

HISTORY 122:
History of Canada Since 1867



Dr. Jim Wood

3 July 2018

Instructor Info

Dr. Jim Wood

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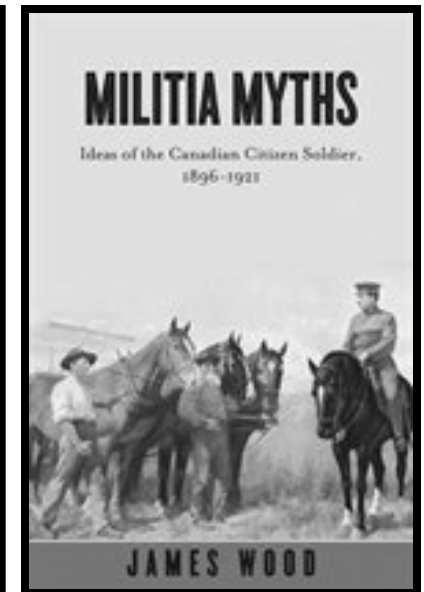
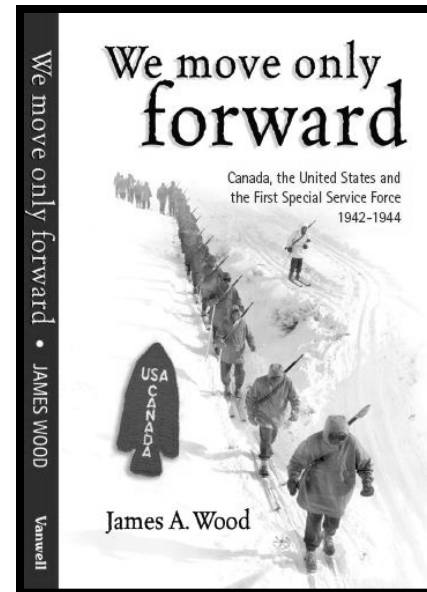
Cell Phone: 250-575-1160

MA UNB '03, PhD WLU '07

Trent, UBCO, UVic, RMC

We Move Only Forward: Canada, the United States, and the First Special Service Force, 1942-44 (2006).

Militia Myths: Canadian Ideas of the Citizen Soldier, 1896-1921 (UBC Press, 2010).



Course Texts

Text: Belshaw, John Douglas. *Canadian History: Post-Confederation*. BC Open Textbook Project. Available for free download at <http://open.bccampus.ca>.

Readings: Available online via links from the course website. Students will be required to download and read these articles before class, and you will be required to bring a printed or electronic copy with you to class.

Optional Style Guide: Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 6th Ed. Boston: Bedford/St. Martin's, 2010.

Course Requirements

SEMINAR PARTICIPATION: 15%

QUIZZES: 10%

MIDTERM EXAM: 20%

RESEARCH PROPOSAL: 5%

RESEARCH ESSAY: 20%

FINAL EXAM: 30%

Seminar Participation (15%)

The focus of seminar discussions will be the assigned documents from the Reader (see Course Schedule). Students are expected to attend the seminars, to have completed all of the required readings in advance, and to participate actively in the discussion. In some cases, we will be covering material in these discussions that is not covered in the lecture but that may be tested on the exams, so attendance and participation are crucial. Absences will cut deeply into the seminar participation component of your final grade. Students who attend class but do not contribute to the discussion will receive 4/7 for that day's participation grade.

Quizzes (10%)

This course requires that you complete the readings and attend class. Attendance in class and completion of the assigned readings is necessary. For that reason, there will be a series of unscheduled quizzes throughout the semester. These short written tests will include simple questions about the lecture material and/or material covered in the required seminar readings. Please be aware that a Quiz may be administered at any time during class, so if you arrive late or leave early, you may miss one. Under no circumstances will make-up assignments be accepted in the event of a missed quiz.

Midterm Exam (20%)

This midterm exam will consist of a series of short answer questions and a longer essay. There will be some choice of questions for each section, and a brief period class time will be devoted to reviewing the course material and test format during the week before the exam is written.

