Syllabus for History 2208 
Patriots, Rebels and Refugees

Prof Ruth Bleasdale 
Marion McCain Bldg, Rm 3181
Tuesdays and Thursdays 2:35 to 3:55 
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Office Hours: 
Tuesdays 1:00 to 2:00
Wednesdays 12:30 to 1:30
Thursdays 1:30 to 2:30
And by appointment at your convenience

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Course Description and Objectives: This course explores Canada’s roots in the Age of Revolution, a period of dramatic political, social and economic change. We examine shifting patterns of loyalty as old and new inhabitants of what would become Canada wrestled with questions concerning how strongly they were committed to Britain’s imperial ambitions and who would exercise power within their communities and governing bodies. We explore evolving answers to old questions: What did it mean to be a patriot? Who and what were individuals willing to defend? Who and what were they prepared to resist? We watch immigrants, exiles and the refugees of European and North American wars shape new homelands, even as the First Nations peoples became refugees within their own lands. In this course we explore the related questions of loyalty and conscience among men and women defining their place in a new order. We read excerpts from the diaries, journals and letters of men and women of the period as well as scholarly articles based on these primary sources. Lectures and readings provide the opportunity to study methodological and theoretical debates surrounding the writing of history. Together with discussions and written assignments they focus on critical thinking and developing skills in researching and writing.

This course is mounted on BLS, so you will want to check our site regularly to get lecture outlines, questions for readings, and any material we decide to post. The email function is not enabled; please email at my regular dal account, ruth.bleasdale@dal.ca. I will try to get back to you within 24 hours, though not as quickly on weekends.

Course Text: Conrad, Margaret, Alvin Finkel and Donald Fyson. Canada: A History. Toronto: Pearson Education Canada, 2013. You will be reading approximately 100 pages to get an overview of the period we are covering. I have chosen the on-line edition because it is significantly cheaper and many of you will find it convenient to have online access to the Text. You will find it at the CourseSmart website: http://www.coursesmart.com/IR/4862883/9780132619851?hdv=6.8 Those of you who prefer to leaf through a hard copy can probably buy one second hand at a local book shop or order it from an online vendor.

Readings for Discussion: Our OWL site contains links to the readings, both the selection of scholarly articles, and excerpts from diaries, journals and letters. If for some reason a link becomes unstable or BLS is down, you can reach the material through Dal Libraries or an internet search of the public domain for material not in Dal’s collection.

Course Material on OWL: Class material, including lecture outlines and questions for discussion, will be regularly updated on the OWL system, so please check our site frequently.

Protection of Privacy: To protect the privacy of everyone in the class, students may not do voice or video recordings of any activity that occurs within the classroom.

Electronic Devises: During class time please refrain from using electronic devices in ways that might be considered disruptive or disrespectful. Please refrain from texting, emailing, or other such activities.

Accommodation Policy: Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.
Late Penalties: In fairness to all students, extensions will only be granted to those with documented medical or personal or family emergencies. Late penalties will be assigned at a rate of one-third of a letter grade for papers one to three days late; two-thirds of a letter grade for papers four to six days late, etc.

Policy on Academic Integrity: All students in this class are to read and understand the policies on plagiarism and academic honesty referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations. In brief, to quote from the policy, “academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people’s work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information.” Please note that as a matter of fairness to students who do their own work, I will check for plagiarism, and that by University regulations I am required to report suspected offences. Indicate your sources, do not pass off the work of others as your own, and see me if you have any questions.

ASSIGNMENTS AND EVALUATION

15% Analysis of *A Love Story from Nineteenth Century Quebec: The Diary of George Stephen Jones* (1000 words) due in class October 15th

25% Analysis of *More of a Man: Diaries of a Scottish Craftsman in Mid-nineteenth-century North America* (1500 words) due in time for class discussion on November 26th

15% Mid-Term Test in class October 22nd

25% End of Term Test written either in the formal examination period OR in class December 8th. You choose which best fits your end-of-term schedule: the time chosen by the Registrar OR December 8th.

20% Participation (See below for how you earn points)

Format of the Two Tests: On each test you will be asked to answer a number of short answer questions and one essay question. You will be able to choose from among a list of short answer questions and from three essay questions. Questions will be based on lectures, discussions and readings.

Attendance at Lectures: This is not compulsory, but it is a wonderful idea. George Jones and Andrew McIlwraith would approve, particularly Andrew. Not attending poses four problems: you will not be able to participate during discussions; you will miss lots of fun; you might miss making life-long friends with whom, in the short term, you can prep for the Tests and discuss Assignments; you will be left trying to fill in the blanks on lecture outlines.

