

HTST 337 (Fall 2019)

Twentieth Century Canada

Instructor: Scott Dumonceaux
Office: SS635
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Class: MWF 3:00-3:50 pm
Room: EDC 280
Office Hours: W 1:00-2:50 pm, 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. As we are heading towards a federal election this fall, we will focus on the importance of Canadian elections in shaping and reflecting Twentieth Century Canadian history. Federal elections have often demonstrated the priorities and values of Canadians and also signalled important changes in Canadian society. We will explore the experiences of Canada's aboriginal people, the Canadian experience in the First and Second World Wars, Canada and the United States, immigration, Canadian women, the development of Canada as a multicultural nation, and more in a century of great political and social change.

Course Outcomes:

By the end of this course, students should be able to:

- Identify and explain the major historical events, themes, and processes that Canadian historians have identified in Twentieth Century Canadian history.
- Evaluate the significance of historical events, themes, and processes to the development of Canadian history as a whole.
- Assess the importance of Twentieth Century Canadian history to the present.
- Identify and analyze primary sources related to a Twentieth Century Canadian history topic and determine what they can tell us about the past.
- Identify and analyze secondary sources related to a Twentieth Century Canadian history topic.
- Write a properly formatted and documented primary source based essay on a Twentieth Century Canadian history topic.

Student Evaluation:

10% Participation (Attendance Based)
10% Primary Source Essay (Pass/Fail), Due October 4
10% Secondary Source Essay (Pass/Fail), Due October 25
35% Final Essay (Standard Grading), Due November 18
35% Final Research Portfolio (Standard Grading), Due December 9

Required Readings:

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

Students wanting additional information on course topics can refer to:

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

Conrad, Margaret and Alvin Finkel. *History of the Canadian Peoples*. 6th ed. Toronto: Pearson Canada, 2015. (On Reserve at TFDL)

Classroom Courtesies:

Students are encouraged to use laptops for taking notes but please be respectful of other students, particularly those sitting behind you, and avoid doing other work (social media, watching videos, etc.) during class.

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

Participation:

The Participation grade is based on student's attendance to weekly group discussions, normally held on Fridays. Make sure that your name is on the discussion sheet at each discussion.

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.

To make it easier for me to organize, please name your document: Last Name, First Name Assignment Name (ex. Dumonceaux, Scott Primary Source Essay). Assignments that are not properly labeled **will not** be graded.

Written Assignment Presentation:

Essays and Research Portfolios should follow the format of the sample essay and the referencing styles outlined in "The History Student's Handbook."

"The History Student's Handbook: A Short Guide to Writing History Essays." Department of History, University of Calgary, 2019, <https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>.

As these are formal writing assignments, 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 sources used in the essay, whether paraphrased or directly quoted. Essays should be written in 12 point Times New Roman font, double spaced, with 1 inch margins and no extra space between paragraphs.

Research Portfolio (Due December 9):

The Research Portfolio assignment is based on a series of short assignments that will be completed over the course of the term, approximately one per week. The complete Research Portfolio will be submitted (as one Microsoft Word document) and graded at the end of the term. The Research Portfolio assignments will give students the opportunity to demonstrate what they have learned over the course of the term, to discuss what they think of the topics covered in the course, and to practice the skills they will need to complete the essay assignments.

The Research Portfolio will be graded using Standard Grading.

Primary Source Essay (Due October 4):

Students will select 5 primary documents from the list of databases provided by the Instructor (to be posted on D2L) and write a 1000 word essay with a strong central argument and thesis statement. Your argument should be based on your analysis of the primary documents. Depending on the documents you choose, your approach to your topic will vary, but students should address the following question when shaping their argument: What do your primary documents tell us about the past? We will discuss how to develop your argument more in class.

This essay will be graded using Pass/Fail grading. In order to receive the Primary Source Essay grade, students must submit a 1000 word essay with a complete introduction, body, and conclusion.

Secondary Source Essay (Due October 25):

Students will select 3 secondary sources on the same topic as their Primary Source Essay and write a 750 word essay with a strong central argument and thesis statement analyzing the sources. Students should summarize the argument and main points of each source and discuss how you could use the sources in your Primary Source Essay. Questions to consider include: Can the secondary sources provide background to your topic? Can you use the sources to explain ideas and concepts that you encountered? Can they allow you to expand your argument to other regions of Canada? Or provide context from another regions of Canada? Does the author's argument and interpretation fit in with what you found?

