

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: SLAVERY

Background:

Slavery in the geographic area now known as Canada is an often-overlooked topic in Canadian history. For over two-hundred years, to varying degrees, colonists practiced slavery in the colonies (New France, New Brunswick, Prince Edward Island, Nova Scotia, and Upper Canada).

Remember that slavery was common in some Indigenous communities, and they possessed complex systems regulating these practices. Mourning Wars contributed to the survival of several nations post-contact. First Nations essentially had three ways to deal with war captives: kill them, enslave them, or through initiation rites, formally adopt them into their nations. Life is precious and often slaves replaced members lost to war or diseases.

Louis XIV granted permission for colonists of New France to own Black slaves in 1689, yet he refused to support Indigenous slavery because of their important roles as allies. Indigenous slaves outnumbered Black slaves in New France at a ratio of 2:1, despite the king's reluctance to legalize Indigenous slavery. In 1709, after years of petitioning, Intendant Jacques Raudot instituted the *Ordinance Rendered on the Subject of the Negroes and Indians called Panis* legalizing slavery, including that of Indigenous people in New France. The legalization of slavery preceded a marked increase in the ownership of Indigenous slaves.

With these thoughts in mind, the slave practices of Indigenous people and colonists are marked by significant differences that you will explore in your discussion.

Read 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. Why did the enslavement of Indigenous people succeed in New France at precisely the same time the importance of French-Indigenous alliances was increasing?
2. What are some of the differences in slave ownership between French and Indigenous people?

Sources:

1. John Douglas Belshaw, "Slavery," in *Canadian History: Pre-Confederation*. (Victoria: BCCampus, 2015), 247-249.
2. Brett Rushforth, "'A Little Flesh We Offer You': The Origins of Indian Slavery in New France," *The William and Mary Quarterly* vol. 60, no. 4 (Oct 2003): 777-808. (posted under HANDOUTS)
3. Bonita Lawrence, "Enslavement of Indigenous People in Canada":
<https://www.thecanadianencyclopedia.ca/en/article/slavery-of-indigenous-people-in-canada>