History 101
Canada to Confederation

Professor: Dr. Paige Raibmon
E-mail: praibmon@sfu.ca

Office hours: Tuesday 1:30-2:30
My office: AQ6015

From the vantage of the present, it may seem natural that this country called Canada stretches from Newfoundland to British Columbia. But this was not a foregone conclusion in the centuries prior to Confederation. Indigenous peoples occupied this space for countless generations before the arrival of Europeans. Later, successive generations of French and English newcomers laboured to colonize this place that they called the “New World.” They forged new relationships and transformed the surrounding economic, political, and social relations. History 101 examines the experiences of various colonized and colonizing populations of pre-Confederation Canada. It calls attention to the historical moments when it seemed things might turn out quite differently than they did, and it considers how a country like Canada eventually emerged from this fray of possibility.

This is a writing intensive course. Students will receive specific guidance on how to craft a written argument. The assignments are designed to teach critical thinking and writing skills that are of use not only in other history courses, but in courses in other disciplines too.

COURSE OBJECTIVES

The course is designed to encourage students to:

• gain a general knowledge of key themes in pre-Confederation Canadian history
• develop a critical awareness of historical knowledge itself and the ways in which historians construct arguments, use evidence, interpret, and represent the past
• acquire and hone their critical assessment, communication, reading, and writing skills

READINGS

• Custom Courseware package. (Required)

GRADE BREAKDOWN

• Weekly Tutorial Participation 10%
• Weekly Reading Responses 20%
• Mid-term examination 15%
• Final Essay 25%
• Final examination 30%
COURSE REQUIREMENTS

1. History 101 consists of two lectures and one tutorial per week. Both parts of the course are required. Lectures cover material that is not covered in the readings and are important background for discussion of the assigned readings in tutorial. Therefore ALL components of the course are essential if you are to successfully complete History 101.

2. Participation in tutorial makes up 10% of your final grade. Students’ participation will be evaluated on both the quality and quantity of their contributions. We will vary the format of discussion itself and incorporate various forms of group activities. This is to encourage a cooperative learning environment and to help you get to know your classmates in varied group settings. Participation must be active; tutorials depend on thoughtful verbal contributions from all members. Students who miss more than one tutorial (regardless of the reason) will lose one mark out of the 10 marks allotted for participation (i.e. a 10% deduction) for each additional tutorial missed.

3. Weekly reading responses make up 20% of your final grade. For ten of the eleven weeks of assigned readings, students will write a response to the weekly questions listed on the syllabus below. The reading response must have a thesis statement and must not be a summary. Reading responses must be typed and not exceed 1 page. The reading response will be graded on an A/B/C basis (no half grades). Reading responses are due at the end of tutorial. No exceptions.

4. The mid-term examination on October 16th makes up 15% of your final grade and has both in-class and take-home portions. The in-class portion will consist of short answer identification questions. The take-home portion (due on October 16th) will consist of an outline for an essay based on “The Marriage of Marie-Louise Cruchon” in Louisbourg Portraits. The mid-term will not be accepted after the due date.

5. The final essay, due on November 25th, makes up 25% of your final grade. For this essay you will choose at least one chapter from the Louisbourg Portraits other than “The Marriage of Marie-Louise Cruchon” and write an essay about what the life of the individual(s) in question tells us about eighteenth-century society (i.e. social relations, class, race, gender). You may also make use of the “Marriage” chapter if you wish. This assignment asks you to generalize from the particular, something that historians do all the time. For this final essay, you are the historian.

Final essays that are submitted late will be penalized at a rate of half a grade per day. Documentation is required for extensions due to illness or emergency. Plagiarism in any form will not be tolerated. If you are unsure of what constitutes plagiarism, I urge you to talk to me or consult the university policy published in the “Course Timetable and Exam Schedule” and posted on the web at www.reg.sfu.ca.

