

Western University
2016-17
Department of History
History 2201E (001) UW - Canada's Past: A Critical History from the Origins to the Present

Monday and Wednesday, 3:30PM – 4:30PM, AHB-1R40
plus a one-hour tutorial each week

Professor Robert Wardhaugh – rwardhau@uwo.ca

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

Course description:

This course surveys the history of Canada with an emphasis on Indigenous peoples, colonialism and imperialism; the history of warfare and international relations; immigration, industrialization and state formation; and the diverse ways that gender, class and race shaped the lives of everyday Canadians.

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 primary source documents, exploring their factual basis, assumptions, biases, and rhetoric
- ✦ Analyze and discuss historical secondary sources
- ✦ Write two major research essays based on secondary sources (and primary sources if possible/applicable).

Grade breakdown:

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|--------------------------|-----|---|
| ✦ Research essay | 25% | (due in tutorial, week of 16 November 2016) |
| ✦ Mid-term examination | 15% | |
| ✦ Research essay | 25% | (due in tutorial, week of 21 March 2017) |
| ✦ Tutorial participation | 20% | |
| ✦ Final examination | 15% | |

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*, 8th edition (2017)
- ✦ Tutorial readings are available on the password-protected course website and/or through the Western Libraries website.

Assignments:

The first-term writing assignment is a 12-15 page research essay on a pre-Confederation topic. Essay topics will be made available.

The second-term writing assignment is a 12-15 page research essay on a post-Confederation topic. Essay topics will be made available.

Three course policies related to the written assignments:

- ✦ The Faculty of Social Science's policy statement on plagiarism 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. One per cent will be deducted from the essay grade for the first day that any assignment is overdue and one 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>. The textbooks, *Origins* and *Destinies*, have extensive bibliographies at the end of each chapter.

Examinations:

A three-hour mid-year examination will take place during the exam period in December. It will cover all lectures, tutorials, 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 cover all lectures, tutorials, and required readings from the second term, 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 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 19 September 2016, and second term during the week of 9 January 2017. Please note that the tutorial schedule is altered around Thanksgiving and the end-of-October Fall Break.

Course issues:

If you have an administrative or course content issue, contact Professor Wardhaugh or your tutorial assistant. Your communications should be mostly in-person; email should be used for simple, yes/no 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 instructor 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 syllabus.

Schedule and readings:

Fall Term

- ✦ Week 1 12 & 14 September **Introduction / Pre-Contact First Nations**
Lecture reading: *Origins*, ch. 1
**No tutorial meetings this week
- ✦ Week 2 19 & 21 September **First Nations & Newcomers**
Lecture reading: *Origins*, ch. 2
Tutorial reading: Olive Patricia Dickason, "And the People Came," Chad Gaffield, *The Invention of Canada: Readings in Pre-Confederation History*. Toronto: Copp Clark Longman Ltd., 1994, 4-18.
- ✦ Week 3 26 & 28 September **New France to 1663**
Lecture reading: *Origins*, ch. 3-4
Tutorial reading: Cornelius J. Jaenen, "Amerindian Views of French Culture in the Seventeenth Century," *Readings in Pre-Confederation History*. Toronto: Copp Clark Longman Ltd., 1994, 110-39.
- ✦ Week 4 3 & 5 October **New France to 1755**
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.
- ✦ Week 5 10 & 12 October **Acadia / Empires at War**
Lecture reading: *Origins*, ch. 6-7
Tutorial reading: Naomi E.S. Griffiths, "1748-1755: Community Devastated," *Reappraisals in Canadian History*. Scarborough: Prentice Hall Allyn and Bacon Canada, 1999, 92-117.
- ✦ Week 6 17 & 19 October **Empires at War**
Lecture reading: *Origins*, ch. 8
Tutorial reading: Barry M. Moody, "'Delivered from all your distresses': The Fall of Quebec and the Remaking of Nova Scotia," in Phillip Buckner and John G. Reid ed., *Revisiting 1759: The Conquest of Canada in Historical Perspective* (Toronto: University of Toronto Press, 2012), 218-240.
- ✦ Week 7 24 & 26 October **British North America & the American Revolution**
Lecture reading: *Origins*, ch. 9-10

