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HIS 1101B: The Making of Canada
Department of History, University of Ottawa
Winter 2016

"The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are all forced to go the distance."

Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada, to the Canadian Senate

HIS1101B

Winter 2016

Dr. J.M. McCutcheon

Course Description: This survey course will cover the major political, social, cultural, and military themes in Canadian history from the time before contact to the present. This course will combine traditional lectures with workshops to learn about a diversity of approaches to studying Canadian history. Students will examine specific events, people and learn to identify, critically evaluate and interpret a diversity of primary sources.

Course Information

Location: Colonel By - CBY B205
Class Times: Mondays – 8:30 am to 9:50 am
 Thursdays – 10:00 am to 11:20 am
Office: 9th Floor Desmarais Building (DMS), Room 9119
 55 Laurier Avenue East
Office Hours: Mondays, 10:30 am to 12:30 pm or by appointment
Phone/Text: 613.853.1867
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Teaching Assistant: Cassandra Serre, MA Candidate
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Class Facebook Page: <https://www.facebook.com/groups/914732281950056/>

Summary of Student Evaluation and Course Value = 100 %

<i>Assignments</i>	<i>Date</i>	<i>%</i>
<i>Workshops</i> (6 workshops – 5 graded)	Follow Syllabus, BB	25
Fiction as History Book Analysis	February 25th	20
Research Assignment – can be submitted earlier	March 29th*	25
Final Exam – Take Home Exam	Exam Period	30
		100



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Textbooks – Required

Benjamin Books, 122 Osgoode Street, 613.232.7495

J.M. Bumsted, Len Kuffert, and Michel Ducharme (editors), *Interpreting Canada's Past: A Pre-Confederation Reader* (Fourth edition) Oxford University Press, 2011.

Dimitry Anastakis, *Death in the Peaceable Kingdom: Canadian History Since 1867 Through Murder, Execution, Assassination, and Suicide* Toronto: University of Toronto Press, 2015.

Assigned chapters – **red** sections will be integrated into course lectures. Please review for final exam.

Recommended: J.M. Bumsted, *A History of the Canadian Peoples*, 4th edition (Toronto: Oxford University Press, 2011). – Students who are less familiar with Canadian history may find a narrative approach to Canadian history from the pre-contact era to the present will help to supplement lectures and to provide additional context.

Outline of Lectures Themes and Workshop Dates

Week	Dates	Themes and Topics	Notes
1	January 11 & 14	Introduction to course: The Beginnings	Introduction
2	January 18 & 21	Indigenous Cultures and New France	Workshop # 1*
3	January 25 & 28	Struggle for the Continent, 1627 - 1759	Workshop # 2
4	February 1 & 4	Becoming and Remaining British, 1759 to 1815	Workshop # 3
5	February 8 & 11	Resources, Expansion and Rebellions	
6	February 15 & 18	READING WEEK	No readings/class
	February 22 & 25	Becoming a Nation: 1860s to 1870s	Workshop # 4 Fiction as History
7	February 29 & March 3	Becoming Modern, 1870s to 1910s	Workshop # 5
8	March 7 & 10	Moving West - Frameworks for Assimilation	Workshop # 6
9	March 14 & 17	Disrupting the Social Order	
10	March 21 & 24	Planning and Managing for War and After	
	March 28	No Class – Easter Holiday	March 29 th – Research paper due
	March 31	Social Change – 1960s	
11	April 4 & 7	1960s and 1970s - Awakening 'Power'	
	April 11 th	1980s & 1990s The Constitution, The Charter of Rights and Freedoms	
12	April 12	Review	RPs returned
		All workshops are on Thursday classes	



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Course Objectives and Historical Skills Development

1. Historical Knowledge: Students will learn and understand the basic narrative of Canadian history from the earliest available evidence to the turn of the twenty-first century and be able to analyse the causes and effects of major events in Canadian history. Students will identify and establish significance for major political, economic, social, and cultural developments in Canada to the turn of the 21st century.

2. Historical Thinking: Students completing this course will be able identify and evaluate sources and patterns of change and continuity across time. Students will learn to use research tools and develop critical thinking skills to analyze the influence of past developments on people, events, movements, organizations, and other important trends in Canadian history. Students will identify, compare and assess multiple explanations and perspectives on historical trends. An introduction to doing history and historiography will be included in this class.

