

**St. Jerome's University in the University of Waterloo**  
**Department of History**  
**HIST 256**  
**Murder in Canadian History**  
**Winter 2019**  
**Tues/Thurs 10:00-11:20, SJ2 2002**

**Instructor and T.A. Information**

**Instructor:** Dr. Catherine Briggs

Office: SH 2110

Office Phone: 519 888-4567 X37018

Office Hours: Tuesdays 11:30-12:20 and by Appointment

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Correspondence/Contact with the Instructor: It is best to contact me through the uwaterloo email address noted above for all questions and enquiries, or come to my office hours for longer questions or conversations. Please include your first and last name and the course code in the subject line of all emails and utilize a salutation and closing to open and close all emails.

**Course Description**

Murder cases in Canada, particularly those involving the elite or scandalous or violent details, have always captured the public imagination. Similarly, executions or the question of appropriate punishment for murder has generated interest and debate. While sensationalist murder trials may simply appeal to an interest in the bizarre or macabre or a perception of a darker side to human nature, murder trials and the events, debates, and legal and social processes surrounding them reveal a lot about the political, economic, social, and legal context of Canada. Thus, this course will examine several major murder cases in order to provide insight in to Canada's history and how the nation has changed legally, as well as politically, economically, and socially.

**Course Objectives and Learning Outcomes**

Upon completion of this course, students should be able to:

- A. Students will develop a good understanding of the historical development of Canada.
  - Lectures and discussions will allow students to understand and debate how murders and the legal and social processes surrounding them reveal the political, economic, and social developments, concerns and debates in Canada's history.
- B. Students will improve their understanding of historical methodology and ability to research topics in history.
  - The lectures, assignments and tutorials will allow students to improve their ability to access, interpret and analyze a range of historical scholarship, on-line resources, and primary materials (written and visual).

- C. Students will improve their ability to interpret and present ideas and arguments.
- Through assignments, students will improve their writing skills and ability to present and prove arguments and ideas.

### Required Text

- Dimitry Anastakis, *Death in the Peaceable Kingdom. Canadian History since 1867 through Murder, Execution, Assassination and Suicide* (Toronto: University of Toronto Press, 2015).
- A list of additional readings (available electronically) for each discussion meeting will be provided to students on Learn under "Course Materials".

### Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Document Analysis	February 7	20%
Discussions - Participation or Summary	4 X 5%	20%
Essay	March 19	30%
Take-Home Exam	TBA	30%
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Total		100%

#### General Comments on Assessments:

Style and Grammar: Marks are not directly deducted for poor writing style and grammar. However, you simply cannot get a good grade if your paper is difficult to read and your argument difficult to discern. I strongly recommend making an outline and writing your paper from the outline. Organization of your major points is crucial to presenting an effective argument.

Citations: Citations to sources of information and interpretation are required in all academic writing and must be included for both assignments and for the take-home exam. Students can use any accepted style of citations (Chicago, MLA, APA) as long as citations are used consistently and correctly. Please use appropriate form and style. Style guides and guides on when to cite a source can be found on the university library website , under "How Do I".

Citations have four purposes:

- \* They indicate the source of "quotations".
- \* Acknowledge the interpretations and ideas of others.
- \* Provide authority for facts which might be challenged or result from the research of others.
- \* Point to other sources or interpretations of the same topic.

### Document Analysis

The document analysis should be approximately 5 pages in length (double-spaced with a standard

character size and font. Note that the page limit is a guideline. Students can exceed the 5 pages if necessary.

For this assignment, students are required to analyze a primary source. A “primary” source is a document created or originating from the time period under study. They include written items, such as letters, newspaper articles, or government records, and visual media, such as photographs, paintings, or advertisements. Primary sources are the main sources of evidence used by historians to decipher the past.

The purpose of the assignment is to analyze the document to discern what it reveals about the time period when it was created and the subject which it addresses (or purports to address). As well, the analysis should consider what the document reveals about the attitudes and values of the people at the time, and the problems (real or perceived) that they faced.

