

HISTORY 4297G
THE REBELLIONS IN THE CANADAS, 1837-1838: A weekly two-hour seminar of
twelve sessions
Roger Hall

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Beginning in the fall of 1837 and continuing through 1838 with implications not only for Canada's colonial experience but contributing to the definition of the country's nationhood, the Rebellions were a significant social, economic and political upheaval—and one that was accompanied by extreme violence in both Upper and Lower Canada. This course examines the background, conduct and implications of these events and strives to place them in their neglected international context.

The course will be conducted in the form of a workshop with instructor and students both participating. The amount of student involvement will, of course, depend on the number of students who choose to take the course. The following outline is based on twelve students but can easily be modified.

Each session will comprise a lecture component given by the instructor followed by one or two special focus reports presented by students, all to be followed by questions and discussions. Assigned readings for all should make the discussions additionally informative.

Reports will be assessed by the instructor and a written essay of a minimum of 2500 words will be due at the end of the course. The topic for this paper may be the same as one of the student's reports--needless to say a superior performance will be expected in written work.

GRADE BREAKDOWN:

Class reports--40%

Final Paper--40%

Participation--20%

Class reports: Students will hand in weekly reports based on their class reading, min. 250 words

Final paper: A research paper on a topic to be chosen in consultation with the instructor min. 2500 words

Participation: Regular and informed participation in class is expected. Attendance is not a substitute for engagement.

TEXTS:

Unfortunately no single book remains in print that would be suitable for this course--at least in English as opposed to French. There are, however, two Canadian Historical Association booklets which provide rudimentary coverage and they will be assigned; Jean-Paul Bernard, *The Rebellions of 1837 and 1838 in Lower Canada* (CHA booklet #55) and Colin Read, *The Rebellion of 1837 in Upper Canada* (CHA booklet #48). Weekly readings will be placed on reserve in Weldon Library, however, as per the following outline. Please note that plentiful readings are available and while not included in this tentative outline would comprise a minimum of two per topic and would include interpretative articles and primary documents of the period.

OUTCOMES:

Students should have an enhanced understanding of the complexities of Canada's past with special focus on the origins of the bifurcation of the country. Students should also be aware of the notion that Canada, particularly in the nineteenth century, must always be viewed in international context—too often historians have studied Canadian history in isolation. Students will be able to engage with the material at a sophisticated level both orally and in writing. For some it will be a preview of possible graduate work since original research will be encouraged; for others it will be a challenging capstone to their undergraduate experience in history.

SESSIONS:

I. Orientation

II. The Constitutional Act of 1791

- a. Imperial Theories: Lessons from the American Revolution
- b. Colonial Realities: French, English and Native issues

III. The Fog of War

- a. 1812--Imperial or local struggle?
 - the economic effect
 - unifier or divider (Seedbed of Canadian Nationalism?)
 - Remembering the war in different ways
- b. A New Ball Game
 - the end of the fur trade
 - immigration
 - settlement
 - American exclusion
 - Reservations are for Indians

IV. Governments and Grievances

- a. The Goulley affair in Upper Canada
- b. Who controls the purse in Lower Canada

V. Imperial Initiatives

- a. Select Committees investigate
 - the rise of the Colonial Reformers in UK
- b. Private Dreams with government monies?
 - The Canada Company
 - The British American Land Company

VI. The Troubled Thirties: Part One

- a. Upper Canada--The Family Compact and a measured descent?
- b. Lower Canada--Measuring dissent with Papineau and Co.

VII. The Troubled Thirties: Part Two

- a. Cholera and Crop failures
- b. Financial Fiascos--the Panic of 1837

VIII. A Climate for Insurrections?

- a. The World and the Empire
- b. “The Politics of Sword-Rattling” local style--or America comes to Canada

IX. Rebellion--Upper Canada

- a. Opera Bouffa main event in Toronto
- b. The Duncombe Affair and lesser sparks elsewhere

X. Rebellion--Lower Canada

- a. A popular uprising--military events
- b. A predictable reaction--constitutional circumstances

XI. Aftermath: After the Brawl is Over

- a. Punishment, death and exile
- b. A visit from Lord Durham

XII. Retrospect and Prospect

- a. The Construction of Memory--Differences in French and English Canadian historiography and folklore.
- b. Review

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE

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 offense (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 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 (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca