



The University of Western Ontario

**HISTORY 2201E**

**Canada's Past:**

**A Critical History from the Origins to the Present**

**Fall/Winter 2018-19**

**Mondays & Wednesdays, 3:30-4:30, HSB 240, plus tutorial**

**Instructor: Profs. Alan MacEachern & Robert Wardhaugh**

Office Hours: MacEachern, Wednesdays 12:30-2:30, Lawson Hall 2268

Wardhaugh, Tuesdays & Thursdays 10:00-12:00, Lawson Hall 2263

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**FINAL syllabus, 2018 09**

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### **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.

### ***Antirequisite(s):***

History 1201E, History 2203E, History 2204F/G, History 2205E, History 2710F/G.

### **Course Syllabus:**

Professor MacEachern will lecture on the period up to the mid-1880s, and Professor Wardhaugh will continue from then 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 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).

### **Course Materials:**

The required textbooks are

- Wardhaugh and MacEachern, *Origins: Canadian History to Confederation*, 8th edition (2017).
- Wardhaugh and MacEachern, *Destinies: Canadian History since Confederation*, 8th edition (2017).

Tutorial readings are available on the OWL course website and/or through the Western Libraries website.

## Methods of Evaluation:

- **Research essay 1 – due in tutorial, week of 26 November – 20%**

The first-term writing assignment is a 12-15 page research essay on a pre-Confederation topic. Prof. MacEachern will make a list of essay topics available by mid-September, or you may select your own subject and have it approved by him.

- **Research essay 2 – due in tutorial, week of 25 March – 20%**

The second-term writing assignment is a 12-15 page research essay on a post-Confederation topic. Prof. Wardhaugh will make a list of topics available in January, or you may select your own subject and have it approved by him.

The following are course policies related to the written assignments:

- Students are required to submit a copy of their essays in electronic form through the course OWL site, 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 two essays 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. Three per cent is deducted from the essay grade for every day (including Saturdays and Sundays) that an essay is overdue.

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 *Origins* and *Destinies* textbooks have extensive bibliographies at the end of each chapter.

- **Tutorial participation – 20%**

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 10 September 2018, and second term during the week of 7 January 2019.

- **Mid-year examination -- December exam period – 20%**

The three-hour mid-year examination will cover lectures, tutorials, and required readings from the first term, and will consist of short answer and essay questions.

- **Final examination – April exam period – 20%**

The three-hour final examination will cover all lectures, tutorials, and required readings from the second term, and will consist of short answer and essay questions.

**Course issues:**

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. 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.

**Course Schedule and Readings:**

**Fall Term**

- Week 1 -- 10 & 12 September **Introduction / After the Ice Age**
  - Lecture reading: *Origins*, ch. 1
  - Tutorial reading:
    - Alan MacEachern, "[A Theory, in Practice: Back to the Bering Land Bridge](#)," *ActiveHistory.ca* blog, July 2017.
    - Christopher Moore, "[As Long as the Rivers Have Run and the Grass Has Grown, Seriously](#)," *Christopher Moore's History News* blog, July 2017.
- Week 2 -- 17 & 19 September **First Nations & Newcomers**
  - Lecture reading: *Origins*, ch. 2
  - Tutorial reading:
    - Brittany Luby, Kathryn Labelle, and Alison Norman, "(Re)naming and (De)colonizing the (I?)ndigenous People(s) of North America," [Part 1](#) and [Part 2](#), *ActiveHistory.ca* blog, Nov. 2016.
- Week 3 -- 24 & 26 September **New France to 1663**
  - Lecture reading: *Origins*, ch. 3-4
  - Tutorial reading:
    - Alan Gordon, "Teaching Quebec: Why Quebec's History Matters to English Canada," *Canadian Issues/Thèmes Canadiens* (Summer 2013), 47-50.
    - Allan Greer, "1608 as Foundation," *Canadian Issues/Thèmes Canadiens* (Fall 2008), 20-3.
- Week 4 -- 1 & 3 October **New France to 1755**
  - Lecture reading: *Origins*, ch. 5
  - Tutorial reading:
    - Jim Miller, "Which 'Native' History? By Whom? For Whom?" *Canadian Issues/Thèmes Canadiens* (Fall 2008), 33-5.

