

BRESCIA UNIVERSITY COLLEGE
The University of Western Ontario

HISTORY 1201E: CANADA: A SURVEY COURSE OUTLINE (2011-12)

First Term: Dr. Dorotea Gucciardo

Second Term: Dr. George Warecki

Office Hours: TBA/ See WebCT

Dr. Gucciardo: email dguccia@uwo.ca; office 301A

Dr. Warecki: 519 432-8353, ext. 28239; gwarecki@uwo.ca; office in faculty portable

Class meets Wednesdays 11:30 AM-1:20 PM, and Fridays 1130 AM-1220 PM, in MRW 152

INTRODUCTION:

History 1201E is an introductory course that examines the development of Canada from the earliest times to the present. By studying Canada's history, it is hoped that students will attain a better understanding of how Canada evolved, and how particular present-day problems have developed.

History 1201E will also introduce students to the **methodology and philosophy of history**. Lectures and tutorials stress as many varied historical interpretations and divergent opinions as possible concerning Canada's growth. The student will gain experience in interpreting and evaluating historical personalities, forces and events. Essays and discussions are intended to train her/him in effective expression and argument. The course aims to enhance the student's ability to investigate causal relationships, use source materials intelligently and effectively organize historical data.

The various themes and topics studied are intended to achieve a deeper understanding of historical processes and provide a better perspective against which to examine contemporary problems.

PREREQUISITES:

The UWO Senate has provided the following statement: "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

ANTIREQUISITES:

The following courses are antirequisites for History 1201E: History 2201E, and the former 2207F/G.

EXPECTATIONS AND OUTCOMES:

History 1201E adheres to the following guidelines for first-year courses established by UWO's History Department:

“Recommended expectations and outcomes for first year classes

- Content delivery
 - Introduction to fundamental structures and transformations leading to the modern world.
- Familiarity with the library and electronic resources
- Full understanding of plagiarism and its problems
- Basic primary source skills
 - What are primary sources?
 - Authorship and audience
 - *Veritas et Utilitas*: Truth and Usefulness
- Basic secondary source skills
 - What are secondary sources?
 - Secondary sources as interpretation
 - Dealing with different interpretations
 - Synthesis of extensive reading
- Basic paper-writing skills
 - Organization
 - Footnoting
- Participation and communication skills
 - Small group discussion

These aims might be best achieved with short, focused frequent assignments.”*

* <http://history.uwo.ca/undergradstudy/expectations-outcomes.html>

INSTRUCTIONAL OBJECTIVES

The instructors use a **variety of methods** to teach the course: lectures; videos; other visual presentations; assigned readings from textbooks and journal articles; small-group discussions; tutorial sessions; workshops; exams; and essays. Each method provides an opportunity to develop certain skills in a particular setting.

During **lectures**, students will write down important points and examples in summary fashion. Students will develop their own styles of abbreviating phrases and words, and will indicate hierarchies of importance by underlining, highlighting, indenting, and the use of negative space. By the end of the first month, students should be able to distinguish between major points of a lecture and minor examples, or sub-sections, of the major points. In November, students are expected to highlight, condense and re-organize their class notes. The **December exam** and the **final exam**, will evaluate students’ ability to **synthesize** a written discussion of an historical topic, using notes **from various sources** -- lectures, readings, videos and other materials.

During video presentations, students will take notes on major points of content or interpretation, the mood or tone (set by the music, narration, lighting, camera angles, etc.) and other personal or general impressions. Class discussion of these elements will provide further material for reflection. During other visual presentations, students will take notes on the content of the images and their historical significance. Students might be asked to write about these images on exams.

There are **three basic types of readings** for this course.

