

HIST 250
THE HISTORY OF
CANADA TO 1885
FALL 2012



Mohawk Village, Grand River, Upper Canada, Elizabeth Simcoe, 1798

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Office Hours: Monday, Wednesday, and Thursday 11:30-12:30 or by appointment.

Grade Distribution

Abstracts 20%
Map Quiz 5%
Contemporary Issues Presentation 5%
Heritage Minute Analysis 5%
Heritage Minute Prospectus 10
Historiographical Essay 18%
Final Exam 17%
Participation 20%

Assignments

Abstracts (20%)

You will be writing an abstract for most classes in which there is assigned reading. An abstract is a one to two paragraph summary of an article, chapter, or book that condenses the author's main ideas and arguments. Do not describe the work or reiterate its content; rather, identify the thesis and major arguments. For our purposes, a good abstract will also identify the work's historiographical contribution. That is address how the argument compares to other works we have read and what assumptions the author makes based on his or her evidence. An abstract should not exceed one page double spaced. Abstracts will be graded on a scale of 0-2. During the course of the semester, you may miss three abstracts without penalty.

Since the purpose of writing abstracts is to prepare for class discussion, I do not accept late abstracts.

Heritage Minute Assessment (5%)

Beginning in the early 1990s, CBC television began airing Heritage Minutes, one minute segments illustrating incidents and individuals in Canadian history. Like all histories, the Heritage Minutes were a product of their times. The creators drew on past events to provide context for contemporary issues and to help Canadians feel a greater sense of unity at a time when frightening and divisive events such as the Canada-U.S. free trade deal, the failure of the Meech Lake Accord, Quebec separatism, and the Oka standoff (Don't worry. You will learn about these events in class) seemed to be dividing Canadians. We will be working quite a bit with the Heritage Minutes to show how historians do not recreate the past as it really happened but interpret history in light of present concerns. The Heritage Minutes produced today would be quite different because different issues vex Canadians. In class and individually, we will be analyzing the Heritage Minutes to better understand the uses of popular history and how history is "constructed."

Watch a minimum of five heritage minutes. Write a two page paper that explores the "message" the Minutes send to viewers about Canada. How do the creators want us to perceive Canada? What qualities do they seek highlight? Refer to specific events, dialogue, or images in the

Minutes that support your conclusions. At the end of the paper list the Heritage Minutes you watched. Below is a list of appropriate Minutes.

Baldwin and LaFontaine	John Cabot	Responsible Government
Chomeday deMaisonneuve	Laura Secord	Saguenay Fire
Etienne Parent	Les Voltigeurs de Quebec	Sitting Bull
Governor Frontenac	Louis Riel	Susannah Moodie
Hart and Papineau	Midwife	Syrup
Jacques Cartier	Nellie McClung	Underground Railroad
Jean Nicollet	Peacemaker	Vikings

Contemporary Issues Presentation (5%)

During the first half of the course, you will give a five minute presentation on an issue you have been following in Canadian newspapers and magazines or from listening to CBC Radio 1 online. The goal of this assignment is for you to become familiar with contemporary issues in Canadian society and to compare Canadians' concerns, perceptions, and reactions with your own. You should be able to clearly describe the issue/event, how it is perceived, and why it is noteworthy.

Heritage Minute (10%)

Now that you have seen a number of Heritage Minutes and given some thought to contemporary Canadian issues, it is time for you try your hand at one. The CBC has decided to revive the Heritage Minute and has several prominent historians, including you, to write a 4-page prospectus for a segment. In your prospectus identify a person or event that will become the subject of your own Heritage Minute and the rationale for their inclusion. As part of the rationale, explain how your Minute will address a contemporary issue we have discussed during the media assignments or in some other context. Please note, you will not be writing a heritage minute. Rather, you will be explaining how a historical personal or event can be made to "speak" a current issue.

Historiographical Essay (18%)

Using the historical topic that is the subject of your Heritage Minute (or another topic with the instructor's approval), write an historiographical essay that critically reviews the literature. Your paper must have three components 1) a thesis; 2) a cogent and well-organized discussion of the historiography; 3) what you see as the most interesting aspects of the topic already covered and what you would like to see historians work on in the future. The paper must utilize 5 scholarly sources and be written in formal, carefully proofread, academic prose, with complete footnotes and bibliography. The final paper will be 8-pages double-spaced with a bibliography and footnotes conforming to the *Chicago Manual of Style* (See Mary Lynn Rampolla's *A Pocket Guide to Writing History*).

NOTE: Because Reeves does not maintain large collection of Canadian history you must begin identifying sources elsewhere and ordering them by ILL.

Late Policy

- All assignments are to be handed in at the **beginning** of the class in which they are due.

- Computer and printing problems, including having a zero printing balance, are not acceptable reasons for handing work in late.
- Work outside of school, extracurricular activities, and having a number of assignments due in the same week are not acceptable reasons for handing work in late.
- Late papers will immediately be assessed a 5% late penalty and 2% will be deducted each day thereafter.
- Emailed essays will not be accepted without prior permission from the instructor.

