

St. Jerome's University in the University of Waterloo
Department of History
HIST 254: Canadian History A New Nation (Winter 2020)

Prof. Ryan Touhey

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Office Hours: Monday 7:30-8:15pm, or Wednesdays 5:15-6:00pm

Lectures: SJ1 3027, 6:30pm-7:25pm Monday; Wednesday 6:30pm - 7:30pm

**Seminars [Groups alternate every second week as noted on the syllabus]:
Wednesdays 7:30 to 8:20pm (SJ1 3020)**

Course Description: History 254 is designed to give an overview of the key events, personalities and controversies that have helped to shape modern Canada from its inception in 1867 to the end of the twentieth century. Students will be encouraged, and expected, to develop critical thinking and effective writing skills. A list of potential term essay topics is provided further below, but students are encouraged to develop their own topic if an unlisted subject is of interest. Such topics, however, just need to be approved by me to make sure that they are feasible in terms of scope and available research sources. The final exam will test how effectively students have absorbed the information provided in the text, lectures, and seminar discussions and how well they can apply that knowledge to develop sound historical arguments.

Learning Objectives: Through the lectures, readings, and seminar discussions students are expected to develop a testable understanding of how the modern Canadian state progressed through domestic and international influences between 1867-1995.

The annotated bibliography assignment and the seminar discussions are intended to sharpen how students approach historical sources, as well as instil an understanding that all sources must be scrutinized rather than accepted at face value. Furthermore, these assignments should develop the ability of the student to understand that there are numerous approaches and debates to how Canadian history is written and understood.

The written essay, and the instructions below for that assignment, should help foster students' ability to write thoughtfully as well as their ability to analyze research questions.

Textbook:

Robert Wardaugh and Alan MacEachern, *Destinies: Canadian History Since Confederation 8th edition*

Seminar readings are accessible through electronic reserve on the University of Waterloo library, see course reserves <https://www.reserves.uwaterloo.ca/ares/ares.dll>

Evaluation:

Tutorial attendance and participation 25%

Research Essay Proposal and Annotated Bibliography (2-3 pgs) 10%
(the research essay will not be graded unless this is submitted)

Research Essay (10-12 pgs) 30%

Final Examination 35%

Lecture Topics

Lec. 1 Jan. 6 Introduction

Lec. 2 Jan. 8 Confederation & building a nation across a continent
Readings: *Destinies* Chapters 1&2

Lec. 3 Jan. 13 Expansion and Unrest in the Northwest/Minority Rights
Destinies Chapters 3 & pgs. 96-113

Lec 4 Jan. 15 Imperialism, Continentalism and Nationalism
Destinies pgs. 119-133

Seminar Topic # 1 Group 1 The Northwest Rebellion

Note: Students should be sure to have read pgs 96-107 in the *Destinies* textbook which offers good context for these two tutorial readings.

Lec. 5 Jan. 20 Canada's Century? The Laurier era
Destinies pgs. 113-115

Lec. 6 Jan. 22 The End of the Laurier Era and the Road to War
Destinies pgs. 136-138

Seminar Topic #1 Group 2 The Northwest Rebellion

Note: Students should be sure to have read pgs 96-107 in the *Destinies* textbook which offers good context for these two tutorial readings.

Lec. 7 Jan. 27 Canada and the First World War Overseas
No readings

Lec. 8 Jan. 29 Canada and the First World War: The Homefront
Destinies Chapter 10

Seminar Topic #2 Group #1 Canada and the First World War

Lec. 9 Feb. 3 Post-war Unrest and Adjustment
Destinies pgs. 278-289

*******Essay Proposal/Annotated bibliography due*******

Lec. 10 Feb. 5 The 1920s in Canada
Destinies pgs. 298-310

Seminar Topic # 2 Group 2 Canada and the First World War

Lec. 11 Feb. 10 The Great Depression in Canada
Destinies pgs. 315-333

Lec. 12 Feb. 12 Canada and the World in the 1930s

Seminar Topic #3 Group 1 Turning Inward? Canada and the 1930s

*******READING WEEK Feb 17--21----NO CLASSES*******

Lec. 13 Feb. 24 The Second World War--Overseas
Destinies pgs. 347-361

Lec. 14 Feb. 26 The Second World War---Homefront
Destinies pgs. 362-375

Seminar Topic #3 Group 2 Turning Inward? Canada and the 1930s

Lec. 15 Mar. 2 Canada and the early Cold War
Destinies pgs. 400-403

Lec. 16 Mar. 4 Post-war Adjustment & the Affluent St. Laurent Era
Destinies pgs. 388-400, 492-496

