



History 3221E
Topics in
Ontario History
TENTATIVE



University of Western Ontario
Dept. of History [2017-18]



Class / Contact Information:

Thursday 1:30 - 4:30 pm
Instructor: Dr. Peter V. Krats
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Location: tba
Office: STvH 2123
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Office Hours / Contacting Me:

Office Hours: tba; feel free to ask about appointments. If you "catch" me at my office, I will gladly discuss matters time permitting. I make an effort to respond to e-mails within 24 hours. Please include a clear subject heading. Phone mail messages face a longer "turn-around." Or, speak to me at class !!

Course Contexts & Goals :

Ontario is too often seen as a single entity in the "centre" of Canada; or even as an extension of Toronto. Closer scrutiny reveals numerous regions stretch from the Hudson's Bay Lowlands through the Canadian Shield through transition zones blending both northern and southern ecologies and extending south into the Carolinian ecological zones near Lake Erie well south of the 49th parallel. Ontario includes Canada's largest metropolitan area, the highest number of Indigenous persons of any province or territory, areas of incredible human diversity and huge areas with minimal human presence. Studying histories of the various "Ontarios" raises issues ranging from Indigenous / Setter society interactions to imperialism / colonialism to "outside" intervention, be it from Britain or the United States. These myriad issues are further complicated by the interaction of what occurred with cultural imaginings of the same. In this course, we will try to come to grips with the many currents and undercurrents shaping Ontario. Doing so meaningfully relies heavily upon you and your classmates – I look forward to informed and lively discussion on a regular basis.

Learning Outcomes :

- ▶ identify key elements in Ontario's history, including forces of continuity versus change; in so doing gaining better understanding of forces shaping history overall [including cultural, economic, social and political elements]
- ▶ become aware of key factual elements in Ontario's history and recognize both strengths and weaknesses in historical assessment and cultural views of history - learning that "the" past reflects both conventional data and a blend of myth, imagination and more
- ▶ show an ability to assess written historical work and cultural products and to evaluate the strengths and weaknesses of both conventional and cultural historical sources
- ▶ gain further experience in use of both secondary and primary source materials
- ▶ summarize ideas by synthesizing issues within reports, essays and examinations
- ▶ develop verbal and presentation skills, including both presentation and reaction to class materials
- ▶ begin to understand Ontario's place in earlier and contemporary Canada

Course Requirements (detail below) ** subject to change dependent upon class size etc **

Discussion / Participation / Leads (2) [leads hand in rough notes]		25
Cultural Source Commentary	(2-3 pages + presentation)	10
Local / Regional History "Report"	(3-5 pages + presentation)	15
Essay Proposals (1 each term)	[1-2 pages]	part of essay mark
First Term Essay	(8 pages)	15
Second Term Essay	(10-12 pages)	25
Presenting the Draft Essays	na	part of essay mark
Final Exam [open book or take home]		10

Notice: The Dean has exempted this course from Senate regulation (2016 04) which reads: "At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus." See the full text at: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

Texts [tentative] Many readings will be online. For convenience we may use one or more of the following :

Peter A. Baskerville. Sites of Power: A Concise History of Ontario. Oxford University Press, 2005.

Roger Hall, L.S. MacDowell and A. Westell, eds. Patterns of the Past: Interpreting Ontario's History. Dundurn, 1988.

J. K. Johnson, ed. Historical Essays On Upper Canada: New Perspectives, Carleton/McGill-Queens Presses, 1989 (rep. 2000)

David Keane and C. Read. *Old Ontario : Essays in Honour of J.M.S. Careless*. Dundurn, 1990.

Edgar-André Montigny and Lori Chambers, *Ontario Since Confederation: A Reader*. University of Toronto Press, 2000.

E.S. Rogers and D.Smith, eds. *Aboriginal Ontario: Historical Perspectives on the First Nations*. Dundurn, 1994.

Participation: (25 % term + 2 leads)

History is inherently interpretive, so participation is a crucial course component, both in terms of pedagogy and grades. Most weeks, one or more students will "take the lead," helping to promote discussion. Focus on ideas; you need not reiterate the work. You should hand in a your [rough] notes when you have the lead. ALL students are expected to have read assigned materials with real attention, and come to class ready to discuss issues emerging from that material. The more that each person contributes, the better the course !

Mere attendance will not result in a good grade ! Students should contribute regularly and in an informed manner. FYI : focussing on your laptop, tablet or phone does not constitute participation !

