

History of Canada: Moments that Matter

History 235

Dr. Laura Ishiguro with special guests
Department of History
University of British Columbia
Winter 2015-2016 – 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

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Office hours: Tuesdays 11 am – 12 noon, 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: Brandon Davis, Devin Eeg, Meghan Longstaffe

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 because lectures will be delivered by seven different professors from UBC's Department of History. Drawing on their particular areas of expertise, each lecturer will develop 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 weekly on Wednesday, Thursday, or Friday (except for Weeks 1 and 10, when there will be no tutorials). 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, 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 matter in and 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, and has been placed on reserve in the library (two-hour loan). 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 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 strongly encourage you to speak with your TA or with me if you have any questions or concerns. Drop into office hours or email to arrange an appointment.
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. During discussion and class activities, please give your colleagues your complete attention. In addition, note that harassment of any kind is unacceptable. Concerns about harassment can be brought to me, your TA, the History Department Equity Officer (Joy Dixon), the History Department Head (Tina Loo), or the Ombudsperson for Students (ombuds.office@ubc.ca). Your concerns will remain confidential.
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, and be aware that your choices affect others.* Cell phones should be turned off or silent (not on vibrate). If you use a laptop during class, please sit at the back so that your screen doesn't distract those around you; also minimize its use during discussions. 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 an academic accommodation, ensure that you have filed the necessary paperwork with Access and Diversity.

What you must know (or work to learn) soon

1. *How to find and access materials in the library.* The first assignment should help with this. The library also has some useful resources to assist you: <http://help.library.ubc.ca/>.
2. *How to write and format an essay in an academic style appropriate for History, including the use and formatting of references.* I recommend Jeffrey W. Alexander and Joy Dixon, *Thomson Nelson Guide to Writing in History* (Toronto: Thomson Nelson, 2006 or 2010), <http://www.history.ubc.ca/content/writing-centre>. Assignments and exercises throughout the term should also help.
3. *What constitutes plagiarism and other forms of academic misconduct, and how to avoid these.* Plagiarism means claiming someone else's work as your own, without credit. This can include 1) copying material from the internet or another essay without any attribution, 2) citing a source in your footnotes, but retaining the original author's sentences outside of quotation marks (or changing only a word or two of their original writing), or 3) using someone else's arguments or evidence, in your own words, without acknowledging the source in the footnotes. Repercussions can range from a zero on the assignment to failure of the course to suspension from the university. For further information, please see: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. Consult the History Writing Centre about citations: <http://www.history.ubc.ca/content/common-questions-about-citations>. The university's 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>. If you have any questions or concerns, please come to see me or your TA before you submit the assignment. Note, too, that examinations are governed by the university's rules for student conduct during examinations, which will be printed on the cover of your exam booklet.

Assignments and grade distribution

Assignments and in-class activities are designed to build your skills and understanding gradually, with the help of feedback on smaller assignments, and in so doing, 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 page numbers, your name, your tutorial leader's name, and the course number. You are strongly encouraged to speak with your tutorial leader if you have any questions or concerns.

No late admission tickets will be accepted. Late submissions 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 or religious observance: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>).

Assignment	Percent of grade	Due date
Participation and admission tickets	18	Ongoing, as outlined below
Library exercise and bibliography	5	5 October (Week 5)
Secondary source assignment	7	19 October (Week 7)
Midterm exam	15	28 October (Week 8)
Not-quite-an-essay	10	9 November (Week 10)
Essay	20	4 December 2015 (Week 13)
Final exam	25	TBA

Participation and admission tickets (18%)

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 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; your responses should also follow the instructions and engage with the assigned readings as appropriate. *Note:* one absence and non-submission of an admission ticket will be automatically excused. If you must be absent from more than one tutorial, contact your tutorial leader.

