# HIST 2P01 **Pre-Confederation Canada**

Autumn 2013

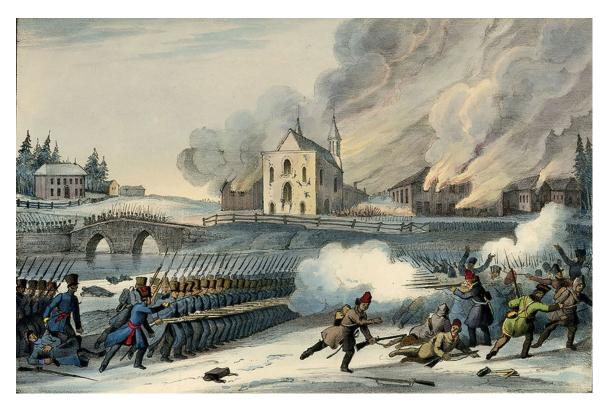
Daniel Samson

Glenridge 235

dsamson@brocku.ca

905-688-5550 ext3503

Office hours: Wednesday 3-6, or by appointment



This course surveys major developments in Canadian history up to the confederation of the colonies in 1867. We will explore the broad political, social, and economic forces which shaped the colonial history of what is now Canada. The format will consist of lectures combined with seminars on selected readings. Students should note that they are expected to come to seminars having completed the readings and prepared to discuss those readings with their fellow students and an instructor.

#### **Course Requirements:**

Seminar Discussion: 20 per cent

Short assignment: 10 per cent, due Oct 9th

Essay: 30 per cent, due Monday, November 25th

Exam: 40 per cent

All work is compulsory and therefore MUST be submitted. Failure to complete ANY of the course requirements will result in a grade of "F" for the course.

#### **Course objectives:**

At the end of this course, you should have:

- a background on the main developments of Canada's colonial era
- a background on some of the main debates in Canadian colonial history
- the ability to discuss a historiographical debate
- the ability to explain in writing the dimensions of an important historiographical topic

**Textbook:** There is one book for the course. It forms the basis for all seminars and assignments. It is *VITAL* to your success in the course.

Penny Bryden, Colin Coates, Maureen Lux, Lynn Marks, Marcel Martel, and Daniel Samson, eds., *Visions: The Canadian History Modules Project*, volume 1, *Pre-Confederation* (Toronto, Nelson, 2011).

Written assignments: Students are required to pass in printed copies of their papers. Your papers are submitted in Turnitin.com (more below). Late papers will lose 10 per cent per day. If you were sick or have some other reasonable (and documentable) reason for your paper being late, simply provide some form of documentation. Otherwise, it's late.

**Turnitin**: Students will submit their papers to **Turnitin.com**. Students who choose not to submit their essays to Turnitin.com must (i) submit their essays *two weeks before their due dates*, (ii) must include all their notes (including copies of the readings where you may have underlined text, made notes etc), and (iii) be prepared to discuss the essay with their TAs for approximately 15 minutes. Instructions, passwords, etc for Turnitin.com use will be posted on Sakai.

**Short Written Assignment:** Due October 9th. Write a 500 word (approx.. 2pp.) discussion of the secondary sources in ONE OF the first four chapters we discussed in seminar from the *Visions* reader. Looking *only to the secondary sources*, outline, discuss, and compare the viewpoints of the historians included on the chapter's topic. This is more or less a practice version of the second assignment. Getting it now will be beneficial later.

**Major Essay:** Due Monday, November 26th: This essay asks you to write a 2000 word (approx. 8 pages) essay discussing the primary and secondary documents in ONE of the final five chapters we discussed in seminar from the *Visions* text. Your essay has two components. First, roughly three quarters of the essay explains the historical viewpoints expressed in the secondary sources. You are not expected to do any additional research, although you may utilize your lecture notes. This is more or less a more developed version of your first assignment (we'll discuss what that means as we go along). The second component, approximately one quarter of the essay, will discuss the *primary* sources in your chosen chapter. How do/don't these primary documents fit into the

secondary interpretations? That is, do they offer supporting or complementary or contradictory evidence for the secondary pieces? **To be clear**, these two components are NOT separate sections of the essay; I've described them separately to emphasise where *the weight* of writing (and therefore grading) should be. You should integrate these primary discussions into the longer essay – i.e., don't just tack two pages onto six.

Focus your discussion on analysing and comparing the documents in your text. Most of the weight will be on your ability to explain the secondary documents. We will discuss this at more length in our seminars, but for now think about writing an essay on the *the authors' interpretations, not on the subject of the readings*. Your main question then (for example) would NOT be, "What was the position of the Acadians?" Rather, it would be something like, "How have different historians interpreted the position of the Acadians?"

Each week in seminar, we will explore how one can craft such questions. Historians, like all scientists and social scientists, answer questions - part of the quest, then, is to ask a good question.

**Grading:** The essay's primary purpose is for you to demonstrate that you understand the basic historiographical outline of your topic. Your essay, as with all history essays, will also be evaluated on: 1. accuracy and effectiveness of description; 2, quality of analysis; and 3, writing and clarity of expression. The first of these - quality of analysis - is the most important, but the others are integral to good analysis.

