

HTST 337 (Spring 2016)

## Twentieth Century Canada

Instructor: Scott Dumonceaux  
Office: SS635  
Email: [sdumonce@ucalgary.ca](mailto:sdumonce@ucalgary.ca)

Class: TR 18:00-20:45 (6:00-9:45)  
Room: SB 105  
Office Hours: TR 16:30-17:30 (4:30-5:30), or by appointment

### **Course Description:**

What is Canada? What does it mean to be Canadian? What role should Canada play in the World? The answers to these questions have continuously evolved over the Twentieth Century as Canadian hopes, dreams, and values have changed. In this Course, we will explore how Canadians have viewed themselves and their country, both at home and abroad, in the Twentieth Century through five major themes: Making a British Nation?, From Colony to Nation?, Development of the Welfare State, Canada and the United States, and the World, and Making a Multicultural Nation? Given the growing importance of issues facing Indigenous People in Canada today, this course puts particular emphasis on the experiences of First Nations Canadians. We will also examine the experiences of English and French Canadians, Women, First Nations, Western Canadians, and Immigrants in a century of great political and social change.

### **Course Objectives:**

This course aims to introduce students to the major themes that Canadian historians have identified in Twentieth Century Canadian history and to encourage students to develop their own interpretations of the past. Students will develop skills to identify and form their own historical arguments through course readings, class discussions, and written assignments. It is hoped that students will improve their ability to think critically about Canada's past and present.

### **Student Evaluation:**

10% Weekly Discussion Questions  
15% Short Essay 1 (Due May 26)  
15% Midterm Exam (June 7, in class, closed book)  
15% Short Essay 2 (Due June 16)  
15% Short Essay 3 (Due June 23 or June 28, see below)  
30% Final Exam (cumulative, closed book, to be scheduled by the University)

All assignments must be completed to pass the course.

## **Required Readings:**

All required readings are available to students via links or in PDF format on the class D2L site.

Students wanting additional information on course topics can refer to:

Francis, R. Douglas, Richard Jones, and Donald B. Smith. *Destinies: Canadian History since Confederation*. 6<sup>th</sup> ed. Toronto: Nelson Education, 2008. (On Reserve at TFDL)

## **Classroom Courtesies:**

Students are encouraged to use laptops for taking notes but please be respectful of other students and sit at the back of the room if you plan to do other work (social media, watching videos etc.) during class.

Please wait until class is over to begin packing up your things.

## **Weekly Discussion Questions:**

During the Reading Discussions on Thursday of each week, working in groups, students will answer Weekly Discussion Questions based on the assigned readings for that week.

## **Written Assignments:**

All assignments should be submitted through the D2L Dropbox in Microsoft Word doc format. If you are unable to submit your assignment through Dropbox, please email it to me.

### **Short Essay 1 (Due May 26):**

Students will write an essay of 750 words based on the assigned readings and answering the following questions:

**How did Canadians view drinking during the First World War and why did they hold these beliefs?**

Essays should begin with a clear thesis statement, in this case the answer to the research questions, **and** should identify the main argument of each article and provide a brief analysis of the sources they use somewhere in the essay.

The following readings should be used:

Cook, Tim. "Wet Canteens and Worrying Mothers: Alcohol, Soldiers and Temperance Groups in the Great War." *Histoire social/Social History* 35, no. 70 (2002).

Cook, Tim. "‘More as a Medicine than a Beverage:’ Demon Rum and the Canadian Trench Soldier in the First World War." *Canadian Military History* 9, no. 1 (2000).

### **Short Essay 2 (Due June 16):**

Students will write an essay of 750 words based on the assigned readings and answering the following questions:

**How did the development of suburban communities in Canada after the Second World War impact the lives of the Canadians who lived there? Why?**

Essays should begin with a clear thesis statement, in this case the answer to the research questions, **and** should identify the main argument of each article and provide a brief analysis of the sources they use somewhere in the essay.

Two of the following readings should be used:

Strong-Boag, Veronica. "Home Dreams: Women and the Suburban Experiment in Canada, 1945-60." 1991. *Canadian Historical Review* 72, no. 4 (1991): 471-504.

