



Department of History

HTST 211
Canada: Origins to 1867
Fall 2021

Instructor: Norman Potter

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Office Hours: By appointment,

Class Room Location, Days and Times: M/W/F 11:00-11:50, Earth Sciences 162

Course Delivery: In person

Description: This course is designed to introduce students to the major themes of history in what is now called Canada, up to 1867. The course will begin with pre-contact Indigenous life and chart the path of the settlement of the country leading up to Confederation. We will examine the political, cultural, and social history of the country, while also placing Canada in the greater context of the colonial era.

Territorial Acknowledgement: I would like to take this opportunity 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. I would also like to note that the University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

Learning Outcomes:

Through attending lecture, taking notes, reading the assigned text and other assigned readings, and completing all assignments, at the end of the course students should be able to:

- Identify, analyze and explain the significance of major events, significant individuals, and important developments and themes in Canadian history to 1867
- Interpret, identify and evaluate primary source documents.
- Interpret and evaluate secondary sources, with an understanding of author bias and the limitations of scholarly works. (See assignment: Review Paper)

- Critically evaluate the strengths and weaknesses of historical evidence and of secondary source materials.
- Examine the ways in which historical events and figures can (and do) continue to shape Canadian society in the present.
- Format assignments in Chicago Manual of Style, with footnotes and bibliography.

Required Class Textbook (available free online):

John Douglas Belshaw, *Canadian History: Pre-Confederation*, (BCcampus, 2015).

<https://opentextbc.ca/preconfederation/>

Supplementary Readings will be assigned to build upon the lecture and textbook materials. These are all listed in the course schedule below. All are available through the library’s online database.

Assessment:

Method	Due Date	Weight
Mid-Term Exam	October 13, 2021	10%
Review Paper	October 22, 2021	20%
Mid-Term Exam #2	November 17, 2021	10%
Research Essay	November 26, 2021	30%
Take Home Exam	December 17, 2021	30%

Grading Policies

All assignments must be submitted via the appropriate assignment drop box on the course D2L page, with the exception of the mid-term exams which will be conducted in-class and submitted before the end of that class session. Assignments submitted late without approval from the instructor will be penalized 5% per day. **If your assignment is going to be late due to circumstances beyond your control, contact the instructor or the teaching assistant. Doctor’s notes etc. are not required for excused late submissions.**

Assignments will be given a grade out of 100. Assignments submitted on time will receive detailed feedback from the instructor or teaching assistant. Assignments submitted late (without prior consent) will receive only a grade.

If you believe your assignment has been given an unfair grade, contact the instructor or the teaching assistant who graded your assignment. Much of the assessment of the sorts of work assigned in this course is discretionary and somewhat subjective, but students may request clarification on a grade or re-assessment.

Details on Methods of Assessment

Mid-Term Exam (In Class, October 13)

This will be an in-class examination covering material from the first five (5) weeks of classes. This exam will consist of four short answer (paragraph length response) questions on topics and themes from the course up to that week. The exam questions will be based on materials from lectures, and students will be expected to draw on both the lectures and the assigned course readings to answer the questions.

Review Paper (Due October 22)

Students will select **ONE** of the supplemental readings from the course schedule (not including the required textbook, and not including the review in Week 6) to analyze. This analysis will be 4-5 pages, double-spaced in size 12 Times New Roman font. As with Assignment #1 this will use the Chicago Manual of Style, with footnotes and a bibliography, as well as a title page.

The purpose of this assignment is to teach students to read scholarly work with a critical eye, looking at the author's argument, the effectiveness of that argument, and the evidence the author has used to support their argument.

In analyzing the chosen secondary source, students must cite at least **ONE** other source which examines the same topic. This source should either support or disagree with the thesis of your chosen source, and should be used by the student to support their own critiques. (For example, if a source takes a differing view on the subject, you could use it to argue that the secondary source you are writing about presents a less convincing argument, or a more convincing one, as the case may be.) In other words, using the outside sources as a point of contrast or comparison.

Students will answer the following questions in essay format:

1. Who wrote this article? What are their credentials? (Cite any sources.)
2. What is the thesis of the article?
3. What sort of evidence does the author present to support their thesis?
4. Is the author effective in arguing their points? (This is somewhat subjective, but think about things such as: Does the author use compelling examples? Is the argument easy to follow?)
5. Based on the other articles you found on this topic, where does this work fit into the scholarship on this topic? (This is a big question but try to think of it in terms of what this work and the others can tell you about this area of research. Is there a big question they are looking for answers to? Is there any kind of consensus between the documents about the specific topic?)

