

HISTORY 3219E -- PUBLIC VIOLENCE IN CANADIAN HISTORY

Dr. Colin Read

Huron College

This is a seminar course which will meet three hours per week, Thursdays from 1:30 to 4:30.

The course examines the history of public violence in Canada, looking at such topics as ethnic, racial, religious, class, political, gender, and recreational violence. We will not spend time on private violence (murders and the like) and on day-to-day policing. I recognize, however, that some students may have an interest here, and he has no objection to their doing essays on such topics. We will begin the course by looking at the various theories which have been used to explain the existence of public violence, and at several junctures we will be making comparisons between the Canadian situations examined and similar situations in other countries.

CONDUCT OF STUDENTS

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. You may avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If you are late, or know that you will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Technology

It is not appropriate to use technology (such as, but not limited, to laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

[The three preceding paragraphs are "official statements" emanating from the dean's office. I would like to add that I find improper use of laptops in the classroom, such as surfing the net, doing e-mail, or playing cards particularly disrespectful and disruptive. I will ask students engaging in such activities to leave the classroom.]

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Requirements

A. **Each term 10% will be awarded for attendance at and participation in class.** The marks will be based on two components: my subjective evaluation of the student's participation and his/her attendance record. On the latter score, attendance will be taken each class. Marks here are pro-rated; for example, if you attend only 80%

of the classes, you will be eligible for a maximum of 80% of the mark. Students who attend fewer than 50% of the classes will be given zeroes for their class marks.

Of course, students may have acceptable reasons for missing a class. If they feel they have, they should advise me accordingly. I, however, retain the right to decide if the reasons given are acceptable or not. Illness, accidents, medical appointments provide acceptable reasons. I reserve the right to ask for documentation of such cases. When students have acceptable reasons for missing classes, the missed classes will not be factored into the students' tutorial marks.

B. Each student will present a seminar report (the reports to be determined in class) during the year. The reports are to be oral, but are to be accompanied by a point-by-point outline of approximately 2 pages (plus bibliography). The outlines will be distributed by the presenter to the other students in class the day the report is due. **If I receive an outline the day before the presentation, or earlier**, I will copy it and distribute it to the class.

Seminar reports may dovetail with student essays, depending on a student's interests and his/her fortune in arranging things.

The seminar report is worth 10% of the year's mark. After each report the students in the class will present a brief written evaluation of the report, complete with a grade. The student evaluations will provide one quarter of the mark given the report.

C. Each term each student will write an essay of 3,000 to 4,000 words. Students must write their own essays and must write them exclusively for this course. Essays written for other courses, or adapted from essays written for other courses, will not be acceptable.

Late essays will be penalized according to the scheme adopted by the History department of the college:

1. All essays are to be typed, double-spaced on substantial white paper. Scholarly form, as outlined by the instructor, is to be followed.

2. Lateness will be penalized as follows:

First day late -- 3 marks deduction

Each subsequent calendar day late -- 2 marks per day deduction.

3. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5 per cent) per day.

4. No paper or seminar will be accepted if it is more than seven calendar days late.

5. Mitigating circumstances, if they arise, must be discussed with the instructor before the submission date.

6. Medical certificates must be signed by a doctor and must specify the period during which the student was unable to perform academic work.

I add one further proviso: the essays are due at the beginning of class. Essays handed in thereafter to me on the due date, while I am in the college, will lose one mark. Note, too, that in determining what day a late essay was handed I will utilize the date stamped upon the essay by the operator of the essay box. That person last opens the box at about 3:30 P.M. and leaves each day at 4 P.M. If you e-mail me a copy of your essay, I will take the time of the e-mail as the date of submission. You must, however, provide me with a hard copy of your essay on the next weekday.

Illness and accidents provide valid mitigating circumstances for late essays; "I'm really busy" does not. Students must be prepared to provide documentation of their cases.

I prefer endnotes to footnotes but will accept the latter. I have specified the note and bibliographic forms to use in a xerox placed on the Huron reserve shelf written by Kate Turabian, a former editor of the Chicago Manual of Style. Please use those forms; failure to do so will result in mark deductions.

The first term essay will be due November 20, the second term one on March 19.

The first essay will be worth 15% of the year's mark; the second will be worth 20%.

The first term essay will be a general one, a historiographical essay, on a general subject. This essay will canvass what has been written and from what theoretical perspectives (if any). It will suggest what, if anything, remains to be done in this area in terms of topics to be studied and will suggest too which of the theories of violence encountered in the reading for the essay or the course seem or seems to have the greatest explanatory power for the general topic. Students should take care to provide manageable topics. Labour violence in Canada, 1919-39, for example, makes a manageable topic. Labour violence in Canadian history does not, nor does the Winnipeg General Strike, the first being too general, the second being too particular.

