



Department of History

HTST 211-01
Canada Origins to 1867
Fall, 2020

Instructor: Dr. David B. Marshall

Email: marshall@ucalgary.ca

Office Hours and Method: See below

Course Delivery: Online

Originally Scheduled Class Times: MWF 11:00 – 11:50

Synchronous Class Times: Optional M 11:00 – 11:50

Teaching Assistants:

Tracy Iverson: tracy.iverson@ucalgary.ca

Barbara Telford: barbara.telford@ucalgary.ca

Course Description

This course is designed to introduce students to the major themes in Canadian history during the colonial or Pre-confederation era. The course will focus on a number of broad themes including: Native-newcomer relations; New France as the foundation of French Canadian society; imperial rivalry between France and Britain in North America; the foundations of Canadian-American relations; settlement and the rise of Canadian social institutions; colonial identities; the development of the constitution; formation of the Canadian nation; and the marginalization of Indigenous peoples.

Interpretations about the past are never cast in stone. History is a debate about the ages through the ages. The lectures, therefore, will also explore the changing interpretations and major debates about early Canadian history.

On-Line Instruction Statement:

All required components of this course will be delivered asynchronously. The lectures will be posted on D2L on a weekly basis -on MWF mornings before 11:00 a.m.. Students can access these lectures on their own time. There are no on-line quizzes, discussion boards etc. The only synchronous element of this course is the weekly question and answer session via Zoom. This question and answer session is entirely voluntary. No Grades are assigned to this optional

component of the course.

Learning Outcomes

Through attending lectures, taking your own notes, reading the assigned text, and completing all written assignments at the end of the course, students should be able to:

- identify, analyze and explain the significance of the major events, personalities, developments and themes in early Canadian history, from its beginnings to 1867
- interpret and evaluate primary source documents by placing them in historical context See Assignment #1, Documentary Analysis
- analyze secondary historical sources, including academic books and articles, documentary film See especially, Assignment #2, Review Paper
- recognize that events and personalities in Canadian history still matter, can stir controversy, and influence Canada today. See Assignment #3, Position Paper
- critically evaluate the reliability, strengths, weaknesses and biases of historical evidence and historical writing
- assess differing interpretation of the past



Office Hours:

- **I will be holding regular office hours via Zoom on Mondays at 11:00** during the Fall term. The Teaching Assistants (TAs) will also be attending the office hours. Of course, all students are invited to show up or sign in for the office hour; but they are not required to do so. **Office hours are voluntary.** Students do not need to have a question to attend. They can, if they choose, attend the office hour for the purposes of listening to the exchanges.
- Office hours can be utilized for questions about course expectations, the assignments, readings or lecture content.
- During office hours, students can interact with the instructor/TAs either directly through the waiting room or, if a student prefers to remain anonymous, questions can be asked/typed through the chat room.
- Students who prefer more personalized 1:1 contact can, of course, e-mail the instructor or the Teaching Assistants (TAs).
- When e-mailing, you must use your University of Calgary account. E-mails will be responded to in a timely manner, normally within 24 hours, except over the weekends.
- Many issues can be easily dealt with in an e-mail correspondence.
- If necessary, I might ask that we discuss matters pertaining to written work, in particular, by meeting 1:1 on Zoom. Once a mutual time for meeting is agreed upon, I will send you a zoom invite, so we can meet. This option is sometimes necessary when the issues being discussed become too involved for long e-mails. Sometimes, more direct inter-action is required.

Required Digital Texts for Purchase

-Conrad, Margaret, Alvin Finkel, Donald Fyson, *History of the Canadian Peoples Vol. 1: Beginnings to 1867* (7th edition) **Pearson Revel Platform**

Here are the steps students need to register for the ebook. There are 2 options for purchasing:

1. Just follow the PowerPoint directions and get access from their couch using their credit card or pay pal account.

Students need this link. <https://console.pearson.com/enrollment/cm4de>

2. Purchase access via the U of C Bookstore website.

Students can purchase the Revel code from the University of Calgary Bookstore by searching for HTST 211 in the list: <https://www.calgarybookstore.ca/digital2.asp?>.

There is a Power Point presentation on what to do on D2L. On the Htst 211 site, click on Content on the navigation bar at the top of the page. Then on the left side of the Content page there is a Table of Contents, press “Course Outline” and the Power Point presentation can be found as the second item.

