

HISTORY 3231 G
History of Ontario: From Peopling to Present
Winter 2023
Course Delivery: In Person

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This is a draft syllabus. Please see your 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 will survey the long history of what is now the Province of Ontario by profiling a number of distinct communities. These range from Tkahaa'nayg'n, the birthplace of the Haudenosaunee Peacemaker, to the planned suburbs of Etobicoke, envisioned by developer Rex Heslop in the mid-1950s.

Prerequisite(s):

1.0 History course at the 2200 level or above.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Antirequisite(s):

History 3221 E.

Course Syllabus:

This course considers the history of what is now known as the Province of Ontario. Periodization is a common practice in the study of history, but beginning a provincial narrative in 1867 erases the even longer Indigenous histories that are associated with the land and prioritizes settler-colonial narratives. A survey of nearly 10,000 years of human history through a study of twelve communities allows for a better understanding of the story of Ontario and the holistic relationship between Indigenous nations, their territories, and those who later came to occupy them.

This course begins with the initial peopling of the territory through the case study of Parkhill, further considering how Haudenosaunee and Anishinaabe creation stories can provide valuable insight into community and social organization. The course will conclude with the increased occurrence of natural disasters including Hurricane Hazel in 1954 and will also consider Land Back Movements including Caledonia in 2021 to critically examine the future of the province. Major themes of History 3231 G include the continuity and displacement of Indigenous occupancy during the past 10,000 years along with gender, class, and race, touching on how these have informed

the political and social construction of communities in the Province of Ontario. This is a three-hour lecture course that meets once weekly with no tutorial component.

Course Materials:

All course materials will be available through OWL.

Methods of Evaluation:

Assignment	Due Date	Course Weight
Syllabus Reflection	TBD	25%
Primary Source Analysis	TBD	25%
Historic Fiction Proposal	TBD	15%
Historic Fiction Final	TBD	35%

Syllabus Reflection – Due Date TBD, 25%

One of first courses on the History of Ontario was taught by Professor J.M.S. Careless at the University of Toronto in 1988. His course was called *Development of the Ontario Regional Community Before 1900*. For this assignment, students will write a five-page reflection on the syllabus that was prepared by Dr. Careless over 35 years ago. Questions to consider include:

- What are some of the similarities and differences in the subjects discussed in 1988 and 2023?
- Are there any subject areas that you feel are missing from 1988, or, alternatively, that you think are missing from 2023?
- How do you think this course outline would have influenced a student’s understanding of the history and development of the Province of Ontario?

A strong reflection will integrate some of the course readings from the 1988 syllabus into your discussion, though direct quotations are not necessary for the completion of this assignment.

The syllabus reflection will be five pages and double spaced in Times New Roman font.

Primary Source Analysis – Due Date TBD, 25%

Students will choose one of the four primary sources that are listed below, learn about the document’s history, and consider the ways that it could be used to teach a course on the History of Ontario in 2023.

Students will submit a written summary about the history and content of their chosen document and the context for its development. Questions to consider include: who wrote this, what was their purpose for creating this, and what events surrounded its creation. Students will be required to consult at least two peer-reviewed secondary sources when preparing their analysis. These might be about the specific source in question, the author, the events that are discussed, or the community that the document relates to.

The primary source analysis will be five pages and double spaced in Times New Roman font.

Historical Fiction Proposal and Final Project – Due Date TBD; Proposal 15%, Final Project 35%

This assignment will allow students to express their creativity when discussing an aspect of the History of Ontario by writing a piece of historic fiction. Students may focus on any time period that is covered within the course, but your piece of fiction should be set within an identifiable community so that it can incorporate details that are historically specific. You can either create a fictional character who writes diary entries or letters describing what they observe happening around them or create a piece of narrative fiction that discusses multiple characters. For example, you could write about the gold rush in Eldorado, Ontario in 1866, or about the Group of Seven painting in Algonquin Provincial Park in the 1920s.

It is important to remember that your fictional writing will need to provide situational and contextual material that is drawn from peer-reviewed secondary sources which will demonstrate your ability to convey historical information in a unique and alternative format.

The assignment will be 10 pages long. The first three to four pages will provide the historical context for the events, experiences, and emotions that are referenced in your work of fiction (essentially, this should be similar to a condensed essay). The remaining pages will be your creative historical fiction that shows how your character (or characters) are involved in, reacting to, or influenced by historical events. These will be written from the perspective of an entirely fictional character, but you are allowed to have them interact with or discuss real historical figures.

