

HISTORY 2600 G2 & B2
Grande Prairie Regional College
(FALL 1994)

Instructor: Alan Segal

Office: C410, 539-2011

Office Hours: Mon/Wed 3:00 - 3:40pm
Wednesdays 6 - 6:25pm
By appointment

Course Prerequisite: None

Text: The structure of Canadian history, 4th edition -
J.L. Finlay and D.N. Sprague

Assignments:

Task

4 Quizzes (Multiple choice. Dates to be negotiated with students).

(Each quiz is marked on a 1- 9 scale. Your grades are totaled out of 36 and divided by 4 to get a single stanine mark.)

Essay - due November 18

(Marked on a 1-9 scale; lateness: 1/2 stanine per day)

3 Journals

(Due Oct 3, Nov 2, Dec 2; each worth 1 stanine. Details below)

Self-evaluation (Forms provided)

(Marked on a 1-3 scale; due the last class of the semester; details below)

The total of all stanine marks available for assignments is 24. Your marks will be totaled out of 24, a percentage will be obtained, and the percentage will be re-converted to a final stanine grade according to the following table.

Stanine Grade	Percentage Equivalent
9	90 - 100
8	80 - 89
7	72 - 79
6	65 - 71
5	57 - 64
4	50 - 56
3	45 - 49
2	26 - 44
1	0 - 25

NOTE: No class averaging will be done.

NOTE: BONUS possibility: Because class discussion is a vital aspect of this course, everyone may (but not necessarily will) receive a bonus mark for the QUALITY of your class discussion, based on a combination of the frequency and quality of the participation. You will be eligible only if you display commitment to the course by reading and completing the required assignments. The bonus mark will have a range of 1-3. If you will receive a bonus mark, it will added to your overall grade total prior to its conversion to a percentage.

Essay

You will answer one question to be given to you in advance. You will have at least 2 weeks advance notice. Critically analyze the topic, using your own and others' ideas. Do not write a descriptive report; think about the ideas you express. Additional research is expected (ie. books, articles, newspapers, journals, etc.). Be precise, reason rather than merely express opinion, and be grammatical. As this course encourages you to think as a junior historian, the quality of writing is important. Grammatical and effective written communication is expected. Aim for a maximum length of 6 pages. Please include a reference/bibliography.

Journals

Each journal is usually one page. Anything pertaining to Canadian history, class discussions or lectures, class interaction, or course observations and suggestions, is a suitable topic. No research is necessary or expected. The purpose is to allow informal communication with the instructor.

SELF-EVALUATION

This provision asks for your assessment of your overall contribution to the course. Explain your reasons when you hand in the evaluation.

Marks are generally accepted without question if you:

1. Complete all assignments.
2. Cite valid, accurate reasons to support your mark.

What is Critical Thinking?

Critical thinking is intellectually disciplined thinking, based on skeptical, careful, and logical analysis of evidence. Take nothing for granted and challenge universal truths or explanations. Defer dis/agreement until a later stage of analysis [or at least do not allow it to guide your analysis], and consider alternative understandings, explanations, and ideas. Critical thought is independent and autonomous.

Uncritical thought is naive, conforming, dogmatic, closed-minded. Uncritical thinkers do not strive for greater understanding or awareness beyond what they already possess.

Critical thinking is facilitated by knowledge of a discipline or subject, skills for generating and processing ideas, and a disposition or habit of mind to use the skills consistently. Reflective teachers are knowledgeable people who think deeply and openly about what, who, and how they teach, and the circumstances in which they teach.

Critical Thinking Objectives

1. Identify and clearly articulate problems and issues

2. Identify arguments:

Premises (beliefs, assumptions, evidence),
inferences, and conclusions

Distinguish between evidence and conclusions
based on that evidence

3. Evaluate arguments:

Question the accuracy of assumptions in arguments
and practices

Assess the quality of the evidence

Evaluate the validity of an inference or argument

Identify implications and consequences of beliefs, assumptions, and conclusions

4. Construct and communicate sound arguments orally and in writing

A Critical Thinker's Vocabulary

Argument: Reasons given for or against something. A line of reasoning in which statements are presented to support or refute a point.

Assumption: A statement accepted as true without proof or demonstration [or without immediately obvious proof or demonstration]. An unstated belief or premise, something taken for granted.

Conclusion: A judgment, decision, or proposition reached by reasoning.

Evidence: The data, facts, information, or understandings on which conclusions are based, or by which proof or reliability may be established. Standards for evidence include accuracy, relevance, and completeness.

Inference: The reasoning or logical thinking associated with understanding evidence and assumptions, and through which one forms conclusions.

Premise: A statement from which something is inferred or concluded. A statement on which an argument is based.

Valid Inference/Argument: A logical inference.

Sound Argument: An argument with "true" premises and valid inference.

DISCUSSION SEQUENCE

1. Introduction to course
2. Interpretations of Canadian History

3. A student's guide to history - Chapter 1
 4. A student's guide to history - Chapters 2 - 5
 5. Chapter 1
(Interpret the authors' use of the word "imaginings". Apply the idea to some of your own experiences.)
 6. Chapters 2 & 3
(Consider whether Europeans and indigenous groups might have perceived each other as primitive. If you conclude such attitudes were present, can we interpret them as forms of racism?)
 7. Chapter 4
(If you were a native of the 17th century, what would persuade you to convert to Christianity? As 20th century people, what would convince you to abandon cherished beliefs or strongly held convictions?)
 8. Chapter 5
 9. Chapter 6
 10. Chapters 7 & 8
(Can we reasonably interpret the rebellions of 1837 in Upper and Lower Canada as early forms of Canadian nationalism? Consider the implications for modern Canada of Lord Durham's recommendations.)
 11. Chapters 9 - 11
 12. Chapter 12
(Is confederation an agreement between two founding peoples? What does your judgment suggest for our present constitutional debates?)
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I will consider suggestions for essay questions. The themes below may help you to contextualize your questions. You don't have to limit your suggestions to those listed.

1. The rebellions in Upper and Lower Canada
2. The political and economic impact of the merger of Hudson's Bay Company and the North West company
3. The political importance to Canada of Lord Durham
4. George Brown's historical influence
5. Joseph Howe's historical influence
6. European-Native contact
7. The loyalists
8. The habitants' role in the fur trade
9. The British victory over New France
10. The Constitutional Act
11. Expulsion of the Acadians
12. The Quebec Act
13. William Lyon Mackenzie's place in Canadian history
14. Louis Joseph Papineau's place in Canadian history
15. Sir John A. Macdonald's leadership qualities
16. The historical implications of Confederation