

<b>CAPILANO UNIVERSITY COURSE OUTLINE</b>		
<b>TERM: Fall 2018</b>	<b>COURSE NO:</b>	<b>HIST 110</b>
<b>INSTRUCTOR:</b>	<b>COURSE NAME:</b>	<b>CANADA BEFORE CONFEDERATION</b>
<b>OFFICE: LOCAL:</b> <b>E-MAIL: @capilanou.ca</b>	<b>SECTION NO(S):</b>	<b>CREDITS: 3.0</b>
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with gratitude the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

### **COURSE FORMAT**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

### **COURSE PREREQUISITES/CO-REQUISITES**

None.

### **CALENDAR DESCRIPTION**

A study of Aboriginal-European relations, New France and British North America. Special emphasis is placed on issues and ideas which have been significant in the creation of Canada and, in particular, the making of Canadian society before 1867.

### **COURSE NOTE**

HIST 110 is an approved Self and Society course for Cap Core requirements.

### **REQUIRED TEXTS AND/OR RESOURCES**

All texts are available online or in the University bookstore.

Belshaw, John D. *Canadian History: Pre-Confederation*. BC Campus, 2015. Available online:  
<http://opentextbc.ca/preconfederation/>.

Storey, William K., and Towser Jones. *Writing History: A Guide for Canadian Students*, Current Edition. Don Mills, ON: Oxford University Press, 2016 or later.

**Note:** Texts and readings for this course may change (with adequate notice). Please consult with your instructor and with the detailed course syllabus and/or Moodle site for the final reading list.

### **COURSE STUDENT LEARNING OUTCOMES**

On successful completion of this course, students will be able to do the following:

1. Explain the significance of important people, events, and processes.

2. Explain the difference between primary and secondary sources.
3. Summarize significant historical arguments and debates.
4. Drawing on evidence from primary sources, investigate the causes and outcomes of a significant historical event or process.
5. Use evidence from primary and secondary sources to construct an interpretation of a significant person, event, or process.
6. Critically reflect on the major people, events, and processes that shaped the history of Canada before Confederation.

Students who complete this Self and Society course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Analyze the impacts of colonialism and racism on Indigenous peoples.
3. Generate strategies for reconciling Indigenous and Canadian relations.
4. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

### **COURSE CONTENT**

In order to facilitate student learning and in-class discussion, students are expected to complete all assigned readings before each class. Readings and lecture topics may change and/or additional readings assigned as appropriate. Please consult with your instructor and the course syllabus.

<b>DATE</b>	<b>TOPICS &amp; READINGS</b>
Week 1	<b>Course Introduction</b>
Week 2	<b>Aboriginal Canada before Contact</b>
Week 3	<b>Aboriginal Canada in the Contact Era</b>
Week 4	<b>New France</b>
Week 5	<b>Intercolonial Rivalries, Imperial Ambitions, and the Conquest</b>
Week 6	<b>British North America at Peace and War, 1763–1818</b>
Week 7	<b>Midterm Exam</b>
Week 8	<b>Economic Transformation and Continuity, 1818–1860s</b>
Week 9	<b>Rupert's Land and the Northern Plains, 1690–1870</b>
Week 10	<b>Societies of British North America to 1860</b>
Week 11	<b>The Farthest West: British Columbia to 1871</b>
Week 12	<b>The 1860s: Confederation and its Discontents</b>

DATE	TOPICS & READINGS
Week 13	<b>Final Exam Review &amp; Presentations / Essay Workshop</b>
Week 14-15	<b>Final Exam Period</b>

### EVALUATION PROFILE

Written Assignments	20–40%*
Tests and Quizzes	20–40%*
Participation	0–10%
Presentations	0–30%
Final Exam	<u>20–35%</u>
	100%

\*Note: No single assignment will be worth more than 35% in the evaluation profile.

### ASSIGNMENTS

The assignment structure for this course is determined by the instructor in accordance with the learning outcomes outlined above. Please refer to the course syllabus and Moodle site for a detailed breakdown.

#### Written Assignments

This course will include a combination of short written assignments (e.g. reading responses, primary source analysis, article review) and/or longer assignments such as a research essay.

#### Tests and Quizzes

This course will include a combination of quizzes and tests (e.g. pop quiz, midterm exam). The format of tests and quizzes will be determined by the instructor and may include a combination of true/false, multiple choice, short answer, matching, and essay questions.