6. The final exam makes up 30% of your final grade. It will consist of a short-answer identification section and an essay. It will cover material from the entire course.
**COURSE SCHEDULE**

**All readings are in the custom courseware unless otherwise indicated.**

** C&F refers to Margaret Conrad & Alvin Finkel, *History of the Canadian Peoples. Beginnings to 1867: Volume 1*. 

### Week 01

<table>
<thead>
<tr>
<th>Sept. 2: Aboriginal Canada</th>
<th>Sept. 4: European Newcomers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapter 2)</em></td>
<td><em>(optional: C&amp;F, chapter 3)</em></td>
</tr>
</tbody>
</table>

*All tutorials meet. No required readings*

### Week 02

<table>
<thead>
<tr>
<th>Sept. 9: Empires on the St. Lawrence</th>
<th>Sept. 11: The Peoples of New France</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapters 4&amp;5)</em></td>
<td><em>(optional: C&amp;F, chapter 6)</em></td>
</tr>
</tbody>
</table>

*Required reading*

- Richard White & William Cronon, “Ecological Change and Indian-White Relations”
- Primary document: “Montaignais Hunters of the Northern Woodlands”

What is White and Cronon’s thesis? Does the primary document support their thesis? Why or why not?

### Week 03

<table>
<thead>
<tr>
<th>Sept. 16: Government in New France</th>
<th>Sept. 18: Society in New France</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapter 7)</em></td>
<td><em>(optional: C&amp;F, chapter 8)</em></td>
</tr>
</tbody>
</table>

*Required reading*

- Jan Noel, “New France: Les Femmes Favorisées”
- Christopher Moore, “The Marriage of Marie-Louise Cruchon” in *Louisbourg Portraits*

Why does Noel argue that women in New France were “femmes favorisées”? Does Marie-Louise Cruchon’s story support Noel’s claim? Why or why not?
**Week 04**

<table>
<thead>
<tr>
<th>Sept. 23: Struggle for a Continent</th>
<th>Sept. 25: Acadia</th>
</tr>
</thead>
</table>

*Required reading*

- Primary documents: “The Acadians – a neglected or persecuted people”

**If you were to write an article about the Acadians using these documents, what would your thesis statement be and why?**

**Week 05**

<table>
<thead>
<tr>
<th>Sept. 30: Conquests</th>
<th>Oct. 2: Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapter 10)</em></td>
<td><em>(optional: C&amp;F, chapter 11)</em></td>
</tr>
</tbody>
</table>

*Required reading*

- Elizabeth Fenn, “Biological Warfare in Eighteenth-Century North America”

**How significant was biological warfare in eighteenth-century North America?**

**Week 06**

<table>
<thead>
<tr>
<th>Oct. 7: Post-Revolution</th>
<th>Oct. 9: Early Indian Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapter 12)</em></td>
<td></td>
</tr>
</tbody>
</table>

*Required reading*

- John Borrows, “Wampum at Niagara”

**What was the First Nations understanding of the Royal Proclamation? How does Borrows’ argument affect our own understanding of historical treaties with First Nations more generally?**

**Week 07**

<table>
<thead>
<tr>
<th>Oct. 14: Maritime Fur Trade</th>
<th>Oct. 16 <strong>MID-TERM EXAM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, 229-232)</em></td>
<td></td>
</tr>
</tbody>
</table>

*Required reading*

- Robin Fisher, “Indian Control of the Maritime Fur Trade”
- Primary document: “A narrative of the adventures and sufferings of John R. Jewitt”
What is the evidence for Fisher’s claim that First Nations controlled the maritime fur trade? Does the primary document support this claim? Why or why not?

**Week 08**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapters 14-16)</em></td>
<td><em>(optional: C&amp;F, chapter 17)</em></td>
</tr>
</tbody>
</table>

**Required reading**
- Scott See, “The Orange Order and Social Violence in Mid-19th Century Saint John”

Is the social violence in mid-nineteenth century Saint John best explained by economic or other factors? Why?

**Week 09**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapter 17)</em></td>
<td><em>(optional: C&amp;F, chapter 20)</em></td>
</tr>
</tbody>
</table>

**Required reading**
- Allan Greer, “From Folklore to Revolution: Charivaris and the Lower Canadian Rebellion of 1837”

How did the nature of charivari in New France change over the first half of the nineteenth century? With this in mind, do you think traditions are more often vehicles for continuity or change?

