

History 1400: Canadian Nation Since 1867

Fall 2018, Department of History, Faculty of Arts, University of Manitoba

Tuesday and Thursday, 10am-11:15am

Classroom: EITC E2 Rm 330

Instructor: Adele Perry, 228 St John's College, 204-474-8107, Adele.Perry@umanitoba.ca

Office Hours: Monday, noon-1:30 or by appointment. Please call me Adele, or, if you would prefer, Dr. Perry. Most people call me Adele. You are welcome to come to my office hours, or contact me via email. If I haven't replied within 2 days, please feel free to send me a follow-up email.

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Ojibwe, Dakota, and Dene peoples, and on the homeland of the Métis Nation. The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity. This commitment and these principles will frame our course, and we will explore aspects of the colonial history that led us to the present moment. An understanding of what took place on the territory we now inhabit is necessary to decolonized relationships among Indigenous and non-Indigenous peoples and lands.

Course Introduction: or, is this course for you?

This course aims to introduce students to the power and joy of historical study by examining Canada's past since 1867. In particular, we will take on the five key components that the "historical thinking" project has identified as crucial to thinking like a historian: using primary source evidence, identifying continuity and change, analyzing cause and consequence, taking historical perspectives, and understanding the ethical dilemma of historical interpretations. You can see more about this here: <http://historicalthinking.ca/historical-thinking-concepts>

Our weekly readings, lectures, discussions, and other activities will centre on primary documents, and how we can and should interpret them to understand Canada's past. Through documents, we will explore the social history of the Canadian nation and the people who have been claimed by it or who have claimed it. The course will pay particular attention to histories of colonization, Indigenous people, migration, race and racism, and gender. By examining, discussing, and thinking hard about the spoken words, material creations and writing left by people who lived through these histories, we will learn how to make sense of the past in relationship to our own lives. Particular topics will include state-making; resistance to the new Canadian state in 1885; work, poverty and industrialization; Treaties, Indigenous peoples, and the Canadian state; 1919 and alternative Canadas; eugenics; the Great Depression and crises of capitalism; world wars, the state and patriotism; Medicare and the active state; Quebec nationalism; 'Red Power' and Indigenous resistance in the post-war era.

Class time will be spent working in groups, viewing and discussing film and video, listening to lectures, and, depending on circumstances, on field-trips. Participation will be evaluated by five in class writing assignments and one brief, informal presentation. The two essays and final

exam will focus on the interpretation of primary documents and the demonstration of clear communication skills.

Assessment

Assessment tool	length	due	Value
Essay 1: primary document analysis	6 typed pages or 1500 words	4 October 2018	30%
Essay 2: primary document analysis	6 typed pages or 1500 words	20 November 2018	30%
Participation: evaluated by five unscheduled, in-class writing assignments and one brief, informal presentation		Throughout term	10%
final examination			30%

Expectations for Assignments

Evaluation of term work will be provided before the voluntary withdrawal date of 19 November 2018. Please submit assignments at the beginning of the class on the day they are due. Please double-space all written assignments and print them in standard 12-point font with regular (approx. 1 inch) margins. Include your name and the assignment's title at the top of the paper (no separate title pages necessary). If possible, please print on both sides of the page and use recycled paper. If you are looking for printers on campus, there are a number of options, including <https://libguides.lib.umanitoba.ca/printing>. Please hand in hard rather than electronic copies of assignments.

Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.

Extensions and Late Submissions

I will consider granting extensions if you see me about it at least two weeks before the due date and have a good reason for asking for an extension. Otherwise, assignments handed in later than the due date without a documented reason (due to illness, death in the family or a religious obligation, for example) will be penalized 5% per day that it is late to a maximum of one week late. I will not accept assignments handed in more than one week late. No assignments will be accepted after the last class of each term.

Style Guidelines

Students will be expected to use the Chicago Style for their essays. We will work to understand and practice this system of documentation. There is a useful guide at

<http://libguides.lib.umanitoba.ca/c.php?g=365451&p=2468952>.

Religious Holidays, End-of-Term Work

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. Please notify me at least three weeks in advance of any accommodation you will need for religious reasons. Any term work that has not been claimed by students will be held for four months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures of disposal.

Grade Distribution

A+ Exceptional (88–100%)	C+ Satisfactory (65–69%)
A Excellent (80–87%)	C Adequate (60–64%)
B+ Very good (75–79%)	D Marginal (50–59%)
B Good (70–74%)	F Failure (less than 50%)

Grade Appeals

Students who wish to appeal a grade given for term work must do so within ten working days after the grade for the Term work has been made available to them.

Academic Integrity

You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Visit the Academic Integrity Site for tools and support: <http://umanitoba.ca/academicintegrity/>. Arts-specific information is available here:

http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. FYI (and, YES, this is meant to scare you away from plagiarism!), the common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F DISC (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F DISC for the course and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Unreturned Work

Uncollected term work will become the property of the Faculty of Arts and will be subject to

confidential destruction 4 months after the end of term.

Course Technology

Like everything else, there is a time and a place for wired technology, including cell phones and lap top computers. For many people, handwriting is a more effective way of taking notes and retaining information. Others find laptops useful. All of us need to figure out how to use technology in an appropriate way, for ourselves and for those we share the classroom with. Early in the class we will discuss an appropriate policy for use of laptops and phones in the classroom, and from that point on, Adele will work to ensure that we keep to it.

I will use UM Learn in this course and may occasionally contact you by email. The U of M requires that you have an official university email account and that we use that account to communicate with you. Please make sure your U of M email account is activated.

Copyright Statement

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, please see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason, and what you plan to do with it afterwards. Also, please keep in mind that the University of Manitoba and Adele Perry hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

Reading and Textbooks

We will use two online sources for this course: John Belshaw, *Canadian History: Post Confederation* (Vancouver, BC Campus, 2015), found at <https://opentextbc.ca/postconfederation/> and Sean Kheraj and Tom Peace, eds., *History Seminar: Canadian History* (Toronto Pressbook, 2018), found at <http://openhistoryseminar.com/canadianhistory/>. These may be supplemented by additional materials posted on the course umlearn page.

Please ensure that you have a copy of the documents from Kheraj and Peace with you when you come to class.

Student Resources

Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL).

Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing umhisau@gmail.com.

Detailed Course Schedule (Subject to Change)

Thursday, September 6, 2018: *Course Introduction*

Reading

- "Introduction" and "How to use this book" in Kheraj and Peace
- Belshaw, "About the Book," "Preface and Prologue in Belshaw.

Tuesday, September 11, 2018 and Thursday, September 13, 2018: *Making Canada, 1864-1876*

Reading:

- Introduction, Treaties in Historical Context, and Document 10, Numbered Treaty One (1871) in Kheraj and Peace
- Introduction, Document 1: Confederation Debates, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 1.

Tuesday, September 18, 2018 and Thursday, September 20, 2018: *The Price of Canada: 1885*

Reading:

- The Trail of Louis Riel: Introduction and Document 1: The Prisoner's Address, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 2

Tuesday, September 25, 2018 and Thursday, September 27, 2018: *Industrialization and Urbanization*

Reading:

- Working in the Ninetieth-Century, Introduction, Document 1 and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 3

Tuesday, October 2, 2018 and Thursday, October 4, 2018: *Modernity's Discontents: First-Wave Feminism and Moral Reform in early twentieth-century Canada*

Reading:

- Drugs, Race, and Moral Panic, Introduction and Document 1, Emily Murphy, *The Black Candle*, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 4
*essay 1 due 4 October 2018, in class.

Tuesday, October 9, 2018 and Thursday, October 11, 2018: *Canada and Global Wars*

Reading:

- Imagining the Great War Soldier, Introduction and Document 1, War Posters, 1914-1918, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 6

Tuesday, October 16, 2018 and Thursday, October 18, 2018: *1919 and reckoning with Canada*

Reading:

- Reconstructing a New Canada, Introduction and Document 1: The Farmers' Platform, 1918 and Document 2, J.S. Woodsworth, 1919, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 5

Tuesday, October 23, 2018 and Thursday, October 25, 2018: *Indigenous People and Modern Canada*

Reading:

- Residential Schools, Introduction, Document 1, Bryce, Report on the Indian Residential Schools (1907), Document 2, Bryce, The Story of a National Crime (1921), and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 7
*Presentation, National Centre for Truth and Reconciliation

Tuesday, October 30, 2018 and Thursday, November 1, 2018: *Crises of Capitalism and the Great Depression*

Reading

- Relief Camps, Introduction and Document 1: Report of the Commission on Relief Camps, 1935, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 8
*Research Workshop with Cody Fullerton, Dafoe Library

Tuesday, November 6, 2018 and Thursday, November 8, 2018: *World Wars, and the Legacies of Internment*

Reading

- Wartime Propaganda, Introduction, and Document 1: proudest Girl in the World, Document 2: Empty Rooms Mean Idle Machines, Document 3: Front of Steel, and Document 4: Women are Warriors, Document 5: Labour Front, and Document 6: Keep Your Mouth Shut, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 9

Tuesday, November 13, 2018 and Thursday, November 15, 2018: *fall term break*

Tuesday, November 20, 2018 and Thursday, November 22, 2018: *The Post-War State, a new Canada, and its exclusions*

Reading:

- Medicare, Introduction and Document 1: Betsy Bury, working for Medicare, Document 2, John Bury, a Physician on the Front Line of Medicare and Document 3, Roy Romanow, My Experience in the Medicare Battle and the Woods Commission, and Discussion Questions in Kheraj and Peace
- Belshaw, Chapter 10
*essay 2 due 20 November 2018, in class.

Tuesday, November 27, 2018 and Thursday, November 29, 2018: *French and English Canadian Nationalisms and a Global World*

Reading:

- Canadian Culture, Introduction and Document 1, Report on the Royal Commission on National Development in the Arts, Letters, and Sciences, 1949-1951 and Quebec Nationalism in the 1960s, Document 1: Rene Levesque, 1960, and Pierre Trudeau, 1964, and Discussion Questions, in Kheraj and Peace
- Belshaw, Chapter 12.

Tuesday, December 4, 2018 and Thursday, December 6, 2018: Challenging Canada: Indigenous Resurgence and Course Wrap Up

Reading:

- White Paper/Red Paper, Debating Indian Policy, 1969-1970, Introduction, Document 1: White Paper, 1969, and Document 2, Red Paper, 1970, and Discussion Questions in Kheraj and Peace and
- Belshaw, Chapter 11