Seminar Topic # 4 Group 1 Canada and the Second World War

Lec. 17 Mar. 9 The 1950s in Canada---the Diefenbaker era
Destinies pgs. 403-406, 412-416;, 439-442

Lec. 18 Mar. 11 Quebec and the Quiet Revolution
Destinies pgs. 458-466

Seminar Topic #4 Group 2 Canada and the Second World War

Lec. 19 Mar. 16 Pearson and Protests-- the 1960s
Destinies pgs. 422-433, 442-445,

*******Essays Due*******

Seminar #3: Turning Inward? Canada and the 1930s

1. Laura Sefton MacDowell, 'Relief Camp Workers in Ontario During the Great Depression of the 1930s,' *The Canadian Historical Review* Vol. 76 No. 2 (1995): 205-228.
2. David Zimmerman, "'A Narrow Minded People': Canadian Academics and the Academic Refugee Crisis, 1933-40," *The Canadian Historical Review* Vol. 88 No.2 (2007): 291-315.
3. C.P. Stacey, 'Divine Mission: Mackenzie King and Hitler,' *The Canadian Historical Review* Vol. 60 No. 2 1980: 502-512.

Seminar # 4: Canada and the Second World War

1. Jeff Keshen, Black Market Profiteering: "More than a fair share"
2. Timothy Balzer, 'In Case the Raid is Unsuccessful...': Selling Dieppe to Canadians *The Canadian Historical Review* Vol. 87 No. 3 (2006): 409-430
3. Gregory Johnson, 'An Apocalyptic moment: MacKenzie King and the Atomic Bomb,' in *Uncertain horizons : Canadians and their world in 1945* ed. by Greg Donaghy pgs 101-112.

Seminar #5: Of hippies and holidays -- Post-war society and culture

1. Matthew Hayday, "Fireworks, Folk-dancing, and Fostering a National Identity: The Politics of Canada Day," *The Canadian Historical Review* Vol. 91 No.2 (2010): 287-314.
2. Marcel Martel, 'They smell bad, have diseases, and are lazy': RCMP officers reporting on hippies in the late sixties," *The Canadian Historical Review* Vol. 90 No. 2 (2009): 215-245.

Instructions for Assignments/Seminars/Essays/Tests etc: Seminar Discussion Component of the Course

Seminars will occur on Wednesdays after lecture between 7:30pm-8:20pm in SJ1 3020 with groups 1 & 2 alternating as denoted in the lecture schedule. Students are fully expected to complete the readings in advance for each seminar so that they can actively participate in the discussions and arrive prepared for discussion. Seminars are intended to illustrate to the student that historians often examine subjects differently using a variety of sources, approaches, and questions to inform their research. During the course of the semester a key goal of the seminar is to sharpen the student's ability to reflect on the readings and observe that history is simply not set dates, events and ideas but that it is continually re-examined by every generation. Through their small size, tutorial groups are designed to provide a collegial and excellent environment to float ideas, views, and even questions of the readings for discussion. Marks are based on a combination of attendance and the quality of participation. Simply showing up to seminar and offering a few vague words on the readings will not earn a student minimum marks i.e. 2/5.

Students aiming to receive top participation marks in each seminar will be active listeners, they will consistently engage each other in discussion, and they will demonstrate through their comments that they have a solid grasp of the readings. **Please note: failure to attend the majority of seminars will result in an automatic course failure.**

For missed seminars---due to medical illness, with documentation, or another significant reason--- students *will*, within one week of the missed discussion group, submit a 4-5 page written summary/analysis of the readings that consider the questions/discussion points outlined below. The assignment must use 12 point Times New Roman font, standard margins, and be double spaced.