#### Participation

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions, listening attentively during lectures and when other students are speaking, and participating in all activities with an open and inquisitive mind.

#### Presentations

This course may include a presentation component, which may be an individual or group assignment (e.g. in-class debate, academic poster, research presentation). Detailed instructions will be provided in class and on Moodle.

#### Final Exam

The course will include a final exam that may be drawn from all class materials. The final exam may be cumulative (please consult with your instructor). The final exam will be scheduled at a date to be determined by the Registrar's Office. Please plan to be available to write the final exam at any point during the final exam period. If you must make travel arrangements, assume that the final exam will be held on the final day of the exam period, and plan accordingly.

**GRADING PROFILE**

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89%	B = 73 - 76%	C = 63 - 66%	F = 0 - 49%
A- = 80 - 84%	B- = 70 - 72%	C- = 60 - 62%	

**Incomplete Grades**

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignment submission guidelines, deadlines, and late penalties are determined by the instructor within the parameters of History Department practices. In general, assignments will be submitted electronically via Moodle or by hard copy in-class (consult with your instructor for their preference). Assignments submitted late may be subject to late penalties, except in extenuating circumstances (e.g. medical or family emergency). Please contact your instructor as soon as possible if such an unfortunate situation occurs. Official documentation (e.g. doctor's note) may be required for any extension to be granted.

**Missed Quizzes and Exams**

Missed quizzes and exams may only be rescheduled in the event of exceptional emergencies and/or circumstances. Please contact your instructor as soon as possible if you find yourself in this situation (do not wait until the next class). In such cases, students may need to provide appropriate and verifiable documentation supporting an absence, as soon as possible after the absence occurs. Rescheduling will not be allowed for reasons such as holidays, nor shall re-scheduling be possible after exams have been graded and returned. For further details, please consult with your instructor.

**Attendance**

This course is built around an active classroom component; attendance in all class meetings is therefore strongly advised. Students not attending class regularly will be at a considerable disadvantage. Official university policy on attendance is found in the University Calendar.

**English Usage**

Students are expected to use proper academic English in written assignments. All written work should be in clear, well-organized and correctly punctuated sentences contained within organized paragraphs. Form as well as content will be evaluated in all written assignments.

**Electronic Devices**

Personal electronic devices (laptops, tablets, e-readers, etc.) may not be used during a quiz or exam without prior approval. Any use of cellphones, smartphones, or other distractions is strictly prohibited. These must be silenced and stored for the duration of the quiz/exam period. Students requiring exam accommodations must register with Accessibility Services. Please consult with your instructor about their practices for use of electronic devices during regular classes.

**On-line Communication**

A Moodle site will complement the course syllabus and your Capilano email address will be used for all official communications; please check both regularly. The best way to reach your instructor is by email or by going to regularly scheduled office hours. The course syllabus contains a wealth of information, policies, and guidelines to help you to navigate this course successfully—read it carefully! The syllabus also provides a detailed breakdown of readings and assignments for the course.

## UNIVERSITY OPERATIONAL DETAILS

### Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>.

### Capilano University Security: download the CapU Mobile Safety App

### Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

### Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure.

### **Emergencies**

Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

## **DEPARTMENT OPERATIONAL DETAILS**

### **Classroom Etiquette**

All students are expected to behave in a respectful academic manner. Learning is a cooperative endeavor so it is important that we all be involved in creating and maintaining a positive and supportive learning environment in the classroom.

### **Formatting Written Assignments**

All written assignments will be composed in a standard font and font size (e.g. 12-point Times New Roman), double-spaced, paginated, with one inch margins, and a title page with a title, your name, date, course name, and instructor's name, in hard copy, or saved in pdf or doc formats. The accepted format for referencing in history papers is the *Chicago Manual of Style, 16<sup>th</sup> Edition* (footnotes-bibliography), which can be found at: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

### **Accessibility and Diversity**

The History Department is committed to the academic values of accessibility and diversity. We aim to promote and protect a positive, supportive and safe learning environment for all students. Students with diverse learning styles and needs are welcome and encouraged to fully participate in this course. For academic accommodations, please contact your instructor and/or Accessibility Services as soon as possible. The Accessibility Services office is in BR 284, and you can book an appointment with them by calling 604-983-7526. The university's policy on Access and Accommodation is available at: <https://www.capilanou.ca/current/policies/Access-and-Accommodation-Policy-for-Students-with-Disabilities/>.