

History of Canada: Moments that Matter

History 235

Dr. Laura Ishiguro with special guests
Department of History
University of British Columbia
Winter 2014-15 – Term 1

Lectures: Mondays and Wednesdays
1:00 pm – 2:00 pm
Buchanan A202

Tutorial:



Cropped from H. R. Stenton, "A Beaver Gnawing on a Tree," [192-?], AM54-S4: Misc P56, City of Vancouver Archives.

Welcome to History 235! This unconventional introduction to Canadian history revolves around the question—*what “moments” have mattered in Canada’s history, and why?*—and the wide range of ways in which we might be able to answer this question. Through lectures, tutorials, and assignments, we will investigate different interpretations of a number of “defining moments” that have shaped northern North America from early European colonialism to the early twenty-first century. Along the way, we will learn more about Canada’s past, and we will reflect on what matters about how this past is approached and understood today. You will also be introduced to key methods of historical practice, which can serve you well both in and beyond the study of History.

Dr. Laura Ishiguro

Office: Buchanan Tower 1110

Office hours: Tuesdays and Wednesdays 3:30 pm – 4:30 pm, or by appointment

Email: Laura.Ishiguro@ubc.ca

Course website: <https://connect.ubc.ca> (History 235)

Teaching assistants: Dylan Burrows, Brandon Davis, Tom Peotto

Your TA will distribute contact information at the beginning of term.

Course details

Design and structure: Instead of encountering just one interpretation of Canadian history, you will be introduced to an unusual range of voices and perspectives in History 235. Lectures will be delivered by six different professors from UBC's Department of History who have each developed their own responses to the question: *what moments have mattered in Canada's history, and why?* Readings, assignments, and tutorial discussions and activities will then give you an opportunity to assess their answers, to understand each "moment" in its broader historical context, to make connections between different "moments," and to explore other possible responses to the question.

Lectures will be delivered on Mondays and Wednesdays from 1pm to 2pm. You should also be registered in one tutorial section, which will meet on either Wednesday or Friday. Your engaged and regular attendance is expected in both lectures and in your registered tutorial section.

Objectives: You will all have different hopes and goals for this course, but no matter where you start from, in History 235 you will have the opportunity: 1) to expand your knowledge and understanding of key topics in Canadian history; 2) to explore the significance of different interpretations or perspectives in Canadian history, and in the study of History more generally; and 3) to develop your skills in key areas of historical practice. Course content, assignments, activities, and discussions are designed to work together towards these three goals so that by the time you walk out of the final examination in December, you should be able to:

- Explain, analyze, and connect a number of key events in Canadian history by situating them in and assessing their significance within their broader historical contexts.
- Recognize how our interpretations of Canadian history continue to shape the world in which we live, and in so doing, discuss and evaluate what is at stake in how we interpret Canadian history today.
- Demonstrate and apply developed or refined skills in historical research, analysis, writing, and communication.

Readings

Required: The textbook for this course is Margaret Conrad, *A Concise History of Canada* (Cambridge University Press, 2012). It is available in the UBC Bookstore. All other assigned readings in this course are available online, and can be accessed through in the "Library Course Reserves" section on the course website (<http://connect.ubc.ca>).

Recommended: I also recommend Jeffrey W. Alexander and Joy Dixon, *Thomson Nelson Guide to Writing in History* (Toronto: Thomson Nelson, 2006 or 2010), which is a helpful resource when it comes to writing in History. The book is available in the UBC Bookstore, while an online version is also available here: <http://www.history.ubc.ca/content/writing-centre>.

