

McMaster University History 2TT3  
**Survey of Canadian History, 1885 to Present**  
Winter 2007

**Tutorial Guidelines**

Instructor: Shawn Day  
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**Expectations**

1. Students are expected to attend all tutorials.
2. Students are expected to do the assigned readings prior to attending tutorial.
3. Students are expected to read with a mind to formulating contributions to the tutorial discussion.
4. Students are expected to participate orally in the tutorial discussion.

**Tutorial Structure**

The tutorial section of this course is designed to provide you with both a thorough understanding of the material covered during that week's lecture as well as reading material assigned for tutorial preparation. More importantly, the tutorial will use that material to foster skill development necessary for critical appreciation of historical argument and effective communication of your own thoughts. Each tutorial will discuss the broader themes emerging from the tutorial readings and the way in which the author structures and presents the argument.

You are expected to come prepared to discuss the material presented in the readings suggest as well as to raise the broader points which connect the readings to the lecture discussion that week. The purpose of this section is gain experience in constructing historical arguments within a pertinent context. These are the type of answers that students may expect to be called upon to deliver in this course as well as any other history course taken at the university level. This tutorial is a group exercise and will rely on your participation along with the instructor's guidance.

**Absence from Tutorial**

Medical reasons are the only accepted excuse for failing to attend a tutorial. As per university policy you must provide a doctor's note to substantiate your absence from tutorial. If you have to be absent from a tutorial and still wish to obtain a mark for participation, you may at your discretion, submit a two page written paper that examines the assigned readings indicating author's thesis (es), and the outlining the evidence they used to support their theses and the broader themes in Canadian history to which the material is connected. The instructor must receive this make-up paper within one weeks of the absence for it to be graded. A mark out of three will be provided and applied to the course participation grade.

**Weekly Written Submissions**

You are expected to prepare five (5) short written submissions which answer the weekly question posed for the tutorial. Detail about these papers is presented in the course syllabus. Written assignments are due before tutorial. You choose which weeks that you wish to write a submission for. Only 5 submissions will be graded.

**Evaluation**

You are expected to be present in order to receive participation marks for this course. 30% of your final mark for this course is contingent upon tutorial attendance **and** participation. Evaluation will take the form of completing a self-evaluation form at the end of every tutorial session. The instructor will examine each grade and decide whether the grade reflects the nature of your participation. If there is a change in grade, the instructor will mark this on the sheet.

It is important that you take the time to substantiate the grade you have given yourself by providing a brief comment or two in the space provided on the self-evaluation form. This not only helps you to reach your decision, but offers you the opportunity to remind your instructor of contributions that you did make to the class.

## Schedule

### 18 January “Civilizing” Native Peoples?

Q: *Is Loo convincing that native people were “skilled legal players” in their efforts to avoid punishment for holding potlatches?*

Loo, “Dan Cranmer’s Potlatch: Law as Coercion, Symbol, and Rhetoric in British Columbia, 1884-1951”

Tobias, “Protection, Civilization, Assimilation: An Outline History of Canada’s Indian Policy,”

### 25 January Work and Protest in the Industrial Age

Q: *Bearing in mind Heron’s discussion of the organization of workers during the later nineteenth and early twentieth century, according to Sangster, do organized unions play a role in the 1907 Bell Telephone Operators Strike?*

Heron, “The Workers’ Revolt,”

Sangster, “The 1907 Bell Telephone Strike: Organizing Women Workers,”

## ESSAY PROPOSAL DUE FRIDAY, 2 FEBRUARY

### 8 February Immigration and “Race”

Q: *Why is there an article on the KKK in your course reader?*

Palmer, “Reluctant Hosts: Anglo-Canadian Views of Multiculturalism in the Twentieth Century,”

Backhouse, “‘It Will Be Quite an Object Lesson’: R. v. Phillips and the Ku Klux Klan in Oakville Ontario”

### 15 February Social Reform

Q: *Was the anti-smoking campaign in Montreal during the early 20th century a success or failure? Account for the outcome of this movement.*

Rudy, “Unmaking Manly Smokes: Church, State, Governance, and the First Anti-Smoking Campaigns”

Mott, “One Solution to the Urban Crisis: Manly Sports and Winnipeggers, 1900-1914,”

### 8 March The Great Depression

Q: *According to Charlotte Whitton, what are the causes of the failure of the federal relief efforts during the early 1930s and how did she suggest that they could have been remedied?*

Struthers, “A Profession in Crisis: Charlotte Whitton and Canadian Social Work in the 1930’s,”

Brown, “Unemployment Relief Camps in Saskatchewan, 1933-1936”

### 15 March World War II

Q: *Two of the readings this week examine wartime policy in Canada in light of its long term implications for the nation. Proceeding from these discussions, as a nation, was Canada’s role in the world stronger following and as a result of the war?*

Trofimenkoff, “Ottawa’s War,”

Granatstein, “Staring into the Abyss,”

Ward, “British Columbia and the Japanese Evacuation,”

### 22 March Security, Spying, and Civil Liberties, 1945-1970

Q: *The ‘Red Scare’ of the Cold War era raises many questions about the role of the state in the lives of ordinary Canadians. As an RCMP inspector, how would you justify infiltrating student’s groups during the period 1950-1975, in light of the information presented concerning the surveillance of university campuses during the twentieth century?*

David MacKenzie, Canada’s Red Scare, 1945-1957.

Steve Hewitt, “From the Old Left to the New Left,”

### 29 March: Tutorials on Unit VIII - Reconstructing Canada

Q: *Pierre Trudeau acted upon the findings of the report of the Bilingualism and Biculturalism Commission. The government abandoned biculturalism in favour of multiculturalism, yet accepted official bilingualism. How is this apparent contradiction justified?”*

J. Webber, “Competing Nationalisms, Competing Identities,”

Finkel, “Other Voices in a Neo-Conservative Age,”

**If at any time you have any questions about this course or the tutorials, please don’t hesitate to get in touch with me via email or by coming to office hours. My sole purpose in this course is to help you get the best possible mark that you can!**