

Western University
2013-2014
Department of History
History 2201E (001) UW - Canada: Origins to the Present

Monday and Wednesday, 3:30PM – 4:30PM,
Spencer Engineering Building 1200
plus a one-hour tutorial each week

Professor Alan MacEachern – amaceach@uwo.ca

Lawson Hall 2268 – office hours Wednesdays 1:30-3:30PM or by appointment

Professor Robert Wardhaugh – rwardhau@uwo.ca

Lawson Hall 2263 – office hours Wednesdays 9:30-11:30AM or by appointment

Course description:

This course surveys the social, cultural, economic, and political history of Canada from its beginnings to the present. Professor MacEachern will lecture on the period up to the mid-1880s; Professor Wardhaugh will cover the mid-1880s to the present. Students will write two essays and two examinations. Tutorial participation is mandatory.

Learning outcomes:

Students will be able to

- ✦ Identify, analyze, and discuss key themes and developments in the history of Canada
- ✦ Interpret and evaluate a primary source document, exploring its factual basis, assumptions, biases, and rhetoric
- ✦ Analyze and discuss historical secondary sources
- ✦ Write a major research essay based on primary and secondary sources.

Grade breakdown:

- ✦ Document analysis 20% (due in tutorial, week of 25 November 2013)
- ✦ Mid-year examination 15%
- ✦ Research essay 20% (due in tutorial, week of 24 March 2014)
- ✦ Tutorial participation 20%
- ✦ Final examination 25%

Required texts:

- ✦ Francis, Jones, Smith, and Wardhaugh, *Origins: Canadian History to Confederation*, 7th edition (2012)
- ✦ Francis, Jones, Smith, and Wardhaugh, *Destinies: Canadian History since Confederation*, 7th edition (2011)
- ✦ Tutorial readings are available on the password-protected course website and/or through the Western Libraries website.

Assignments:

The major writing assignment for the first term is a 2500-word essay based on a case from the Great Unsolved Mysteries in Canadian History website, “Who Killed William Robinson? Race, Justice and Settling the Land” – www.canadianmysteries.ca/sites/robinson/home/indexen.html Students will analyze the sources found at the website to write essays that argue, with as much certainty as the facts allow, who killed William Robinson, offering evidence from the sources to build a case against that person and explaining why you have discounted other potential suspects. The case is a murder mystery of an ordinary Canadian, but it is also an introduction to the challenges of researching and writing history. It demands that the student read a range of primary (and secondary) sources, relate them to one another and weigh their credibility, mount evidence to build an argument, recognize potential questions that the argument raises and respond in advance, and recognize the inherent limitations of the argument. Tutorial assistants will devote a tutorial to this assignment.

The major writing assignment for the second term is a 3000-word research essay. Tutorial assistants will distribute essay topics in their tutorials.

Three course policies related to the written assignments:

- ✦ Students are required to submit a copy of their written assignment in electronic form to Turnitin for plagiarism checking, as well as a hard copy to their tutorial assistant. The Faculty of Social Science’s policy statement on plagiarism and the use of plagiarism detection software is attached to this syllabus.
- ✦ The UWO Academic Handbook requires that an essay course such as His2201E “must be so structured that the student is required to demonstrate competence in essay writing to pass the course.” As such, His2201E students must receive a passing grade on the total value of the written assignments to pass the course.
- ✦ No extensions will be granted for late essays, except for reasons defined by Senate regulations. Pressure of work or computer/printer problems are not acceptable excuses for late essays. Five per cent will be deducted from the essay grade for the first day that any assignment is overdue, three per cent each day after (including Saturdays and Sundays).

Finally, please note that UWO’s Weldon Library has research resources for History students at <http://www.lib.uwo.ca/programs/history/>, and a research guide specifically for History 2201 students at <http://www.lib.uwo.ca/programs/history/history2201e.html>. *Origins* and *Destinies* have excellent bibliographies at the end of each chapter.

Examinations:

A two-hour mid-year examination will take place during the exam period in December. It will cover all lectures and required readings from the first term, and will consist of short-answer and essay questions.

