

# HISTORY 2201E

## Canada's Past

A Critical History from the Origins to the Present

**Instructor:** Prof. Alan MacEachern

**Email:** [amaceach@uwo.ca](mailto:amaceach@uwo.ca)

This is a **draft** syllabus. Please see the course site on OWL for a final version.



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

### Course Description:

This course surveys the history of Canada – from the last ice age to today – 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, race, and class have shaped the lives of Canadians.

### Antirequisite(s):

History 1201E, History 2203E, History 2204F/G, History 2205E, History 2710F/G.

### Course Syllabus:

Students will write one primary source-based assignment, one annotated bibliography, one major essay, and two 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- interpret and evaluate primary source historical documents, exploring their factual basis, assumptions, biases, and rhetoric,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.

### **Methods of Evaluation:**

*Further information on all assignments are provided on OWL.*

- ***Document analysis – due on OWL, 16 October – 8%***

In mid-September, students will be provided with a set of primary-source documents on pre-20<sup>th</sup> century Canada 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, 6 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, 18 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 11 September and second term during the week of 8 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.

Make-up midterms and exams can only be approved by Academic Counselling. Please see the History Department's [Undergraduate Policies and Statements](#) page for procedures and requirements involving make-up exams.

### **Absences, Late Assignments, & Course-specific Policies:**

- Students are to submit 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 [Undergraduate Policies and Statements](#) page.
- 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 may 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.

### **Course Materials:**

The recommended textbooks are the digital interactive versions of

- Wardhaugh and MacEachern, *Origins: Canadian History to Confederation*, 8th edition (2017)
- Wardhaugh and MacEachern, *Destinies: Canadian History since Confederation*, 8th edition (2017)

available through **TopHat Pro** ([www.tophat.com](http://www.tophat.com)). To set up a TopHat account, go to <https://app.tophat.com/register/student>. Once you've set it up, you can "Search by school," input Western, and find our course with the **join code 061517**. If you already have a TopHat account, you can go directly to <https://app.tophat.com/e/061517>. The total cost of the textbooks is **\$118** (\$59 per textbook) and is applied at checkout.

For more information about Top Hat, consult its [Getting Started Guide](#). If you need the Top Hat Support Team, contact them by email ([support@tophat.com](mailto:support@tophat.com)), by the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their Support Team when troubleshooting issues.

Alternatively, there are print copies of *Origins* and *Destinies* on loan at Weldon Library.

Other course material is available on the course OWL site and/or through the Western Libraries system.

Weldon Library has [research resources for History students](#) and a [research guide specifically for History 2201E students](#). The *Origins* and *Destinies* textbooks have extensive bibliographies as well.

## Course Schedule and Readings:

### *Fall Term*

- 1. Week of 11 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 18 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.
    - Jim Miller, "Which 'Native' History? By Whom? For Whom?" *Canadian Issues/Thèmes Canadiens* (Fall 2008), 33-5.
  
- 3. Week of 25 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 2 October **New France to 1755**
  - Lecture reading: *Origins*, ch. 5-6
  - Tutorial reading:
    - Allan Greer, "[There Was No Seigneurial System](#)," *Borealia* blog, Sep 2018.
    - Benoît Grenier and Alain Laberge, "[Beyond the 'System': The Enduring Legacy of Seigneurial Property](#)," *Borealia* blog, Oct 2018.
  
- 5. Week of 9 October **Empires at War**  
 \*\*No class on Thanksgiving Monday, 9 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 16 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 23 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 30 October **Fall Reading Week – no classes**
  
- 8. Week of 6 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 13 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 20 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 27 November **The Road to Confederation**  
 \*\*30 November is the last day to withdraw from His2201 without academic penalty.\*\*
  - 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 4 December **Expansion & Colonialism to 1885**
  - Lecture reading: *Destinies*, ch. 3-4
  - Tutorial: Exam review

### **Winter term**

- 13. Week of 8 January **The Imperial Question, 1885-1914 (1)**
  - 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.
- 14. Week of 15 January **The Imperial Question, 1885-1914 (2)**
  - 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): 158-89.
- 15. Week of 22 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.
- 16. Week of 29 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), 409-33.
  
- 17. Week of 5 February **The “Roaring” Twenties**
  - Lecture reading: *Destinies*, ch. 11
  - Tutorial reading:
    - Jane Nicholas, “Beauty Advice for the Canadian Modern Girl in the 1920s” Cheryl Krasnick Warsh and Dan Malleck, editors, *Consuming Modernity: Gendered Behaviour and Consumerism before the Baby Boom*. (Vancouver: UBC Press, 2013), 11-33.
  
- 18. Week of 12 February **The “Dirty” Thirties**
  - Lecture reading: *Destinies*, ch. 12
  - Tutorial reading:
    - Irving Abella and Harold Troper, “‘The Line must be drawn somewhere’: Canada and the Jewish Refugees” *The Canadian Historical Review* LX, 2, 1979: 178-209.
  
- Week of 19 February **Winter Reading Week – no classes**
  
- 19. Week of 26 February **The Second World War**
  - Lecture reading: *Destinies*, ch. 13
  - Tutorial reading:
    - Timothy Balzer, “‘In Case the Raid is Unsuccessful...’ Selling Dieppe to Canadians” *The Canadian Historical Review* 87, 3, September 2006: 409-30.
  
- 20. Week of 4 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.
  
- 21. Week of 11 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.
  
- 22. Week of 18 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.
- 23. Week of 25 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.
- 24. Week of 1 April **The Breaking of Consensus: The 1990s & 2000s**
  - Lecture reading: *Destinies*, ch. 19
  - Tutorial reading: Exam review
- 24+ 8 April **Review**

### **Additional Statements:**

The use of generative AI tools such as ChatGPT is permitted in this course *only* for activities such as brainstorming and refining ideas, drafting an outline to organize thoughts, or checking grammar and style. Beyond that, you may not make use of such tools in the writing of course assignments. Work submitted in this course must be your own. Any use of such tools should be properly documented and cited. (If in doubt, please ask me for clarification.)

Please review the Department of History's shared policies and statements for all undergraduate courses at: [https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.