

DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – Fall 2022

HI2600 (B2): Canadian History 1500 to 1867 – 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: John Fontaine, PhD **PHONE:** n/a (remote)
OFFICE: n/a (remote) **E-MAIL:** jfontaine@nwpolytech.ca /
jmf1@ualberta.ca

OFFICE HOURS: on zoom by appointment

CALENDAR DESCRIPTION:

This course analyses the problems, the institutions and the changing roles in Canada before Confederation and provides a base and some tools for inquiry into Canadian affairs.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

Blake, Keshen et al., Conflict and Compromise: Volume I: Pre-Confederation Canada (2017).
Digital options are available through the bookstore.

DELIVERY MODE(S):

The course WILL BE DELIVERED REMOTELY. In any university-level survey course, instructor lectures and student notetaking will occupy the majority of class time. Expect to take notes. Pre-reading the material will help minimize this inevitability.

COURSE OBJECTIVES:

“History is not real.” Whether one subscribes to Hayden White’s premise or not, this sentiment begs us to consider the possibility of varying understandings of our past. How much truth is there to the history we tell and read? I submit that history is an interpretation. The act of telling history is an argument, not just

for our past, but for our present as well. The trick is to not let our present-day biases prevent us from critically investigating our past. We should strive to understand why events happened and why decisions were made in that period, not in our present one. Simply, to understand history, we need to understand the context of the past, not our own. Understanding the context of our past (not present) is the aim of this course.

The trick to understanding history is to focus, not just on the actual events, but to understand the context of the period with which you are studying. Realizing that history is an interpretation and that understanding history is contextual, is the basis for which I will teach this course.

This course provides a survey of Canadian history beginning with the first arrivals by people to the North American continent and then up to Confederation in 1867. To understand period context, lectures will focus on broad themes; understanding First Peoples, First European contact, New France, British colonization strategies, and how competing and collaborative relations/economies/cultures intertwined. It is important to understand the movement of dominant cultures and their motivations, and how they impacted peoples around them. From the First peoples of North America to the French-speakers of New France, to an emerging and then dominating Anglo-Protestant faction from the British Empire and the U.S., decisions made reflect the interplay of these relationships and of the changing context within different periods. Always, decisions were driven to secure economic influence. It will not be until the depression of the 1930s that decisions would be based, not on economic advantage, but on relationships as an independent value. This course is very much about relationships and struggles to influence the other. To understand these relationships/economic factors, this course follows a chronology of events. At every opportunity, I will focus first on events deemed important to understand the period context. This strategy is intentional to give you as broad a scope of our history as possible; to give you context. Chronologically, lectures will follow periods and leaders and events that help identify the greater narrative.

A general guide to the lectures is included.

LEARNING OUTCOMES:

By the end of this course, you will

- be able to critically examine and explain periods of Canadian history pre-confederation.
- better understand why decisions were made and events happened the way they did.
- have a chronological (political, cultural, economic) understanding of the beginning and continuation of what we now call Canada to Confederation.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

All students are required to write a mid-term and final exam and submit an essay to pass the course. The following recipe will be used to determine grades in this course:

Quizzes	20%
Mid-Term Exam	20%
Essay Assignment	30%
Final Exam	30%

Quizzes: Value: 20%

Students must take short quizzes throughout the term. Quizzes are loosely scheduled at the end of each bank of lectures. Expect anywhere from 5-9 quizzes throughout the term. Your lowest quiz mark will not be used. You will have 20 minutes to complete each quiz. Quizzes may be given during class, time permitting.

Mid-Term Exam: Value: 20%

October 18, 2022

Based on lectures and assigned readings completed up to Mid-term date, the Mid-term exam will include maps, multiple choice/true-false questions, and a short answer section, and will take place during class.

Essay Assignment: Value: 30%

Due: November 27, 2022

Length: About 8-10 double-spaced, single-sided typed pages (not including bibliography) submitted through e-class by 6 pm on the assigned due date.

Assignment: Students should select their topic from the list to be posted during the term. Students desiring to write on an alternative topic must obtain the prior approval of the instructor. References must be properly footnoted, and there must be a bibliography of a minimum of 3 scholarly works consulted. See Chicago Manual Style for proper footnoting and bibliography

(https://www.chicagomanualofstyle.org/tools_citationguide.html). Students are strongly encouraged to download and utilize records management software like Zotero (<https://www.zotero.org/>).

