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, I am on campus each day. 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 or am in the classroom. 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.

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.

How do you prepare for class?

- **Do your reading.** Have the week’s reading done for Wednesday’s 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! If you don’t have time to read every word, read the introduction and conclusion, and scan the rest of the article. You will not be able to do well in this class if you do not read most of the assigned articles, because you will be examined on them in the mid-term and the final.

  Don’t fall into the trap of thinking you have read something ‘wrong.’ This can be a real confidence-killer. Chances are, you will understand the reading. Where things make less sense, ask questions. You probably are not the only one who has them.

- **Prepare answers to discussion questions.** You will be given discussion questions each week. They are important, because exam questions are based on them. Prepare your answers for class and take notes as we go through the questions.

- **Please bring your materials with you to each class.** This might include your course pack, additional handouts, discussion questions, etc. If you come well equipped, you will get more out of discussions and small group work.

Evaluation

All students need to be aware of these 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.

- 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.

- Evaluation will be provided before the VOLUNTARY WITHDRAWAL date of November 13, 2013.

### 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, 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.

Papers will not be accepted after the last day of lectures, December 4, 2013.

The only exceptions to these policies are for students with documented illness.

**Marking Scale:**

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<th>Grade</th>
<th>Percentage</th>
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<td>B+</td>
<td>76-79%</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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### Calendar

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<tr>
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<td>October 21</td>
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<tr>
<td>Final Exam</td>
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<td>TBA</td>
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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.

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 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 ‘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?
• Students should not perform extra-curricular activities on their gadgets during class. We may use your computers, tablets, etc to find things out online, so you can bring them. But please, turn off your ringer and don’t take calls during class. Your classmates will thank you for it.

• You are encouraged 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.

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 9-13) Democracy, Citizenship and Public History**


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

**Week 3 (Sept 16-20) Aftermath of Rebellion: First Nations and 1885**


**Week 4 (Sept 23-27) Limits to the Electoral Franchise in Canada**

History of the Vote in Canada, Chapters 2 and 3

**Week 5 (Sept 30-Oct4) ‘First Wave’ Feminism and Women's Suffrage**

Week 6 (Oct 7-11) Winnipeg General Strike

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 14-18) Dissent and Deportation During the Great Depression (Thanksgiving, no class Mon Oct 14)

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

Week 8 (Oct 21-25) Civil Rights and the Cold War

**mid-term exam October 21**


Week 9 (Oct 28-Nov 1) Opposing Racial Segregation in Canada


Week 10 (Nov 4-8) Reproductive Choice and Sexuality in Second Wave Feminism


Week 12 (Nov 18-22) State Power and Dissent in Québec: the October Crisis, 1970

Sean Mills, *The Empire Within*, Chapter 7
**Week 13 (Nov 25-29) 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 2 & 4) 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:

[http://umanitoba.ca/student/academiclearning/handouts/handouts.html](http://umanitoba.ca/student/academiclearning/handouts/handouts.html)