

HISTORY 260 LEC A2

Pre-Confederation Canada

Fall 2015

Monday, Wednesday, Friday: 11:00-11:50 Tory Basement 87

Dr. James Muir

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Office Hours: Monday 1:00-3:00 or by appointment

Course Description and Goals

This course is an introduction to the history of what would become Canada up to and including Confederation in 1867. It is about big things beyond individual control such as climate, culture, disease, economies, and war. It is about people, some named and some not, in families and communities and engaging in personal acts like work and recreation, love and sex, staying put and moving, politics and devotion. As people met each other and faced their circumstances they struggled. Sometimes these struggles were private and limited, such as finding food for the day. Sometimes the struggles were public such as achieving responsible government. These struggles could be wars and rebellions, but many were not. The struggles could occur in forests, along rivers, on plains or in the street; in marketplaces, churches, legislatures, work-places, and homes. In this course we will trace this story of individuals, circumstances and struggles to understand more of the history of what would become Canada.

Regardless of whether you take more courses in History, you will be required to read, research and write through the rest of your university career and in your life at work and at play. Thus, some part of the course will be devoted to working on research and writing skills.

We have three goals in this course:

1. To (re)introduce you to the history of Canada prior to July 1, 1867 and help you to become more interested in this period.
2. To think critically about Canada's past.
3. To develop your listening, reading, speaking, writing and research skills to help prepare you for advanced courses and the rest of your life.

A great deal of people were hurt, injured, killed or otherwise died in the period of this course. Several of these events will be discussed in class or detailed in the readings. There will be depictions of torture, illness, human and animal death by violence, racism, assault, sexual assault and consensual sexual relations at various times in the course. Faith practices will be discussed, many of which are quite distinct from faith practices today. None will be treated as either true or false. At times I will intentionally be provocative. You should feel free to leave at any time if you feel that is necessary.

Course Books

There are two required textbooks for the course. I encourage you to purchase both as each will be discussed in some detail during class time and will be used in course assignments. Both are available from the University of Alberta bookstore. In addition, they should all be available on reserve from the library in hard copy at Rutherford Library Reserves and on-line.

Greer, Allan. *Mohawk Saint: Catherine Tekakwitha and the Jesuits*. Toronto: Oxford University Press, 2005.

Harris, Cole. *The Reluctant Land: Society, Space, and Environment in Canada before Confederation*. Vancouver: UBC Press, 2008.

Moodle

[There is a course Moodle/eClass page](#). The Moodle page contains or will contain the syllabus, detailed descriptions of the assignments, copies of old tests and exams, practice tests, links to documents used or discussed in the course, a space to ask questions about the course content or assignments, and other things.

Office Hours and e.mail

I have regularly scheduled office hours on Monday afternoons from 1:00-3:00. My office is located in the History and Classics Department. I will also be available to meet students at other times if you make an appointment in advance. Please feel free to come and see me.

My e.mail address is <james.muir@ualberta.ca>. I will endeavour to answer questions e.mailed to me within 24 hours of my receiving the e.mail. If I receive the e.mail on the last work day of the week or over a weekend, I will try to answer it by 4:00 p.m. on the next work day.

Questions e.mailed to me or raised during office hours that are better addressed with the whole class will be taken up by me at the next appropriate lecture and/or answered on the Moodle page. I encourage you to post questions of a general nature on the Moodle forum

Course Work

Assignments

There is one paper for this course. It will be described in greater detail when assigned later in the term. It will be 2000-2500 words in length and require you to do research in the library's collections. It will be due **Monday, 23 November**.

In-Class Problem Solving exercises

There will be two in-class writing and problem-solving exercises. The first will take place on **Friday, 25 September**. For this exercise you will be asked to answer several questions about Allan Greer's *Mohawk Saint*. You will be allowed to bring your copy of the book and any hand-written or printed notes along with you. (Students who are absent due to illness or other acceptable reason on 25 September will be given a chance to make-up this exercise on Monday, 28 September at 1:00 p.m. in the Department of History & Classics in the Tory building).