A three-hour final examination will take place during the exam period in April. It will be comprehensive, covering all the lectures and required readings since the beginning of the course, and will consist of short-answer and essay questions.

Tutorial participation:

Lectures and assigned readings will be discussed in tutorials, and students will be expected to keep up with the readings on a weekly basis and take part fully in discussion. Participation will be assessed on an ongoing basis throughout the year. Attendance is mandatory, and failure to attend and participate in discussions will result in poor grades. For the purposes of grading tutorial participation, attendance alone does not constitute participation.

Tutorials begin first term during the week of 16 September 2013, and second term during the week of 6 January 2014. Please note that the tutorial schedule is altered around Thanksgiving and the new end-of-October Fall Break: tutorials regularly held on Mondays, Tuesdays, or Wednesdays will have no tutorial on Week 6 (14 or 15 October) and tutorials held on Thursdays or Fridays will have no tutorial in Week 8 (30 or 31 October, or 1 November).

Course problems:

Professors MacEachern and Wardhaugh take course-coordination responsibility for the half of the course in which they are lecturing; if you have an administrative issue, contact the professor who is lecturing that term. If you have a course content issue, contact the same professor or your tutorial assistant. Both the professors and tutorial assistants keep regular office hours. Your communication with professors or tutorial assistants should mostly be in-person; email should be used largely for simple, yes/no sort of questions or to make an appointment. Students who do not normally use a UWO email account should be aware that external messages may be delayed by UWO's Spamtrap.

Special requirements:

Students with special requirements are advised to contact the Student Development Centre (www.sdc.uwo.ca) as soon as possible. The SDC will handle all documentation and make arrangements with the course co-ordinators for academic accommodation. Under normal circumstances, you should plan ahead to allow enough time to complete assignments in the event of minor illnesses or personal problems. Students encountering serious problems that might affect their performance in a course should inform Academic Counselling in their home faculty immediately. See also the Faculty of Social Science's policy statement on medical accommodation, which is appended to the plagiarism statement attached to this thesis.

Schedule and readings:

Fall Term

- 🍁 Week 1 9 September **Introduction / After the Ice Age**
11 September
Lecture reading: *Origins*, ch. 1
**No tutorial meetings this week
- 🍁 Week 2 16 September **First Nations and Newcomers**
18 September
Lecture reading: *Origins*, ch. 2
Tutorial reading: -Margaret Conrad, Jocelyn Létourneau and David Northrup,
“Canadians and Their Pasts: An Exploration in Historical Consciousness,” *The Public Historian* 31, no. 1 (Winter 2009), 15-34.
-“Harper’s Conservatives Launch Review of Canadian History,” *The Huffington Post*, 3 May 2013.
- 🍁 Week 3 23 September **New France to 1663**
25 September
Lecture reading: *Origins*, ch. 3-4
Tutorial reading: -Allan Greer, “1608 as Foundation,” *Canadian Issues/Thèmes Canadiens* (Fall 2008), 20-3.
-HV Nelles, “Historical Pageantry and the ‘Fusion of the Races’ at the Tercentenary of Quebec, 1908,” *Histoire sociale / Social History*, vol. 29 no.58 (Nov 1996), 391-416.
- 🍁 Week 4 30 September **New France to 1755**
2 October
Lecture reading: *Origins*, ch. 5
Tutorial reading: -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.
-Jim Miller, “Which ‘Native’ History? By Whom? For Whom?” *Canadian Issues/Thèmes Canadiens* (Fall 2008), 33-5.
- 🍁 Week 5 7 October **Acadia, and Empires at War**
9 October
Lecture reading: *Origins*, ch. 6-7
Tutorial reading: -Donald Fyson, “The Conquered and the Conqueror: The Mutual Adaptation of the *Canadiens* and the British in Quebec, 1759-75,” *Revisiting*

1759: The Conquest of Canada in Historical Perspective, eds. Phillip Buckner and John G. Reid (Toronto: University of Toronto Press, 2012), 190-217.
-Nicole Neatby, "Remembering the Conquest: Mission Impossible?"
Remembering 1759: The Conquest of Canada in Historical Memory, eds. Phillip Buckner and John G. Reid (Toronto: University of Toronto Press, 2012), 251-78.