**Week 10**

<table>
<thead>
<tr>
<th>Nov. 4: Industrialization</th>
<th>Nov. 6: Social Reform</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(optional: C&amp;F, chapter 21)</em></td>
<td><em>(optional: C&amp;F, chapter 22)</em></td>
</tr>
</tbody>
</table>

**Required reading**
- J.M. Beattie, “Introduction” to *Attitudes Toward Crime and Punishment in Upper Canada, 1830-1850*
How did Upper Canadians’ understand crime and punishment? Give specific examples from Beattie and the primary documents.

<table>
<thead>
<tr>
<th>Week 11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 11 <strong>Remembrance Day</strong></td>
<td>Nov. 13: No class</td>
</tr>
<tr>
<td></td>
<td>(optional: C&amp;F, chapter 19)</td>
</tr>
<tr>
<td><strong>No tutorials. Work on your essay!</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 18: Re-Settling British Columbia</td>
<td>Nov. 20: New Peoples of the West</td>
</tr>
<tr>
<td></td>
<td>(optional: C&amp;F, pp 219-229, chapter 18)</td>
</tr>
<tr>
<td><strong>Required reading</strong></td>
<td></td>
</tr>
<tr>
<td>· Gerhard Ens, “The Red River Peasantry: Métis Economy and Society in the 1830s”</td>
<td></td>
</tr>
<tr>
<td>· Frits Pannekoek, “A Little Britain in the Wilderness”</td>
<td></td>
</tr>
<tr>
<td>Carefully evaluate the arguments and evidence of both Ens and Pennekoek. Whose position is more convincing and why?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 25: Confederation</td>
<td>Nov. 27: Confederation</td>
</tr>
<tr>
<td>(optional: C&amp;F, chapter 23)</td>
<td>(optional: C&amp;F, chapter 23)</td>
</tr>
<tr>
<td><strong>Required reading</strong></td>
<td></td>
</tr>
<tr>
<td>· Robert Mcdonald &amp; Keith Ralston, “Amor de Cosmos”</td>
<td></td>
</tr>
<tr>
<td>· Primary Documents: “Documents on BC and Confederation”</td>
<td></td>
</tr>
<tr>
<td>Evaluate the reasons why some people supported and others opposed B.C.’s entry into Confederation. Would you have supported the union at the time? Why or why not?</td>
<td></td>
</tr>
</tbody>
</table>
History 101: Handout on Citation, Paraphrasing and Plagiarism

This is a summary of main points from the following website - more detail and reference can be found at:
http://academic.bowdoin.edu/WritingGuides/writing/html/index.shtml

Presenting Sources: How Much To Quote
How much should I quote? No more than one-quarter (better is one-fifth) of your paper should be quoted material. In individual quotations, always quote the least amount of material possible. By omitting the superfluous, you retain the impact of the quotes you include.

Presenting Sources: How To Integrate
It is difficult to integrate quoted material into a sentence and maintain a grammatically correct sentence. A sentence with a quotation in it must read as a grammatically correct sentence; quotations do not change the rules of sentence structure. Test for this by imagining the sentence without quote marks; if it is not grammatically correct when you imagine the quote marks absent, it needs to be re-written.

You should never quote material without integrating it into your own writing. A sentence can never consist entirely of a quote. Never just "plop" a quote in, as in: The conditions freedwomen lived under were very harsh. "My master kept us without food and water for days." Men, on the other hand, had a better time of it.

Introduce the speaker of the quotation. In the example above, the reader has no idea who is speaking. A simple phrase suffices. One former slave testified, "My master kept us without food and water for days."

More than one sentence should never appear between two quote marks. It is better to quote parts of sentences, integrating them into your own prose. For example: One white mistress lamented the loss of a slave who ran away. She wished for his return, not because he was a valued worker, but because of "the moral effect" his capture would have on the potential runaway slaves still on her plantation.

Avoid "block" quotes. Most student papers (under fifteen pages) are too short to permit block quotes. Besides, most readers do not read them. Finally, they permit the author to avoid analysis. If you must use block quotations, indent on both sides of the quotation, and single-space. Block quotes are more than two sentences or three lines of text.

It is often difficult to integrate the quote into your prose and retain its original meaning. Be sure not to let vital bits of information slide by the wayside when quoting. Remember, your reader is not looking at your sources as she reads.

What is the difference between quoting and paraphrasing?
When writing about your sources, you may either take the exact words from a document and place them between quote marks ("), or you may paraphrase the words in a document, in which case you do not put them in quotes.

