

**HIST260**  
**Pre-Confederation Canada**  
**3 Credits**

Instructor: Dr. Franklin Foster

Original Developer: Dr. Franklin Foster

Current Developer: Dr. Franklin Foster

Campus: Lloydminster

Phone: 871-5764

Reviewer: Susan Banskrove

Phone: 871-5767

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2602 - 59 Avenue, Lloydminster, Alberta, Canada S9V 1Z3. Ph: 780.871. 5700  
#172, 2257 Premier Way, Broadmoor Place 4, Sherwood Park, Alberta, Canada T8H 2M8. Ph: 780.416.8844  
5707 - 47 Avenue West, Vermilion, Alberta, Canada T9X 1K5. Ph: 780.853.8400  
Toll-free in Canada: 1 800 661 6490



## **HIST260 Version: 6**



### **Pre-Confederation Canada**

#### **Calendar Description**

This course deals with the more important themes of Canadian history from the period of early exploration to the Confederation movement in the 1860s. Reading lists and assignments will be provided by faculty members in each section. This course and HIST 261 together constitute a complete survey of Canadian history and provide a foundation for senior and advanced courses in the subject.

#### **Rationale**

This course is an elective for the Advanced Business Administration program.

This course contributes to the fulfillment of many degree requirements in the Humanities, Education, and Canadian Studies.

This course introduces the learner to many of the key themes in Canadian History, most of which carry on in present day Canada.

The course also introduces the learner to the skills and attitudes of the Historian. Historians produce expert, reasoned judgments about the past. Historians are problem solvers, researchers, effective communicators, and people with a sincere interest and empathy for other people in other places and times. As outlined below, these skills and attitudes may be useful in a broad range of career and life pursuits.

#### **Prerequisites**

English 30

#### **Co-Requisites**

None

## General Course Goals

Upon successful completion of this course, students will be able to demonstrate and apply the knowledge and skills of a beginning historian in Canadian History. More specifically, the student will be able to

1. demonstrate basic **field knowledge** by
  - (a) telling in outline some of the stories of the development of Canada to 1867.
  - (b) recognizing and writing about some of the key individuals, events, issue and ideas extant in pre-Confederation times.
2. apply some **research skills** such as
  - (a) locating and using appropriate sources.
  - (b) collecting and organizing research data.
  - (c) deriving generalizations and conclusions from a broad range of sometimes contradictory data.
  - (d) constructing a thesis and defending it with a line of argument supported by evidence from adequately cited sources.
3. apply the appropriate **writing skills** by
  - (a) using language correctly, concisely and convincingly.
  - (b) employing the conventions of format and style such that the work could be accepted for publication in a scholarly journal.
4. practice as a beginning historian by **writing history** by
  - (a) writing a thoughtful, well styled book review.
  - (b) writing original essays on historical topics from the field that call for synthesis and evaluation.
  - (c) writing a thoughtful, well structured research paper on a topic using a variety of sources.
5. apply the **knowledge** and **skills** acquired by
  - (a) relating some of the topics and ideas covered to situations and events in the present day world.
  - (b) relating the topics and ideas covered to situations and events in the learner's personal life.

## Essential Employability Skills

Essential employability skills are critical for workplace success and lifelong learning. Lakeland College prepares its graduates for the workplace and lifelong learning by integrating and promoting essential employability skills development in its curricula. Each credit course offered at Lakeland College emphasizes one or more of the following five essential employability skills:

- A. **Communication Skills** that enable individuals to listen, interpret, express, and convey knowledge and ideas so that they are received and understood.
- B. **Teamwork Skills** that enable individuals to respect the thoughts and opinions of others as they work together to plan activities, meet deadlines, complete projects, and contribute to an organization's goals.
- C. **Critical Thinking Skills** that enable individuals to conceptualize and analyze issues from various perspectives while rationally evaluating the strengths and limitations of each perspective and deciding what action to take.

- D. **Adaptability Skills** that enable individuals to respond quickly, willingly, and positively to new conditions and changing times.
- E. **Positive Attitude and Behavioural Skills** that enable individuals to be confident about themselves and to deal with people, problems, and situations with honesty, integrity, and personal ethics.

Please refer to the Knowledge/Skills Matrix of this course outline to review the essential employability skills emphasized in this course.

## Resource Materials

Francis, R. Douglas, Richard Jones, and Donald B. Smith. *Origins: Canadian History to Confederation*. 5th ed. Toronto: Harcourt Brace Canada, 2004.

See also the College and Public Library holdings.

## Conduct of Course

**This is a 3 credit course with 3 hours of lecture per week. (3-0-3).**

Students acquire general field knowledge by doing the assigned, suggested and other reading. Classroom instruction is largely in lecture form (3 hours per week) with the lectures often focusing on specific individuals and events that illustrate in real life terms the larger background trends and issues. There is opportunity for questions and answers and some class discussion. Students are required to do one book review and one research paper, in addition to a mid-term and final examination. Book reviews and research papers may be discussed with individual students prior to commencement, during their construction and after their completion to provide an opportunity for tutorial assistance with respect to research and writing skills. Students should read the assigned readings before the relevant lecture and commence other assignments well in advance of due dates. A minimum of 7 hours per week of reading, study and writing time is suggested in addition to class time.

