

HISTORY 2600 B2
Grande Prairie Regional College
(FALL 1995)

Instructor: Alan Segal

Office: C410, 539-2011

Office Hours: Mondays/Wednesdays 2:05 - 2:55pm
Tuesdays/~~Wednesdays~~ 6 - 6:25pm
By appointment

Course Prerequisite: None

Text:

The Peoples of Canada: A pre-confederation history -
J.M. Bumsted

Assignments:

Four Quizzes

- Each quiz is marked on a 9-point stanine range
- Your grades are totaled out of 36 and divided by 4 to get a single stanine mark out of nine
- Most if not all quiz questions will be made up of questions you hand in
- This part of the course requirement is worth 33% of your final mark
- Quiz 1: Preface to chapter 4
- Quiz 2: Chapters 5 - 8
- Quiz 3: Chapters 9 - 11
- Quiz 4: Chapter 12 to epilogue

Quiz Questions

- Any non-essay questions are acceptable
- Five questions for each quiz section must be handed in
- Each set of five questions will be marked on a 3-point scale
- The total mark you receive will be divided by four
- This part of the course requirement is worth 11% of your final mark

One Essay

- due date to be negotiated
- Marked on a 9-point stanine scale
- Lateness penalty is 1/2 stanine per day
- This part of the course requirement is worth 33% of your final mark
- More details on the essay may be found on page three

Three Journals

- One journal is due the first class of each month except September
- Each journal is worth a maximum of 1 stanine
- This part of the course requirement is worth 11% of your final mark
- More details on the journals may be found on page 3

Self-evaluation

- Forms to fill out will be provided
- Evaluate yourself on a 3-point scale
- Due the last class of the semester
- More details on the self-evaluation may be found on page 3

The total of all stanine marks available for assignments is 27. Your marks will be totaled out of 27, 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 receive a bonus mark, it will added to your overall grade total prior to its conversion to a percentage.

NOTE: You may choose not to write an essay, but this will mean the highest mark achievable in the course is 6. You will have to sign a form indicating your choice, and you may change your mind up to the rewrite due date.

Essay

You may choose whatever topic relevant to pre-confederation Canadian history interests you. 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. This is not merely an opinion piece. 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 1500 words. Please include a reference/bibliography and double-space the essay, unless you want my comments recorded. You can opt to have me audiotape my evaluation. You must provide the tape.

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, and closed-minded. Uncritical thinkers do not strive for greater understanding or awareness beyond what they already possess.

Reflective historians are knowledgeable people who think deeply and openly about what, who, and how they research, and the circumstances in which they do research.

Critical Thinking Objectives

1. Identify and clearly articulate problems and issues
2. Identify arguments:

Try to recognize your 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

Decide upon the quality of the evidence

Identify implications and consequences of beliefs, assumptions, and conclusions

4. Construct and communicate sound arguments

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 understanding 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 that lead from premises to 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.

DISCUSSION SEQUENCE

1. Introduction to course
2. Preface and chapter 1
3. Chapters 2 & 3

4. Chapter 4
5. Chapter 5
6. Chapters 6 & 7
7. Chapter 8
8. Chapter 9
9. Chapter 10
10. Chapters 11 & 12
11. Chapter 13 and the Epilogue

~~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