

HIST 260A: Intro to the Study of Canadian History 1500-1867*3 credits, 3 hours*

This course is an introduction to Canadian History from the first Amerindian-European contacts in the 1500s to Confederation in 1867. Among the topics to be discussed are Aboriginal/White relations, English/ French relations, political and economic developments in the colonies of New France and British North America. This course provides a foundation for senior and advanced courses in Canadian history.

Instructor

Dr. Hugh A. Gordon
S213A

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Office Hours

Monday	13:00 – 13:50
Tuesday	13:00 – 14:50
Wednesday	13:00 – 13:50
Thursday	13:00 – 13:50

Hours of Instruction

Tuesday	15:30 – 16:50	S218
Thursday	15:30 – 16:50	S218

Required Resources

Francis, R. Douglas, Richard Jones, Donald B. Smith, *Origins: Canadian History to Confederation*, 8th ed. (Toronto: Nelson, 2016)

Course Outcomes

Upon successful completion of this course, the student shall be able to:

- Identify and analyze major themes and events in Pre-Confederation Canadian History
- Design a Chicago-style Bibliography for history essays based on primary sources that the students have located and identified
- Write university-level history essays that have a coherent argument

Evaluation

Essay Proposal	5%
Primary Source Assignments	10%
Essay	20%
Alternate History Assignment	15%
Midterm Exam	20%
Final Exam	30%
Total	100%

A grade of C- is required for progression or transfer.

Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory Progression	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	C-	1.7	60 – 63.9	
Poor Minimum Pass	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Essay Proposal and Essay: Due Oct. 24 and Nov. 28

There are two main assignments due in class, both mandatory. For the first assignment, students will create a bibliography and thesis statement for the essay (second assignment). The first assignment is due Oct. 24. Students will be required to show that they can conduct preliminary research and analysis. The essay will require students to use primary and secondary sources to analyze a particular event/concept in pre-Confederation Canadian history. A list of suggested topics will be provided, if a student wishes to write on a topic not listed, he or she will have to get the approval of the instructor. It is recommended that students use primary sources as a starting point for research. The essay will be 2000-2500 words or 8-10 pages in length (typed, double-spaced, 12 point font). Three primary sources and two secondary sources will be required. Essays are due at the beginning of class on Nov. 28. Late assignments will have 10% per EVERY SINGLE day later deducted from the final mark. Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Essays, footnotes/endnotes and bibliographies must be formatting according to the Chicago Manual of Style.

Primary Source Assignments (In-Class Response Papers):

There will be two primary source assignments, each worth 5% of the final grade. Students will be given a primary source to read and write about in class. Students will have to explain what the primary source is and analyze it. Students may use course materials to find information about the source they are given, but there will be NO collaboration with other students. Students will be required to read the source, describe it, answer questions about it and express an opinion about it.

Alternate History/Counterfactual Assignment: Due Oct. 10

There are several points in Canadian history that could have turned out differently. Write a four page fictional history of Canada that is framed by real worldwide events. Make sure to use actual historical sources to justify what might have happened. Turning points that students can focus on include, but are not limited to:

Meetings with First Nations (What would a modern Canada without European settlement look like?)

The Conquest of New France (What would Canada be like if the British failed to conquer Quebec?)

The War of 1812 (What would Canada look like as part of the United States?)

Confederation (Would the negotiations to create Canada have made a different country with a different government, set of provinces or other variables?)

This assignment will be four pages double-spaced.

LATE POLICY:

Late assignments will have 10% deducted from the final mark for the first day and will not be accepted afterwards. All written assignments must be submitted on Moodle as Microsoft Word .docx files. ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE. Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Extensions will be granted on **LIMITED CASE-BY-CASE BASIS** and **MUST** be granted via email. No extensions will be allowed on the day the essay is due or the day before.

Proposed Schedule of Topics: Date and time allotted to each topic is subject to change.

Week 01 Sept. 5	<ul style="list-style-type: none"> • Introduction
Week 02 Sept. 10, 12	Readings: <i>Origins</i> , pg. 3-40 <ul style="list-style-type: none"> • The Geography of Canada and the First Peoples • European Explorers and First Contact
Week 03 Sept. 17, 19	<i>Origins</i> , pg. 45-62, 87-112 <ul style="list-style-type: none"> • Early New France • New France as a Royal Colony • Social and Cultural Life of New France • Sept. 17: IN-CLASS RESPONSE
Week 04 Sept. 24, 26	<i>Origins</i> , pg. 67-82 <ul style="list-style-type: none"> • Film: <i>Black Robe</i> • Fish and Furs
Week 05 Oct. 1, 3	<i>Origins</i> , pg. 117-158 <ul style="list-style-type: none"> • Acadia, Louisbourg and Newfoundland Oct. 3: IN-CLASS RESPONSE
Week 06 Oct. 8, 10	<i>Origins</i> , pg. 165-205, 229-252 <ul style="list-style-type: none"> • Anglo-French Rivalry; Seven Years War • Canada and the American War of Independence Oct. 10: ALTERNATE HISTORY ASSIGNMENT DUE
Week 07 Oct. 15, 17	<ul style="list-style-type: none"> • MIDTERM • Upper and Lower Canada • War of 1812
Week 08 Oct. 22, 24	<i>Origins</i> , pg. 281-304, 309-334 <ul style="list-style-type: none"> • French Canadian Nationalism • Rebellion of Upper Canada • Discussions: Rebellions • The Durham Report and the Act of Union Oct. 24: ESSAY PROPOSAL DUE
Week 09 Oct. 29, 31	<i>Origins</i> , pg. 209-225 <ul style="list-style-type: none"> • Immigration to Canada in the mid-19th Century • Immigrants' Experience in Canada • Atlantic Canada (to 1840) • Social Changes in British North America • Discussion: Scott See article
Week 10 Nov. 5	<i>Origins</i> , pg. 257-274, 339-362 <ul style="list-style-type: none"> • Railroads, Canals and Industrialization: The Canadas at Mid-Century Discussion: Joe Beef Article Nov. 7 Reading Days NO CLASS
Week 11 Nov. 12, 14	<i>Origins</i> , pg. 367-385, 433-471. <ul style="list-style-type: none"> • The Western Fur Trade • Early Western Settlement
Week 12	<i>Origins</i> , pg. 477-499

Nov. 19, 21	<ul style="list-style-type: none"> • Responsible Government and Deadlock! • British North America, the Empire and the United States
Week 13 Nov. 26, 28	<ul style="list-style-type: none"> • Early Moves towards Confederation • Confederation • Nov. 28: ESSAY DUE
Week 14 Dec. 3, 5	<ul style="list-style-type: none"> • Review

Performance Requirements

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College.

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 8:30 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Student Life Department (CC210) is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.