

The University of Western Ontario
Department of History
Winter 2014

HISTORY 3231G
YOURS TO DISCOVER: A HISTORY OF ONTARIO

Instructor: Professor Keith Fleming
Office: Lawson Hall 2201
Office Hours: Thursdays, 2:30 - 4:30 p.m.
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Class times: Tuesdays, 2:30 – 5:30 p.m.
Classroom: Weldon Library 257

COURSE DESCRIPTION:

This course examines in detail many of the central themes – social, cultural, political, and economic – that have defined Ontario’s history from 1791 until recently. For much of this extended period Ontario was, in the words of one leading scholar, “Canada’s heartland.” It was long thought, by Ontarians as well as many other Canadians, that Ontario’s interests were indistinguishable from the interests of the rest of Canada. While this is no longer the case, Ontario’s rise from colonial backwater in the 18th century to an economic, political, intellectual, cultural and social powerhouse nationally by the late 20th century is a fascinating history involving people, ideas, events, organizations, and innovations central to the Canadian story.

WRITTEN ASSIGNMENTS (Book Review and Essay):

Each student will write a **scholarly book review** (7-8 typewritten pages in length) of Michael Cross, *A Biography of Robert Baldwin: The Morning-Star of Memory* (Don Mills: Oxford University Press, 2012). A detailed description of the book review assignment will be distributed and discussed in class on **January 14th**.

A paper copy of the completed book review must be submitted **at the beginning of class on February 25th**. In addition, an identical electronic copy of the written assignment must be submitted by the due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **6540237**. The class name is **History3231G2014**. The enrollment password is **ontario**. The assignment title is **book review**.

Each student will write a **research essay** (13-15 typewritten pages in length) that expands upon the seminar’s focus on individuals, organizations, and events associated with Ontario’s history. Essay topics will be assigned by the instructor in consultation with each student. A detailed description of the essay assignment will be distributed and discussed in class on **January 14th**.

Students must submit a formal and brief (1-2 page typewritten) essay proposal no later than **Tuesday 4 February 2014**, and proposals must be approved by **Tuesday 11 February 2014**. Students who fail to meet either of these deadlines will not be permitted to submit an essay, and will receive a grade of “0” on the assignment. Approved essay topics cannot subsequently be changed without the instructor’s prior consent.

A paper copy of the completed research essay must be submitted **in class** on **8 April 2014**. In addition, an identical electronic copy of the written assignment must be submitted by the due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **6540237**. The class name is **History3231G2014**. The enrollment password is **ontario**. The assignment title is **essay**.

A **late penalty** of 5% for the first day and 2% per day thereafter (weekends included) will be assessed against all written work submitted after the due date. Students must keep a duplicate of all written work until the final grade is received.

Please note: Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website:

https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students 2105 SSC.)

Further details on this policy can be found at the following website:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

PRIMARY SOURCE PRESENTATION AND REPORT:

Each student, in consultation with the instructor, will identify and present (approximately ten to fifteen minutes) to the seminar at **least three primary sources** that effectively demonstrate the principal themes of one of the weekly sessions and augment our understanding of the subject. The types of sources to be consulted could include, but are not limited to, government documents, speeches, newspaper articles, personal diaries, excerpts from novels, advertisements, photographs and other illustrations, radio and television broadcasts. Presentations must not take longer than the ten to fifteen minutes allotted for them. The student's findings will be submitted in a formal report of approximately five pages in length due one week after the presentation. A detailed description of expectations and suggestions for completing the primary source presentation and report will be distributed and discussed in class on **January 14th**.

Two useful sources to be consulted as starting points for this assignment are Cornelius Jaenen and Cecilia Morgan, eds., *Material Memory: Documents in Pre-Confederation History* (Addison Wesley Longman, 1998) and Jeffrey Keshen and Suzanne Morton, *Material Memory: Documents in Post-Confederation History* (Addison Wesley Longman, 1998).

SEMINAR PARTICIPATION and LEADERSHIP:

Students are required to participate actively in all seminar discussions, thereby demonstrating their comprehension of the assigned readings. All students will be assigned a participation grade on a 10-point scale following each seminar. Failure to attend a seminar will result in a score of "0" for that class. Merely attending a seminar without participating in the discussion will result in a score of "2" for that class. The assignment of a participation grade from "3" to "10" will be determined by the quality of the student's contributions to discussion during any given seminar.

Each student will also be responsible for leading the seminar discussion during one session. This includes circulating by email to the other students in the course at least two days before the assigned session the principal discussion questions on which the seminar will be based. It is expected that the seminar leader will collaborate with the course instructor in designing the questions and in leading the class discussion.

WEEKLY READINGS SUMMARIES:

Each week students are to submit at the beginning of Sessions 3, 4, 5, 6, 8, 9, 10, 11, and 12 a two- to three-page summary of the assigned readings for that week identifying for each reading what the student believes to be the principal views of the author. Since students will not submit assigned readings summaries on the weeks they are giving a primary source presentation or leading the seminar discussion, a total of seven (7) weekly readings summaries are required.

EXAMINATION

There will be a three-hour **final examination** during the April examination period covering all lectures, seminars, and required readings for the entire course.

COURSE READINGS:

All course readings *not available on-line* are included in the *Custom Course Book* for History 3231G (available for purchase from the University Book Store) and are also available on 2-hour reserve at the D.B. Weldon Library.

COURSE GRADING:

Book Review (due February 25th)	15%
Research Essay (due April 8th).....	25%
Primary Source Presentation and Report.....	10%
Seminar Participation.....	15%
Seminar Leadership.....	5%
Weekly Readings Reports (7)	5%
Final Examination.....	25%

SYLLABUS

Session One: Tuesday 7 January 2014

Introduction to History 3231G

Session Two: Tuesday 14 January 2014

Topic #1: Defining “Ontario”

Topic #2: Essay, book review, and primary source presentation and report instructional session

Readings:

“Ontario: Archetypal English Canadian Political Culture” in Nelson Wiseman, *In Search of Canadian Political Culture* (UBC Press, 2007), pp. 187-210.

Session Three: Tuesday 21 January 2014

Topic: Loyalists and Loyalism

Readings:

“Simcoe” in Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, and Indian Allies* (Alfred A. Knopf, 2011), pp. 45-72.

Jane Errington, *The Lion, the Eagle, and Upper Canada: A Developing Colonial Ideology* (McGill-Queen’s University Press, 1987), pp.13-34.

<http://site.ebrary.com/lib/uwo/docDetail.action?docID=10135853>

David Mills, *The Idea of Loyalty in Upper Canada, 1784-1850* (McGill-Queen’s University Press, 1988), pp 12-51.

<http://site.ebrary.com/lib/uwo/docDetail.action?docID=10135853>

Session Four: Tuesday 28 January 2014

Topic #1: The War of 1812

Topic #2: The Family Compact

Readings:

Denis McKim, "God and Government: Exploring the Religious Roots of Upper Canadian Political Culture" in *Ontario History* (Vol. CV, No. 1, Spring 2013), pp. 74-97.

Jane Errington, *The Lion, the Eagle, and Upper Canada: A Developing Colonial Ideology* (McGill-Queen's University Press, 1987), pp.55-86.

<http://site.ebrary.com/lib/uwo/docDetail.action?docID=1013585>

The Right Rev. John Strachan, "On Church Establishment," in H.D. Forbes, ed., *Canadian Political Thought* (Oxford University Press, 1985), pp. 10-15.

Graeme Patterson, "An Enduring Canadian Myth: Responsible Government and the Family Compact" in J.K. Johnson, ed., *Historical Essays on Upper Canada: New Perspectives* (Carleton University Press, 1991), pp. 485-511.

<http://site.ebrary.com/lib/uwo/docDetail.action?docID=10135907>

G.M. Craig, "John Strachan," in *Dictionary of Canadian Biography, Volume IX, 1861 to 1870* (University of Toronto Press, 1976), pp. 751-766.

http://www.biographi.ca.proxy1.lib.uwo.ca/en/bio/strachan_john_9E.html

Session Five: Tuesday 4 February 2014

Topic: Society, Class and Rebellion in the 19th C

Readings:

Rainer Baehre, "Paupers and Poor Relief in Upper Canada" in J.K. Johnson, ed., *Historical Essays on Upper Canada: New Perspectives* (Carleton University Press, 1991), pp. 305-339.

<http://site.ebrary.com/lib/uwo/docDetail.action?docID=10135907>

Nancy Christie, "'The Plague of Servants': Female Household Labour and the Making of Classes in Upper Canada" in Nancy Christie, ed., *Transatlantic Subjects: Ideas, Institutions, and Social Experience in Post-Revolutionary British North America* (McGill-Queen's University Press, 2008), pp. 83-115.

Bryan Palmer, "Popular Radicalism and the Theatrics of Rebellion: The Hybrid Discourse of Dissent in Upper Canada in the 1830s" in Christie, *Transatlantic Subjects*, pp. 403-438.

"Mackenzie's Draft Constitution" in H.D. Forbes, ed., *Canadian Political Thought* (Oxford University Press, 1985), pp. 38-42.

Dennis Carter-Edwards, "Promoting a 'Unity of Feeling': The Rebellions of 1837/1838 and the Peterborough Region" in *Ontario History* (Vol. CI, No. 2, Autumn 2009), pp. 165-186.
<http://go.galegroup.com.proxy1.lib.uwo.ca/ps/publicationSearch.do?lm=&inPS=true&prodId=AONE&userGroupName=lond95336&method=doLinkDirectedSearch&searchType=AdvancedSearchForm&qt=PU%7E%22Ontario+History%22%7E%7EDA%7E120090922%7E%7EIU%7E>

Session Six: Tuesday 11 February 2014

Topic: Cultural, Religious, and Intellectual Life in the 19th C

Readings:

Julia Roberts, "The Games People Played: Tavern Amusements and Colonial Social Relations" in *Ontario History* (Vol. CII, No. 2, Autumn 2010), pp. 154-174.

<http://go.galegroup.com.proxy1.lib.uwo.ca/ps/publicationSearch.do?lm=&inPS=true&prodId=AONE&userGroupName=lond95336&method=doLinkDirectedSearch&searchType=AdvancedSearchForm&qt=PU%7E%22Ontario+History%22%7E%7EDA%7E120100922%7E%7EIU%7E%22%22%7E%7EVO%7E102>

Elizabeth Jane Errington, "'Suitable Diversions': Women, Gentility and Entertainment in an Imperial Outpost" in *Ontario History* (Vol. CII, No. 2, Autumn 2010), pp. 175-196.

http://go.galegroup.com.proxy1.lib.uwo.ca/ps/retrieve.do?sgHitCountType=None&sort=DA-SORT&inPS=true&prodId=AONE&userGroupName=lond95336&tabID=T002&searchId=R4&resultListType=RESULT_LIST&contentSegment=&searchType=AdvancedSearchForm¤tPosition=3&contentSet=GALE%7CA241672432&&docId=GALE|A241672432&docType=GALE&role=

Andrew C. Holman, "'Cultivation' and the Middle-Class Self: Manners and Morals in Victorian Ontario" in Edgar-André Montigny and Lori Chambers, *Ontario Since Confederation: A Reader* (University of Toronto Press, 2000), pp. 105-125.

Lynne Marks, "Religion, Leisure, and Working-Class Identity," in Paul Craven, ed., *Labouring Lives: Work and Workers in Nineteenth Century Ontario* (University of Toronto Press, 1995), pp. 278-319.

Neil Semple, "The Quest for the Kingdom: Aspects of Protestant Revivalism in Nineteenth-Century Ontario" in David Keane and Colin Read, eds., *Old Ontario: Essays in Honour of J.M.S. Careless* (Dundurn Press, 1990), pp. 95-117.

<http://site.ebrary.com.proxy1.lib.uwo.ca/lib/uwo/docDetail.action?docID=10221215>

Session Seven: Tuesday 25 February 2014

Topic #1: Discussion of Michael Cross, *A Biography of Robert Baldwin: The Morning-Star of Memory* (Don Mills: Oxford University Press, 2012).

Topic #2: Upper Canada Chooses Confederation

Readings:

"The Place, the Office, the Times, and the Men" in J.M.S. Careless, ed., *The Pre-Confederation Premiers: Ontario Government Leaders, 1841-1867* (University of Toronto Press, 1980), pp. 3-31.

*******BOOK REVIEW DUE TODAY*******

Session Eight: Tuesday 4 March 2014

Topic: Oliver Mowat's Ontario

Readings:

Paul Romney, "Sir Oliver Mowat," in *Dictionary of Canadian Biography, Volume XIII, 1901 to 1910* (University of Toronto Press, 1994), pp. 724-741.

http://www.biographi.ca/en/bio/mowat_oliver_13E.html

Edgar-André Montigny, “Families, Institutions, and the State in Late-Nineteenth-Century Ontario,” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 74-93.

David G. Burley, “The State, Public Education, and Morality: Evaluating the Results of School Promotion, 1893-1896” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 126-146.

S.J.R. Noel, “Oliver Mowat, Patronage, and Party Building,” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 94-104.

“The Best of Equal Righters” in A. Margaret Evans, *Sir Oliver Mowat* (University of Toronto Press, 1992), pp. 248-277.

“Remoulding the Constitution” in Christopher Armstrong, *The Politics of Federalism: Ontario’s Relations with the Federal Government, 1867-1942* (University of Toronto Press, 1981), pp. 8-32.

Session Nine: Tuesday 11 March 2014

Topic #1: Powering the Province: Ontario Hydro

Topic #2: Industrialization and its consequences

Readings:

Craig Heron, “Factory Workers,” in Paul Craven, ed., *Labouring Lives: Work and Workers in Nineteenth Century Ontario* (University of Toronto Press, 1995), pp. 479-511.

Keith Fleming, “The Rise and Fall of an Ontario Business Dynasty: William Kennedy and Sons and its Successors, 1857-1997,” in *Ontario History* (Vol. CIV, No. 2, Autumn 2012), pp. 63-89.

Christina Burr, “The Other Side: The Rhetoric of Labour Reform in Toronto during the 1870s,” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 55-73.

“Power Politics” in H.V. Nelles, *The Politics of Development: Forests, Mines and Hydro-electric Power in Ontario, 1849-1941* (McGill-Queen’s University Press, 2005), pp. 256-306.

<http://site.ebrary.com.proxy1.lib.uwo.ca/lib/uwo/docDetail.action?docID=10176034>

Session Ten: Tuesday 18 March 2014

Topic: Ontario Between the Wars

Readings:

Charles M. Johnston, *E.C. Drury: Agrarian Idealist* (University of Toronto Press, 1986), pp. 149-165.

Kerry Badgley, *Ringing in the Common Love of Good: The United Farmers of Ontario, 1914-1926* (McGill-Queen’s University Press, 2000), pp. 51-80.

<http://site.ebrary.com/lib/uwo/docDetail.action?docID=10132414>

James Naylor, “Ontario Workers and the Decline of Labourism” in Roger Hall, William Westfall, and Laurel Sefton MacDowell, eds., *Patterns of the Past: Interpreting Ontario’s*

History (Dundurn Press, 1988), pp. 278-300.

“Revising the Constitution” in Christopher Armstrong, *The Politics of Federalism: Ontario’s Relations with the Federal Government, 1867-1942* (University of Toronto Press, 1981), pp. 197-232.

Lara Campbell, “‘A Barren Cupboard at Home’: Ontario Families Confront the Premiers during the Great Depression” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 284-306.

Session Eleven: Tuesday 25 March 2014

Topic: Ontario under the Tory Dynasty. 1943-1985

Readings:

Dan Azoulay, “The CCF and Post-Second World War Politics in Ontario” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 362-380.

James Struthers, “Welfare to Workfare: Poverty and the ‘Dependency Debate’ in Post-Second World War Ontario” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 429-453.

Lori Chambers, “Illegitimate Children and the Children of Unmarried Parents Act,” in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 235-259.

P.E. Bryden, “The Ontario-Quebec Axis: Postwar Strategies in Intergovernmental Negotiations, in Montigny and Chambers, *Ontario Since Confederation: A Reader*, pp. 381-408.

“Human Betterment” in Roger Graham, *Old Man Ontario: Leslie M. Frost* (University of Toronto Press, 1990), pp. 231-251.

“Cardinal Blessings” and “Forked Tongues” in Claire Hoy, *Bill Davis: A Biography* (Methuen, 1985), pp. 264-310.

Session Twelve: Tuesday 1 April 2014

Topic: A New Ontario? The Common Sense Revolution

Reading:

Brooke Jeffrey, *Hard Right Turn: The New Face of Neo-Conservatism in Canada* (HarperCollins, 1999), pp. 187-279.

H.V. Nelles, “‘Red Tied’: *Fin de Siècle* Politics in Ontario” in Michael S. Whittington and Glen Williams, eds., *Canadian Politics in the 1990s*, third edition (Nelson Canada, 1990), pp. 76-97.

Session Thirteen: Tuesday 8 April 2014

Topic: Flotsam and Jetsam

*******ESSAY DUE TODAY*******

LEARNING OUTCOMES:

Students will be able to

- Describe the central defining events, concepts, and personalities associated with Ontario's history since the 18th century, and explain their broader cultural, social, economic and political significance within Canadian history
- provide accurate factual information about a wide range of people, groups, events, and documents discussed in the assigned readings and explain their significance
- strengthen skills of oral and written communication
- analyze secondary sources, including their sources, methods, arguments, strengths, limitations, potential implications and significance for the field
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, situating it within a historiographical context, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions
- develop independently and express cogently knowledgeable and constructive critiques of colleagues' in-class research presentations
- effectively integrate primary and secondary sources in class presentations and research essays
- apply academic knowledge to develop a detailed understanding of contemporary debates surrounding Ontario's history

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.

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