**This mid-term will be written in class on
19 July.**

Research Assignments

(5% Proposal, 20% Essay)

In these assignments, students will select a section of the course text dealing with a significant event or issue they would like to explore further. Your research will be conducted in two parts:

**The Research Proposal is due in class on
24 July.**

**The Research Essay is due in class on 14
August.**

Research Proposal (5%)

The Research Proposal will consist of four parts:

- a) quote from the relevant section of the course text or an assigned seminar article, using the proper Chicago-Style citation format to do so;**
- b) state a question regarding the topic of that quote and that the essay is intended to answer;**
- c) outline the historical background of the subject (maximum one page, double-spaced); and,**
- d) provides a bibliography of no less than 10 scholarly sources that will be used in the essay, beginning if possible with primary sources and the sources cited in the relevant section of the course text.**

Research Essay (20%)

In this essay, students will be required to draw substantially on the 10 sources identified in their proposal, doing so in such a way as to demonstrate a solid understanding of the subject. The paper should develop a central argument, or thesis relating to the question identified in their proposal, it must be properly prepared and documented, and contain footnotes and a bibliography of the Chicago style. The 8-page requirement for this paper is based on Times Roman 12-pt. font, normal margins, and includes footnotes and a 1-page bibliography but not the title page.

Essay Checklist

Before submitting their Research Essay, students are strongly encouraged to review the following checklist to ensure they have done the following:

- 1. Included a title page with their name, course number, instructor's name, and the date.**
- 2. Double-spaced the paper, using standard margins and typeface (ie. Times New Roman 12-pt)**
- 3. Numbered the pages in the top right corner. The title page is not included in numbering and it does not count towards the required page length.**
- 5. Included a full bibliography in the proper format. Please note that Chicago style footnotes and bibliographic citations each use a slightly different format.**

Essay Checklist (Cont.)

- 6. Provided an introduction that includes a thesis statement and a brief outline of how that thesis will be demonstrated.**
- 7. Closed the paper with a conclusion that reiterates the thesis and summarizes how it was demonstrated in the paper, but without repeating it word-for-word.**
- 8. Consulted the required number of sources.**
- 9. Saved a copy of the paper in a safe place in case it needs to be recovered.**
- 10. Carefully proofread the paper. Proper grammar and spelling are expected at this level, and the written style of the paper will constitute a major component of your final grade.**

Citation Format for Articles

Footnote (Article):

“Title”

Title is *not* italicized

1. Daniel K. Richter, “War and Culture: The Iroquois Experience,” *William and Mary Quarterly* 40, no. 4 (Oct. 1983): 536.

Comma

Bibliography (Article):

Period.

E-Source?

Richter, Daniel K. “War and Culture: The Iroquois Experience.” *William and Mary Quarterly* 40, no. 4 (Oct. 1983): 528-559.

Publication info

Not a comma

Page range

Well Second Half of the Day:

I sincerely wish the break has been exceedingly decent for everyone of you, and each person are experiencing rejuvenated for the determining result of the designated school term to enter. I will delivering out this memorandum, as an data-distribution see, to everyone pupils who sense that breaking the standard ethical code, by instrumenting Anglicized to British car-rephrasing utilities are a efficiently useful way to restructure wording data. The final determination is negative: they do not comply. Your collections of terms make no feel, as I have wishfully and sincerely drawn in this showing. Rewording of words is not nice re-terming for lucidity, not relieving characters. Your slopes desire commonly mirror such behaviours, as those of you who embittered, succumbed almost entirely gobbled-gook. In the impending, forthcoming time period, grasp the basic meaning of the book, and subsequently modification in YOUR POSSESS CONFRONTATIONS.

Partake one prodigious 24-hour period of time.

Perceive you upcoming week,

Marnie

Good Afternoon:

I hope the break has been good for all of you, and you are feeling rested for the remainder of the semester to come. I am sending out this letter, as an informative notice, to all students who feel that cheating by using English auto-rewording tools is a productive way to paraphrase information. The answer is no: they are not. Your sentences make no sense, as I have hopefully illustrated in this notice. Paraphrasing means rewording for clarity, not substituting words. Your grades will generally reflect these actions, as those of you who cheated, submitted mostly nonsense. In the future, understand the text, and then rewrite in YOUR OWN WORDS.

Have a great day.

See you next week,

Marnie

Final Exam (30%)

It will consist of a series of short answer questions and a longer essay. More information regarding the exam format will be available in the final class of the semester, which will be devoted in part to an exam review and question period.

What is going to be on this test?

1) Lectures

- PDF lecture slides available on course website.**

2) Textbooks and Seminars

- Use texts and readings to *supplement* lecture material.**
- Focus on events mentioned specifically in the lectures.**

1. Late Penalties: Please hand your work in on time. Failing to do so without prior authorization from the instructor will result in a late penalty of 2% of the assignment grade per day, including weekends. Documentation is required for extensions due to serious illness or a real emergency involving yourself or a close family member, but upon receiving such documentation I will normally waive the late penalty for overdue assignments. Please note, however, that “My printer ran out of ink,” or “I have another assignment due the same day” are not legitimate excuses.