Basic expectations

1. *Your course, your responsibility.* Course content and assignments build in complexity, and classes rely on everyone's active preparation and participation. It is your responsibility—both to yourself and to your colleagues—to attend, to keep up, and to seek help if you need it.
2. *Don't suffer in silence.* I encourage you to speak with your TA or with me if you have any questions or concerns. TAs will distribute contact information at the beginning of term. If you would like to meet with me, then drop by during my office hours or email me to arrange an appointment using the information listed on p. 1 of this syllabus.
3. *Create community and look out for each other.* We will deal with some challenging topics in this course, and our success depends on the classroom being a safe and respectful space where it is okay to make mistakes but never okay to be malicious. Remember that it is possible to disagree without being disagreeable; there will be no tolerance for the latter. During discussion, please give your colleagues your total attention.
4. *Come to class prepared, and make sure that you have access to the readings in tutorial,* as discussion and activities will require your active use (rather than your general memory) of them.
5. *Practice common sense and respect in your use of technology.* Cell phones should be turned off or silent (not on vibrate) at all times. If you use a laptop during lecture for anything other than taking notes, sit at the back of the class so that your screen doesn't distract those around you. Please do not use laptops during tutorials as they tend to detract from discussion. You may be asked to put technology away if it is a barrier to anyone's active participation. If you require the use of technology beyond these parameters due to a disability accommodation, please speak with me.

What you absolutely must know or learn how to do very soon

1. *How to find and access materials in the library.* The library exercise (due in Week 3) should help with this. The library also has a number of helpful resources, including a person at the Help Desk in Koerner Library.
2. *How to write and format an essay in an academic style appropriate for History, including the use and formatting of references.* The History Writing Centre (<http://www.history.ubc.ca/content/writing-centre>) offers valuable guidance to start, and tutorial exercises throughout the term should also help.
3. *What constitutes plagiarism and other forms of academic misconduct, and how to avoid these.* Plagiarism and other forms of academic misconduct will not be tolerated. All of your work must be referenced fully and accurately, and placed in quotation marks when necessary, because presenting the work or ideas of others as your own constitutes plagiarism. Repercussions for academic misconduct range from a zero on the assignment to failure of the course to suspension from the university. For further information and advice on academic integrity, please see this useful page: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. Consult the History Writing Centre for details on the proper use of citations: <http://www.history.ubc.ca/content/common-questions-about-citations>. The university definitions of academic misconduct, as well as related policies, can be found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>. Examinations are governed by the university's rules for student conduct during examinations, which are printed on the cover of your exam booklet.

Assignments and grade distribution

Assignments are designed to encourage you to build skills and understanding gradually with the help of feedback, and to assist in your ongoing preparation for the final assignments. Written work should be typewritten and double-spaced in an easy-to-read 12-point font (such as Garamond or Times New Roman) with one-inch margins, page numbers, your name, and your tutorial leader's name. No late admission tickets will be accepted. Late submission of other assignments will be penalized at a rate of 5% per day including weekends. Extensions will only be granted if you qualify for academic concession for reasons outlined in university policy (such as medical emergencies); find more information here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>. You are always encouraged to speak with your TA or with me if you have questions about assignments.

Assignment	Percent of grade	Due date
Participation and admission tickets	25	Ongoing and as outlined below
Library exercise and bibliography	5	1 October 2014 (Week 5)
One-page exercises (2x7.5% each)	15	15 October 2014 (Week 7) 22 October 2014 (Week 8)
Not-quite-an-essay	10	7 November 2014 (Week 10)
Essay	20	28 November 2014 (Week 13)
Final exam	25	TBA

Participation and admission tickets (25%)

This percentage of your grade will be assessed based on a combination of factors related to tutorials: your consistent and punctual attendance, your demonstrated preparation for class, the quality of your contribution and participation, your engaged and civil classroom presence (including respectful listening), and your completion of seven "admission tickets." These short admission tickets (approximately 150-200 words each) will follow the instructions given in the week-by-week guide below, and will be submitted to your tutorial leader at the beginning of tutorial in weeks 2, 3, 4, 6, 9, 11, and 12 (that is, weekly except for the weeks in which other assignments are due). They are not intended to be onerous, but should instead help to guide your regular reading practice, tutorial preparation, and skill development. They will also be good preparation for the final exam, and you may be asked to use or share them in tutorial to aid discussion. They will be graded primarily on completion. *Note:* one absence and non-submission of an admission ticket will be automatically excused. If you must be absent from more than one tutorial, please contact your tutorial leader.