Questions/issues to consider that may aid in your analysis include:

1. Who (individual, group, organization) produced the document and why?
2. Does the author have a specific perspective and/or purpose that influences the information conveyed by the document?
3. When was the document created and what events were occurring at that time? Is the document related to these events, or does it reveal anything about them?
4. What does the document reveal about the attitudes, concerns, and priorities of the time period?

Note that these questions are guidelines intended to stimulate thought and analysis of the sources. Do not simply answer each of these questions successively to complete the assignment. Remember that all papers should have a thesis or central argument.

### **Discussions – Participation or Summary**

Four Discussions will be held during the class time. These discussions are designed to allow students to discuss, along with the Instructor, the course content and the sources used in the course. There will be four discussions in total, with each tutorial worth 5% of the student’s mark (20% of final mark).

Students have two choices of assessment for the discussions.

1) Students can participate in the conversation during the discussions. A participation grade will be assigned at the end of each discussion based on active involvement in the discussion and on the content of the student’s comments.

2) Students can write a brief three-page summary of the main points in the readings and the discussion that the student believes to be most important.

Regardless of whether a student has chosen option 1 or option 2, all students are required to attend the class during discussions and come to the discussion having read and evaluated the assigned readings.

Attendance is mandatory and no marks will be allocated if the discussion is missed.

Discussion will be centred around the assigned readings from Dimitry Anastakis, *Death in the Peaceable Kingdom*, and from additional readings assigned by the Professor. The list of additional readings for each discussion group will be available on Learn, under “Course Materials” at least a week before the

discussion.

Although these readings form the subject of discussion, students are welcome to incorporate knowledge derived from other readings or sources. Ultimately, a tutorial should become a forum for the analysis and expression of ideas, and for integrating the information/ideas presented in the varied components of the course.

### **Essay**

A formal research essay of 10-15 pages, double-spaced, is to be completed. While 10-15 pages is a guideline, students should not go under 10 pages because it is difficult to give a comprehensive analysis in a shorter paper. Note: The essay can be over 15 pages if necessary to develop a strong argument. The essay must have a thesis (clearly stated at the beginning), and a coherent argument which supports the thesis.

For the essay, students will choose a murder case from Canada's history and provide an analysis of the events, debates, and legal processes surrounding the case and how they reveal political, economic, social, and legal developments in Canada's history. Students can choose a murder case covered in the course or can choose a case that has not been covered. A list of additional, important murder cases (from the postwar years) will be provided by the Professor. If a student wishes to examine a murder case not covered either in the course or included in the list, please speak to the Professor to ensure you pick a topic for which there are adequate sources for analysis.

Essays are to be well-researched, including use of primary and secondary materials:

I) For secondary sources, use a selection of books and journal articles (often journal articles exist which include the major insights from the later-published book, and, they are shorter!). I do not like to specify how many sources, but be sure to include different authors and different perspectives on the issue being studied.

As well, your sources must be scholarly. Scholarly sources are books and articles/information that come from academic or government publishers. Do not use textbooks as a substitute for scholarly sources. A lot of information, including scholarly material, can now be found on the internet. However, a lot of internet material is biased. While you can use material from the internet, the majority of your sources have to be scholarly.

II) Primary source material should contribute to the development of your analysis. The amount of primary research will depend on your topic and the types of sources you use. Primary sources could include legal documents, government debates, and news/magazine coverage (particularly for more recent cases).

### **Take-Home Exam**

The take-home exam will be handed out to the class on the last day of scheduled lectures (see class schedule). Exams must be submitted on the scheduled day and time (date and time to be announced but will be during the exam period). Exams can be submitted to the Professor's essay drop box. Late papers will not be accepted, as this is an exam and the date/time is not negotiable! Medical documentation is required by students with a valid medical reason who wish to submit the final exam

after the due date.

Exam Policy: University policy regarding missed tests/exams is applicable to take-home final exams. The policy guidelines are listed partially below and can be found in complete detail at <https://uwaterloo.ca/registrar/final-examinations>. Note that medical documentation is required if a student does not write or complete the exam by the due date. If the exam is incomplete or late due to acceptable reasons (according to university policy), an alternate due date/time will be arranged by the instructor.