Optional Text (also available at the University of Calgary Bookstore)

-Cooper, Afua, *The Hanging of Angelique: The Untold Story of Canadian Slavery and the Burning of Old Montreal*. This book is available for those students choosing to do the Book Review for the 2nd module. For more detail, see the Assignment 2 sheet.

N.B. Students are also strongly advised to consult The History Student’s Handbook: A Short Guide to Writing Essays for the purposes of formatting notes and bibliographies in the appropriate manner. The Guide is available on the Department of History website. On the top navigation bar, go to Current Students. Then to Student Handbook option. On the Student Handbook page, press the “Download Guide” button.

Here is the link:

<https://arts.ucalgary.ca/sites/default/files/teams/29/history-students-handbook-2019.pdf>

ASSIGNMENTS

N.B. All assignments must be submitted to the DropBox for Htst. 211 on the D2L site in a Word document.

ASSIGNMENT	LENGTH N.B. These are approximate guidelines	DATE DUE	% FINAL GRADE
Assignment #1 Documentary/Primary Source Analysis	3 PAGES 800-1000 Words (double-spaced 12 Point Font)	Fri. Oct 9 th 2020	20%

Assignment #2 Review Paper	3 PAGES 800-1000 Words (double-spaced 12 Point Font)	Fri. Nov. 6 th 2020	20%
Assignment #3 Position Paper	5 PAGES 1200-1500 Words (double-spaced 12 Point Font)	Fri. Nov. 27 th 2020	30%
TAKE-HOME FINAL EXAMINATION*** Distributed last day of classes, Wed. Dec. 9 th 2020	No more than 8 pp. double- spaced or approx. 2500 words	Wed. Dec. 16 th 2020 at 4:00 p.m. Students will have ONE week to write the exam.	30%

A detailed explanation sheet for each Assignment is on the D2L site. Click “Content” on the top navigation bar and then click Assignments under Table of Contents.

***The FINAL EXAMINATION will be a Take-Home examination. It will consist of TWO parts. **Part A** will comprise of questions from the period of initial Indigenous or First Nation contact with the European colonizers to the American Revolution. **Part B** will cover the period from the coming of the Loyalists to Confederation in 1867. The questions will be on the major themes or issues of the course and they will require an essay style answer.

Students will be required to complete ONE question from each part. Each part will be of equal weight -15% each- for a total of 30% of the Final Grade. Each answer should be between 750-1200 words or 3-4 pages double-spaced. In total the examination cannot exceed 8 typed double-spaced pages, excluding a title page.

The Take-Home Final will be posted on D2L and each student will receive a copy of the Final Examination by e-mail on the last day of classes -Wed. Dec. 9th 2020. Students will have ONE WEEK to complete the examination. It is DUE by Wed. Dec. 16th 2020 at 4:00 p.m. Examinations MUST be submitted through the D2L DropBox as a Word document.

Late Submissions Policy

- Students should strive to meet the deadlines. Submitting assignments past the DUE DATE, in the end, compromises the student’s ability to complete the subsequent

assignments in the course in a timely and satisfactory manner. However, due to **Covid 19**, there is flexibility. **IF YOUR PAPER IS GOING TO BE LATE, YOU MUST CONSULT WITH THE INSTRUCTOR OR ONE OF THE TEACHING ASSISTANTS VIA E-MAIL.**

- Students **MUST** keep a copy of all their assignments.

Assessment

Students will receive individual feedback in the form of commentaries on papers and marginal notes for all their assignments. All assessments will be returned or delivered through D2L. The Grading scheme for this course can be found below. It follows the standard Department of History Grading System.

Learning Technologies Requirements

The D2L site for this course contains the lectures, required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in in Htst 211, students need to have reliable access to technology, as follows:

- A computer with a supported operating system;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Stable broadband internet connection

Lecture Schedule with Readings

N.B. All lectures are delivered asynchronously. Students can access them through D2L. They will appear under Content on the top navigation bar. I will be releasing or posting the lectures one by one. Normally, the lecture will be posted on D2L before it would normally be delivered. That is, for the lecture on Mon. Sept. 14th, the video will be posted by early that morning of Sept. 14th.

The text and the lectures are not in exact synch. While the text is comprehensive in its coverage of chronology, geography and topic, the lectures are designed to feature certain events, themes and issues in greater detail. The lectures are not a summary or review of the textbook. Instead they present a different narrative, and at times interpretation, of Canadian history. The text and the lectures complement each other but they do not replicate each other. Students are encouraged to develop their own narrative or story of what is important and their own interpretation of

Canadian history.