1. Selections from J.M. Bumsted, *A History of the Canadian Peoples* Fourth Edition (Oxford, 2011) provide an overview and **basic background information**.
2. The two-volume collection edited by J.M. Bumsted, *Interpreting Canada's Past* [Fourth Edition (Oxford, 2011)] contains tutorial readings (primary and secondary sources) on specialized topics. Three **Historical Report Assignments** will be based on primary sources drawn from the first edition of this collection. When students encounter assigned readings from the textbooks, several skills are being developed. From the background readings, students will learn to recognize and summarize the most important points. For the **articles** (used in tutorial discussions), students should take notes following the method described in **“Note-Taking For Assigned Readings in Canadian History Courses”**, printed near the end of this course outline. By the end of October, students should be able to paraphrase the thesis (or main theme) from a reading, identify the major points of argument, and discuss the use of sources by the author. These elements will be discussed in tutorials. Students will be evaluated on their command of the material by a tutorial participation grade. Keeping up with the readings and regular attendance are essential.
3. Technical information about researching, organizing material, and writing history is available in two different guidebooks: William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Third Edition (Oxford, 2011); and Mary Lynn Rampolla, *A Pocket Guide to Writing in History* Sixth Edition [or more recent] (Bedford/St. Martin's, 2009). Selections from these books will be assigned in preparation for **in-class workshops and essays**.

In the second term, Students will write and submit **an original essay**, written specifically for this course (see below). This assignment will provide an opportunity to develop skills of reading comprehension, analysis, conceptualization, and organization. The paper must demonstrate the student's ability to write in clear, uncomplicated prose, using evidence from scholarly sources.

Throughout the year, **small-group discussions and workshops** will be used to develop critical thinking by focusing on historical problems. Students will be asked to contribute in these sessions, and will be evaluated based on their effort, and developing historical skills. During these sessions, students will experiment and learn how to ask questions to clarify their thinking; explain why events occurred (causation; sequence of events; assigning priority of importance); evaluate arguments based on historical evidence; synthesize and share their own opinions based on the different views of historians; and identify and interpret the **historical significance** of documents, persons, or events (relating them to subsequent developments or more recent history). On the final exam, students will be expected to use some of these skills in organizing and writing

responses to essay questions, short-answer questions, and/or identification/historical significance questions.

Note: No electronic devices will be permitted during tests or exams.

EVALUATION:

Final marks will be determined on the following basis:

Class Attendance and Participation (10% for each term).....	20%
Three Historical Significance Reports (due Oct. 5 th , Nov. 2 nd , Dec. 7 th ; 5% each; 250 words each).....	15%
December Exam.....	15%
Essay Proposal with Bibliography (two pages; due F 27 January).....	5%
Final Research Essay (2,500 words; due W 14 March).....	15%
Final Exam	30%
	100%

Students are required to **purchase the following texts** at the U.W.O. bookstore:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 6th Edition [or more recent] (Bedford/St. Martin's, 2009)

William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* Third Edition (Oxford, 2011)

J.M. Bumsted, *A History of the Canadian Peoples* Fourth Edition (Oxford, 2011)

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

J.M. Bumsted, Len Kuffert, and Michel Ducharme, (Eds.), *Interpreting Canada's Past: A Post-Confederation Reader* Fourth Edition (Oxford, 2011)

WEB CT/OWL AND STUDENT OBLIGATIONS***

The instructors will be maintaining a course website using UWO's on-line learning network, "OWL" (formerly Web CT). **Students will be required to engage the course material in a variety of ways using this website.** Further detailed instructions about the site, and students' obligations, will be given during the first few days class. For now, students must recognize that they will have to **submit their assignments to the course website, where they will be checked for plagiarism using Turnitin.com.**

Students must also complete the "**Academic Integrity Tutorial**" on WebCt by **September 21st**. This module provides important information about ethical issues surrounding academic research.

ASSIGNMENTS

FIRST TERM:

1. **Historical Significance Reports** (3 @ 5%)

Students will write three, 250-word historical significance reports based on an assigned primary source reading. The goal of this assignment is to teach students to critically read a primary

document and to contextualize its content based on what they have learned in class. Students must achieve the following:

- a. Outline the main ideas.
- b. Indicate who created it and when. Identify what type of source it is
- c. Indicate what the author's potential biases are and what their point of view is. Indicate the intended audience. Why was the source created?
- d. Indicate what other types of sources would help to identify what was going on in Canada when this source was created
- e. Indicate what contributions this makes to our understanding of Canadian history. Does it connect to anything you already know?

The historical significance reports are due on October 5th, November 2nd, and December 7th.

SECOND TERM:

2. Early in the second term (during the first two weeks of January), **students must consult with the instructor to have their essay topics approved.**
3. On January 27th, students are required to submit an **Essay Proposal with a bibliography** of sources (maximum two pages). The proposal should begin with a paragraph describing the chosen essay topic and some of the issues to be discussed. On a second page, students should list in proper bibliographic format the scholarly sources to be used in the research. **Students are expected to pick up their graded essay proposals in class before reading week, and then proceed to intensive note-taking from their sources.**
4. The **Final Research Essay** (2,500 words) is due on March 14th. Detailed instructions for various stages of the essay will be explained in class.

