

HISTORY 2201E
Canada's Past
A Critical History from the Origins to the Present
Fall/Winter 2020-21



from Benjamin West, *The Death of General Wolfe*, 1770 & Kent Monkman, *The Scream*, 2017

Instructors: Prof. Alan MacEachern

Prof. Robert Wardhaugh

Office Hours: Wednesdays 1:00-2:30 via Zoom

Wednesdays 1:00-3:00 via Zoom

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Lectures will take place in a virtual asynchronous format: online, with no meeting time.

Tutorials will take place in a virtual synchronous format: online, at a dedicated time.

This is the FINAL syllabus, Sept 2020.

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 1885 and Professor Wardhaugh will continue from then to the present. Students will write one primary source-based assignment, one annotated bibliography, one major essay, and two take-home examinations. Students will also participate in online synchronous tutorials, and discuss readings and lectures in tutorials and an online forum.

Learning outcomes:

By the course's completion, students will be able to

- identify, investigate, and discuss key themes and developments in the history of Canada,
- relate contemporary issues in Canadian life to their historical developments,
- interpret and evaluate primary source historical documents, exploring their factual basis, assumptions, biases, and rhetoric,
- analyze and assess secondary sources, and
- improve their skills in communicating ideas and arguments through class discussions and written assignments.

Course Materials:

The required textbooks, available in print through the Campus Bookstore or as an e-book through the links below, 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:

Further information on all assignments will be provided on OWL.

- ***Document analysis – due on OWL, 13 October – 8%***

Students will be provided a set of primary-source documents on pre-20th century Canada in mid-September, and will write a 750-word essay analyzing one of them. What does the document reveal about its subject and about the people and events to which it refers? What biases might be inherent in it and how should the historian address those biases in using the document?

- ***Major research essay***

The course's major writing assignment is a research essay on a topic related to any period of Canadian history, using secondary and (at least one) primary sources. Students may choose from a list of potential

topics made available to them, or they may select their own subject which must be approved by their tutorial leader.

- ***Part 1 – Proposal and annotated bibliography – due on OWL, 16 November – 10%***

Students will submit a 250-word description of their proposed second-term research essay, outlining its topic and proposed thesis, plus an annotated bibliography of a minimum 6 sources that they plan to use in their essay.

- ***Part 2 – Research essay – due on OWL, 22 March – 22%***

Building on the steps they took in first term, students will submit a 3000-word research essay.

- ***Course engagement – 20%***

Students are expected to keep up with the lectures and assigned readings and take part in discussion about them both in tutorials and in OWL Forums. Attendance in tutorials is mandatory, but attendance alone does not constitute participation. Tutorials begin first term during the week of 14 September, and second term during the week of 4 January.

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

The Registrar's Office will post an exam schedule by mid-October. A take-home examination will be distributed on OWL 7 days prior to the Registrar-assigned exam slot, to be completed and submitted on OWL by the Registrar-assigned exam slot. The exam will cover all lectures, tutorials, and required readings from the first term, and will consist of short answer and essay questions.

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

The Registrar's Office will post an exam schedule by February. A take-home examination will be distributed on OWL 7 days prior to the Registrar-assigned exam slot, to be completed and submitted on OWL by the Registrar-assigned exam slot. The exam will cover all lectures, tutorials, and required readings from the second term, and will consist of short answer and essay questions.

The following are course policies related to the written assignments:

- Students are to submit their assignments through the course OWL site. 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 essays to pass the course.
- No extensions will be granted for late assignments, except for reasons defined by Senate regulations. Pressure of work or computer 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.
- Written assignments, with the exception of exams, have a built-in, blanket extension: they can be submitted up to 7 days after the due date, without penalty. (But note: if a student chooses to submit the Proposal and Annotated Bibliography late, it will not be returned to them before the final date to

drop the course without academic penalty, 30 November.) Beyond that, there will be a 5% deduction per day, including weekends, if submitted late. All assignments must be submitted in order to pass the course.

Finally, please note that UWO's Weldon Library has [research resources for History students](#) and a [research guide specifically for History 2201 students](#). The *Origins* and *Destinies* textbooks have extensive bibliographies at the end of each chapter.