Use these questions to guide your work, not as a point-by-point way to set up your essay. This assignment will be assessed on the quality of your writing, the depth of your analysis of the chosen source, and the correct formatting of your essay and citations.

Mid-Term Exam #2 (In class, November 17)

The second mid-term exam will cover material up to week 10 of the course. Students will be given a section of a primary source document and asked to answer three short answer (paragraph length response) questions pertaining to both the primary source and the lecture and assigned reading materials to which it relates. The document will be posted on the course D2L page on November 15 to allow students time to read the document and understand its context. The document will also be provided during the examination. (I highly recommend reading the document and linking it to course materials ahead of the exam, as this will make the mid-term much easier.)

Argumentative Research Essay (Due November 26)

For this assignment students will choose a topic from the list provided on D2L (topics are taken from course themes) and construct an original assessment of a critical debate within the scope of this course (Pre-Confederation Canada). Students will examine the relevant literature in their chosen field with a focus on how scholars differ in their views on the topic, and produce an essay which makes an argument about the chosen topic.

The essay will be 5-7 pages, double-spaced in size 12 Times New Roman font and will follow the Chicago Manual of Style. The essay must have a thesis statement, a clear argument throughout, and use proper footnotes and bibliography.

The research essay will be assessed based on the overall quality of work, the source materials chosen to support the student's argument, and the strength of the argument. Students are encouraged to seek out and analyze primary source materials in support of their argument, and must cite at least **THREE** scholarly secondary sources, at least **ONE** primary source (this can be from those provided for the course materials, though I encourage you to find different sources) and at least **ONE** non-scholarly multimedia source (ex. A documentary, a podcast, an art exhibit) relevant to their topic.

This assignment will be assessed similarly to the review paper, with a focus on the quality of research and writing.

Take Home Exam (Due December 17)

The final examination for this course will be a take home exam. It will consist of two parts, an essay question and a number of short answer questions which students will be required to answer. The questions will be provided on the last day of class, December 8 and you will have until December 17 to submit your completed exam.

The questions will be cumulative (meaning they will cover material from the entire term). **Part A** will consist of an essay question about a theme of the course, which students will answer in a 3-4 page essay, providing citations where appropriate. (You are free to cite any assigned texts from the course or texts from your own research for your argumentative essay.) **Part B** will

consist of several short answer questions covering topics, people, places, or events discussed in the course materials or lectures. Students will answer each of these questions in 1-2 paragraphs, and only need to cite sources if paraphrasing or quoting from a source. (Part B may be entirely your own words and understanding, but Part A will require you to draw from relevant course materials.)

As this is a take home exam, students are expected to submit well-written and well-thought-out work. You should aim to finish writing at least a day before the due date so you have time to proofread and edit your work as needed.

The take home exam is due before 11:59pm on December 17, and will be submitted via the dropbox on D2L.

Learning Technologies Requirements

As course materials, submission of assignments, and the exam require use of the D2L site for this course, students must have access to a computer, tablet, or smart phone with internet connectivity.

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, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.

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 fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

**Note: Assigned readings should be completed prior to Monday's class, as that week's lectures will build on the assigned readings for that week. **

Date	Topic & Reading	Important Dates
Sept 7-10	<ul style="list-style-type: none"> • Introduction to the course • “Doing” History (What is History?) • Why Preconfederation History Matters • What is Canada? <p>Assigned reading: <i>Canadian History: Preconfederation</i> Chapter 1</p>	
Sept 13-17	<ul style="list-style-type: none"> • Choosing a research topic • Reading Critically • Guest Lecture: McKelvey Kelley lecture on Pre-Contact Indigenous societies • Understanding sources <p>Assigned reading: <i>Canadian History: Preconfederation</i> Chapter 2</p>	Guest Lecture September 15
Sept 20-24	<ul style="list-style-type: none"> • Pre-Contact Indigenous societies, Continued. • Choosing a research topic and getting started with your research paper. • Citing Sources • Library Session • Early Settler-Indigenous Relations <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 5</p>	Library Session September 22