The second term essay will explore some aspect (a given event -- for example, violence in the Stratford Furniture Strike of 1933) of the first term essay and will be based, in considerable measure, on primary sources. It will also utilize as an explanatory framework (in whatever degree) one or more of the theories canvassed in the first term essay.

Since this is an essay course, students must complete the essay assignments to pass the course.

I will distribute a handout on "Writing Tips." In the first term students must hand that sheet in with their essays; otherwise the essay will be considered incomplete. In the second term students must hand in both the "Writing Tips" handout and their marked first term essay with their second term essay; otherwise the essay will be considered incomplete. Incomplete essays are unacceptable.

D. There will an in-class test on November 27. **It will be worth 10% of the final mark.**

E. There will be a final exam, written in the spring examination period, **worth 25% of the final mark.**

OFFICE HOURS

My office is U126D. My office hours are: Monday, 2:30-3:20 and Wednesday, 1:30-3:20. If these times are inconvenient, you can make an appointment to see me at some other time. My office phone number is 438-7224, extension 222.

E-MAIL PROTOCOL

My e-mail address is: cread@uwo.ca. I will be checking my e-mail weekdays. Expect at least a twenty-four hour response time. You must, in your e-mail correspondence, utilize proper grammar and follow proper etiquette. If you have questions about your essay, use e-mail to set up an appointment to discuss those questions.

APPEALS

Should you wish to discuss a mark on an assignment with me, you must wait a day after receipt of the assignment so that you can digest the comments on the assignment properly.

Should you wish to appeal a mark in the course, you may do so. You institute the process by speaking to Professor Fang in his capacity as chair of the history department.

Additional Huron University Statements

Medical Absences

For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Huron students should take their medical documentation to the Academic Counsellor, Academic Services Centre at Huron University College, together with a Request for Relief specifying the nature of the accommodation requested. Documentation for non-Huron students must be submitted as soon as possible to the student's Faculty Dean's office. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor(s.) Academic accommodation will be granted **ONLY** where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities.

The UWO Student Medical Certificate (SMC) (https://studentservices.uwo.ca/secure/medical_document.pdf) and Request for Relief (<http://www.huronuc.ca/pdf/AcademicCounsellingRequestforReliefFormMar08.pdf>) are available at the Student Centre Website (<https://studentservices.uwo.ca/secure/index.cfm>), the Huron University College Academic Counselling website (http://www.huronuc.ca/faculty_arts_social_science/academic_counselling/) or from the Academic Services Centre at Huron.

Personal Response Systems

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Statement on Academic Offences

Plagiarism: Students must write their essays and assignments in their own words.

Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> .

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the *Huron University College Statement on Plagiarism*, available at the reference desk in the HUC Library and at <http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf>. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library Information about these resources can be found at: http://www.huronuc.ca/library/research_guides_and_handouts/.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services:

Students in the Department of History requiring academic counselling concerning courses and modules in History or related matters (e.g appeals, letters of permission, special permission) should see the Chair, Department of History, Dr. Jun Fang, 519-438-7224x239, Office A217, jfang9@huron.uwo.ca

Other academic services such as academic counselling, community-based learning, career development, writing services, cross-cultural services, international opportunities are available through the Academic Services Centre: West Wing, Huron University College, and http://huronuc.ca/faculty_arts_social_science/academic_counselling/.

HISTORY 3219E – READINGS & REPORTS

Dr. Colin Read

Huron College

Each week we shall have common readings to do. A few readings not from our texts are placed on the college's reserve shelf. Below appear the weekly readings and the suggested reports. The latter may be revised in consultation with the professor.

The class meets three hours a week, Thursdays from 1:30-4:30.

COURSE TEXTS

Dubinsky, Karen. Improper Advances: Rape and Heterosexual Conflict in Ontario, 1880-1929. Chicago: University of Chicago Press, 1993.

Endicott, Stephen L. Bienfait: The Saskatchewan Miners' Struggle of '31. Toronto: University of Toronto Press, 2002.

Greer, Allan. The Patriots and the People: The Rebellion of 1837 in Rural Lower Canada. Toronto: University of Toronto Press, 1993.

Course Package – available from InPrint.

Week 1 (Sept. 4) Introduction

No readings, no report

Week 2 (Sept. 11) Violence in Canada, an Overview

Reading: Course Package, 1-34 (pieces by McNaught, Torrance)

No Report

Week 3 (Sept. 18) Theories of Violence, Part I

No Reading (You would be wise to begin reading the Greer book.)

No Report

Week 4 (Sept. 25) The Rebellion in Lower Canada, Part I

Reading: Greer. To 188.