Students are encouraged to take notes on the lectures. Even though students have access to the lectures throughout the course and the exam period; it is much better for student learning that students take their **own notes** on the course material. Such notes capture or articulate the students' personal or distinctive understanding of the course material.

N.B. Lectures can be accessed through D2L. Click "Content" on the top navigation bar. The lectures appear on the left-side of the page in the Table of Contents. They are organized by week #1 - #13 and they correspond with the weeks indicated below in the chart. Each lecture is divided into 2 or 3 parts so that the files are not too large.

	Lecture Topic	Reading from <i>History of the Canadian Peoples, Vol. 1: Beginnings to 1867</i>
Week #1 Sept. 8-11	Organizational Material Course Outline, Assignments and Expectations Lecture 1: Aboriginal Society Before Contact	Ch. 1 & Ch. 2
Week #2 Sept. 14-18	Lecture 2: European Exploration & Early Contact Lecture 3: Champlain & Beginnings of New France Lecture 4: Destruction of Huronia/the Wendat People	Ch. 3
Week #3 Sept. 21-25	Lecture 5: New France I: Government & Society Lecture 6: New France II: Seigneurial System & a Military Society Lecture 7: New France III: Family, Religion & Slavery	Ch. 4 & Ch. 6
Week #4 Sept. 28-Oct. 2	Lecture 8: The Fur Trade & Hudson's Bay Company Lecture 9: Rivalry for a Continent: The West Lecture 10: Acadian Neutrality & Expulsion	Ch. 5 & Ch. 7
Week #5 Oct. 5-9	Lecture 11: New France: The Last Phase Lecture 12: British Conquest of New France, 1759-60	Ch. 7 & Ch. 8

	Lecture 13: Proclamation of 1763 to the Quebec Act of 1774	
Week #6 Oct. 12-16	<p>THANKSGIVING DAY NO CLASSES</p> <p>Lecture 14: From the Quebec Act to the American Revolution</p> <p>Lecture 15: Coming of the Loyalists & Constitution Act of 1791</p>	Ch. 8 & Ch. 9
Week #7 Oct. 19-23	<p>Lecture 16: Early Upper Canada</p> <p>Lecture 17: Quebec Society & Politics/French Canadian Language & Nationalism</p> <p>Lecture 18: War of 1812 & the British North American Identity</p>	Ch. 9
Week #8 Oct. 26-30	<p>Lecture 19: Migration & Settlement</p> <p>Lecture 20: Reform in Upper Canada</p> <p>Lecture 21: Crisis in Lower Canada</p>	Ch. 11 & Ch. 12
Week #9 Nov. 2-6	<p>Lecture 22: Rebellions of 1837-8 & Their Aftermath</p> <p>Lecture 23: Durham's Report & Union of the Canadas</p> <p>Lecture 24: Achievement of Responsible Government & The Rebellion Losses Bill</p>	Ch. 12
Nov. 9-13	TERM BREAK, NO CLASSES	
Week #10 Nov. 16-20	<p>Lecture 25: Canals, Railways & Commercial Development</p> <p>Lecture 26: Building the Public School System & The Idea of Residential Schools</p> <p>Lecture 27: Settlement of the Maritimes & the Marginalization Mi'kmaq</p>	Ch. 13
Week #11	Lecture 28: Lecture 28: British Columbia, the Gold	

Nov. 23-27	Rush & Marginalization of Indigenous West Coast People Lecture 29: The North West & Rise of the Metis, Lecture 30: Transformation of the NorthWest	Ch. 10 & Ch. 14
Week #12 Nov. 30- Dec. 4	Lecture 31: Catholic-Protestant Rivalry & the Politics of the 1850s Lecture 32: Canadian-American Relations & Underground Railroad Lecture 33: Causes of Confederation	Ch. 11
Week #13 Dec. 7-9	Lecture 34: Road to Confederation Lecture 35: Achievement of Confederation	Ch. 15

Guidelines for Synchronous Office Hour Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>

- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

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

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

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. Please see [The History Student's Handbook](#)

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. No copyrighted reading 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 consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Campus Security and Safewalk (220-5333)

- **Department Twitter @ucalgaryhist**

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