



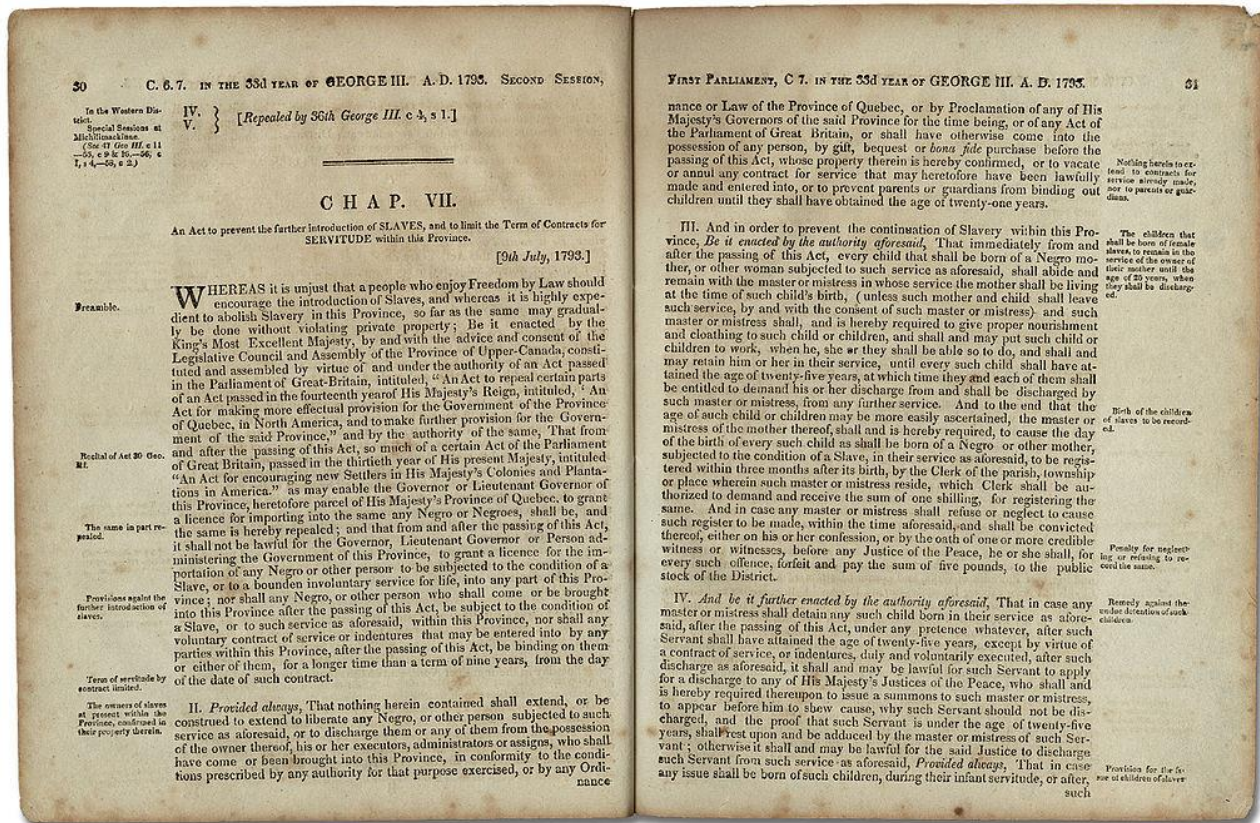
**COURSE:** History of Human Rights in Canada  
(State and Society in Canada)  
HIST 5315F, Cross-listed with PECO 5502F, PSCI 5502F,  
SOCI 5505F

**TERM:** Fall 2020

**CLASS:** **Day & Time:** Fridays 11:30 to 2:30

**INSTRUCTOR:** Dominique Marshall

**CONTACT:** **Office:** Virtual Office hours  
**Office Hours:** Mondays from 2:00 to 4:00 or by appointment  
**Telephone:** 613-520-2600 extension 2846  
**Email:** [dominique\\_marshall@carleton.ca](mailto:dominique_marshall@carleton.ca)



Archives of Ontario, An Act to Prevent the further Introduction of Slaves and to limit the Term of Contracts for Servitude within this Province, Legislative Assembly of Upper Canada, 1793, **Statutes of Upper Canada, 3 George III, Cap. 7, 1793**

# “Human Rights have their roots in history, and history sheds a light on them.”

Henri Leclerc, Honorary President of the Ligue des droits de l’homme, « Préface », in *Atlas des droits de l’homme*, ed. Catherine Wihtol, ed. (Paris » : Éditions Autrement, 2018), 6. Translation by DM.

## I. Course Description

**Introduction:** A retrospective exploration of the complex history of human rights in Canada, which addresses public uses of the language of rights as well the development of major texts. It includes interpretations of indigenous North American conventions of entitlement and dignity, of Christian traditions of humanitarianism and emancipation, and of political conflicts conducted in the name of rights. The course welcomes an interdisciplinary group of students.