Tutorial reading: 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 31 October & 2 November **British North America from 1791**
Lecture reading: *Origins*, ch. 11-12
Tutorial reading: Afua Cooper, "Acts of Resistance: Black Men and Women Engage in Slavery in Upper Canada, 1793-1803," in *The Promise of Women's History*, ed. Mona Gleason et.al. Oxford: Oxford University Press, 2011.
- ✦ Week 9 7 & 9 November **Beyond the River & the Bay**
Lecture reading: *Origins*, ch. 13-14
Tutorial reading: Carolyn Podruchny, "Baptizing Novices: Ritual Moments among French Canadian Voyageurs in the Montreal Fur Trade, 1780-1821," *Canadian Historical Review* 83, no. 2 (June 2002): 1-18.
- ✦ Week 10 14 & 16 November **British North America to 1850: Growth, Rebellion, & Reform**
Lecture reading: *Origins*, ch. 15-17
Tutorial reading: Allan Greer, "1837-38: Rebellion Reconsidered," *Reappraisals in Canadian History*. Scarborough: Prentice Hall Allyn and Bacon Canada, 1999, 307-321.
- ✦ Week 11 21 & 23 November **British North American Society at mid-19th century**
Lecture reading: *Origins*, ch. 18-20
Tutorial reading: Julia Roberts, "'A Mixed Assemblage of Persons': Race and Tavern Space in Upper Canada," *Canadian Historical Review* 83, no. 1 (March 2002): 1-28.
- ✦ Week 12 28 & 30 November **Confederation, 1867**
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].
- ✦ Week 13 5 & 7 December **Confederation, 1867**
Lecture reading: *Origins*, ch. 21, and *Destinies*, ch. 2
Tutorial: Review

Winter Term

- ✦ Week 1 9 & 11 January **Expansion and Settler Colonialism, 1867-1885**
Lecture reading: *Destinies*, ch.3-4
Tutorial: Michel Hogue, "Between Race and Nation: The Creation of a Metis Borderland on the Northern Plains," in Benjamin H. Johnson and Andrew R. Graybill ed., *Bridging National Borders in North America: Transnational and Comparative Histories* (Durham, NC: Duke University Press, 2010), 59-98.

- ✦ Week 2 16 & 18 January **Imperialism, Continentalism, & Nationalism, 1885-1914**
Lecture reading: *Destinies*, ch. 5-7
Tutorial reading: Robert McIntosh, "Sweated Labour: Female Needleworkers in Industrializing Canada," *Labour/Le Travail* 32 (Fall 1993): 105-38.

- ✦ Week 3 23 & 30 January **Industrialization & Social Reform, 1885-1914**
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 30 January & 1 February **The First World War**
Lecture reading: *Destinies*, ch. 10
Tutorial reading: Jonathan Vance, "Remembering Armageddon," in David MacKenzie ed., *Canada and the First World War: Essays in Honour of Robert Craig Brown*, (Toronto: University of Toronto Press, 2005), 409-433.
Jamie Swift, "The Ideological Work of Commemoration,"
<http://activehistory.ca/2015/04/the-ideological-work-of-commemoration/>

- ✦ Week 5 6 & 8 February **The "Roaring" Twenties**
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 13 & 15 February **Reading Week – no classes**

- ✦ Week 7 20 & 22 February **The "Dirty" Thirties**
Lecture reading: *Destinies*, ch. 12
Tutorial reading: Lara Campbell, "'We who have wallowed in the mud of Flanders': First World War Veterans, Unemployment and the Development of Social Welfare in Canada, 1929-1939," *Journal of the Canadian Historical Association* 11, no. 1 (2000): 125-149.

- ✦ Week 8 27 February & 1 March **The Second World War**
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 9 6 & 8 March **A Brave New World: 1945-1960**
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 10 13 & 15 March **Protest & Reform: The 1960s**
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 11 20 & 22 March **A Multicultural Society?: The 1970s**
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 12 27 & 29 March **Constitution & Free Trade: The 1980s**
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 13 3 & 5 April **The Breaking of Consensus: The 1990s & 2000s**
Lecture reading: *Destinies*, ch. 19
Tutorial reading: Exam review

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may 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.

The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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.

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