## Evaluation Procedures

The final grade is an aggregate of the following components:

<b>BR</b> = Book Review	20%
<b>ME</b> = Mid-term Examination	20%
<b>RP</b> = Research Paper	30%
<b>FE</b> = Final Examination	<u>30%</u>
Total	100%

**No supplemental assignments or examination re-writes are permitted in this course.**

## Knowledge/Skills Matrix

Students apply and demonstrate their knowledge and skills to use

### A. Communication Skills

<b>A1. by listening, reading, interpreting information, and communicating effectively</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 1 (a) (b), 2 (d), 3 (a) (b), 4 (a) (b) (c)
<b>A2. by using written, spoken, and/or visual formats and media to communicate and meet needs of each particular audience</b>
Evaluation(s)/Goal(s): BR, RP / 1 (a) (b), 2 (d), 3 (a) (b), 4 (c)
<b>A3. by using libraries, internet, technical publications, journals and other sources to find pertinent information</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b) (c) (d), 4 (c)

### B. Teamwork Skills

<b>B1. by using interpersonal skills to create an atmosphere that maximizes the strengths of group members to accomplish tasks</b>
Evaluation(s)/Goal(s): n/a
<b>B2. by using interpersonal skills to resolve conflict, relate to others, and assist others</b>
Evaluation(s)/Goal(s): n/a
<b>B3. by contributing and listening to others as group determines realistic objectives, prioritizes tasks, and identifies resources and timelines</b>
Evaluation(s)/Goal(s): n/a
<b>B4. by treating other members of the group open-mindedly and fairly</b>
Evaluation(s)/Goal(s): n/a
<b>B5. by developing tactics/strategies to accomplish tasks</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b), 3 (a) (b)

### C. Critical Thinking Skills

<b>C1. by seeing critical thinking as a lifelong process of self assessment</b>
Evaluation(s)/Goal(s): BR, RP / 2 (b) (c) (d), 4 (a) (b) (c), 5 (a) (b)
<b>C2. by examining problems closely</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)
<b>C3. by examining beliefs, assumptions, and opinions, and weigh them against the facts</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)
<b>C4. by seeking out the truth</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)
<b>C5. by finding solutions; make decisions</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (a) (c), 3 (b), 4 (c)
<b>C6. by incorporating new ideas that may not necessarily agree with previous thought on the topic</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (c), 5 (b)
<b>C7. by seeing connections between topics and use knowledge from other disciplines to enhance reading and learning experiences</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 2 (c) (d), 4 (a) (b) (c), 5 (a) (b)

### D. Adaptability Skills

<b>D1. by working independently or as part of team</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b) (c) (d), 3 (a) (b), 4 (a) (b) (c)
<b>D2. by carrying out multiple tasks or projects</b>
Evaluation(s)/Goal(s): BR, RP / 2 (a) (b), 3 (b), 4 (a) (c)
<b>D3. by being innovative and resourceful: identify and suggest alternative ways to get the job done</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (c)
<b>D4. by being open and respond constructively to change and uncertainty</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 4 (b) (c)

### E. Positive Attitude and Behavioural Skills

<b>E1. by dealing with people, problems, and situations with honesty, integrity, and personal ethics</b>
Evaluation(s)/Goal(s): RP / 2 (d), 3 (b)
<b>E2. by showing interest, initiative, and effort</b>
Evaluation(s)/Goal(s): BR, ME, RP, FE / 1 (b), 2 (a) (b), 3 (a) (b), 4 (a) (b) (c), 5 (a) (b)
<b>E3. by affirming the need for positive solutions and encourage positive interaction and feedback</b>
Evaluation(s)/Goal(s): BR, RP / 2 (c) (d), 3 (a) (b), 4 (a) (b) (c)
<b>E4. by balancing personal and family activities with job-related activities</b>
Evaluation(s)/Goal(s): BR, RP / 4 (a) (b) (c), 5 (b)

## Grades

*A minimum grade of D is required to pass this course.*

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-60	61-65	66-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

## Attendance

Attendance is taken in this course. An absence rate in excess of 20% of classes may result in the student being required to withdraw from the course.

Regular, punctual attendance is expected.

## Course Units/Calendar

1. Introduction to the Course
2. First Encounters - Aboriginal Peoples and Champlain
3. Samuel de Champlain - Father of Canada
4. Jean de Brebeuf and Etienne Brule - Martyrs of Huronia
5. Royal Government in New France: Jean Talon

6. The Church in New France: Bishop Laval
7. The Expansion of New France: Pierre Radisson
8. New France versus New England, 1700 - 1750
9. The Seven Years' War, 1756 - 1763: James Wolfe
10. Post-Conquest Quebec: Guy Carleton
- 11.** The Loyalist Provinces to 1812: The Loyalists
12. The War of 1812: Isaac Brock
13. The West to 1821: Alexander Mackenzie
14. The Maritime Colonies: Joseph Howe
15. Lower Canada to the Rebellion of 1837: Louis Papineau
16. Upper Canada to the Rebellion of 1837: John Simcoe
17. The Rebellions of 1837: William Lyon Mackenzie and John King
- 18.** The Durham Report: Lord Durham
19. The Canadas in the 1840's and 1850's: Earl Sydenham
20. British North America to 1864: The Maritimes
21. British North America to 1870: The West
22. The Road to Confederation: John A. Macdonald
23. The Acceptance of Confederation: George Brown and George Cartier
- 24.** The British North America Act and the Meaning of Canada



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2602 - 59 Avenue, Lloydminster, Alberta, Canada S9V 1Z3. Ph: 780.871. 5700  
#172, 2257 Premier Way, Broadmoor Place 4, Sherwood Park, Alberta, Canada T8H 2M8. Ph: 780.416.8844  
5707 - 47 Avenue West, Vermilion, Alberta, Canada T9X 1K5. Ph: 780.853.8400  
Toll-free in Canada: 1 800 661 6490E-mail: [admissions@lakelandc.ab.ca](mailto:admissions@lakelandc.ab.ca)