Iacovetta, Franca. "Gossip, Contest and Power in the Making of Suburban Bad Girls: Toronto, 1945-1960, *Canadian Historical Review* 80, no. 4 (1999): 585-624.

Rutherford, Robert. "Fatherhood, Masculinity, and the Good Life During Canada's Baby Boom, 1945-1965." *Journal of Family History* 24, no. 3 (1999): 351-373.

### **Short Essay 3 (Due June 23 or June 28):**

This assignment has **two possible due dates**. If you submit your assignment on June 23, you are guaranteed to have your mark by the last day of class. Assignments submitted on June 28 will be returned by the final exam. There is no difference in how the essays are marked.

Students will write an essay of 750 words based on the assigned readings and answering **one or more of** the following questions:

**Compare and contrast the White Paper with the Red Paper.**

**How did the Canadian government understand the place of indigenous people in Canada? Why did they hold these views?**

**How did the Indian Chiefs of Alberta understand the place of indigenous people in Canada? Why did they hold these views?**

Essays should begin with a clear thesis statement based on the research questions and students reading of the assigned readings.

The following readings should be used:

“Statement of the Government of Canada on Indian Policy (The White Paper, 1969).”

<http://www.aadnc-aandc.gc.ca/eng/1100100010189/1100100010191>.

Indian Chiefs of Alberta. “Citizens Plus.” *Aboriginal Policy Studies* 1, no. 2 (2011): 188-281.

<http://ejournals.library.ualberta.ca/index.php/aps/article/view/11690/8926>.

Cairns, Alan C. “Assimilation.” In *Citizens Plus: Aboriginal Peoples and the Canadian State*, 47-79. Vancouver: University of British Columbia Press, 2000.

Miller, J.R. *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada*, Third Edition. Toronto: University of Toronto Press, 2001, 326-339.

### **Essay Presentation:**

As this is a formal writing assignment, students should use formal language and properly format their essays. Include a **title** at the top of the first page of the essay **and** on a **title page** (with your name, the date you handed the assignment in, the course name and my name) and **pages numbers** (starting at one on the first page of the essay, not the title page). Students are also expected to include properly formatted **footnotes** and a **bibliography**, providing citations for all information from the articles used in the essay, whether paraphrased or directly quoted.

Students should adhere to the referencing styles outlined in “The History Student’s Handbook: A Short Guide to Writing History Essays.” Department of History, University of Calgary, 2015.

[http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf).

Assignments that are not **properly formatted, footnoted, or proofread** will be returned ungraded for re-submission.

### **Late Policy:**

Late assignments will have a letter grade deducted (an A would become a B) and must be handed in by the final exam.

### **Course Topics:**

Topic 1: Making a British Nation?

May 10

Course Introduction

The Laurier Boom: Canada at the Turn of the Twentieth Century

May 12

Social Reform, Women, and Canadian Society

*Discussion*

*Reading Academic Articles Workshop*

*Readings:* Purdy, Sean. "Building Homes, Building Citizens: Housing Reform and Nation Formation in Canada, 1900-20." *Canadian Historical Review* 79, no. 3 (1998): 492-523.

Binnema, Theodore and Melanie Niemi. "'Let the Line Be Drawn Now': Wilderness, Conservation, and the Exclusion of Aboriginal People from Banff National Park in Canada." *Environmental History* 11, no. 4 (2006): 724-750.

May 17

Canada and the Great War, 1914-1918

*Readings:* Vance, Jonathan F. "Remembering Armageddon." In *Canada and the First World War: Essays in Honour of Robert Craig Brown*, edited by David MacKenzie, 409-433. Toronto: University of Toronto Press, 2005.

Topic 2: From Colony to Nation?

May 19

Canadian Imperialism and Canadian Autonomy

*Discussion*

*Writing Workshop*

*Readings:* Bothwell, Robert. "Foreign Affairs a Hundred Year On." In *Canada Among Nations, 2008: 100 Years of Canadian Foreign Policy*, edited by Robert Bothwell and Jean Daudelin, 19-37. Montreal: McGill-Queen's University Press, 2009.