A quick writing tip -8 pages is a fairly short essay. Don't waste time with rambling introductions; get to the point. You should use quotations, but they must be brief and effective. You have LOTS to discuss; a premium, therefore, should be placed on being clear, effective, and concise.

### No papers will be accepted after the exam.

**Drop date** – November 6th is the last date to withdraw from the course without academic penalty – you will have had only one small assignment returned by that date, but if you like your TA can offer you an interim grade at that point.

**Academic Integrity:** This course expects students to conduct themselves with proper ethical guidelines and with integrity.

**Plagiarism** is the greatest of academic sins. If you make use of another writer's thoughts, words, or ideas, acknowledge them. Failure to acknowledge another's work will result in a grade of **ZERO** for the assignment, and possibly for the course. Particularly egregious cases may result in stronger actions (see section VII, A., of the university calendar). If in doubt, seek guidance or consult any standard style guide. If in doubt, footnote it!

http://www.brocku.ca/academicintegrity/

#### STUDENTS ARE EXPECTED RETAIN THEIR RESEARCH NOTES AND A COPY OF

# THEIR OWN PAPER. YOU MAY BE ASKED TO SUBMIT YOUR NOTES FOR EXAMINATION; FAILURE TO DO SO WILL RESULT IN A GRADE OF "F" FOR THAT ASSIGNMENT.

-----

**Lecture and Seminar Etiquette:** Students will maintain a proper decorum during lectures and seminars. This means refraining from conversations or any other behaviour that may distract or disturb others. Cell phones must always be **turned off** during lectures and seminars.

**E-mail etiquette:** Please also note that instructors and TAs receive dozens of messages every day, so cannot reply to every message immediately. Do not be concerned if it takes up to **three days** to get an answer. E-mails that request information that is included in this syllabus or on Sakai will not receive a response. Most importantly, please don't treat email as a way to avoid speaking to a living, breathing human-being. If your query can be answered with a quick yes or no, or something not much more complicated, fine, send an email. But if you have a question that requires a conversation, please come see me or your TA during office hours (or make an appointment – and yes you can do *that* by email!!!!).

**Grade appeals:** If you are unhappy with your grade, you may, of course, appeal your grade, but please note that there is a strict procedure for appeal. The student must resubmit the original (graded) paper to the person who graded it (typically the TA) with *a letter explaining why the grade is incorrect*. If, after the TA has re-evaluated the paper, the student is still unsatisfied, s/he may submit the same (original) materials to Prof Samson and he will be happy to investigate.

**Seminars:** Seminars are the heart of this course. These are required and worth 20 per cent of your grade. Each week it is assumed that you will have completed the readings for each class, and you will be responsible for all readings on the exam. Attendance will be taken, but your grade will be calculated primarily on the quantity and (ESPECIALLY) the quality of your contributions. *ATTENDANCE IS NOT PARTICIPATION*.

Moreover, your paper is directly linked to these readings. Not only is the seminar worth 20 points, but also the two essays are worth 40 points. *In other words, 60 per cent of your grade will come directly from seminar readings*. You cannot do well in this course if you do not do the readings and participate in seminar. *Read carefully – there's no point in reading any other way!* 

**Exam:** The exam will be scheduled by the exam office for some time in mid-December. We will discuss it at some length later in the term.

-----

#### Sept 4th – Introduction – Early Contact

No seminars this week

#### Sept 11th - La Nouvelle France: Commercial or Settlement Colony?

Seminar – Chap 2: "Contact Zones from the 16th to 18th Century"

#### Sept 18th – Le Grand Dérangement et la Conquête

Seminar – Chap 3: "Seigneurial Tenure in Early Québec"

#### Sept 25th – Loyalists – Colonial Cultures

Seminar – Chap 4: "On the Edge of Empires"

#### Oct 2nd – The Northwest and "Les pays d'en haute"

Seminar – Chap 5: "The 14th Colony"

#### Oct 9th - Constitutions and the Cod Fishery

## Short assignment due !!!! Submit on Turnitin

Seminar – Chap 9: "The Metis and Red River Society" (Primary Docs Only)

Oct 16th – No classes -- "Fall Break"

#### Oct 23rd – Reform Movement and the Rebellions

Seminar - Chap 6: "Worlds of Work"

#### Oct 30th – Victorian liberalism - Women and African-Canadians

Seminar – Chap 7: "Rebellions of 1837-38"

#### Nov 6th – Immigrants and First Nations in the Mid-Nineteenth Century

Seminar: Chap 10: "Schools, Prisons, and Asylums"

Last day to withdraw without academic penalty

#### Nov 13th – Regions, Religions, and Politics

Seminar – Chap 8: "The Limits of Victorian Liberalism"

### Nov 20th – The New Economy and Political Crises

Seminar – Writing Workshop

Nov 27th – Confederation, and a Review

Seminar – Exam Review

# Monday, November 25th, FINAL PAPERS DUE

-----