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 coordinating that term. If you have a course content issue, contact the same professor or your tutorial leader. Email should be used for relatively simple, yes/no questions or to make an appointment by telephone or Zoom. 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

- 1. Week of 14 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.
- 2. Week of 21 September **Indigenous Peoples & Newcomers**
 - Lecture reading: *Origins*, ch. 2
 - Tutorial reading:
 - Ramsay Cook, "Donnacona Discovers Europe: Rereading Jacques Cartier's *Voyages*," *The Voyages of Jacques Cartier*. Toronto: UTP, 1993, ix-xli.
 - Brittany Luby, Kathryn Labelle, and Alison Norman, "(Re)naming and (De)colonizing the (?)ndigenous People(s) of North America," [Part 1](#) and [Part 2](#), *ActiveHistory.ca* blog, Nov. 2016.
- 3. Week of 28 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.

- 4. Week of 5 October **New France to 1755**
 - Lecture reading: *Origins*, ch. 5-6
 - 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.

- 5. Week of 12 October **Empires at War**
 - Lecture reading: *Origins*, ch. 7-8
 - 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.

- 6. Week of 19 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.

- 7. Week of 26 October **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 University Press, 2011).

- Week of 2 November **Fall Reading Week – no classes**

- 8. Week of 9 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.
- 9. Week of 16 November **British North America to 1850: Growth, Rebellion, & Reform**
 - Lecture reading: *Origins*, ch. 15-17
 - Tutorial reading:
 - Veronica Strong-Boag, “Not Alone: Writing Canadian History as if the World Mattered,” *Canadian Issues/Thèmes Canadiens* (Fall 2008), 20-23.
 - 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.
- 10. Week of 23 November **British North America in the mid-19th century**
 - Lecture reading: *Origins*, ch. 18-20
 - Tutorial reading:
 - Adele Perry, “Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia, 1849-1871,” *Histoire Sociale/Social History* 33 (2000), 343-60.
- 11. Week of 30 November **The Road to Confederation**
 - Lecture reading: *Origins*, ch. 21
 - 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.
- 12. Week of 7-9 December **Expansion & Colonialism to 1885**
 - Lecture reading: *Destinies*, ch. 3-4
 - Tutorial: Exam review

Winter term

- 1. Week of 4 January **Imperialism, Continentalism, & Nationalism, 1885-1914 (1)**
 - Lecture reading: *Destinies*, ch. 5-7
 - Tutorial reading: Phillip Buckner, “Casting Daylight upon Magic: Deconstructing the Royal Tour of 1901 in Canada” *The Journal of Imperial and Commonwealth History*, 31, 2 (2003): 158-189.
- 2. Week of 11 January **Imperialism, Continentalism, & Nationalism, 1885-1914 (2)**
 - 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.
- 3. Week of 18 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.
- 4. Week of 25 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.
- 5. Week of 1 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.
- 6. Week of 8 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 of 15 February **Winter Reading Week – no classes**
- 7. Week of 22 February **The Second World War**
 - Lecture reading: *Destinies*, ch. 13
 - Tutorial reading: Cynthia Commachio, "'To Hold on High the Torch of Liberty': Canadian Youth and the Second World War," Geoffrey Hayes, Mike Bechthold, Matt Symes, Editors, *Canada and the Second World War: Essays in Honour of Terry Copp*. (Waterloo: WLU Press, 2012), 33-66.
- 8. Week of 1 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.
- 9. Week of 8 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.
- 10. Week of 15 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.
- 11. Week of 22 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.
- 12. Week of 29 March **The Breaking of Consensus: The 1990s & 2000s**
 - Lecture reading: *Destinies*, ch. 19
 - Tutorial reading: Exam review

Additional Statements

Accommodation for missed assignment deadlines with a Self-Reported Absence:

If a student reports an SRA for an assignment (e.g., an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete an SRA on March 19 at 3pm, your new due date will be March 21 at 3pm

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 website:

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 Student Accessibility Services 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

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf to read about the University's policy on medical accommodation. 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.

Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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 another writer's ideas.

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 receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Scholastic 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 website:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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Health and Wellness

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.

Use of Electronic Devices

Electronic devices are required for participation in the online portions of this course.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or email vangalen@uwo.ca.