The second will be on **Wednesday, 21 October**. This exercise will include questions about the course material up to and including 16 October, as well as anything in Cole Harris, *Reluctant Land*, chapters 1 to 5. It will include multiple choice and short answer questions. You will not be allowed to use your text or notes during this exercise. (Students who are absent due to illness or other acceptable reason on 25 September will be given a chance to make-up this exercise on Monday, 26 October at 1:00 p.m. in the Department of History & Classics in the Tory building).

The Final Examination

The course final exam will be at **9:00 a.m., on Wednesday, 16 December** at a location to be announced. Deferred exams will be written at 1:00 p.m., on 12 January, 2015 in the Department of History and Classics.

The final exam is cumulative, and will cover the entire course. The final will have three components: First, there will be a multiple choice section based on primary sources related to the

course material and provided at the exam. Second, there will be a short answer section where you will be asked to write brief paragraphs identifying the historical significance of several terms selected from a list that will be determined by you in the last class. The third part is a longer essay (about 8 paragraphs in length) on the following topic: “Identify the historical element you believe most important in the history of Canada up to 1867 and explain why.” For the purpose of the final, “historical element” means any person, group of people, event, series of events, place, or economic, cultural, social, political, or environmental pattern or structure.

When doing the in-class exercises and the final exam students will be allowed to have pens, pencils and erasers on their desks. Only at the final exam may you bring food or beverages, and you must turn these over to the professor for examination if asked to do so. Except as described above, all of your books, notes, bags, and jackets must be left at the front of the classroom and cannot be taken to your desk. Make sure you bring several pens and/or pencils in case one breaks. If you choose to wear any headdress (e.g. hat or scarf) while sitting the exam or exercise you must leave it on and in place during the whole period. If you like to wear a cap, but you tend to take it off and scratch your head while thinking, then leave the cap with your books for the exam. Cell phones and other electronic devices may not be used as clocks and *must be left at the front of the classroom along with your bags, jackets, etc.*

The make-up or deferred in-class assignments on 28 September, 26 October and 12 January will have different questions from the ones written at the scheduled times but will follow the same structure.

Grade Breakdown and Due Dates

Assignment	Date or due date	% of Final Grade
<i>Mohawk Saint</i> in-class exercise	25 September	20
Second in-class exercise	21 October	20
Paper Assignment	23 November	30
Final	19 December	30

Grading

All grading will be according to the university's four point scale. Students will be assigned letter grades for their work.

Late policy

The assignment is due on the specified day during lecture. Assignments will be penalized one partial grade for each working day they are late. The working day begins immediately after the class it is due. Thus, because the assignment is due 23 November, if one is handed in any time between noon on 23 November and 10:59 a.m. on 24 November, it is one working day late. If that assignment would normally earn a B it will be awarded a grade of B-. If that assignment is handed in at class on 30 November (five working days) and would normally be graded as an B it will be awarded a D+.

Assignments will **not** be accepted electronically; receipt by me or at the History Department office in the Tory building of a hard copy marks the moment the paper is considered “handed in”.

Excuses for late assignments (such as illness or a death in the family) must be properly documented as per University of Alberta regulations. The university's regulations regarding missed term work and exams can be found in the [University Regulations and Information for Students, 23.3](#).

Regardless of the late policy, it is *always better* to hand in an assignment, no matter how late, than to not hand in an assignment.

Academic Honesty

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the

[Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask Professor Muir.

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour ([online here](#)) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Policy about course outlines can be found in [section 23.4\(2\) of the University Regulations and Information for Students](#).

Course Calendar

The outline below is correct for all due dates and seminar reading assignments. The lecture topic guide is provisional.

