Welcome to History 2284!
I look forward to exploring with you the social movements that helped to shape 20th century Canada. As we work our way through this class, don’t hesitate to ask questions, talk to me before or after class, or contact me. I like to know how each of you is doing. You can come to see me during my office hours. If these times (see above) do not work for you, please email me to set up an appointment, because I often have meetings. I am on campus Monday through Thursday. If you need to reach me, email is better than phone. I do not answer student emails after office hours (9-5) or on weekends, except in emergencies.

You can address me in whatever way makes you comfortable – Professor Jones, Esyllt, Doctor Jones, or any nicknames that come to mind (within limits).

What is this course about?
This course examines how Canadian democracy (in its broadest meaning) has historically been contested, debated, and challenged. It will focus on the post-Confederation history of social movements, citizen engagement, and state responses to dissent. The course will discuss the impact upon Canadian democracy of human agency and dissenting voices, such as those of workers, the poor, women, indigenous peoples, and racial and ethnic minorities.

From Indigenous Canadians resisting colonization, to French Canadians calling for an independent nation of Quebec, to workers demanding better pay and working conditions and the right to form unions, Canada has been contested in a wide range of ways. By examining this history, we learn about how social change happens.

Questions we will consider in this course include: how has the relationship between democracy and history been defined in modern Canada? How have different ideologies - nationalism, anti-racism, feminism, and socialism, for instance – contested Canada? How have people of different class, racial, ethnic and national identities pushed the limits of democracy in Canada? How have dissent and dissenters been viewed by the law and the state? How do these processes of social contest help to challenge and change Canadian history?
Course format
We will meet three times per week. You are expected to attend all classes. About one-third of class time will be devoted to lectures. The remainder will be used for viewing and listening to materials – films, music, audio and video clips, etc -- and discussion of assigned readings. Usually I will lecture on Mondays, at the beginning of each course “lesson.” Wednesdays and Fridays we will discuss materials you have been asked to read, so have your reading done for Wednesday’s class. Most readings will be available as a course pack, which will be supplemented with handouts. Please bring your materials with you to each class.

There will be readings and study questions assigned each week. Some of you may find this reading heavy, but if you persist you will get used to it. Honestly! Students are expected to do the reading and prepare answers to discussion points prior to class. Lectures AND questions assigned for in-class discussion will form the core of the tests and the final examination. They are very important to your performance in the class.

Evaluation:

Some important rules and regulations:

All written work submitted for this course must be original. Students are advised to consult the University of Manitoba regulations, as outlined in Section 8 of the General Academic Regulations in the online Academic Calendar & Catalog, regarding plagiarism, cheating and impersonation. The common penalty in Arts for plagiarism in a written assignment, test, or examination is F on the paper and F (DISC for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can include suspension for a period of up to five (5) years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

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.

Evaluation will be provided before the VOLUNTARY WITHDRAWAL date of November 14, 2012.

Students who wish to appeal a grade given for term work must do so within TEN (10) working days after the grade for the term work has been made available to them.
Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Marking Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>88-100%</td>
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<tr>
<td>A</td>
<td>80-87%</td>
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<tr>
<td>A</td>
<td>80-87%</td>
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<tr>
<td>B+</td>
<td>76-79%</td>
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<tr>
<td>B</td>
<td>70-75%</td>
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<tr>
<td>C+</td>
<td>65-69%</td>
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<tr>
<td>C</td>
<td>60-64%</td>
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<td>D</td>
<td>50-59%</td>
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<tr>
<td>F</td>
<td>0-49%</td>
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COURSE CALENDAR

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<th>Word Length</th>
<th>Due Date</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Written assignment #1</td>
<td>min. 1000 words/4 typed double spaced pages</td>
<td>September 28</td>
<td>15%</td>
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<tr>
<td>Written Assignment #2</td>
<td>min. 1500 words/6 typed double spaced pages</td>
<td>November 16</td>
<td>20%</td>
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<tr>
<td>Take-home writing assignment</td>
<td>min. 750 words/3 typed double spaced pages</td>
<td>December 3</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>n/a</td>
<td>October 15</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>TBA</td>
<td>30%</td>
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</tbody>
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1. Written Assignments

There will be THREE written assignments, based on assigned reading and themes discussed in class;

Written Assignment #1 will be an essay that compares the current federal citizenship test study guide, *Discover Canada*, to an ‘alternative’ guide, *People’s Citizenship Guide*.

Written Assignment #2 will be a research essay on the history of a Canadian social movement. You will choose from a list of assigned essay topics.

Take-home writing assignment is a short essay in response to questions assigned in class dealing with Sean Mills’s book, *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal*.

Further information about assignments will be handed out during the term.
Policies For Written Work

Revision
Students who want to attempt to improve a grade on an essay are encouraged to meet with the professor and submit a revised paper.

Late Penalties
There is NO penalty for late written submissions in this class. However, papers will not be accepted after the last day of lectures, December 5, 2012. Students failing to submit their work on the due date forfeit the right to comments from the professor. No revised assignments will be accepted from students who do not hand their work in on the due date. The only exceptions to this rule are students with documented illness.

