



## HISTORY 2288: HISTORY OF SOCIAL MOVEMENTS IN CANADA

Welcome to History 2288, History of Social Movements in Canada. This course will examine the nature of social movements in Canada and how they have evolved since 1867. Through a range of activities, you will have an opportunity to explore the practice of social movements in Canada and the disenfranchisement of certain groups during this time period. I hope you enjoy this course and that it encourages you to think critically about our country's past.

### SYLLABUS

#### CONTACTING YOUR INSTRUCTOR

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter in your course website.

#### COURSE DESCRIPTION

The University of Manitoba Undergraduate Calendar describes this course as follows:

HIST 2288 History of Social Movements in Canada (C) Cr. Hrs. 3 This course examines how Canadian democracy 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 grassroots movements of workers, the poor, women, indigenous peoples, and racial and ethnic minorities. Students may not hold credit for both HIST 2288 Social Movements in Canadian History and HIST 2284 Democracy and Dissent in Canada: Social Movements in the 20th Century or HIST 2284 Democracy and Dissent: Contesting Canada.

Canadians live under a democratic political system with the rights and liberties such a system entails. In the popular shorthand, they live in a "free country." But what do these terms really mean? This course will explore the nature of democracy in Canada and encourage students to think critically about its practice throughout Canadian history since 1867. The course will consider questions such as: How egalitarian is our society? Who holds power? How is it exercised and in whose interest? Who has been excluded from the privileges enjoyed by others? The course will also examine how such issues and relationships have been reflected in the work of historians.

#### COURSE GOALS

##### *Historical Goals*

Upon completion of this course students should be able to:

- define the nature of Canada's democratic system and describe some of the systemic inequalities in Canadian life that have provoked dissent.
- identify particular groups that have been marginalized throughout Canada's history and explain the basis for that marginalization.
- contrast the state of Canada's social movements at various historical periods and explain the degree of change from earlier to more recent times.
- evaluate various sources and arguments relating to the history of social movements in Canada.

##### *Research and Writing goals*

Upon completion of this course students should be able to:

- identify the central argument or thesis of historical texts (secondary sources) and recognize how authors marshal evidence to support their theses.

- write clear and concise interpretive history essays that will include an argument supported by specific evidence. The evidence will be correctly acknowledged in notes and bibliography according to generally accepted academic standards.

## COURSE MATERIALS

### REQUIRED

#### Textbook

- R. Douglas Francis, Richard Jones, Donald B. Smith, *Destinies: Canadian History Since Confederation*, 7th ed. (Toronto: Nelson, 2012).
- Bryden, P.E., Colin Coates, Maureen Lux, Lynne Marks, Marcel Martel, and Daniel Samson, eds., *Visions: The Canadian History Modules Project, Pre-Confederation* (Toronto, ON: Nelson Education, 2011)
- Distance and Online Education Readings Package. *HIST 2288, History of Social Movements in Canada*, Online Study. 2011.
- Other reading materials, including articles and images, available in electronic format.

### OPTIONAL

The mission statement of the University underscores the importance of communication (see <http://www.umanitoba.ca/about/mission.html>). Effective communication requires good writing skills, particularly proficiency in logical organization, clarity of expression, and grammatical correctness. There are internet sites that offer style advice (see, for example, "Style Manual," Department of History, Saint Mary's University, Halifax, Nova Scotia), but it is worthwhile to invest in a professional guide to scholarly writing to consult for detailed information. There are many good guides available including:

Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations: Chicago style for students and researchers*, 7th ed. (University of Chicago Press, 2007).

W. Storey and T. Jones, *Writing History: A Guide for Canadian Students*, 2nd ed. (Oxford University Press, 2008).

## COURSE OVERVIEW

### OVERVIEW

This course will examine a variety of topics relating to social movements in Canada. We will focus on various groups that have been historically excluded from Canadian social movements or that have opposed the prevailing socio-economic order, including the women's rights movement, Japanese-Canadians, indigenous peoples, and organized labour. The course will also consider state policies that have impacted the exercise of Canadian democracy, such as the extension of the franchise, restriction on civil liberties in wartime, and assimilation of minorities.

### UNITS/TOPICS

Course themes will be explored through 5 units dealing with the following topics:

Unit 1: Key Concepts and State Structure;

Unit 2: Assimilation and Anglo-conformity;

Unit 3: Coercive State Power and Democratic Freedoms in the Second World War;

Unit 4: Labour and Women's Movements

Unit 5: Conclusion

### LEARNING ACTIVITIES

This course includes a range of activities. In terms of assessment, you are expected to submit two major papers and participate in four discussion forums. There is also a three hour final examination. To successfully complete this course, you should complete all of the unit learning activities, which are largely composed of reading and short answer exercises.

It is important to set up a regular study schedule for yourself, just as if you were attending a regularly scheduled classroom lecture. The course at a Glance will assist you in organizing your time to complete the units and assignments in the time allowed.

