### PRE-CONFEDERATION CANADA

### DEPARTMENT OF HISTORY

### HIST 2100, FALL 2016

**INSTRUCTOR AND CONTACT INFORMATION**

Dr Catharine Wilson

Office: MacKinnon 2015

Telephone: x53204

Office Hours: Mondays and Wednesdays, 3:30-4:20

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\*\*\*\*\* When emailing instructor clearly identify the course number in the email title. \*\*\*\*\*

**COURSE DESCRIPTION**

A study of selected events and issues in pre-Confederation Canadian history including political, economic, social and cultural developments. ( C ).

**COURSE AIM & LEARNING OUTCOMES**

The course covers selected events and issues in Canadian history from before 1500 to 1867. Students will have the opportunity to explore topics further on an individual, more detailed and creative basis in their research essays. The course aims to expand students’ understanding of the social, economic and political aspects of Pre-Confederation Canada’s development and its changing role within an international context.

As a core in the History program, this course places special emphasis on critical thinking, oral communication in seminars, and essay skills. Students will learn to identify and explain key historiographical issues and varying interpretations through engaging lecture material and discussions in seminars. They will develop their reading skills in seminars to include critical analysis of primary and secondary sources and apply those skills in their research papers. The research proposal and paper are designed to encourage information-management, referencing, rigorous research and persuasive writing skills.

**CLASS TIMES**

Students will attend two lectures and one seminar each week.

*Lectures:* Mondays and Wednesdays 2:30-3:20 MacKinnon, Room 117

*Seminars:* are held on Tuesdays, Wednesdays and Thursdays. Please check with your seminar leader if there are any problems with your seminar time. During the first two weeks of class you may request to change seminars. To change seminars you must obtain permission from the leader of the seminar you are leaving and from the leader of the seminar you want to join. Seminar leaders are under no obligation to admit new students into their seminar section. Moves must be completed by 4pm 23 September.

**EVALUATION**

Seminar Participation 20%

Proposal 5%

Research Essay 35%

Final Exam 40%

**REQUIRED TEXTS**

Margaret Conrad, Alvin Finkel, Cornelius Jaenen, History of the Canadian Peoples: Beginnings to 1867, vol. 1, 6th edition. Toronto: Pearson, Longman, 2015. Available at the bookstore and on reserve at the library.

Margaret Conrad and Alvin Finkel, eds, Foundations: Readings in Pre-Confederation Canadian History vol 1, 2nd edition. Toronto: Pearson Education Canada, 2008. Available at the bookstore and on reserve in the library.

**REQUIREMENTS**

**SEMINARS**

Weekly participation in seminar classes is an integral and highly valued part of the course. Your seminar grade will be based on your informed verbal participation in seminars. This includes your ability to evaluate primary sources, different viewpoints presented and their relationship to the larger historical narrative. Failure to verbally participatein seminars can seriously harm your overall grade for the course. Speaking about the readings on a regular basis, not merely attending is required.

**PROPOSAL & RESEARCH ESSAY**

Topics, instructions and a checklist etc. for the essay assignment are available at the course website, on CourseLink. Visit this site as early as possible so you can choose your topic, sign up for it and begin collecting sources. There is also a special lecture in week three devoted to explaining the assignment requirements and providing specific guidance on research and writing. Select any one of the suggested topics for your essay and sign up for it by leaving your name in the discussion group for your chosen topic on CourseLink/Discussions.

**Essay Proposal:** You are required to submit a proposal for your essay to demonstrate its do-ability. See CourseLink for instructions for your proposal. You must receive approval of your proposal before you can submit the final research essay.

**Proposal due date: Monday, October 3, email it to your GTA any time before 4pm to avoid a late penalty.**

*Late Penalty for Proposals:* **two marks out of 100 per day including weekends** unless prior permission has been obtained from the instructor or seminar leader to submit a late proposal.

**Check your UofG email account week 6 for feedback on your proposal.**

**Final Research Essay:**  Carefully read the instructions for your essay on CourseLink. Your essay should be between 2500 and 3000 words in length. It should be typed and double-spaced. Retain all research notes and a copy of your submitted essay until the end of term.

