

History of the Canadian North

History 380
Winter 2012

Class: Wednesday, 7:00 – 9:50
Room: St. Jerome's 2009

Instructor: P. Whitney Lackenbauer, Ph.D.
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Office Hours: Thursday, 8:30-9:20 and 11:30-12:20

Course website: <http://www.lackenbauer.ca/Hist380>

The idea of “northernness” is central to our national identity, yet few “southern” Canadians have an appreciation of the historical development of Northern Canada. This lecture course will introduce students to major themes in the Canadian Northern history, from pre-contact to the creation of the territory of Nunavut in 1999. The major themes will focus on evolving cultural, political, socio-economic, and environmental histories.

Textbooks:

Coates, K., P.W. Lackenbauer, W. Morrison, and G. Poelzer, Arctic Front

Morrison, W.R., True North: the Yukon and Northwest Territories

Additional readings will be available through the course website, on e-reserve through the University of Waterloo website, and in the St. Jerome's Library.

Recommended Supplemental Text:

Abel, K. and K.S. Coates, eds. Northern Visions: New Perspectives on the North in Canadian History

Books on Reserve:

Abel, K. and K. Coates, eds. Northern Visions

Bone, R. The Canadian North: Issues and Challenges

Coates, K., P.W. Lackenbauer, W. Morrison, and G. Poelzer, Arctic Front: Defending Canada's Interests in the Far North

Coates, K. and W. Morrison, Land of the Midnight Sun: A History of the Yukon

Coates, K. and W.R. Morrison, eds., Interpreting Canada's North: Selected Readings

Coates, K. and W. Morrison, eds., The Provincial Norths

Geller, P. Northern Exposures: Photographing and Filming the Canadian North 1920-45

Grant, S. Polar Imperative: The History of Arctic Sovereignty in North America

Grant, S., Sovereignty or Security? Government Policy in the Canadian North, 1936-1950

Griffiths, F., R. Huebert, and P.W. Lackenbauer, Canada and the Changing Arctic: Sovereignty, Security and Stewardship

Hamilton, A. Arctic Revolution

- Lackenbauer, P.W. and P. Kikkert. The Canadian Forces and Arctic Sovereignty: Debating Roles, Interests and Requirements, 1968-1974
- McMahon, K. Arctic Twilight: Reflections on the Destiny of Canada's Northern Land and People
- Pharand, D. Canada's Arctic Waters in International Law
- Wallace, H., The Navy, the Company, and Richard King: British Exploration in the Canadian Arctic
- Zaslow, M., The Opening of the Canadian North, 1870-1914
- Zaslow, M., The Northward Expansion of Canada, 1914-1967

Course Requirements:

Essay Proposal and Annotated Bibliography (1 Feb.)	10%
Book Review or Mysteries Assignment (29 Feb.)	15%
Research Paper (12-15 pages) (21 Mar.)	40%
Final Examination (TBD)	35%

Written Assignments

Essay Proposal and Annotated Bibliography (10%): Due 1 February 2012

Students are encouraged to pursue their individual research interests in this course, as long as the subject relates to the *history of the Canadian North* (a concept we will discuss in class). The course website contains a list of suggested essay topics for which there are ample scholarly resources available. You may, of course, pick a topic that is not on this list, but you are advised to discuss it with the instructor prior to submitting your proposal.

Students majoring in a discipline other than history are also encouraged to undertake "interdisciplinary" research that draws upon their background studies in other disciplines. For example, a legal studies student might look at a particular legal case or issue, a psychology student might look at the concept of "arctic hysteria" and critically analyse an historical case or cases, or an anthropology student might look at whether a particular anthropological theory that s/he has studied pertains to certain historical experiences. Please feel free to talk to the professor if you are unsure about the feasibility of the topic you are interested in exploring.

Before or at the start of class (7:00 pm) on **1 February**, students will submit a short proposal (3-4 pages) to the instructor including:

- the historical topic and the main questions that s/he is asking (in question form);
- the approach that s/he plans to pursue, as well as a tentative thesis or hypothesis, in proper paragraph form;
- a basic outline (optional but recommended);
- and a preliminary annotated bibliography (including a total of at least six books and scholarly articles, with at least two sentences for each explaining the contents of the source and why it will be useful).

Further discussion of the questions you should consider when preparing your proposal can be found The History Student's Essay Handbook (Department of History, St. Jerome's University, 2007), which you can access through a link on the course website.

This proposal will encourage you to get started on your research early, and will allow the instructor to suggest other sources and themes that may strengthen your final paper.

Final papers will not be graded by the instructor without the prior submission of a proposal.

Although somewhat dated, students should consult M. Brook Taylor, ed., Canadian History: A Reader's Guide 1: Beginnings to Confederation (Toronto, 1994), Doug Owram, ed., Canadian History: A Reader's Guide 2: Confederation to Present (Toronto, 1994), and/or K. Abel and K.S. Coates, eds. Northern Visions: New Perspectives on the North in Canadian History prior to meeting with the instructor to discuss potential sources.