Library exercise and bibliography (5%)

This assignment is your first step towards producing the final essay in this course. First, choose an essay topic from the list on the last page of this syllabus. Then, using this topic, complete the library exercise (to be distributed in class and available on the course website). Finally, using the most relevant results that you find through the exercise, compile a correctly formatted bibliography of four scholarly secondary sources that you will use to start your essay research. Note that there is a sample bibliography included on the library exercise handout.

Submit the completed library exercise and bibliography by 4pm on Wednesday 1 October 2014, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

One-page exercises (2x7.5%)

Next, you will complete two one-page exercises (approximately 250 words each), which ask you to practice specific skills that we will be working on throughout the term. The first of these exercises is also designed to help you to make some progress on your essay research.

1. *One-page secondary source exercise.* Select and read one of the secondary sources that you will use for your essay. Then, in your own words, identify the source's main argument; indicate what contribution the author intends to make to the scholarship with this argument; and explain how the source relates and will contribute to your essay.

Submit the completed secondary source exercise by 4pm on Wednesday 15 October 2014, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

2. *One-page primary source exercise.* Read the decision of the Lords of the Judicial Committee of the Privy Council (assigned for Week 8's tutorial) and write a one-page primary source analysis that identifies the source; situates it in its historical context (based on lectures and readings – no outside research required); and then evaluates it. In so doing, you might consider its content, style, tone, purpose, message, and/or the broader significance of the source within its historical context, and/or what it might reveal or suggest about big themes, concepts, or issues. We will discuss and practice primary source analysis more in tutorial prior to the due date. There are some very useful sample questions here, which might help to guide your analysis (though remember you can't use them all!): <http://apps.carleton.edu/curricular/history/study/primary/>

Submit the completed primary source exercise by 4pm on Wednesday 22 October 2014, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

Not-quite-an-essay (10%)

This assignment is your next step towards completing the final essay in this course. It will consist of a fully written introductory paragraph (including the essay's thesis statement) plus an outline of the rest of the essay, and a bibliography. The outline should clearly indicate the main point of each body paragraph; it can be in point form but should contain enough detail for your reader to understand what you mean. You are encouraged to meet with your tutorial leader to discuss your essay before submitting this assignment.

Submit your not-quite-an-essay by 4pm on Friday 7 November 2014, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

Essay (20%)

Finally, building on previous assignments and feedback from the term, you will write and submit a research essay (6-8 pages double-spaced) on one of the topics chosen from the list at the end of the syllabus. Your essay should develop and support a coherent argument that answers the question "(why) does this 'moment' matter in Canadian history?" (Or, put another way, to what extent can this topic be seen as a moment that matters in Canadian history, and in what ways?) Underline your argument in the text of the essay. The essay must have footnotes and a bibliography, and should make use of at least six relevant scholarly secondary sources.

Submit the essay by 4pm on Friday 28 November 2014, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

Final exam (25%)

The final examination will ask you to use the knowledge and skills that you have developed in History 235 to explain, assess, analyze, and make connections across course material (including lectures, tutorials, and required readings). The format will include a primary source analysis, short answer questions, and an essay question.

Important: the UBC exam period runs from 2 December to 17 December 2014. Please do not book flights or make travel plans within this period until the university releases the final exam schedule.

Places to find help

Need help? Think you might need help? The biggest pitfalls—in university and in life—can come when you don't ask for help, so please ask. Besides me or your TA, here are some places to start:

1. *History Department's Writing Centre* (<http://www.history.ubc.ca/content/writing-centre>): includes information on writing a research paper, developing a topic and thesis, and citation styles.
2. *UBC Learning Commons* (<http://learningcommons.ubc.ca/>): UBC-selected learning resources.
3. *UBC Writing Centre* (<http://cstudies.ubc.ca/writing/>): non-credit writing courses and tutoring if you wish to improve your academic, professional, business, and creative writing.
4. *UBC Library* (<http://www.library.ubc.ca/>): among other things, a useful series of workshops.
5. *Academic English Support Program* (<http://cstudies.ubc.ca/academic-english-support-program/index.html>) and *English Language Classes* (<http://www.students.ubc.ca/international/get-involved/english-language-classes/>): support for those who use English as an additional language.
6. *Live Well, Learn Well* (<http://students.ubc.ca/livewell>): advice and resources on time and stress management, and other counselling, health, and wellness issues.
7. *UBC Counselling Services* (<http://students.ubc.ca/livewell/services/counselling-services>): counselling for UBC Students.
8. *UBC First Nations House of Learning* (<http://www.longhouse.ubc.ca/service.htm>): services including a computer centre for Aboriginal students.
9. *Arts Advising* (<http://students.arts.ubc.ca/academic-planning-advising/advising.html>): advising services for Arts students, including handling requests for academic concession.
10. *UBC Access and Diversity* (<http://www.students.ubc.ca/access/index.cfm>): a range of services, including those related to disability accommodations. Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre, and should inform me of relevant accommodations as soon as possible (ie. the start of term and before deadlines).



