

University of the Fraser Valley
Canada: Prelude to Confederation

Fall 2011 **History 101 -- AB1 - 91010** **Monday 11:30 - 2:20 B163**
Instructor: Dr. Molly Ungar **E-mail: Molly.Ungar@ufv.ca** **Office: Abbotsford: D3110A**
Office Hours: Monday, 2:30p.m. - 3:30p.m.; Thursday 12 noon - 12:45 p.m.; Friday 2:30 - 3:30

Course Outline

This course is designed to give students an understanding of the main themes in the history of Canada before 1867. Our discussion will start in pre-historic times, and trace the direction of Canadian society through the ascendancy of First Nations, the challenge of European exploration and settlement, the clash of Imperial powers, and the movement to Confederation.

The evolving characteristics of Canada and Canadians will be presented from a social, political, economic and cultural perspective, through an examination of issues, events, institutions and personalities. You will be encouraged to engage with a variety of historical sources, such as personal or literary accounts, and audio or visual works.

Participants in this class will have the opportunity to acquire skills in critical analysis, historical research, scholarly writing, and thoughtful presentation. Assignments to improve academic skills will take the form of written commentaries, facilitated analysis of assigned readings, class discussions, a group presentation and a biographical research essay. There will also be a 2-hour in-class test, and a 3-hour final exam.

Required Course Materials:

- Conrad, Margaret, Alvin Finkel. *History of The Canadian Peoples: Beginnings to 1867: Volume I*, 5th Edition. Pearson Education, Toronto, 2008.
 Conrad, Margaret, Alvin Finkel, Eds. *Foundations: Readings in Pre-Confederation Canadian History*, Vol I, 2nd Edition. Pearson Education, Toronto, 2008.
 Almond, Paul. *The Deserter: Book One of the Alford Saga*. McArthur and Company, Toronto, 2010.
 Jeffrey W. Alexander, Joy Dixon, *Nelson Guide to Writing in History*. Second Canadian Edition, Nelson Education Ltd., Toronto, 2010.

These books are available in the university bookstore and the specific readings are indicated on the Complete Course Outline, which will be handed out at the first meeting of this class. These books are also on reserve in the Library.

Course evaluation:

3 written commentaries (300 words each)	15%
Panel Discussion	5%
Facilitated Analysis	5%
1 In-class, Group Presentation	15%
1 In-class test (2 hrs)	10%
1 Research Essay (2,000 words)	25%
1 In-class, Final Exam (3 hrs)	25%

	100%

DEPARTMENT OF HISTORY, UNIVERSITY OF THE FRASER VALLEY
Students registered in history courses should be aware of the following Department and institutional policies:

Audit Policy: The History Department does not give permission to audit after the first three weeks of classes.

To audit a course, you must register as an audit student (instructor's permission required) and pay the regular fees, but you will receive no assessment of your performance in the class. You are expected to meet the course prerequisites and to attend classes. An audit grade will only be assigned if you have attended at least 80% of the classes; otherwise you may be given an NC (fail) grade with 0 GPA. If you do not plan to attend a class you should withdraw, rather than changing to audit status.

To register as an audit student, submit a [Permission to Register](#) form (PDF), signed by the instructor, to the A&R office not later than the last business day of classes for the semester. After the first day of classes, permissions to register are only valid for five business days from the date they are signed.

Plagiarism Policy

As stated in the 2007/2008 UFV online Calendar (www.ucfv.ca/calendar) under "Regulations and Policies", "Plagiarism is considered a serious breach of student conduct. Students should be aware that UFV has policies regarding academic dishonesty, including plagiarism and cheating. The policy defines plagiarism as follows:

- Plagiarism occurs when a student presents work or data as original when part, or whole, was written or composed by someone other than the student.
- Plagiarism occurs when paragraphs, phrases, sentences, or ideas within the work are taken from another source without referencing or citing the author.

UFV Policy 310.12 states: When an instructor has evidence of plagiarism or cheating by a student, the instructor is entitled to assign a score of zero with the first incident, and to issue a written notice that any further incident will result in the student being required to withdraw from the course. With any further incidents of plagiarism or cheating, the student may be required to withdraw formally from the course.

- It is the student's responsibility to provide adequate references in all written work. There are numerous print and electronic resources available that give clear instructions on citing. The Writing Centre offers a variety of different writing guides as does the UFV Library website.