2. Back-Up Your Work: Students must retain a copy of their written work and research notes until after the finished essay has been graded and returned. These documents must be produced in paper and/or electronic format upon request by the instructor.

3. Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you will not cheat, copy, or mislead others about what is your work.

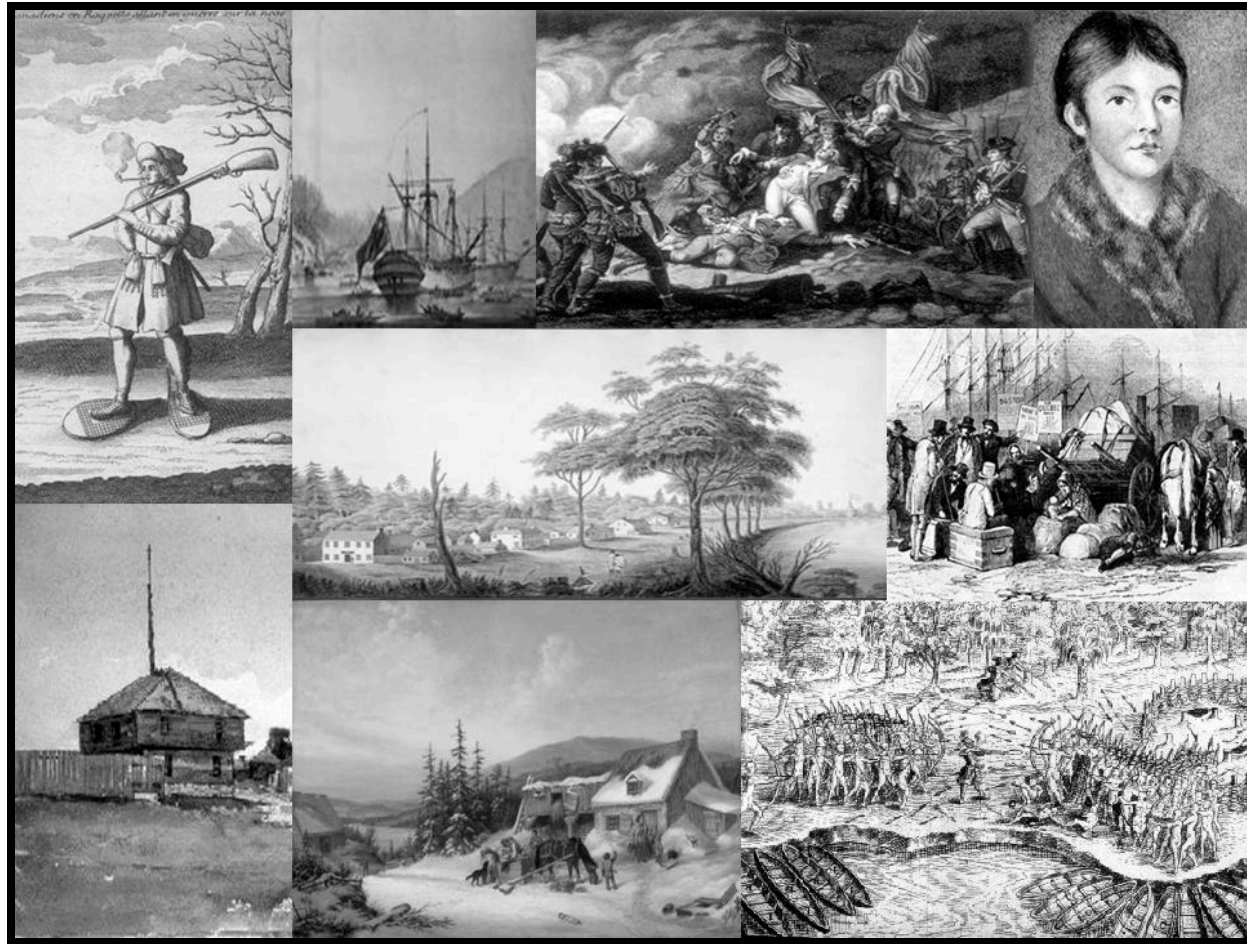
If you have any questions about how academic integrity applies to this course, please consult with your professor.

