

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

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

780-791-4981

Hugh.gordon@keyano.ca**Office Hours**

Monday 10:00 – 10:50, 15:00 – 15:50

Tuesday 11:00 – 11:50

Wednesday 10:00 – 10:50

Thursday 15:00 – 15:50

Hours of Instruction

Thursday 18:30-21:30 S216

Required Resources

Francis, R. Douglas, Richard Jones, Donald B. Smith, *Origins: Canadian History to Confederation*, 7th ed. (Toronto: Nelson, 2012)

Course Outcomes

Upon successful completion of the course, students will 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

Clearly outline what students must do in order to pass or complete the course.

Bibliography and Thesis Assignment	5%
Response Papers/Primary Source A's.	20%
Essay	25%
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	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	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.
Minimum Pass	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

Essay and Bibliography And Thesis Assignment

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 October 27. 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 Dec. 1. 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.

Response Papers:

On some class days, there will be a discussion on selected articles. Over the term, students will be required to submit two response papers of 1-2 pages in length identifying what you feel the significance of the document/article is. You may find additional information to support your thinking. Each response paper will be due at the beginning of the indicated discussion. They will not be accepted afterwards. Each will be worth 5%.

Proposed Schedule of Topics

Week 01 Sept. 8	<ul style="list-style-type: none"> • Introduction • The Geography of Canada and the First Peoples (Part One)
Week 02 Sept. 15	Readings: <i>Origins</i> , pg. 3-40 <ul style="list-style-type: none"> • First Peoples Part Two, European Explorers and First Contact • Discussion #1: The Journals of Jacques Cartier IN-CLASS RESPONSE
Week 03 Sept. 22	<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
Week 04 Sept. 29	<i>Origins</i> , pg. 67-82 <ul style="list-style-type: none"> • Film: <i>Black Robe</i> • Fish and Furs
Week 05 Oct. 6	<i>Origins</i> , pg. 117-158 <ul style="list-style-type: none"> • Library Session • Acadia, Louisbourg and Newfoundland • Discussion: Madeleine de Verchères IN-CLASS RESPONSE
Week 06 Oct. 13	<i>Origins</i> , pg. 165-205 <ul style="list-style-type: none"> • Anglo-French Rivalry; Seven Years War • Canada and the American War of Independence • Upper and Lower Canada
Week 07 Oct. 20	<i>Origins</i> , pg. 229-252 <ul style="list-style-type: none"> • Midterm
Week 08 Oct. 27	<i>Origins</i> , pg. 281-304, 309-334 <ul style="list-style-type: none"> • War of 1812 • French Canadian Nationalism • Rebellion of Upper Canada • Discussions: Rebellions • The Durham Report and the Act of Union • BIBLIOGRAPHY AND THESIS ASSIGNMENT DUE
Week 09 Nov. 3	<i>Origins</i> , pg. 209-225 <ul style="list-style-type: none"> • Immigration to Canada in the mid-19th Century • Immigrants' Experience in Canada, including case study of the Irish • Atlantic Canada (to 1840) • Social Changes in British North America Discussion: Scott See article RESPONSE PAPER DUE
Week 10 Nov. 10	<ul style="list-style-type: none"> • NO CLASS READING BREAK
Week 11 Nov. 17	<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 RESPONSE PAPER DUE •
Week 12 Nov. 24	<i>Origins</i> , pg. 367-385, 433-471. <ul style="list-style-type: none"> • The Western Fur Trade • Early Western Settlement
Week 13 Dec. 1	<i>Origins</i> , pg. 477-499 <ul style="list-style-type: none"> • Responsible Government and Deadlock! • British North America, the Empire and the United States • Early Moves towards Confederation ESSAY DUE • Confederation
Week 14 Dec. 8	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 student's 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

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

SKILL Centre

The SKILL Centre is a learning space in the Clearwater Campus at Keyano College where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The SKILL Centre, through a variety of delivery methods, provides assistance in skill development to Keyano students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Authorization

This course outline has been reviewed and approved by the Program Chair.

Hugh Gordon, Instructor

Louis Dingley, Chair

Date Authorized

Guy Harmer, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office