Week	Dates	Lecture topics	Text book Readings	Additional Notes
1	2, 4 September	Introduction to the Course, Canada in 1500	Harris, Ch. 1	
2	9, 11 September	European Approaches and the founding of New France	Harris Ch. 2	
3	14, 16, 18 September	The Wendat, New France and Newfoundland: furs, cod, souls	Greer Harris Ch. 3	15 September is the last add/drop day. 16-22 September is the only time to switch between course for credit or audit.
4	21, 23, 25 September	The North and West in the 17 th and 18 th Centuries	Harris Ch. 4	First in-class exercise is on September 25
5	28, 30 September, 2 October	War for Northern North America, 1689-1750 Acadia	Harris Ch. 5	2 October is deadline to drop fall courses for a partial refund.
6	5, 7, 9 October	The Seven Years War to the Royal Proclamation	Harris Ch. 5	
7	14, 16 October	The Quebec Act, the US Revolution and the Loyalists	Harris Ch. 6-9	12 October is Thanksgiving. University is closed
8	19, 21, 23 October	The people of British North America, 1760-1840	Harris Ch. 6-9	Second in-class exercise is on 21 October.
9	26, 28, 30 October	The Rebellion	Harris Ch. 8-9	
10	2, 4, 6 November	Lord Durham and Responsible Government	Harris Ch. 6-9	
	9-13 November	Fall Reading Week		
11	16, 18, 20 November	The North and West from 1800	Harris Ch. 10-11	
12	23, 25, 27 November	Society and culture, 1840-1870	Harris Ch. 6-11	Assignment due 23 November
14	30, 2, 4 December	Confederation	Harris Ch. 12	30 November is the last date to withdraw from the course.

15	7 December	Catch-up and review		
	16 December	FINAL EXAM, 9:00 am Location to be announced		

Recording Lectures

Audio or video recording is permitted *only* with the prior written consent of Professor Muir or if recording is part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from Professor Muir.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

HISTORY 260 LEC A2
Telling Canada's 19th Century
DUE 23 NOVEMBER, 2015
WORTH 30 % OF THE FINAL GRADE

The Set-Up

You have secured a plum summer 2016 job: a paid intern-curator position at the Canadian Museum of History in Ottawa-Hull. You will take part in developing an exhibit about Canada in the 19th century. Titled "Canada before Canada" the exhibit will feature several different topics about the British North American experience from 1760-1867. The exhibit is planned to open to the general public in 2016. Your job is to help plan the exhibit and prepare materials. There is a lot to do, so for your first task you can choose between the four options listed below.

Common Instructions

You should rely on materials you find in the library. Your core research should be based on academic sources: books and journal articles. A lot of these can be found through the library catalogue and especially the [Canadian History Study Guide](#). You can also use primary sources (materials created originally at the time, like diaries or pictures) some of which are available in print or online through the library and some of which can be found in collections like [Early Canadiana Online](#) and [Héritage](#). Some websites, like the [Dictionary of Canadian Biography](#) and [the Canadian Encyclopedia](#) offer good introductions to some topics, people or events. They make for good starting places, but you will need to use more detailed and academically rigorous materials for your work. Regardless of what sources you use when taking notes or writing, it is **always** better to cite them than to not. You should expect to rely on **at least** two (2) academic or primary sources.

The materials you prepare, depending on your option, are aimed at the general public or at museum staff. The style you adopt needs to fit the genre of writing you choose. You need to be precise and grammatical. You should write with some formality (for example no contractions or abbreviations) except where it is historically appropriate to do otherwise. Depending on the audience of your materials, however, you may be able to write with a literary, informal but informative, or academic style. You may use the first person voice when it is appropriate, although in some cases you may find it more appropriate to write in the second person (e.g. using "you" to speak to your audience) or third person.

You are allowed to include illustrations that you find or that you produce yourself. All illustrations should be properly cited. Illustrations should be directly connected to the project and discussed or mentioned in the text.

Although in the final production of the materials for public distribution, citations may be removed or hidden, at this stage **it is essential that you foot- or end-note all of your sources**. You should also prepare a bibliography for easy reference. The museum expects all materials to use the Chicago style of references.

Regardless of option, your written materials should be the equivalent of five to seven (5-7) typed pages, double spaced, in 12 pt font, not including illustrations, title page (should you include one) or bibliography (i.e. 2000 to 2200 words). You do not, however, have to turn over your materials in this format if some other format would be better.

You are expected to avoid all historical anachronisms and inaccuracies.