Student Attendance Policy

UFV Policy 210.01 states: Instructors are entitled to require that students attend classes on a regular basis and to deal with irregular attendance, including tardiness, by assigning reduced grades, requesting a student to withdraw officially from a course, or by imposing other appropriate penalties (such as make-up assignments, etc.). Instructors are expected to advise students of penalties for lack of attendance in the course outline handed out the first day of class.

Grade Scale

A+	95 – 100	B+	80 – 84	C+	65 – 69	P	50 – 54
A	90 – 94	B	75 – 79	C	60 – 64	NC	0 – 49
A-	85 – 89	B-	70 – 74	C-	55 – 59		

Student Electronic Devices in the Classroom

The use of student electronic devices in the classroom (laptops, cell phones, hand-held communicators, etc...) will be determined by individual instructors on the first day of classes. If the use of electronic devices is permitted, they may only be used for course-related purposes, as directed by the instructor.

Message for students interested in continuing their studies in SFU's PDP program:

If your intention is to apply to SFU's PDP program, Secondary School option, please be advised that you will be expected to have completed specific history courses.

The advisors at UFV can help you ensure that you are not caught at the end of your BA without the appropriate courses. Make an appointment to meet with an Educational Advisor in Student Services at the Abbotsford campus, B214, 604-854-4528, or the Chilliwack campus, 604-795-2808.

Students should keep copies of all submitted assignments until after the semester is completed. If you have any questions about any of these policies, please ask your instructor

October 3 **Film: "Black Robe"**
 Week 4

Lecture: New France, 1649 - 1713: The Royal Colony

Readings:

Foundations: Gilles Havard, "1701: A New Situation"

Kenneth J. Banks, "Proclaiming Peace in 1713: A Case Study"

Last day for submitting Commentary #1

History of the Canadian Peoples, Chapters 7, 8, 9

October 10 **Thanksgiving -- No classes**

October 17 [PPT: The Royal Colony]
 Week 5

Lecture: A Clash of Imperialisms - 1713 - 1763

Readings:

Foundations: Naomi Griffiths, "1755 - 1784: Exile Surmounted"

John G. Reid, "*Pax Britannica or Pax Indigena?* Planter Nova Scotia (1760-1782)"

World Café on the articles by Havard, Banks, Griffiths and Reid

Essay Proposal due in Class

History of the Canadian Peoples, Chapters 10, 11, 12

October 24 **In-Class Test** (2 hours)
 Week 6

(The In-Class Test is based on Chapters 1 – 12, *History of the Canadian Peoples*, the first 8 assigned readings from *Foundations*, and the first 5 weeks of lectures and PowerPoint components)

Roundtable on Essays

October 31 [PPT: "A Clash of Imperialisms"; "The Conquest and Its Uses"]
Week 7

Lecture: British North America, 1763 - 1783; Resistance, Reaction, Revolution

Readings:

Foundations: Ann Gorman Condon, "The Family in Exile: Loyalist Social Values After the Revolution"

F. Murray Greenwood, "The Security Danger, 1793 - 1798"

Progress Report on Group Presentation

History of the Canadian Peoples, Chapters 13, 14, 15

November 7 [PPT: British North America, 1763-1783; Resistance, Reaction, Revolution]
Week 8

Lecture: 1783-1830: Colonial Realities

Readings:

Foundations: Cole Harris, "Voices of Disaster: Smallpox around the Strait of Georgia in 1782"

George Sheppard, "'Cool Calculators' Brock's Militia"

World Café on the articles by Condon, Greenwood, Harris and Sheppard

Panel Discussion 1 on the topics from *The Deserter*, chosen for essays

Last day for submitting Commentary #2

History of the Canadian Peoples, Chapters 16, 17, 18

November 14 [PPT: 1783-1830: Colonial Realities]
Week 9

Lecture: 1830-1840 - From Upper and Lower Canada to Canada West and Canada East

Readings:

Foundations: Lorne Hammond, "Marketing Wildlife: The Hudson's Bay Company and the Pacific Northwest, 1821-49"

Rusty Bittermann and Margaret McCallum, "When Private Rights Become Public Wrongs: Property and the State in Prince Edward Island in the 1830's"