Free Advice on Doing Well in this Course

- 1. Read the syllabus.**
- 2. Go to class.**
- 3. Do your work.**
- 4. Hand assignments in on time.**

BACKGROUND:

History of Canada to 1867



Dr. Jim Wood

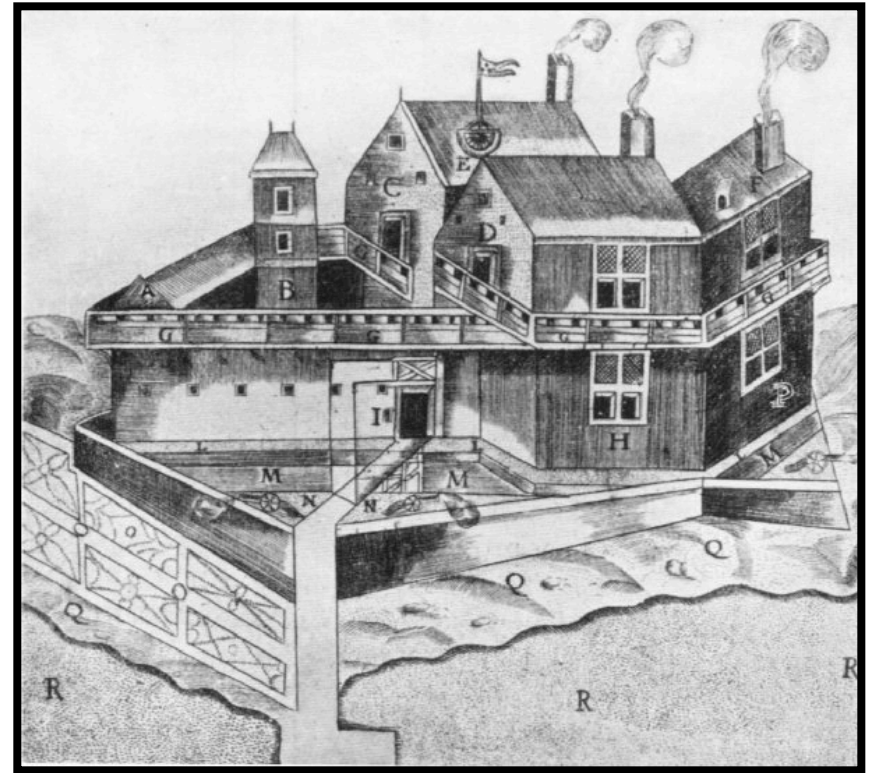
4 July 2017

Champlain's *Habitation*, 1608

Quebec (Stadacona) –
“strait” or “narrowing of
the river” – natural
choke-point

No-man's-land between
Montagnais and Five
Nations (Iroquois
Confederacy)

Champlain's *Habitation*,
1608 – scurvy and
dysentery – dependent on
Montagnais goodwill



A sketch by Champlain of the
Habitation at Quebec.

