HIST 100
Northern Exposures: Canada and the Environment

Fall 2019
MWF 12:00-12:52 COLE55

Professor Claire Campbell

Contact

Coleman 69  Office hours: Wednesdays 2-3pm or by appointment
570-577-1364  claire.campbell@bucknell.edu

Course Description

“Pioneers, then few in number, reached across a vast continent. They forged an independent country where none would have otherwise existed.”

Governor General David Johnston, Speech from the Throne, 16 October 2013

Really? Is that how we should understand Canada, the second-largest country in the world and the northern part of North America? What does this version of events say about how we think about our history in the “New World”?

This course examines how a relatively young country has claimed, used, and represented its vast and complex territory to its citizens and to the world, with three main clusters:

• continental expansion
• ideas of wilderness
• concepts of the north

In each of these clusters we will examine numerous political and cultural sources to study the evolution of a distinct Canadian imagination and Canadian state on the North American continent. We’ll begin with the politics of the 1860s about creating a new Dominion of Canada and end with questions of sovereignty in the Arctic in an era of climate change.

Ultimately, the course is about understanding aspects of Canada through its political, cultural, and geographical pasts. But it is also about how nature affects the development of national histories and national identities.

This course is also an introduction to the study and value of history; the kinds of sources, whether visual, literary, archival, or material, which historians can use; and the relationship between historical literacy and active citizenship.
The Course at a Glance

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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>August 26</td>
<td>Where and what and why is Canada?</td>
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<tr>
<td>September 2</td>
<td>Designing a country: The Politics of Confederation</td>
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<td>September 9</td>
<td>National Dreams as Eastern Ambition</td>
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<td>September 16</td>
<td>Homeland or reserve land? The Place of First Nations and Métis</td>
<td>Assignment #1</td>
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<td>September 23</td>
<td>Prairie as Breadbasket</td>
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<td>September 30</td>
<td>Wilderness as National Culture</td>
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<td>October 7</td>
<td>Wilderness and/as Indigenous Canada</td>
<td>Assignment #2</td>
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<td>October 14</td>
<td>[Fall Break] Destination Wilderness</td>
<td>Assignment #2a</td>
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<td>October 21</td>
<td>Wilderness and “the national interest”</td>
<td>Assignment #3a</td>
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<td>October 28</td>
<td>Adventure of the North</td>
<td>Assignment #3b</td>
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<td>November 4</td>
<td>We the North?</td>
<td>Assignment #3c</td>
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<td>November 11</td>
<td>The “undefended” border: Disputes over Territory</td>
<td>Assignment #3c</td>
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<td>November 25</td>
<td>Northern Environments and National Sovereignty</td>
<td>Assignment #3c</td>
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<td>December 2</td>
<td>Canada in an Era of Climate Change</td>
<td>Assignment #3d</td>
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<td>December 9</td>
<td>Review</td>
<td>Assignment #3d</td>
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Cluster 2: A Wilderness Nation?

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<td>Wilderness and “the national interest”</td>
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Cluster 3: The Northern Part of North America

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<th>Date</th>
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<tr>
<td>October 28</td>
<td>Romance of the North</td>
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<td>November 4</td>
<td>We the North?</td>
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<td>November 11</td>
<td>The “undefended” border: Disputes over Territory</td>
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<tr>
<td>November 18</td>
<td>Northern Environments and National Sovereignty</td>
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<td>November 25</td>
<td>Thanksgiving</td>
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<td>December 2</td>
<td>Canada in an Era of Climate Change</td>
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<td>December 9</td>
<td>Review</td>
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texts

2. Readings as listed below, all available on Moodle. Every class features at least one (and generally more) primary documents as well as scholarly readings.
3. Please also check www.cbc.ca/news/canada regularly (ie. three times a week).

Course Schedule: Topics and Readings

Cluster 1: Nation-Building in a “New” World

Week 1  Where and what and why is Canada?


Week 2  Designing a country: The Politics of Confederation

The **British North America Act (1867):** Introductory text, Sections 91 and 92, and Section 146.

“Nova Scotia v. Confederation,” Letter to the Earl of Carnarvon by Mr. Joseph Howe, Mr. William Annand, and Mr. Hugh McDonald stating their objections to the proposed scheme of union of the British North American provinces (1867), pages 24-25.


