

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

COURSE OUTLINE – Fall 2026

HI2600 (A2 & VC): Canadian History 1500 to 1867 – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Dr. Daryl White	PHONE:	780-539-2083
OFFICE:	B301A (Inside B301)	E-MAIL:	dawhite@nwpolytech.ca
OFFICE HOURS:	1:00–2:30, Monday and Wednesday or by appointment		

CALENDAR DESCRIPTION: 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.

PREREQUISITE(S): None

COREQUISITE(S): None

REQUIRED MATERIALS: This course uses chapters from John Douglas Belshaw, *Canadian History: Pre-Confederation*, 2nd edition, 2020. This book is available as an open-source text here <https://opentextbc.ca/preconfederation/>

DELIVERY MODE(S): On-campus and synchronous

LEARNING OUTCOMES:

By the end of this course, students will be able to

- Describe and discuss details and patterns of events in Canada between 1500 and 1867,
- Discuss the relevance of the events in Canadian history to the present,
- Critically assess source materials, considering creators and context,
- Weigh evidence in historical interpretations,
- And communicate research findings and interpretations.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Grade Component	Value	Notes
Learning Activities • Quizzes – 1.5 % each • Plickers (In-class) – 1% each • Timed Tests (In-class) – 7% each • Content Reviews – 7% each • Discussion Forum Posts – 2% each (as class discussion warrants)	35%	Students can complete a range of activities to earn this portion of the grade. This section recognizes student work for completing a variety of learning activities.
Source Assessment • Students may submit this assignment in one of several formats but must use a different format from their interpretation comparison. ○ 1,000-word written essay in academic style ○ 700-word infographic	20%	Historical thinking requires the scrutiny of sources and an understanding of their context. In this assignment, students will analyze a small selection of primary sources from Canadian history before 1867 and consider • When and why the source was created and the context of its creation

○ 700-word poster and abstract ○ 7-8 minute video ○ Other formats may be used with the approval of the instructor but audio-only (e.g. podcast) formats will not work for this assignment.		• The historical value and limitations of the source for understanding the past • Whether they place confidence in the information in the source and why or why not Students may not use sources from the examples discussed in class. Projects must be documented in APA or Chicago Notes-Bibliography style – see further requirements below. This submitted work will be evaluated by Turnitin software within myClass.
Comparison of Historical Interpretations • Students may submit this assignment in one of several formats but must use a different format from their source assessment. ○ 1,500-word written essay in academic style ○ 1000-word infographic ○ 1000-word poster and abstract ○ 11-13 minute video ○ 13-15 minute podcast ○ Other formats may be used with the approval of the instructor	25%	People assume history doesn't change, but we change our interpretations with new ideas of evidence, theories of society, and social values. This assignment asks students to look at two interpretations of a significant event, individual, or group in Canadian history before 1867 and consider • How are they similar or different in the way they present the history? Do they see the same meaning in certain events? • Why are they different and similar? Was it who was

		writing? When they were writing? What was available to them as sources? Students may not use sources from the examples discussed in class. Projects must be documented in APA or Chicago Notes-Bibliography style – see further requirements below. This submitted work will be evaluated by Turnitin software within myClass.
Final Exam	20%	This will be scheduled by the registrar. You will have the option of a timed in-person exam or a take-home capstone project.

GRADING CRITERIA:

Please note that most institutions will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

This timetable is tentative. It will likely change to reflect student responses and questions. A reading schedule for the open-source textbook will be posted on myClass.

Date	Topic	Reading	Big Questions	Activities/Exercises
Sept. 2	Welcome		How does this era establish foundations for modern Canada? How is it relevant to us? What are the lenses through which we view history?	- Reviewing the syllabus and course structure - Pickers practice
September 7 – No Class for Labour Day				
Sept. 9	The Big Picture	Belshaw, Chapter 1 – “When Was Canada?”	What are the timelines of Canadian history in this era? What changes occur?	- Timeline building - Practicing impromptu historical questions - Recall practice
Sept. 14, 16	Indigenous Peoples in what is now Canada	Belshaw, Chapter 2, “Aboriginal Canada before Contact”	How have Indigenous societies been evaluated? What assumptions were made?	
Sept. 21, 23	The Context of Contact	Belshaw, Chapter 3, “The Transatlantic Age”	Why did Europe take the step it did? How did contact affect societies on both sides of the Atlantic?	
September 28	The Residential School System in Canada			Source Assessment due October 2

	and Pre-Confederation Canada			
September 30 – No Class for National Day for Truth and Reconciliation				
October 5, 7, 14	New France	Belshaw, Chapter 4, "New France"		Test #1/Content Review #1
October 12 – No Class for Thanksgiving				
Oct. 19, 21	Conflict and Alliances	Belshaw, Chapters 5 and 6, "Aboriginal Canada in the Era of Contact" and "Intercolonial Rivalries, Imperial Ambitions, and the Conquest"	How did Indigenous nations attempt to navigate the European geopolitics of this era? What is the legacy of "the Conquest" in Canada?	
Oct. 26, 28	British North America and the United States	Belshaw, Chapter 7, "British North America at Peace and at War"	Why did Canadians not become Americans?	
Nov. 2, 4	Social and Economic Change in British North America	Belshaw, Chapters 9 and 10, "Economic Transformation and Continuity, 1818-1860s" and "Societies of British North America to 1860"	How had Canadian society changed by the mid-century? How does it compare to today?	Test #2/Content Review #2
November 9, 11 – No classes for Fall Break				
Nov. 16, 18	Political Change in British North America	Belshaw, Chapter 11, "Politics to 1860"	Why was there no Canadian revolution?	
Nov. 23, 25	The West and the North	Belshaw, Chapters 8 and 13, "Rupert's Land and the Northern Plains, 1690-1870," and "The Farthest West"	How was the experience of the West different from Eastern Canada to 1867?	Interpretation Comparison due November 26