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically the definition of what constitutes a Scholastic Offence, at the following web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>.

Courtesy and Use of Electronic Devices

Please ensure that all cellphones, pagers, and other electronic devices are **turned off** prior to entering the classroom. As a courtesy to the instructor and other people in the class, please **do not talk privately** with classmates while others are presenting or discussing material, unless you are working in small groups. There may be occasions during class when the instructor asks students to check certain information online. However, the **use of laptop computers during class for personal activities** such as surfing the Web, reading/writing e-mail, visiting social network pages, or playing games is distracting for other students, creates an obstacle for your own learning, and **will not be tolerated**. Students who engage in these activities **will be asked to leave the classroom and will receive a zero for that day's participation.**

POLICY REGARDING LATE ASSIGNMENTS

- (a) A penalty of five (5) marks will be deducted for assignments submitted the first day after the deadline.
- (b) A penalty of one (1) mark will be assessed for each subsequent day including weekends.
- (c) No assignments will be accepted after the 14th day unless on:
 - (i) humanitarian grounds, or
 - (ii) medical grounds for which documentation must be provided.
- (d) A student who fails to submit all of the required written work, as specified in the course outline, will not receive credit for the course.

ACADEMIC ACCOMMODATION FOR ASSIGNMENTS LESS THAN 10% OF FINAL COURSE GRADE

For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

SCHEDULE OF LECTURES, TUTORIALS, AND WORKSHOPS

This course will feature lectures, workshops, and other class discussions called tutorials (**TUT**). The **tutorials** are based on readings from J.M. Bumsted, *Interpreting Canada's Past* (2 volumes). Students must recognize the importance of the tutorials. **Participation in these sessions will be evaluated** as part of the (20%) final course grade devoted to "class participation". Passive attendance in these classes, without actively engaging the reading material, will yield the student a failing grade. Regular attendance, a dedication to completing the assigned readings, and a demonstrated willingness to participate actively in discussions will earn the student an "A" for this part of the course. Further information on grading methods will be given during classes. In addition, the exams will contain questions on the assigned tutorial readings. Early in the fall term, the **instructor will divide the class into two tutorial groups** (GROUPS A and B). Each group will meet, separately, usually on alternate Fridays (see schedule).

The following class schedule lists lecture topics, workshops and assigned readings. Students must complete the assigned reading before coming to class. Note-taking instructions for tutorial readings can be found later in this course outline.

2011: FIRST TERM: Dr. Dorotea Gucciardo

Document Analysis is required reading. It refers to a more in-depth primary or secondary source related to the day's topic. Students will be expected to read the document and come to class prepared to discuss it.

The **Bumsted** readings are from the main textbook and are intended to provide students with background information about the day's lecture. Occasionally, we will be discussing snippets from the text in class, so it is a good idea that you bring your textbook to lecture with you.

Tutorial readings are mandatory. Please visit Web CT for tips on how to effectively read a secondary source, as well as questions to consider while reading the text.

Friday
September 9

Intro: Who are Canada's Historians and what do they do?

Wednesday
September 14

Lecture: Canada's First Nations: Contact and its Consequences

- **Document Analysis:** "Where the First People Came From," in *Interpreting Canada's Past*, 3–4.
- Bumsted, Chapter One

Friday
September 16

Workshop: Reading and Writing in History

**Set up tutorial groups

***Homework:** Complete "Academic Integrity Tutorial" on Web CT and be prepared to discuss in class.

Wednesday
September 21

Lecture: New France + The Fur Trade

- Bumsted, 40–8; 51–63

Friday
September 23

TUT A: David J. Meltzer, "What Do you Do When No One's Been There Before," in *Interpreting Canada's Past*, 21–34.

Wednesday
September 28

Lecture: The Struggle for New France

- **Document Analysis:** Primary Documents, 1–5, in *Interpreting Canada's Past*, 136–40; **See Web CT for questions to consider**
- Bumsted, 63–79; 82–91

Friday
September 30

TUT B: David J. Meltzer, "What Do you Do When No One's Been There Before," in *Interpreting Canada's Past*, 21–34.