A list of topics is available on the last page.

Option 1: A simulation of a newspaper

The chief curator wants to give visitors a good sense of the way of life in the period between the end of the Seven Years War and Confederation. To do so, she would like to offer visitors the chance to read simulations of 19th century newspapers. The simulations will provide more detail about a single topic than would be typical in a real newspaper. You can cover several years or many places or a few different related stories in a single edition. If you would like some real newspapers to look at for comparisons, you can find the *Globe* from the 1840s to 1860s on-line through the University of Alberta library.

***note: For this option, writing in the style of the mid-nineteenth century will be welcome, but it is not required.

Option 2: Displays

For most of the topics, the museum plans to put up sets of interpretive panels. Four panels of roughly 500 words apiece should introduce a topic and identify key historical arguments or elements. The chief curator is giving you the opportunity to design a set of four panels on the topic of your choice.

The four panels may be designed to go in a particular order, continuing one to the next. Or, they may be discreet, so that they can be read in any order. In any case, the panels should introduce, explain and contextualise the topic.

We know that people learn better when they can relate new information to things they already know or experience. You **may** draw connections between 19th century experiences and the experiences people have today. This can be done by showing similarities or pointing out major differences. However, the bulk of the text should deal with the 19th century, not our own time.

Because the panels will be aimed at an audience of broad age ranges and knowledge, you should prepare the text so that it can be easily read and understood by a 10-12 year old.

Option 3: Bringing history to life

It is hoped that there will be enough staff at the museum that there can be short plays regularly performed for visitors that will bring to life some aspects of pre-Confederation Canadian life. The plays would dramatise some moments of real people's lives (such as Catherine Parr Trail's immigration experience) or real events and experiences through fictional characters (such as life during the gold rush).

At this point the curator is only looking for a short (5 minutes or less) play that can serve as a model. Your play should be confined to only a small number of scenes, and a limited number of speaking parts (no more than 3 on stage at a time). If you want, it may even be a dramatic monologue. You may include parts for audience participants if you would like to do so.

The script should include citations showing where you found your information and explanatory notes that set the scene and tell the curator why you are doing what you are doing in your script (for instance, if you choose to set the play on a Red River cart during a bison hunt, you should explain why).

***note: For this option, writing in the style of the mid-nineteenth century will be welcome, but it is not required.

Option 4: The Historical context for Staff

The staff at the museum will be drawn from a wide range of people including designers, historians and students. It is likely a majority of them will not have much background in the history of Canada between 1800 and 1867. Thus, the curator would like a number of background academic-style research papers that contextualise and analyse different topics within broader themes in Canadian history. The purpose of the papers is to introduce the history and evaluate interpretations of the topic.

Potential Topics

If you would like to write on a different topic than any of these, please seek approval from Prof. Muir first.

1. Daily life in one of the colonies
2. The coming of the Loyalists
3. The Escheat or Tenant's Rights Movements in Prince Edward Island
4. Immigration and the immigrant experience (focusing on the Irish, Scottish, Chinese, for example)
5. Smuggling, piracy and ship-board life for sailors
6. Gender and sexuality
7. The invention of public education
8. Achieving responsible government
9. Nineteenth century exploration of the Arctic
10. Railways or other business at mid-century
11. Work and/or labour protest
12. Women's work at home or on the job in the nineteenth century
13. First Nations workers
14. The 19th century gold rushes in British Columbia
15. Literary, scientific or historical writing in the nineteenth century
16. Agriculture and land settlement
17. Responses to Durham's report
18. Crime and/or Punishment in the nineteenth century
19. Marriage and/or Divorce
20. Darwinian thought in British North America
21. The rise of Ultramontaine Catholic thought
22. The Hudson's Bay Company after 1820
23. Changes in Métis life in the 19th century
24. Taverns & bars, sports, fairs, or other forms of popular recreation
25. Recreational hunting and travel in the 19th Century
26. Medicine and epidemics
27. Protestant church life
28. Provincial and/or minority rights and Confederation
29. Great Britain and the origins of Confederation
30. Confederation and business interests