

History 3231 F
History of Ontario: From Peopling to Present
Fall 2023

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

Course Description

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 landscape and privileges the story of settler-colonialism. A survey of nearly 10,000 years of human history allows for a better understanding of the story of Ontario by providing insight into the experiences and displacement of Indigenous peoples within their traditional territories by those who have since come to occupy the region through the establishment of local, provincial, and national governments.

This course begins with the initial occupation of the province nearly 10,000 years ago considering Haudenosaunee and Anishinaabe creation stories as well as evidence of continental migration. The lived experiences of men, women, and children from the paleolithic period will be discussed, demonstrating how societies developed alongside the landscape as ice began to recede to the north and lakes, rivers, and forests were formed. This will provide a foundation for understanding the development of the Haudenosaunee, Anishinaabe, and Wendat Confederacies, with specific reference to the acts of cross-cultural diplomacy that governed the province in the pre-colonial era.

The beginnings of settler-colonialism will be considered through the establishment of missions by the Catholic Church in Wendake (Georgian Bay) in the mid-seventeenth century. This will be followed by discussions of the fur trade within Mushkegowuk (Cree) territories, including Moose Factory and Sault Ste. Marie. The Province of Upper Canada was established by the Kingdom of Great Britain in 1791, radically altering what would eventually become known as Ontario. Farmsteads that would advance agricultural colonialism also became battlefields, as the War of 1812 and the Upper Canadian Rebellions shook the political order both domestically and internationally. Enslaved and formerly enslaved people of African-descent challenged their bondage in Upper Canada by establishing their own communities and advocating for the first legislation restricting the slave trade. These events all had an impact on Canadian Confederation which occurred in 1867, formally establishing the Province of Ontario.

Communities in Ontario were greatly impacted by the First and Second World Wars. Recruitment campaigns that were based on 'patriotism' were also used to legitimize the imprisonment of German and Japanese citizens across the province. In the midst of these conflicts, during the Great Depression, waves of union activism were seen through strikes, walkouts, and the electoral victory of the United Farmers of Ontario in 1919. Financial prosperity and urban expansion in the 1970s led to the dualities of suburbia and 'hippie' culture. These changes in societal structure had an impact on the natural environment, as seen through the toxic conditions of the Don River, Elliot Lake, and other reserve and off-reserve waterways.

When these events are considered as part of a much-larger narrative, the Province of Ontario can be questioned, as can ideas of settler-colonialism. More directly, Indigenous sovereignty and land-back movements can be understood as nations affirming their relationship to the territory that has cared for them for over 10,000 years.

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 Level Learning Outcomes:

By the end of this course, students will:

- Be able to understand how settler-colonial narratives of relating to Ontario and concepts of historical periodization have impacted Indigenous histories;
- Be able to differentiate between the Indigenous nations and confederacies that occupy Ontario;
- Be able to analyze how the intersections of race, gender, and class have impacted community structures within Ontario;
- Be able to critically interpret and problematize a wide-array of primary sources;
- Be able to formulate and communicate an effective argument which demonstrates good research, writing, and analytical skills.

Methods of Evaluation

- **Syllabus Reflection:** Due Week 4, Weight 25%
- **Historic Fiction Proposal:** Due Week 6, Weight 15%
- **Primary Source Analysis:** Due Week 10, Weight 25%
- **Historic Fiction Final:** Due Week 12, Weight 35%

Syllabus Reflection – Due Date Week 4 - 25%

One of the 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*. In 2012, a similar course was taught at Western University by Professor Roger Hall. This was called “*Yours to Discover: A History of Ontario*”. For this assignment, students will write a five-page reflection on the syllabi that were prepared by Dr. Careless and Dr. Hall in 1988 and 2012.

Students will read and cite from at least three articles for this assignment. Students can only choose articles from the 1988 and 2012 syllabi and at least one article needs to be chosen from each. Questions to consider for this reflection include:

- How do you think these two course outlines would have influenced a student's understanding of the Province of Ontario? Are certain themes missing, or are certain perspectives privileged?
- What theme or subject is discussed through your three chosen articles? Do the articles chosen by Dr. Careless and Dr. Hall compliment or contrast with each other?
- Is there anything missing from the 2023 syllabus for *History of Ontario: From Peopling to Present* that you can identify after reading the syllabus prepared by Dr. Careless in 1988 and the syllabus by Dr. Hall in 2012.

The syllabus reflection will be five pages and double spaced in Times New Roman font. Make sure to clearly identify the author of the three articles that you have discussed and the syllabus that this was assigned for.

Primary Source Analysis – Due Date Week 10 - 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.

Primary Source Options:

- TBD

Historical Fiction Proposal and Final Project – Due Date Proposal Week 6 - 15%; Final Project Week 12 - 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 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 5 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 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 must 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 must cite a source that mentions that specific event.

Your proposal will be three pages long and will include a brief description of 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.

Attendance: Participation will not be graded, but attendance at eight out of twelve lectures is required to pass this course.

Late Assignments: The penalty for late work without an approved accommodation from Academic Counselling is 2% a day, including weekends, with a maximum deduction of 20%. After that point assignments will not be accepted.

Course Materials

All readings will be available through OWL. No additional purchases will be required.

Course Schedule and Readings

- Week One: 'Ontario' During the Paleolithic Period and the Development of Indigenous Nations
- Week Two: New France and Early Colonial Endeavours
- Week Three: The Fur Trade and Cross-Cultural Diplomacy
- Week Four: Upper Canada and 'Agricultural Colonization'
- Week Five: The War of 1812 and the Upper Canadian Rebellion
- Week Six: Black Communities in Upper Canada
- Week Seven: Canadian Confederation and the Province of Ontario
- Week Eight: Mass Immigration and the Development of Cultural Communities
- Week Nine: Industrialization, Resource Extraction, and Environmental Degradation

- Week Ten: The First World War and the Great Depression
- Week Eleven: The Second World War, Suburbia, and Postwar Culture
- Week Twelve: 'Land Back' and Assertions of Indigenous Sovereignty

Additional Statements

Use of Generative AI Tools: All work submitted in this course must be your own. You may not make use of generative AI tools like ChatGPT for any assignments in this course.

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 for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.

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