- ✿ Week 6 14 October ****Thanksgiving**
16 October **Empires at War, continued**
Lecture reading: *Origins*, ch. 8
Mon-Wed tutorials are cancelled this week.
Thurs-Fri tutorial reading: "Who Killed William Robinson?" website
www.canadianmysteries.ca/sites/robinson/home/indexen.html
- ✿ Week 7 21 October **British North America and the American Revolution**
23 October
Lecture reading: *Origins*, ch. 9-10
Mon-Wed tutorial reading: "Who Killed William Robinson?" website -
www.canadianmysteries.ca/sites/robinson/home/indexen.html
Thurs-Fri tutorial reading: -Jack Little, "Americans into Canadians: National Identity North of the 45th Parallel, 1792-1850," *Canadian Issues/Thèmes Canadiens* (Spring 2009), 57-9.
-Alan Taylor, "The Divided Ground: Upper Canada, New York, and the Iroquois Six Nations, 1783-1815," *Journal of the Early Republic*, vol. 22 no. 1 (Spring 2002), 55-75.
- ✿ Week 8 28 October **British North America from 1791**
30 October
Lecture reading: *Origins*, ch. 11-12
Thurs-Fri tutorials are cancelled this week (Fall Break)
Mon-Wed tutorial reading: -Jack Little, "Americans into Canadians: National Identity North of the 45th Parallel, 1792-1850," *Canadian Issues/Thèmes Canadiens* (Spring 2009), 57-9.
-Alan Taylor, "The Divided Ground: Upper Canada, New York, and the Iroquois Six Nations, 1783-1815," *Journal of the Early Republic*, vol. 22, No. 1 (Spring 2002), 55-75.
- ✿ Week 9 **Beyond the River and the Bay**
4 November **This Monday class has a guest lecturer. Pulitzer and Bancroft Prizes winner [Alan Taylor](#) will be delivering the [J.J. Talman Lecture](#), "Settling and Unsettling Borders: Continental Legacies of the War of 1812," in class.

6 November

Lecture reading: *Origins*, ch. 13-14

Tutorial reading: -Carolyn Podruchny, "Writing, Ritual, and Folklore: Imagining the Cultural Geography of Voyageurs," *Method and Meaning in Canadian Environmental History*, eds. Alan MacEachern and William J. Turkel (Toronto: Nelson, 2009), 55-74.

-Alan MacEachern, "A Little Essay on Big: Towards a History of Canada's Size," *Perspectives* vol.4 (2011), 6-15.

Week 10 11 November **British North America to 1850: Growth, Rebellion, & Reform**
13 November

Lecture reading: *Origins*, ch. 15-17

Tutorial reading: -E.J. Errington, "'Information Wanted': Women Emigrants in a Transatlantic World," *Canada and the British World: Culture, Migration, and Identity*, ed. Philip Buckner (Vancouver: UBC Press, 2006), 10-28.

-Veronica Strong-Boag, "Not Alone: Writing Canadian History as if the World Mattered," *Canadian Issues/Thèmes Canadiens* (Fall 2008), 20-3.

Week 11 18 November **British North American Society at mid-19th century**
20 November

Lecture reading: *Origins*, ch. 18-20

Tutorial reading: Adele Perry, "Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia, 1849-1871," *Histoire sociale / Social History*, vol.33 no.6 (2000), 343-60.

Week 12 25 November **Confederation**
27 December

Lecture reading: *Origins*, ch. 21, and *Destinies*, ch. 2

Tutorial readings: -Ged Martin, "Canadian Confederation and Historical Explanation," *Britain and the Origins of Canadian Confederation, 1837-1867* (Vancouver: UBC Press, 1995), 27-80 [specifically, 27-35, 75-9].

-Janet Ajzenstat, "Confederation and Individual Liberty," *Canada's Founding Ideas* (Nov 2010).

