



CANADA: Origins to 1867 (HTST 211)

Fall 2018 (September 7-December 7)

Mon/Wed/Fri 8:00-8:50 am (ST 145)

Instructor: Dr. David Gallant

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Office Hours Instructor: M/W/F 7:00-7:40 am; TA Office Hours M/F 10-11am, W 9-10 am

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

Teaching Assistant: Daniel McCormack (MA Candidate); dtmccorm@ucalgary.ca, SS 605

*****Afternoon office hours with the TA will be made available by appointment and the Instructor will hold afternoon office hours before and after papers are due and exams are held*****

COURSE DESCRIPTION

This course will deal with the years 1608 to 1867 by examining the political, military, intellectual, cultural, and social history of what is today called Canada. We will place Canadian history in a wider context, aware that events in the United States and Europe—such as the Glorious Revolution of 1688, the American and French revolutions, and the American Civil War—impacted English, French, and First Nations in the “New World.” Additionally, an exploration of major figures like Samuel de Champlain, the founder of Quebec, Tecumseh, the powerful First Nations leader in the War of 1812, and John A. Macdonald, the principal architect of Confederation, will bring Canadian history to life. The course will consist of lectures, class discussions, and essay writing tutorials, in addition to course requirements such as essays and document analyses. Most importantly, we will learn, together, that the discipline of history does not present us with a final, definitive interpretation of the past; rather, each generation grapples anew with the events and lessons of history in an eternal dialogue with the past.

COURSE REQUIREMENTS

Document Analysis	20%	(Due October 12 in class)
Mid-term Exam	20%	(October 22 & 24 in class)
Research Essay	30%	(Due November 23 in class)
Final Exam	30%	(Scheduled by the Registrar)

Required Class Textbook (available in the university bookstore): Robert A. Wardhaugh & Alan MacEachern, *Origins: Canadian History to Confederation*, Eighth Edition (Toronto: Nelson Education, 2017)

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 will be posted on D2L and/or on the course syllabus.

COURSE OBJECTIVES

- To introduce students to Canadian history as a distinct field of study;
- Enable students to better understand the important issues regarding Canada's past, present, and future
- Help students improve their ability to think critically about Canada; to analyze, assess, and respect multiple points of view, differing perspectives, and diverse methodologies
- Assist students in preparing and delivering university-caliber essays (using primary and secondary sources) by examining and practicing the principles of effective argumentation and essay writing
- Tackle important topics in Canadian history individually and as a class, striving to challenge fundamental assumptions of the subject matter in debate and discussion

COURSE REQUIREMENTS: DETAILS

Document Analysis 20% (Due in class on October 12)

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 750-1000 words) and double-spaced, using 12-point Times New Roman or Calibri font and the Chicago Manual of Style for footnotes (at the bottom of the page) and bibliography. The document analysis must include a *title page* with the paper's title, your name, student number, and word count. 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*. Examples of primary documents include newspapers, journals, diaries, letters, telegrams, and maps. When analyzing a primary document, students will be required to answer the following questions (in essay form), utilizing secondary sources (a minimum of THREE scholarly books and articles) to contextualize the document when necessary:

1. What is the origin and context of the document? For instance, who wrote/produced the document? When? Where?
2. What is the purpose of the document?
3. What are the limitations of the document as a historical source?
4. Most importantly, why is this document important to pre-Confederation Canadian history—in its own time and beyond?

Mid-term Exam 20% (In class October 22 & 24)

The Mid-term Exam will be held in class on October 22 and 24 (each part of the exam will be 45 minutes in length). Part I will consist of ONE essay question (students will be given essay questions in advance and will be free to choose any question they like) of approximately 2-3 pages, double-spaced. Part II will consist of a combination of short answers (identifying and explaining important people, events, and ideas) and multiple-choice questions. Students will be responsible for studying lecture material and readings from September 7 to October 19. The instructor will discuss the Mid-term Exam in class on an ongoing basis in September and October. No books, notes, computers, calculators or other electronic equipment, or other resources can be used while writing the exam.

Research Essay 30% (Due in class on November 23)

Research essays should be 6-8 pages (approximately 1500-2000 words) in length, double-spaced, with Times New Roman or Calibri 12-point font and including a title page with your paper's title, your name, student number, and word count. The essay should also contain footnotes (at the bottom of the page, Chicago-style) and a bibliography.

The paper must use a minimum of FIVE sources in the form of scholarly books and articles (peer-reviewed sources) 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, Instructor lectures, 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.