Nov. 30, Dec. 2	Confederation	Belshaw, Chapter 14, "The 1860s: Confederation and Its Discontents"	What was the bargain of Confederation? Why did some reject it? Who was left out?	Test #3/Content Review #3
Dec. 7, 9	Spare Day, Exam Preparation			
Final Exam (to be scheduled by the Registrar within the exam period)				

STUDENT RESPONSIBILITIES:

General

- Take as much as you can from this course. Your instructor and classmates will provide you with opportunities to reflect on what you know and believe and to learn new things, but learning does not have to and should not take place just during class time. Pursue questions, chase ideas down online rabbit holes and see where they take you. These facts and ideas can only enrich your understanding and your coursework.
- Remember that this is just a course on a particular subject. Your performance in the course is not a measure of anything more than your ability to learn Canadian history and complete the assessments. Submitting work late or not doing as well as you would like on an assessment is not a measure of you as a person. You are a learner and that means making mistakes. As long as you are trying your best to get as much as you can from the course (and this may depend on your personal circumstances), you have nothing to apologize for.

Time Management and Coursework

- Students are expected to commit the required time to complete this course. Please plan accordingly. Some flexibility will be provided around due dates, but you need to consult with your instructor.

- Regular attendance or review is important to success in HI2600 as is particular attention to online content on myClass.
- Respectful participation in course discussions contributes to your understanding and participation in myClass forums contributes to your myClass activities grade.
- All assignments must follow the requirements laid out on myClass and discussed in class. Topics must be approved by the instructor unless specified otherwise on myClass.
- All assignments must be original work for this course. Work previously submitted for other courses will not be accepted in this course. Students found to have submitted previous work will receive a 0% for the assignment.
- All written assignments must be word-processed. It is particularly important to save a copy of any written work handed in for credit or grading.
- All assignments must be submitted electronically via myClass. This procedure will be demonstrated in class.
- The research projects are to be submitted electronically within 48 hours of the deadline to provide some flexibility. Work submitted after this grace period will be assessed at a diminishing value of 5% for every 24 hour period or part thereof to a minimum value of 70% of the grade. If you find yourself struggling, reach out to your instructor.
- Students will be assessed on their research, synthesis and writing in the course assignments. The presentation of information in terms of organization and writing will be assessed in grading along with the research and analysis. Referencing in Chicago Notes-Bibliography or APA style is a requirement for course assignments

- Machine learning systems, commonly referred to as "AI," are useful tools, but must be used appropriately and with caution. Students are developing knowledge and skills and should not outsource these to machines. In this course, you are encouraged to consider how these systems can help you find information and refine the presentation of your thoughts, but you will also be required to demonstrate that you have verified this information and are responsible for what you present.
- All written work submitted for this course, unless otherwise noted, requires academic referencing in the most recent APA Style. This includes both in-text referencing and a source list (bibliography or references).
- In-text referencing additionally requires specific page references for all paginated sources (sources with page numbers or in documents with identifiable page numbers, such as pdfs). APA does not normally require this unless it is a direct quotation, but this course requires it for all references.
- Students are further required to submit representative images, photographs or scans of printed work and screenshots of the sources referenced. This should include a minimum of the title page and one page referenced in the student's work.
- Works not meeting these requirements will be returned to the student ungraded. Students will be permitted to revise the work subject to a 10% penalty for the first revision and a 25% penalty for the second revision. Revised work which still fails to meet the requirements after a second revision will receive a 0% grade.
- For cases in which submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the student's intellectual effort involved, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the

work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked below) may be applied. Students whose work has raised concerns will not be permitted to complete the take-home final exam.

Students in the VC (Videoconference section)

- This course includes a videoconference section. Students registered in the videoconference section are able to attend lectures and complete all course components without attendance on campus.
- Students are required to have a stable internet connection sufficient to meet the class requirements.
- Where disruptions or other technological issues occur with institutional or instructor systems on campus or elsewhere, instructors will ensure that appropriate accommodations are made for videoconference students.
- Some videoconference courses may require students to incur reasonable costs for proctoring and other services essential to maintaining the academic integrity of the course. Instructors should design their course to minimize the financial burden on students and are required to submit cost estimates to the responsible department chairperson for approval prior to the start of the course.
- This course has the requirements listed below for videoconference students. Failure to meet these requirements may affect attendance and participation grades or result in a grade of zero for supervised assessments (for example tests, exams, or in-class writing assignments).

- Videoconference Student Requirements

Technology (eg. webcam, microphone, speakers)	Students require a computer or tablet with a camera, microphone, speakers, and ability to type to fully participate in class.
---	---

Class Participation (eg. camera on during class, appropriate screen name)	Students require an appropriate screen name which identifies them to the instructor. They are encouraged to have their cameras on during class but it is not required because of the class recordings.
Test/Exam Supervision (eg. independent proctor, dual camera setup)	Timed, proctored assessments are not available to students in the VC sections of the course. Alternative assessments will be provided.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

****Note:** all Academic and Administrative policies are available on the same page.