**Learning Outcomes:** At the end of this course, students will be able to:

- 1) Demonstrate an advanced knowledge of the historical fields of human rights in Canada: students will have acquired a deep historical knowledge of the main debates surrounding the history of human rights in Canada in the context of the transnational history of rights, refined their sense of this past and of the historical scholarship about it, through sustained analysis of topics organized according to themes of history.
- 2) Analyze and assess historical documents, artifacts, and other primary sources.
- 3) Evaluate historical arguments and historical scholarship. The course emphasizes historiography and historical methodology, provides students with a critical overview of larger bodies of work. Students will develop critical awareness of the strengths and weaknesses of historical argument, and apply this in their assignments.
- 4) Analyze and apply historical methods and historical theories.
- 5) Conduct independent research using primary sources and historical scholarship.
- 7) Communicate historical ideas effectively in writing, orally, and (where appropriate) in digital form, visual media, or other formats.
- 8) Work in group to lead a session and produce a report linked to one session of the Shannon Lectures in History

## II. Textbook

Clément, Dominique. *Human Rights in Canada. A History*. Waterloo: Waterloo University Press, 2016. 230 p. Available at Octopus bookstore (<http://octopusbooks.ca/book/history-of-childhood>) \$ 24.99 Mail order available.

## III. Evaluation

The grades for this course will be distributed as follows:

- Lecture Series team work around one assigned lecture
  - o Conversation: preparation and lead 15 % (due week of conversation)
  - o Team product 15% (due 2 weeks after conversation)
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- Individual forum participation 40 % (weekly written work)
- Individual paper
  - o Proposal 05 % (due date depends on date of team work)
  - o Individual Meeting with Instructor (by appointment; shortly after proposal due)
  - o Final Paper – take home 25 % (23 December)

*Note: All components have to be completed in order to pass this course. Unless otherwise noted, late assignments will be penalized 3% per weekday. Exceptions will be made for medical or other emergencies.*

### **Course Requirements and Assignments:**

The grades will be measured as follows:

Joint preparation of one of the five conversations, together with a media product linked to the seminar (blog, podcast, etc. format to be determined by the group and approved by the instructor).

Forum online discussions. Points to be covered are:

- What the text is concerned with, and why it is concerned with this issue
- What questions it raises
- Which primary documents it uses
- What arguments and essential points it makes
- What answers it gives and how it proceeds
- What is good about it and what we learn from it
- What you would criticize about it.

Individual Meeting and Written Discussion Paper. The discussion paper should expand on the topic of the seminar lead. The paper should be 1,5 or double-spaced, with a 12pt standard size font, about 12 pages long, be based on the course materials and on an additional:

- One book,
- three scholarly articles,
- and two to three primary sources.

These will be discussed in the individual meeting with the instructor. Students should arrive at this meeting with a proposal of their paper and suggested readings for the seminar discussion.

Participation: Each student is expected to attend all seminars, to do all the required readings, and to participate actively in all discussions. Participation grades will be determined according to the quality and frequency of interventions and how well a student is able to engage with comments from other students during the discussion.

### **IV. Course Calendar**

Each week, students are expected to work on average 9 hours:

- 3 hours on preparatory readings;
- 3 hours on class work (1.5 hours of synchronous virtual meetings; 1.5 hour of asynchronous work);
- 3 hours on their projects (1.5 hour group project and 1.5 hour individual project)

### **INTRODUCTIONS**

#### **Module 1 9 September – 11 September**

Introductions - Friday September 11, 11:30 - 1:00

Readings:

- Syllabus of the course
- Buchanan, Tom. "Human Rights." In *The Palgrave Dictionary of Transnational History*, s.v. edited by Akira Iriye and Pierre-Yves Saunier, 509-514. Houndsmills: Palgrave MacMillan, 2009. [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1gorbd6/alma991022780624205153](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991022780624205153)
- Bangarth, Stephanie and Jennifer Tunnicliffe. "Writing Rights into the "New" Political History." *Canadian Historical Review* 100, no. 4 (December 2019): 638-653. [muse.jhu.edu/article/742582](https://muse.jhu.edu/article/742582).

## I. MIGRATIONS

### Module 2 14 September – 18 September

Shannon Lecture – Friday 18 September 12:00 – 13:00

Ed Dunsworth, "Inclusion, Exclusion, and Migrant Farm Labour in Canada"

Readings:

- Introduction and Chapters 1-3, Clement, Dominique. *Human Rights in Canada A History* Waterloo, Ontario: Wilfrid Laurier University Press, 2016. [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1gorbd6/alma991022736019305153](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991022736019305153)
- Ed Dunsworth *Globe and Mail* article, Paywall-free link: <https://web.archive.org/web/20200614131809/https://www.theglobeandmail.com/opinion/article-canadians-have-farmed-out-tragedy-onto-the-migrant-workers-who-provide/>

### Module 3 21 September – 25 September

Class conversation with guest speaker -Friday 25 September 11:30 – 1:00

Ed Dunsworth

Readings:

- Dunsworth, Edward . "Race, Exclusion, and Archival Silences in the Seasonal Migration of Tobacco Workers from the Southern United States to Ontario," *Canadian Historical Review* 99, no. 4 (Dec. 2018): 563-93.
- Madokoro, Laura and Francine McKenzie. "Introduction." In *Dominion of Race: Rethinking Canada's International History*, edited Laura Madokoro, Francine McKenzie and David Meren, 3-10. Vancouver: UBC Press, 2017.