3. Historical Sources: Students will evaluate primary documents, the 'raw materials' of history, as evidence to support historical analysis. Students will have an opportunity to evaluate and use primary sources, such as newspapers, court records, census records, magazines, letters, archaeological evidence, photographs, and diary sources among others primary sources. Students will consider how historical sources are preserved and how historians use them, and will think about the value and limitations of these sources. Students will also use their study of history to think about "other" voices in order to identify gaps or differences in previous research.

4. Communicating History: Students will demonstrate their ability to write clearly, paying attention to grammar and style and provide evidence that demonstrates an understanding of the material covered for all assignments. Writing well requires a lot of work and practice. Depending on a student's choice of assignment, projects may require a public presentation, during which students will orally communicate their knowledge, understanding and analytical work. **Feedback and assistance are always available.**

NOTE: Students who may be used to a more traditional lecture format may not be comfortable with the interactive nature of this class. Students will also be expected to use the internet and a number of websites to complete major assignments as well and in-class assignments and discussions. To be successful, you will need to learn to evaluate on-line resources.

Please consider your learning style, your extra-curricular activities and your work commitments carefully to determine whether or not you will be able to keep up with work outlined for this course. History courses generally require a significant amount of reading and analysis throughout the term.



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Learning Outcomes

A key component to evaluating learning will be to provide timely feedback for all of your course work. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Assignment expectations and grading rubrics are available via [Blackboard](#) and are linked to the appropriate learning activities.

General Learning Outcomes	Teaching and Learning Activities
1. Historical Knowledge	Course material, lectures, textbooks, supplemented by readings, film and video records, and primary documents from assigned readings via Blackboard and social media sites.
2. Historical debates and discussions	Workshops and Assignment # 1 and major research assignment.
3. Critical evaluation of primary sources	You will have access to thousands of pages of digitized historical documents. Your work and contributions will consider strengths and weaknesses of these sources. Workshops, assignment # 2.
4. Navigate and contribute to collaborative research tools.	Students will use Zotero , wiki spaces and other programs to learn how to systematize, organize and analyze their research.
5. Doing history:	You will write a final research project related to the history of Canada from the pre-contact era to the 1970s. Your paper will be both narrative and outlines the history of your topic. You will use primary sources extensively and consider historical debates.

Calendar for HIS 1101B: Lecture Outline, Notes and Key Dates

Schedule of Lectures: Required Readings, Additional Resources and Discussion Topics

Week 1: Getting Acquainted, History and Origins

January 11: Introduction and Understanding history, writing and researching
Syllabus Review – Questions
Technology and the classroom
Echo 360 and Lecture Tools



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January 14: Indigenous Contexts, Contact and consideration of Reconciliation

Textbook: *Interpreting Canada's Past*, "Origins" pages 1-34

Blackboard: D. Peter MacLeod, "The Amerindian Discovery of Europe: Accounts of First Contact in Anishinabeg Oral Tradition"

Week 2: Indigenous Cultures and New France

January 18: New France and France in America

Textbook: *Interpreting Canada's Past*, Chapter 2 - "Missionaries and First Nations", pages 35 to 64

Blackboard: C. Jaenen, "Amerindian Views of French Culture in the Seventeenth Century"

January 21: Workshop # 1 – Introduction to Zotero

Website for GUMCH
Uploading Journal Articles

Week 3: "Struggling for a Continent, 1627 to 1758" and the Acadians

January 25th: Imperial Wars, Colonial Contexts – Conflict and Conquest

Textbook: *Interpreting Canada's Past*, Chapter 3 – "Seigneurial Regime in New France", pages 65 to 96 and Chapter 4, "Expulsion of the Acadians" pages 97 to 133

January 28th: Workshop # 2 – Primary Sources

Primary document analysis: finding, analysis and contextualizing primary documents systematically
Please note – your Zotero database will be useful for this workshop.

Week 4: "Becoming and Remaining British, 1759 to 1815: Loyalists and Fur Trading

February 1st: Migrations, Loyalists and Conflict

February 4th: Workshop # 3 – Loyalists and Fur trade

See Blackboard and Wiki spaces for additional links and readings.

Textbook: *Interpreting Canada's Past*, Chapter 6 "Loyalists" pages 178 to 211 or Chapter 7 "The Fur Trade and the Northwest", pages 212 to 242



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Week 5: Resources, Expansion and Rebellions 1810s to 1850s

February 8th: Resources and Expansion

Textbook: *Interpreting Canada's Past*, Chapter 8, "Immigration in the Early Nineteenth Century", pages 243 to 280, Chapter 11, "Aboriginal People in British North America", pages 346 to 384.

