



Western University  
Department of History  
History 2110B [001]



# *“Rights Revolution” or “Fragile Freedoms” ? : Human Rights History in Canada*



Discover how & why  
human rights  
emerged & evolved in **Canada**

This course surveys Canadian human rights from Aboriginal views of liberty to contemporary views on ethnic, gender, language, class and other rights. Study of human rights history in Canada reveals forces promoting and challenging liberties. Rights remain controversial, as becomes evident through examination of impacts of Canada’s Charter of Rights, which both protects Canadians and creates more complexities as our Courts interpret its meanings. Lectures combined with discussion will hopefully show that Canada’s so-called “Rights Revolution” has deep roots; it also indicates the often fragile nature of rights too often taken for granted. Ultimately, increased historical awareness should provide better understanding of our ongoing search for a more rights-oriented society.

## Class / Contact Information:

**Wednesday 6:00-8:00 pm**

Instructor: Dr. Peter V. Krats

Telephone: 661-2111 (x84983)//Messages: 661-3645

**Location: SSC 3026**

Office: STvH 2123

e-mail: pkrats@uwo.ca

## Office Hours / Contacting Me:

Office Hours: Tuesdays 3:00-4:30 & Wednesdays 4:00- 6:15. I will be in **some** other times; feel free to speak with me about appointments. If you “catch” me at my office, I will gladly discuss matters time permitting. I make an effort to respond to e-mails within 24 hours. Please include a clear subject heading. Phone mail messages face a longer “turn-around.” Or, speak to me at class – I usually have time before or after !!

## Course Learning Outcomes:

- ✓ identify key developments in the history of Human Rights in Canada, including issues surrounding gender, ethnicity, belief, class and more;
- ✓ explain patterns of continuity and change
- ✓ recognize strengths and weaknesses in historical assessment – the utility of “knowing” the past blended with an awareness of subjective and other potential errors
- ✓ improve ability to assess written historical work and to summarize and evaluate lectures
- ✓ synthesizing issues within an essay examination
- ✓ elaborate on the relevance of history in dealing with contemporary views of rights
- ✓ improve communication skills, both written and verbal

**Textbook :**

As in most History courses, students are expected to read the text without constant reminders or detailed references to the book in class. It is not a large work.

Dominique Clément. *Human Rights In Canada: A History*. Wilfrid Laurier Press, 2016.

**Course Evaluation:** [Details Below]

Participation	20	%
Online Group Discussion	10	
Reaction to “Pre-1929” Contexts	15	[Due 15 Feb. 2017]
Commentary on Rights “Case”	20	[Due 22 March 2017]
Final Exam	35	

Given the brevity of the writing tasks, extensions will need to meet the formal University criteria. Suggestions about “good” writing practice are on OWL under “Resources.”

=====

=====

**Course Work**

**Class Participation:** [20 %]

History is inherently interpretive, so student groups will discuss issues arising from lectures, ideas then shared with the whole class. Discussions evaluated as follows: \*\* postings due by noon Saturday of the week assigned. \*

Overall quality of shared classroom discussion :		4 %
Four (4) Individual Website assignments (randomly assigned) :	12 %	[3 % each]
“Group comments” sheets handed in weekly :	4 %	

**Group Discussion on OWL :** [10 %]

Each Participation Group will use OWL to post comments on the evolution of Canadian Rights as “unravelling” in the course or as revealed in your lives. The point is to discuss rights issues, past and present, on a regular, albeit casual basis. The postings are the responsibility of all group members.

### Reaction to “Pre-1929” Rights Contexts: [15 %]

What do you see as the major Rights issues/themes emerging prior to the “Persons Case” of 1929? Consider issues raised thus far in the course in answering. Be concise -- the discussion need only be 3 double spaced pages. No outside research required, but if used, it must be properly cited. Proper English is expected. Hints on writing available on Resources page in OWL. Due : 15 Feb. 2017; must be submitted in class and to Turnitin.

### Commentary on Rights “Element” [20 %]

Students are expected to provide a brief, well written discussion on ONE Rights “element.” You might consider a theme emerging from the course. Or a specific event/series of events that you deem “crucial” in the history of Canadian rights. Or perhaps key “player(s)” – a person, persons or a group that helped shape Canadian human rights. The “impact” can be negative, if that is of interest. Other possibilities abound – a key law or regulation; a key idea; a particular “moment” that shaped Canadian human rights. **If in doubt** about your topic choice, be sure to check with me.

Four pages, double spaced. You will need to do some research to supplement lecture materials. Proper citations (any standard format) are expected. Your writing should meet university standards. Due: in class and on Turnitin -- 22 March 2017.

### Final Examination : [35 %] [2 hours][predominantly essay format]

- ◆ emphasizes broad issues, not the minutia of history
- ◆ Date : during the time period set by the University Registrar

Suggestions:

- a) I set the exam, so going to class is an excellent means of gaining insights into exam issues
- b) trying to “catch up” at the last minute only creates substantial stress
- c) memorizing “all data” is also ineffective. History exams assess student understanding: do you know why events occurred, what events led up to/ followed from events? The degree of continuity and/or change?

\*\*\*\*\*

## **Tentative** Outline

[my courses are always works in progress, so some changes will likely occur]

Each class includes 1.5 hours of lecture and 20 minutes of discussion.

Colonial Contexts

Week 1: Introductions // "Worlds" of Rights  
Week 2: Indigenous & European Notions of Rights to 1500  
Week 3: Rights in New France & Northernmost British North America to 1760

*"British Liberties"* – Rights 1760-1860s

Week 4: New Rights Thinking; "Race" & Rights": First Nations and Afri-Canadians  
Week 5: More Barriers to Rights: Gender, Class, Identity & other Issues

Preserving *British Liberties*: in a Canadian setting: Confederation to the 1930s

Week 6: "Canadian Rights" for "Persons"? : Gender & Those Deemed "Others"  
Week 7: Nations within: Indigenous & Francophone Rights  
Week 8: "Politics & Money Matter": Class Rights, Rights of Expression & more

Legislative & Practical Changes: Rights from World War II to Today

Week 9: Legislating & Manipulating Rights – meandering toward the Charter  
Week 10: New Times, Old Issues: Gender, Orientation & Identity/Regional Rights  
Week 11: Those Lacking Power – Visible Minority Struggles & Class Rights  
Week 12: Fulfilling Old Promises? : Indigenous People & Modern Rights Contexts  
Week 13: More Rights? / Conclusions & Review

## **ADDITIONAL STATEMENTS**

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may 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. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **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 offense (see Scholastic Offence Policy in the Western Academic Calendar).

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 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>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is

a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

### **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)