Week 13 2 December **Canada to 1885**
4 December

Lecture reading: *Destinies*, ch.3-4

Tutorial: Review

Winter Term

- 🍁 Week 1 6 January **Imperialism, Continentalism, and Nationalism, 1885-1914**
8 January
Lecture reading: *Destinies*, ch.5
Tutorial reading: Carl Berger, "The True North Strong and Free," in *Nationalism in Canada*, ed. Peter Russell (Toronto: McGraw-Hill 1966): 3-26.
- 🍁 Week 2 13 January **Industrialization and Urbanization, 1885-1914**
15 January
Lecture reading: *Destinies*, ch. 6-7
Tutorial reading: Robert McIntosh, "Sweated Labour: Female Needleworkers in Industrializing Canada," *Labour/Le Travail* 32 (Fall 1993): 105-38.
- 🍁 Week 3 20 January **Social Reform and Cultural Change, 1890-1914**
22 January
Lecture reading: *Destinies*, ch. 8-9
Tutorial reading: Angus McLaren, "Birth Control and Abortion in Canada, 1870-1920," *Canadian Historical Review* 59:3 (1978): 319-40.
- 🍁 Week 4 27 January **The First World War**
29 January
Lecture reading: *Destinies*, ch. 10
Tutorial reading: Tarah Brookfield, "Divided by the Ballot Box: The Montreal Council of Women and the 1917 Election," *Canadian Historical Review* 89 (2008): 473-501.
- 🍁 Week 5 3 February **The "Roaring" Twenties**
5 February
Lecture reading: *Destinies*, ch. 11
Tutorial reading: Cynthia Commachio, "Dancing to Perdition: Adolescence and Leisure in Interwar Canada," *Journal of Canadian Studies*, 32 (3) (1997): 5-36.
- 🍁 Week 6 10 February **The "Dirty" Thirties**
12 February
Lecture reading: *Destinies*, ch. 12
Tutorial reading: Donald Forster and Colin Read, "The Politics of Opportunism: The New Deal Broadcasts," *Canadian Historical Review*, 60:3 (1979): 324-49.
- 17 & 19 February ***Reading Week – no classes***

- ✿ Week 7 24 February **The Second World War**
26 February
Lecture reading: *Destinies*, ch. 13
Tutorial reading: Timothy Balzer, "In Case the Raid Is Unsuccessful ...': Selling Dieppe to Canadians," *Canadian Historical Review*, 78, 4 (December 1997): 409-30.
- ✿ Week 8 3 March **A Brave New World: 1945-1960**
5 March
Lecture reading: *Destinies*, ch. 14
Tutorial reading: Christopher Dummitt, "Finding a Place for Father: Selling the Barbeque in Post-war Canada," *Journal of the Canadian Historical Association*, vol. 9 (1998): 209-23.
- ✿ Week 9 10 March **Protest and Reform: The 1960s**
12 March
Lecture reading: *Destinies*, ch. 15
Tutorial reading: Elise Chenier, "Rethinking Class in a Lesbian Bar Culture: Living the 'Gay Life' in Toronto, 1955-1965," *Left History*, 9(2) (2004): 85-118.
- ✿ Week 10 17 March **A Multicultural Society? The 1970s**
19 March
Lecture reading: *Destinies*, ch. 16-17
Tutorial reading: Laura Madokoro, "Slotting Chinese Families and Refugees, 1947-1967," *Canadian Historical Review* 93, no. 1 (2011): 25-56.
- ✿ Week 11 24 March **Constitution and Free Trade: The 1980s**
26 March
Lecture reading: *Destinies*, ch. 18
Tutorial reading: Robert Wardhaugh, "Brian Mulroney and the West," Raymond Blake (editor), *Transforming the Nation: Brian Mulroney and Canada* (Montreal: McGill-Queen's University Press, 2007) 225-49.
- ✿ Week 12 31 March **The Breaking of Consensus: The 1990s and 2000s**
2 April
Lecture reading: *Destinies*, ch. 19
Tutorial reading: Joanne Barker, "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism," *Meridians* 7, vol. 1 (2006).
- ✿ Week 13 7 April **Conclusion / Course review**
Lecture reading: None
Tutorial reading: Exam review

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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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