

HISTORY 503A: FIELD IN CANADIAN HISTORY

CANADA IN THE NINETEENTH CENTURY

September-December 2011

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Meetings: Tuesdays 9:30-12:30
Room: Clearihue B346
Office: Clearihue B245, phone 721-7381
Office Hours: Tuesdays 2:00-3:30 or by appointment

Purposes of the course

The course is intended to help students develop a better understanding of historical writing about nineteenth-century Canada. In following a roughly chronological organization, we will sample from a variety of different historical approaches as well as cover a number of the major issues in nineteenth century Canadian history. The course is intended to assist PhD students in preparing for comprehensive examinations in Canadian history. The course will also assist MA students in understanding the historiographical context of their research interests. The course will be valuable for those who go on to teach Canadian history, at whatever level, and those who will go on to use history in professions other than teaching. The course is also intended to assist all students in strengthening their analytical, historiographical and writing skills.

Books

In addition to articles or chapters listed below, we shall read three books, which are available at the university bookstore:

Allan Greer, The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada (University of Toronto Press, 1993)

Sarah Carter, The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915 (University of Alberta Press, 2008)

Paige Raibmon, Authentic Indians: Episodes of Encounter from the late Nineteenth-Century Northwest Coast (Duke University Press, 2005)

Readings and Class Discussion

Other than the books listed above, readings for the course are available either on Reserve in the History Reading Room, or are available online as articles or e-books, as indicated below. In each class meeting we will discuss either one entire book, or several readings on a related topic. Class discussion is the central component of the course, so I strongly encourage you to come to every class well prepared to discuss the readings.

Discussion Questions

Each student is required to come to every class with at least two questions that they wish to raise as part of general discussion. These questions may relate to particular readings, or to common themes addressed by different readings. They cannot not just be questions of clarification or information (although you are certainly encouraged to ask such questions in addition to your discussion questions). They must be analytical questions that will spark class discussion.

We may not always deal with everyone's questions, but having two relevant questions prepared for class discussion is part of your class participation grade.

Written Work

Short Papers

Over the course of the term students will be required to write five three page papers on the week's readings. These papers must be written on the readings between September 20th and November 15th.

These papers should NOT simply be summaries of the week's readings. Instead you should chose one or two points from the readings that you wish to discuss and analyze. You may, for example, wish to analyze and assess the way in which different authors deal with a particular aspect of the topic. Do the articles and chapters agree or disagree with each other on this aspect of the topic? In what ways might they disagree? Discuss any problems you saw with different approaches, or explain why you preferred the approach, method or theory of one author over that of the other.

You may wish to discuss your perspective on a theoretical point raised by the readings -- or you may wish to present (and defend) your own perspective on any other central point raised by the readings. You may also want to assess how a central approach of the readings relates to the broader historiography of the field. Does the article, chapter or book make a significant contribution to the field? If so, why? If not, why not?

The point is NOT to try to cover all issues discussed in the week's readings, but instead to identify and discuss one or two central issues/problems and present (and support) YOUR OWN analysis and perspective on these problems. These papers are intended to help strengthen your analytical skills. They will also make it easier for you to contribute to class discussion since you will come to class having already thought about the issues raised by the readings.

These short papers must be handed in at the beginning of the class in which the particular readings are to be discussed. Late papers will not be accepted. Papers may not be more than 3 pages double-spaced. They must be written in essay form. They will be worth 25% of your final grade. If students wish to hand in more than five papers, I will count the five best papers in calculating your grade.

Major Paper

Each student will write an essay of between 20-25 pages. This paper will EITHER be an historiographical paper, OR if your major area of research is Canadian history you have the option of writing a primary research paper (see below).

A) Historiographical paper

You must inform the instructor of the topic of your historiographical paper before beginning to work on it. The essay should deal with the relevant monographs, anthologies and periodical literature on the subject.

The essay is a critical analysis of the relevant literature, addressing certain key questions. How do these works relate to each other? What are the debates/differing approaches in the field? What assumptions are contained in the works being reviewed? What theoretical framework guides the research and writing? What methods are used, and are they appropriate? Are the works significant contributions to historical knowledge? If so, why? If not, why not? See handout on writing historiographical papers for further details.