### Course Outline / Class Schedule

All readings noted below are from Dimitry Anastakis, *Death in the Peaceable Kingdom* or from the website, "Great Unsolved Mysteries in Canadian History". Additional readings for the Discussions will be provided by the Professor.

Week	Date	Topic	Readings Due
1	January 8, 10	Introduction to the Course/ Assassination of Thomas D'Arcy McGee	Anastakis, pp. 2-17, 33-44.
2	January 15, 17	Killing of Thomas Scott and the Frog Lake Massacre	Anastakis, pp. 18-29, 45-61.
3	January 22, 24	The "Black" Donnellys	"Heaven and Hell on Earth. The Massacre of the "Black" Donnellys. From: Great Unsolved Mysteries in Canadian History, <a href="http://www.canadianmysteries.ca">www.canadianmysteries.ca</a>
4	January 29, 31	Killing of Protestors during the Easter Riots and the Winnipeg General Strike  Discussion 1 (January 31)	Anastakis, pp. 66-78, 81-101, 131-132.  Readings for Discussion 1 are listed on Learn.
5	February 5, 7	Death of Tom Thomson	Anastakis, pp. 104-118. "Death on Painted Lake: The Tom Thomson Tragedy". From: Great Unsolved Mysteries in Canadian History, <a href="http://www.canadianmysteries.ca">www.canadianmysteries.ca</a>
6	February 12, 14	Murder of Charles Bert Massey  Discussion 2 (February 14)	Anastakis, pp. 119-128.  Readings for Discussion 2 are listed on Learn.
7	February 26, 28	Murder of Jackie Bates by his parents.	Anastakis, pp. 133-149.
8	March 5, 7	Murder of Rita Guay (with the Bombing of Flight 108); The Boyd Gang and the Killing of Detective Tong	Anastakis, pp. 193-194, 167-180.

Week	Date	Topic	Readings Due
		Discussion 3 (March 7)	Readings for Discussion 3 are listed on Learn.
9	March 12, 14	Murder of Lynne Harper and Wrongful Conviction of Steven Truscott	Anastakis, pp. 195-205.
10	March 19, 21	The FLQ and the Murder of Pierre Laporte  Discussion 4 (March 21)	Anastakis, pp. 208-223, 238-249.  Readings for Discussion 4 are listed on Learn.
11	March 26, 28	The Montreal Massacre	Anastakis, pp. 264-273.
12	April 2, 4	Murder of Dudley George Take-Home Exam Handed Out	Anastakis, pp. 206-207, 276-286.

### **Late Work**

Assignments are to be handed in, on the due date, either during the class time or by 11:20 p.m. to the Professor's essay drop box (located in the history department in Hagey Hall, across from HH110 approximately). Electronic submissions, through email attachment, will not be accepted. Please keep a copy of all assignments. Students can send a copy of their assignment by email in order to date/time stamp it, but a paper copy is still required for grading.

Due dates for assignments are included in the course outline. Late papers will be penalized by 5% per day, for the first four days following the due date. After the four days the late penalty is 2% per day. Late assignments must be submitted by the day on which the assignment is returned to the class (approximately two weeks following submission date). After this date, incomplete assignments will receive a grade of 0%.

Extensions (without late penalty) will normally be granted only to students faced with extenuating circumstances (ie. illness) and may require documentation. Requests for extensions must be made to the Professor before the due date.

### **Electronic Device Policy**

Students are welcome to utilize electronic devices in class that are used for the purpose of learning and participation in the course. However, students are asked not to engage in activities that are not course related when using electronic devices in class.

### **Attendance Policy**

Attendance is not graded for the lecture component of the course. However, attendance is highly recommended for academic success. Attendance is mandatory for the four discussion sections. See instructions above regarding "participation".

### **Important Information**

#### **Academic Integrity**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

## Accommodation for Students with Disabilities

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## Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

## **Mental Health Services**

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

### **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information