To paraphrase a source (or part of a source) is to reproduce it in words and word orders substantially different from the original. When you paraphrase well, you keep the sense of the original but change the language, retaining possibly a few key words, but otherwise using your own words and sentence patterns. Often, the advantage of paraphrasing is to capture concisely the essence of a passage in your source that would be too long or uninteresting to quote verbatim, or is not important enough to your point to merit lengthy presentation.

To quote a source (or part of a source) is to reproduce it exactly. When you quote well, you keep both the sense and the language of the original, retaining its punctuation, its capitalization, its type face (i.e., roman or italic), and its spelling (indeed, even its misspelling). There are special rules for altering quoted material to fit properly in your sentences. We'll get to these in a moment. Quoted material is advantageous in that it lends considerable authority to your argument, and often captures the spirit or style of your topic in ways paraphrasing does not. Still, most students rely too heavily on quoted material. Use it only when it adds something tangible to your prose.

When taking notes, you must be very careful to make it clear whether you are quoting or paraphrasing. Either paraphrase or quote, but do nothing in between. These are your only options. Anything between the quotes must appear exactly as it does in the original. Do not put paraphrased material in quote marks. As a rough guide, if you copy more than three words in a row from a source, you are quoting: either put them in quote marks or change the words to paraphrase them. If you present the text of a source without putting it in quotes, you mis-represent yourself and commit plagiarism; if you put paraphrased material in quotes you mis-represent the text and commit plagiarism.

**Preserving The Original Quote**

Remember, proper quotation style means preserving the original text to the greatest degree possible.

To the best of your ability, reproduce the original text as exactly it appears. This means reproducing italics, underlining, and small capitals when they appear in the original.

Some authors choose to italicize portions of a quote to emphasize them. Consequently, you may see phrases like "author's emphasis," or "emphasis in original" in footnotes. Emphasizing non-italicized material is an unacceptable short-cut to analyzing that material; instead, simply explain the important part of the quotation. Do not emphasize anything not originally italicized; consequently, you will not need phrases like "author's emphasis" in your footnotes.

Archaic or foreign characters, like "æ," may be rendered in Anglicized fashion, e.g., "ae."
When an author mis-spells a word, or says something so outrageous that it may stretch the credulity of modern readers, it was customary to add the Latin "sic" in brackets. This word means "so," and tells readers that what appears in a scholar's rendition of the text was in fact what appeared in the original. Make it your rule to render all text as it originally appeared. This will obviate the need to use "sic," which many readers find intrusive.

**Presenting Sources: Quote Marks**
How do quote marks work when I'm quoting someone who is quoting something? Imbedded (or "nested") quotations are denoted with single quote marks instead of the normal double quote marks.

*According to Chalmers Johnson, "medieval Europe passed through its 'age of discontent' after the fall of the Angevin empire."

**Presenting Sources: Punctuation**
How do I incorporate punctuation into quotations? Periods and commas always fall within the last quote mark. Semi-colons usually fall without. Question and exclamation marks may fall within or without, depending on the text.

Why did Jefferson claim America held "the wolf by the ears"?

"When I am done with you, you will live no more!" the master cried as he beat the slave.

**Citing Sources**
A citation is the part of your paper that tells your reader where your source information came from. This is one of the most important elements to your paper. In order to evaluate your argument, your reader must be able to consult the same source you used to develop your paper. Proper citing is crucial to making a credible and persuasive argument, and to conforming to professional standards of proof. Citations in history papers can take the form of footnotes or endnotes. [Note that for the History 101 final paper, APA-style citation is acceptable. The most important element is that you choose a citation style and remain consistent throughout the paper.]

What must be cited? You must acknowledge the sources of quotations, paraphrases, arguments, and specific references you may use. You need not cite sources to what most would generally consider common knowledge, like the fact that Lincoln won the Presidential election of 1860. But you must cite your source for any claim that appears to contradict common knowledge, like that Lincoln won the southern states in that election (since he wasn't even on the ballot in most southern states, this claim is controversial and must be supported). If you are in doubt about citing "common knowledge" information, err on the side of citing; even unintended failure to cite sources constitutes technical plagiarism.