Your essay will be evaluated on its organization, the coherence and quality of the argument, its originality, accuracy and writing style. Your essay must have a clearly articulated thesis and use primary source material in the body of the paper. The evaluation will focus particularly on your ability to use primary evidence in presenting an analytical argument and supporting your main points. The essay must include a complete bibliography (with full citations of each article or book used; i.e., author, title, place of publication, publisher and date of publication.) Your essay must be accurately documented, including precise footnotes for all quotations, paraphrases and derived ideas or interpretations. Footnotes are required for statements of facts which are not general knowledge. Essays without footnotes will not be accepted. Instructions for footnotes and bibliography are on the course web site. Your essay should reflect your conclusions in your own words.

**Handing In and Getting Back Essays***:* Essays are to be submitted **in class or handed directly to the professor or GTA.** Unless the course instructor says otherwise, papers will be returned in class. No essays will be accepted as e-mail attachments. Your essay is not considered to be ‘received’ until a hard copy is in the hands of the professor or seminar leader.

***Final Research Essay Due Date: Wednesday, November 9, in class at 2:30***

*Late Penalty for Essays:* **two marks out of 100 per day including weekends** unless prior permission has been obtained from the instructor or seminar leader to submit a late paper. **No essays may be submitted after the last day of classes**.

**Essay Extensions***:* In general, requests for essay extensions will not be considered as you have full information to complete the essay from the first day of classes. No extensions will be granted on the basis of work load. In unusual cases, essay extensions may be considered only if a student has written documentation from a doctor or B.A. counsellor.

**FINAL EXAM**

*Date:*  9 December 11:30-1:30

Any student who has a conflict with this time should resolve it well before the end of the semester.

*Instructions:* TBA on course website and last lecture

**ACCESSING INFORMATION ABOUT THE COURSE**

This course has a course website on CourseLink. Only students enrolled in the course can access the site. You should automatically be given access to the web site if you have registered in the course. (There may be some delays for students who register late. Please contact CourseLink@uoguelph.ca if you are unable to log in. To gain access, do the following:

Visit the website regularly. You can get copies of the course outline, lecture outlines and proposal and essay assignment instructions here. There is also advice on how to participate in seminars effectively. Additional useful information is available such as seminar times and location, GTA contact info and office hours, a style sheet for footnotes and bibliography, advice on evaluating historical web sites, a list of recommended sites etc. Once your grades for various assignments have been calculated, you can access your grades there too.

Please do not use the website for personal messages to the seminar leaders or professor regarding essay extensions etc. Instead contact them via their personal email or in person.

**Celebrate 1867**

In 2017 Canada will celebrate its sesquicentennial, 150 years. What was your family doing in the year of Confederation? What part of the world did they live in? Please post this on “Celebrate 1867” in CourseLink/Discussions. Dig into your own history and see how you connect with history. See how ordinary people spent their daily lives in 1867 by visiting the Rural Diary Archive https://ruraldiaries.lib.uoguelph.ca/.

**CLASS AND READING SCHEDULE**

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**BEGINNINGS: NATIVES AND NEWCOMERS PRE-1500 to 1608­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­**

WEEK ONE: There will be no seminars held on Thursday September 8th or Friday 9th. Seminars are linked to the lectures and the first lecture is scheduled for Monday, Sept 12.

WEEK TWO: Sept 12-16

 **Lectures:**

 Pre-Columbian America

First Nations Before 1500

 **Readings:** History of the Canadian Peoples, chapters 1 & 2

**Seminar:**  How to Succeed in Seminars: An introduction to your textbook and seminar reader, primary and secondary sources and preparation for seminars.

**Readings:** History of the Canadian Peoples, “Introduction,” xv-xvi; and Foundations, “Preface,” xi-xiii; and “Participating Effectively in Seminars” on the course website.