To help you write an effective document analysis and research essay, the course will include an **essay writing tutorial** (delivered by the Instructor and held in class early in the term) on the principles of writing undergraduate papers (title page, introduction with clear thesis statement, well-organized arguments, footnotes, bibliography, etc.). The instructor will also post a Sample Essay on D2L for students to use as a guide. Students are also encouraged to visit the Instructor or Teaching Assistant during office hours for additional assistance/advice. The History Department also offers free Writing Support classes for students (visit the History Department website at <https://hist.ucalgary.ca>).

Research Essay Topics: To be discussed in class and posted on D2L.

The following information will greatly assist you in writing an effective document analysis and research essay:

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

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

Final Exam 30% (Scheduled by the Registrar)

The Final Exam will be held in December, with the time and place to be decided upon by the Registrar (see Note below). The Final Exam will consist of one longer essay (students will be given essay questions in advance and will be free to choose any ONE question they like) of approximately 2-3 pages, double-spaced, as well as a combination of short answers (identifying and explaining important people, events, and ideas) and multiple-choice questions. Students will be responsible for studying lecture material and readings from October 26 to December 7. The Final Exam will be discussed further on an ongoing basis during the second half of the term and during the Final Exam Review session.

Note: This course has a registrar-scheduled final examination. The date for writing the final examination 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.

Policy for Late Assignments and Assignments Submitted Outside of Class

All assignments must be handed in to the Instructor or Teaching Assistant in class on the due date. Assignments submitted after the deadline (without the instructor's prior approval) 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 or Teaching Assistant, 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 8:30 am and 4:00 pm, stamped with that day's date, and placed in the instructor's mailbox. Any assignments handed in after 4:00 pm 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.

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

COURSE OUTLINE AND READINGS

Date	Lecture Topics	Textbook Readings
7 September	Course introduction and Syllabus review	<i>Origins</i> : Contents and Preface
10, 12, 14 Sept.	Aboriginal Peoples before European Contact Arrival of the Europeans to northern North America (First Contact) SEPTEMBER 14: DOCUMENT ANALYSIS & RESEARCH ESSAY TUTORIAL (in class)	<i>Origins</i> Ch. 1 (pp. 2-21) <u>Jacques Cartier</u> biography at the Dictionary of Canadian Biography (DCB online): http://www.biographi.ca/en/bio/cartier_jacques_1491_1557_1E.html?print=1
17, 19, 21 Sept.	Arrival of the Europeans to northern North America (continued) Samuel de Champlain and the Founding/Early Years of New France 1603-1640s	<i>Origins</i> Ch. 2 (pp. 22-42) <i>Origins</i> Ch. 3 (pp. 44-64) <u>Champlain</u> DCB bio: http://www.biographi.ca/en/bio/champlain_samuel_de_1E.html
24, 26, 28 Sept.	The Iroquois, the Huron, and the French 1609-1701 Life in New France 1663-1760 (part I)	<i>Origins</i> Ch. 4 (pp. 66-85) <i>Origins</i> Ch. 5 (pp. 86-115) <u>(Bishop) Francois de Laval</u> DCB bio: http://www.biographi.ca/en/bio/laval_francois_de_2E.html
1, 3, 5 Oct.	Life in New France 1663-1760 (part II) Anglo-French Warfare in North America 1689-1763 and the Fall of New France 1759-63	<i>Origins</i> Ch. 7 (pp. 134-160) <u>James Wolfe</u> DCB bio: http://www.biographi.ca/en/bio/wolfe_james_3E.html <u>Marquis de Montcalm</u> DCB bio: http://www.biographi.ca/en/results.php/?ft=montcalm

10, 12 Oct.	<p>***NO CLASS OCTOBER 8th***</p> <p>The Fall of New France 1759-63 (continued)</p> <p>OCTOBER 12: DOCUMENT ANALYSIS DUE (in class)</p>	
15, 17, 19 Oct.	<p>The Rise and Fall of Acadia 1605-1758</p> <p>October 19: Mid-term Exam Review</p>	<i>Origins</i> Ch. 6 (pp. 116-133)
22, 24, 26 Oct.	<p>OCTOBER 22: MID-TERM EXAM PART I (in class)</p> <p>OCTOBER 24: MID-TERM EXAM PART II (in class)</p> <p>October 26: British Conquest of Quebec 1760-1774 (part I)</p>	<i>Origins</i> Ch. 8 (pp. 163-84)
29, 31 Oct., 2 Nov.	<p>British Conquest of Quebec 1760-1774 (part II)</p> <p>Quebec in the Age of Revolution and the Rise of English Canada 1775-91</p>	<i>Origins</i> Ch. 9 (pp. 186-207)
5, 7, 9 Nov.	<p>Maritimes 1760-1815</p> <p>Upper Canada and the War of 1812 (1791-1815)</p>	<p><i>Origins</i> Ch. 10 (pp. 208-27)</p> <p><i>Origins</i> Ch. 11 (pp. 228-55)</p> <p><u>Tecumseh</u> DCB bio: http://www.biographi.ca/en/bio/tecumseh_5E.html</p> <p><u>Sir Isaac Brock</u> DCB bio: http://www.biographi.ca/en/bio/brock_isaac_5E.html</p> <p><u>Laura Ingersoll (Secord)</u> DCB bio: http://www.biographi.ca/en/bio/ingersoll_laura_9E.html</p>
12-16 Nov.	***READING WEEK, NO CLASSES***	

