



**Faculty of Arts  
Department of History  
Course Outline  
Fall 2022  
HTST 211  
Canada: Origins to 1867**

**Instructor:** Dr. David B. Marshall

**Email:** marshall@ucalgary.ca

**Office Hours and Location** MWF 10-00 – 12:00 Social Sciences Building 638 or by appointment via Zoom

**Tel No.** 403 220-3837

**Class Room Location,** ICT 122

**Days and Times:** MWF 9:00 – 9:50

*We would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The city of Calgary is also home to Métis Nation of Alberta, Region 3.*

**Course Delivery:** This course will be delivered in person. Only if the instructor is unable to be in-class will lectures appear electronically on D2L.

### **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; Canadian-American relations; settlement and the rise of Canadian social institutions; colonial identities; the development of the Canadian constitution and politics; 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.

### **Learning Outcomes**

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

-have a solid grasp of the chronology and major themes and issues of Canadian history during

the colonial period.

-identify and analyze the significance of the major events, people and themes in early Canadian history, from its beginnings to 1867.

-analyze secondary historical sources, including academic books and articles and documentary film. See especially. See Assignment #1 & #2.

-recognize that events and personalities in Canadian history still matter, can stir controversy, and influence Canada today. See Assignment #3.

-assess differing interpretation of the past. See Assignment #1 and #3.

## **Course Policies**

- Students **MUST** keep a 2nd copy of all their assignments.
- D-2L is utilized for all the course documents. The following is on D-2L: contact information; course syllabus; detailed descriptions of each assignments; readings for assignments on **Reading List**; and the final examination.
- **STUDENTS ARE EXPECTED TO TAKE THEIR OWN CLASS NOTES.**
- Lap-Top Computers can be utilized by students for the purposes of note-taking. But students should be aware that there is a great deal of evidence to suggest that taking notes in the old-fashioned manner, handwriting, leads to better results in tests or examinations. Handwriting notes forces students to process the lectures into their own words, and as a result, students have a better command of the course content. In other words, the pen can be mightier than the keyboard or laptop computer.
- Office Hours: If you have any questions about the course material or the assignments, please visit the instructor or Teaching Assistant(s) during their scheduled office hours. Instructor hours are MWF 10:00 – 12:00, TA hours are posted on D2L. If the office hours are not convenient, an appointment or zoom meeting can be arranged.
- E-mail protocol: 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.

## **Course Requirements**

### **Reading Material (available at the U of C Bookstore)**

For purchase or rental at the U of C Bookstore

-Conrad, Margaret, Alvin Finkel, Donald Fyson, *History of the Canadian Peoples Vol. 1: Beginnings to 1867* (7<sup>th</sup> edition) -This textbook is an eBook. Students can purchase it through the Uof C Bookstore website OR there will be cards on the shelf for Htst. 211 in the U of C Bookstore that they can take to the cashier to have activated.

Also available at the textbook store for purchase is:

Cooper, Afua *The Hanging of Angelique: The Untold Story of Canadian Slavery and the Burning of Old Montreal*, and Paul Daniel, *First Nations History, We Were Not Savages: Collision between European and Native American Cultures* (3<sup>rd</sup> edition)

**Students will select ONE of these two books for the Book Review, Assignment #1.**

## Assignments

**All written assignments are to be submitted via Dropbox, found under Assessments on the Navigation Bar of the D2L site for this course, as a Word Document.**

ASSIGNMENT	LENGTH N.B. These are approximate guidelines	DATE DUE	% FINAL GRADE
#1 Book Review	3 PAGES 800-1000 Words (double-spaced 12 Point Font)	Fri. Oct. 7 <sup>th</sup> 2022	20%
#2 Film Study: “Daughters of the Country”	3 PAGES 800-1000 Words (double-spaced 12 Point Font)	Fri. Nov. 4 <sup>th</sup> 2022	20%
#3 “History Matters” Position Paper on Statues	5 PAGES 1200-1500 Words (double-spaced 12 Point Font)	Mon. Nov. 28 <sup>th</sup> 2022	30%
***TAKE-HOME FINAL EXAMINATION (This is not a Registrar scheduled examination)	No more than 8 pp. double- spaced or approx. 2500 words	Distributed Wed, Dec. 7 <sup>th</sup> 2022 DUE: Wed. Dec. 14 <sup>th</sup> 2022	30%

