

HISTORY 2201E

Canada's Past

A Critical History from the Origins to the Present

Fall/Winter 2022-23

Mondays & Wednesdays, 3:30-4:20pm, **location**
in-person course



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

Instructors: Prof. Alan MacEachern
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Mon/Tues/Wed 10:30-12:00 pm
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This is a draft syllabus (2022 06 06).
Please see the course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable). The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

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.

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- interpret and evaluate primary source historical documents, exploring their factual basis, assumptions, biases, and rhetoric,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, 17 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, 7 November – 7%***

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, 20 March – 25%***

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 in tutorials. Attendance in tutorials is mandatory, but attendance alone does not constitute participation. Tutorials begin first term during the week of 12 September and second term during the week of 9 January.

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

The exam will cover all 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 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 outlined in the History Department's [“Must-Knows” document](#), referenced below.
- 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.
- 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 3% deduction per day, including weekends. 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.

Course Schedule and Readings:

Fall Term

- 1. Week of 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.

- 2. Week of 19 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 (I?) ndigenous People(s) of North America," [Part 1](#) and [Part 2](#), *ActiveHistory.ca* blog, Nov. 2016.

- 3. Week of 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.

- 4. Week of 3 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 10 October **Empires at War**
- **Thanksgiving, 10 October**
 - 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 17 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 24 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: Oxford University Press, 2011).

- Week of 31 October **Fall Reading Week – no classes**

- 8. Week of 7 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 14 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 21 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 28 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 5 December **Expansion & Colonialism to 1885**
 - Lecture reading: *Destinies*, ch. 3-4
 - Tutorial: Exam review

Winter term

[information on course OWL site]

Additional Statements

Please review the Department of History [Course “Must-Knows” document](#) for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness