

1. Primary and Secondary source essays

This assignment is designed to introduce you to the way historians write history and to encourage you to think critically about both secondary and primary sources. Primary sources are documents, images or other artefacts produced at the time or shortly afterwards by people or organizations involved in an event. Secondary sources are written after the event, such as academic or popular articles and books. Both are produced by people with an interest in the event, so are subject to interpretation. In this assignment, you should try to consider the way that history is a product of both kinds of sources.

Length: 1500 – 2000 words (6-8 pages, double spaced, 12-point font, standard margins) plus title page

Due: Dates vary, depending on topic.

Students must write their first essay on a topic from List A (A1, A2 or A3), and the second essay on a topic from List B (B1 or B2).

List A

A1: The causes of the 1885 Rebellion and the government's response to it, due 29 January.

A2: Canadians' experiences of and reactions to the First World War, due 14 February.

A3: Canadians' experiences of and responses to the Great Depression, due 14 March.

List B

B1: The events leading to the Truth and Reconciliation Commission and its significance in Canadian history, due 26 March.

B2: The causes of the October Crisis and the government's reaction to it, due 2 April.

- Use the primary and secondary sources for the relevant topic and, of course, the textbook entries and other assigned readings on the topic as sources for your essays. No additional sources are required.
- Special opportunity *only for students who write their first essay on topic A1*: if you want to improve your grade, you may write a third essay and I will count only the best two. The first essay **MUST** have been submitted on time.
- Please submit assignments in both hard copy and electronically on UM Learn in Word format (not pdf). I will grade and return essays submitted as hard copies and electronically to the drop box. Essays submitted electronically without a hard copy will be graded at the end of term but not returned.

Using Primary and Secondary Sources

- Primary sources can add authenticity and power to your essays by giving voice to people who were directly involved in making history. Quotes from primary sources should be used to illustrate points you explain in your own words and to provide an insider's perspective on the past. A few quotations of the actual words of an historic actor, available, in the form of testimony, oral history, letters, or other sources, will significantly enhance your essay. Be sure to explain the context within which the speech occurred and its relationship to your argument.
- Secondary sources, by contrast, should be quoted sparingly, and only to illustrate a point or provide an example of something, never to advance your argument. When you do quote from a secondary source, be sure to explain its significance in your own words as well.
- Only course readings are required for the essays, but if you choose to use additional sources, please



note that online or print encyclopedia, including Wikipedia, and most websites are not acceptable secondary sources. If you find an article on a website that you think might qualify as a legitimate secondary source, please check with me before you use it in an essay.

- Be sure to cite all ideas and information you get from a secondary or primary source, even if you have not quoted. Failure to cite a source you have used is a form of academic dishonesty.

2. In-class writing and participation

At various times during the term, you will have opportunities to earn grades, clarify your comprehension of the material, and practice your writing skills with short in-class writing assignments. For clarity, these will be graded out of 5 but will be re-weighted and added in to your overall in-class writing and participation grade. These cannot be made up if you miss the class.

You can earn participation grades by attending every class, having read the assigned material and thought about something to contribute, and by contributing in a thoughtful and respectful way to class discussions.

You must be in class to earn participation marks. If you miss class due to illness or other emergency, ask another student who looks like they are keeping up about what you missed. You may miss up to three classes without penalty; missing more than three will affect your participation grade.

Writing course requirements:

Students in this course will fulfill the University's W course requirement. I will provide feedback to you on style as well as content. Your written work, including in-class writing assignments, must be organized around a central argument that is clear, concise, and logically constructed, and your work must reflect an appropriate awareness of your audience.

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.

Writing Tutors

Writing tutors provide help with a paper's organization, focus, thesis statement, coherence and clarity, citations, and more. Tutors' services are included in your student fees, so there is no charge. Students who consult a writing tutor for help with both essays and provide a receipt from the tutor will receive one 2% bonus. Register with the Academic Learning Centre and book appointments online at <http://umanitoba.ca/student/academiclearning/>

Format for submitted work

Please submit your written assignments on UM Learn in Word, not pdf or other formats.

Essays should have a title page that includes the essay title, your name, the date of submission, and the course name and number.

Please use 12-point font, standard margins, and double space and number your pages. Do not use fancy business-style templates.

In addition to handing in a hard copy of all written assignments (as per course instructions), please submit a copy of the paper electronically through UMLearn (as a Word document, not PDF or other format). The file name for the document should be as follows: SURNAME Given name Assign# (1 or 2) HIST 1400.

Late submission of work

Hard copies of essays are due at the start of class on the due date.