**N.B. Detailed descriptions of each assignment are available under Course Content on the Navigation Bar on the Htst 211 D2L site.**

For all papers, details about **referencing and notes** are found in The Department of History Essay Guide, which can be found on the Department of History website. For access click on Current Students and then click on Undergraduates. Click on Student Handbook and then click the Download Guide button.

[https://arts.ucalgary.ca/sites/default/files/teams/29/History%20Student's%20Handbook%20\(2022\).pdf](https://arts.ucalgary.ca/sites/default/files/teams/29/History%20Student's%20Handbook%20(2022).pdf)

## Grading Policies

Deadlines are Firm (Students seeking extensions MUST consult with the Instructor. Failure to follow these guidelines will result in a deduction of ONE LETTER GRADE PER DAY, i.e. from a B to a B- to a C+ etc.)

Should students be dissatisfied with the grade, then they should discuss the paper and the grade with whoever graded the paper. Failing that, they can seek a 2<sup>nd</sup> reading from the course instructor – Dr. Marshall. To receive a 2<sup>nd</sup> reading, students must outline their grounds for seeking redress in writing. If a 2<sup>nd</sup> reading is granted, the grade may stay the same, go up, or possibly go down.

**All assignments will receive a letter grade. For the purposes of calculating final grades the letter grades have the following assigned values A+ = 95; A = 87.5; A- = 82; B+ = 78.5; B = 75; B- = 71.5; C+ = 68.5; C = 65; C- = 61.5; D+ = 58; D = 52.5; F = 0.0. Each value is the approximate mid-point of the grade ranges based on the Departmental of History Grading System below.**

## Methods of Assessment

All assignments will be assessed based on completeness, depth of analysis, and writing style. All papers will be graded on the ability for students to **think historically**: that is to understand events and people in their historical context (through the reconstruction and understanding of the appropriate political, economic, religious, social, intellectual, artistic or cultural, moral, technological and geographical conditions of the period being studied). The opposite of historical thinking is **presentism**, which should be avoided in History courses. Presentism is the interpretation or judgement of the past through the imposition of today's values and standards. Respect for the past and for historical figures is essential to good history. It requires analytical distance from present-day concerns and values.

\*\*\*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 and Constitution Act (1791) to Confederation in 1867. 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. The questions will be on the major themes or issues of the course and they will require an essay style answer. 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 in **Content** on the Navigation Bar of the D2L site for this course. Each student will also receive a copy of the Final Examination by e-mail on the last day of classes, Wed. Dec. 7<sup>th</sup> 2022. Students will have SEVEN DAYS to complete the examination. It is DUE by Wed. Dec. 14<sup>th</sup>. Examinations MUST be submitted through D2L as a Word document.

## **Learning Technologies**

There is a D2L site for this course that contains all relevant class resources and materials, such as course outline, assignments sheets and the final examination. All notifications will also be posted on D2L. In order to successfully engage in learning experiences and complete assignments in this class, students will need reliable access to the following technology:

-a computer, tablet, or other device

-internet to access D2L.

-a computer microphone is necessary for the purposes of instructor-student meetings via **zoom**

## **Inclusiveness, Accommodation, Privacy, and Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible. If you face circumstances that require an informal accommodation or adjustment, please contact the instructor by email or during office hours.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services. Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss controversial topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of learning and emerging as active, engaged citizens.