B) Primary research paper

If the primary focus of your thesis research is Canadian history, you may choose to write a primary research paper which would ideally ultimately be a chapter of your thesis or a significant part of your major research paper. This paper must also include an historiographical component in which you situate the primary research you will be doing in the secondary literature on the topic. If you choose this option you must consult with the instructor in choosing your topic.

A complete **bibliography** for the major essay (either historiographical or research) is due on October 18th. In the case of the primary research paper the bibliography should list both secondary sources and major primary sources to be used in the paper. This bibliography will not be marked. However, failure to hand in the bibliography will result

in students losing 5% of their total grade. (For example, a student whose grade for the course came to 75% but who did not hand in a bibliography would receive 70% for the course).

MAJOR ESSAYS ARE DUE ON DECEMBER 7th

This deadline is firm. Late essays will lose 2% a day unless you provide me with a (very) good reason as to why you cannot meet the deadline by the week before the essay is due.

Students should note that essays will be marked for grammar, clarity of writing, and organization, in addition to content and analysis.

Grade Breakdown

You may choose either one of the following grading structures. You must inform me which you have chosen by September 27th, and you may not change your mind after you have made your choice.

Grading System I

Class Participation	25%
Short Papers	25%
Major Paper	50%

Grading System II

Class Participation	35%
Short Papers	25%
Major Paper	40%

The usual rules about plagiarism are in force (a zero on the assignment and possible expulsion from the course).

Numerical grades are converted to letter grades based on the Department of History conversion chart below:

A+ -- 90-100	C+ -- 60-64
A -- 85-89	C -- 55-59
A- -- 80-84	D -- 50-54
B+ -- 75-79	E -- 40-49
B -- 70-74	F -- 0-39
B- -- 65-69	

History 503A Class meetings

13 September Developments in Canadian History

Donald Wright, The Professionalization of History in English Canada (Toronto, 2005). Introduction (1-7), Chapter 4 (82-96), Chapter 5 (97-120), Conclusion (171-174). E-BOOK, available online through UVic Library Catalogue

Christopher Dummitt, "After Inclusiveness: The Future of Canadian History", Contesting Clio's Craft: New Directions and Debates in Canadian History, Christopher Dummitt and Michael Dawson, eds., (Institute for the Study of the Americas: London, 2009) RESERVE

Magda Fahrni, "Reflections on the Place of Quebec in Historical Writing on Canada", Contesting Clio's Craft RESERVE

Adele Perry, "Nation, Empire and the Writing of History in Canada", Contesting Clio's Craft RESERVE

20 September Some Theoretical Frameworks: Liberalism and the State

Ian McKay, "The Liberal Order Framework: A Prospectus for a Reconnaissance of Canadian History." The Canadian Historical Review 81: 4 (2000). ONLINE

Allan Greer and Ian Radforth, "Introduction" to Colonial Leviathan: State Formation in Mid-Nineteenth Century Canada, (University of Toronto Press, 1992), Greer and Radforth, eds. RESERVE

Tina Loo, Making Law, Order and Authority in British Columbia, 1821-1871, (Toronto: 1994) Introduction and Chapter 3. RESERVE

Bruce Curtis, The Politics of Population: State Formation, Statistics, and the Census of Canada, 1840-1875 (Toronto: University of Toronto Press, 2001), Introduction, Chapter 7 and Conclusion. E-BOOK, available online through UVic Library Catalogue

27 September Early Canada

Graeme Wynn, "Ideology, Society, and State in the Maritime Colonies of British North America, 1840-1860", in Colonial Leviathan. RESERVE

Cole Harris, "The Spaces of Early Canada", Canadian Historical Review 91,4 (December 2010): 725-759. ONLINE

Ruth Sandwell, Contesting Rural Space: Land Policy and the Practices of Resettlement on Saltspring Island, 1859-1891, (Montreal and Kingston: McGill-Queen's University Press, 2005), Chapter 6 and Conclusion
E-BOOK, available online through UVic Library Catalogue

Catherine Anne Wilson "Reciprocal Work Bees and the Meaning of Neighbourhood," Canadian Historical Review, 82, 3 (September 2001) ONLINE

