



COURSE OUTLINE

HI2600 / HIST 224

CANADA TO 1867

FALL 2009

HI2600 Section A2 / HIST 224 AU: Tues/Thurs: 10-11:20, Room E306A

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

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

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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:

Margaret Conrad and Alvin Finkel, *History of the Canadian Peoples*, Vol. 1 (Fifth Edition, Nelson, 2008)

Blackboard

Blackboard will be used for assignment submissions. Also, 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	10%	Assignment #3 (Essay)	25%
Assignment #1 (Popular History)	15%	Midterm Exam	15%
Assignment #2 (Proposal)	5%	Final Exam	30%

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	Percentage	4-point Equivalence	Description
A+	90 - 100%	4.0	Outstanding
A	85 - 89%	4.0	Excellent
A-	80 - 84%	3.7	Very Good First Class Standing
B+	77 - 79%	3.3	
B	73 - 76%	3.0	Good
B-	70 - 72%	2.7	
C+	67 - 69%	2.3	Satisfactory
C	63 - 66%	2.0	
C-	60 - 62%	1.7	
D+	55 - 59%	1.3	Poor
D	50 - 54%	1.0	Minimal Pass
F	Below 50%	0.0	Failure
WF		0.0	Fail, Withdrawal after the deadline

DUE DATES

Assignment #1 (Early Canadian Journalism)	September 29
Mid-Term Exam	October 20
Assignment #2 (Proposal)	October 29
Assignment #3 (Essay)	November 19

Assignments are to be submitted via Blackboard or E-mail (to dawwhite@gprc.ab.ca) 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 15% 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, or faxed will not be accepted and will not become the responsibility of the instructor.

TENTATIVE SCHEDULE

Note: Assigned readings will be on reserve in the library and should be completed prior to the class in which this material becomes the focal point of our discussions.

September 3: INTRODUCTION

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

September 8: NATIVE SOCIETY PRE-CONTACT

Readings: "Canadian Peoples...", 7-28

September 10: EUROPE PRE-CONTACT

Readings: "Canadian Peoples...", 29-45

September 15: CONTACT – EXPLORATION TO EXPLOITATION

Readings: "Canadian Peoples...", 48-62

September 17: EARLY SETTLEMENT IN NEW FRANCE

Discussion: Europeans in the New World

September 22: THE SOCIETY OF NEW FRANCE

Readings: "Canadian Peoples...", 64-80; 121-140

September 24: ROYAL GOVERNMENT IN NEW FRANCE

Readings: "Canadian Peoples...", 83-101

Discussion: Feudal or Forward-looking?

September 29: SEPARATE PATHS: NEW FRANCE AND THE 13 COLONIES

Assignment #1 (Early Canadian Journalism) Due

October 1: IMPERIAL WARS

Readings: "Canadian Peoples...", 103-119

Discussion: Was the Acadian expulsion justified?

October 6: THE SEVEN YEARS WAR – THE FALL OF NEW FRANCE

Readings: "Canadian Peoples...", 142-159

October 8: THE AFTERMATH OF THE CONQUEST

Readings: "Canadian Peoples...", 162-171

Discussion: Decapitation?

October 13: THE AMERICAN REVOLUTION

Readings: "Canadian Peoples...", 171-179

October 15: THE LOYALISTS

Readings: "Canadian Peoples...", 182-193

October 20: MIDTERM EXAM

October 22: THE BORDER HARDENS – THE WAR OF 1812

Readings: "Canadian Peoples...", 193-204

October 27: MOUNTING FRUSTRATION

October 29: REBELLION OR REVOLUTION

Readings: "Canadian Peoples...", 283-293

Discussion: Are Canadians radical enough to have a revolution?

Assignment #2 (Proposal) Due

November 3: THE END OF A WAY OF LIFE – IMMIGRATION AND ECONOMIC CHANGE

Readings: "Canadian Peoples...", 262-280

November 5: FIRST NATIONS, METIS, AND THE WEST

Readings: "Canadian Peoples...", 207-221; 303-316

Discussion: Was Seven Oaks a massacre?

November 6 - Last Day to Withdraw without Academic Penalty

November 10: IMPERIAL ABANDONMENT

Readings: "Canadian Peoples...", 293-301

November 11: REMEMBRANCE DAY – NO CLASS

November 12: A PACIFIC PRESENCE – BRITISH COLUMBIA

Readings: "Canadian Peoples...", 318-330

Discussion: Did West Coast Aboriginals have a different contact experience?

November 17: INDUSTRIALIZATION AND RAILWAY MANIA

Readings: "Canadian Peoples...", 357-371

November 19: CANADIAN SOCIETY AT MID-CENTURY

Readings: "Canadian Peoples...", 334-354

Discussion: What was life like for Canadians in the 1850s?

Assignment #3 (Essay) Due

November 24: THE AMERICAN CIVIL WAR

November 26: CONFEDERATION PART I – THE CRISIS

Readings: "Canadian Peoples...", 388-409

Discussion: Was Confederation ideal or expedient?

December 1: CONFEDERATION PART II – THE SOLUTION

December 3: 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.

Note: Students in HIST224 should be aware that Athabasca University policy requires students to pass the final exam to pass the course.

CITATION

The research used in course assignments must be properly cited. Each discipline uses a particular citation format. History uses the Chicago style with footnotes or endnotes. You can

find a guide to formatting your notes here:

http://www.chicagomanualofstyle.org/tools_citationguide.html.

Note: Parenthetical reference in any form is not acceptable for history papers.

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."