Guide to Using Sources

When you complete assignments in the history department, as in most academic disciplines, you use books, journals, web sites, films, and other sources. When you use information and ideas culled from any of these sources you must document their origin, otherwise you are guilty of a form of academic dishonesty called plagiarism.

Plagiarism is the act of presenting others' words and ideas as one's own. Plagiarism is dishonest and undermines the integrity of the university, which rests on the propagation of original thinking through the dissemination of existing knowledge. An important aim of a university education is to develop the skills required for original thinking, and only by developing those skills can students mature intellectually. When students plagiarize they impede this goal by taking unwarranted credit for ideas, and hard work, which properly belong to someone else. Therefore to document your sources is not only to be academically honest, but also to recognize the crucial distinction between your own and others' thinking and to acknowledge the essential contribution of the past scholarship on which your work rests.

In order to use sources properly and honestly your readers must be able to distinguish between your own work and ideas and information you acquired from other sources. This is the only way that your audience can accurately assess your work, both in terms of the extent of your original thinking, and to verify that you have used your sources accurately and effectively. When you quote or paraphrase, you must provide the information needed for your reader to verify the source in its original context. For history papers, this usually means providing a footnote with the author's name, the source's title, publication information, and page number, according to the history department's handout, "Guidelines For Preparing History Essays (History Undergraduate Handbook, pages 21-26)."

Below are the most common forms of plagiarism and problems associated with the use of sources.

1. **Quoting without quotation marks or documentation.** This form of plagiarism is most problematic because it constitutes "stealing" not only the ideas and information of another author lifted without acknowledgement, but also his or her writing. A good rule of thumb for avoiding this form of plagiarism is to footnote and use quotation marks or paraphrase whenever you find yourself copying more than three consecutive words from another source. Please be aware that history faculty have access to very effective electronic services to detect this kind of plagiarism from internet sources.

2. **Paraphrasing without documentation.** Many students are under the false impression that only direct quotation from other sources needs to be footnoted. This is not true. You must document an idea that you have paraphrased from another author, along with any fact which is not common knowledge or could be disputed. Again, students who fail to footnote in this case are taking credit for work that is not their own and/or failing to substantiate their claims.

3. **Over-quoting in order to avoid charges of plagiarism.** Fearing charges of plagiarism, students often over-rely on word-for-word quotations from their sources. This is problematic because while students need to build on other authors' work to complete their own, by quoting extensively from these sources they often cannot or do not adequately synthesize this source material in order to move beyond simply borrowing others' ideas and information to developing original analyses and arguments, an important goal of historical training. While you may quote directly when another author has made a point strikingly, you should usually paraphrase and document source material, demonstrating to your readers that you have understood the source material you are using, and have been able to apply it to your own original work. You have nothing to fear from this approach (except perhaps better marks!) as long as you properly document the sources you have used.
**History 101  Comment Key**

**Clarity**  Your point is not clear here perhaps because of your choice or words, sentence structure or syntax.

**Concision**  Have you made your point in as few words as possible? While what you write may be true, you take too long to express your point. You probably come dangerously close to summarizing the article, and summary is something to be avoided.

**Omit**  Is this sentence absolutely necessary to your argument? If not, cut it out. If yes, then clarify its relevance to the point you are making. You do not have room for extra sentences in these short papers. Nor will you have room for them in your final paper.

**Precision**  Your point has tended to wander and it is unclear how the information you provide here relates to the point you are making. See also Concision above.

**Relate**  The relevance of your of this passage to your argument is unclear. Either make the relevance explicit or else omit the passage. The relevance may be clear in your own mind, but it is not clear to the reader. Make sure that the connections between your ideas on paper are explicit rather than implicit.

**Specify**  Your general claim may be true, but you have not provided a specific example from the text as evidence of your claim. Please be more specific.

**Summary**  What you write may be true, but you have fallen into summary. It is not clear how these points relate to question posed, or to the point you are making in your answer. Either eliminate this section or make its relevance explicit. See also Relate above.