I will allow everyone ONE automatic one-week extension on their essays, no questions asked. This applies only to the essays, and does not allow you to submit a third essay if you use it on topic 1. It does not apply to in-class work, the mid-term or final exam.

Once you have used your one extension, you will be penalized at the rate of 2% per day, weekends included, for lateness. I will make exceptions only in the case of extreme emergencies or life crises. Plan ahead.

How to Avoid Plagiarism

The University takes plagiarism very seriously. The penalties are severe and are listed at the end of this syllabus. To avoid plagiarism, write your essays in sentences you have composed yourself, and that are not copied from or modelled on another source. Do not paraphrase; explain the ideas as you understand them, not based on the way they appear in your source. Changing words in a sentence from a source is a form of plagiarism.

Always cite the source of any idea not your own or general knowledge, even if you do not actually quote. Use proper footnotes in the Chicago style. Always enclose quoted words and phrases in double quotation marks ["text"] and cite the source precisely, in Chicago style.

Use the Chicago style guide for reference:

<http://umanitoba.ca/student/academiclearning/media/CMS17-2018.pdf>

Grading Scheme

A+ 90-100	A 80-89	B+ 75-79	B 70-74
C+ 65-69	C 60-64	D 59-50	F <50

Late papers will be penalized at a rate of 2% per day. The penalty will be waived in the case of documented serious illness or personal emergency (such as the death or serious illness of a close family member). Extensions must be arranged with me before the due date.

Class Schedule:

8 January: Introduction

All readings are from Belshaw, *Canadian History*, unless otherwise noted.

10-15 January: Confederation

1.3 The Age of Federation

1.4 Contributing Factors of Confederation

1.5 Constitutional Crisis

11.5 Aboriginal-Newcomer Relations since Confederation

In-class workshop on how to access online sources

17-22 January: Métis Resistance 1885

2.5 Canada Captures the West 1867-70

2.5 Canada and the First Nations of the West

2.7 Rebellion 1885

2.8 Making Sense of 1885

Russell, Peter H. "Can Canada Retrieve the Principles of its First Confederation?" In *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*, edited by Kiera Ladner and Myra J. Tait. ARP Books, Winnipeg, 2017, 77-91.

In-class film: McLaren, Ian. *This Riel Business*. DTO. Directed by Ian McLaren. NFB, 1974.
https://www.nfb.ca/film/this_rieland_business/

* Primary source: "Letters & Diary Entries of Louis Riel Testimony, Letters Introduced as Exhibits for the Crown in the 1885 Trial." <http://www.famous-trials.com/louisrieland/850-exhibits>

Use the primary sources, as well as the textbook readings and the book chapter by Russell, for essay topic A1, due 29 January.

24-29 January: British and Other Immigrants

3.8 Early Women's Movements in Canada

5.2 Immigration and the National Policy

5.3 Immigrants by the Numbers

5.10 Female Immigrants and the Canadian State, 1860s through the 20th Century

Storey and Jones, *Writing History: A Guide for Canadian Students*, chapters 4, 5 and 6.

In-class essay writing presentation

31 January: Non-British Immigrants

5.8 Race, Ethnicity, and Immigration

5.12 The Chinese in Canada

7.8 Eugenics

5 February: Working People and the Struggle for Rights

3.4 Rise of a Working Class

3.5 Urbanization and Industry

3.6 Craft and Industrial Unions

3.7 Limits of Democracy

3.10 Summary

7 February: First World War: Life on the Home Front

6.3 The Great War

6.4 Assessing Canada's War

5.9 Immigrants and War

Gallant, David Joseph. "Armageddon: Western Canadian Newspapers at the Outbreak of the Great War." *Manitoba History* 82 (2016): 35-40.

*Primary source: Sylvia Hernandez-Rassavong, "Taking you back to 1914: Relive the start of the First World War," *Globe and Mail*, 27 June 2014. <https://www.theglobeandmail.com/news/wwi-throwback-reliving-moments-leading-to-the-great-war/article19361566/>

Use at least ten of the newspaper articles from 1914, plus the textbook readings and the journal article by Gallant for essay topic A2, due 14 February.

18-22 February: Winter term break: no classes

26-28 February: Winnipeg 1919

3.9 The Great War and the General Strike

Higgins, Tim. "Winnipeg's Great War Legacy." *Manitoba History* 76 (2014): 19-22.

In-class film: film: *Bloody Saturday: The Winnipeg General Strike*. DTO. CBC Learning, 2007.