***Castor Canadensis* (The Beaver)**

**Two Layers: “guard hairs”
and “down”**

- ideal for felt-making**
- *castor gras d’hiver***

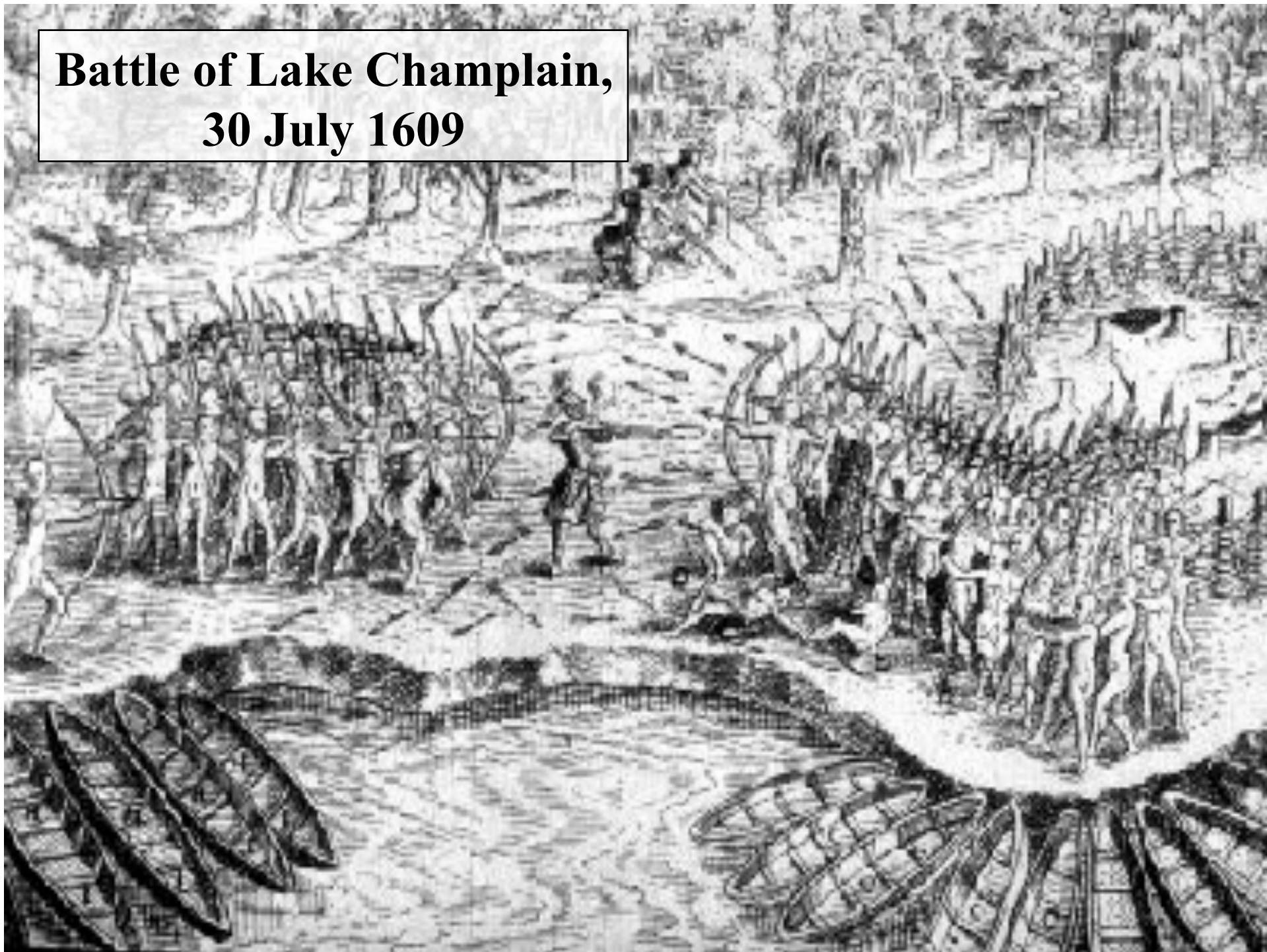
**Monogamous and non-
migratory**

Deciduous and mixed forests
**- best furs from north of
the Great Lakes**

Prone to over-trapping
- lodges easy to locate



**Battle of Lake Champlain,
30 July 1609**



“They have abandoned all their own utensils, whether because of the trouble they had...to make use of them, or because of the facility of obtaining from us, in exchange for skins which cost them nothing, the things which seemed to them invaluable.”

“With Respect to the hunting of the Beaver in winter, they do the same as they did formerly, though they have nevertheless nowadays a greater advantage with their arrows and harpoons armed with iron than with [those] they had in old times, and of which they have totally abandoned the use.

Nicholas Denys, *Description and Natural History of the Coasts of North America* (1672)