During the seminars we will discuss the content/context of the readings. There will be a variety of points relating to content to discuss but some questions to keep in mind to help prepare your notes and comments for tutorial discussions include:

- 1) What did you think of the readings? Why? Any surprises? What did you learn?
- 2) What are the arguments of the readings?
- 3) Compare or contrast where the historians differ in the readings for that week i.e. subject emphasis, sources, arguments.
- 4) What do you think are the author's goals?
- 5) What are the strengths and weaknesses of the readings?
- 6) What sort of evidence do the historians/authors have to support their argument? Is it sufficient in your view?
- 7) Have the readings changed or added to your understanding of the topic? If so, how?
- 8) For readings that emphasize biography, ask yourself what the pros and cons of that approach are to understanding/gleaning insights into the topic/period
- 9) What questions or issues do the readings raise in your mind?

**First Term Assignment: Annotated Bibliography (2-3 pages):
DUE: IN CLASS Monday February 3rd, 2020**

On February 3rd, 2020 students will submit a short proposal (2-3 pages) including:

1) **Topic description** – A paragraph or two detailing the essay topic, time frame, and the main question(s) that they are asking to guide their research (in question form); this will be based on the preliminary source scan that you will have completed.

2) **Thesis statement** - A sentence or two describing the argument of your essay. At this stage it will be preliminary and you are not bound to the statement. In fact, it may well change as you conduct deeper research into the topic. **Students need to ask what the key questions are that they are trying to answer.** A good trick to developing a strong thesis statement is to ask a leading question whose answer provides a thesis statement; you do not need to give the question.

3) **Preliminary annotated bibliography** --including ten sources i.e. monographs and scholarly journal articles, and 2-3 primary sources. Each annotation should include at least two thoughtful sentences for each source explaining the contents of the source and why it will be useful to your essay. ***Do not use the textbook as a source. However, your textbook has a terrific annotated 'Further Reading' section at the end of each chapter! Students are well advised to consult this section to identify possible sources for their essays.***

Primary sources relate to people and materials directly related to the topic, generally from the same time frame. Included in the list of primary documents are: any and all government publications including Royal Commission reports, Departmental reports, on-line archival material from Library and Archives Canada, Global Affairs Canada historical section etc. Transcripts and tabled documents from Parliament/House of Commons, known as *Hansards* make excellent primary sources. As well, newspaper and other media coverage from the time provide excellent primary sources. Book and articles written by those involved, including memoirs, can also be solid sources.

A key purpose of the assignment is to encourage you to get started on your research early, and it will allow me to recommend other sources and offer advice that may help to strengthen your essay. Final papers will not be graded by the instructor without the prior submission of this proposal.

The internet can be a valuable research tool, but use it with caution. If I see wikipedia or an encyclopedia website on any assignment the student will lose marks.

Some excellent and reliable sites for primary documents include the following:

The UW Library History Research Guide is a terrific, helpful resource for students.
<https://subjectguides.uwaterloo.ca/history>

Library & Archives of Canada has cabinet minutes online for the period 1944-1979
<http://www.bac-lac.gc.ca/eng/discover/politics-government/cabinet-conclusions/pages/cabinet-conclusions.aspx>

The Diaries of William Lyon Mackenzie King are available at:
<http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzie-king/Pages/diaries-william-lyon-mackenzie-king.aspx>

Global Affairs Canada's historical section has digitized is Documents on Canadian External Relations (DCER) series on-line for the years 1946-1963 (Hard copies for 1909-1963 are available in the Government Docs. at Dana Porter)
https://www.international.gc.ca/gac-ame/history-histoire/external-relations_relations-exterieur.aspx?lang=eng

For biographies of prominent Canadians see the Dictionary of Canadian Biography online at:

<http://www.biographi.ca/index-e.html?PHPSESSID=05mvu9I5arc0glmeu91h71ekr7>

Sample thesis statement:

The National Policy is used as an example and is not a term essay option. There are generally two types of leading questions. The first demands a “yes” or “no” answer. For example if your topic deals with Sir John A. Macdonald’s National Policy, you could ask, “Did the National Policy achieve the aims which its creator had hoped?” You could answer in the affirmative and have a thesis statement like: “The National Policy achieved its aims in that it helped to create.....” You could also answer in the negative and say that: “The National Policy did not achieve its aims because.....” You could also reply that “The National Policy largely succeeded in its aims but.....” Or you could argue, “The National Policy was in general not successful although it.....” The key to any of the above will be in the explanations provided as to why, why not or to what extent the National Policy met its aims.

