



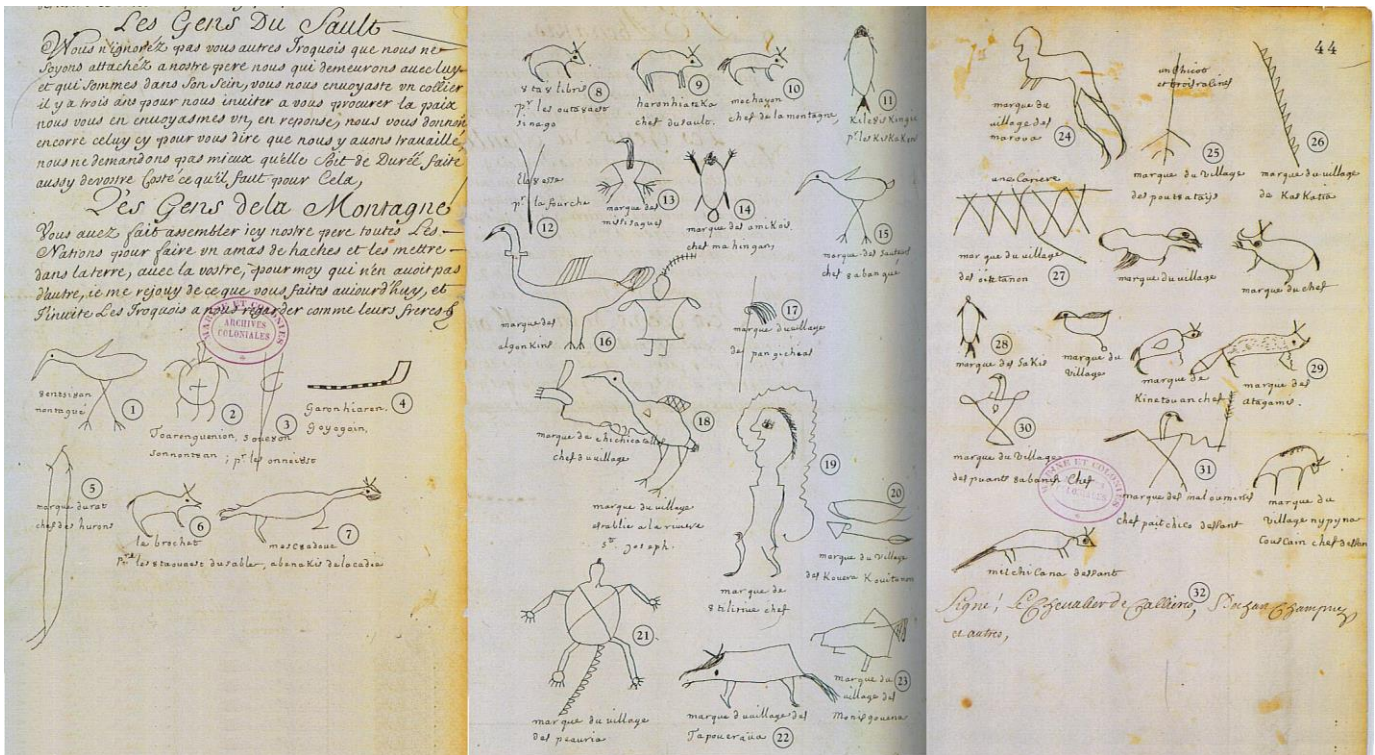
COURSE: The Making of Canada
HIST 1300A

TERM: Fall 2020

CLASS: Day & Time: Asynchronous

INSTRUCTOR: Dominique Marshall

CONTACT: Office: Virtual Office hours
Office Hrs: Mondays from 2:00 to 4:00 or by appointment
Telephone: 613-520-2600 extension 2846
Email dominique_marshall@carleton.ca



Three pages reproduced from *La Grande Paix, Chronique d'une saga diplomatique*, Alain Beaulieu, Montréal, éditions Libre Expression, 2001. » Treaty signed in 1701 by Louis-Hector de Callière, 13th Governor of New France (1698 to 1703) for the French, and the representatives of 39 Indigenous nations, whose respective pictograms were associated with their family, village or clan. For a full list of the meaning of the 32 pictograms (in French) corresponding to the numbers added by Beaulieu on this image, see https://commons.wikimedia.org/wiki/File:Grande_Paix_Montreal.jpg

I. Course Description

Content:

An exploration of the various peoples and groups who have inhabited the Canadian territory from its earliest times to the present. A chronological survey, with special attention to major transformations in the environment, the population, public life, social relations and culture. An introduction to the many, and changing, ways used by historians to discover and explain this past. A discussion of conflicting understandings, received ideas, prejudices, assumptions and misconceptions. An opportunity to engage personally with written, visual and oral documents, as well as objects. A chance to participate in hands on virtual laboratories to make and exhibit elements of the history of Canada.

Format and workload:

No participation in real time is required. Each week, within a flexible schedule, there will be nine hours of work: three hours of preparatory work (reading), three hours of engagement with the class (watching lectures and conversations; exchanging with class as a whole, one group, the Instructor or the Teaching Assistant, as well as posting exhibit materials), as well as three hours of work on the term project.