Blackboard: Lyle Dick. "The Seven Oaks Incident and the Construction of a Historical Tradition, 1816 to 1970" *Journal of the Canadian Historical Association* (1991): 91-113.

February 11th: Rebellions in Upper and Lower Canada: Political Reform?

Textbook: *Interpreting Canada's Past*, Chapter 9 "Rebellions in Lower Canada"

READING WEEK – FEBRUARY 15TH TO 21ST

Week 6: Becoming a Nation, 1850s to the 1870s

February 22nd: Road to Confederation and early Nationhood

Textbook: *Interpreting Canada's Past* - Chapter 14, "Confederation and Anti-Confederation", pages 445 to 484.

Textbook: *Death in the Peaceable Kingdom*, Chapter 1, "Thomas D'Arcy McGee...", Chapter 2, "Thomas Scott, Executed or Murdered?"

February 25th: Workshop # 4 – John A. Macdonald – Leadership, Commemoration

Blackboard: Ged Martin, "John A Macdonald and the Bottle" *Journal of Canadian Studies*, 40 Fall 2006: 162 to 185

Selected reading: James Daschuk, *Clearing the Plains: Disease, Politics of Starvation and the Loss of Aboriginal Life*, University of Regina Press, 2013

Week 7: Becoming Modern, 1870s to 1910s

February 29: Industrialization and Immigration

Blackboard: Peter De Lottinville, "Joe Beef of Montreal" Labour/ Le Travail

March 3rd: Workshop # 5 – GUMCH

Great Unsolved Mysteries in Canadian History

Week 8: Moving West, Moving North, Frameworks for Assimilation, 1885-1914

March 7: First Nations, Treaties and Education



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Textbook, *Death in the Peaceable Kingdom*, Louis Riel, Executed, Regina, 1885..."

March 10: Workshop # 6 – Indian Residential Schools

See Blackboard for additional readings and links:

John S. Milloy, *A National Crime*

<http://nctr.ca/reports.php>

Week 9: 1910s and 1920s: Disrupting the Social Order

March 14: The Great War, 1914-1918 and its aftermath

Textbook, *Death in the Peaceable Kingdom*, Chapter 5, "Private Harold Carter, Executed, France, 1917..." and Chapter 6, "Four Rioters Killed by the Canadian Military, Quebec City, ..."

March 17: Depression and the Eve of War the Second World War

Textbook, *Death in the Peaceable Kingdom*, Chapter 9, "Filumena Lassandro, Executed, Edmonton, 1923, ..." and Chapter 10, "Peter Markunas, Nick Nargan, and Julian Gryshhko, murdered Saskatchewan, ..."

Week 10: Planning and Managing for War and After

March 22: World War II, 1939 to 1945

Textbook, Textbook, *Death in the Peaceable Kingdom*, Chapter 11, "Eleven Canadian Soldiers, Murdered by the Nazis, France, 1944: Canada's War?"

March 24: 1945 to 1960, Post war Canada – Prosperity and Growth

Textbook, Textbook, *Death in the Peaceable Kingdom*, Chapter 12, "Death by Car..."

March 28th no class Easter Monday – see April 12th

Week 11: Social Change

March 31st: 1960s

Textbook, Textbook, *Death in the Peaceable Kingdom*, Chapter 14, "Ronald Turpin and Arthur Lucas, Executed Toronto, 1962..."

Week 12: Awakening 'Power'

April 4-7: 1960s -Constitutions and Awakening Power – Quebec, Hydro and Indigenous Peoples

Textbook, Textbook, *Death in the Peaceable Kingdom*, Chapter 15, "Pierre Laporte, Assassinated, Montreal, October 1970: Quebec, the Quiet Revolution and the FLQ"

See Blackboard and wiki spaces



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The Constitution, The Charter of Rights and Freedoms and

April 11th: 1980s and 1990s

See Blackboard and wiki spaces

April 12: Review and Reflection (replaces March 28th class)

Evaluation of Term Assignments and Work

Workshops: 25 % of the final grade

6 workshops will take place during the term and 5 will be graded which means you are able to miss submitting one workshop.

