

Rebellion, Confederation, Revolution: Canada, 1837-1901
Hist 360 Lec B2
Prof. James Muir

M-W-F 11:00-11:50 Tory Basement 5
Office: 2-34 Tory / Office Hours: Monday 1:00 – 2:00

Introduction

Rebellion: In 1837, just months after Victoria was crowned queen of the United Kingdom, people in the Canadas took up arms against their governments. In the next sixty years this happened several more times: in Prince Edward Island, in the prairie west and in British Columbia.

Confederation: Between 1857 and 1873 all of the British North American colonies except Newfoundland and the Arctic Archipelago joined together into a single political state. Between the 1860s and 1900 the people in the new country began to think of themselves as Canadian.

Revolution: the Victorian era was a period of several revolutions in Canada: In the economy, an industrial revolution that radically changed the way goods were produced, people laboured and goods and information moved. In scientific thought the spread of Darwinian theories and other nineteenth century innovations and discoveries radically changed how understood their world. Religious practice and belief was revolutionised in the wake of both the industrial and scientific revolutions. Changes in transportation, communication, production and belief all in turn revolutionised culture: the way people experienced the world and understood it.

This semester we will look at several of these changes in Canada to better understand the changes brought about in the Victorian era. We will do this through lectures, discussions, and a game that will stretch over three weeks of class. You will have the opportunity to do a variety of different sorts of assignments, working on your own and in groups.

The course is not intended to give you a complete survey of the time period. Rather, we will be looking at several discreet topics relevant to the period in depth.

Course Goals

There are several goals for this course:

- 1) To deepen your understanding of several key moments and processes in Victorian Canada
- 2) To experience several different modes of learning about and thinking about history.
- 3) To encourage you to further develop your written and oral communication skills.

Texts

There are four assigned textbooks for the class:

Shelley A.M. Gavigan, *Hunger, Horses, and Government Men: Criminal Law on the Aboriginal Plains, 1870-1905*, (Vancouver: UBC Press, 2012).

Janet Guildford and Suzanne Morton, eds. *Separate Spheres: Women's Worlds in the 19th-Century Maritimes*, (Fredericton: Acadiensis Press, 1994).

Keith Walden, *Becoming modern in Toronto: the Industrial Exhibition and the shaping of a late Victorian culture*, (Toronto: University of Toronto Press, 1997).

David A. Wilson, *Thomas D'Arcy McGee. Volume II: The Extreme Moderate, 1857-1868*, (Montreal and Kingston: Mc-Gill-Queen's University Press, 2011).

In addition, there will be a variety of booklets describing or relating to the game that will be distributed electronically.

A reading schedule is printed below. All four of the assigned books are available in the bookstore or in the library on reserve or as ebooks.

Office Hours and e.mail

I will have regularly scheduled office hours on Monday afternoons from 1:00-2:00. 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 endeavour 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

Evaluation

The course has five graded components: class participation, the game and an allied newspaper assignment, a research paper, and a final exam. All assignments are graded on the University of Alberta's letter scale.

Assignment	Date or due date	% of Final Grade
Game	26 January to 13 February	20
Newspaper	Between 25 January and 12 February	10
Research Paper	16 March	35
Class participation	throughout	10
Final	21 April	25

Class Participation

There will be opportunity to speak in most classes, and regularly assigned discussion sessions based on the textbooks. Class participation will be evaluated based on the quality of your participation in discussion throughout (except during the game). In evaluating your participation I will be keeping track of when you ask or answer questions or take part in discussion and of the intellectual engagement of your comments. This is a small class, so you will be expected to take part in full class discussions. You do not need to say something in every class, but you should be prepared to take part in every scheduled discussion. An occasional absence will not seriously affect your participation grade, but regular absences will.

Research Paper

There will be a research paper due on 16 March. It will be 12-15 pages in length and will be partially based on primary sources (that is to say, materials produced at the time). Details about this paper will be provided later into the course.

The Game

The game will allow you to consider the issues leading to Confederation by having you play through the crucial Quebec conference of October 1764. In the course of game play you will attempt to meet certain objectives or prevent certain things from occurring. You will acquire points as a team as you successfully meet your objectives or prevent negative things from occurring.

Points will determine the winning team in the game. They will not determine your grades. Your grade for the game will be based on the combination of your individual and group contributions to the game. This means taking an active role in game play (usually individual) and, when necessary, preparing and presenting appropriate resolutions and counter-resolutions (group work).

There will be specific rules distributed later, but in general the games will work like this: *assignment of roles*: You will be assigned a role the week before game play begins. Using the course materials you will have a week to do background readings from the course resources to help you prepare and think about your strategies.

team meetings: Teams will be given time in class the week before game play begins, the day the game begins, both, or at other times, to meet, share notes, determine strategy and, if necessary, assign roles or tasks. Depending on the game and your role, you may be on your own, or on a team of two to four people.

game play: The games will involve open meetings or assemblies of some sort. At times specific rules about speaking order etc. will be provided in advance.

points: following game play, the game master (instructor) will tally points. Points are determined by how closely you meet your objectives. The points determine the victors of the game. The points are independent of grades for the course and should not be viewed as determinative or even necessarily reflective of one's grade standing in the course.

role-playing: The game will require some or all of the participants to play particular roles. This is not a course for improvisational acting, however. If you are assigned the position of a John A. Macdonald you are not, for instance, expected to act drunk. In all of the game play you are expected to fight for your role's objectives. This means, as much as possible, being historically accurate (or at least not being obviously ahistorical), but this will be, you will see, relatively easy to do.