Aims:

The course asks students to learn by doing: by simultaneously reading (seeing, listening or watching), evaluating, explaining, writing, researching, making, revising and reflecting thoughtfully. The course will help students become familiar with:

1. Basic and recent **knowledge** about the history of Canada. This includes key concepts, events, people, points, argument and generalizations.
2. Keys to make sense of today's Canadian society, its mutations as a pluricultural society, its position in the world. That is to say keys to uncover the history **behind the headlines**, some distortions in the media version of history, and the roots of everyday customs and objects.
3. Pay a special attention to to lost and retrieved **memories**.
4. Main **tools for historical research**, and the skills use them well.
5. Skills to **solve historical problems** including the analysis and interpretation of historical documents.
6. **"How do we know"** the past: to question myths in the history of Canada effectively; to be mindful of the history of history; to make links with history learned otherwise, especially family and community memories.
7. The main tools to **organise historical findings**.
8. The main tools to **present history** in writing, orally, visually.
9. The **collaborative** nature of knowledge and good ways to work collaboratively.
10. Links between history and **other disciplines**.

NOTE: These aims have been written with the help of the work of Laurence De Cock, Peter Stearns, Shana Agid, and the Learning Outcomes of the Department of History.

II. Textbook

The textbook is a free and online.

Belshaw, J.D. *Canadian History: Pre-Confederation*. Victoria, B.C.: BCampus, 2015.

<https://opentextbc.ca/preconfederation/>

The second volume of the textbook will be used in the Winter term. Occasionally, other readings will be available through the library course reserve system (ARES).

III. Course Calendar

Module 0 9 September – 11 September

Introductions

Module 1 14 September – 18 September

When was Canada? Children and Childhood

Reading: Textbook chapters 1 and 12

*** Selection of topic and region due 18 September

Module 2 21 September – 25 September

The Transatlantic Age

Reading: Textbook chapter 3

Module 3 28 September – 2 October

New France

Reading: Textbook chapter 3

Module 4 5 October – 9 October

Intercolonial Rivalries, Imperial Ambitions, and the Conquest

Reading: Textbook chapters 6 and

Module 5 13 October – 16 October

The First Peoples: A Brief Overview - Shared Indigenous Learning Bundle

Reading: Textbook chapter 2: Aboriginal Canada before Contact

Individual meetings with Instructor for half of the class

*** Poster proposal due 13 October

Module 6 19 October – 23 October

The First Peoples: A Brief Overview - Shared Indigenous Learning Bundle

Reading: Textbook chapter 5: Aboriginal Canada in the era of Contact

Individual meetings with Instructor for the other half of the class

Reading Week 26 October – 30 October

Module 7 2 November – 6 November
British North America at Peace and at War (1763-1818)
Reading: Textbook chapter 7

Module 8 9 November – 13 November
Rupert's Land and the Northern Plains, 1690-1870
Reading: Textbook chapter 8
***Draft of poster due 13 November

Module 9 16 November – 21 November
Economic transformations and Continuity (1818-1860)
Reading: Textbook chapter 9

Module 10 23 November – 27 November
Societies of British north America to 1860
Reading: Textbook chapter 10

Module 11 30 November – 4 December
Politics to 1860
Reading: Textbook chapter 11
*** Final poster due 30 November

Module 12 7 December – 10 December
The 1860s: Confederation and its Discontents
Reading: Textbook chapter 14

Examinations 12 December – 23 December
*** Take home examination due 23 December

IV. Evaluation

a. Weekly activity: **Total: 40%**
5% per weekly module; best 8 of 10 marks (due weekly)

b. Individual project on a region of Canada: **Total: 40%**
Selection of topic and Region (September 18) 0%
Proposal and meeting with instructor (October 13) 10%
Final poster (November 30) 20%
Reflection on the making of the poster (December 11) 10%

c. Final take home examination: **20%**
Overview of weekly modules content, reflection (December 23)

Late penalty: Unless otherwise noted, late assignments will be penalized 3% per day (weekends will count as one day). Exceptions will be made for documented medical or other emergencies

Course requirements and assignments:

You must complete all of the components below in order to pass this course

a. Weekly activity (40%) This course will require your weekly participation and engagement. Participation is mandatory. Most of the modules this term will consist of a mix of short lectures, guests conversations, online discussions and group activities, in-course practice. The activities will vary. Students will be required complete in worksheets or writing assignments at the end of each one. The must submit these materials during the allocated week, and show that they have read the required readings mentioned in the calendar for each week.

NOTE: If you have concerns about your ability to complete these assignments in time, contact the instructor.

b. Individual project on a region of Canada (40%) These projects are designed to provide a step-by-step introduction to the many steps of historical research. You will be asked to complete three central tasks: to determine one topic in the history of one region of Canada (to be approved by the Instructor by September 18); to initiate secondary research relating to this topic and create a proposal for this research; to meet with the instructor to discuss and improve the proposal (due October 13 – approximately 1 500 words including bibliography, table of content, proposed thesis); to communicate the results of your research the draft of a poster to be posted in the virtual museum of the course; to exchange virtually with other members of your regional group about your poster and theirs, to allow you to share your work-in-progress and to solicit feedback from your peers; to present the final poster together with a reflection on what into its making. The template for the poster will be provided. The word equivalent of the content is approximately 3000 words. It should also contain primary documents.

c. Final take home examination (20%) You will be asked to answer several questions in an essay form to reflect critically on the content of the weekly modules, in relation to the work you did on one region. (3000 words)

NOTE: These modules and assignments have been designed with the collaboration of Jack Reid, undergraduate student in BPPAM (thanks to the Students as Partner Program), Yuan Chen (Instructional Designer, Teaching and Learning Services), and five colleagues who have generously given their time for conversations: Kerry Badgley, Laura Madokoro, Jim Opp and John Walsh

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

- DEF Official deferral of final exam (see "Petitions to Defer")
- GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
- IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
- WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2020: Last day for a full fee adjustment when withdrawing from **fall and fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 11, 2020: Last day for academic withdrawal from **fall** courses.

April 9, 2021: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1