

HISTORY 2600
Grande Prairie Regional College
(FALL 1999)

Instructor: Alan Segal

Office: C410, 539-2011

Office Hours: Mondays & Wednesdays, 11:45-12:45

Course Prerequisite: None

Text:

History of the Canadian Peoples: Beginnings to Confederation - Conrad, Finkel, Jaenen

Assignments:

One Essay

- due date is the last class of the semester
- Marked on a 9-point stanine scale
- Lateness penalty is 1/2 stanine per day
- More details on the essay may be found below

Three Journals

- Each is due the first class of each month beginning with October
- Each journal is worth a maximum of 2 stanines
- More details on the journals may be found below

Tabulation of Marks

The total of all stanine marks available for assignments is 15. Your marks will be totaled out of 15, a percentage will be obtained, and the percentage will be reconverted 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 be added to your overall grade total prior to its conversion to a percentage.

Assignment Details

Essay

You may choose whatever topic that interests you, relevant to the period of Canadian history covered in this course. Critically analyze the topic, using your own and others' ideas. Do not write a descriptive report- think about the ideas you express. Remember that as you write, you are also explaining why the ideas you express persuade you, and should persuade me.

The essays should be 1200 words. If they are significantly under or over the limit, your mark will be reduced by a half-stanine. Type and double-space the essay unless you prefer to save it to a disk. All disks or hard copies must clearly stipulate first and last names, ID number, and the title of the essay.

If your essay is late a half-stanine penalty per day will be in effect, including weekends. If you hand in your assignment late, have another faculty member or a regular employee of the College sign and date it. Initials are not acceptable. References must appear in the text and in a "Works Cited" at the end of the essay. Both are required for the essay, and should either reference section be omitted, your assignment will be reduced by 1 stanine per section. All documentation must be consistent with the MLA reference style. Please remember that not all disciplines accept the same approach to writing up references.

Journals

Each journal has an expected length of one page if typed, and two pages if written out. All written submissions must be double-spaced. Those on disk can ignore this stipulation. 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.

DISCUSSION SEQUENCE

As you consider the questions below for class discussion, keep in mind that quick judgments, or a quick expression of agreement or disagreement, is not what is expected of you. Think comprehensively and insightfully about these questions.

1. Introduction to course
2. Textbook Introduction:

Why do you think the authors have included the sections listed in this opening section? Why have a section constructing narratives? Why refer to gender? Speculate about these subtitles; do they suggest anything about the authors' assumptions about what history is, how it should be taught, and how it might be explained/interpreted?

Group Discussion: What's in a name?

2. Chapters 1 & 2.

Contrast the two broad civilizations that meet on what we now call North American soil. Assess the capacities of each to influence, resist, accommodate, transform, become vulnerable to, etceteras, the other. This discussion leads us to ask about social systems. What do you think a social system is?

Explain the frontier-metropolis view of history.

Group Discussion: Diverging views of oral tradition.

3. Chapter 3

Imagine you are a Huron after the arrival of Jesuit missionaries. Some people are considering converting to Roman Catholicism. What would lead you to contemplate such a decision? Consider that you do and do not convert in the end. What would lead you to decide one way or the other?

4. Chapter 4

What considerations did France have when deciding to build up the colony, and do you think it addressed reasonably how to establish a viable colony? What question would you ask before setting up, or sustaining, a colony?

5. Chapters 5 & 6

Evaluate the decision by the British to expel the Acadians. Consider the merits of the different interpretations of the British victory in New France, on the French population and culture.

Between official British policy toward the vanquished New France and the policy actually followed by the early British governors of the colony, there was an important gap. Why? If you were Governor Murray, would you have done as he did? Are there general "rules" to follow when administering a conquered land and people? If so, what are they? If not, can we say anything about how to govern such a place?

Group Discussion: New France: Theocratic tyranny or benevolent paternalism?

6. Chapter 7

Despite being the mother country of most of the North American colonies, Britain fought a war of independence against the American ones. What might this tell us about our assumptions of what contributes to good governance and political and social unity?

7. Chapters 8 & 9

Compare the societies of the Atlantic and Canadian colonies. Be aware that each of the regions was not uniform internally.

What was mercantilism?

8. Chapter 10

Develop a summary and explanation of the opposition group in the Canadian colonies. What is meant by responsible government?

Group Discussion: Compare and assess the causes of the rebellions in Lower and Upper Canada

9. Chapter 11

Does this chapter set out a history that fits with the frontier-metropolis view of historical development? Prepare to explain a 'yes' or 'no' answer.

7

10. Chapters 12 & 13

These chapters cover life in the mid-19th century. Go back to the idea of constructing narratives. What perceptions can you develop of Native, gender,

intellectual, imperial, political, economic, technological, religious, educational, social, and industrial narratives?

Group Discussion: Educational reform

11. Chapter 14

Did confederation establish a new Canadian Nationality. If so, what was new about it?

The themes below may help you to choose your essay topic. Of course, you don't have to limit your possibilities 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