

Canada: Origins to 1867 (HTST 211)
Fall 2016: Mon/Wed/Fri 11:00-11:50 am (Location: SS 109)

Instructor: Dr. David Gallant

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Office Hours: Mon/Wed 9:30-10:30 am or by appointment

COURSE DESCRIPTION

Canada before 1867 was violent, exciting, and tumultuous. From the first clash between the French and the Iroquois in 1609 to the British Conquest of New France in 1760, from the War of 1812 with the Americans to the Rebellion of 1837, Canada was a place of adventure, hardship, and conflict. This course will deal with the period 1608 to 1867 by examining the political, military, cultural, and social history of what is today called Canada. We will also place Canadian events in a wider context, aware that events in the United States and Europe—such as the American and French Revolutions, as well as the American Civil War—impacted English, French, and First Nations peoples in the northern half of the New World. Biographies of seminal figures like the 1837 rebel William Lyon Mackenzie (twentieth century prime minister William Lyon Mackenzie King’s grandfather) and the chief “Father of Confederation” John A. Macdonald, will bring Canadian history to life. In addition to lectures and readings, we will examine a wide variety of historical sources—such as newspapers, diaries, letters, maps, and illustrations—in order to better understand the pre-Confederation era of Canadian history.

COURSE REQUIREMENTS

Pop Quizzes	10%	(Multiple choice, throughout the term)
Document Analysis	20%	(3-4 pages, due in-class October 14)
Research Essay	30%	(8-10 pages, due in-class on November 25)
Final Exam	40%	(Scheduled by the Registrar)

REQUIRED TEXTBOOK

- R. Douglas Francis, Richard Jones, Donald B. Smith, and Richard Wardhaugh, *Origins: Canadian History to Confederation*, Sixth Edition (Toronto: Nelson Education, 2013)
- Supplementary readings (Dictionary of Canadian Biography readings) will also be assigned from time to time. They are all open-sourced materials (not under copyright) and available for free online. Links to these readings are provided below and will be posted on D2L.

COURSE REQUIREMENTS: DETAILS

Pop Quizzes (10%, held throughout the term)

Students will be given SIX “pop” quizzes—surprise quizzes held in class at random times throughout the term. Each quiz will consist of 10 multiple-choice questions based on class readings and lectures. Your best FIVE scores will be included in your final pop quiz grade (for a maximum grade of 10%).

Document Analysis 20% (Due in class on Friday, October 14)

Documents (or links to the documents) will be posted on D2L and students will choose ONE to analyze. The document analysis should be 3-4 pages (approximately 800-1000 words), double-spaced, using 12-point Times New Roman font. The document analysis must include a *title page* with your paper’s title, your name and student number.

The purpose of a document analysis is to enable students to identify, interpret, and contextualize the contents of a primary historical document. A *primary document* is anything that is written, recorded, photographed, painted, etc. at the time of the event in question. Memoirs, a kind of primary document, are written by people present at the event, although written after the fact. Other examples of primary documents are newspapers, journals, diaries, letters, telegrams, and radio broadcasts.

When analyzing a primary document, students will be required to answer the following questions (in essay form), utilizing secondary sources (books and articles written by historians and other scholars) to contextualize the document when necessary. In doing so, you will analyze the main themes presented in the document:

1. What is the origin and context of the document?
2. What is the purpose of the document?
3. What are the limitations of the document as an historical source?

Research Essay 30% (Due at the beginning of class on Friday, November 25)

Research essays should be 8-10 pages (2000-2500 words) in length, double-spaced, use Chicago-style citations, be in Times New Roman 12-point font, and include footnotes, a bibliography, and a word count on the title page. The research essay must include a *title page* with your paper’s title, your name and student number.

The paper must use a minimum of FIVE sources in the form of scholarly books and articles from reputable academic journals (TWO articles will count as the equivalent of one book). You are encouraged to use primary sources, which are available in many forms in the university library and on the library website. Do not cite Wikipedia, your class textbooks, or encyclopaedias, and do not use non-academic websites or sources (if in doubt, consult the Instructor or Teaching Assistant).

In writing their papers, students should demonstrate their ability to think critically, support arguments with evidence, and synthesize information from the sources consulted. High quality papers are those that go beyond mere description by posing thought provoking questions and providing insight. They are also free of grammatical errors, logically structured, cohesive, and concise in style.