1. January 21st: Zotero – secondary sources
2. January 28th: Primary sources
3. February 4th: Loyalists or Fur Trade
4. February 25th: John A. Macdonald – Commemoration & Leadership
5. March 3rd: Great Unsolved Mysteries in Canadian History
6. March 10th Indian Residential Schools – Truth and Reconciliation

Please see Blackboard following the workshop for details on what learning you will submit for evaluation. Each workshop is worth 5 marks and graded on a % scale. 90 % would be pro-rated for example and indicates that a student clearly exceeded the expectations for this work. See the grading scale at the end of the syllabus.

Book Analysis: 20 % of the final grade

Canadian Fiction as Canadian History

Due February 25th, 2016

Expectations

This assignment should be a minimum of 2000 words excluding your bibliography, footnotes and block quotations. Your assignment must be typed using the *Chicago Manual of Style* (CMS) footnoting and a properly formatted bibliography. By using footnotes in this assignment, you will be preparing for footnotes required in your major research paper. Your assignment must have a title page with your name, student number and an assignment title that is descriptive and linked to your topic and analysis.

References from Wikipedia or non-accredited websites will not be accepted. Assignments that extensively use these websites will be returned as incomplete.



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Objectives

The primary objective of this assignment is to select a Canadian novel and complete a detailed analysis, considering time, place and themes in Canadian history. This research and analytical assignment provides you with an opportunity to use fiction as a source to understand the past as they often provide a more intimate portrait of individuals and groups that are sometimes difficult to access in historical documents.

Please see Zotero and Blackboard for a list of possible book titles to be submitted by the 28th of January.

Students should place the novel in its historical context. The list of novels has a notation regarding place and themes. Students should also demonstrate their understanding of who is represented in the novel. Finally, students should provide an analysis of what is learned about the time and place represented in the novel.

Mandatory Requirements

1. A summary of the story and central characters, with clear evidence that you have read and understood the author's contribution to fiction and history. Students will use the *Chicago Manual of Style* to footnote their summary of the novel.
2. Information about the author and their research for the novel must be included in this analysis and may be gathered from interviews, Internet sources and the author's bibliography.
3. Contextual information based on secondary sources about the historical period.
4. **2000 words**, not including bibliography, block quotations or your footnotes/endnotes.

Students may suggest a book for consideration until the 28th of January, 2016

Fiction as History Book Analysis Evaluation, Due February 25th, 2016 (20 %)

There will be four criteria evaluated:

- Knowledge and understanding of the novel/book demonstrated (35 marks)
- Knowledge and understanding of the historical time period and your analysis (35 marks)
- Knowledge and contextual analysis of the author (15 marks)
- Overall presentation, style, organization and mechanics (15 marks)

Knowledge and understanding of the novel/book: 35 marks

Provide as much information and context about the novel as is relevant to understanding the value of this novel as a source for Canadian history. Who is the main character of the novel? When does the story take place, considering both the span of time and historical events? Where does the story take place? What is the focus of the story? What do we learn about people or events in Canadian



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history? How effectively does the novel provide insight into Canada's past? Ensure you have contextualized all direct quotations and avoid cutting and pasting quotations to make your argument in this section and the section below.

Knowledge and understanding of the historical theme or period: 35 marks

Using the textbook as a point of departure and relevant monographs, collections of essays or sources noted in the author's acknowledgement or note on sources, students must demonstrate an understanding of the historical period the novel depicts. Select your novel carefully, as some novels will be easier than others to evaluate as sources for history. Statistics Canada has an excellent website that will provide demographic information and the Library and Archives Canada also has many credible sources on its website.

Knowledge and research about the author: 15 marks

You must demonstrate that you have undertaken research related to the author and their body of work. Many authors have won awards like the Governor General's Award for Literary Excellence, the Giller or other provincial awards. Many authors have been interviewed by Shelagh Rogers on her program, *The Next Chapter*. Authors also have Facebook pages, Twitter accounts and their work has been reviewed in sources like: *Quill and Quire*, *Globe and Mail*, *Canadian Book Review*, *New York Times Book Review of Books*, and city newspapers. Finally, many books have also been considered by the *Canada Reads* program and there are details from authors and advocates on the CBC based website.

Presentation and Mechanics: 15 marks

Hard copy assignments must be stapled, no folders or duo-tangs please. You must write clearly and with details from your novel and research. Your paper should have a clear organization. Pages must be numbered. You must use the *CMS* for footnoting and your bibliography. All resources must be identified in your bibliography including radio and television interviews. Proof read to avoid common typographical errors. Contractions and colloquial language are not appropriate for this assignment. Use block quotations as outlined in the *CMS* and ensure you introduce them and provide proper context. Avoid direct quotations as topic sentences.