Steve Penfold, “The Power of Canada,” in *The Nature of Canada*

Week 3  National Dreams as Eastern Ambition

Gordon Lightfoot, “The **Canadian Railroad Trilogy**” (1966)


Ken Cruikshank, “Every Creeping Thing…” in *The Nature of Canada*

Week 4  Homeland or Reserve Land: First Nations and Métis

“List of Rights,” Winnipeg, 8 December 1869


**Text of Treaty 4** (1874)
Week 5  Prairie as Breadbasket

Watch: Windbreaks on the Prairies (Evelyn Cherry for NFB, 1943)

Colin Coates, “Back to the Land,” in Nature of Canada

Cluster 2: A Wilderness Nation?

Week 6  Wilderness as National Culture


Oliver Anderson, “Canoeing into Ottawa History,” Ottawa Citizen (5 July 2015)

Claire Campbell, “The Wealth of Wilderness,” in The Nature of Canada

Week 7  Wilderness and/as Indigenous Canada

Archibald Lampman, “Temagami” (1900)


Julie Cruikshank, “Listening for Different Stories,” in The Nature of Canada

Week 8  Destination: Wilderness


Week 9  Wilderness and “the National Interest”

“A open letter from the Honourable Joe Oliver, Minister of Natural Resources” (2012)

Graeme Wynn, with Jennifer Bonnell, “Advocates and Activists,” in The Nature of Canada
Cluster 3 The Northern Part of North America

Week 10 The Romance of the North

Stephen Leacock, “I’ll Stay in Canada” (originally published 1936)

Tina Loo, “Questions of Scale,” in The Nature of Canada

Week 11 We the North?


Listen to: The Big Story, “Will climate change kill Canada’s backyard hockey rinks?” (May 14, 2019)


Week 12 The “undefended” border: Disputes over Territory

Robert Service, “The Cremation of Sam McGee” (1907)


Week 13 Northern Environments and National Sovereignty

Christina Adcock, “Why Should We Care about the Erebus (or the Terror)?” Active History (2014)


Week 14 Thanksgiving
Week 15  Canada in an era of climate change

Liza Piper, “Climates of Our Times,” in The Nature of Canada


Week 16  Review

Please note: You are responsible for any information or announcements made in class.

Evaluation

The evaluation for this class is divided between written assignments that ask you to locate primary source materials (i.e. records that date from the historical period we are discussing) and secondary sources (analyses by scholars), class participation, and a final exam.

The reference librarian for history is Nancy Frazier. Her contact information and subject guides are linked on our Moodle page, and her email is nef007@bucknell.edu. My best advice for ANY history assignment, ever, is: meet with her as needed. I expect that you will all meet with her at least once on your own for the major assignment.

If you have anything you would like to talk about that would help you succeed in this class, please come see me.

Assignment 1  Document Search  10%  Due September 18

As part of Cluster 1, choose a newspaper from the online collection at the University of Alberta’s Peel Prairie Provinces collection. You may choose any newspaper dated between 1871 and 1913.

- Identify the name and date of the newspaper issue you chose to read.
- Discuss, in 750 words, 2-3 items of interest that you found in the newspaper for that day. Explain how these fit into the arc of Canada’s western expansion. Carefully analyze each item (article, advertisement, etc.) in terms of its intent, message, language, intended audience, etc., and show how they are linked.
- Provide a copy of the page(s) you are discussing.
Assignment 2    Image Artifact Search    10%    Due October 11

As part of Cluster 2, select an artifact that reflects Canada’s historical preoccupation with wilderness, dated between 1900 and 1960. This may be a map, painting, or other image, or a material object.

For your choice, include:
- creator and date of creation
- full credit to the holding institution (archive where you found the item)
- 750 words arguing for the historical value of this artifact in the context of the cluster. Think of it as: if you were illustrating a book on Canada, or curating an on-line exhibit, why would you have chosen this item? What does it say about Canada’s historical relationship with wilderness?

Use one of these archives (linked on Moodle):
Library of Congress    Libraries and Archives Canada
Nova Scotia Archives    McCord Museum, Montréal

Assignment 3    Position Paper 30%    Various due dates

For the final assignment, you will build on the argument (and approach) by Dolly Jørgensen (see Week 1): “Canada’s modernity cannot be separated in time or space from the Anthropocene in which it occurred.”

In a response piece of 5-7 pages, you will present an artifact that illustrates Canada as “a localized Anthropocene,” a country that embodies the values and impacts of the Anthropocene, such as:
- the reliance on fossil fuels
- using technology and forms of statehood to order and control nature
- discernible and permanent impact on the environment

The starting point is the artifact – Jørgensen uses a Canadian five-dollar bill. Your artifact may be a megaproject, like the St. Lawrence Seaway, the Trans-Canada highway, or a pipeline; it may be an event or a response, like the rise of an environmental organization, or a sustainability initiative like the Ark on PEI. I recommend looking closely through The Nature of Canada to see what catches your eye.

