contain footnotes/endnotes in one of these formats is not acceptable. If in doubt, consult a recognized style manual.

Footnotes/Endnotes

References in essays are to be given by means of numbered footnotes at the bottom of the same page as the passage to which they refer or at the end of the essay. Footnotes/endnotes should be numbered consecutively. In the text of your essay, the footnote/endnote number should immediately follow the passage or paragraph to which it refers. It should, if possible, be raised above the line in the text. In general, the first footnote/endnote for a source should contain the following information: (1) name of the author; (2) title of the work; (3) facts of publication; and (4) page number. For example:

Christien Le Clerq, New Relations of Gaspesia, in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 27.

Chief Peau de Chat, "Address to T.G. Anderson, vice-superintendent of Indian Affairs," Sault Ste. Marie, August 18, 1848 in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 414.

Second and Later References

When a work has been cited in complete form, later references to it should be in shortened form ie.

Le Clerq, p. 31 or de Chat, p. 415.

Sample references and links to a guide will be available on Blackboard.

Plagiarism / Academic Dishonesty

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."