We acknowledge that we are living and working on the traditional territories of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to the Six Nations, which includes six miles on each side of the Grand River.

**Winter 2020**

**Course Code: HIST 253**  
**Course Title: Canada: Cultures and Conflicts**

**Class Times/Location:** LEC: Tues 10:30-12:20 EV3 3412 -- DIS: 101/102  
Thurs 12:30-1:20 or 11:30-12:20 PAS 1284; 103/104 Tues 2:30-3:20 or 12:30-1:20 PAS 1284/EV1 225

**Instructor**  
**Instructor:** Dr. Catherine Briggs  
**Office:** PAS 1236  
**Office Phone:** 519-888-4567 Ext. 37018  
**Office Hours:** Mon 11:30-12:20 and by appointment  
**Email:** clbriggs@uwaterloo.ca

**Teaching Assistant:** TBA  
**Email:**

**Course Description**  
This course examines the political, economic, social and cultural development of Canada in the years from before European contact in the early 1600s to the confederation of Canada in 1867. Topics are centred around the themes of “cultures and conflicts” and focus on the diverse peoples that would populate Canada, the experiences, events and ideologies that would both divide and unite them, as well as lead to the substantial conflict of this period. Topics include Indigenous societies pre and post contact, early colonization, the nature of New France society, the impact of external conflict on the colonies, English-French struggle, society and politics of British North America, immigration in the 1800s, and Confederation.
The course is composed of four components - lectures, readings, tutorials, and assignments. Each one is designed to complement the others. Lectures will usually provide an overview of the history, in a chronological and thematic manner. Readings will supplement the material covered in the lectures as well as provide more detail and analysis for some topics. Assignments will reinforce material from both lectures and readings, while introducing you to the nature of historical writing and analysis. Tutorials give you the opportunity to discuss the content of the course and to be introduced to issues central to the discipline of history.

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

A. Students will develop a good understanding of the historical development of Canada.
   - Lectures and discussions will allow students to understand and debate the various factors and issues that have shaped Canada's historical development.

B. Students will examine major debates in the study of Canada's history.
   - Discussions and assignments will focus on major topics and the varying historical interpretations.

C. Students will improve their understanding of historical methodology and ability to interpret and present ideas and arguments.
   - The assignments and tutorials will allow students to improve their ability to interpret and analyze historical scholarship and primary materials (written and visual).
   - Through assignments, students will improve their writing skills and ability to present and prove arguments and ideas.

Required Text

These textbooks are sold as a packaged set at the University bookstore. The bookstore also has a few copies of the textbooks individually. Please note
that students must have the 5th edition of “Interpreting Canada’s Past” for the discussions and assignments.

**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document Analysis</td>
<td>February 11</td>
<td>25%</td>
</tr>
<tr>
<td>Article Critique</td>
<td>March 17</td>
<td>25%</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>4 X 5% each</td>
<td>20%</td>
</tr>
<tr>
<td>Take-Home Exam</td>
<td>TBA</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**General Comments on Assessments:**

**Content:** The two assignments in this course are intended to encourage analysis and critical thinking about the ideas and arguments presented in the course and about the different sources of these ideas and arguments. To some extent, each assignment requires the student to discern the main arguments being presented and the evidence used to support those arguments, to examine why and how those arguments are presented, and to develop and support their own arguments. Thus, each assignment is analytical in nature. All assignments require a thesis (an argument or point-of-view) which must be supported through use of evidence from the course materials.

**Style and Grammar:** Marks are not directly deducted for poor writing style and grammar. However, you simply cannot get a good grade if your paper is difficult to read and your argument difficult to discern. I strongly recommend making an outline and writing your paper from the outline. Organization of your major points is crucial to presenting an effective argument. Note you can receive assistance for clear and effective writing from the writing centre.

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence. You can make multiple appointments throughout the term, or you can drop
in at the Library for quick questions or feedback. To book a 25- or 50-minute
appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group
appointments for team-based projects, presentations, and papers are also
available.
Please note that communication specialists guide you to see your work as
readers would. They can teach you revising skills and strategies, but will not
change or correct your work for you.

Citations: Citations to sources of information are required as in all academic
writing and presentations. Students can use any accepted style of citations
(Chicago, MLA, APA) as long as citations are used consistently and correctly.
Please use appropriate form and style.
Citations have four purposes. They indicate the source of "quotations",
acknowledge the interpretations and ideas of others, provide authority for
facts which might be challenged or result from the research of others, and
point to other sources or interpretations of the same topic.