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: “the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation.” Plagiarism will result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

Students with Disabilities

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Class Schedule

I.	Historiographical Introduction
Week 1 T Aug. 28	Introduction to Canada Allan Greer, “1608 As Foundation,” <i>Canadian Issues/Themes canadiens</i> (2008): 20-23.
Th Aug. 30	Reading Books and Articles
Week 2 T Sept. 4	Canada and the United States: A Historiographical Introduction Phillip Buckner, “How Canadian Historians Stopped Worrying and Learned to Love the Americans,” <i>Acadiensis</i> 25 (Spring 1996): 117-140. (Blackboard) Due: Abstract 1
Th Sept. 6	Laurentian Thesis and Limited Identities Donald Creighton, <i>Empire of the St. Lawrence</i> (Toronto: Macmillan Company, 1956), 1-21. (Blackboard) J.M.S. Careless, “‘Limited Identities’ in Canada,” <i>Canadian Historical Review</i> 50 (1969): 1-10. (Blackboard) Due: Abstract 2 Map Quiz

II	Old Worlds and New
Week 3 T Sept. 11	<p>The World on the Turtle's Back Reading: James Paxton, "The People and the World they Made," 1-31. (Blackboard) Discussion of Canada in the early 1990s Due: Abstract 3</p>
Th Sept. 13	<p>Class will attend Convocation address by Winona LaDuke 10am Johnston Hall Due: Abstract 4 – Reflection on Winona LaDuke's talk due next class. Please note that this abstract is not optional.</p>
Week 4 T Sept. 18	<p>Heritage Minutes Watch at least five heritage minutes before coming to class. Due: Heritage Minute Assessment Activity: Presentation 1</p>
Th Sept. 20	<p>First Contacts D. Peter MacLeod, "The Amerindian Discovery of Europe: Accounts of First Contact in Anishinabeg Oral Tradition," in <i>The Invention of Canada: Readings in Pre-Confederation History</i>, ed. Chad Gaffield (Toronto: Copp Clark Longman, 1994), 53-59. (Blackboard) <i>Voyages of Jacques Cartier</i>, ed., Ramsey Cook (Toronto: University of Toronto Press, 1993), 19-21, 26-27. Reuben Gold Thwaites, ed., <i>Jesuit Relations and Allies Documents</i>, Vol. 5, Quebec, 1632-1633 (Cleveland: Burrows Brothers, 1898), 117-119. Due: Abstract 5</p>
Week 5 T Sept. 25	<p>The Fur Trade W.J. Eccles, "The Fur Trade and Eighteenth-Century Imperialism" in <i>Essays on New France</i> (Toronto: Oxford University Press, 1987), 79-95. Christopher L. Miller and George R. Hamell, "A New Perspective on Indian-White Contact: Cultural Symbols and Colonial Trade," <i>Journal of American History</i> 73 (Sept. 1986): 311-328. Due: Abstract 6 Activity: Presentation 2</p>
III.	Canada and Acadia
Th Sept. 27	<p>Frenchmen into Peasants Alan Greer, <i>Peasant, Lord, and Merchant: Rural Society in Three Quebec Parishes, 1740-1840</i> (Toronto: University of Toronto Press, 1985), ix-xvi, 20-46, 89-91, 122-139. Due: Abstract 7 Activity: Presentation 3</p>
Week 6 T Oct. 2	<p>Canadiens W.J. Eccles, "Society and the Frontier," in <i>The Canadian Frontier, 1535-1760</i> (Albuquerque: University of New Mexico press, 1969), 83-102. Due: Abstract 8 Activity: Presentation 4</p>

Th Oct. 4	<p>Acadia Daniel B. Thorp, "Equals of the King: The Balance of Power in Early Acadia," <i>Acadiensis</i> 25 (Spring 1996): 4-17. Naomi E.S Griffiths, "1748-1755: Community Devastated," in C.M. Wallace and R.M. Bray, eds., <i>Reappraisals in Canadian History</i> (Scarborough: Prentice Hall, 1999), 92-117. Due: Abstract 9</p>
Week 7 T Oct. 9	No Class - Fall Break
Th Oct. 11	<p>Fur Trade Society Sylvia Van Kirk, "'Women in Between': Indian Women in Fur Trade Society in Western Canada," in A.I. Silver, ed., <i>An Introduction to Canadian History</i> (Toronto: Canadian Scholars Press, 1991), 188-205. Carolyn Podruchny, "Baptizing Novices: Ritual Moments among the French Canadian Voyageurs in the Montreal Fur Trade, 1780-1821" <i>Canadian Historical Review</i> 83 (June 2002):166-195. Due: Abstract 10</p>
Week 8 T Oct. 16	<p>Imperial Crisis Gordon Stewart and George Rawlyk, "The Lost Decade," in <i>A People Highly Favoured of God: Nova Scotia Yankees and the American Revolution</i> (Toronto: Macmillan), 3-23. Due: Abstract 11 Activity: Presentation 6 Due: Historical Minute Prospectus</p>
IV.	Settling and Defending British North America
Th Oct. 18	<p>From Loyalist Settlement to the War of 1812: An Introduction Activity: Presentation 7</p>
Week 9 T Oct. 23	<p>A Border People Randy William Widdis, "Where is Here? The Problem of Identity," in <i>With Scarcely a Ripple: Anglo-Canadian Migration to the United States and Western Canada, 1880-1920</i> (Montreal and Kingston: McGill-Queens University Press, 1998), 8-41. Activity: Presentation 8 Due: Abstract 12</p>
Th Oct. 25	<p>Loyalists Neil MacKinnon, "Nova Scotia Loyalists, 1783-1785," in A.I. Silver, ed., <i>An Introduction to Canadian History</i> (Toronto: Canadian Scholars Press, 1991), 140-169. James Paxton, "Merrymaking and Militia Musters: (Re)Constructing Community and Identity in Upper Canada," <i>Ontario History</i> 102 (Autumn 2010): 218-238. Due: Abstract 13</p>

