



**The University of Western Ontario
HISTORY 9804A**

Canada and Its Historians

Fall 2019

Friday 1:30-3:30 pm LwH Rm 2270C

Instructor: Prof. Robert Wardhaugh

Office Hours: Tues/Thurs 10-12 am

Department of History, Office: Lawson Hall 2263

Email: rwardhau@uwo.ca

Course Description:

This course provides an analysis of the field of modern Canadian history (post-1867) by focusing on a variety of established topics/fields and examining the most relevant works. The course offers an in depth study of post-Confederation Canadian history and historiography. The aims and outcomes focus on reading, discussing, and writing. The course also provides an excellent opportunity for doctoral candidates preparing for comprehensive examinations in the field of modern (post-confederation) Canadian history or for MA candidates working on a thesis or cognate in any field of Canadian history.

Course Syllabus:

The classes are structured as seminars that follow a schedule listing the topics to be discussed and required readings (approximately two books a week). All students are required to come to every seminar fully prepared by doing the readings. Student *preparation* and *participation* in the seminar process are crucial to the overall success of the course.

Course Materials:

Students are responsible for locating (and sharing) the course readings through the library system. When possible, readings will be provided on the course webpage on OWL.

Methods of Evaluation:

All students are required to 1) be present and participate in all of the seminars, 2) produce three literature reviews of approximately 10 pages each OR one research essay of 30 pages OR one historiographical essay of 30 pages.

The following formula will be used to determine final grades (whichever results in the higher grade):

Participation-50%
Papers-50%

OR

Participation-30%
Papers- 70%

Participation:

Value: 50% (or 30%)

Date: Duration of Class

Length: N/A

Assignment: The weight given to participation demonstrates its importance to the success of a seminar format. Attendance, while being mandatory, does not constitute marks for participation.

Literature Reviews/Major Paper:

Value: 50% (or 70%)

Date: 4 October/8 November/6 December OR 6 December (for major paper)

Length: Approximately 10 pages each or 30 pages total

Assignment: The writing assignment is meant to be as flexible as possible to meet the needs of students. MA students can use the class to write the first draft of their cognates or the historiographical section of their dissertations; PhD students can use the class to write the first draft of their Canadian field comprehensive paper; PhD students can use the class to write something for their dissertations; or students can select three weeks of readings and write three literature reviews.

Course Schedule and Readings:

1. 6 September: Introduction

2. 13 September: The Traditional Schools of Canadian Historiography

Carl Berger, *The Writing of Canadian History: Aspects of English-Canadian Historical Writing, 1900-1970*. Toronto: UTP, 1986.

Ronald Rudin, *Making History in Twentieth-Century Quebec*. Toronto: UTP, 1997.

3. 20 September: Indigenous

James Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life*. Regina: University of Regina Press, 2013.

4. 27 September: Culture (and Modernity)

Keith Walden, *Becoming Modern in Toronto: The Industrial Exhibition and the Shaping of Late Victorian Culture*

Ian McKay, *The Quest of the Folk: Antimodernism and Cultural Selection in Twentieth Century Nova Scotia*. McGill-Queen's University Press, 1994. UTP, 1997.

5. 4 October: Age and Generation

Cynthia Comacchio, *The Dominion of Youth: Adolescence and the Making of Modern Canada, 1920-1950*. WLP, 2006.

Sharon Wall, *The Nurture of Nature: Childhood, Antimodernism, and Ontario Summer Camps, 1920-55*. Vancouver: UBC Press, 2009.

6. 11 October: Break Week

7. 18 October: Gender (and the West)

Sarah Carter, *The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915*. Winnipeg: University of Alberta Press, 2008.

Mary-Ellen Kelm, *A Wilder West: Rodeo in Western Canada*. Vancouver: UBC Press, 2011.

8. 25 October: Medical

Esyllt W. Jones, *Influenza 1918*. Toronto: University of Toronto Press, 2007.

Erica Dyck, *Facing the History of Eugenics: Reproduction, Sterilization and the Politics of Choice in 20th century Alberta*. Toronto: University of Toronto Press, 2013.

9. 1 November: World War One

Jonathan Vance, *Death So Noble: Memory, Meaning, and the First World War*. Vancouver: UBC Press, 1997.

Ian McKay and Jamie Swift, *The Vimy Trap or, How we Learned to Stop Worrying and Love the Great War*. Toronto: Between the Lines, 2016.

10. 8 November: Sexuality

Karen Dubinsky, *The Second Greatest Disappointment: Honeymooning and Tourism at Niagara Falls*. Toronto: Between the Lines, 1999.

Becki L. Ross, *Burlesque West: Showgirls, Sex, and Sin in Postwar Vancouver*. Toronto: UTP, 2009.

11. 15 November: Ethnicity/Immigration

Royden Loewen and Gerald Friesen, *Immigrants in Prairie Cities*. Toronto: UTP, 2009.

Frances Swyripa, *Storied Landscapes: Ethno-Religious Identity and the Canadian Prairies*. Winnipeg: University of Manitoba Press, 2010.

12. 22 November: Environmental

Colin Coates, *The Metamorphoses of Landscape and Community in Early Quebec*. Montreal: McGill-Queen's University Press, 2000.

Julie Cruikshank, *Do Glaciers Listen? Local Knowledge, Colonial Encounters, and Social Imagination*. Vancouver: University of British Columbia Press, 2006.

13. 29 November: The North

Sheelagh D. Grant, *Arctic Justice: On Trial for Murder, Pond Inlet, 1923*. Montreal: McGill-Queen's University Press, 2002.

John Sandlos, *Hunters at the Margin: Native People and Wildlife Conservation in the Northwest Territories*. UBC Press, 2007.

14. 6 December: Race (and International History)

Laura Madokoro, Francine Mackenzie, and David Meren, *Dominion of Race: Rethinking Canada's International History*. Vancouver: UBC Press, 2017.

John Price, *Orienting Canada: Race, Empire, and the Transpacific*. Vancouver: UBC Press, 2011.

Additional Statements:

Accessibility Options:

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: <http://success.uwo.ca/academics/sas/index.html>

Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Nancy Rhoden (nrhoden@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

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.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.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 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 are 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 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.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss

this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm, affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

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

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: <http://www.sdc.uwo.ca>.

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 vangelen@uwo.ca.