Wednesday
October 5

Video: "The Black Robe". View and discuss.

****Historical Significance Report #1 Due****

- Friday
October 7 **TBA**
- Wednesday
October 12 **Lecture:** The American Revolution + Loyalists in Canada
- **Document Analysis:** Walter Bates, “From The Diary of Sarah Frost, 1783,” in *Interpreting Canada’s Past*, 180–3
 - Bumsted, 91–108
- Friday
October 14 **TUT A:** Sylvia Van Kirk, “Many Tender Ties: Women in Fur Trade Society in Western Canada, 1670–1870,” in *Interpreting Canada’s Past*, 222–27; AND Carolyn Podruchny, “Making the Voyageur World,” in *Interpreting Canada’s Past*, 227–37
- Wednesday
October 19 **Lecture:** Fur Trade after New France + Intro to British North America
- **Document Analysis:** “Clearing a Farm,” in *A History of the Canadian Peoples*, 143 AND Lord Selkirk, “A Sketch of the British Fur Trade,” in *Interpreting Canada’s Past*, 216–21.
 - Bumsted, 108–112; 139–52
- Friday
October 21 **TUT B:** Sylvia Van Kirk, “Many Tender Ties: Women in Fur Trade Society in Western Canada, 1670–1870,” in *Interpreting Canada’s Past*, 222–27; AND Carolyn Podruchny, “Making the Voyageur World,” in *Interpreting Canada’s Past*, 227–37
- Wednesday
October 26 **Lecture:** The War of 1812 + Historical Recreations
- Bumsted, 113–18
- Friday
October 28 **TUT A:** Allan Greer, “The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada,” in *Interpreting Canada’s Past*, 303–11
- Wednesday
November 2 **Lecture:** The Rebellions of 1837–38
- **Document Analysis:** “From Lord Durham to Lord Glenelg, 9 August 1838, in *Interpreting Canada’s Past*, 286–88.
 - Bumsted, 155–63
- **Historical Significance Report #2 Due****

- Friday
November 4
- TUT B:** Allan Greer, “The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada,” in *Interpreting Canada’s Past*, 303–11
- Wednesday
November 9
- Lecture:** Science, Technology and Medicine in 19th Century Canada
- TBA
- Friday
November 11
- TUT A:** Gail Campbell, “Disenfranchised but not Quiescent: Women Petitioners in New Brunswick in the mid 19th Century,” in *Interpreting Canada’s Past*, 333–41.
- Wednesday
November 16
- Lecture:** Developments outside of the two Canadas
- Bumsted,
- Friday
November 18
- TUT B:** Gail Campbell, “Disenfranchised but not Quiescent: Women Petitioners in New Brunswick in the mid 19th Century,” in *Interpreting Canada’s Past*, 333–41
- Wednesday
November 23
- Lecture:** Aboriginal Peoples in British North America
- **Document Analysis:** “Report on the Affairs of the Indians in Canada,” (1842–44) in *Interpreting Canada’s Past*, 348–50.
 - W. Brian Stewart, “The Ermatingers,” in *Interpreting Canada’s Past*, 428–33.
- Friday
November 25
- TUT A:** Ged Martin, “The Case Against Canadian Confederation,” in *Interpreting Canada’s Past*, 455–67.
- Wednesday
November 30
- Lecture:** Confederation
- **Document Analysis:** Political cartoons available on Web CT
 - Bumsted, 180–91; 198–205.
- Friday
December 2
- TUT B:** Ged Martin, “The Case Against Canadian Confederation,” in *Interpreting Canada’s Past*, 455–67

Wednesday
December 7

EXAM REVIEW

****Historical Significance Report #3 Due****

DECEMBER EXAM: DATE TBA ***

2012: SECOND TERM: Dr. George Warecki

Tutorial Readings and weekly readings for “**Document Analysis**” sessions in the Second Term are from J.M. Bumsted, Len Kuffert, and Michel Ducharme, (Eds.), *Interpreting Canada’s Past: A Post-Confederation Reader* Fourth Edition (Oxford, 2011).