Article Critique
For this assignment, students are required to critique and contrast two
articles from the course readings that examine similar topics and/or themes.
These articles are secondary sources. They present the ideas and
interpretations of historians who have studied the primary documents on an
issue.
The purpose of the assignment is to analyse the two articles to determine
the main arguments presented by each author, the effectiveness of the
arguments (based on evidence, source use and presentation) and to contrast
the articles in terms of their differences and similarities. The assignment
should be approximately 5-7 pages in length and double-spaced.

Content of the Review

1. Identify the articles
Give the authors' names, the titles of the sources, and publication
information right at the beginning.

Summarize the contents and state the thesis/theme of the articles
Briefly (in one short paragraph) outline the subjects of the sources - the
topic/person of study, the time period covered, the subjects examined in the
sources. Do not give a detailed description of the articles’ content. Outline
the central thesis or argument of each source. In some sources (ie. biographies), there will not be an explicit thesis, but the author will often structure the source around prominent themes (ex. racism). In this case, outline the themes that structure the source. Explain how the author proves the thesis or how they develop their major themes. Again, do not summarize the entire content of the sources. Simply, outline what issues or points each author develops to prove their thesis/themes.

2. Evaluate/Critique
The critique should form a major component of the assignment. In this section, you must critically assess ("review") both sources. Remember, a critique is not necessarily negative. Your purpose is to assess both the "strengths" and "weaknesses" of each source, and contrast them to each other.

Critique and contrast based on issues such as:
The argument -is the author's argument coherent? -is the argument convincing? -what assumptions underlie the argument? -is there a distinctive methodology?
Use of sources -what types of sources? -is the research comprehensive? -problems or limitations of the sources? -strengths?
The author -biases or prejudices of the author? -does the author have a clear (sometimes stated) agenda or objective in writing the source? -how does this affect the source? -for whom is the source intended (audience)?
Content -writing and style and organization? -is the source readable? -what was the author's objective in writing the source? -has he/she met that objective/ -was the source what you expected?

Supporting evidence: Some of your assessments will need to be supported by reference to other works (articles from the course readings, lectures, other books or sources). For example, if you criticize one of the author's points as incorrect or over-stated, you need to support this contention.

3) Contrast the articles in terms of their differences and similarities:
This section should also constitute a significant part of the assignment. In this section, compare or discuss how the articles are different or similar in terms of their content (arguments, evidence, method and/or specific subject or approach to the main topic) and how they compliment or contribute to your understanding of the main topic under study.
To compare the articles, consider issues such as:
- how do the articles complement each other in terms of content and in relation to your existing knowledge (from other readings, lectures, etc.) of the main topic under study
- do the articles contradict each other and/or the material presented in this course, in terms of the interpretation or presentation of issues and the main topic
- how do the articles further develop your understanding of the main topic under study

Conclusion
Conclude by summarizing your conclusions. As a critique is not necessarily negative, as stated above, it is not necessary to determine that one article is better than the other. The point of the assignment is to contrast the two articles and to account for the similarities and differences in their arguments, evidence, and approach to the topic.

To complete the assignment, choose one of the two sets of articles below. The articles are included in Michel Ducharme, Damien-Claude Belanger and J.M. Bumsted, eds., Interpreting Canada’s Past, 5th edition (Oxford, 2017). Please note that all the articles are excerpts from the original sources and have been edited (with parts omitted) to fit the textbook. You are welcome to access the comprehensive version, from the original source, but this is not required.

1. Chapter 6:
   From "Patriarchy and Paternalism: The Case of the Eastern Ontario Loyalist Women" by Janice Potter
   From "Freedom Denied," in The Black Loyalists: The Search for a Promised Land in Nova Scotia and Sierra Leone 1783-1870 by James W. St. G. Walker

2. Chapter 8:
   From "Transatlantic Webs of Kin and Community," in Emigrant Worlds and Transatlantic Communities: Migration to Upper Canada in the First Half of the Nineteenth Century by Elizabeth Jane Errington
   From "'An unprecedented influx': Nativism and Irish Famine Migration to Canada" by Scott See
Document Analysis

For this assignment, students are required to analyze a primary source. A “primary” source is a document created or originating from the time period under study. They include written items, such as letters, newspaper articles, or government records, and visual media, such as photographs, paintings, or advertisements. Primary sources are the main sources of evidence used by historians to decipher the past.