**NEW FRANCE: 1608-1763\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

WEEK THREE: Sept 19-23

**Lectures:**

Europe Prior to Conquest

Essay Writing and Using Primary Sources in Essays

 **Readings:** No readings this week. Get a start on your essay research.

 **Seminar:**

 **Topic:** The Challenges of Understanding First Nations

 **Primary Sources Studied:** Native oral sources and European written evidence

**Readings:** Morantz, “Plunder or Harmony? On Merging European and Native Views of Early Contact;” and Wheeler, “Reflections on the Social Relations of Indigenous Oral Histories” both in Foundations

WEEK FOUR: Sept 26-30

**Lectures:**

Jacques Cartier and French Exploration

Champlain and the Founding of New France

 **Readings:** History of the Canadian Peoples, chapter 3

 **Seminar:**

 **Topic:** Cultural Understandings and Misunderstandings

**Primary Sources Studied:** archaeological remains, oral stories, and natural history books

**Readings:** Grant, “North Baffin Prior to 1905;” and Cook,” 1492 and All That: Making a Garden Out of a Wilderness” both in Foundations

WEEK FIVE: Oct 3-7

**Proposals due: Monday, October 3, email it to your GTA any time before 4pm to avoid late penalty.**

**Lectures:**

New France under Royal Control

Demography of New France: Migration and its Impact

 **Readings:** History of the Canadian Peoples, chapters 4 & 6

 **Seminar:**

**Topic:** Household Economies, Women and Slaves

 **Primary Sources Studied:** parish registers, Jesuit Relations

**Readings:** Landry, “Les Filles du Roi, and Choice of Spouse in New France,” in Foundations; and Brett Rushforth, “’A Little Flesh We Offer You’: The Origins of Indian Slavery in New France,” in the journal William and Mary Quarterly, vol 60, no 4 (Oct 2003) available on-line at the library. If off campus remember to “Sign on” at

“You and Your Library“ page as you enter Primo, the library’s system.

WEEK SIX: Oct 10-14

Thanksgiving Monday and Holiday Tuesday

During this week there will be no lectures or seminars and students will be expected to use this time to research and begin writing their term paper. You will receive feedback on your proposal via your Uof G email account this week so as to move forward on your research and writing. Your essays are due in less than four weeks so use this time wisely. Extensions on the essay will rarely be granted as this week is to be dedicated to them. Dr Wilson will devote her regular office hours to discussing your essay project with you. And GTAs will be available in their regular seminar hours and office hours to discuss your essay project.

WEEK SEVEN: Oct 17-21

**Lectures:**

The Seigneurial System and Society in New France

Imperial Rivalries: Britain and France in 17th and 18th century North America

 **Readings:** History of the Canadian Peoples, chapters 5 & 7

 **Seminar:**

**Topic:** “So Far Away”: Ties across the continent and the ocean

 **Primary Sources Studied:** treaties, diplomatic and bureaucratic records

**Readings:**  Havard, “1701: A New Situation;” and Banks, “Proclaiming Peace in 1713: A Case Study” both in Foundations

WEEK EIGHT: Oct 24-28

**Lectures:**

 The Acadians

1763 French Canada under British Rule

 **Readings:** History of the Canadian Peoples, chapter 8

 **Seminar:**

**Topic:** Acadia

 **Primary Sources Studied:** nominal census and tracing exiles

**Readings:** Wicken, “Mi’kmaq Decisions: Antoine Tecouenemac, the Conquest, and the Treaty of Utrecht;” and Griffiths, “1755-1784: Exile Surmounted” both in Foundations

**BRITISH NORTH AMERICAN COLONIES 1763-1867­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

WEEK NINE: Oct 31- Nov 4

**Lectures:**

The United Empire Loyalists and their Impact

The War of 1812

 **Readings:** History of the Canadian Peoples, chapters 9 & 10

 **Seminar:**

**Topic:** The Fur Trade

 **Primary Sources Studied:** business records and travel literature

**Readings:**  Podruchny, “Unfair Masters and Rascally servants? Labour Relations among Bourgeois, Clerks and Voyageurs in the Montreal Fur Trade, 1780-1821;” and Hammond, “Marketing Wildlife: The Hudson’s Bay Company and the Pacific Northwest, 1821-49” both in Foundations

