



HIST 1817G
History in the Headlines
Winter 2022

Course Information:

Class Location: W8 or online

Scheduled Class Times:

Monday 12:30-2:30

Wednesday 1:30-2:30

Instructor: Dr. David Blocker

Email: dblocker@uwo.ca

Office: V132 or via Zoom

Office Hours:

Monday 11:30-12:30

Wednesday 12:30-1:30

Pre- or Anti-requisites: None

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

Course Description:

Knowledge of the past is necessary to understand the political crises of our present. This class will teach students how to curate knowledgeably the flood of news in the modern global media, by asking them to research and assess six historical claims in contemporary headlines. This term we will examine:

- Monuments, Memory and History
- Epidemics and vaccination in Canadian history
- The history behind the Black Lives Matter Movement
- The history of residential schools in Canada
- Environmental protest in Canadian history
- The roots of Trumpism

Course Learning Objectives:

This course aims to help students to analyze sources of historical knowledge and explain the role of history in understanding our present circumstances. In addition, this course will foster students' ability to read and think critically, to organize and communicate ideas in both written and oral forms, and to conduct historical research.

Description of Course Methods:

Weekly lectures (Wednesday 1:30-2:30) will introduce students to six historical topics in contemporary headlines and are the basis of this course. Regular attendance is required.

Regular group discussions in tutorial form an important component of this course. Regular attendance is required and participation in tutorial is essential. Students are expected to have completed and considered the assigned readings prior to tutorial and to attend each class prepared to ask questions and discuss the readings.

Students will be assigned to either Tutorial Group A (Monday 12:30-1:30) or Tutorial Group B (Monday 1:30-2:30) at the start of the term and should only attend their assigned tutorials.

Lectures and tutorials will be conducted synchronously online via Zoom until the university has mandated a return to in-person classes.

Textbooks and Other Required Resources:

All required readings are available on the course site on OWL or online through the links provided in the syllabus except the graphic novel *Secret Path*, which is required for the Source Analysis Paper (due 2 March 2022).

Gord Downie and Jeff Lemire, *Secret Path* (Simon and Schuster, 2016) can be purchased online or at a local bookstore. It is also held on 2-hour course reserve at the Huron Library.

Methods of Evaluation:

Participation:	20%	
Response Paper:	5%	24 January 2022
Review Essay:	25%	16 February 2022
Source Analysis Paper:	15%	9 March 2022
Research Essay Proposal:	5%	21 March 2022
Research Essay:	30%	8 April 2022

Course Requirements:

Participation:

Students are expected to *attend every tutorial prepared to discuss the readings*. Attendance in class alone is insufficient to earn a passing participation grade. Effective participation demonstrates that students have completed and considered the weekly readings and are prepared to engage critically with the concepts and arguments. Effective participation also constitutes listening and responding to other students' contributions and ideas and respecting the views of others even when disagreeing with their opinion.

Sample discussion questions will be posted to the course website on OWL before each class to assist students in reflecting on the readings and preparing for discussion. Students will be evaluated on a 10-point scale following each tutorial. Non-attendance will result in a "0" for that class and attendance without participation will result in a "2" for that class. Participation grades will be assessed based on the quality of the students' contribution to discussion.

In instances when absence from tutorial is unavoidable the student is expected to inform the instructor in advance and to arrange with the instructor for additional written work to make up for the missed discussion.

Response Paper:

Students are responsible for submitting *a brief commentary/critical engagement/reaction paper* (600-800 words) *to the Epidemics and vaccination in Canadian history unit*. The response paper should not be a summary of the readings but a response to the issues and questions they raise. Considering connections across readings is strongly encouraged. No further research is required. **Due 24 January 2022**. Further instructions about writing response papers will be posted on the course website on OWL.

Review Essay:

Each student will write a critical *review essay* (1500-2000 words) of the film *Do the Right Thing* and Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New Press, 2020), due **16 February 2022**. Further instructions will be posted on the course website on OWL.

Source Analysis Paper:

Each student will write a critical *source analysis paper* (800-1200 words) of three sources – an article, a graphic novel and a musical album – that tell the story of Chanie Wenjack, a twelve-year-old boy who died fleeing from a residential school in northern Ontario. The sources are:

- Ian Adams, “The Lonely Death of Charlie Wenjack,” *Maclean’s* (1 February 1967)
- Gord Downie and Jeff Lemire, *Secret Path* (Simon and Schuster, 2016)
- Halluci Nation, *We are the Halluci Nation* (2016)

The paper is due **9 March 2022**. Further instructions will be posted on the course website on OWL.

Research Essay:

Each student will write a *research essay* (2000-2500 words) on a historical topic of their choice based on a headline chosen from the *Globe and Mail* from 1936-1996, due **8 April 2022**.

Each student must submit a formal and brief *essay proposal* (1-2 typewritten pages) identifying the newspaper headline, historical topic chosen for study, and a list of at least five scholarly sources for initial research, due **21 March 2022**.

Further instructions will be posted on the course website on OWL.

Week One: 10-12 January 2022

10 January 2022 – Introduction: History in the Headlines

12 January 2022 – Lecture: Monuments, Memory and History

Week Two: 17-19 January 2022

17 January 2022 – Tutorial: Monuments, Memory and History

Charlotte Lydia Riley, “Don’t worry about ‘rewriting history’: it’s literally what we historians do,” *The Guardian* (10 June 2020).