We will build this assignment over the semester. First, we will discuss your proposed artifact and rationale in class on October 23, and devote a class to library research with Nancy Frazier on October 25.

To understand and argue for the importance of your choice, and to contextualize it in Canadian history, which is a primary source, you will need to draw on secondary, or scholarly, sources. The next stage is an annotated bibliography with at least five scholarly sources, including two
journal articles and *three* scholarly monographs (books) or essays in edited collections. This means finding relevant sources, reading them, and write a paragraph for each source, explaining its argument and its value to your paper.

Next, you will read each other’s papers in a process known as peer review. Each of you will read, edit, and comment on another student’s rough draft, to offer feedback on the strength and clarity of the argument.

The final paper is due on the last day of class.

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<tr>
<th>Assignment</th>
<th>Grade</th>
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<tr>
<td>3a. Thesis proposal and discussion</td>
<td>5%</td>
<td>October 23</td>
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<td>3b. Annotated bibliography</td>
<td>10%</td>
<td>due November 4</td>
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<td>3c. Peer Review of rough draft</td>
<td>5%</td>
<td>to class November 15; due November 20</td>
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<td>3d. Final paper</td>
<td>10%</td>
<td>due December 9</td>
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I strongly recommend you take advantage of three resources:

- the Bertrand Library subject guides to Canadian History and Environmental History
- the database “America History & Life.” The scholarly articles *must come from this database.*
- the Bertrand Library reference desk! (Nancy Frazier)

In History, we follow what is called the Chicago Manual of Style. For a guide to this, see [https://my.bucknell.edu/x53459.html](https://my.bucknell.edu/x53459.html) (scroll to “Chicago”).

Notes
Late assignments will be penalized 5% per day.
Assignments must be submitted in class or by class time, if on Moodle.
I do not assign extra work in lieu of the assignments outlined in this syllabus.

**Participation 25%**

To quote Bill Cronon, a leading American historian, “Learning how to talk intelligently and enthusiastically about significant subjects is actually one of the most important skills you can learn in college.” This mark will reflect equally your attendance and your informed contributions, based on your analysis of the readings and relevant materials. Come prepared, and come to engage in considered, thoughtful, informed, and on-topic ways.

**Final Exam (in exam period) 25%**
Expectations and Professionalism in the Classroom

The university and the classroom can be spaces for wonderful freedoms – freedom of thought, of discussion, of exploration – but are also places that (like workplaces and the public sphere) require mutually respectful and professional behaviour. This means arriving on time and prepared, and treating each other civilly and generously in listening and conversation.

It also means refraining from using electronic devices in ways that might be considered disruptive or disrespectful to others. Please turn off your phones, and do not leave the room to use them. I would ask you to take notes by hand unless otherwise required. If your use of electronic devices interferes with the class it may negatively affect your grade. I will respond to email during business hours (8:30-4:30, Monday-Friday).

(This may all sound heavy-handed, but it is my way of emphasizing the importance of the university learning environment and our conversations with one another.)

We are very privileged to be here, and should treat these opportunities for learning with the utmost respect.

Academic Responsibility

Academic integrity is at the core of the community of scholarship to which we belong. We will spend a significant part of this course discussing academic practices. I follow University policies on these matters, which can be found at https://www.bucknell.edu/AcademicResponsibility.

Please note the University Honor Code (or in Canadian, Honour Code):

As a student and citizen of the Bucknell University community:
1. I will not lie, cheat, or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Bucknell University expectations for academic engagement

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.

Student Needs and Accommodation
Students who may need classroom accommodations should contact the Office of Accessibility Resources (https://www.bucknell.edu/about-bucknell/accessibility-resources/services-and-resources-for-students/academic-accommodations) as soon as possible. Please also come see me if there is anything I can do to ensure your academic success.

**Learning Goals**

We will aim to achieve the following goals (and History Department outcomes):
- Develop an understanding of the political, cultural, and environmental factors at work shaping the history of Canada from 1860, through lectures, readings, discussion, and independent research projects (outcome 1, 2, 4, 5).
- Recognize the broader historical and ecological dynamics of modern North America (Canada and the United States), and ways in which the environment factors into history (2, 7).
- Critically analyze the authorship and meaning of primary sources (textual, visual, material, and physical) from the period, considering particularly the evolution of a national sensibility and national boundaries (3).
- Write reflectively and articulately a query of investigation that demonstrates both intellectual curiosity and rigorous, critical thinking, and then sketch a plan of research (4, 6).
- Engage in thoughtful, informed discussion about historical landscapes, issues, and artifacts, and how they have shaped the world around us today, especially in terms of environmental sustainability (5).