Cropped from map, "North America: drawn from the latest and best authorities," 1787, AM1594: MAP 290, City of Vancouver Archives.

Your week-by-week guide

Week 1 **Beginnings**

Featuring a lecture from Professor Laura Ishiguro.

- Wednesday 3 September

No tutorials or readings this week.

Week 2 **“Contact”: L’Anse aux Meadows and the Pacific Coast**

Featuring lectures from Professors Tina Loo and Coll Thrush.

- Monday 8 September 2014
- Wednesday 10 September 2014

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, chapter 2 (“Natives and Newcomers, 1000-1661”), 26-50.
- Read “Terminology,” UBC *Indigenous Foundations*, available online at <http://indigenousfoundations.arts.ubc.ca/home/identity/terminology.html>.
- **Admission ticket due at the beginning of tutorial.** Briefly summarize in your own words (one sentence per section) what you see as the main point of each section in the assigned chapter from Conrad.

Week 3 **The Quebec Act**

Featuring lectures from Professor Michel Ducharme.

- Monday 15 September 2014
- Wednesday 17 September 2014

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, chapter 3 (“New France, 1661-1763”), 51-79, and part of chapter 4 (“A Revolutionary Age, 1763-1821”), 80-87.
- **Admission ticket due at the beginning of tutorial.** How and why might the Quebec Act matter, and for whom?

Week 4 **The War of 1812**

Featuring lectures from Professor Michel Ducharme.

- Monday 22 September 2014
- Wednesday 24 September 2014

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 4 (“A Revolutionary Age, 1763-1821”), 88-100.
- Read “Tecumseh,” *Canada 1812: Forged in Fire* (Vancouver: Zeros2Heroes, with Parks Canada, 2012), 72-94, available online at <http://canada-1812.ca/comic-en.pdf>.
- Read Sean Carleton, “Rebranding Canada with Comics: Canada 1812: *Forged in Fire* and the Continuing Co-optation of Tecumseh,” *Active History*, available online at <http://activehistory.ca/papers/history-papers-15/>.
- **Admission ticket due at the beginning of tutorial.** How do this week’s readings represent the War of 1812? Who do you think are the intended audiences for these three readings?

Week 5	The near-extinction of the bison
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Featuring lectures from Professor Tina Loo.

- Monday 29 September 2014
- Wednesday 1 October 2014

Library exercise and bibliography due by 4pm on Wednesday 1 October 2014.

Required preparation for tutorial:

- Read William A. Dobak, “Killing the Canadian Buffalo, 1821-1881,” *Western Historical Quarterly* 27, 1 (1996): 33-52.
- Read James Daschuk, “Treaties, Famine, and the Epidemic Transition on the Plains, 1877-82,” in *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life* (Regina: University of Regina Press, 2013), 99-126.
- No admission ticket due this week.

Week 6	The Canadian Pacific Railway
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Featuring lectures from Professor Laura Ishiguro.

- Monday 6 October 2014
- Wednesday 8 October 2014

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 6 (“Coming Together, 1849-1885”), 145-163.
- Read Daniel Francis, “Making Tracks: The Myth of the CPR,” in *National Dreams: Myth, Memory and Canadian History* (Vancouver: University of British Columbia Press, 1997), 15-28.
- **Admission ticket due at the beginning of tutorial.** What does Francis argue in this chapter? Give one example of evidence that he uses to support that argument.