Participation in Discussions and Demonstration of Reading Preparation: Each week, with a few exceptions, I will post on our BLS site a set of questions to accompany the readings for the following week, beginning the week of September 22nd. You will have the option of submitting written answers to those questions at the beginning of the lecture hour during which they will be discussed. You may submit a maximum of 6 sets of answers, worth 2 points per set, for a maximum of 12 points. You will only receive the points, however, if you hand in your answer sheet at the beginning of class and if you are in attendance to discuss your answers since the primary goal of this exercise is to encourage you to think about the readings before class and then contribute to discussion during class. Because you will have at least 8 opportunities to submit answers, I will not accept late submissions or submissions in lieu of attendance, except in extraordinary circumstances. Please begin the way you intend to continue: start doing the readings and submit your answers during the first weeks of term. This will ensure you do not run out of opportunities to earn these points. I will not be marking your submissions for style and grammar, but please make sure your points are clear. I will be returning your answers before the Tests which means they will be valuable study aids to have in your back pocket. Thanks.

Analyses of Diaries, *A Love Story and More of a Man*: I will post on our BLS links to these online diaries together with instructions for their analysis and those pages to which you will want to pay particular attention in *More of a Man*. You will want to read all of *A Love Story*.


http://web.a.ebscohost.com.ezproxy.library.dal.ca/ehost/ebookviewer/ebook/bmxLYmtfXzY4MjgyMV9fQU41?sid=ccdad296-acc9-4567-9b94-ef3e48b296a1@sessionmgr4004&vid=0&format=EB&rid=1

PLEASE NOTE: After our class I will make minor adjustments to the following Schedule in order to reflect your interests – to the extent possible.

LECTURE AND READING SCHEDULE

Sept 10th
Introductions and Organization
Discussion of why this classroom is perfect for this course

Sept 15th
*Terror Tales* from the Age of Revolution

In-class discussion of excerpts from John Howison, Sketches of Upper Canada (Edinburgh: Oliver & Boyd, High-Street, 1821). The excerpts will be distributed in class. We will use them to think about tricks and traps in analysing Primary Sources such as diaries and correspondence.

Sept 17th
The Conquest of New France: Conquering Body, Mind and Soul

Background Reading: *Canada: A History*, Chap 8, “Making Adjustments, 1763-83,” 100-16.

Sept 22nd
The American Revolution: Patriots, Refugees, and Loyalists (You may submit written answers.)


Background Reading: *Canada: A History*, Chap 9, “Redefining British North America, 1783-1815,” 117-34.

Sept 24th
Borderlands
Everyday Life in the Borderlands

Sept 29th
The Meanings of Loyalty and the Limits of Dissent (You may submit written answers.)


“Loyalists in New Brunswick in diaries and letters.”

Oct 1st
The War of 1812 and the Redefinition of Patriots and Loyalists
Everyday Life in War

Oct 6th
The War of 1812 and First Nations Allies and Refugees


Oct 8th
“There was no Indian to hunt for us.” (You may submit written answers.)


*David Thompson’s Narrative of his Explorations in Western Canada*, edited by J.B. Tyrrell (Toronto: Champlain Society, 1916), xv-xvii, 30-34, 320-25.

Oct 13th  The Classes and the Masses in Postwar Society


Oct 15th  Folk Beliefs, Customs, Strange Medicine, and Spirits in the Wilderness

Oct 20th  “Society” and Community

Oct 22nd  MID-TERM TEST

Oct 27th  Family, Neighbourhood and Community  (You may submit written answers.)

Discussion of A Love Story


Sam Strickland, Twenty-Seven Years in Canada West: Experience of an Early Settler, (London: 1853), excerpts.

Anna Jameson, “February 17th”, in Winter Studies and Summer Rambles in Canada (New York: 1839), 73-78.


Oct 29th  The Lords of Misrule, Political Unrest and the Redefinition of Patriots and Traitors

Nov 3rd  Protest and Rebellion  (You may submit written answers.)


The Diary of Jane Ellice, excerpt


Nov 5th  Repression: Execution and Exile

Nov 10th  Redefining Empire, Shifting Political Alliances, and Redefining Patriots

Nov 12th  NO CLASS

Nov 17th  The Industrial Revolution in British North America

Nov 19th  Exiles, Refugees and “The Hunger”  (You may submit written answers.)

Michael Quigley, “Grosse Ile: Canada's Irish Famine Memorial,” Labour/Le Travail, 39 (xxx) 195-214
(A version of this article also appeared in Eire-Ireland and History Ireland.)

Background Reading: Canada: A History, Chap 13, “British North America’s Revolutionary Age,” 189-99

Nov 24th  Social Tensions, Race and Ethno-Religious Conflicts  (You may submit written answers.)

Scott W. See, “‘Mickey’s and Demons’ vs. ‘Bigots and Boobies’: The Woodstock Riot of 1847,”

“A Higher Loyalty,” brief excerpts from the journals of people of faith.

Background Reading: Canada: A History, Chap 13, “British North America’s Revolutionary Age,” 200-06.
Nov 26
“A City on a Hill” and Voices in the Wilderness
Discussion of *More of a Man*

Dec 1st
North-Northwest (You may submit written answers.)


Dec 3rd
The Pacific Coast

Dec 8th
END OF TERM TEST (unless you are writing during the formal examination period)