## Lecture Schedule & Required Readings

Date	Lecture Topic & Reading from Text: Conrad, M. et al., <i>History of the Canadian Peoples, Vol. 1: Beginnings to 1867</i>	Important Dates
Week #1 Sept. 7-9	-Organization (Text: Ch.1&2)  -Indigenous Society Before Contact	
Week #2 Sept. 12-16	<b>Perilous Beginnings (Text: Ch.3)</b>  -Early Contact -Beginnings of New France -Destruction of Huronia	
Week #3 Sept. 19-23	<b>New France (Text: Ch. 4&amp;6)</b>  -Great Peace of Montreal -New France: Seigneurial System & Military Society -New France: Women, the Church & the Catholic Faith	
Week #4 Sept. 26-28	<b>The Fur Trade (Text: Ch. 5)</b>  -Indigenous Society & the Fur Trade -Fur Trade Rivalry	Sept. 30 National Day of Truth & Reconciliation <b>NO CLASS</b>
Week #5 Oct. 3-7	<b>Colonial Rivalry (Text: Ch. 7)</b>  -Expulsion of the Acadians -New France: the Last Phase -Conquest of New France	<b>Friday Oct. 7<sup>th</sup> Assignment #1 DUE</b>
Week #6 Oct. 12-14	<b>The Revolutionary Era (Text: Ch. 8)</b>  -Proclamation of 1763 to the Quebec Act of 1774 -Impact of the American Revolution	Oct. 10 Thanksgiving Day <b>NO CLASS</b>
Week #7 Oct. 17-21	<b>Forging the Canadian Identity Before 1812 (Text: Ch. 9)</b>  -The Loyalists & Constitution Act, 1791 -Lower Canada -Upper Canada	
Week #8	<b>Forging the Canadian identity After</b>	

Oct 24-28	<b>1815 (Text: Ch11)</b>  -War of 1812 -Migration & Settlement -Reform in Upper Canada	
Week #9 Oct. 31- Nov. 4	<b>Reform &amp; Rebellion, 1820s- 1841 (Text: Ch. 12)</b>  -Crisis in Lower Canada -Rebellions -Durham's Report & Union of the Canadas	<b>Friday Nov. 4<sup>th</sup> Assignment # 2 DUE</b>
Nov. 7-11		<b>Reading Week NO CLASSES</b>
Week #10 Nov. 14-18	<b>Canadian Society &amp; Politics in the 1840s – 1850s (Text: Ch. 13)</b>  -Achievement of Responsible Government -Railways & Commercial Development -Schools & Indigenous Policies	
Week #11 Nov. 21-25	<b>First Nations &amp; Colonial Life in Maritime &amp; West Coast Colonies and the North West Plains (Text: Ch. 10,11&amp;14)</b>  -Maritime Colonies & the Mi'kmaq People -Gold Rush & marginalization of North West Coast Indigenous People -Rise of the Metis in the North West	
Week #12 Nov. 28 - Dec. 2	<b>Confederation Era 1850s – 1860s (Text; Ch. 15)</b>  -Protestant-Catholic Rivalry & the Politics of the 1850s in the Canadas -Underground Railway & Canadian American Relations -Causes of Confederation	<b>Monday Nov. 28<sup>th</sup> Assignment # 3 DUE</b>
Week #13 Dec. 5-7	<b>Creating a New Nation (Text: Ch. 15)</b>  -Road to Confederation -"A Political Nationality"	

**N.B. There is a Take-home final examination. It will be distributed during the Final class and also by e-mail and be posted on D2L under Content on the last day of classes, Wed. Dec. 7<sup>th</sup> 2022. The examination is DUE in Seven days on Wed. Dec. 14<sup>th</sup> 2022. This take-home final examination is not a registrar-scheduled final exam.**

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**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES**

**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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

**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](#).



## **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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 calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

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 [Student Accessibility Services](#).

## **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment

with the students.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

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 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. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of

term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

### **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 sexual and gender-based violence policy](#).

### **Other Useful Information**

Please see the Registrar’s [Course Outline Student Support and Resources](#) page 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
- Safewalk
- Campus Security 220-5333

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