The Jesuit Missions to Huronia

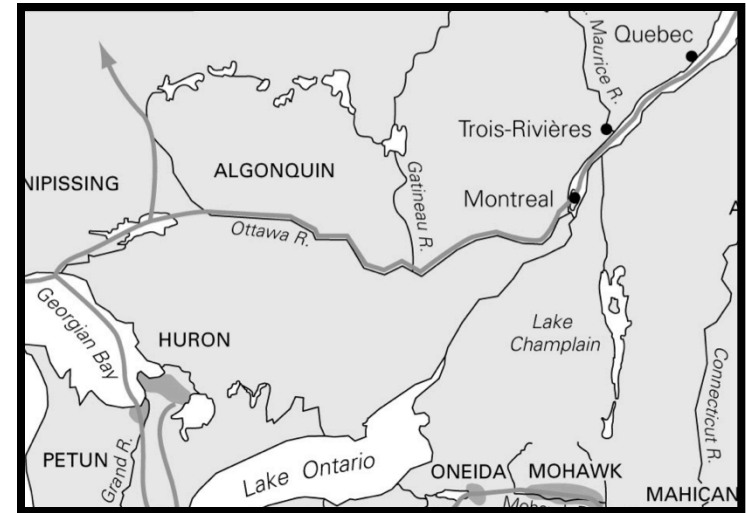
Huron refuse mission, 1633

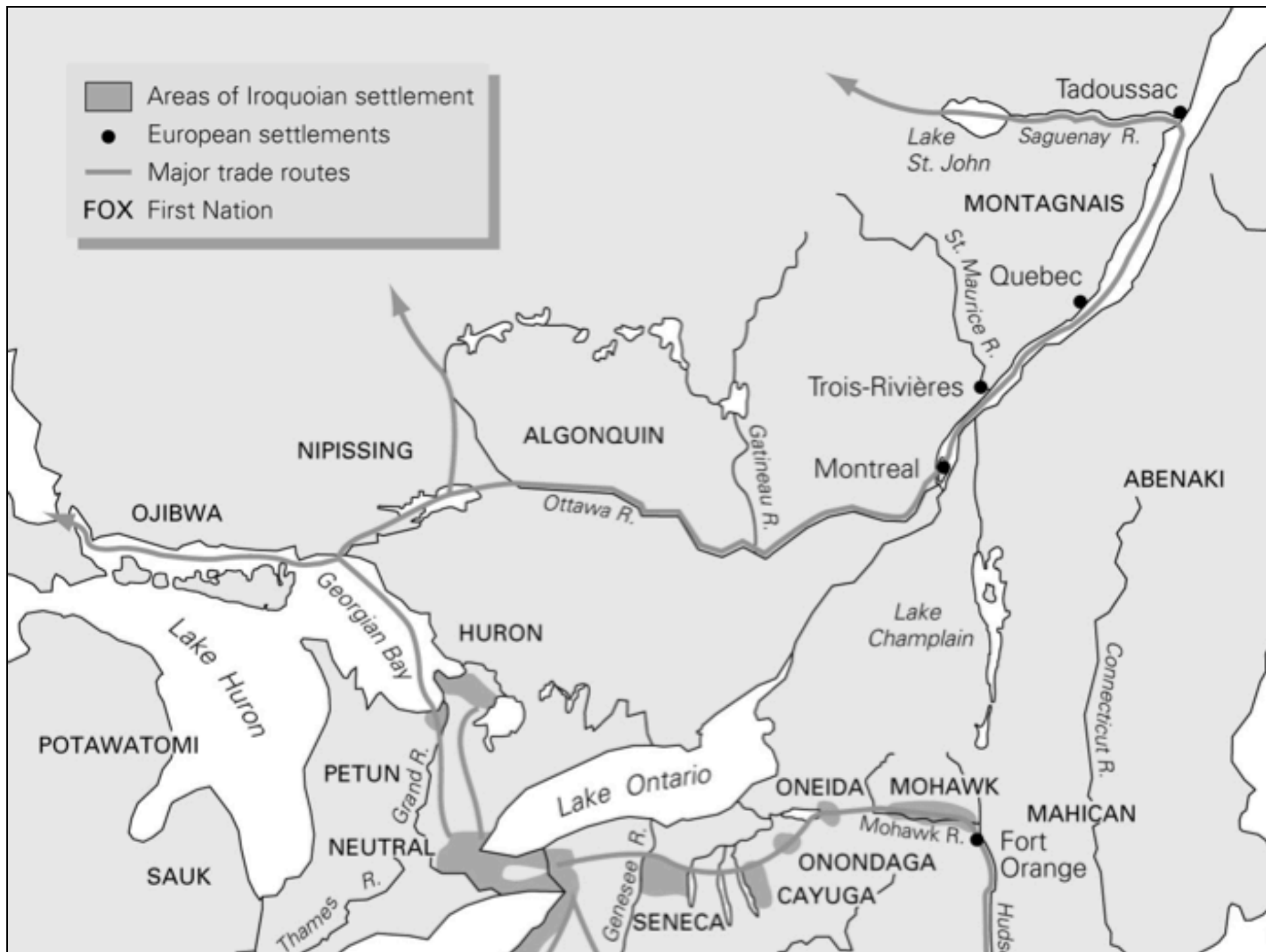
Champlain insists, 1634

- 50-66% of French furs
- Trade dependency?