The purpose of the assignment is to analyze the document to discern what it reveals about the time period when it was created and the subject which it addresses (or purports to address). As well, the analysis should consider what the document reveals about the attitudes and values of the people at the time, and the problems (real or perceived) that they faced.

Questions/issues to consider that may aid in your analysis include:
1. Who (individual, group, organization) produced the document and why?
2. Does the author have a specific perspective and/or purpose that influences the information conveyed by the document?
3. When was the document created and what events were occurring at that time? Is the document related to these events, or does it reveal anything about them?
4. What does the document reveal about the attitudes, concerns, and priorities of the time period?

Note that these questions are guidelines intended to stimulate thought and analysis of the sources. Do not simply answer each of these questions successively to complete the assignment. Remember that all papers should have a thesis or central argument. The assignment should be approximately 5-7 pages in length, double-spaced.

To complete the assignment, choose one of the following documents. These documents are found in Michel Ducharme, Damien-Claude Belanger and J. M. Bumsted, eds., “Interpreting Canada’s Past”, 5th ed. (Oxford University Press, 2017).


2. Chapter 4: From "1755 Council Minutes," in Acadia and Nova Scotia:
Documents Relating to the Acadian French and the First British Colonization of the Province, 1714-1758 by Thomas B. Akins, ed.

**Tutorial Participation**

Tutorials are designed to allow students to discuss, in a small group, the course content and the central themes/debates in the study of history. Each student will attend four tutorials during the term. Thus, each tutorial is worth 5% of the student’s mark.

Participation from all members of the group is crucial if a tutorial is to be both interesting and instructive. Thus, tutorial “participation” marks are based on active involvement in the discussion and on the content of the student’s comments. Students must come to class having read and evaluated the assigned readings, and prepared some comments for discussion. Attendance is mandatory and no alternate assignments or submissions will be accepted in lieu of attendance and participation.

Discussion will be centred around the articles and documents found in Ducharme et al., Interpreting Canada’s Past. These readings examine topics not covered in the lectures, or covered only briefly in other course components. Although these readings form the subject of discussion, students are welcome to incorporate knowledge derived from other readings or sources. Ultimately, a tutorial should become a forum for the analysis and expression of ideas, and for integrating the information/ideas presented in the varied components of the course.

Preparation:

Suggestions for evaluating the articles and documents, consider the following:

1. Read the brief introduction at the beginning of each topic section in Ducharme, Belanger & Bumsted. Each introduction presents an excellent summary of the major debate/issue covered in the readings and explains the purpose of each article or document.

2. As well, each topic section includes “Questions for Consideration” after the introduction. Utilize (answer) these questions as preparation for the tutorial.

3. Additional general questions to consider when evaluating the readings:
For the documents:
A) Who (individual, group, organization) produced the document and why?
B) Does the author have a specific perspective and/or purpose that influences the information conveyed by the document?
C) When was the document created and what events were occurring at that time? Is the document related to these events, or does it reveal anything about them?
D) What does the document reveal about the attitudes, concerns, and priorities of the time period?

For the articles:
A) What is the thesis or central argument?
B) What points or information does the author use to prove the argument(s)?
C) Does the author have an obvious perspective (bias) or purpose for writing the article?
D) What sources were used to write the article? What are the strengths/weaknesses of these sources?

Schedule: Please follow the tutorial schedule listed below as to dates and readings and topics for each tutorial.
Note that the assigned readings for each tutorial are from:

Tutorial 1
Dis 103, 104 – January 21
Dis 101, 102 – January 23
Reading: Interpreting Canada’s Past, Chapters 1 and 2.

Tutorial 2
Dis 103, 104 – February 4
Dis 101, 102 – February 6
Reading: Interpreting Canada’s Past, Chapters 3 and 4.

Tutorial 3
Dis 103, 104 – March 3
Dis 101, 102 – March 5
Reading: Interpreting Canada’s Past, Chapters 6 and 8.

Tutorial 4
Dis 103, 104 – March 17
Dis 101, 102 – March 19
Reading: Interpreting Canada’s Past, Chapters 9 and 10.

**Take-Home Exam**
The take-home exam will be handed out to the class on the last day of scheduled lectures (see class schedule) and will have a due date approximately ten days later. Students will be required to complete two essay questions based on major course themes, utilizing class lectures and course readings. Exams can be submitted to the Professor’s essay drop box. Exams must be submitted on the scheduled day and time (date and time will be indicated on the exam). Late papers will not be accepted, as this is an exam and the date/time is not negotiable! Medical documentation is required by students with a valid medical reason who wish to submit the final exam after the due date.