Wed 11 Jan. **Lecture:** Introduction to Second Term;
The Northwest, 1869-70

Document Analysis: “An Act Respecting the Administration of Justice,” in
Interpreting Canada’s Past, 37-41
Bumsted, 212-222

Friday 13 Jan. **TUT Group A:** Keith D. Smith, “A Splendid Spirit of Co-operation,”
AND Ted McCoy, “Legal Ideology in the Aftermath of Rebellion,” in
Interpreting Canada’s Past, 46-55 and 90-103

Wed 18 Jan **Workshop:** Finding Secondary Sources for the Essay

Read Storey and Jones, *Writing History*, chap. 1
VIDEO: *Canada: A People’s History: Taking the West:* Excerpts
Bumsted, 241-54

Friday 20 Jan. **TUT Group B:** Keith D. Smith, “A Splendid Spirit of Co-operation,”
AND Ted McCoy, “Legal Ideology in the Aftermath of Rebellion,” in
Interpreting Canada’s Past, 46-55 and 90-103

Wed. 25 Jan. **Lecture:** The Labour Movement

Document Analysis: Jean Thomson Scott, *The Conditions of Female
Labour in Ontario*, in *Interpreting Canada’s Past*, 143-9
Bumsted, 264-70; 276; 280

Friday 27 Jan. **ESSAY PROPOSAL WITH BIBLIOGRAPHY DUE***

Workshop: Both Tutorial Groups A and B: From Research to Writing
Read Story and Jones, chaps. 2-4; Rampolla, chaps. 4-5

- Wed. 1 Feb. **Lecture:** World War I
Document Analysis: Henri Bourassa, “The Duty of Canada at the Present Hour,” AND Robert Laird Borden, “Canada Will Answer the Call,” in *Interpreting Canada’s Past*, 173-185
 Bumsted, 306-15
- Friday 3 Feb. **TUT Group A:** Tim Cook, “He Was Determined to Go,” AND Tarah Brookfield, “Divided by the Ballot Box,” in *Interpreting Canada’s Past*, 185-209
- Wed. 8 Feb. **VIDEO:** *Front Lines* (NFB, 2008)
Workshop: Avoiding Plagiarism and Documenting Sources*
Read Rampolla, chaps. 6-7; Storey and Jones, chap. 5
- Friday 10 Feb. **TUT Group B:** Tim Cook, “He Was Determined to Go,” AND Tarah Brookfield, “Divided by the Ballot Box,” in *Interpreting Canada’s Past*, 185-209
- Wed. 15 Feb. **Lecture:** 1920s
Document Analysis: Primary Documents 1-6 in “Marketing the Nation,” *Interpreting Canada’s Past*, 210-217
 Bumsted, 341-6
- Friday 17 Feb. TBA
- Feb. 22-24: NO CLASSES – READING WEEK**
- Wed. 29 Feb. **Lecture:** 1930s: W.L. M. King and R.B. Bennett
Workshop: BOTH Tutorial Groups A and B: Writing Well
Read Storey and Jones, chaps. 6-10
 Bumsted, 324-331
- Friday 2 March **TUT Group A:** Paula Hastings, “Branding Canada,” AND Lynda Jessup, “The Group of Seven...,” in *Interpreting Canada’s Past*, 217-245
- Wed. 7 March **Document Analysis:** Primary Documents 1 and 2 in “Fighting From Home,” *Interpreting Canada’s Past*, 287-294
VIDEO: *Mackenzie King and the Conscription Crisis*
 Bumsted, 346-52
- Friday 9 March **TUT Group B:** Paula Hastings, “Branding Canada,” AND Lynda Jessup, “The Group of Seven...,” in *Interpreting Canada’s Past*, 217-245