Panel Discussion 2: on the topics from *The Deserter*, chosen for essays

History of the Canadian Peoples, Chapters 19, 20

November 21 [PPT: 1830-1840 - From Upper and Lower Canada to Canada West and Canada East]
Week 10

Lecture: A Society in Motion; A Society in Deadlock, 1840 - 1867

Readings:

Foundations: Charlotte Knight, "Black Parents Speak: Education in Mid-Nineteenth-Century Canada West"

Cecilia Morgan, "'Better Than Diamonds': Sentimental Strategies and Middle-Class Culture in Canada West"

World Café on the articles by Hammond, Bittermann/McCallum, Knight and Morgan

Panel Discussion 3: on the topics from *The Deserter*, chosen for essays

Essay Due In Class

History of the Canadian Peoples, Chapters 19, 20

November 28 [PPT: A Society in Motion; A Society in Deadlock, 1840 - 1867]
Week 11

Lecture: 19th Century British North America and the Irresistible Force of Confederation

Readings:

Foundations: Adele Perry, "Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia"

Ged Martin, "The Case Against Canadian Confederation, 1864-1867"

Panel Discussion 4: on the topics from *The Deserter*, chosen for essays

History of the Canadian Peoples, Chapters 21, 22

December 5 **In-Class Group Presentations, Food and Informal Evaluation**
Week 12

Last day for submitting Commentary #3



Final Exam Date: _____

Room: _____



Attendance:

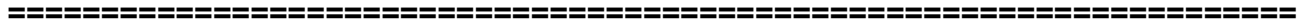
Students are expected to attend every class, to arrive on time, to remain for the duration of the class, and to participate in the proceedings of the class.

All assignments represent each course participant's level of attendance and involvement in the class discussions. Participants in this course may expect irregular attendance, tardiness, and lack of participation to affect the mark earned in this course.



Submission of Coursework:

Please submit all coursework (Commentaries, Essay Proposal, Final Essay) in hardcopy only, not in electronic form. Late submissions should be handed in to the Faculty Reception office, where it will be date-stamped and placed in my mailbox. The Faculty Reception office also has an after-hours drop box.



In-Class

It is the responsibility of each participant in this course to keep informed about discussions and activities that occur in class, information items that are disseminated in class and handouts that are distributed in class.



Office Hours

Your professor is available during the office hours indicated in this Course Outline, to meet with you to discuss any issue related to this course. Please take advantage of this opportunity.



E-Mail

Please check your UFV student E-mail address, as well as MyUFV for announcements, messages and posted files.



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Commentaries

Number of commentaries to be submitted by each student: 3

Number of words per commentary: 300

Format: hard copy, typed and double-spaced. Please include your name and full citation (Chicago style) of the article at the beginning of your Commentary.

Please write in sentences and paragraphs, not in point form.

Due dates: **Week 4, Week 8, Week 12**

For each commentary, choose one assigned reading from those assigned for September, October and November, respectively. Write a critical analysis of this reading.

Each commentary will be evaluated for the following components/answers:

Full citation of the article (Chicago style)	10%
What did you learn about the past from this article? (brief summary)	10%
Author's main question	10%
Author's main argument (thesis)	25%
Are you convinced by the author's argument? Why? Why not?	20%
Your organization and clarity of writing	10%
Your spelling and grammar	15%

	100%

All assigned readings for Commentaries are found in the required text, *Foundations: Readings in Pre-Confederation Canadian History*, Vol I, 2nd Edition.

Sources other than the assigned article are not required. Footnotes or endnotes are not required for the Commentary assignment.

Commentaries submitted after the due date will be subject to a penalty of 2 marks off for each business day late, to a maximum of 5 days or 10 marks, after which the Commentary will be read and commented on, but will receive a mark of 0.

Please read the articles more than once.

