



**The University of Western Ontario**  
**HISTORY 9804A**  
**Canada and Its Historians**  
**Fall 2025**

**Instructor: Professor Robert Wardhaugh**

Office Hours: Monday-Friday, 9:30-11:00 am  
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**Course Description:**

This course provides an analysis of the field of modern Canadian history (post-1867) by focusing on a variety of topics/fields and examining the most recent and relevant works. The course offers a study of post-Confederation Canadian history and historiography. The aims and outcomes focus on reading, analyzing, discussing, and writing Canadian history at the highest levels. The course is designed to be adaptable to the particular needs of graduate students. It provides an opportunity for PhD candidates preparing for comprehensive examinations in the (minor or major) field of modern (post-confederation) Canadian history or for MA candidates working on a thesis or cognate in any field of Canadian history.

**Graduate Course Level Learning Outcomes/Objectives:**

Students should be able to:

- identify past and contemporary historiographical debates in Canadian history, and the ways that they have challenged conventional historical assumptions.
- explain the ways in which class, gender, race/ethnicity, sexuality, and age shaped historical and historiographical trends and how these paradigms intersect.
- indicate the ways in which settler colonialism, transnationalism, and environmentalism is shaping the writing of Canadian history.

**Course Timeline and Format:**

The classes are structured as in-person 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.

**Enrollment Restrictions:**

Enrollment in this course is restricted to graduate students in History, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program. Please contact Kara Brown, the graduate program coordinator ([kbrow@uwo.ca](mailto:kbrow@uwo.ca)) if you are in a department other than History and would like to enroll in the course.

**Course Syllabus:**

Enter a description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc., and any specific requirements for attendance and participation. If you have multiple subheadings for this section, use the Heading #3 formatting for your subheadings.

**Course Materials:**

There are no textbooks or supplemental texts students are required for this course. On average, students are expected to access and read two books per week/seminar. These books are available in the library system. Students are responsible for accessing (and sharing) the course readings through the library system.

**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%	OR	Participation-30%
Papers-50%		Papers- 70%

*1) 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.

*2) Literature Reviews/Major Paper:*

Value: 50% (or 70%)

Date: 7 October/4 November/9 December OR 9 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. 9 September: Introduction**

### **2. 16 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. 23 September: Indigenous History**

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

### **4. 30 September: National Day for Truth and Reconciliation—No Classes**

### **5. 7 October: Transnationalism, Indigeneity, and Imperialism**

Adele Perry, *Colonial Relations: The Douglas-Connolly Family and the Nineteenth-Century Imperial World*. Cambridge: Cambridge University Press, 2015.

Michel Hogue, *Metis and the Medicine Line: Creating a Border and Dividing a People*. Regina: University of Regina Press, 2015.

### **6. 14 October: The Linguistic Turn, Cultural History, and Modernity**

Keith Walden, *Becoming Modern in Toronto: The Industrial Exhibition and the Shaping of Late Victorian Culture*. Toronto: UTP, 1997.

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

### **7. 21 October: Settler Colonialism and the Prairie West**

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

Ryan Eyford, *White Settler Reserve: New Iceland and the Colonization of the Canadian West*. Vancouver: UBC Press, 2016.

#### **8. 28 October: Quebec**

Brian Young, *Patrician Families and the Making of Quebec*. Montreal: McGill-Queen's University Press, 2014.

Bettina Bradbury, *Wife to Widow: Lives, Laws, and Politics in Nineteenth-Century Montreal*. Vancouver: UBC Press, 2011.

#### **9. 4 November: Reading Week—No Classes**

Brian Young, *Patrician Families and the Making of Quebec*. Montreal: McGill-Queen's University Press, 2014.

Bettina Bradbury, *Wife to Widow: Lives, Laws, and Politics in Nineteenth-Century Montreal*. Vancouver: UBC Press, 2011.

#### **10. 11 November: Military History and The Great War**

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.

#### **11. 18 November: Medical History, Ethnicity, and Class**

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.

#### **12. 25 November: Age and Generation in the Interwar Period**

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

Jane Nicholas, *The Modern Girl: Feminine Modernities, the Body, and Commodities in the 1920s*. Toronto: UTP Press, 2015.

**13. 2 December: Gender and the History of Sexuality**

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

Patrizia Gentile, *Queen of the Maple Leaf: Beauty Contests and Settler Femininity*. Vancouver, UBC Press, 2020.

**14. 9 December: TBA**

## **Additional Statements**

### ***Health/Wellness Services:***

Students who are in emotional/mental distress should refer to Mental Health Support at <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.

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](http://www.health.uwo.ca/mental_health/resources.html)

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

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

### ***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. Francine McKenzie ([historygradchair@uwo.ca](mailto:historygradchair@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.

### ***Statement on the Use of Generative Artificial Intelligence (AI):***

The use of generative artificial intelligence (AI) tools/software/apps is acceptable as an aid but not in producing the final version of written papers.

### ***Academic Offences:***

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://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 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> ).

### ***Statement on Gender-Based and Sexual Violence:***

Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html). To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca)

NOTE: See Policies and Statements on the Graduate section of the History Department Website, [https://history.uwo.ca/graduate/program\\_information/graduate\\_policies\\_and\\_statements.html](https://history.uwo.ca/graduate/program_information/graduate_policies_and_statements.html). This includes additional information on academic support services for health and wellness and on other academic policies, including copyright, plagiarism, and accessibility.