

History 231 – Introduction to History: Canada – Origins to 1867
History 1131 – Introduction to Canada: Pre-Confederation
Fall 2021
Instructor: C. Lawrence

FORUM POSTS

DUE by 2359 hrs at the end of weeks 5, 10, and 14.

TOTAL MARKS: 15

Assignment:

Students will write one (1) post in response to a forum question/topic posted by the instructor and respond to at least two (2) other students' posts before the last day of the posting period.

Purpose:

The purpose of this assignment is to provide students the opportunity to “discuss” historical topics, as it is through discussion that one can demonstrate the ability to assimilate, analyze, and synthesize the assigned readings.

Description:

Students will post their response to the instructor's topic, where they will be available to be viewed by the rest of the class. After careful consideration of the assigned readings and the contributions of your classmates, each student will post two (2) responses to other student's posts. These posts should be on topic and draw together the concepts, interpretations, and examples covered in that week's readings. These postings should be carefully considered and formally composed. They may consist of a short commentary relating to the week's readings or segment from a video documentary series, a critique of one or more reading reports posted to the discussion forum, or your reactions to the week's readings.

Mechanics:

Posting Questions and Comments

Questions may be of a factual nature like “when did X take place?” if that is crucial to the understanding of the material, or more probing like: “could strategy X have been more effective in this situation?” questions of intent and perception are very important as well. Remember that often it is the simplest questions that are the hardest to answer and the most fulfilling.

Comments can be:

- **Positive** (“I really like how the author treated this topic because ...)
- **Negative** (“I am not surprised that difficulties were encountered in the battle of Y because...); or
- **Consolidating** (“author X treated this topic from perspective why, yet another Y treated it from a perspective Z. Each position leads to very different conclusions or directives for action. A way to consolidate these positions might be...);
- **Debating** (taking the opposite position).

Responding to Comments or Questions

As in any seminar, freedom of thought and expression is key. There are many times in this course where there are no right or wrong answers. There is a need however on the part of the students, to demonstrate a rigorous, knowledgeable, and sophisticated understanding of the material. You should have an opinion as to what the right or wrong answer might possibly be, but that must be carefully and logically explained.

craft your questions and comments so that they are clear concise and easily understood by all who might read them.

Your Instructor's Role

The instructor's role in this discussion forum is multifaceted. At the simplest level, the instructor is there to settle disputes over points of fact or material that is in question. However, those types of exchanges should not occur too often. The more significant roles of the instructor are to provide:

- contextual information to help students pursue lines of thought;
- guiding discussion along useful lines that will benefit students the most;
- acting as a check on discussions of factual nature to ensure that a high standard of accuracy in the commentaries is upheld; and
- generally, to act as a traffic cop or organizer and keeping the seminar moving in a logical fashion.

Specifically, the instructor will introduce key material into a discussion if it has been left out in order that important points will not be lost so that the unit or topic under discussion is put into context with respect to the other aspects of the course. Also, the instructor shall provide summaries and clarification of difficult or convoluted discussions.

In addition, there is the role of the marker: the instructor will evaluate students' performance in the discussion forum on such points as:

- critical thinking,
- ability to evoke discussion,
- organization of material,
- use of evidence,
- research skills,
- presentation style,
- clarity and sophistication of argument.

Evaluation:

In assessing the quality of these postings, the instructor will consider how each posting demonstrates the students:

- understanding of the material,
- ability to present ideas clearly in writing,
- use of relevant examples to support a point of view, and
- Abilities to detect strengths and weaknesses in an argument.

Quantity and especially *quality* of contribution will be considered and assigning this portion of the grade. You should not make the mistake of believing that quantity of your contribution will result in a good grade. Conversely if you do not contribute at all or very little your grades will suffer. Your posts will be largely free of grammatical, spelling, and punctuation errors.

RUBRIC	
5	Excellent post. Demonstrates comprehensive understanding of readings. Insightful and dynamic arguments. Meets word length standards. Points supported by evidence. Two robust responses to other students' posts.
4	Above average post. Demonstrates high level of understanding. Meets minimum word length. Some original or insightful ideas expressed. Points supported by evidence. Two strong responses to other students' posts.
3	Average post. Meets minimum word length. Satisfactory understanding. Some examples used. Two responses to other students' posts.
2	Marginal post. Does not meet the word requirement. Misunderstanding of the material. Unclear to the degree that it was not understandable. Minimal examples used. Poor/cursory response/s to other students' posts.
1	Incomplete post. Irrelevant to topic. Does not meet word count. No examples provided. Incomplete and/or minimal responses to other students' posts.
0	Did not do. Failed to do two responses to other students' posts altogether

Length and Format:

Your posts should be between 250 and 500 words. Posts should be well-written with a clear structure. Your posts should be largely free of grammatical, spelling, and punctuation errors.

Plagiarism:

Plagiarism, according to the online Oxford Dictionaries is "the practice of taking someone else's work or ideas and passing them off as one's own."¹ Plagiarism is a serious academic offence and may be punished by failure on an exam, paper or project, failure in the course, and/or expulsion from the course. I promise that all incidents of plagiarism will be dealt with in the most severe manner allowable.

To avoid charges of an academic offence you are encouraged to follow these guidelines:

- Enclose direct quotations within quotation marks and cite the source appropriately;
- Properly reference paraphrasing of another person's words, research or ideas;

¹ *Oxford Dictionaries*, s.v. "plagiarism." www.oxforddictionaries.com

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FORUM POST: CANADA'S RESIDENTIAL SCHOOLS

Background:

Six years after the Commissioner of the Truth and Reconciliation Commission released 94 Calls to Action to begin to redress the experience of Indigenous children at residential schools, the Canadian parliament passed legislation recognizing September 30th as the first National Day for Truth and Reconciliation. The establishment of a national day recognizing the 30th of September as a special day of reflection on residential schools was suggested in #80 of the 2015 Calls to Action.

The day is now officially set aside to acknowledge and honour the Indigenous children who died and survived the residential school system and by so doing recognize the trauma this system has had on generations of Indigenous families. The first step toward reconciliation is to raise awareness and understanding of the residential school system.

In years' past, the 30th day of September was known as Orange Shirt Day, after the story of Phyllis Webstad's experience attending the first day at a residential school.

Read/watch the sources noted below and answer the following questions in your main discussion post. Be sure to respond to at least two other students' posts.

Questions for your main post:

1. What impact did attendance at the residential school system have on Indigenous children and families?
2. What did the government of the time hope to achieve by forcing Indigenous children to attend residential schools?
3. Identify one aspect of the residential school experience that surprised you or that you did not know about before and explain its significance.

Sources:

1. Phyllis' story: <https://www.orangeshirtday.org/phyllis-story.html>
2. Watch at least two interviews with residential school Survivors:
<https://legacyofhope.ca/wherearethekids/stories/>
3. Sarah de Leeuw, "If anything is to be done with the Indian, we must catch him very young": Colonial Constructions of Aboriginal Children and the Geographies of Indian Residential Schooling in British Columbia, Canada," *Children's Geographies* vol. 7, no. 2 (May 2009): 123-140.
4. Government of Canada website on the National Day for Truth and Reconciliation:
<https://www.canada.ca/en/canadian-heritage/campaigns/national-day-truth-reconciliation.html>