## II. MINORITIES

### Module 4 28 September – 2 October

Shannon Lecture – Friday 2 October 12:00 – 13:00

Paul-Étienne Rainville: "The Postwar Human Rights Movement in Quebec and Catholic workers: Between Universality and Identity"

Readings:

- Chapters 4 up to the Conclusion, Clement, Dominique. *Human Rights in Canada A History* Waterloo, Ontario: Wilfrid Laurier University Press, 2016. [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1gorbd6/alma991022736019305153](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991022736019305153)

### Module 5 5 October – 9 October

Class conversation with guest speaker -Friday 9 October 11:30 – 1:00

Paul-Étienne Rainville

Readings:

- Rainville, Paul-Étienne. «Un programme unique dans le monde entier»: le Congrès juif canadien et la lutte pour le droit à l'égalité «raciale» et religieuse au Québec (1945-1950)." *Histoire sociale/Social history*, 2019. *Project MUSE* [prepublication], [doi:10.1353/his.2019.0032](https://doi.org/10.1353/his.2019.0032)
- Lambertson, Ross. "'The Dresden Story': Racism, Human Rights, and the Jewish Labour Committee of Canada", *Labour / Le Travail*, 47, 2001, p. 43-82.
- Patrias, Carmela and Ruth Frager. « "This Is Our Country, These Are Our Rights": Minorities and the Origins of Ontario's Human Rights Campaigns », *Canadian Historical Review*, vol. 82, no 1, 2001, p. 1-35.

### III. DISABILITY

#### Module 6 13 October – 16 October

Class conversation with guest speaker -Friday 16 October 11:30 – 1:00

Nancy Hansen

Readings: TBA

#### Module 7 19 October – 23 October

Shannon Lecture – Friday 23 October 11:30 – 12:30

Nancy Hansen: "On the Cutting Edge: Disabled Canadians and Rights Acquisition"

Readings:

- Hansen, CBC article, <https://www.cbc.ca/news/canada/manitoba/manitobans-disability-health-care-coronavirus-1.5520589>

#### Reading Week 26 October – 30 October

### IV. PRIVACY

#### Module 8 2 November – 6 November

Shannon Lecture – Friday 6 November 12:00 – 13:00

Teresa Scassa: Histories of the rights to privacy and the challenges of artificial intelligence

Readings: TBA

#### Module 9 9 November – 13 November

Class conversation with guest speaker - Friday 13 November 11:30 – 1:00

Teresa Scassa, "The History of Privacy and the Future of AI"

Readings: TBA

### V. MEMORY

#### Module 10 16 November – 20 November

Class conversation with guest speaker -Friday 20 November 11:30 – 1:00

Bonny Ibhawoh, "Truth Commissions and the Politics of Collective Memory"  
Readings: TBA

**Module 11 23 November – 27 November**

Shannon Lecture – Friday 27 November 12:00 – 13:00

Bonny Ibhawoh: "Truth Commissions and the Politics of Collective Memory"

Readings:

- Ibhawoh, What Canada and South Africa can teach the U.S. about slavery reparations (The Conversation) <https://theconversation.com/what-canada-and-south-africa-can-teach-the-u-s-about-slavery-reparations-120318>
- Do truth and reconciliation commissions heal divided nations? (The Conversation) <https://theconversation.com/do-truth-and-reconciliation-commissions-heal-divided-nations-109925>

**INDIVIDUAL PROJECT**

**Module 12 30 November – 4 December**

Individual Meeting with Instructor – Friday 4 December - time to be scheduled individually

Readings: "Indigenous Law and Conceptions of Human Rights", Indigenous bundle

\*\*\*Draft of take home due one day before individual meeting

**Examinations 12 December – 23 December**

\*\*\* Take home examination due 23 December

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## **REGULATIONS COMMON TO ALL HISTORY COURSES**

### **COPIES OF WRITTEN WORK SUBMITTED**

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### **PLAGIARISM**

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON CLASS CONDUCT**

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.** [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

## **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F = 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

September 30, 2020: Last day for a full fee adjustment when withdrawing from **fall and fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.

December 11, 2020: Last day for academic withdrawal from **fall** courses.

April 9, 2021: Last day for academic withdrawal from **fall/winter (full year)** courses.

## **REQUESTS FOR ACADEMIC ACCOMMODATIONS**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**Religious obligation:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>



**Accommodation for Student Activities:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

#### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

#### **CONTACTS (613-520-2600, phone ext.)**

- Department of History [history@carleton.ca](mailto:history@carleton.ca)
- Registrar's Office (3500) [registrar@carleton.ca](mailto:registrar@carleton.ca)
- Academic Advising Centre [academicadvising@carleton.ca](mailto:academicadvising@carleton.ca)
- Paul Menton Centre (6608) [pmc@carleton.ca](mailto:pmc@carleton.ca)
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back [csas@carleton.ca](mailto:csas@carleton.ca)

#### **Application for Graduation Deadlines**

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1