WEEK TEN: Nov 7-11

**Lectures:**

Economic, Social and Cultural Growth, 1791-1850

Migration, Pioneering and Pioneer Life

***Final Research Essay Due Date: Wednesday November 9, in class at 2:30***

**Readings:** History of the Canadian Peoples. Chapter 11

 **Seminar:**

**Topic:** Community

**Primary Sources Studied:** criminal court record, police registers, farm diaries and settler narratives

**Readings:** Poutanen, “Bonds of Friendship, Kinship, and Community: Gender, Homelessness, and Mutual Aid in Early-Nineteenth-Century Montreal;” and Wilson, “Reciprocal Work Bees and the Meaning of Neighbourhood,” both in Foundations

WEEK ELEVEN: Nov 14-18

**Lectures:**

Rebellions in the Canadas

The Durham Report

**Readings:** History of the Canadian Peoples, chapters 12 & 14

 **Seminar:**

**Topic:** The Maritimes during the Era of Political Reform

**Primary Sources Studied:**  land records, political reports, parliamentary debates, political correspondence

**Readings:** Bittermann and McCallum, “When Private Rights Become Public Wrongs: Property and the State in Prince Edward Island in the 1830s;” and Bannister, “The Campaign for Representative Government in Newfoundland,” both in Foundations

WEEK TWELVE: 21-25

**Lectures:**

United Canadas, Responsible Government and the Development of Political Parties

Early Institutions and Social Reforms

 **Readings:** History of the Canadian Peoples, chapter 13

 **Seminar:**

**Topic:** Social Barometers

**Primary Sources Studied:** letters of protest, education records, newspapers and melodramatic fiction

**Readings:** Knight, “Black Parents Speak: Education in Mid-Nineteenth-Century Canada West;” and Morgan, “’Better Than Diamonds’: Sentimental Strategies and Middle-Class Culture in Canada West,” both in Foundations

WEEK THIRTEEN: Nov 28- Dec 2

**Lectures:**

Background to Confederation

Confederation (and overview of exam)

On Thursday (rescheduled class from Thanksgiving Monday) Dr Wilson will provide an overview of the exam. On Friday (rescheduled class from Tuesday Oct 11), there will be no formal class. You are welcome, however, to use the lecture room for study groups or consultation with your GTAs who will be in attendance there.

 **Readings:** History of the Canadian Peoples, chapter 15

**Seminar:** Please do the required assigned readings this week. Since classes are officially over on Thursday, seminars will be informal and attendance is optional for all scheduled seminars this week on Tuesday, Wednesday and Thursday. Rather than discuss readings, this will be an opportunity to discuss strategies for studying etc with your GTA if you choose to attend.

**Topic:** State Formation

**Primary Sources Studied:** Board of Health records, government debates and political rhetoric

**Readings:** Curtis, “Social Investment in Medical Forms: The 1866 Cholera Scare and Beyond;” and Martin, “The Case against Canadian Confederation,” both in Foundations.

**OTHER IMPORTANT INFORMATION**

**RURAL HISTORY ROUNDTABLE:**

GTA Erin Schuurs and I coordinate the Rural History Roundtable Speakers Series. This is an optional component of your course which gives you an opportunity to hear about cutting-edge research in Canadian history, often before it gets published. It is an informal event which provides intellectual benefits AND a chance to meet other students and faculty and generally see what historians do. The lineup of speakers will be posted on CourseLink and advertised throughout the College of Arts. Bring a friend and come.

**EMAIL COMMUNICATION**

As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and its students.

**WHEN YOU CANNOT MEET A COURSE REQUIREMENT**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and email contact. See the Undergraduate Calendar's information on regulations and procedures for Academic Consideration.

**DROP DATE**

The last date to drop one-semester courses, without academic penalty, is November 4, 2016. See the Undergraduate Calenda's regulations and procedures for Dropping Courses.

**COPIES OF OUT-OF-CLASS ASSIGNMENTS**

Keep paper and/or other reliable backup copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**ACCESSIBILITY**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or refer to the SAS website.

**ACADEMIC MISCONDUCT**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

**RECORDING OF MATERIALS**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**RESOURCES**

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: http://www.uoguelph.ca/registrar/calendars