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World Café
(Facilitated Analysis of Assigned Readings)

Number of World Cafés: 4
Duration of the Assignment: ½ hour

For this assignment, the class is divided into 5 groups
There are five questions related to the assigned readings from *Foundations*
Each group sits at a separate table
Each group needs a host

- the host remains at the table, and asks each successive group to respond to the question at that table (5 minutes)
 - the host keeps a record of the participants in the group
 - the host keeps a record of the discussion on flip chart pages

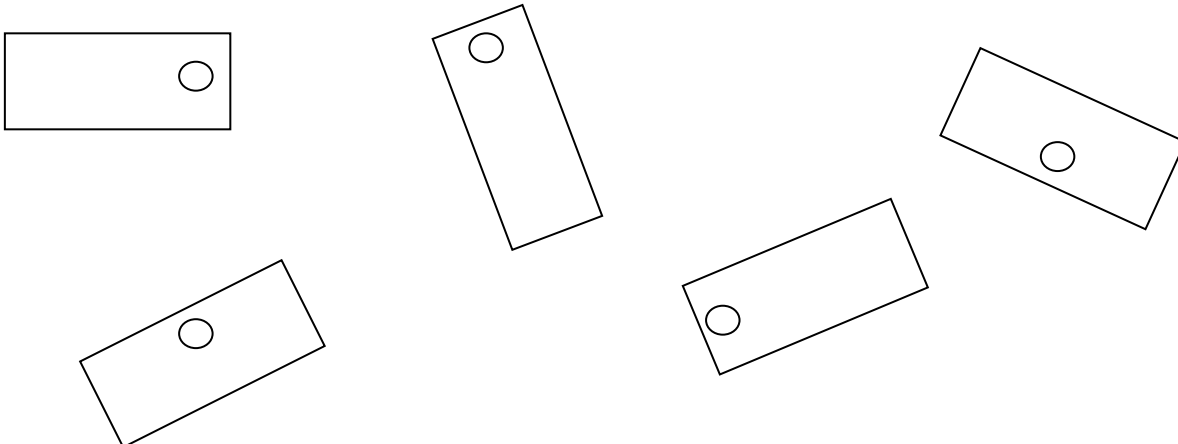
Every 5 minutes, the groups rotate to another table; the hosts do not rotate
After each group has visited 5 tables and responded to 5 questions, the class re-assembles

- each host shares the discussions at her/his table
- the class has the opportunity to discuss, ask questions about, or clarify points about the readings
- the host can delegate a member of the group to report

Four articles from the assigned text, *Foundations*, will be the topic of each World Café.
In order to participate successfully, please make sure to read the assigned articles.

Your professor will bring Timbits

Tables and Hosts



World Café Questions (each week, one question will be provided at each table)

Week 3: articles by Morantz, Cook, Landry and Wicken

1. What is the main argument or point of each article?
 2. What primary sources has the author used?
 3. What secondary sources has the author used?
 4. What do the 4 articles have in common?
 5. What might have made the encounter between Europeans and First Nations more positive?
-

Week 5: articles by Havard, Banks, Griffiths and Reid

1. What is the main argument or point of each article?
 2. What primary sources has the author used?
 3. What secondary sources has the author used?
 4. What do the 4 articles have in common?
 5. Based only on these 4 articles, how important was the Conquest of 1763?
-

Week 8: articles by Condon, Greenwood, Harris and Sheppard

1. What is the main argument or point of each article?
 2. What primary sources has the author used?
 3. What secondary sources has the author used?
 4. What do the 4 articles have in common?
 5. Based only on these 4 articles, what would motivate you to immigrate to Canada?
-

Week 10: articles by Hammond, Bittermann/McCallum, Knight and Morgan

1. What is the main argument or point of each article?
2. What primary sources has the author used?
3. What secondary sources has the author used?
4. What do the 4 articles have in common?
5. Based only on these 4 articles, describe Canadian society on the mid-19th Century.

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Biographical Research Essay Assignment:

**Is a Fictional Biography a Good Source of Information About Events in
the Past?**

Please start your research immediately

This assignment has two parts:

Part 1: An Essay Proposal: Deadline: Week 5, in class (15%)

Your typed, double-spaced Essay Proposal should include:

- A functional Introduction that will be the Introduction to your Final Essay (c. ½ page)
- A 150-word Biography of the protagonist in *The Deserter*
- Two topics from the book *The Deserter*, that you intend to research and write about in your Final Essay (examples: The Acadian Deportation; pioneer life)
- All the page numbers in *The Deserter* where these topics are mentioned
- A Bibliography of at least 7 citations in Chicago Style format for the following:
 - 3 scholarly sources on the first topic you have chosen
 - 3 scholarly sources on the second topic you have chosen
 - 1 scholarly source on the topic of historical fiction

(*The Deserter* also needs to appear in your Bibliography)

You will need to conduct much preliminary research on your chosen topics, in order to confirm that secondary scholarly sources specifically about your chosen topics, are available.