5 March: Mid-term test

7 March: Dirty Thirties

8.5 The Great Depression

Patrias, Carmela. "Relief Strike: Immigrant Workers and the Great Depression in Crowland, Ontario, 1930–1935." In *A Nation of Immigrants: Readings in Canadian History, 1840s-1960s*, edited by Robert Ventresca, Paula Draper, and Franca Iacovetta. Toronto; Buffalo; London: University of Toronto Press, 322-358. [e-book available from UM Library]

*Primary source: "Letters from Canadians to the Prime Minister about the Depression"

<http://www.canadianmysteries.ca/sites/norman/background/1930s/5394en.html>

Use the letters to the Prime Minister, plus the textbook reading/s and the chapter by Patrias for essay topic A3, due 14 March.

12 March: Second World War: Race, Class, and Gender

6.9 The Road to WWII

6.10 Canada Goes to War

6.12 Status Indians and Military Service in the World Wars

6.15 The Home Front

6.16 Enlisted Women, Conscripted, and the Zombie Army

6.17 Japanese Canadians and the Second World War

6.18 From V-E to V-J

14 March: Building the Peace

8.12 The Postwar Settlement in Canada

9.4 The Cold War

Clement, Dominique, Will Silver, and Daniel Trottier. *The Evolution of Human Rights in Canada*. Canadian Human Rights Commission (2012): 7-20. https://www.chrc-ccdp.ca/sites/default/files/ehrc_edpc-eng.pdf

Brown, Lorne, and Doug Taylor. "The Birth of Medicare: From Saskatchewan's Breakthrough to Canada-wide Coverage." *Canadian Dimension*, 46, 4 (2012)

<https://canadiandimension.com/articles/view/the-birth-of-medicare>

19 March: Canada's First Nations: Treaties, Residential Schools, and Resistance

11.2 Idle No More

11.6 Living with Treaties

11.7 From Agricultural Training to Residential School

11.8 WWI to 1970

11.9 The Aqueduct and Colonialism

11.10 Canada and the Colonized, 1970-2002

11.11 Residential Schools

*Primary source: excerpts from *The Survivors Speak: A Report of the Truth and Reconciliation Commission* Truth and Reconciliation Commission of Canada, 2015.
http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Survivors_Speak_2015_05_30_web_o.pdf

Use at least ten selections from the *Report*, plus the textbook readings, for essay topic B1, due 26 March.

21-26 March: 1970 October Crisis

9.9 Cold War in Quebec

9.10 The October Crisis

9.11 Quebec and the ROC

"October Crisis," *Canada's Human Rights History*, pages 1-6. <http://historyofrights.ca/history/october-crisis/6/>

In-class film: Robin Spry (director), "Action! The October Crisis of 1970," National Film Board, 1973.

https://www.nfb.ca/film/action_the_october_crisis_of_1970/

*Primary source: "Documents on the October Crisis," Marianopolis College.

<http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/october/index.htm>

Use at least ten selections from the "Documents," including "The Original Demands of the FLQ," "Trudeau's 'Just Watch Me' Interview," and "A Radical Interpretation of the War Measures Act," plus the textbook readings, the excerpt from *Canada's Human Rights History*, and the film (available online) for essay topic B2, due 2 April.

28 March: The Sixties and Beyond

7.10 The Second Wave of Feminism

9.17 The Sexual Revolution

12.7 Queer and Other Histories

2-4 April: 1990 Oka Crisis/Kanehsatake

Valiante, Giuseppe and Peter Rakobowchuk. "Oka Crisis deepened understanding of land claims in Canada: 25th anniversary dredges up difficult memories for those involved." CBC News, 7 July 2015 <http://www.cbc.ca/news/indigenous/oka-crisis-deepened-understanding-of-land-claims-in-canada-1.3142239>

In-class film: Obomsawin, Alanis, Wolf Koenig, and Colin Neale. *Kanehsatake: 270 Years of Resistance*. DTO. Directed by Alanis Obomsawin, NFB, 1993.

Watch the entire film free on YouTube: <https://www.youtube.com/watch?v=7yP3srFvhKs>

9 April: Review

University Policies

Unclaimed term work disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal

Grade Appeals

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Academic dishonesty:

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("Personation at Examinations" (Section 5.2.9) and "Plagiarism and Cheating" (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html . Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

The minimum penalty for plagiarism on a written assignment is F on the paper and may result in an F-DISC (discipline) in the course. This notation appears on the student's transcript. For repeat violations, this penalty can also include suspension from the Faculty of Arts for a period of up to 1 year.

The minimum penalty for academic dishonesty in a test or final examination is F for the test/examination, and an F-DISC (discipline) in the course plus a suspension from the Faculty of Arts for a period of one year. The F grade and disciplinary notation appears on the student's transcript. For repeat violations, the penalty may include suspension from the Faculty of Arts for a period of up to 5 years.