Some notes on gender, culture and language

During the 1860's no women were directly involved in the negotiations at Charlottetown, Quebec or London. In none of the colonies by this point could any women vote in general elections (although they could vote in Lower Canada/Canada East (Quebec) until just before the period of the course). Thus, to the degree that there are named roles in the first part of the course, none are women.

Likewise, Indigenous people were absent from the conferences (although they played a central role in the debates over the inclusion of the North West and the creation of Manitoba in 1869-70). Often, in the nineteenth century, when Indigenous people's concerns were considered in constitution-making and constitutional law, the Indigenous people were not actual participants. In, for example, the *St. Catherine Milling* case First Nations people were used as a device in the struggle between Ontario and the federal government. They played no independent part in the case.

In the 1860's other less powerful groups in society, except French/English or Catholic/Protestant language or religious minorities, were also not (much) represented or considered in the negotiations. As you know, a significant proportion of the population of the colony of Canada in the 1860's was Francophone, and many of the leading political figures from Canada East (Quebec) were Francophones. The issue of political relations, and to a lesser extent, cultural relations, between Anglophones and Francophones in Canada were central questions in the 1860's.

The Newspaper

You are expected to produce about 1000 words in one or more 1860's newspaper(s).

During the course of the game you will, individually or in groups (either within your teams or not), produce newspapers that will be distributed on-line to the rest of the class. Most of the time newspapers have one or more of five elements: i) articles and editorials about debates that have already occurred in class, ii) articles and editorials about debates to come, iii) articles about other contemporary events, iv) editorial cartoons and images and v) advertisements. Newspapers do not need to include all of these elements and can include others that would be appropriate, but this gives you some idea about what you can choose to write about or include. Often the newspapers are used to inform the rest of the class about team positions in advance of debate or to settle scores after debate.

Final Exam

The final exam will cover the entire course. You will play an active role in deciding the format of the exam and, where appropriate, the questions to appear on the exam.

If you miss the exam for some unavoidable reason, the make-up exam will be held on Wednesday, 6 May. Depending on the format of the final exam, it may or may not be different in content than the exam-period final exam,

Late policy

The newspapers must be produced during the game period. If you are unable to produce the full word count assigned by 12 February, your grade will be adjusted based on the proportion you completed. For example, if you produce only 250 words but of A quality you will receive only a C for the assignment ($A=4$, $250=0.5$ assignment, $4 \times 0.5 = 2$, $2=C$).

The research paper should be handed in by the end of the day on 16 March. A late penalty of a partial grade for every two work days it is late will be assigned (e.g. if a B- paper is handed in on either 17 or 18 March, it will receive a C+ as its final grade). The maximum penalty will be a drop of one full letter grade (from a B- to a C-).

Academic Honesty

You will be expected to meet all of the academic honesty requirements for all University work. All potential incidents will be investigated by me and turned over to the Faculty of Arts in the case I suspect there to be any breach of the University's rules of student conduct. 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 at www.governance.ualberta.ca) and avoid any behaviour which 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. In particular, please note: No student shall submit another's substantial editorial or compositional assistance on an assignment as his or her own. No Student shall submit all or a substantial portion of any academic writing for which credit has already been obtained by the Student or which has been or is being submitted by the Student in another course or program of student in the University or elsewhere.

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

Recording Lectures

Audio or video recording is permitted *only* with the prior written consent of the professor 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 the instructor.

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	5, 7, 9 January	Introduction to the Course, Canada in 1837		
2	12, 14, 16 January	Rebellion and Popular discontent 1837-1857	Bitterman, Campbell and Huskins in <i>Separate Spheres</i>	Discussion of readings, 16 January 16 January is the last add/drop day.
3	19, 21, 23 January	Immigration and ethnicity	Wilson, ch. 1-6	Discussion of readings, 21 January. Game team meeting 23 January
4	26, 28, 30 January	The Game, week 1	Wilson, ch. 7-8 and other readings as required	
5	2, 4, 6 February	The Game, week 2		Fee Refund withdrawal date, 2 February

6	9, 11, 13 February	The Game week 3		Newspapers must be completed by 12 February
	16, 18, 20 February		Reading Week	
7	23, 25, 27 February		Wilson, chapters 9-17	Discussion of readings 23 February
8	2, 4, 6 March	The North-West 1870- 1885	Gavigan, intro, Chapters 1-3	Discussion of readings 6 March
9	9, 11, 13 March	Law and Society in Victorian Canada	Gavigan, Chapters 4-5, conclusion, and Girard & Veinott, <i>Separate Spheres</i>	Discussion of readings 13 March
10	16, 18, 20 March	Industrial Revolution	Guildford, Myers and Morton in <i>Separate Spheres</i>	Discussion of readings 20 March
11	23, 25, 27 March	Popular Culture	Walden, Introduction, and chapters 1-3	Discussion of readings 27 March
12	30 March, 1 April	Science and Religion		1 April, Last day to withdraw
13	8, 10 April		Walden, chapters 4-7.	Discussion of readings 8 April Exam Planning, 10 April
14	21 April	FINAL EXAM		