

HIST 2288 W A01 Winter 2016
History of Social Movements in Canada

Tues/Thurs 10am-11:15am
Room: 229 St Paul's College

Instructor information

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Office Hours: Monday, 10-11am

In this course we will examine the complexities of Canada in the modern era through an examination of the social movements that have both shaped it and protested it. We will pay particular attention to the ways that identities and inequalities -- of gender, race, class, nation, religion, language, sexuality and more -- were encoded in Canada's nation-state. We will also pay attention to how social movements (Indigenous rights, feminism, the labour movement, gay and lesbian liberation, and more) aimed to challenge this, and to the particular combination of successes and failures that they experienced in doing so.

This course builds on survey-level introductions to Canadian history and raises questions of historical methodology, including the use of primary sources and the critical analysis of historiography. There are no pre-requisites, and the course is suitable for students with little or no Canadian history background. The course aims to prepare students for more detailed and in-depth studies, including in seminar-level investigations into Canadian history, gender history, or Indigenous history.

Course format & Expectations

We will meet twice a week for 75 minutes. Someone once said that 80 percent of life is showing up, and for that reason I will take attendance most if not all classes. Depending on class size, and interests, we will spend that time having lectures, viewing and listening to materials (films, music, audio and video clips, etc.) and discussing assigned readings in both big and small groups. We will also do some in-class writing.

You need to commit to keeping up with the assigned readings. These will focus on Bryden et al, eds., *Visions: The Canadian History Modules Project, Editor's Choice, Post-Confederation, 2nd Edition* (2014). I may post additional readings on the course UMan Learn webpage.

Engaging in group discussions, listening attentively and speaking persuasively and respectfully to others are learned skills and I will work to provide opportunities for everyone to build their skills for both speaking and listening.

Students may use computers or tablets to take notes or locate relevant material online. Please put phones on silent and do not text and engage online in class.

Evaluation

All written work submitted for this course must be original. Students are advised to consult the University of Manitoba regulations, as outlined in the section on “Academic Integrity” 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 18 March 2016.

Policies for Written Work

Students who want to attempt to improve a grade on an essay are encouraged to meet with the professor and submit a revised paper within a week of receiving their marked assignment.

It is in your interest to submit work on time. Late work will have a penalty of 1% per day applied. Papers will not be accepted after the last day of lectures, 8 April 2016.

Marking Scale:

A+ 86-100%	C+ 65-69%
A 80-85%	C 60-64%
B+ 76-79%	D 50-59%
B 70-75%	F 0-49%

Assignments and Evaluation

There will be two written assignments that build on assigned reading and encourage you to expand your skills at research, analysis, and writing.

One essay will be a research essay that offers an analysis of the life and work of a Canadian activist in the 20th or 21st century. The other essay will be an analysis of a text produced by a Canadian social movement in the 1960s within the context of the course material and readings from *Visions*.

Further information about assignments will be handed out during the term.

There will be a final examination valued at 35% of the total grade. This will be based on course readings and materials covered in class. We will decide on the exact format of the exam as a group.

Assignment	Specifics	Due Date	Value
Essay #1	1500 words or approx. 6 typed double-spaced pages	11 February 2016	30%
Essay #2	1500 words or approx. 6 double-spaced, typed pages	17 March 2016	25%
Participation		n/a	10%
Final Exam		TBA	35%

Course Materials:

The following text is required, and can be purchased at the University of Manitoba bookstore. Please make sure you have the right edition of *Visions*.

P.E. Bryden, et al, eds., *Visions: The Canadian History Modules Project, Editor's Choice, Post-Confederation* (Toronto, Nelson, 2014), 2st edition. ISBN-13: 978-0176669409

Students who are unsure of their background in Canadian history may want to use a general narrative textbook. I would recommend Raymond Blake, et al, *Narrating a Nation: Canadian History Post-Confederation* (Toronto, McGraw-Hill Ryerson, 2011).

For style and format, please consult the free and open access document available at <http://libguides.lib.umanitoba.ca/c.php?g=298394&p=1988887> or <http://www.uvic.ca/humanities/history/assets/docs/styleguide.pdf>

Detailed Class Schedule

This is subject to change, modification, and adjustment. Please try to stay on top of the readings each week. I will keep a copy of *Visions, Post-Confederation*, outside of my office door at 228 St John's College. If you borrow it, please leave a note letting other students know when you plan to bring it back.

7 January 2016: *Course Introduction*

12 and 14 January 2016: *Making Modern Canada*

- Readings: Visions, Post-Confederation, Chapter 1: "As Long as the Sun Shines and the Waters Flow: Treaties and Treaty-Making in the 1870s West"
- 14 January 2016: *Library Workshop, 202 Isbister*

19 and 21 January 2016: *Work, Protest and Worry: Urbanization, Industrialization and Making Modern Canada*

- Readings: Visions, Post-Confederation, Chapter 2, "Industrialization and Women's Work, 1870s and 1920s"

26 and 28 January 2016: *Who's In and Whose Out? Race, Nation and Belonging in Modern Canada*

- Readings: Visions, Post-Confederation, Chapter 4: "Sporting Identities: 'Race,' Gender, Nation and Sport in the Late-Nineteenth-to-Early-Twentieth-Century Canada."
- *January 28 class cancelled*

2 and 4 February 2016: *The limits and Possibilities of First-Wave Feminism*

- Readings: Visions, Post-Confederation, Chapter 3, "The Early Canadian Women's Movement and the Struggle for the Vote, 1870s-1918"

9 and 11 February 2016: *World War One, Social Possibility and Social Conflict*

- Readings: Visions, Post-Confederation, Chapter 5, "The Great War: Leaders, Followers, and Record-Keepers"
- *Essay 1 due 11 February in class*

16 and 18 February 2016:

- *Louis Riel Day/Mid Term Break*

23 and 25 February 2016: *Hard Times and Bold Ideas: The Depression*

- Readings: Visions, Post-Confederation, Chapter 6, "Canada in the 1930s: Surviving Canada's Great Depression"

1 and 3 March 2016: *Science, Bodies and the Modern World: The Politics of Eugenics*

- Readings: Visions, Post-Confederation, Chapter 7, "Eugenics in Canada"

8 and 10 March 2016: *Indigenous Modernities: Schools, Work, and the State*

- Readings, Visions, Post-Confederation, Chapter 9: “A National Crime: Residential Schools in Canada, 1880s to 1960”
- 10 March: Visit from NCTR

15 and 17 March 2016: *Canada, War, and the Limits of Democracy*

- Readings, Visions, Post-Confederation, Chapter 8, “World War II and the Internment of Enemy Aliens: Circumscribing Personal Freedoms”
- Essay 2 due in 17 March in class

22 and 24 March 2016: *Debating Canada: ‘New’ Social Movements 1960s-1990s*

- Readings: Visions, Post-Confederation, Chapter 12, “Queering Canada: Gay and Lesbian Political and Social Activism”
- 22 March: Field Trip to U of Manitoba Archives and Special Collections

29 March and 31 March 2016: *Remaking the State: Welfare, Healthcare and Reimagining Canada*

- Readings: Visions, Post-Confederation, Chapter 11, “Reconciling the two Solitudes: The Debate Over Official Languages, 1963-1995”

5 and 7 April 2016: *Canada and the World: Global Ties, a Complicated World, and Contemporary Canada*

- Readings: Visions, Post-Confederation: Chapter 10: “Peacekeeping Missions, 1956 to the 1990s: Canada’s Real Contribution to World Affairs?”