<https://www.theguardian.com/commentisfree/2020/jun/10/rewriting-history-historians-statue-past>

Alan Gordon, “The Writing and the Bronze: Commemoration as Historiography,” *Canadian Historical Review* 102:3 (September 2021), 420-438.

19 January 2022 – Lecture: Smallpox in Montreal

Week Three: 24-26 January 2022

24 January 2022 – No class

RESPONSE PAPER DUE

26 January 2022 – Lecture: Smallpox in Montreal

Week Four: 31 January-2 February 2022

31 January 2022 – Tutorial: Smallpox in Montreal

Laura Spinney, “Could understanding the history of anti-vaccine sentiment help us to overcome it?” *The Guardian* (26 January 2021)

<https://www.theguardian.com/society/2021/jan/26/could-understanding-the-history-of-anti-vaccine-sentiment-help-us-to-overcome-it>

Michael Bliss, “Epilogue,” in *Plague: A Story of Smallpox in Montreal* (Toronto: HarperCollins, 1991)

2 February 2022 – Lecture: Police Brutality and Black Resistance in the United States

Week Five: 7-9 February 2022

7 February 2022 – No class

Watch *Do the Right Thing* (1989)

9 February 2022 – Lecture: Police Brutality and the #BLM Movement, 1993-2021

Week Six: 14-16 February 2022

14 February 2022 – Tutorial: Police Brutality and Black Resistance in the United States
Jill Lepore, “The Long Blue Line: Inventing the Police,” *New Yorker* (20 July 2020)

16 February 2022 – Lecture: Residential Schools
REVIEW ESSAY DUE

Reading Week: 19-27 February 2022

Week Seven: 28 February-2 March 2022

28 February 2022 – Tutorial: Residential Schools

Ian Mosby, “Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952,” *Histoire sociale/Social History* 46:91 (May 2013): 615-642.

Ka'nhehsí:io Deer, “The boy behind the cruel nickname,” *CBC News* (29 September 2021)
<https://newsinteractives.cbc.ca/longform/the-boy-behind-the-nickname>

2 March 2022 – Lecture: Petroleum, Pipelines and Protest in Canadian History

Week Eight: 7-9 March 2022

7 March 2022 – Tutorial: Pipelines in Canadian History

Sean Kheraj, “The Biggest Oil Pipeline Spills in Canadian History,” *Active History* (23 July 2015)

<https://activehistory.ca/2015/07/the-biggest-oil-pipeline-spills-in-canadian-history/>

Sean Kheraj, “A History of Oil Spills on Long-Distance Pipelines in Canada,” *Canadian Historical Review* 101:2 (June 2020): 161-191.

9 March 2022 – Lecture: The ‘War in the Woods’ on Vancouver Island
SOURCE ANALYSIS ESSAY DUE

Week Nine: 14-16 March 2022

14 March 2022 – Tutorial: Environmental Activism and Indigenous Peoples

Jonathan Clapperton, “Environmental Activism as Anti-Conquest: The Nuu-chah-nulth and Environmentalists in the Contact Zone of Clayoquot Sound,” in Jonathan Clapperton and Liza Piper, eds., *Environmental Activism on the Ground: Small Green and Indigenous Organizing* (Calgary: University of Calgary Press, 2019): 194-218.

16 March 2022 – Lecture: From Barry Goldwater to Donald Trump

Week 10: 21-23 March 2022

21 March 2022 – Lecture: The New Right in American Politics (Both tutorial A&B @ 12:30)
ESSAY PROPOSAL DUE

23 March 2022 – Lecture: The New Right in American Politics

Week 11: 28-30 March 2022

28 March 2022 – Tutorial: *The Roots of Trumpism*

Catherine E. Rymph, “Phyllis Schlafly’s Crusade,” *Reviews in American History* 34:4 (December 2006): 565-572.

George Packer, “The Fall of Conservatism,” *The New Yorker* (26 May 2008)

Nicholas Lemann, “The After-Party: What will happen to the Republicans post-Trump?” *The New Yorker* (2 November 2020)

Ngofeen Mputubwele, “Rick Perlstein on Goldwater, Reagan, and Trump,” *The New Yorker Radio Hour* (28 August 2020)

<https://www.wnycstudios.org/podcasts/tnyradiohour/segments/rick-perlstein-goldwater-reagan-and-trump-seg>

30 March 2022 – Lecture: *History in the Headlines*

Week 12: 4-8 April 2022

4 April 2022 – Tutorial: *Conclusion*

6 April 2022 – Lecture: *Conclusion*

8 April 2022

RESEARCH ESSAY DUE

RULES AND REGULATIONS

The History Department has specified that:

1. All written assignments are to be submitted electronically following your professor’s instructions. Students are responsible for making sure they are familiar with each professor’s policy on electronic submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL Late penalties are calculated according to calendar day, including Saturdays.

4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
3. Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

¹ They should be in Arabic, not Roman numerals or letters.

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment

on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining

assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this 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.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

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 website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“Clickers”)

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.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical

situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <https://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.