Your Proposal should be in narrative form, not point form (except for your Bibliography)

The course text counts as one scholarly source; each article in *Foundations* counts as one scholarly source

Encyclopedias, and dictionaries other than the *Dictionary of Canadian Biography*, are not acceptable sources, although you are free to consult them in order to organize your thoughts

Proposals submitted after the due date will be accepted and evaluated, but will not receive a mark.

A functional Introduction answers these questions:

What is the topic of your essay?

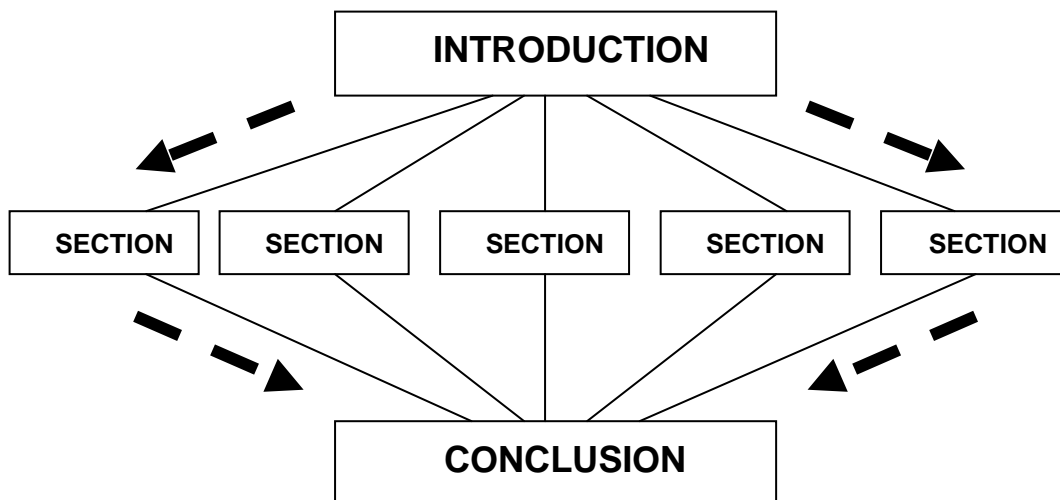
What are the sources that you will be using?

How will your essay be structured?

What question will your essay answer?

The Introduction of your essay is a contract that you make with the reader; the reader expects that the essay will contain the information that was promised in the Introduction.

Structure of a scholarly Essay



Citation format: Chicago Style: Footnotes/endnotes

1st citation of a source: full citation

2nd and subsequent citations: short form citation, with a page number

When a footnote/endnote citation is exactly the same as the previous citation: *Ibid.*, p.10

Part 2: A Final Essay: Deadline: Week 10, in class (85%)

Your typed, double-spaced Final Essay should include:

- The functional Introduction that appeared in your Essay Proposal. If revisions were suggested in the evaluation, please make sure that your revised functional Introduction appears at the beginning of your Final Essay.
- A discussion of your two topics, and a comparison between the way they are discussed in *The Deserter* and the way they are discussed in your scholarly sources on the same topics
- An answer to the assigned question: “Is a Fictional Biography a Good Source of Information About Events in the Past?” (Your answer to this question will be the thesis of your essay)
- footnotes or endnotes in correct Chicago Style citation format
- a Bibliography
- your name, course number, date submitted and a creative title
- your marked Essay Proposal (attached) There is a penalty of 3 marks for essays submitted without an attached original, marked essay proposal.

 Essays submitted after the due date will be subject to a penalty of 2 marks off for each business day, to a maximum of 5 days or 10 marks, after which the Essay will receive a mark of 0.

Guidelines:

- paraphrase at all times; avoid lengthy direct quotations; use very short direct quotations only when absolutely necessary
- show that you have done extensive research by citing your research sources as often as possible; if you have very few citations, it may be assumed that you have done very little research

In class, you will have a number of opportunities to discuss your essay topic, and your progress in developing your final essay. Make sure to take advantage of these occasions. Feedback from your colleagues will improve your essay-writing and research skills.

Make sure to meet with your professor during office hours or by appointment, to discuss your progress and to answer any questions or concerns you may have.

