

HIST 100
Northern Exposures: Canada and the Environment

Fall 2019
MWF 12:00-12:52 COLE55

Professor Claire Campbell

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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

	Cluster 1: Nation-Building in a “New” World	Watch for...
August 26	Where and what and why is Canada?	
September 2	Designing a country: The Politics of Confederation	
September 9	National Dreams as Eastern Ambition	
September 16	Homeland or reserve land? The Place of First Nations and Métis	Assignment #1
September 23	Prairie as Breadbasket	
	Cluster 2: A Wilderness Nation?	
September 30	Wilderness as National Culture	
October 7	Wilderness and/as Indigenous Canada	Assignment #2
October 14	[Fall Break] Destination Wilderness	
October 21	Wilderness and “the national interest”	Assignment #3a
	Cluster 3: The Northern Part of North America	
October 28	Romance of the North	
November 4	We the North?	Assignment #3b
November 11	The “undefended” border: Disputes over Territory	
November 18	Northern Environments and National Sovereignty	Assignment #3c
November 25	Thanksgiving	
December 2	Canada in an Era of Climate Change	
December 9	Review	Assignment #3d

Texts

1. *The Nature of Canada*, edited by Colin M. Coates and Graeme Wynn (UBC Press 2019). Available at the University bookstore and on reserve at the library.
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).

A good reference for understanding Canadian history is J.R. Bumsted, *A History of the Canadian Peoples* (4th edition, Oxford University Press, 2011). A copy is on reserve at the library. Robert Bothwell’s *My Country, Your Country: A Unified History of the United States and Canada* (2015) may be helpful in situating moments in Canadian history against that of the United States. It’s on reserve as well.

Course Schedule: Topics and Readings

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

Week 1 Where and what and why is Canada?

Alan MacEachern, “A Little Essay on Big: Towards a History of Canada’s Size,” in *Big Country, Big Issues: Canada’s Environment, Culture, and History*, eds. Knopfler and Mauch, *Perspectives*, 4 (Rachel Carson Center, 2011), pages 6-13.

Dolly Jørgensen, “Epilogue: Canadian Modernity as an Icon of the Anthropocene,” *Made Modern: Science and Technology in Canadian History*, eds. Jones-Imhotep and Adcock (UBC Press, 2018), pages 348-357.

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.

Sean Kheraj, “[The nature of Confederation](#),” NiCHE (2016)

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)

Nellie McClung, Chapter 10: “The Land of the Fair Deal,” *In Times Like These* (D. Appleton, 1915), [pages 155-160](#).

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

“[The Northwest Rebellion](#),” *The Illustrated War News*, volume 1 no. 1 (Toronto), 4 April 1885, pages 2-3.

[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

Stephen Leacock, “[Back to the Bush](#),” *Literary Lapses* (1910).

Douglas LePan, “Canoe Trip,” *The Wounded Prince and Other Poems* (Chatto & Windus, 1948).

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)

Thomas Berger, [Northern Frontier, Northern Homeland: The Report of the Mackenzie Valley Pipeline Inquiry](#) (1977): “Northern Frontier, Northern Homeland” and “The Corridor Concept,” 1-2 and 9-12, and “Epilogue: Themes for the National Interest” 197-200

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

Week 8 Destination: Wilderness

Olivier Craig-Dupont, “Hunting, Timber Harvesting, and Precambrian Beauties: The Scientific Reinterpretation of La Mauricie National Park’s Landscape History, 1969-1975,” in [A Century of Parks Canada, 1911-2011](#), ed. Campbell (University of Calgary Press, 2011), pages 179-204.

Week 9 Wilderness and “the National Interest”

“[An 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?

Andrew Holman, "A Flag of tendons: Hockey and Canadian History," in *Hockey: Challenging Canada's Game/Au-delà du sport national*, eds. Ellison and Anderson (UOttawa Press, 2018), pages 25-44.

Listen to: [The Big Story](#), "Will climate change kill Canada's backyard hockey rinks?" (May 14, 2019)

Allan Downey, Chapter 5: "Reclaiming the Creator's Game," *The Creator's Game: Lacrosse, Identity, and Indigenous Nationhood* (UBC Press, 2018), pages 208-242.

Week 12 The "undefended" border: Disputes over Territory

Robert Service, "[The Cremation of Sam McGee](#)" (1907)

Daniel Macfarlane, "Natural Security: Canada-US Environmental Diplomacy," in Mckercher and Van Huizen, eds. *Undiplomatic History: The New Study of Canada and the World* (McGill-Queen's University Press, 2019), pages 107-136.

Week 13 Northern Environments and National Sovereignty

Christina Adcock, "[Why Should We Care about the Erebus \(or the Terror\)?](#)" Active History (2014)

Andrea Charron, "Contesting the Northwest Passage: Four Far-North Narratives," [Border Flows: A Century of the Canadian-American Water Relationship](#), eds. Lynne Heasley and Daniel Macfarlane (Calgary: University of Calgary Press, 2016), 87-109.

Week 14 Thanksgiving

Week 15 **Canada in an era of climate change**

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

Heather McGregor, “Time Chased Me Down, and I stopped Looking Away,” 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

Nova Scotia Archives

Libraries and Archives Canada

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.

3a. Thesis proposal and discussion	5%	October 23
3b. Annotated bibliography	10%	due November 4
3c. Peer Review of rough draft	5%	to class November 15; due November 20
3d. Final paper	10%	due December 9

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> (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).