Rusty Bitterman, "Women and the Escheat Movement: The Politics of Everyday Life on Prince Edward Island", in Separate Spheres: Women's Worlds in the 19th-Century Maritimes (Fredricton, 1994), Janet Guildford and Suzanne Morton, eds. RESERVE

4 October The 1837 Rebellion in Lower Canada

Allan Greer, The Patriots and the People

11 October Class Cancelled

18 October Marriage and the State

**** BIBLIOGRAPHIES DUE ****

Sarah Carter, The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915

25 October Religion

G.A. Rawlyk, The Canada Fire: Radical Evangelicalism in British North America, 1775-1812 (Montreal and Kingston, 1994), pp. 3-18; 124-140; 208-211.
E-BOOK, available online through UVic Library Catalogue

David B. Marshall, "Secularization and the Writing of Canadian Religious History", Introduction and Chapter 5, Secularizing the Faith: Canadian Protestant Clergy and the Crisis of Belief, 1850-1940, (Toronto, 1992) (Abridged version). RESERVE

Michael Gauvreau and Ollivier Hubert, "Introduction: Beyond Church History: Recent Developments in the History of Religion in Canada", in The Churches and the Social Order in Nineteenth and Twentieth Century Canada, Gauvreau and Hubert, eds., (Montreal and Kingston, 2006), RESERVE

Lynne Marks, "Religion, Leisure and Working-Class Identity", Labouring Lives: Work and Workers in Nineteenth-Century Ontario, Paul Craven, ed. (Toronto, 1995). RESERVE

Ollivier Hubert, "Ritual Performance and Parish Sociability: French-Canadian Families at Mass from the Seventeenth to the Nineteenth Century", in Households of Faith: Family, Gender and Community in Canada, 1760-1969 (Montreal and Kingston, 2002), Nancy Christie, ed., 37-76.

E-BOOK, available online through UVic Library Catalogue

James Opp, "Healing Hands, Healthy Bodies: Protestant Women and Faith Healing in Canada and the United States, 1880-1930", in Women and Twentieth Century Protestantism (Urbana and Chicago, 2002), Margaret Lamberts Bendroth and Virginia Lieson Brereton, eds.

1 November Race/Ethnicity/Immigration

Robert F. Harney, "Men without Women: Italian Migrants to Canada, 1885-1930." In A Nation of Immigrants, eds. Franca Iacovetta et al, (Toronto, 1998) RESERVE

Scott See, "An unprecedented influx: nativism and Irish famine immigration to Canada", The American Review of Canadian Studies, 30, 4 (Winter 2000) ONLINE

Willeen Keough, "Contested Terrains: Ethnic and Gendered Spaces in the Harbour Grace Affray", Canadian Historical Review, 90.1 (March 2009), 29-70. ONLINE

Timothy J. Stanley, Contesting White Supremacy (UBC Press 2011), Introduction, Chapters 2, 4 and 6. RESERVE

8 November Industrialization and Working-Class History

Craig Heron, "Factory Workers", Labouring Lives: Work and Workers in Nineteenth

Century Ontario, (Toronto, 1995), RESERVE

Richard A. Rajala, "The Forest as Factory: Technological Change and Worker Control in the West Coast Logging Industry, 1880-1930", Labour/Le Travail 32 (Fall 1993) ONLINE

Bettina Bradbury, "The Home as Workplace" Labouring Lives (abridged) RESERVE

Gregory Kealey and Bryan Palmer, Dreaming of What Might Be: The Knights of Labor in Ontario, 1880-1900, (Toronto, 1987) Introduction and Chapter 8.
E-BOOK, available online through UVic Library Catalogue

Donica Belisle, "A Labour Force for the Consumer Century: Commodification in Canada's Largest Department Stores, 1890-1940", Labour/Le Travail 58 (Fall 2006), 107-144.
ONLINE

15 November First Nations

Paige Raibmon, Authentic Indians: Episodes of Encounter from the late Nineteenth-Century Northwest Coast (Duke University Press, 2005).

22 November

Students' choice

29 November

Students' choice

December 7th ** ESSAYS DUE **