	Hämäläinen, Pekka. "Introduction: Reversed Colonialism," in <i>The Comanche Empire</i> , (New Haven, CT: Yale University Press, 2008): 1-17. (ebook available through the library database)	
Sept 27-Oct 1	<ul style="list-style-type: none"> • New France • The Fur Trade <p>Assigned Reading: <i>Canadian History: Preconfederation</i> Chapter 4</p>	National Day of Truth and Reconciliation September 30.
Oct 4-8	<ul style="list-style-type: none"> • Competing Empires • Imperial Economies • The Seven Years' War <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 6</p> <p>Nicolai, Martin L. "A Different Kind of Courage: The French Military and the Canadian Irregular Soldier during the Seven Years' War," <i>The Canadian Historical Review</i>, 70 no.1 (1989): 53-75.</p>	
Oct 12-15	<ul style="list-style-type: none"> • Slavery in Canada • The War of 1812 <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 7</p> <p>Twahirwa, Remy-Paulin, "Policing Black Lives: State Violence in Canada from Slavery to the Present by Robyn Maynard (Book review)," <i>Canadian Journal of Women and the Law</i>, 30 no.3 (2018): 599-603.</p>	Thanksgiving (No Classes) October 11 Mid-Term Exam October 13
Oct 18-22	<ul style="list-style-type: none"> • Territorial Disputes • Treaties and Land Surrenders 	Review Paper Due Friday October 22 by 11:59pm.

	<ul style="list-style-type: none"> • The Red River Resistance <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 8</p> <p>Ens, Gerhard J., “Prologue to the Red River Resistance: Pre-Liminal Politics and the Triumph of Riel,” <i>Journal of the Canadian Historical Association</i> 5, no.1 (1994): 111-123.</p>	
Oct 25-29	<ul style="list-style-type: none"> • Social Change in British North America • Early Industrialization • Atlantic Canada • Planning your Research Essay <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 9</p>	
Nov 1-5	<ul style="list-style-type: none"> • The Preconfederation Canadian North • (Settler) Life in Preconfederation Canada • The case for Confederation <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 10</p> <p>Senior, Hereward, “Chapter 6: The Problem of Frontier Patrol,” in <i>The Last Invasion of Canada: The Fenian Raids, 1866-1870</i>, (Toronto: Dundurn Press, 1991): 91-108. (ebook available through library database)</p>	
Nov 8-12	Term Break, no classes	

Nov 15-19	<ul style="list-style-type: none"> • Working Conditions and Labour Movements • Assimilation Efforts: Prelude to the Indian Residential Schools System <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 11</p> <p>Poutanen, Mary Anne, “Pigs, Cows, Boarders, and...: Brothels, Taverns, and the Household Economy in Nineteenth-Century Montreal,” <i>Labour/ Le Travail</i>, 74 no.1 (2014): 276-283.</p>	Mid-Term Exam #2 November 17
Nov 22-26	<ul style="list-style-type: none"> • Settler-Indigenous Relations in the 1800s • Canada and the Crown • Drawing Canada’s Borders <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 13</p> <p>Radforth, Ian, “Performance, Politics, and Representation: Aboriginal People and the 1860 Royal tour of Canada,” <i>The Canadian Historical Review</i>, 84, no.1 (2003): 1-32.</p>	Argumentative Research Essay Due Friday November 26 at end of class
Nov 29-Dec 3	<ul style="list-style-type: none"> • Why Preconfederation History Matters: A Review • The Church in Preconfederation Canada <p>Assigned Readings:</p> <p>Gilding, Ben, “The Silent Framers of British North American Union: The Colonial Office and Canadian Confederation, 1851-67,” <i>The Canadian Historical Review</i>, 99 no.3 (2018): 349-393</p> <p>Howlett, Michael, “Policy Paradigms and Policy Change: Lessons from the Old and New Canadian Policies Towards Aboriginal Peoples,” <i>Policy</i></p>	November 29, December 1 as buffer days (in case of class cancellations etc.)

	<i>Studies Journal</i> , 22 no.4 (1994): 631-649.	
Dec 6-9	<ul style="list-style-type: none"> • Confederation <p>Assigned Readings: <i>Canadian History: Preconfederation</i> Chapter 14</p> <p>Buckner, Phillip, “‘British North America and a Continent in Dissolution’: The American Civil War in the Making of Canadian Confederation,” <i>The Journal of the Civil War Era</i>, 7 no.4 (2017): 512-540.</p>	Take Home Exam questions to be handed out at end of class on Wednesday December 8

There is no registrar-scheduled final exam.

**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.

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.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

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 U of C Student Academic Misconduct [Policy](#) and [Procedure](#) 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

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

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

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. 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.

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 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

Department of History Twitter @ucalgaryhist

Fall 2021 (in-person)