- Wed. 14 March **RESEARCH ESSAY DUE***
Workshop: Final Exam Essay Questions
Lecture: Post-war Suburbia
 Bumsted, 358-63; 366-70; 400
- Friday 16 March **TUT Group A:** Primary Documents 1 and 2 from “Immigration and Multiculturalism,” AND Franca Iacovetta, Excerpt from *Gatekeepers*, in *Interpreting Canada’s Past*, 388-412
- Wed. 21 March **VIDEO:** *Journey to Justice*
Document Analysis: Primary Documents 1 and 2 from “First Nations – Contemporary Issues,” in *Interpreting Canada’s Past*, 425-439
 Bumsted, 146; 194-5; 300-01; 332; 339; 377; 414-417; 474-5
- Friday 23 March **TUT Group B:** Primary Documents 1 and 2 from “Immigration and Multiculturalism,” AND Franca Iacovetta, Excerpt from *Gatekeepers*, in *Interpreting Canada’s Past*, 388-412
- Wed. 28 March **Lecture:** Canada’s Centennial Celebrations
 Bumsted, 438-9
- Friday 30 March **TUT Group A:** Heidi Bohaker and Franca Iacovetta, “Making Aboriginal People ‘Immigrants Too,’” AND Evelyn J. Peters, ““Our City Indians,”” in *Interpreting Canada’s Past*, 440-465
- Wed. 4 April **Lecture: REVIEW FOR FINAL EXAM***
TUT GROUP B: Heidi Bohaker and Franca Iacovetta, “Making Aboriginal People ‘Immigrants Too,’” AND Evelyn J. Peters, ““Our City Indians,”” in *Interpreting Canada’s Past*, 440-465
- Friday 6 April: NO CLASS – GOOD FRIDAY**
- Wed 11 April – **LAST CLASS – Lecture:** Trudeau Years
Document Analysis: Rene Levesque, *An Option For Quebec*, in *Interpreting Canada’s Past*, 359-68
 Bumsted, 432-3; 435-442; 454-9; 462-70
- FINAL EXAM: DATE TBA*****

NOTE-TAKING FOR ASSIGNED READINGS IN CANADIAN HISTORY COURSES

History courses are renowned for placing a heavy burden of reading upon students. My courses are no exception. The problem students face is how to make sense of a large body of literature. Resist the temptation to rely simply on pages of "highlighted" text, to be reviewed in desperation before tests and exams. Instead, try the following suggestions.

Purchase your own textbooks. This point may sound obvious, but many people ignore it and either share books with a friend, or try to use library copies. With your own personal books, you have the freedom to scribble (use a sharp pencil) notes in the margins as you read. Feel free to interrupt the reading process to record an idea, a reaction to the material, or some other insight in light of other readings or lectures. These initial reactions are often very useful aids for recalling the content of the text, and they provide a point of departure for critical analysis.

Scribble the odd note in the margins describing in general what the author(s) is (are) discussing, especially if the material is very dry, technical or excessively detailed. When you have finished reading the piece, including all the footnotes or references, transcribe all your written notes on a sheet of paper.

There are too many assigned readings and articles to make detailed notes on a page-by-page basis. Your goal should be to write an "**abstract**" of each article -- a one or two-page summary (in point form) recording the following:

(1) **Citation:**

Include the name of author(s), the title of the book or article, and the date of first publication. You may reduce long titles to a shorter, recognizable title for easy referencing, studying, and citing on tests or exams. Titles of articles should be contained in quotation marks, while book titles should be underlined.

e.g. book: H. Ballard, Curse on the Leafs (1992)

e.g. article: G. Warecki, "Argos Sink Again," (1992)

(2) **Thesis:**

What is the author's main, specific argument? (Do not confuse this with a general topic, or a description of the material.)

Is there a recognizable thesis?

(3) **Components of the Argument:**

What are the major parts or "building blocks" of the thesis? In other words, what topics in general does the author discuss? (Sometimes, the "headings" in an article will provide useful clues.) Your goal here is to sketch a short outline of the article -- one the author might have used to write his or her article.

(4) **Nature of the Evidence:**

What types of sources are used? Describe them and evaluate the author's use of these sources. Does the author use primary sources (records from the period under study, such as newspapers, correspondence, government documents and the like), or simply secondary works (books and articles)?

Are there any glaring omissions or biases in the selection and use of sources? Why? It may help to think of the diversity of Canadian society in terms of region, class, gender, and ethnicity.

(5) **Personal Reactions:**

Do you "buy" the thesis? Are you convinced? Are there any obvious holes or inconsistencies in the argument? What criticism of the work can you offer? How does this article relate to lectures, other assigned readings, or schools of thought previously discussed?

(6) How does the work contribute to knowledge?

What is the historical significance of the work in light of (a) its findings, and (b) previous historiography (i.e. the published work on the subject)?

[(7)] **DO THIS LAST: more detailed notes**, if necessary, on "difficult" sections -> the old, traditional method.

At the end of the course, you will have a complete collection of study notes. This collection of one-or-two-page abstracts can then be shuffled into a certain order (thematic, for example) to help you prepare for the final exam.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.