Week 7	The Winnipeg General Strike
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Featuring a lecture from Professor Laura Ishiguro

- Monday 13 October 2014: *Thanksgiving (no class meeting)*
- Wednesday 15 October 2014

One-page secondary source exercise due by 4pm on Wednesday 15 October 2014.

Required preparation for tutorial:

- Read Tom Mitchell and James Naylor, "The Prairies: In the Eye of the Storm," in *The Workers' Revolt in Canada, 1917-1925*, ed. Craig Heron (Toronto: University of Toronto Press, 1998), 176-230.
- No admission ticket due this week.

Week 8	The Persons Case
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Featuring lectures from Professor Bradley Miller.

- Monday 20 October 2014
- Wednesday 22 October 2014

One-page primary source exercise due by 4pm on Wednesday 22 October 2014.

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 8 ("Hanging On, 1914-1945"), 194-216.
- Read petition containing the five Alberta women's questions, 27 August 1927, available online at http://epe.lac-bac.gc.ca/100/206/301/lac-bac/famous_five-ef/www.lac-bac.gc.ca/famous5/05300301_e.html
- Read the decision of the Lords of the Judicial Committee of the Privy Council, 18 October 1929, available online at http://epe.lac-bac.gc.ca/100/206/301/lac-bac/famous_five-ef/www.lac-bac.gc.ca/famous5/05300316_e.html
- No admission ticket due this week.

Week 9	The Alaska Highway
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Featuring lectures from Professor Tamara Myers.

- Monday 27 October 2014
- Wednesday 29 October 2014

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 9 ("Liberalism Triumphant, 1945-1984"), 226-241.

- Read Reg Whitaker and Gary Marcuse, “Stand on Guard: In Defence of Canada,” in *Cold War Canada: The Making of a National Insecurity State, 1945-1957* (Toronto: University of Toronto Press, 1994), 138-157.
- **Admission ticket due at the beginning of tutorial.** Develop a short outline of Whitaker and Marcuse’s chapter. (This can be point form, up to one page.) Make sure that the outline includes their overall argument, and an indication of the major points of each section.

Week 10	The Baby Boom and the reconfiguration of urban life
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Featuring lectures from Professor Tamara Myers.

- Monday 3 November 2014
- Wednesday 5 November 2014

Not-quite-an-essay due by 4pm on Friday 7 November 2014.

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 9 (“Liberalism Triumphant, 1945-1984”), 241-253.
- Read Veronica Strong-Boag, “Home Dreams: Women and the Suburban Experiment in Canada, 1945-60,” *Canadian Historical Review* 72, 4 (1991): 471-504.
- No admission ticket due this week.

Week 11	The Constitution Act and Charter of Rights and Freedoms
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Featuring lectures from Professor Bradley Miller.

- Monday 10 November 2014
- Wednesday 12 November 2014

Required preparation for tutorial:

- Read Miriam Smith, “Social Movements and Judicial Empowerment: Courts, Public Policy, and Lesbian and Gay Organizing in Canada,” *Politics & Society* 33, 2 (2005): 327-353.
- Read Douglas Harris, “A Court Between: Aboriginal and Treaty Rights in the British Columbia Court of Appeal,” *BC Studies* 162 (2009): 137-164.
- **Admission ticket due at the beginning of tutorial.** How and why might the Constitution and Charter matter, and for whom?

Week 12	The Nunavut Land Claims Agreement and the Nunavut Act
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Featuring lectures from Professor Laura Ishiguro.

- Monday 17 November 2014
- Wednesday 19 November 2014

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 10 (“Interesting Times, 1984-2011”), 273-287.
- Watch “1992: Inuit vote for new territory of Nunavut,” originally broadcast on 12 November 1992, *The National*, CBC Digital Archives, available online at <http://www.cbc.ca/archives/categories/politics/provincial-territorial-politics/creation-of-nunavut/inuit-vote-for-new-territory-of-nunavut.html>.
- **Admission ticket due at the beginning of tutorial.** How and why might the Nunavut Act and the Nunavut Land Claims Agreement matter, and for whom?

Week 13	The Canadian Museum of History
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Featuring lectures from Professor Laura Ishiguro.