The second type of question leads to a key explanatory response. Again using the National Policy example, you could ask: “What was the prime motivating factor behind the creation of the National Policy?” Your response and thesis statement could be, “The National Policy was developed largely in response to....” Alternatively you could respond with “The key motivating factor behind the creation of the National Policy was....” Or one could argue that “No single factor was key to the formation of the National Policy, but rather a combination of factors, such as....” Any of those essays would then go on to show why the aspect, or combination of aspects, chosen was/were the most important. It would acknowledge other potential factors and explain why they were not as important.

Term Essay (10 to 12 Pages):
DUE: IN CLASS Wednesday March 16, 2020

A list of potential topics is listed below, but there are a few general reminders that students must keep in mind. A strong well-supported thesis statement is critical to a good history essay. It is a good idea, regardless of the stage of a student’s academic career, to get a second reader to look at their paper before submission or presentation. A “fresh set of eyes” can often spot essay detracting errors such as spelling/grammatical mistakes, “choppy” passages, run-on-sentences and run-on-paragraphs. They can also help identify errors in the logic of an argument. A good test to determine if you have a good, strong and well defended thesis statement is to ask that second reader, when they are done, to identify the sentence, or two at most, that identifies the thesis statement. Such statements ought to be at the end of the first or second paragraph.

It is also important to avoid vague, general and debatable statements that are not supported by references to specific events and individuals. For example, statements using such terms as “historians,” or “they” or references to events and groups of people need to be supported with specific examples. Using some of the following terms tends to help: “such as,” “like,” or “for example,” etc.

On the technical side, essays are to be 12 point Times New Roman font, and double spaced, except for: long quotes, footnotes, endnotes, and the bibliography. **Citations are essential** to any historical essay. You **must** cite specific events and any ideas that are not your own. Direct quotes have to be cited, but that alone is insufficient for an essay. You also need to cite: paraphrased material; little known facts; statistics and primary material. Direct quotes should be used sparingly, but they can be useful if from a primary source or an author encapsulates an argument/theme in a compact fashion. Also keep in mind that short quote, three lines and less, are incorporated into the text between quotation marks “direct quote.” Footnote/Endnote

Long quotes, more than three lines, get single spaced and double indented without quotation marks.

This is an example of a long quote that goes over three lines. You will note the difference in format to the short quote that, as stated above, is incorporated into the main body of the text and not separated out like this quote. It is important to put the citation immediately at the end of any and all direct quotes.

Footnote/Endnote

The preferred and most accepted method of citing for historical essays is using footnotes or endnotes, in which a number is used in the text to correspond to a note either at the bottom of a page or at the end of the text. Keep in mind that page numbers are essential and if you have more than one source from the same author, the different sources must clearly be identified.

The examples below are the most common types of references used. The proper form for citations is listed below and on the next page:

For books:

Footnote #, First name(s) Surname, *Title of Work*, (Place of publication: Publisher, Year,) p.

(Note: more than one author is linked by “and” between the two names with the name format repeated).

For Hansards:

First name(s) Surname of speaker, “Speech in House of Commons, (or other legislature), Date, “ *Commons Hansard*, p.

For articles or chapters from collections of essays the format is:

First name(s) Surname, “Name of Article,” in, First name(s) Surname, (editor(s)) *Title of Work*,” (Place of Publication: Publisher, Year,) p.

Journal articles are referred as follows:

First name(s) Surname, "Name of Article," in, *Name of Journal*, (Volume, Number, Year,) p.

For **Web-based** references be sure web-based information comes from credible sites and sources. When in doubt either ask or do not use. The format for citations is:

First name(s) Surname, [if any is associated or the name of the supporter of the web page,] "Page Title," full URL, (date viewed).

The above is intended for first time citations, thereafter use a short form of the citation, generally: Surname, *Short Title*, p.

Bibliographies are not numbered but are listed in alphabetical order based upon surnames of the authors. If you wish you could divide your bibliography into primary and secondary source sections. The format is basically the same as listed above only with slight changes:

For **books**:

Surname, First name(s). *Title of Work*. Place of Publication: Publisher, Year.

For **Hansards**:

Surname, First name(s) of speaker, "Speech in House of Commons, (or other legislature), Date," *Commons Hansard*.

For **articles or chapters** from collections of essays the format is:

Surname, First name(s). "Name of Article," in, Surname, First name(s) (editor(s)). *Title of Work*." Place of publication: Publisher, Year.