**You do not need to attach a bibliography for these informal weekly papers. If you decide to quote from one of the sources you do need to give the author and page number. For these informal papers, it is acceptable to do so in parentheses after the sentence. E.g. (Cronon and White, 35).**
**Assignment:** An outline for an essay based on “The Marriage of Marie-Louise Cruchon” in Louisbourg Portraits

**Due:** In class on October 16th  
Late assignments will not be accepted.

**Objective:** This assignment will be a practice run for the final paper.

**Format:** Using the following format, create a 5-part essay outline. Your outline must be typed.

<table>
<thead>
<tr>
<th>Part</th>
<th>What</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Essay Topic</td>
<td>Identify the subject of your essay. E.g. women, the economy, or peanut butter sandwiches.</td>
</tr>
<tr>
<td>Part 2</td>
<td>Thesis statement</td>
<td>Identify the argument or claim you will be making about your topic. E.g. women were femme favorisées; or peanut butter sandwiches are tasty.</td>
</tr>
</tbody>
</table>
| Part 3 | Examples/evidence that support your thesis and a rationale. | List and number examples from the chapter that offer supporting evidence for your thesis statement. List as many as you can. Beneath each example, or in a column next to each example, explain how the example you have provided supports your thesis statement.  
This part should be at least one page. |
| Part 4 | Examples/evidence that contradict or challenge your thesis and a rationale. | List and number examples from the chapter that could be used to challenge your thesis. List as many as you can. Beneath each example, or in a column next to each example, explain how the example you have provided challenges but does not completely refute your thesis statement.  
This part should be at least one page. |
| Part 5 | Organization of examples and rationale.   | Evaluate the examples you listed in parts 3 and 4 and select the best ones. You will not necessarily use all of the ones that you identified. Cluster similar examples together as you would in a paragraph. You may want to insert a topic sentence or phrase that clarifies why certain examples are clustered together. You should end up with a list that indicates the order in which you will present the examples |
in your essay. Below the list, write a paragraph that explains your rationale for this organization. Be explicit about why the argument takes the shape that it does and about why you have chosen these examples and this order.

This part should be at least one page.
History 101

Guidelines for the Final Paper

The final essay, due on November 25th, makes up 25% of your final grade.

Final essays that are submitted late will be penalized at a rate of half a grade per day. Documentation is required for extensions due to illness or emergency.

Plagiarism in any form will not be tolerated. If you are unsure of what constitutes plagiarism, I urge you to talk to me or consult the university policy published in the “Course Timetable and Exam Schedule” and posted on the web at www.reg.sfu.ca.

Your final paper must:
$ include a title page with your name and the name of your T.A. on it. Do not put your name on any other pages of the essay.
$ have citations (page numbers) for all quotations and/or paraphrases used as evidence.
$ be type-written in 12-point font, and double-spaced with 1 inch margins.
$ be 6-8 pages long (i.e. between 1500 and 2000 words)
$ have page numbers on every page except for the title page.

For this essay choose at least one chapter from the Louisbourg Portraits other than “The Marriage of Marie-Louise Cruchon” and write an essay about what the life of the individual(s) in question tells us about eighteenth-century society (i.e. social relations, class, race, gender). You may also make use of the “Marriage” chapter if you wish. Do not draw on outside sources for this assignment. This assignment asks you to generalize from the particular, something that historians do all the time. For this final essay, you are the historian.

You may not write the essay for which you created an outline during the midterm assignment. But this does not mean that the midterm assignment will not be useful when writing your final paper. For the final paper, you are strongly encouraged to create the same sort of outline, using the same guidelines, as you did for the midterm.

More specifically, you can make use of the mid-term assignment in the following ways:

1.) Look over your essay and read the comments in the body of the essay and the feedback guidelines provided by your instructor.
2.) Make notes of where you can see the paper has been successful (check marks and comments) and/or where the paper received positive feedback. Make sure you understand why these were the strengths of your mid-term assignment and think about how you can reproduce these strengths in the final essay.
3.) Make notes where the paper needs improvement. Think about what you may have done to make these sections more effective and how you can avoid repeating these mistakes in in the final paper.
4.) Make notes if you don’t understand what a comment means – or how you could address it. You might take these points to the instructor or T.A. during office hours.

Finally, make sure you leave time to do more than one draft of the final paper before you hand it in. This means having a day or two between drafts, not just a few hours! This will give you perspective on your paper before you hand it in, and help you to make your points as clearly, strongly and grammatically as possible.