Week 10 T Oct. 30	<p>Creating a Usable Past from the War of 1812 Cecilia Morgan, “‘Of Slender Frame and Delicate Appearance’: The Placing of Laura Secord in the Narratives of Canadian Loyalist History,” in C.M. Wallace and R.M. Bray, eds., <i>Reappraisals in Canadian History</i> (Scarborough: Prentice Hall, 1999), 243-260.</p> <p>Activity: Presentation 9 Due: Abstract 14</p>
Th Nov. 1	<p>Politics Carol Wilton, “‘Lawless Law’: Conservative Political Violence in Upper Canada, 1818-1841,” in in C.M. Wallace and R.M. Bray, eds., <i>Reappraisals in Canadian History</i> (Scarborough: Prentice Hall, 1999), 322-344.</p> <p>Activity: Presentation 10 Due: Abstract 15</p>
Week 11 T Nov. 6	<p>Rebellions in Upper and Lower Canada Allan Greer, “1837-38: Rebellion Reconsidered,” <i>Canadian Historical Review</i> (1995): 1-18.</p> <p>Activity: Presentation 11 Due: Abstract 16</p>
V.	Consolidation and Resistance
Th Nov. 8	<p>Metis Gerhard Ens, “Dispossession or Adaptation: Migration and Persistence of the Red River Metis, 1835-1890,” in Daniel Francis, ed., <i>The Prairie West: Historical Readings</i>, 136-162. D.N. Sprague, “The Manitoba Land Question,” in Daniel Francis, ed., <i>The Prairie West: Historical Readings</i>, 118-135.</p> <p>Due: Abstract 17</p>
Week 12 T Nov. 13	<p>Labourers Ruth Bleasdale, “Class Conflict on the Canals of Upper Canada in the 1840s,” in Michael S. Cross and Gregory S. Kealey, eds., <i>Pre-Industrial Canada, 1760-1849</i> (Toronto: McClelland and Stewart, 1991), 100-129.</p> <p>Activity: Presentation 12 Due: Abstract 18</p>
Th Nov. 15	<p>Disciplining Society Adele Perry, “Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia, 1849-1871,” <i>Histoire sociale/Social History</i> 33 (2000): 343-260. Chad Gafield, “Children, Schooling, and Family Reproduction in Nineteenth-Century Ontario,” <i>Canadian Historical Review</i> 72 (1991): 503-531.</p> <p>Activity: Presentation 13 Due: Abstract 19</p>
Week 13 T Nov. 20	<p>Confederation Phillip Buckner, “The Maritimes and Confederation: A Reassessment,” <i>Canadian Historical Review</i> 71 (Mar. 1990): A.I. Silver, <i>The French-Canadian Idea of Confederation, 1864-1900</i> (Toronto:</p>

	University of Toronto Press, 1982), 33-50. Due: Abstract 20
Th Nov. 22	Thanksgiving
Week 14 T Nov. 27	Consolidation Graham D. Taylor and Peter Baskerville, "Ties that Bind: Railways, Tariffs, and Business, 1867-1885" in <i>A Concise History of Business in Canada</i> (Toronto: Oxford University Press, 1994), 230-246. John L. Tobias, "Canada's Subjugation of the Plains Cree," in J.R. Miller, ed., <i>Sweet Promises: A Reader on Indian-White Relations in Canada</i> (Toronto: University of Toronto Press, 1991), 212-232. Due: Abstract 21
Th Nov. 29	Louis Riel: Madman? Thomas Flanagan, <i>Louis Riel</i> , (Ottawa: Canadian Historical Association, 1982), 3-22. Due: Abstract 22 Activity: Presentation 14
Week 15 T Dec. 4	1885 Riel Resistance Gerald Friesen, <i>The Canadian Prairies: A History</i> (Toronto: University of Toronto Press, 1984), 220-236. Due: Abstract 23 Activity: Presentation
Th Dec. 27	Conclusion – Historiographical Paper Due