Journal articles are referenced as follows:

Surname, First name(s). "Name of Article," in, *Name of Journal*. Volume, Number, Year.

For Web-based references:

Surname, First name(s) [if any is associated, or the name of the supporter of the web page,], "Page Title," full URL. Date Viewed

Note: titles of books and/or Journals can be given either using italics or underline. This also applies when references are made in the text of an essay.

The general rules mentioned are to help ensure that the content of assignments and their arguments, are articulate, crisp and clean. The amount of work put into an essay and the extent to which an assignment effectively presents an argument separates the papers that are in the A, B, C and lower ranges.

Potential Essay Topic Areas:

- Motivations behind Confederation in 1867
- Canadian immigration policy, pre-Second World War
- Canada-U.S. relations in the late 19thC
- Causes of the Northwest Rebellion in 1885
- The role of race, religion and language in Canadian regionalism/politics during the Macdonald or Laurier eras
- Canada's treatment of its Aboriginal population
- Impact of the Canadian Pacific Railway
- Sir Wilfrid Laurier and "Canada's century"
- The Boer War and Canada
- The Women's suffrage movement
- Canada-U.S. relations and the 1911 election
- The naval crisis
- The impact of the First World War on Canadian politics
- Sir Robert Borden and the Conscription Crisis of 1917
- Cultural development in Canada in the inter-war period
- Quebec politics in the two World Wars
- Religion and social reform movements in the early 20th C
- Growth of Canadian culture/sports in the 1920s
- The growth and decline of the progressive party
- Federal government attempts to deal with the Great Depression
- The On-to-Ottawa Trek
- Canadian foreign policy in the 1930s
- O.D. Skelton and the development of Canadian foreign policy
- William Lyon Mackenzie King, Canada's greatest Prime Minister?
- Canadian society and the Second World War
- The Second World War and Canadian women
- The internment of Japanese Canadian during the Second World War
- The Cold War in Canada
- The impact of the Massey Commission on post-1945 Canadian culture
- The forked road: George Grant and or Walter Gordon and Canadian nationalism
- Canada and the Soviet Union
- John Diefenbaker's vision for Canada
- John Diefenbaker and JFK
- The Cuban Missile Crisis and Canada
- The emergence and/or impact of Quebec's Quiet Revolution
- Canadian immigration policy since WWII
- Canada and the Vietnam War
- Aboriginals and the Canadian government since WWII
- Lester B. Pearson as Prime Minister
- The Bilingual and Bicultural Commission
- Babyboomers, youth culture, and social change in Canada in the 1960s

- Trudeaumania
- The Canadian Football League and nationalism
- The October Crisis
- Canada and the third option
- The National Energy Policy and Western alienation
- Canada, Quebec, and the crisis of separation
- Canada and NATO
- Canada and the United Nations
- Brian Mulroney and the free trade debate
- Sleeping with the Elephant: Canada-US relations under Trudeau/Mulroney

The above suggestions are meant to provide an idea of the breadth of topics available. The essays will need to be significantly narrowed to form a concise topic description with a strong thesis statement.

Important information

Classroom manners:

Questions: Always feel free to ask questions in lecture/seminar!

Correspondence: Please feel free to come to talk to me during office hours if you ever have any questions at all. I encourage this. Also, please feel free to e-mail me and I will do my utmost to respond promptly. All I ask is that you observe proper etiquette with e-mails as rude notes will simply be ignored.

Talking during the lecture: The fact is that in a small class you stick out like a sore thumb when you talk to the person beside you. It is disrespectful to the professor and disturbs those students listening to the lecture and taking notes.

Texting----Don't do it or I reserve the right not to grade your assignments for obvious reasons.

PROFESSOR'S POLICY ON LATE ASSIGNMENTS/ESSAYS AND MAKE-UP TESTS

NOTE: A late mark of 5% per day will be deducted for assignments. An assignment that is 1 week late will be docked 30% and so on.

In the case of a missed final exam date for medical reasons with proper documentation a specific fixed-date will be chosen with a different version of the final exam administered.

As noted above: For missed seminars due to an appropriate reason/proper documentation students **must** submit a 4-5 page written summary/analysis of the readings that consider

the questions/discussion points outlined in the tutorial brief. The assignment must use 12 point font, standard margins, and be double spaced.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

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, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.