In order to help you write an effective research essay, the course will include a **one-hour essay writing tutorial** (held in the History Department outside of class hours, attendance is voluntary) on the principles of writing an effective undergraduate university essay (introduction with clear thesis statement, well-organized arguments, footnotes, bibliography, etc.). Students are also encouraged to visit the Instructor or Teaching Assistant during office hours for additional assistance/advice.

History Department Essay Guide (33-page booklet, available FREE online):

http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf

History Department Website: <http://hist.ucalgary.ca/>

Research Essay Topics: Topics for the essay with an attached bibliography appear in a separate file under Course Documents on the D2L site.

Policy for Late Assignments and Assignments Submitted Outside of Class

All assignments are due on the due date. Assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. If assignments are not submitted directly to the instructor, a (red) drop box is available outside of the main office in the history department, SS656. Do not hand in papers to the front desk of SS656 — use the red box only. If submitting an assignment outside of class, please ensure that the instructor's name and course number are clearly indicated on the front page. The box is emptied daily at 8:30am and 4:00pm, stamped with that day's date, and placed in the instructor's mailbox. Any assignments handed in after 4:00pm will be collected the following workday and stamped with that day's date and be considered late. The papers are not time stamped. To be fair to members of the class who meet assignment deadlines, course workload or computer problems are not acceptable reasons for late

submissions. Late assignments due to health reasons must be accompanied by a stamped physician's note explaining clearly the reasons for the missed deadline.

Final Exam 40% (Scheduled by the Registrar)

The final exam will be TWO hours in length and will consist of two parts. **Part A** will consist of questions from the beginning of the course until the Rebellions of 1837-38 (readings and lectures Sept. 14~Oct. 28). **Part B** will cover the period from the 1840s to Confederation (readings and lectures Oct. 31~Dec. 7). Each part will be of equal weight (20% for Part A, 20% for Part B). Students will be required to complete ONE essay in each part. Essays should be approximately 3-4 pages in length (double-spaced).

Note: The date for writing the final exam will be chosen by the Registrar and cannot be changed by the Instructor. If the student would like to write the examination on a different date and/or time, approval must be granted by the university examination timetabling office for a deferred exam. No books, notes, computers, calculators or other electronic equipment, or other resources can be used while writing the exam.

***** If ALL assignments and examinations are NOT completed in the course, the final grade will be assessed an "F" *****

Class Participation, classroom collegiality, and attentiveness

Due to the size of the class, this component is not marked officially or in a separate evaluation, but attendance is HIGHLY recommended and is considered an essential responsibility of each student. Questions that pertain to all the assignments, the final examination, course procedures, content, and expectations will be covered in classroom lectures and discussion.

Adherence to lecture-room etiquette is vital. Talking in class during the lecture and related discussions is unacceptable, the main argument being that it disrupts the intellectual culture and focus of the class and disturbs your student colleagues and Instructor. Also, please be aware that the use of laptops for other than taking class notes can be distracting for colleagues nearby. Finally, students may not record lectures without the permission of the Instructor.

Please note that hardcopies or electronic copies of class lectures, slides, and notes are not available through the instructor. PowerPoint slides, presentations, and videos are not posted on Desire2Learn (D2L).

COURSE OUTLINE AND READINGS

Date	Lecture Topics	Textbook & Other Readings
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Sept. 12th	Introduction to course (discussion of syllabus, course requirements and expectations)	<i>Origins</i> Contents and Preface (pages vii-xxvii)
Sept. 14th	Aboriginals (First Nations) before European Contact	<i>Origins</i> 2-21
Sept. 16th	Arrival of the Europeans (First Contact) “Heritage Minutes” Videos (<i>Historica Canada</i>): Jacques Cartier & John Cabot	<i>Origins</i> 22-42
Sept. 19th	New France (1603-1645)	<i>Origins</i> 44-64 <i>Dictionary of Canadian Biography</i> Online (DCB): Samuel de Champlain http://www.biographi.ca/en/bio/champlain_samuel_de_1E.html
Sept. 21st	The Iroquois, the Hurons, and the French (1470s-1701)	<i>Origins</i> 66-84
Sept. 23rd	The Acadians	<i>Origins</i> 116-133
Sept. 26th	New France 1663-1760 (Part I)	<i>Origins</i> 86-115 DCB: Francois de Laval http://www.biographi.ca/en/bio/laval_francois_de_2E.html
Sept. 28th	New France 1663-1760 (Part II)	
Sept. 30th	The British Conquest of New France (Part I)	<i>Origins</i> 134-160 DCB: British Brigadier General James Wolfe http://www.biographi.ca/en/bio/wolfe_james_3E.html
Oct. 3rd	The British Conquest of New France (Part II)	DCB: French Major General Louis-Joseph de Montcalm http://www.biographi.ca/en/bio/montcalm_louis_joseph_de_3E.html
Oct. 5th	Aftermath of the Conquest 1760-1774 (Part I)	<i>Origins</i> 164-184