Book Review or Mysteries Website Assignment (15%): Due 29 February 2012

Students will write either:

1. a critical book review of a monograph on a subject related to the history of the Canadian North of three to five (3-5) pages. These are expected to be critical reviews, concerned with assessing the book/source and the author's ideas, approach, and interpretation, and not merely summarizing its contents. You will receive more specific suggestions on how to prepare a scholarly book review. For examples of reviews, you can consult The Canadian Historical Review, Labour/Le Travail, H-Canada, or Histoire sociale/Social History. If you have little to no experience writing a scholarly book review, you are strongly encouraged to use "The Book Review Tutor" at <http://hist.ucalgary.ca/review/review.html>.

OR

2. a critical reflection of four to six (4-6) pages addressing either the question "Where is Vinland?" (<http://www.canadianmysteries.ca/sites/vinland/indexen.html>) or "Who Discovered the Klondike Gold?" (<http://www.canadianmysteries.ca/sites/klondike/indexen.html>) based upon the "Great Unsolved Mysteries in Canadian History" website (www.canadianmysteries.ca). You are expected to make an argument by outlining a debate related to the topic, assessing competing perspectives and interpretations (both primary and secondary), and drawing conclusions based upon the evidence you have read. You will receive more specific guidelines on this assignment in class.

Research Paper (40%): Due 21 March 2012

The main assignment will be research paper of 12-15 pages double-spaced. The expectations for this paper will be explained in more detail during the term. A third-year paper should contain a critical review of relevant secondary literature and/or reference to primary documents such as memoirs, parliamentary debates, newspapers, and government records. It must also contain an argument, not just "discussion" or "opinions" or "beliefs."

Make sure that you carefully proofread your work or, better yet, have a friend proofread it for you. Essays with more than one spelling or typing error per page will be docked 3% per page. Be sure to number your pages and to staple them together. Essays must be double-spaced, 11 or 12 font, with no more than 3.17 cm margins, and must be submitted in both electronic (by email) and paper formats.

N.B.: Please retain copies of your written submissions.
Proper references and a bibliography are essential in a paper at this level. Endnotes or footnotes are the required methods of referencing in historical papers. Consult The Chicago Manual of Style, 15th ed. (Chicago: University of Chicago, 2003). Please note that if you hand in a final paper with MLA references, you will immediately be docked 10%.

Avoidance of Academic Offenses

Definition of Plagiarism from Policy #71: "...the act of presenting the ideas, words, or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material....Use of [source material] without complete and unambiguous acknowledgment...is an offense under this policy."

All students registered in courses at the University of Waterloo and its Federal University and Affiliated Colleges are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g. plagiarism, cheating), or about "rules" for group work/collaboration should seek guidance from the course professor, TA, academic advisor, or appropriate St. Jerome's Department Chair, or ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome's University. For information on categories of offenses and types of penalties, students should refer to Policy #71, *Student Academic Discipline*, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve in accord with Policy #70, *Student Grievance*, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

Please visit the UW Faculty of Arts Website, *How to Avoid Plagiarism and Other Written Offenses: A Guide for Students and Instructors*, at <http://watarts.uwaterloo.ca/~sager/plagiarism.html> for more information. **If you have questions or concerns regarding plagiarism, please feel free to ask the instructor for clarification.** Otherwise, the instructor will pursue cases of academic misconduct to the full extent of the university's regulations.

Final Examination (35%)

The final exam will be scheduled for **April 2012**, following the end of classes.

It will be two hours long, and will consist of short-answer identifications (to be selected from a list of options) and two long-essay questions (to be chosen from a list of options).

Lecture Schedule

Each week will feature a two-hour lecture, usually followed by a tutorial and/or film. Additional readings are suggested on the course website by subject area.

4 January **The Challenges of Northern History; Defining the North**

Morrison, "Imagination and Reality" in *True North*, 1-16.

Hamelin, "Images of the North" in *Interpreting Canada's North*, eds, K. Coates and W.R. Morrison, 7-17.

Coates et al, *Arctic Front*, 1-8.

Film: *Atanarjuat (The Fast Runner)* (part 1)

11 January Aboriginal Peoples and the North

Morrison, "First Peoples," in True North, 17-34.
Alan D. McMillan, "Western Subarctic" in Native Peoples and Cultures in Canada, 228-247.
Robert McGhee, "A Hunter's World" in The Last Imaginary Place, 34-55.

Film: *Atanarjuat (The Fast Runner)* (part 2)

18 January Early Relationships and the Fur Trade

Morrison, "Newcomers" and "Fur Traders and Missionaries," in True North, 36-61.
Mary Black-Rogers, "Varieties of 'Starvation': Semantics and Survival in the Subarctic Fur Trade, 1750-1850," Ethnohistory 33/4 (1986), 353-383.
Arthur J. Ray, "Periodic Shortage, Native Welfare, and the Hudson's Bay Company," 1670-1930," in Interpreting Canada's North: Selected Readings, eds. K. Coates and W. Morrison (Toronto: Copp Clark Pitman, 1989), 94-112.

Film: *Vinland Mystery*, National Film Board of Canada (29 mins)

25 January The Quest for the Northwest Passage (Part I)

Morrison, "The Age of Exploration" in True North, 62-77.
Dictionary of Canadian Biography: biographies of Franklin, Sir John; Ross, Sir James Clerk; McClintock, Sir Francis Leopold. Available online through <http://www.biographi.ca>.

1 February The Quest for the Northwest Passage (Part II)

I.S. Maclaren, "The Aesthetic Map of the North," Arctic 38/2 (June 1985), 89-103. Available online.
W. Gillies Ross, "False leads in the Franklin search," Polar Record 39/209 (2003), 131-160. Access through E-Journals @ University of Waterloo.
S. Grace, "Re-Inventing Franklin," Canadian Review of Comparative Literature 22 (1995), 707-723. [Reserve]

8 February The Klondike Gold Rush and the Yukon

Morrison, "Eldorado" in True North, 78-104 .
Julie Cruikshank, "Images of Society in Klondike Gold Rush Narratives: Skookum Jim and the Discovery of Gold," Ethnohistory 39/1 (1992), 20-41. Available through JSTOR.

Film: *City of Gold*, National Film Board of Canada (22 mins)

Essay proposal and annotated bibliography due.

15 February Whalers, Missionaries, and the North West Mounted Police

Kerry Abel, "Of Two Minds: Dene Response to the Mackenzie Missions 1858-1902," in Coates and Morrison, Interpreting, 77-93.
Thomas Stone, "Whalers and Missionaries at Herschel Island," Ethnohistory 28/2 (1981), 101-124. Available through JSTOR.
Coates et al, Arctic Front, 9-52.
K.S. Coates and W.R. Morrison, "'To Make These Tribes Understand': The Trial of Alikomiak and Tatamigana," Arctic 51/8 (1998), 220-30. Available online.

Film: *The Last Days Of Okak*, National Film Board of Canada, 1985 (25 mins)

READING WEEK (20-24 February)

29 February Northern Development, 1900-1940

Morrison, "Quiet Years," in True North, 105-129.

K.S Coates and W.R. Morrison, "The Colonizers' North" in The Forgotten North, 46-67 (on Reserve).

Peter Geller, "More than 'A Mass of Ice and Snow': Visualizing the State in 'Canada's Arctic,'" in Northern Exposures, 17-50 (on reserve).

Critical book review / Mysteries assignment due in the instructor's essay drop box on the main floor (2nd floor just before the library) at St. Jerome's.

7 March Militarizing the Canadian North: WW2 and the Cold War

Morrison, "Invasion: War and the Militarization of the North," in True North, 130-151.

Coates et al, Arctic Front, 53-109.

Film: *Look North*, National Film Board of Canada (20 mins)

14 March "A New Northern Vision"? Administrative and Social Change to the late 1960s

Morrison, "The New North," in True North, 152-167.

David Damas, "The Welfare State Policy," in Arctic Migrants Arctic Villagers, 107-131.

Film: *Broken Promises: The High Arctic Relocation*, National Film Board of Canada, 1994 (52 mins)

21 March Northern Development and Aboriginal Land Claims: From Berger to Nunavut

Morrison, "Search for a Future," in True North, 168-188.

Coates et al, Arctic Front, 111-136.

Frances Abele, "Canadian Contradictions: Forty Years of Northern Political Development," in Arctic 40/4 (Dec. 1987), 310-20. Available online.

Final papers due.

28 March Contemporary Issues: Climate Change, Sovereignty, and Politics

Coates et al, Arctic Front, 137-217.

Note on Email

The professor will respond to student email and phone messages within two "business" days. So if you send an email on Friday, you should get a response by Tuesday afternoon.

Students are also expected to maintain an up-to-date email address on the Quest system. The professor will not be responsible for email that does not reach students without a current email listed on Quest. Please contact the registrar's office if you are uncertain about the status of your email.

Course grades will reflect the following guidelines:

A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-63
D+	57-59
D	54-56
D-	50-53
F	Below 50

“A” work is represented by an in-depth grasp of the material as well as critical analysis of the events, ideas, and chronology. For “A” work you must show preparation and analysis in your answers. For an “A” you will go beyond the basics and demonstrate a mastery of the subject matter, exceeding expectations.

“B” work is represented by a good grasp of the subject matter, but less in-depth analysis. “B” work will demonstrate knowledge of the issues and evidence, but will not provide as much critical analysis as “A” work. “B” work is still average to above average; a grade of “B” means that you have a solid grasp of the subject matter and have met expectations.

“C” work is represented by a good grasp of the chronology and a basic presentation of correct historical facts, with little historical context or critical analysis. By simply listing events, names, and dates correctly you can expect a “C” – an average to below average grade that shows you have met the basic expectations.

“D” work represents work that is getting at the general idea of the history presented, but with factual errors and little coherent analysis. This is below average work that does not meet all but very basic expectations.

“F” work is by definition a failure to grasp the relevant material within the context of the test/paper.