Library exercise and bibliography (5%)

This assignment is your first step towards producing the final essay in this course. It is also intended to introduce you to some basic strategies for finding, assessing, and citing sources. To complete the assignment, you will 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 2pm on Monday 5 October, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

Secondary source assignment (7%)

Next, you will complete a one-page assignment (approximately 250 words), which is designed to help you to make progress on your essay research, and which asks you to demonstrate particular reading skills that we will have practiced in tutorial. To complete the assignment, select and read one of the scholarly 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 assignment by 2pm on Monday 19 October, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

Midterm examination (15%)

The midterm exam will include two sections: 1) a short-answer section, in which you will be asked to identify and explain the significance of several key terms; and 2) a short analysis of one primary source. You will practice both types of question in tutorials prior to the midterm date. The exam will cover material up to and including Week 7 (The Persons Case).

The midterm exam will be written in class (between 1:00 and 1:50pm) on Wednesday 28 October 2015. Exceptions can only be made for acceptable, documented reasons as outlined in university policy (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>) or according to relevant academic accommodations documented through the Access and Diversity office.

Not-quite-an-essay (10%)

This assignment is your next step towards completing the final essay. 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 assignment by 2pm on 9 November, either in class or to my mailbox in the History Department office (Buchanan Tower 1297).

Essay (20%)

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 2pm on 4 December, 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). It will include short-answer questions, a primary source analysis, and an essay question.

Important: the UBC exam period runs from 8 December to 22 December 2015. 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 some support? Think you might, but are not sure? Please ask! Besides your TA and me, here are some key resources at the university that provide invaluable support:

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* (<https://cstudies.ubc.ca/student-information/services/academic-english-support>): support for those who use English as an additional language.
6. *Live Well, Learn Well* (<http://students.ubc.ca/livewell>): advice 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://aboriginal.ubc.ca/longhouse/fnhl/>): services including academic advising and a computer centre for Aboriginal students.
9. *International Student Guide* (<http://students.ubc.ca/international>): resources, information, and services for international students.
10. *Arts Advising* (<http://students.arts.ubc.ca/advising/>): advising services for Arts students, including handling requests for academic concession.
11. *UBC Access and Diversity* (<http://students.ubc.ca/about/access>): 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 without delay, so that I will be informed of relevant accommodations as soon as possible.
12. *AMS Sexual Assault Support Centre* (<http://www.gotconsent.ca/>): free and confidential support for people of all genders who have experienced sexual assault, partner violence, and harassment.

Your week-by-week guide

Week 1 **Beginnings**

Featuring a lecture from Professor Laura Isbiguro.

- Wednesday 9 September 2015

No tutorials or readings this week.

Week 2 **“Contacts”—the Pacific world and L’Anse aux Meadows**

Featuring lectures from Professors Coll Thrush and Tina Loo.

- Monday 14 September 2015
- Wednesday 16 September 2015

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 21 September 2015
- Wednesday 23 September 2015

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.** Based on the assigned reading, identify five possible alternative “moments” (besides the Quebec Act) that you think mattered in the history of northeastern North America in this period. List all five, then choose one and briefly explain why that “moment” mattered in this history.

Week 4 **Imperial treaties and wars—the Royal Proclamation, Niagara Treaty, and 1812**

Featuring lectures from Professors Paige Raibmon and Michel Ducharme.

- Monday 28 September 2015
- Wednesday 30 September 2015

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.
- 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	Transformations in the fur trade world
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Featuring lectures from Professors Tina Loo and Paige Raibmon.

- Monday 5 October 2015
- Wednesday 7 October 2015

Library exercise and bibliography due by 2pm on Monday 5 October 2015.

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 4 (“A Revolutionary Age, 1763-1821”), 100-106.
- Read Patricia A. McCormack, “‘A World We Have Lost’: The Plural Society of Fort Chipewyan,” in *Finding a Way to the Heart: Feminist Writings on Aboriginal and Women’s History in Canada*, eds. Robin Jarvis Brownlie and Valerie J. Korinek (Winnipeg: University of Manitoba Press, 2012), 146-169.
- No admission ticket due this week.