Assignment 2: Research and Analysis (25%)

Option 1: Historical Research Paper (March 29th, 2016) or earlier, end of day via Blackboard

A research paper based on one of thirteen Canadian mysteries that span Canadian history temporally and geographically. This paper will be based largely on primary sources located on the website. Students may be directed to find secondary sources that will further assist with the research topics. Our class textbook, *Death in the Peaceable Kingdom* includes Tom Thompson's death and the 'suicide' of Herbert Norman.



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For their final submission, students will be expected to have a title for their paper, a thesis statement supported by sound arguments and evidence. Students will also be expected to cite primary documents as directed and to consider some challenges with the evidence, with historical interpretations and with evidence that is no longer available or that was never recorded. Your completed paper should be at least **2500 words**, excluding your bibliography and footnotes and not more than **3500 words**.

[Great Unsolved Mysteries in Canadian History](#)

1. Where is Vinland?
2. Torture and Truth: Angelique and the Burning of Montreal
3. Who Killed William Robinson? Race, Justice and Settling the Land
4. We do not Know His Name: Klatsassin and the Chilcotin War
5. Jerome: The Mystery Man of Baie Sainte-Marie
6. Heaven & Hell on Earth: The Massacre of the "Black" Donnellys
7. Who Discovered the Klondike Gold?
8. The Redpath Mansion Mystery
9. Death on a Painted Lake: The Tom Thomson Tragedy
10. Aurore! The Mystery of the Martyred Child
11. Explosion on the Kettle Valley Line: The Death of Peter Verigin
12. Death of a Diplomat: Herbert Norman & the Cold War
13. The Franklin Mystery: Life and Death in the Arctic

Mandatory requirements and submitted material demonstrating research:

- Your word-processed assignment, minimum word count 2500 and maximum 3500, **not** including footnotes/endnotes; bibliography.
- Assignment Title that related to your topic.
- Research Context as an annex.
- Thesis statement as an annex.
- Annotated bibliography of secondary sources consulted and cited
- Your word count.

Ideal Timeline and Guide for Distributing Research and Writing

Step 1: Research topic (February 1 or earlier)

Step 2: Research context (February 22)

Step 3: Thesis statement (February 29)

Step 4: Annotated primary source/secondary sources (March 7)

Step 5: Final research paper submitted (March 29th)



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Grading and Weighting: Sample guide of ranges

Criterion/Expectations	Exceeds	Meets	Meets but some revisions needed	Needs Improvements	Did not Meet
Introduction, Thesis Statement, Structure and Outline (15 %)	>13	=>12	=>11	10	<10
Content: Research and Analysis (65 %)	=>60	=>52	=>45	38	<38
Conclusion, Style and Mechanics (20 %)	>17	=>16	=> 14	12	<11
Total	90 – 100	80 – 89	70 - 79	60 - 69	<59

Introduction, Thesis Statement and Structure and Outline: 15 marks

The introduction to your research paper must include a clear presentation of the historical context of your topic. A well-written introduction requires answers to the following questions:

- ✓ Who? This may include describing a group, organization or providing details about a key individual.
- ✓ Where? What is the geographic location? Does it have defined boundaries?
- ✓ When? Is there a specific day, year, decade or longer temporal consideration key to your research topic?
- ✓ What? What aspect of the research topic are you writing about?
- ✓ Why? This question is key to your thesis statement.

You must provide the reader with an explicit statement of your argument and the evidence you will use to support your thesis statement. A minimum number of three supporting arguments must be presented in a logical progression. For this course, you need to establish the context of your research and argument in the first paragraph and to complete the introduction with an easily identifiable thesis statement. You should have a title for your assignment that relates to your thesis statement and informs the reader of the time and place of your topic.

Structure and Outline

The outline of your paper and overall structure are important to ensure that your evidence and analysis follows a coherent narrative. The structure may depend on a number of factors including the approach you are taking. Consider a thematic approach, using chronological approach to present your evidence or your structure may be determined by primary sources.