- 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 -- **Reading Week – no classes**
- Week 6 -- 15 & 17 October      **Empires at War 1**
  - 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 7 -- 22 & 24 October      **Empires at War 2**
  - Lecture reading: *Origins*, ch. 8
  - 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.
    - Chippewas of Rama First Nation, “[Justice Murray Sinclair on the Royal Proclamation of 1763](#),” Youtube, May 2015.
- Week 8 – 29 & 31 October      **British North America & the American Revolution**
  - Lecture reading: *Origins*, ch. 9-10
  - 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 -- 5 & 7 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 Mona Gleason et al., eds., *The Promise of Women’s History* (Oxford: Oxford: Oxford University Press, 2011).
- Week 10 -- 12 & 14 November      **Beyond the River & the Bay**
  - 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 11 -- 19 & 21 November **British North America to 1850: Growth, Rebellion, & Reform**
  - 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 12 -- 26 & 28 November **British North American Society at mid-19th century**
  - Lecture reading: *Origins*, ch. 18-20
  - Tutorial reading:
    - Thomas H.B. Symons, “John A. Macdonald: A Founder and Builder,” *Canadian Issues/Thèmes Canadiens* (Summer 2015), 6-10.
    - James Daschuk, “Acknowledging Patriarch’s Failures Will Help Canada Mature as a Nation,” *Canadian Issues/Thèmes Canadiens* (Summer 2015), 39-46.
- Week 13 -- 3 & 5 December **Confederation**
  - Lecture reading: *Origins*, ch. 21.
  - Tutorial: Exam review

### **Winter term**

- Week 1 -- 7 & 9 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 eds., *Bridging National Borders in North America: Transnational and Comparative Histories* (Durham, NC: Duke University Press, 2010), 59-98.
- Week 2 -- 14 & 16 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 -- 21 & 23 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 -- 28 & 30 January **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.
- Week 5 -- 4 & 6 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 -- 11 & 13 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 7 -- **Reading Week – no classes**
- Week 8 -- 25 & 27 February      **The Second World War**
    - Lecture reading: *Destinies*, ch. 13
    - Tutorial reading: TBA
- Week 9 -- 4 & 6 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* 9 (1998): 209-23.
- Week 10 -- 11 & 13 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 -- 18 & 20 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 -- 25 & 27 March      **Constitution & Free Trade: The 1980s**
    - Lecture reading: *Destinies*, ch. 18
    - Tutorial reading: Robert Wardhaugh, “Brian Mulroney and the West,” in Raymond Blake ed., *Transforming the Nation: Brian Mulroney and Canada* (Montreal: McGill-Queen’s University Press, 2007) 225-49.

- Week 13 -- 1 & 3 April            **The Breaking of Consensus: The 1990s & 2000s**
  - Lecture reading: *Destinies*, ch. 19
  - Tutorial reading: Exam review
  
- Week 14 -- 8 April                **Exam Review**

## **Additional Statements**

### ***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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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 for such checking 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).

### ***Accessibility Options:***

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

[www.registrar.uwo.ca/examinations/accommodated\\_exams.html](http://www.registrar.uwo.ca/examinations/accommodated_exams.html)

### ***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](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 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: [http://counselling.ssc.uwo.ca/procedures/medical\\_accommodation.html](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

### ***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.

### ***Scholastic Offences***

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***Support Services***

Students who are in emotional/mental distress should refer to Mental Health@Western, [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for a complete list of options about how to obtain help.

***Use of Electronic Devices***

No electronic devices are permitted during tests and examinations.

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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail [vangalen@uwo.ca](mailto:vangalen@uwo.ca).