Week 5 (Oct. 2) The Rebellion in Lower Canada, Part II

Reading: Greer. The remainder.

Report: `Political' Violence in Upper Canada.

Week 6 (Oct. 9) "Irish Riots"

Reading: 1. Cross, Michael S. "The Shiner's War: Social Violence in the Ottawa Valley." Canadian Historical Review. LIV, 1 (March, 1973), 1-26. Huron Reserve Shelf.

2. Johnson, J.K. "Colonel James FitzGibbon and the Suppression of Irish Riots in Upper Canada." Ontario History. LVII, 3 (September, 1966), 139-55. Huron Reserve Shelf.

3. See. Scott W. "Polling Crowds and Patronage: New Brunswick's 'Fighting Elections' of 1842-3." Canadian Historical Review. LXXII, 2 (June, 1991), 127-56. Huron Reserve Shelf.

Report: "Irish" Riots in New Brunswick or The Black Donnelly's

Week 7 (Oct. 16) The Hand Dynamiting in Sarnia

Reading: Glen Phillips. "The Hand Dynamiting ..." M.A. Thesis, UWO, 1998. Huron Reserve Shelf. Thesis is also available at Weldon.

Week 8 (Oct. 23) Violence and Native Peoples

Reading: Course Package, 35-65. (Loo, Sharp)

Report: The Oka Affair, or the Oka and Caledonia episodes compared and contrasted

Week 9 (Oct. 30) Anti-Asian Violence

Reading: Course Package, 67-105 (Roy, Sugimoto, Ward)

Report: The Komagata Maru incident

Week 10 (Nov. 6) Disease and Violence

Reading: Course Package, 107-52 (Bilson, Bliss)

Report: French-English tensions in Quebec at the time of the Northwest Rebellion.

Week 11 (Nov. 13) Labour Violence

Reading: Course Package, 153-88 (Morrison, Morton - - "Aid to the Civil Power," Palmer)

Report: The Haymarket Riot in the U.S.

Week 12 (Nov. 20) Ethnic, Military, and Labour Violence in the Era of the First World War

Reading: Course Package, 189-260 (Armstrong, Morton - - "Kicking and Complaining", Isitt, Miller)

Report: Violence and the IWW.

Week 13 (Nov. 27) In-Class Test

Week 14 (Jan. 8) Bienfait

Reading: Endicott. Bienfait.

Report: The Regina Riot.

Week 15 (Jan. 15) Anti-Jewish Violence

Reading: Course Package, 261-302 (Betcherman, Robin, Levitt and Shaffir)

Report: A review of Levitt's and Shaffir's book on Christie Pits.

Week 16 (Jan. 22) The Halifax V-E Day Riot

Reading: 1. Course Package, 303-08 (Raddall)

2. Redman, Stanley R. Open Gangway: The (Real) Story of the Halifax Navy Riot. Hantsport, Nova Scotia: Lancelot Press, 1981. 9-60. Huron Reserve Shelf.

Report: V-E Celebrations around the world - - violent or non-violent?

Week 17 (Jan. 29) Anti-Gay Violence and the Military

Reading: Course Package, 309-336 (Jackson, Jackson)

Report: Violence against gays in contemporary society.

Week 18 (Feb. 5) Dubinsky and Heterosexual Violence, Part I

Reading: Dubinsky, Improper Advances. To 85.

Report: Why Do Men Rape?

Week 19 (Feb. 12) Dubinsky and Heterosexual Violence, Part II

Reading: Dubinsky, Improper Advances. The rest.

Report: The Montreal Massacre.

Week 20 (Feb. 26) The Richard Riot

Reading: Course Package, 337-56 (Fisher, Gzowski, Irvin, Bryant et al.)

Report: Recent violence during the Stanley Cup playoffs.

Week 21 (March 5) The Troubled 60s in Quebec

Reading: Louis Fournier. The FLQ: Anatomy of an Underground Movement. Toronto, 1983. 13-210. Huron Reserve Shelf.

Report: Uruguay's Tupamaros.

Week 22 (March 12) The FLQ Crisis

No Reading

Report: The Implementation of the War Measures Act: A Fruitful Response to the Crisis?

Week 23 (March 19) The Sir George Williams Affair

Reading: Course Package, 357-406 (Eber, Lux)

Report: The Black Panthers and Violence.

Week 24 (March 26) The Doukhobors

Reading: Course Package, 417-52 (Holt, Woodcock and Avakumovic, Friesen and Verigin, Rak)

Report: Violence and the Sikh Community, with Particular Emphasis on the Air India Bombing

Week 25 (April 2) Since 9/11

Reading: TBA

Report: The South Toronto Plot, or Anti-Terrorist Measures in Canada