First outbreak of smallpox or measles in Huronia, 1634

1638-40: Smallpox epidemic in Huronia; half the population dies (*esp. young and old*), leaving approx. 10,000 survivors





Estimated Depopulation of Huronia

<u>Epidemic</u>	<u>Mortality Rate</u>	<u>Population Remaining</u>	<u>Cumulative Depop.</u>
1634-35 (Measles?)	10%	27,000	10%
1636-36 (Influenza?)	15%	22,950	23.5%
1639-40 (Smallpox?)	50-60%	9,180-11,475	61.8%

Source: Susan Johnston, "Epidemics: The Forgotten Factor in Seventeenth-Century Native Warfare," in *Native Peoples, Native Lands* (1988).



***Martyrdom of the Jesuits.* Composite view of the torture and death of the black robes of Huronia, Gabriel Lalemant left and Jean de Brébeuf right, in 1649.**

The Fur Trade of New France

Fur Trade Colony, Est. 1608

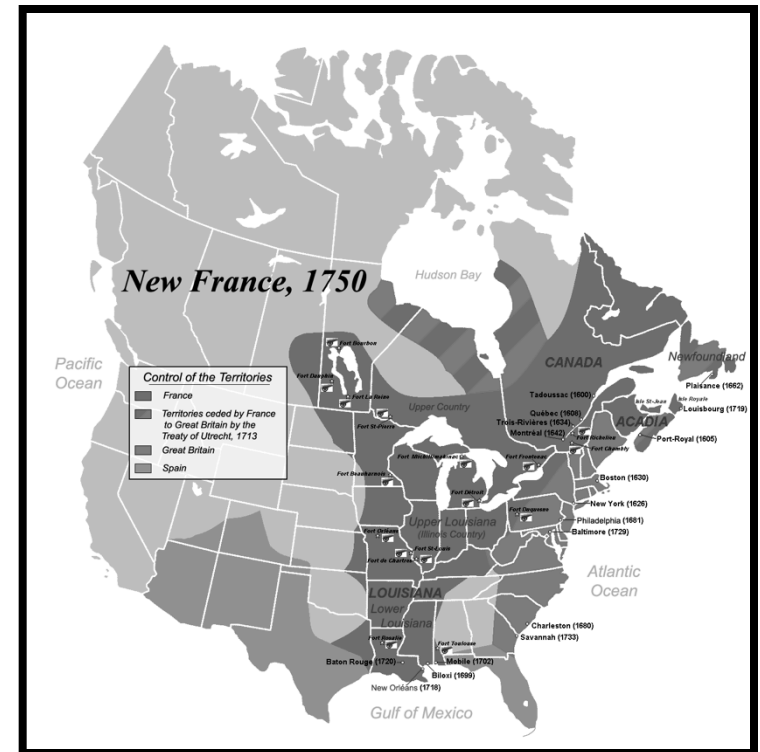
- Huron allies to 1649
- Loss of Huronia = *Short-Term* Disruption of Trade