19, 21, 23 Nov.	<p>Lower Canada, the Road to Rebellion, and Lord Durham's Report 1791-1841</p> <p>Upper Canada 1815-41</p> <p>NOVEMBER 23: RESEARCH ESSAY DUE (in class)</p>	<p><i>Origins</i> Ch. 13 (pp. 279-307)</p> <p><i>Origins</i> Ch. 14 (pp. 308-37)</p> <p><u>William Lyon Mackenzie</u> DCB bio: http://www.biographi.ca/en/bio/mackenzie_william_lyon_9E.html</p> <p><u>Louis-Joseph Papineau</u> DCB bio: http://www.biographi.ca/en/bio/papineau_louis_joseph_10E.html</p>
26, 28, 30 Nov.	<p>The Northwest 1670-1879</p> <p>Canada 1840-64: Social & Economic Life</p> <p>Canada 1840-64: Political Life</p>	<p><i>Origins</i> Ch. 12 and Ch. 19 (pp. 256-77, 432-51)</p> <p><i>Origins</i> Ch. 15 (pp. 338-64)</p> <p><i>Origins</i> Ch. 16 (pp. 366-87)</p>
3, 5, 7 Dec.	<p>The Road to Confederation and Confederation Achieved: Canada as a nation-state</p> <p>December 7: The Meaning of Canada 1608-1867 & Final Exam Review</p>	<p><i>Origins</i> Ch. 21 (pp. 476-500)</p> <p><u>Joseph Howe</u> DCB bio: http://www.biographi.ca/en/bio/howe_joseph_10E.html</p> <p><u>George Brown</u> DCB bio: http://www.biographi.ca/en/bio/brown_george_10E.html</p> <p><u>Sir George-Etienne Cartier</u> DCB bio: http://www.biographi.ca/en/bio/cartier_george_etienne_10E.html</p> <p><u>Sir John A. Macdonald</u> DCB bio: http://www.biographi.ca/en/bio/macdonald_john_alexander_12E.html</p> <p>“Facing Sir John A. Macdonald’s Legacy” (Canadian Encyclopedia online): https://www.thecanadianencyclopedia.ca/en/article/facing-sir-john-a-macdonalds-legacy/</p>

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.

Use of Internet and Electronic Communication Devices

Please be courteous to those around you. The use of laptops/IPads/IPhones and other electronic devices for other than typing lecture notes can be distracting to your colleagues nearby. Note that several academic studies have concluded that using social media during lectures distracts the student from the knowledge being created and discussed to the detriment of learning experience and growth.

Recording or Photographing Lectures and PowerPoint

Due to copyright issues, and to promote the full academic freedom of class members that includes unimpeded intellectual and knowledge exchange, unless otherwise arranged with the instructor, audio or visual recording of in-class lectures and discussions as well as PowerPoint slides is not allowed. According to university regulations, unauthorized recording is a serious academic offence and is included in the university calendar under the definition of “Academic Misconduct.” For more information, see the university calendar, Item E.6: *Recording of Lectures*.

Copies of Class Lectures and PowerPoint Slides

Due to issues of copyright, and that the course deals with argumentative and interpretive content and approaches, copies of class lectures and PowerPoint slides will not be available on D2L. Other relevant course documents will be available online including, where applicable, summaries of lecture topics and important discussion points that are important for the growth of student learning in Canadian and to help reflect and study for the mid-term and final examinations.

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 Dean of Students who will apply the penalties specified in the *University of Calgary Calendar*.

Important Departmental, Faculty, and University Information

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, 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 (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.

- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

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 (TFDL). 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 course pack 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 (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. 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.
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* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), 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 (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction 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.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health:

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

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.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly
Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- 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>

Fall 2018