

HIS 2362
History of British North America

Mondays, 5:30 to 8:30 pm
Vanier 531

Course Website: www.betseybaldwin.ca/2362.html

Professor: Betsey Baldwin
Email: b.baldwin@publichistory.ca

Daytime phone: 236-0713
Meetings by appointment

Teaching Assistant: Robert Englebert
Email: rengl007@uottawa.ca

Meetings by appointment

Objectives

- To learn more about key events and conditions in Canada, 1763-1867.
- To develop critical thinking skills for understanding and studying history.
- To improve skills in researching and writing history.
- To identify ways in which BNA history has a lasting impact in our society.

Evaluation

Examinations (45%):	Midterm Exam Final Exam	15% 30%	Monday, February 13 TBA
Research Paper (35%):	Research Plan Final Paper	5% 30%	Monday, February 6 Monday, March 20
Class Work (20%):	Workshops	2% ea.	Each class

Text

Margaret Conrad and Alvin Finkel. *Foundations: Readings in Pre-Confederation Canadian History*. Toronto: Pearson, 2004. (Stocked at Agora Bookstore, 145 Besserer Street.)

Readings are mandatory. Students will be provided with a list of questions for each reading on the course website that will be examinable at the midterm and final. In some cases, reading preparation as assigned will be required for the weekly workshop.

Research Paper (marked by the Teaching Assistant)

The research paper will be on a topic of your choice pertaining to the history of Canada from 1763 to 1867. Research papers will be 12 to 15 pages long, use 6 to 8 scholarly secondary sources, and include proper citations in a recognized format.

Research Plan (marked by the Teaching Assistant)

All students must hand in a research plan indicating the research question being explored, and an annotated bibliography of six proposed scholarly sources. This will be the basis of the Research Paper.

Workshops (marked by the Professor)

Workshops are in-class exercises, held each week. During these sessions, we will explore in more detail the content of the lectures, and various tools, ethical questions and perspectives of history.

Each workshop assignment is marked out of two. Marks are based on apparent thought, effort and understanding. Workshop marks also reflect class attendance, and participation in the discussions during class. They cannot be made up if you are absent. (Exceptions will be made with a doctor's note or pre-approved documentation of other extenuating circumstances.)

Policies

Plagiarism

The University has stringent regulations to deal with plagiarism and academic fraud, ranging from a zero mark on the work concerned to expulsion. The University of Ottawa describes the definition, and repercussions, of plagiarism in www.uottawa.ca/plagiarism.pdf.

Extensions

Completing your paper on time is part of the assignment. Late papers will not be marked. (Exceptions will obviously be made in extenuating circumstances such as sickness and death in the family; documentation is required.)

Language of Work

Students may submit their work in either French or English.

History of British North America Course Schedule

Jan. 9	<p>Course Introduction Opening Lecture: The New British Régime</p>
Jan. 16	<p>The Fur Trade, 1763-1821 Guest Lecturer: Robert Englebert</p> <ul style="list-style-type: none"> • Carolyn Podruchny, "Unfair Masters and Rascally Servants? Labour Relations among Bourgeois, Clerks and Voyageurs in the Montreal Fur Trade, 1780-1821." • Lyle Dick, "The Seven Oaks Incident and the Construction of a Historical Tradition, 1816 to 1970." <p><input type="checkbox"/> <u>Workshop: Historiography: An Examination of the Lyle Dick Article</u></p>
Jan. 23	<p>Quebec, 1763-1791</p> <ul style="list-style-type: none"> • José Igartua, "A Change in Climate: The Conquest and the <i>Marchands</i> of Montreal." <p><input type="checkbox"/> <u>Workshop: Anatomy of a Secondary Source</u></p> <p>⇒ During class today, the professor will demonstrate the use of electronic resources as an aid in secondary source research.</p>
Jan. 30	<p>The American Revolution and British North America, 1763-1791</p> <ul style="list-style-type: none"> • Select and bring to class a 12+ page article from a <i>scholarly journal</i> on the topic of the history of the Maritime Provinces (Nova Scotia, New Brunswick, Prince Edward Island) from 1763 to 1791. • Ann Gorman Condon, "The Family in Exile: Loyalist Social Values after the Revolution." <p><input type="checkbox"/> <u>Workshop: Secondary Source Research</u> You must hand in the first page of your relevant scholarly journal article to achieve full marks in this workshop.</p> <p>⇒ During class today, the professor will give a tutorial on citation requirements and format.</p>
Feb. 6	<p>The Establishment of Upper Canada</p> <ul style="list-style-type: none"> • Norman Knowles, "Chiefly Landholders, Farmers, and Others": The Loyalist Reality." <p><input type="checkbox"/> <u>Workshop: Primary Source Analysis: The 1790 Treaty</u></p> <p><input type="checkbox"/> Research plan due today.</p>
Feb. 13	<p>Midterm Examination</p>

Feb. 27	<p>The War of 1812 and its Aftermath “Indian Affairs” and Aboriginal People from 1815</p> <ul style="list-style-type: none"> • George Sheppard: “Cool Calculators’: Brock’s Militia” • Select and bring to class a webpage the relates to the War of 1812. <input type="checkbox"/> <u>Workshop: Popular Discourse of the War of 1812: The Web as a Primary Source</u> You must hand in your webpage for full marks. ⇒ During class today, the professor will discuss the assessment of web sources for university-level research.
<u>Mar. 7</u>	<p>War Museum excursion and related exercise as the <u>workshop</u>.</p>
Mar. 13	<p>Lecture: Growth and Rebellion, 1815-1837 Discussion: Equalities and Inequalities in 19th-century Canada</p> <ul style="list-style-type: none"> • Gail Campbell, “The Most Restrictive Franchise in British North America? A Case Study.” • Fernand Ouellet, “Free or Exploited? The Peasant Before 1850.” • Marjorie Griffin Cohen, “Division of Labour in a Staple-Exporting Economy.” • Paul Craven and Tom Traves, “Dimensions of Paternalism: Discipline and Culture in Canadian Railway Operations in the 1850s.” <input type="checkbox"/> <u>Workshop: Discussion</u> The workshop will take place at the end of class. Everyone who attends the discussion must have prepared the readings, and be ready to participate.
Mar. 20	<p>Social Life and State Formation, 1840-1867</p> <ul style="list-style-type: none"> • Claudette Knight, “Black Parents Speak: Education in Mid-Nineteenth Century Canada West.” • Brian McKillop, “Education and Authority.” <input type="checkbox"/> <u>Workshop: History and Myth: The Underground Railway</u> <input type="checkbox"/> Research Paper due today.
Mar. 27	<p>Coast to Coast: Newfoundland, PEI and the Pacific Coast in the 1800s</p> <ul style="list-style-type: none"> • Ian Ross Robertson, “Reform, Literacy, and the Lease: The Prince Edward Island <i>Free Education Act</i> of 1852.” • Jerry Bannister, “The Campaign for Representative Government in Newfoundland.” • Adele Perry, “Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia, 1849-1871.” <input type="checkbox"/> <u>Workshop: Regionalism in Canadian History</u>
Apr. 6	<p>Confederation</p> <ul style="list-style-type: none"> • Ged Martin, “The Case Against Canadian Confederation, 1864-1867.” <input type="checkbox"/> <u>Workshop: Review Exercise</u>