Oct. 7th	Aftermath of the Conquest 1760-1774 (Part II)	
Oct. 12th	Quebec 1775-1791	<i>Origins</i> 186-207
Oct. 14th	Maritime Society 1760-1815 DOCUMENT ANALYSIS DUE IN CLASS!	<i>Origins</i> 208-227
Oct. 17th	Britain Rises in the North: Upper Canada 1791-1815	<i>Origins</i> 228-255
Oct. 19th	War of 1812 Video: "Canada 1812: Forged in Fire, Tecumseh" "Heritage Minutes" Videos: Laura Secord & Battle of Queenston Heights	<i>DCB: Tecumseh (Shawnee chief)</i> http://www.biographi.ca/en/bio/tecumseh_5E.html
Oct. 21st	Lower Canada 1791-1839, Part I: Social & Cultural	<i>Origins</i> 278-307
Oct. 24th	Lower Canada 1791-1839, Part II: Rebellion & Lord Durham's Report	<i>DCB: John George Durham (1st Earl of Durham)</i> http://www.biographi.ca/en/bio/lambton_john_george_7E.html
Oct. 26th	Upper Canada 1791-1841, Part I: Social & Cultural	<i>Origins</i> 308-337
Oct. 28th	Upper Canada 1791-1841, Part II: Rebellion of 1837-38 and Aftermath	<i>DCB: William Lyon Mackenzie</i> http://www.biographi.ca/en/bio/mackenzie_william_lyon_9E.html
Oct. 31st	The Northwest Part I: Fur Trade 1670-1821; The Northwest Part II: 1821-1860s	<i>Origins</i> 256-276, 432-451
Nov. 2nd	Economic & Social Development in Canada 1840s-1860s (Part I) "Heritage Minutes" Video: Underground Railroad	<i>Origins</i> 338-365
Nov. 4th	Economic & Social Development in Canada 1840s-1860s (Part II)	<i>DCB: Susanna Strickland (Moodie)</i> http://www.biographi.ca/en/bio/strickland_and_susanna_11E.html

Nov. 7th	Political Developments in Canada 1840-1864 (Part I) “Heritage Minutes” Videos: Baldwin & Lafontaine; Responsible Government	<i>Origins</i> 366-387
Nov. 9th	Political Developments in Canada 1840-1864 (Part II)	
Nov. 14th	The Maritimes 1815-1864	<i>Origins</i> 390-409
Nov. 16th	Joseph Howe of Halifax: Alternative Vision of Confederation?	DCB: Joseph Howe http://www.biographi.ca/en/bio/howe_joseph_10E.html
Nov. 18th	The Road to Confederation Part I: American Civil War & The Great Coalition	<i>Origins</i> 476-481
Nov. 21st	The Road to Confederation Part II: Charlottetown & Quebec Conferences 1864, <i>Seventy-Two Resolutions</i> “Heritage Minutes” Video: Sir John A. Macdonald (Charlottetown Conference)	<i>Origins</i> 481-484
Nov. 23rd	The Road to Confederation Part III: 1864-66	<i>Origins</i> 484-501
Nov. 25th	Confederation 1867 Part I: Evolution vs. Revolution RESEARCH ESSAY DUE IN CLASS!	
Nov. 28th	Confederation 1867 Part II: Foundations of a Nation	
Nov. 30th	Sir George Étienne Cartier & the French Canadian Idea of Confederation	DCB: Sir George Étienne Cartier http://www.biographi.ca/en/bio/cartier_george_etienne_10E.html
Dec. 2nd	Sir John A. Macdonald: The Prince of Canada	DCB: Sir John A. Macdonald http://www.biographi.ca/en/bio/macdonald_john_alexander_12E.html

Dec. 5th	Video: “Sir John A @ 200” (TVO Roundtable discussion on Macdonald, 2015)	
Dec. 7th	The Meaning of Canada: Reflections 1608-1867	
Dec. 9th	Final Exam Review	

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Departmental Twitter Handle @ucalgaryhist - For departmental updates and notifications

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing

workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.

Percentage	Letter Grade	Grade Point Value	Description
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing

learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>