Essay Assignment Evaluation:

Structure (functional introduction, body, conclusion)	15
Discussion and comparison of first topic	15
Discussion and comparison of second topic	15
Discussion of your thesis	20
Your spelling and grammar	10
Scholarliness	10

85%

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Panel Discussion on Essay Topics Chosen from *The Deserter* -- 30 minutes

The purpose of the Panel Discussion is to develop skills in acquiring information independently, facilitating information for your colleagues and practicing communication and discussion skills.

Each Panel needs: up to 2 Moderators and up to 8 Panelists

Role of the Moderators:

- to introduce the Panelists
- to ask each Panelist one question (see the topics listed below; the same question may be addressed to more than one panelist)
- to politely keep each Panelist to the time limit (2 minutes)
- to invite the audience to ask the Panelists questions or make a comment
- to keep track of who has asked a question, who has answered it, and who has contributed to the discussion, for bonus marks

(one bonus mark will be awarded for each question or comment from an audience member and for each answer or comment from a Panelist)

Role of the Panelists:

To be prepared to discuss **one** of the following:

- a general question about the book *The Deserter*
- which topics you chose for your essay, and why you chose these topics
- a comparison of what you learned from the novel about your topics, and what you learned from scholarly sources about your topic
- whether *The Deserter* functions effectively as historical fiction

Guidelines:

- there is no written submission for the Panel Discussion Assignment
- a written submission may not be substituted for participation in the Panel Discussion
- communicate beforehand with the Moderator and Panelists to decide who will do what
- rehearse your presentation, so as not to take more than 2 minutes.
- treat your colleagues with respect and in the spirit of scholarship..

Evaluation: Communication skills: 2 Evidence of rehearsal: 1
 Evidence of preparation: 1 Scholarship: 1

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In-Class Group Presentation: Mapping Journeys in the Past

Please start your research and preparation immediately

A helpful website for this assignment is: <http://www.flowofhistory.com/>

In this assignment, the entire class works as a group to produce a map of **one** of the following topics:

The Road to Confederation
The Rise and Fall of New France
The Effects of European Contact on First Nations
The Acadian Deportation

The Group Presentation should be scheduled for 2 hours, including set-up, presentations, food, and clean-up. Please plan to bring a food item; your professor will bring pop, plates, cutlery, serviettes and potato chips.

There is no written submission for the Group Presentation, and a written submission cannot be submitted in place of participation.

On the day of the Presentation, please submit a list of the participants in the Presentation, and what each participant contributed to the Presentation.

Non-contributors or non-participants in the Group Presentation will receive a mark of 0 for this portion of assignment.

The Mapping Journeys in the Past assignment has 2 parts:

Part 1: Progress Report on Group Presentation: Due Week 7, in class (25%)

Submit a verbal report, with evidence, in response to the following questions:

- which topic will be presented?
- how will the presentation be structured?
- how will the map be presented?
- will there be opportunity for active participation of all members of the class?

Part 2: Presentation of a map of the topic chosen, with commentary to explain and discuss the journey: Due Week 12, in class (75%)

Evaluation will be based on evidence of preparation, organization, research, teamwork, collegiality, active participation, scholarship, teaching content, and aesthetic values.

This assignment is designed with a minimum of instructional detail to ensure maximum student input of: decision-making, design, facilitation, leadership, cooperation, collaborative skills, communication skills.

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Format of the Mid-term Test

This Test is based on Chapters 1 – 12, *History of the Canadian Peoples*, the first 8 assigned readings from *Foundations*, and the first 5 weeks of lectures and PowerPoint components

----- **Please double-space, and write only on one side of your booklet page** -----
Write in essay form (sentences and paragraphs); not in point form
This test consists of two pages; duration of test: 120 minutes

Section A: 80 marks (maximum 10 marks per correct answer) (10 minutes per answer).
 Identify and explain the significance of 8 of the 27 names, terms and dates in the list below [who, what, when, where, why]:

[example: Seigneurialism]

Section B: 8 marks (1 mark per correct answer)

Match the following 8 sentences with the titles of the articles in which they appear. [A list of citations is attached]

Section C: 4 marks

Discuss, with specific examples from the class readings, what **single theme** applies **to most of the articles** we have read up to this point.

Section D: 8 marks (1 mark per correct answer)

Put the following list of 8 terms in chronological order, starting with the earliest first

There will be two bonus questions (2 marks each) related to the film "Black Robe".