This essay will be graded using Pass/Fail grading. In order to receive the Secondary Source Essay grade, students must submit a 750 word essay with a complete introduction, body, and conclusion.

Final Essay (Due November 18):

For the Final Essay, students will combine their Primary Source Essay with a discussion of the secondary sources used in their Secondary Source Essay. Students will also have to opportunity to revise their essay based on the feedback they received on the Primary Source Essay and Secondary Source Essay. The Final Essay should be 1000-1500 words. Essays should include a strong central argument based around your analysis of the primary sources and a discussion of how the arguments and interpretations of the secondary sources fit in with your argument.

This essay will be graded using Standard Grading.

Course Topics:

1. Laurier Boom, 1896 Election

Readings:

Conrad, Margaret and Alvin Finkel. *History of the Canadian Peoples*. 6th ed. Toronto: Pearson Canada, 2015 (On Reserve at TFDL), Chapter 4, "The New Industrial Order, 1867-1914," 74-95.

2. Social Reform, Canadian Aboriginal policy

Readings:

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.

Loo, Tina. "Make Way for Wildlife: Colonization, Resistance, and Transformation." In *States of Nature: Conserving Canada's Wildlife in the Twentieth Century*, by Tina Loo, 39-62. Vancouver: UBC Press, 2006.

3. Social Reform, Gender, Immigration/Multiculturalism

Readings:

Swyripa, Frances. "Ethno-Religious Settlement: The Canadian Prairies in Context." In *Storied Landscapes: Ethno-Religious Identity and the Canadian Prairies*, by Frances Swyripa, 13-41. Winnipeg: University of Manitoba Press, 2010.

Conrad and Finkel, Chapter 5, "A Nation on the Move, 1867-1914," 97-115.

4. Imperialism/Autonomy, 1911 Election

Readings:

Arenson, Adam. "Anglo-Saxonism in the Yukon: The *Klondike Nugget* and American-British Relations in the 'Two Wests,' 1898-1901." *Pacific Historical Review* 76, no. 3 (2007): 373-403.

Conrad and Finkel, Chapter 3, "Entering the Twentieth Century, 1896-1914," 51-70.

5. First World War, 1917 Election

Readings:

Cook, Tim. "Wet Canteens and Worrying Mothers: Alcohol, Soldiers and Temperance Groups in the Great War." *Histoire social/Social History* 35, no. 70 (2002): 311-330.

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): 6-22.

6. Development of the Welfare State

Readings:

Finkel, Alvin. "The Medicare Debate, 1945-80." In *Social Policy and Practice in Canada: A History*, by Alvin Finkel, 169-192. Waterloo: Wilfrid Laurier University Press, 2006.

Conrad and Finkel, Chapter 12, "Redefining Liberalism: The Canadian State, 1945-1975," 254-277.

7. Postwar Boom, Modernity, Cold War

Readings:

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

Loo, Tina. "Predators and Postwar Conservation." In *States of Nature: Conserving Canada's Wildlife in the Twentieth Century*, by Tina Loo, 149-181. Vancouver: UBC Press, 2006.

8. Canada and the United States since 1945

Readings:

McKercher, Asa. "A 'Half-Hearted Response?': Canada and the Cuban Missile Crisis, 1962." *International History Review* 33, no. 2 (2011): 335-352.

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.

9. The Just Society, Aboriginal Canadians since 1945

Readings:

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.

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

10. The Just Society, Immigration/Multiculturalism since 1945

Readings:

Lalande, Julia. "The Roots of Multiculturalism: Ukrainian-Canadian Involvement in the Multiculturalism Discussion of the 1960s as an Example of the Position of the 'Third Force.'" *Canadian Ethnic Studies* 38, no. 1 (2006): 47-64.

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.

Program Advising and Student Information Resources:

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

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.

Percentage	Letter Grade	Grade Point Value	Description
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

Red Box Policy:

Essays and other assignments may be dropped into the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name, and 4) your student number.** Assignments received after 4:00 p.m. are date stamped 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 at 4:00 p.m. Monday to Friday.

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*

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works
- Using 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 is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K.* <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Copyright:

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and educational exceptions permitted by the Act for both print and digital course material. No

copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Other Useful Information:

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk