

Grande Prairie Regional College

(FALL 1992)

Instructor: Alan SegalOffice: C410, 539-2011; 539-0692 (h)Office Hours: M 1:00-2:00pm; T 1:30-2:30pm; or by appointmentCourse Prerequisite: NoneText: The structure of Canadian history, 3rd edition - J.L. Finlay and D.N. Sprague

Assignments: One Group Presentation (1-9)
 Final Essay Exam (1-9)
 3 Journals (not marked - each must refer to a different reading and/or class discussion)
 Self-evaluation (1-5) - a statement explaining how you arrived at the mark is due the last class of the semester. I WILL NOT ALTER WHATEVER MARK YOU ASSIGN YOURSELF.

CLASS PRESENTATIONS

You may select your group partners, but I may assign you to a group. All readings are not covered. No group can have more than 4 members and most will have three.

Consider yourselves historians. You should identify the main and supporting arguments of the historical interpretations of the issue(s) you're investigating, and offer a critical assessment of them. Your effort should aim to understand individuals, groups, and social forces in the context of their times, and not to simply apply recent attitudes to earlier circumstances. The groups must lead the class in a discussion of the implications of their presentations.

A single grade will be given to the group as a whole, and this will be the mark given to each individual in the group. Organization and delivery of material, the familiarity with the readings, and the facility with which questions are responded to, will have a bearing on the group's evaluation. Each presentation will be expected to last one class period.

Final Essay Exam

You will answer at least one question. I am not testing for memory, so you can bring whatever notes and documents you think are appropriate. Precise, reasoned, and grammatical historical analysis is expected.

Evaluation:

All marks will be awarded on a 1-9 basis. Assignments will be graded using 5 as a benchmark. There is also a possibility of a bonus mark for the quality of your class discussion, providing you attend class regularly and are prepared to participate. Everyone may, but not necessarily will, receive a bonus mark. Eligibility is based on completing the required assignments and participating in class discussion sufficiently to allow me to evaluate your input. The bonus

mark will have a range of 1-4. No class averaging will be done.
Your final grade will be determined by totaling the stanine marks you receive on your presentation and final exam and the mark you give yourself, and dividing the sum by 2.5.

DISCUSSION SEQUENCE

1. Introduction to course
2. Chapter 1
(Interpret the authors' use of the word "invention". Discuss whether the idea(s) underlying this usage are applicable to us.)
3. Chapter 2
(3.1 - Discuss whether Europeans and indigenous groups perceived each other as primitive. How do assumptions of primitiveness fit with the idea of historical invention? If you conclude such attitudes were present, can we interpret them as forms of racism?
3.2 - You are members of the tribe that met Cartier's expeditionary force of 1535. The French are sick and dying and your tribe debates whether or not to assist them. What would you decide, and what considerations would motivate your judgment?)
4. Chapters 3 & 4
(4.1 - You are a native of the 17th century and are encouraged to convert to Christianity? Explain your decision. As contemporary beings, what would convince you to abandon cherished beliefs or strongly held convictions?
4.2 - The French and Iroquois were arch-rivals throughout the history of New France. To what extent can we understand this as resistance by the Iroquois to foreign incursions into their cultural domain?)
5. Chapter 5
(Various historians have compared notions of freedom in Anglo-Saxon culture to those in French culture. Assess these diverse claims and their assumptions, why such arguments were invoked to begin with, and discuss whether 'freedom' is an adequate concept in understanding either culture in the 17th and 18th centuries.)
6. Chapters 6 - 8
(Consider different interpretations of the defeat of New France, and whether they are relevant to current constitutional questions.)
7. Chapters 9 & 10
(7.1 - Can we reasonably interpret the rebellions of 1837 in Upper and Lower Canada as early forms of Canadian nationalism?
7.2 - Discuss the implications for modern Canada of Lord Durham's recommendations.)
8. Chapters 11 & 12
(8.1 - Is confederation an agreement between two founding peoples? What does your judgment suggest for our

present constitutional debates?
8.2 - What is nationhood? How may we apply your understanding
of this idea to our own country?)