Exam Policy: University policy regarding missed tests/exams is applicable to take-home final exams. The policy guidelines are listed partially below and can be found in complete detail at https://uwaterloo.ca/registrar/final-examinations. Note that medical documentation is required if a student does not submit the exam by the due date. If the exam due date is missed due to acceptable reasons (according to university policy), an alternate due date/time will be arranged by the instructor.

**Course Outline: Lecture Topics and Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Jan 7</td>
<td>Introduction to the Course Canada’s First Nations before Contact</td>
<td>The Peoples of Canada, Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Jan 14</td>
<td>The First Nations and the Impacts of Contact with Europeans</td>
<td>The Peoples of Canada, Chapters 2 and 3</td>
</tr>
<tr>
<td>3</td>
<td>Jan 21</td>
<td>Early European Settlement in North America</td>
<td>The Peoples of Canada, Chapters 4 and 5</td>
</tr>
<tr>
<td>4</td>
<td>Jan 28</td>
<td>The Peoples and Lifestyles of New France</td>
<td>The Peoples of Canada, Chapters 6 and 7</td>
</tr>
<tr>
<td>5</td>
<td>Feb 4</td>
<td>The British-French Struggle to Dominate the Continent</td>
<td>The Peoples of Canada, Chapters 8 and 9</td>
</tr>
<tr>
<td>6</td>
<td>Feb 11</td>
<td>Loyalism, Immigration and Settlement of British North America</td>
<td>The Peoples of Canada, Chapters 10, 11, and 13</td>
</tr>
<tr>
<td></td>
<td>Feb 18-21</td>
<td>Reading Week No Classes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 25</td>
<td>The British Colonial Economy</td>
<td>The Peoples of Canada, Chapter 14</td>
</tr>
<tr>
<td>8</td>
<td>March 3</td>
<td>Life in the British North American Colonies</td>
<td>The Peoples of Canada, Chapters 15 and 16</td>
</tr>
<tr>
<td>9</td>
<td>March 10</td>
<td>The Rebellions and the Achievement of Responsible Government</td>
<td>The Peoples of Canada, Chapters 12 and 17</td>
</tr>
<tr>
<td>10</td>
<td>March 17</td>
<td>Industrialization, Social Reform and the Increase in Institutions and State Involvement</td>
<td>The Peoples of Canada, Chapters 21, 22, and 23</td>
</tr>
<tr>
<td>11</td>
<td>March 24</td>
<td>Developments in the Northwest and BC</td>
<td>The Peoples of Canada, Chapter 20</td>
</tr>
<tr>
<td>12</td>
<td>March 31</td>
<td>The Confederation of the Colonies Take-Home Exam Handed Out</td>
<td>The Peoples of Canada, Chapters 18, 19, and 24</td>
</tr>
</tbody>
</table>

**Late Work**

11
Assignment Submission: Assignments are to be handed in, on the due date, to the Drop Box on Learn by 11:59 p.m. Please keep a copy of all assignments.

Late Policy: Due dates for assignments are included in the course outline. Late papers will be penalized by 5% per day, for the first four days following the due date. After the four days the late penalty is 2% per day (including weekends). Late assignments must be submitted by the day on which the assignment is returned to the class (approximately two weeks following submission date). After this date, incomplete assignments will receive a grade of 0%.

Extensions (without late penalty) will normally be granted only to students faced with extenuating circumstances (ie. illness) and may require documentation. Requests for extensions must be made to the Professor before the due date.

**Electronic Device Policy**
Electronic devices are allowed in class, provided they do not disturb teaching or learning. Students are welcome to utilize electronic devices in class that are used for the purpose of learning and participation in the course. However, students are asked not to engage in activities that are not course related when using electronic devices in class.

**Attendance Policy**
Attendance is not graded for the lecture. However, attendance at every lecture is highly recommended to achieve a successful outcome in the course. Attendance is required for the discussions as the grading is based on participation. Please see notes above for “Tutorial Participation”.

**Final Examination Policy**
For **Winter 2020**, the established examination period is **April 8-25, 2020**. The schedule will be available in February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations))

**Accommodation for Illness or Unforeseen Circumstances:**
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing
quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

**Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integritiy webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.
**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):**
http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**
- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download [UWaterloo and regional mental health resources (PDF)](https://example.com/mental-health-resources.pdf)
Download the [WatSafe app](https://appstore.com/watsafe) to your phone to quickly access mental health support information