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Content: Research and Analysis 65 marks

You must demonstrate your knowledge of the topic and that you have completed research required to support your thesis statement. Your supporting arguments should be sufficiently supported by relevant data, quotations and evidence from primary documents and appropriate academic secondary sources. **A more detailed outline of this assignment will be provided in class for further discussion.**

Primary Sources: examples of primary sources include maps, letters, newspapers, diaries, photographs and court documents. Digital history has made it possible to access hundreds of pages of primary documents and undertake key word searches. Your challenge will be to identify key sources or key strategies for using the sources available to you.

Parameters and context of your research: details, description and information from multiple sources can be collected to provide the reader with complete and complex sentences that provide important context for your papers. General statements and cliché observations should be avoided. Keen analysis and teasing out the data you have collected will take work to describe and demonstrate in our final product.

Primary documents and critical evaluation: ensure that you provide specific examples that relate to your topic and avoid general comments like, "A picture says a thousand words," or "All diaries, letters, newspapers or documents have bias." Take your analysis to a more complex level. Be explicit about the limitations that exist in each source. Critical evaluation will become part of your reading of both primary and secondary sources routinely. Listing newspapers, diaries or letters is not enough information. In some instances, there are very few individuals who left letters or the letters were written before or after the key event. Maps and drawings can supplement your analysis, but should always be part of the evaluation criteria. Remember that footnotes are important to understanding the research that has been completed and should be read as well as the main text of the article or monograph.

Conclusion, Style and Mechanics: 20 marks

Your conclusion should pull together your contextual arguments and key elements from the evaluation of the sources and methods to provide the reader with your 'closing' arguments. Remember to clearly restate your thesis. For this course, do not add new information in your conclusion or end with a quotation not cited in your document. For some audiences, this may be appropriate.

Your style will be checked for grammar, spelling and eloquence. Be sure to use topic sentences and that paragraphs are neither too long nor too short. Direct quotations should not be used as topic



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sentences. Have you used clear language to express your ideas? Avoid using 'I' as it should be evident that this is your view and your work.

Option 2: Digital History Project

25 % - due end of day March 29th or earlier via Blackboard – documentation and links

For this option, you will need to confirm your intentions to undertake this stream by no later than February 8th, 2016. You will access the richness of primary sources available online.

Some key repositories include:

[National Centre for Truth and Reconciliation](#)

[Voyageur Contracts Database](#)

Online provincial archives – see Wiki spaces

Online Library and Archives Canada

CBC Digital Archives

Globe and Mail – Digital Archives

Toronto Star – Digital Archives – LAC

Digital Public Library of America

You will undertake a historical research project and use one of three technology platforms to display/share/organize your research. You will still have a strong written component with footnotes, bibliography and with your analysis. You may use one of three tools:

Omeka (includes mapping, blogging and exhibition features)

Textual analysis

Animated presentation – YouTube – Mine Craft

For example, Omeka is a complex and power digital tool that permits users to use HGIS, blogging and website features.

You will be evaluated on your written work, your primary and secondary sources and your use of the technology. If you had significant problems, barriers or challenges to this work, ensure that you describe this experience. You want to ensure that I am able to review your work, understand why you selected the primary sources you did for your final work and I should be able to understand how you selected documents. You might need to establish criteria or protocol for how you undertake this work.

Useful Online Resource:



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Daniel J. Cohen and Roy Rosensweig. *Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web*

**April 2016: Take Home - Final Exam
30 % of the final grade**

The objective of the final exam is for you to demonstrate your summative learning and knowledge of the term. There will be two or three sections, depending on the learning that we undertake this term and depending on how much time we have to discuss additional readings.

You will be examined on the following course material:

1. Lectures
2. Assigned readings from textbooks and textbook material generally (required textbooks)
3. Additional readings assigned via Blackboard

There will be applied learning – which will require students to be able identify key dates, figures, events and legislation relevant to the Making of Canada and demonstrate the significance of these events, etc. The final form of this question will be determined by the end of term. This material will be drawn from lectures and textbooks.

There will be a reflective question that relates to your learning in workshops and your work with tools and resources this term.

There will be two essay questions that will require students to provide summative information related to key themes in this course, and provide details and dates from all historical periods. Sample questions will be provided to students in the final class as part of the course review on

Journals to search using Jstor

University of Ottawa Library and Journal Portal:

<http://www.biblio.uottawa.ca/html/index.jsp?lang=en>

Acadiensis

Archivaria

BC Studies

Canadian Historical Review

Histoire Sociale / Social History

Journal of Canadian Studies

Labour / Le Travail



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Late Assignments: You have the outline of assignments and deadlines in this syllabus. Avoid late penalties by communicating any challenges you are facing with regard to work, home or family. I cannot accept late papers after the fact without penalties. If you hand in your assignment late, please do not expect to have it returned with the other assignments. There is a late penalty of 5 % for the first day, with an additional 2 % applied for each business day following. All assignments must be handed into the professor directly, either in class or during office hours. Arrangements may be made for electronic submissions, but must be approved in advance of the submission.