## EVALUATION AND GRADING

**DISTRIBUTION OF MARKS**

Evaluation	Percentage
Assignment 1	20%
Assignment 2	30%
Discussion Forum	20%
Final Examination	30%
Total	100%

Letter grade	Percentage range	Description
A+	90 – 100	Exceptional
A	80 – 89	Excellent
B+	76 – 79	Very good
B	70 – 75	Good
C+	66 – 69	Satisfactory
C	60 – 66	Adequate
D	50 – 59	Marginal
F	less than 50	Failure

**Note:** All final grades are subject to departmental review.

**EXAMINATION**

**Note:** The final exam will be conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. **All students must declare an exam location.** The Registrar's Office is responsible for scheduling the final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site.

**ASSIGNMENTS**

- Short essay, 6 pages (minimum 1500 words), value 20%, due following Unit 2.
- Short essay, 6 pages (minimum 1500 words), value 30%, due following Unit 4.
- Discussion Forum: four entries, one each to follow Units 1, 2, 3, 4. Value 20%
- Final Exam. Two essay questions. 3 hours. Value 30%.

**ASSIGNMENT DUE DATES**

Consult your course schedule for the assignment due dates.

**ESSAY STANDARDS**

(from Royal Military College of Canada, Division of Continuing Studies)

Although each essay will be considered individually, the following are some outlines to let you know what is expected of papers in each grade range.

A: The "A" mark is generally awarded to assignments that are superior in all areas. It will have a comprehensive, well organized, coherent, and persuasive argument. It will make comprehensive use of the sources required for the assignment. It will be stylistically pleasing to read (i.e., it will use clear, concise and vigorous sentences, and will vary sentence length and structure to prevent stilted prose). Grammatical and spelling errors will be non-existent (or almost non-existent). Most importantly, it will contain rigorous analysis and originality of thought. A paper may remain mechanically sound and not

achieve a letter grade of "A."

B: Essays in the "B" range will also contain a coherent, well organized argument, although they might have some minor problems, such as a lack of concluding sentences to their paragraphs, or weak topic sentences. They will have very few grammatical errors (no more than one per 250 word page). Such papers might suffer from some stylistic problems (wordiness or overuse of the passive voice). Although "B" essays will have a clear and precise thesis, they might not display the originality of thought that characterizes an "A" paper. It should be noted that one of these problems could be enough to move a paper into the "B" range, and a number of them will reduce the grade further.

C: Essays in the "C" range will have a clear thesis, but this thesis might not be precise enough, or not proven adequately. They may suffer from problems in organization, such as not having clear transitions between paragraphs, or not having topic sentences. A failure to stick to the topic might also move a paper into the "C" range. They might have more grammatical errors than a "B" paper (2-3 per page), and their style might be awkward, unclear, wordy, and overuse the passive voice. Such essays might also rely too heavily on summary or description, and not engage in enough analysis of the text or topic.

D: Essays in the "D" range might not have a clear thesis. They might also suffer from many of the problems of the "C" paper, but to a greater extent. Their prose might be so awkward that the meaning of the sentences is obscured, or they might have major problems with syntax. They might consist exclusively of summary with no analysis, or might make general assertions without backing them up with direct reference to documentary sources. They might have serious grammatical problems (4-5 per page). Such papers might also lack an introduction or a conclusion, or might have no clear paragraphing whatsoever. Such papers might also reproduce the ideas of a single secondary source, without contributing their own analysis.

F: A failing paper might not answer the question asked. If it does answer the question, it will usually suffer from major grammatical problems, or lack any sense of organization. It might not have a thesis at all, or its prose might be so convoluted that the meaning is lost. Failing papers might, by making numerous factual errors, indicate that their author has either not researched the topic, not read the texts, or not understood them. All plagiarized papers will receive a mark of zero, and the authors might be subject to more severe academic penalties.

### **BREAKDOWN OF DISCUSSION FORUMS**

Students must write a response of 150-300 words to the question posed for each of the four units, and are encouraged to reply to other students' postings though the latter is not mandatory. Please see the schedule for Discussion forum opening and closing dates. Postings will be graded on the basis of content (i.e., understanding of course material) and clarity of expression. Instructor may select new questions.

### **PLAGIARISM, CHEATING, AND EXAMINATION IMPERSONATION**

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

## **DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES**

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

## **ACKNOWLEDGEMENTS**

### **CONTENT SPECIALIST:**

Jody Perrun  
Department of History  
Faculty of Arts  
University of Manitoba

I hold a PhD in History from the University of Manitoba, and Bachelor of Education and Master of Arts degrees from the University of Manitoba and Carleton University, respectively. My current specialization is the history of the Second World War, and my doctoral dissertation was a study of the Winnipeg home front from 1939 to 1945. Apart from my academic work, I have done contract research for a variety of clients, including the Juno Beach Centre, the Department of National Defence, and local film producers. I also teach courses on Canadian History, Military History, and the Holocaust for the Royal Military College of Canada, the University of Winnipeg, and of course the University of Manitoba.

### **INSTRUCTIONAL DESIGNERS:**

Jonathan Dyck and Robert Lawson  
Distance and Online Education  
University of Manitoba

**WEB DEVELOPER:**

Kelsey Loewen  
Distance and Online Education  
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