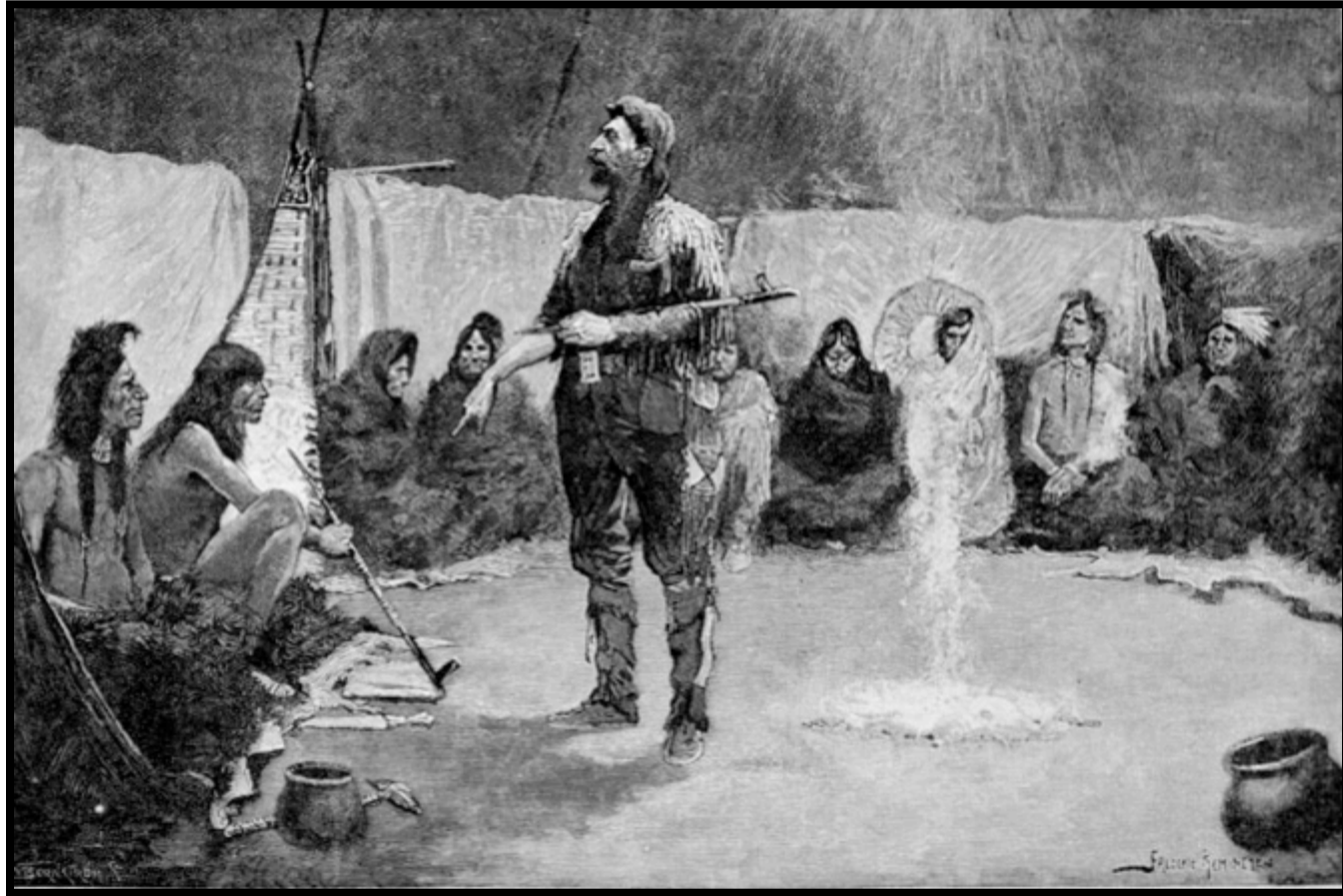
French traders into the *Pays d'en Haut*

- Opportunities for *engagés*
- Algonkian corn market

Great Lakes “Middle Ground”

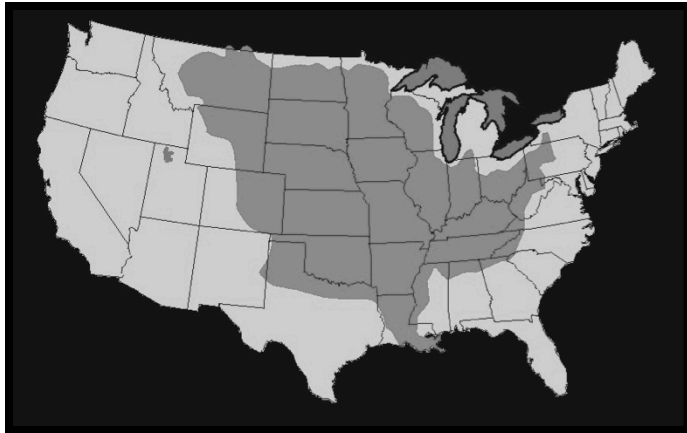
- Iroquois wars, 17th-century
- French fur trade extended into N. American interior





The French military position in the interior depended on its alliances with the First Nations. The French had to win over First Nations support by first following their protocols of diplomacy.

A Geopolitical Perspective on French Exploration



The Balance of Power in 1755

New England: 13 Colonies and 1 million land-hungry colonists in 1755. Agricultural settlements 200km inland from the Atlantic. Powerful navy, aggressive government in London views N. America as decisive theatre.

New France: 55,000 colonists in 1755, with agricultural settlements limited to the St. Lawrence Valley. Dependent on native alliances. Louis XV views North America as a holding operation.

“Now war is established here on a European basis of campaign plans, armies, artillery, sieges, battles. It is not a matter of making *coup*, but of conquering or being conquered. What a revolution! What a change!”

**Louis-Antoine de Bougainville,
Montcalm’s *Aide-de-Camp*, 1758**

“By the fall of 1758, Montcalm knew that no ambush or raid was going to stem the advance of massive English armies against Montreal or Quebec.”

Martin L. Nicolai, “A Different Kind of Courage,” *CHR* (1989)