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

- Monday 12 October 2015: *Thanksgiving (no class meeting)*
- Wednesday 14 October 2015

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.** Develop a short outline of Francis’s chapter. (This can be point form, up to one page.) Make sure that the outline includes his overall argument, and an indication of the major points in each section.

Featuring a lecture from Professor Bradley Miller.

- Monday 19 October 2015
- Wednesday 21 October 2015

One-page secondary source assignment due by 2pm on Monday 19 October 2015.

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, chapter 8 (“Hanging On, 1914-1945”), 194-225.
- Read Catherine A. Cavanaugh, “Irene Marryat Parlyb: An ‘Imperial Daughter’ in the Canadian West, 1896-1934,” in *Telling Tales: Essays in Western Women’s History*, eds. Catherine A. Cavanaugh and Randi R. Warne (Vancouver: University of British Columbia Press, 2000), 100-122.
- No admission ticket due this week.



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

Featuring a lecture from Professor Steven Lee.

- Monday 26 October 2015

The midterm examination will be held in-class on Wednesday 28 October 2015.

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 9 (“Liberalism Triumphant, 1945-1984”), 226-241.
- No admission ticket due this week.

Week 9	The White Paper
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Featuring lectures from Professor Paige Raibmon

- Monday 2 November 2015
- Wednesday 4 November 2015

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, part of chapter 9 (“Liberalism Triumphant, 1945-1984”), 241-257.
- Read excerpt of Indian Chiefs of Alberta, “Citizens Plus” (also known as the “Red Paper”), 1970; republished in *aboriginal policy studies* 1, 2 (2001): 188-211, <http://ejournals.library.ualberta.ca/index.php/aps/article/view/11690>.
- **Admission ticket due at the beginning of tutorial.** Write a short primary source analysis of the assigned excerpt of “Citizens Plus.” Remember to include an identification of the source, a brief explanation of its relevant historical context, and an analysis of the source.

Week 10	The Cold War, Part II
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Featuring a lecture from Professor Steven Lee.

- Monday 9 November 2015
- Wednesday 11 November 2015: *Remembrance Day (no class meeting)*

Not-quite-an-essay due by 2pm on Monday 9 November 2015.

Because of the statutory holiday, there will be no tutorial, required preparation, or admission ticket this week.

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

- Monday 16 November 2015
- Wednesday 18 November 2015

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.** As usual, the lectures will develop one answer to the question: why does this moment matter in Canadian history? Based on your readings, what additional argument(s) can you make about the significance of the Constitution and/or Charter?

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

- Monday 23 November 2015
- Wednesday 25 November 2015

Required preparation for tutorial:

- Read Conrad, *A Concise History of Canada*, chapter 10 (“Interesting Times, 1984-2011”), 258-287.
- 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/entry/1992-inuit-vote-for-new-territory-of-nunavut>.
- **Admission ticket due at the beginning of tutorial.** Nunavut gets only a minimal mention in the Conrad textbook. Why do you think that is? And using Conrad’s chapter, what “moment” would *you* argue mattered in late-twentieth-century Canada, and why?

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

- Monday 30 November 2015
- Wednesday 2 December 2015

Essay due by 2pm on Friday 4 December 2015.

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. Durham Report (1838)
3. Confederation (1867)
4. 1907 Vancouver race riots
5. *Komagata Maru* incident (1914)
6. Conscription crisis (1917)
7. Winnipeg general strike (1919)
8. Alberta Sexual Sterilization Act (1928)
9. Displacement and dispossession of Japanese Canadian people (1940s)
10. High arctic relocations of Inuit people (1950s)
11. Medicare in Saskatchewan (1962)
12. Razing of Africville (1960s)
13. 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)
14. Expansion of abortion rights in the Criminal Law Amendment Act, 1968-1969 (also referred to as Pierre Trudeau's Omnibus Bill)
15. October Crisis (1970)
16. Indochinese refugee crisis (1970s)
17. Bill C31, Indian Act (1985)
18. Meech Lake Accord (1987)
19. Oka Crisis (1990)
20. 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.