Students are also encouraged to use online sites like the Canadian Encyclopedia

(<https://thecanadianencyclopedia.ca/en>) and the Dictionary of Canadian Biography

(<http://www.biographi.ca/en/index.php>) to help in your understanding of course material. Note that

encyclopedic references are not considered scholarly work and cannot be used as part of the bibliographic quota. If you are unsure as to what counts as scholarly work, ask the instructor.

Final Exam: Value: 30%

Due: December 14-22, 2022 (to be advised)

The take-home final exam is cumulative and will include material and assigned readings from all lectures. Anything mentioned in class is fair game.

This exam will be posted on the last day of class (Dec. 7) and will be due as noted. The exam will consist of several questions requiring long-answer responses.

Final exams submitted late will not be accepted without prior written approval by the instructor.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Bank	Dates (approx.)	Summary	Required Readings
1 st class	Sept 1	Outline	n/a
5 September is Labor Day. No classes.			
intro	Sept 6, 8	Introduction to the course What is History?	Conflict and Compromise, pp. vii-x.
1	Sept 13, 15	First Peoples	Conflict and Compromise, pp. 1-15.
	Sept 20, 22	First Peoples (First Encounters) Quiz	Conflict and Compromise, pp. 16-26.
2	Sept 27, 29	First Contact	Conflict and Compromise, pp. 27-51.
30 September is National Day for Truth and Reconciliation. No classes.			
	Oct 4	First Contact Quiz	Conflict and Compromise, pp. 27-51.
3	Oct 6	New France - the Church and the State the Royal Proclamation of 1663 Gesta Dei per Francos	Conflict and Compromise, pp. 52-78.
	Oct 10-14	No Classes – Fall Break	
	Oct 18	Mid-Term Exam	
	Oct 20	New France - the Church and the State the Royal Proclamation of 1663	Conflict and Compromise, pp. 52-78.

		Gesta Dei per Francos Quiz	
4	Oct 25, 27	the Struggle of Empires, the Fall of New France Quiz	Conflict and Compromise, pp. 79-106.
*	Nov 1	How to write a history paper - primary sources and Zotero	n/a
5	Nov 3, 8	British rule Pontiac's War The Quebec Act of 1774 the American Revolution & British Loyalists the Constitutional Act of 1791 Quiz	Conflict and Compromise, pp. 107-134.
6	Nov 10	Colonial Politics and Rebellion in the Canadas Upper and Lower Canada Fur Trade; rivalries and exploration The War of 1812 Rebellions of 1837 and 1838 Quiz	Conflict and Compromise, pp. 135-161; 184-208.
11 November is Remembrance Day. No classes.			
7	Nov 15, 17	British North American Political, Economic, and Social Developments to the 1860s The Battle of Seven Oaks (1816) and Métis ethnogenesis NB Timber - NS/NB shipping – Canal building British immigration - immigration Responsible Government - The Durham Report (1839) and the Act of Union (1841) the Pacific Coast and the North Quiz	Conflict and Compromise, pp. 162-183; 209-245.
8	Nov 22, 24	the Response to Confederation Transformation in BNA Politics pre-confederation - a north	Conflict and Compromise, pp. 246-275.

		<p>south economy Metis toward Nationhood Quiz</p>	
	<p>Nov 27, 6 pm</p>	<p>Essay Due – submit through myClass only</p>	
9	<p>Nov 29, Dec 1</p>	<p>The Achievement of Confederation 1858-1867 the Great Coalition of 1864 Act or Pact Quiz</p>	<p>Conflict and Compromise, pp. 276-302.</p>
	<p>Dec 6</p>	<p>Catch up Quiz (maybe)</p>	<p>readings tbd</p>
	<p>Dec 8</p>	<p>Last day of classes – final exam posted</p>	
	<p>Dec 14-22 (to be advised) 6 pm</p>	<p>Final Exam due – submit through myClass only</p>	

STUDENT RESPONSIBILITIES:

Learning and working environment:

Northwestern Polytechnic is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. NWP urges anyone who feels that this policy is being violated to discuss the matter with the person whose behaviour is causing concern. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let the instructor know during the first week of the term so that appropriate arrangements can be made. You may also contact accessibility services through the Learning Commons.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page.