All assignments must be handed in by the exam or they will not be accepted and you will be given a grade of Incomplete (Inc)

Plagiarism: Citing sources is critical to historians as it provides other academics with recognition for their work and it demonstrates the work you have completed for the assignment. Proper citation is especially important when using primary sources as it provides other researchers with evidence of your research and enables them to follow your work.

Please carefully read the following guideline for plagiarism: www.uottawa.ca/plagiarism.pdf to ensure that you understand the meaning and consequences of plagiarism.

University Resources: The Mentoring Centre is located in room 125B, Simard Building. Student-mentors will be able to share with you their university experience (community life, rules and regulations, learning strategies, etc.) The Student Academic Success Service provides many services designed to support your university experience; see <http://web.sass.uottawa.ca>. The Access Service is also part of SASS and can help students with a physical handicap or learning disability.

Decoding Letter Grades and Percentages

A+: 90% to 100% exceeds assignment expectations and requirements

A- to A: 80 % to 89 % meets assignment expectations and requirements

B to B+: 70% to 79 % meets assignment expectations and requirements with some revisions required

C to C+: 60% to 69% struggled with assignment requirements and needs improvement

D+ and below: 59% or less did not meet assignment requirements

A+ = 90 – 100: You have clearly read the research paper guidelines and understood the requirements for writing a historical research paper. While there may be a few suggestions regarding the assignment, the feedback is overwhelmingly positive. Your level of research and analysis exceeds expectations for an undergraduate course and shows unequivocally an ability to succeed at the master's level.



uOttawa

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HIS 1101B: The Making of Canada
Department of History, University of Ottawa
Winter 2016

A = 85 – 89: You have clearly read the research paper guidelines and understood the requirements for writing a historical research paper. There may be a few suggestions regarding the assignment and one area that may need to be addressed specifically, the feedback is overwhelmingly positive. You have demonstrated an ability to undertake research required at the graduate level.

A- = 80 – 84: You have clearly read the research paper guidelines and understood the requirements for writing a historical research paper. Another draft would significantly improve your paper. There may be a few suggestions regarding the assignment and at least two key components that need to be addressed specifically. The feedback is positive with constructive suggestions to build on in future work. You have demonstrated that you may be complete historical research required at the graduate level.

B+ = 75 – 79: Your work demonstrates that you understand the framework of writing an analytical research paper. Another draft or two and more analysis would significantly improve your paper. Each evaluated component needs more work. The feedback is constructive and outlines key steps to improve your work. A B+ is a solid grade in an undergraduate course but at least an A- is required for graduate school applications.

B = 70 – 74: Your work demonstrates that you understand the framework of writing an analytical research paper. Significant revisions and more analysis are required to improve your paper. Each evaluated component needs more work. The feedback is constructive and outlines key steps to improve your work. In particular, there may be an area of significant weakness. While B is a good grade in an undergraduate course but at least an A- is required for graduate school applications.

C+ = 65 – 69: You did not demonstrate that you understood the basic requirements for the research paper. Your bibliography, if included, is weak, lacks the minimum number of sources and key elements were weakly presented. You may need to focus on improving your writing specifically, framing your research question and defining a thesis statement, undertaking Internet research or analyzing primary documents. You are meeting the requirements of the undergraduate level but with some difficulty.

Below C+ and above F= Your completed research paper does not provide evidence that you understood the basic requirements for the assignment. Your bibliography, if included, is poor, lacks the minimum number of sources and key elements were weakly presented. There are significant problems with your assignment. You may need to focus on improving your writing specifically, framing your research question and defining a thesis statement, undertaking Internet research or analyzing primary documents. You are meeting the requirements of the undergraduate level but with varying degrees of significant difficulty. You did not adequately apply feedback provided on your research outline.

Below 50: Your assignment failed to demonstrate that you read the guidelines for the research paper, attended class and integrated information learned from seminars, understood and completed the assignment as directed at the outset of the course. You did not apply feedback provided on your research outline. You are not meeting undergraduate requirements.