Papers :

Cultural Product Report : [10 %]

Each student will briefly report on a cultural product as a source for Ontario history – this could be [part of] a novel or short story, a song, advertising, a series of illustrations, a film... even radio and television broadcasts could serve your purpose. In a few minutes (15 maximum), students should discuss how their selection informs us about "Ontario" from the perspective of a historian. [and the challenges of using such sources]. A minimal (1 page) outline of your thoughts is due a week after your presentation, thus allowing some "editing" given in class reactions. These reports will be spread through the class, hoping aligning chronologically and thematically with course content.

Local / Regional History "Report" : [15 %]

Students will present a brief discussion of a more local aspect of Ontario history – it could be at a municipal or township level, or perhaps at a "regional" level. The goal is provide some historical information about that location, how that does or does not "fit" into the provincial historical "narrative", and ideally a bit about the opportunities and challenges of taking a less "macro" approach to Ontario's history. A brief paper version of that report is due the week after class, allowing modifications based on reactions when you present. These reports will be spread through the class, hoping aligning chronologically and thematically with course content

Essay Proposals (one each term)

Students proposal for their essays (due dates tba) should include questions that you are considering; the reasoning for your topic (what is its merit); and a list of at least six (6) secondary and three (3) primary sources – at least ONE of the latter should be a cultural source – that show your early ventures into the topic. By all means be imaginative - there are many possible topics - but also be realistic about time and

information availability in thinking about your topic. Students who fail to provide a Proposal will find that their Essay will not be accepted (graded "0"). Changes to approved essay topics require my prior consent.

TWO Essays : (15 % + 25 %) [due dates tba]

First Term - 8 pages [max. 10]

Second Term - 10-12 pages [max 14]

A good essay presents a thoughtful, well-developed argument supported by sound, well-cited research of both primary and secondary sorts. The thesis is the basis of the entire paper. Make that argument clear from the start of the paper; the remainder of your paper should develop various elements of your thesis, elaborating on it and providing supportive evidence. The combination of analysis and evidence, presented in a well-written and properly formatted manner, should conclude with a succinct but strong conclusion - do not repeat your paper. Try to work within the suggested page limits – I'm looking for quality not quantity.

Essay Responses :

For the last class each term students will provide drafts of their paper for their peers to read / assess. Together, we will provide constructive criticisms of the papers in class, hopefully resulting in better papers for all. Draft papers must be available for uploading online no later than the Friday morning before the "discussion" class. Individual grades will be awarded on the basis of contributions to the overall discussion, **not** just presentation of your paper.

Good copies of the papers will be due by last day of Christmas exams and by mid-April – more specific date tba. Final papers are expected to meet high standards of research and presentation and (it really need not be said) be original work.

Final Examination: (10 %)

There will be a take home or open book exam. It will deal exclusively with BIG issues, not the minutia inevitably acquired during the course, emphasizing thinking rather than regurgitation.

TENTATIVE OUTLINE:

TERM ONE : INDIGENOUS HOMELANDS TO EMPIRE ONTARIO [to 1900]

Week One: Introductions / organizing /// "Finding Ontario" – geographical perspectives

Week Two : Indigenous Settings – Settings Prior and Early Contacts with the Newcomers

Week Three: Upper Canada & Beyond to the War of 1812

Week Four : Economic, Institutional and Social Developments 1810-1840

Week Five : a Maturing Province: Political, Economic and other Infra structural Changes 1840-66

Week Six : Social Unfolding / Social Divisions / Institutional Maturation ?

Week Seven : Beyond the Southern Fringe – “Vast Lands Unknown” ?

Week Eight : Overlooked Persons : Women. Workers & “Others” in 19th Century “Ontario”

Week Nine : From Confederation through Mowat's Empire

Week Ten : Ontario Identity ? : Culture in a “British” Province

Week Eleven : Fast Changing Ontario – threads of Modernization

Week Twelve : “Empire Ontario” and the “Politics of Development”

Week Thirteen : Ironing Out the Papers Take One

TERM TWO : ONTARIO IN THE TWENTIETH CENTURY & BEYOND

Week One : Problems of the New Order and Responses

Week Two : Ontario from War to War : The Political Economy

Week Three : Social, Technological & Cultural Trends 1914 -1945

Week Four : Ontario Identity ? “Others” Out of Sight

Week Five : “Conservative Prosperity” ? : Politics and Economics of Keynesian Ontario

Week Six : “Comfortable Ontario” & the Cultures of Consumption

Week Seven : Prosperity for the South → Discontented Norths

Week Eight : Prosperity → Circumstances for Women

Week Nine : A Different Ontario ? The View from Attawapiskat, Jane & Finch or the Foodbank

Week Ten: Cultural Evolutions / Revolutions

Week Eleven : Continuing Identity Crises : Ontario enters a new Millennium

Week Twelve : We’re Not all in the “Six” → Toronto as Ontario ??

Week Thirteen : Let’s “Get the Papers right” & Closing Thoughts