- Monday 24 November 2014
- Wednesday 26 November 2014

Essay due by 4pm on Friday 28 November 2014.

Required preparation for tutorial:

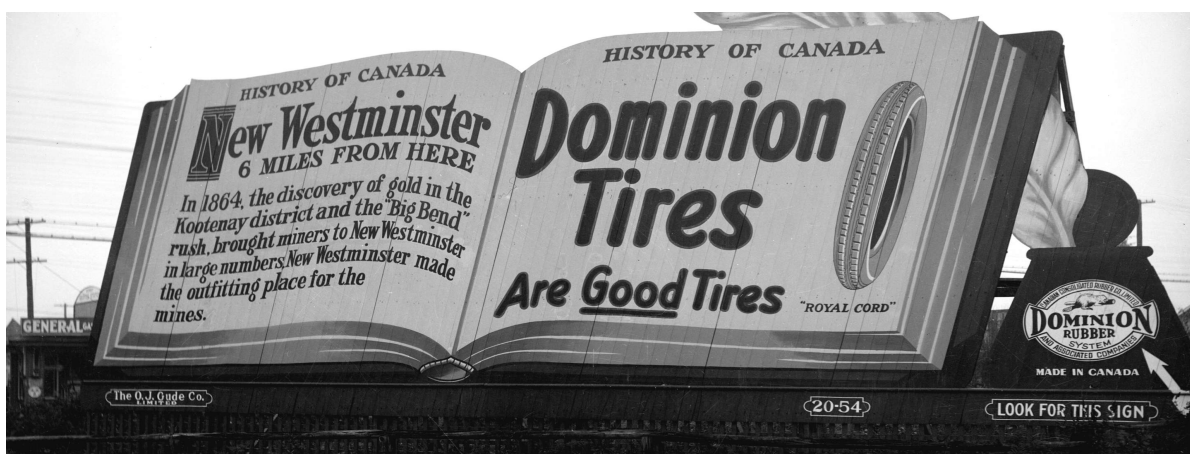
- Read “On Content,” *My History Museum: Public Engagement Report* (Lord Cultural Resources, July 2013), 16-41, available online at <http://www.historymuseum.ca/wp-content/mcme-uploads/2013/11/report-public-engagement.pdf>.
- No admission ticket due this week.



Cropped from "Aerial view of University of British Columbia, Vancouver, B.C.," Bayfield and Archibald, [192-?], AM256-S3-2: CVA 770-93, City of Vancouver Archives.

Essay topics

1. Great Peace of Montreal (1701)
2. Expulsion of the Acadians (1755-1764)
3. Battle of the Plains of Abraham (1759)
4. Royal Proclamation of 1763
5. Arrival of Loyalist refugees from American territory (ca. 1783)
6. Hudson's Bay Company and Northwest Company merger (1821)
7. Durham Report (1838)
8. Confederation (1867)
9. North-West Resistance (also known as Rebellion) (1885)
10. 1907 Vancouver race riots
11. *Komagata Maru* incident (1914)
12. Conscription crisis (1917)
13. Alberta Sexual Sterilization Act (1928)
14. Gouzenko Affair (1945-1946)
15. High arctic relocations (1950s)
16. Medicare in Saskatchewan (1962)
17. Razing of Africville (1960s)
18. Decriminalization of buggery between consenting adults in private in the Criminal Law Amendment Act, 1968-1969 (often referred to as the decriminalization of homosexuality and Pierre Trudeau's Omnibus Bill)
19. Expansion of abortion rights in the Criminal Law Amendment Act, 1968-1969 (also referred to as Pierre Trudeau's Omnibus Bill)
20. October Crisis (1970)
21. Supreme Court ruling on the *Calder* case (1973)
22. Bill C31, Indian Act (1985)
23. Meech Lake Accord (1987)
24. Oka Crisis (1990)
25. Moratorium on the northern cod fishery (1992)



Cropped from Stuart Thomson, "History of Canada" ad for Dominion Tires, taken for Duker and Shaw Billboards, ca. 1926, AM-1535 CV-A-99-2270, City of Vancouver Archives.