May 24 (Essay 1 Due)

Canada and the World to the Early Cold War

*Readings:* Mackenzie, Hector. "Knight Errant, Cold Warrior or Cautious Ally? Canada on the United Nations Security Council, 1948-1949." *Journal of Transatlantic Studies* 7, no. 4 (2009): 453-475.

Topic 3: Development of the Welfare State

May 26

The Great Depression, Second World War, Postwar Boom

*Discussion*

*Readings:* Owsram, Doug. "The Formation of a New Reform Elite, 1930-5." In *The Government Generation: Canadian Intellectuals and the State: 1900-1945*, 135-159. Toronto: University of Toronto Press, 1986.

Break Week – No Class May 31 and June 2

June 7

*Midterm Exam*

A Modern Age?: Canadian Responses to the Postwar Boom

*Readings:* Loo, Tina. "People in the Way: Modernity, Environment and Society on the Arrow Lakes." *BC Studies* (2004): 161-196.

Topic 4: Canada and the United States, and the World

June 9

The Cold War and Society, National Security State

*Discussion*

*Writing Workshop*

*Readings:* Kinsman, Gary. "'Character Weaknesses' and 'Fruit Machines:': Towards an Analysis of the Anti-Homosexual Security Campaign in the Canadian Civil Service." *Labour/Le Travail* 25, no. 1 (1995): 133-161.

June 14 (Essay 2 Due)

Canadian Foreign Policy from 1945

*Readings:* Cavell, Janice. "Suez and After: Canada and British Policy in the Middle East, 1956–1960." *Journal of the Canadian Historical Association* 18, no. 1 (2007): 157-178.

June 16

Economic Union, Free Trade

*Discussion*

*Readings:* High, Steven. "'I'll Wrap the F\*#@ Canadian Flag Around Me:': A Nationalist Response to Plant Shutdowns, 1969-1984." *Journal of the Canadian Historical Association* 12, no. 1 (2001): 199-226.

## Topic 5: Making a Multicultural Nation?

June 21

Aboriginal Canadians since 1945

*Readings:* Shewell, Hugh. “‘Bitterness behind every smiling face’: Community development and Canada’s first nations, 1954-1968.” *Canadian Historical Review* 83, no. 1 (2002): 58-84.

Bohaker, Heidi and Franca Iacovetta. “Making Aboriginal People ‘Immigrants Too’: A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s.” *Canadian Historical Review* 90, no. 3 (2009): 427-461.

June 23 (Essay 3 First Due date)

Immigration since 1945, Quebec

*Discussion*

*Readings:* Loewen, Royden and Gerald Friesen. “The Global South in Calgary and Edmonton.” In *Immigrants in Prairie Cities: Ethnic Diversity in Twentieth Century Canada*, 101-120. Toronto: University of Toronto Press, 2009.

June 28 (Essay 3 Due)

The Charter and the Constitution

*Readings:* Uberoi, Varun. “Multiculturalism and the Canadian Charter of Rights and Freedoms.” *Political Studies* 57, no. 4 (2009): 805-827.

## Topic 6: Canada in the Twenty-First Century

June 30

Conclusions

*Exam Review*

## Important Departmental, Faculty, and University Information

### Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

### Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring



your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student’s Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.

- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

### **Universal Student Ratings of Instruction:**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI Surveys.

### **Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

### **Other Useful Information:**

Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca),  
[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

*Safewalk and Campus Security*: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

*Freedom of Information*: <http://www.ucalgary.ca/secretariat/privacy>

*Emergency Evacuation Assembly Points*:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

*Safewalk*: <http://www.ucalgary.ca/security/safewalk>

*Student Union Information*: <http://www.su.ucalgary.ca/>

*Graduate Student Association*: <http://www.ucalgary.ca/gsa/>

*Student Ombudsman Office*: <http://www.ucalgary.ca/provost/students/ombuds>

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