It is important to remember that even though your writing will be fictional, your work will be supported by in-depth secondary research. It is expected that your historical context section (the first three to four pages of your assignment) will have footnotes that support your fictional statements. You may also include footnotes in your fictional writing if your character is speaking about a specific event, theme, or emotion. For example, if your character writes that they saw a specific building burned down during a protest, you may wish to cite a source that mentions that specific event.

Your proposal will be three pages long and will include a brief description of what your historical fiction (approximately one page double spaced), while the remaining two pages of your proposal will be an annotated bibliography that will discuss five peer-reviewed secondary sources that you will use to provide the context for the events that are being discussed.

Examples of previous submissions will be provided to students at the beginning of the semester so that they can familiarize themselves with the structure of this assignment.

Course Schedule and Readings:

Week	Community Focus	Major Themes	Sample Reading
1	Parkhill, 8000 BCE	The initial peopling of what is now Ontario, the role of oral histories and creation stories in understanding the interdependence and holistic relationship between Indigenous peoples and their traditional territories.	“Creation” in Kayanerenko:wa - The Great Law of Peace by Kayanesenh Paul Williams (2018), pp27-37.
2	Kay-Nah-Chi-Wah-Nung, 5000 BCE	A major and complex community that has been continually occupied for 8000 years, early societal developments (compared with	“The Woodland Period, 900 BCE to 1700 CE” in Before Ontario: The Archaeology of

		discourse regarding similarly dated communities in Europe).	a Province ed by Munson and Jamieson (2013), pp48-61.
3	Tkahaa'nayg'n, 1200 BCE	Birth of the Peacemaker, the founder of the Haudenosaunee Confederacy; establishment of Indigenous confederacies, problems with colonially-recognized provincial borders.	"The Peacemaker" (and subsequent chapters) in <i>Kayanerenko:wa - The Great Law of Peace</i> by Kayanesenh Paul Williams (2018), pp 148-180.
4	Cahiague, 1600	Largest community of the Wendat Confederacy during the French missionary period (in comparison with Southwold Earthworks, a major Attiwonderonk community)	"Navigating ancestral landscapes in the Northern Iroquoian World," by Jennifer Birch and Ronald F. Williamson, <i>Journal of Anthropological Archaeology</i> (2015), 139-150.
5	Moose Factory, 1670	The fur trade, the oldest permanent English-speaking community in what is now Ontario.	"Sharing the Land at Moose Factory in 1763," by John S. Long et al, <i>Ontario History</i> (2017), 238-262.
6	Niagara-on-the-Lake, 1790	The first capital of Upper Canada, social dynamics and early political developments (in comparison with the proclaimed Republic of Canada)	"A Mixed Assemblage of Persons: Race and Tavern Space in Upper Canada," by Julia Roberts, <i>The Canadian Historical Review</i> , (2002), 1-28.
7	Buxton, 1850	Underground Railroad and the establishment of ethnocultural communities (in comparison with Chinatown, Toronto); the rise of agriculturalism	"Crossing the Border from Slavery to Freedom: The Building of a Community at Buxton, Upper Canada" by Sharon Hepburn, <i>American Nineteenth Century History</i> (2002), 25-68
8	Ottawa, 1867	Confederation of Canada and the establishment of the Province of Ontario	"Ottawa: federal capital and first national symbol" by Mathieu Besmier, <i>Queen's Quarterly</i> (2003), 196.
9	Kapuskasing, 1914	Northern Ontario resource extraction, the home front during the World Wars, prisoners of war and 'enemy aliens.'	"Provincial Land Use Planning Initiatives in the Town of Kapuskasing," by

			O.W. Saarinen et al, <i>Urban History Review</i> (1981), 1-15.
10	Etobicoke, 1945	Suburbia (in comparison with Yorkville and social movements)	“A Model Suburb for Model Suburbanites: Order, Control, and Expertise in Thorncrest Village,” by Patrick Vitale et al, <i>Urban History Review</i> (2011), 41-55.
11	Grassy Narrows, 1970	Environmental dispossession and natural disasters (in comparison with Hurricane Hazel, Barrie Tornado, Walkerton Water Crisis)	“That land means everything to us as Anishinaabe: Environmental Dispossession and reliance on the North Shore of Lake Superior” by Joshua Tobias and Chantelle Richmond, <i>Health and Place</i> (2014), 26-33.
12	Caledonia, 2021	Reconsideration of reserves and Land Back Movements	“Conducting Haudenosaunee Historical Research from Home: In the Shadow of the Six Nations-Caledonia Reclamation,” by Susan Hill, <i>American Indian Quarterly</i> (2009), 479-498.

Additional Statements:

Please review the Department of History Course Must-Knows document,

<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

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