2. Examinations
There will be a mid-term exam, based on lectures, readings and discussion we have done in class. There is a final exam, scheduled during the examination period.

TIP: All examinations are based on assigned reading and study questions. However, students are given a choice of several essay questions on exams. To succeed on your mid-term and final examinations, you will need to master the reading material for at least two of every four lessons. To excel, you will have good comprehension of all of the assigned reading.

PEDAGOGY AND CLASSROOM DECORUM

A note about the instructor, and my approach to teaching
I am trained as a Canadian historian, and a historian of health and disease. Most of my research has been in two areas: the history of the 1918-1919 influenza pandemic, and the relationship between class and health. Right now I am writing about the people who shaped the first medicare programs in Canada, and their relationship to socialism and communism. The subject of this class is democracy and citizen engagement, and these are things I deeply value. I hope that this class will make you think critically about Canadian history and politics.

My approach to this class is pretty straightforward. I believe in active learning. The things you will remember from this class will be the things you teach yourself, with my help, and in discussion with fellow students. I lecture mostly to give you the background you need to understand the reading and to help you write your papers.

Helping students to improve their academic skills is important to me. As specialists in a discipline in the humanities, historians appreciate elegant writing. I encourage students to share their essay drafts with me and receive feedback. I will work with you to improve your writing. For those of you who are worried about your written
communication skills, it is important to remember that writing improves with practice. Some people are just ‘born’ good writers, but most of us just have to work at it.

I value one-on-one contact with students. In first and second year classes, it is difficult to get to know everyone, but this class is not so large that you will be anonymous. Even if you never come to see me outside of class, I try to notice each individual student. I will know whether you attend class regularly, how much you participate, and roughly how well you are doing in the class. I am terrible with names, but this does not mean I am not aware of you.

**What is expected of you?**

I expect my students to pay attention and engage in class. Students should not surf online, send texts, answer emails, go on FB, or do other fun activities on their computers during class. I find this kind of thing disrespectful, and respect is a two way street. Please, turn off your cell phones before you come to class. Your classmates will thank you for it.

You are welcome to interrupt me at any time if you need a better explanation, or if you wish to raise something. If I am moving too quickly, say so. When other students are speaking, however, please do not interrupt.

The classroom will be an environment where all views -- if they are respectfully expressed -- are welcome, and where students will learn from each other as much as from me. All questions are good ones. While a first year Canadian history class would help students in preparation for this course, the course will not assume a detailed awareness of Canadian social history.

Everyone can succeed in this class. If you put something in, you will get something out.

**Course Materials and Textbooks:**

The following texts are mandatory, and can be purchased at the University of Manitoba bookstore.

Hist 2284 Coursepack.


OUTLINE OF TOPICS AND READINGS

Week 1 (Sept 6) Introduction

Week 2 (Sept 10-14) Democracy, Citizenship and Public History


Government of Canada, Discover Canada. Available online as a pdf or ebook

Week 3 (Sept 17-21) Aftermath of Rebellion: First Nations and 1885


Week 4 (Sept 24-28) Limits to the Electoral Franchise in Canada

History of the Vote in Canada, Chapters 2 and 3

Week 5 (Oct 1-5) ‘First Wave’ Feminism and Women’s Suffrage


Week 6 (Oct 7-12) Winnipeg General Strike (Thanksgiving, no class on Monday)

Todd McCallum, "'Not a Sex Question'? The One Big Union and the Politics of Radical Manhood," Labour/Le Travail, 42 (Fall 1998), 15-54.

Week 7 (Oct 15-19) Dissent and Deportation During the Great Depression

**mid-term examination Oct 15**

Barbara Roberts, Whence They Came: Deportation from Canada 1900-1935, Chapter 7 (available as an e-book on Bison)

Week 8 (Oct 22-26) Civil Rights and the Cold War

Week 9 (Oct 29-Nov 2) Opposing Racial Segregation in Canada


Week 10 (Nov 5-9) Reproductive Choice and Sexuality in Second Wave Feminism


Week 11 (Nov 14-16) Red Power: Aboriginal Challenges in the 1960s


Week 12 (Nov 19-23) State Power and Dissent in Québec: the October Crisis, 1970

Sean Mills, The Empire Within, Chapter 7

Week 13 (Nov 26-30) Gay Liberation Movements

Valerie Korinek, “The most openly gay person for at least a thousand miles: Doug Wilson and the Politicization of a Province, 1975-83.” Canadian Historical Review 84, 4 (December 2003)

Week 14 (Dec 3 & 5) Review

Tips for Reading Course Materials
There are a number of places on the internet where you can find suggestions about how to get the most out of your reading in university. Try for example:

University of Manitoba Learning Assistance Centre
http://umanitoba.ca/student/u1/lac/handouts/handouts.html#Rding

An excellent site for history students that gives tips on reading and writing:
Patrick Rael, Bowdoin College, “Reading, Writing, and Researching for History: A Guide for College Students”
http://www.bowdoin.edu/writing-guides/