

**The University of Calgary**  
**Historical Studies (HTST) 213 (01)**  
**CANADA SINCE CONFEDERATION**  
**Winter 2017**

**Class times and location:** Mondays, Wednesdays, and Fridays, 11:00 - 11:50 a.m., SH 268

**Instructor:** Brad Rennie

**Office:** SS 615

**E-mail:** brennie@ucalgary.ca

**Office hours:** 10:00 - 10:40 a.m. or by appointment

**Course description:**

This course is a survey of Canada from Confederation to the present. Topics and themes include social, economic, political, constitutional, and cultural developments, French-English and Catholic-Protestant conflicts, federal-provincial relations, reform/protest movements, Native peoples, and women. Lectures will take most of the class time, though there will also be a variety of discussions and group activities.

**Required readings:**

Michel Ducharme, Damien-Claude Belanger, and J.M. Bumsted, eds., *Interpreting Canada's Past: A Post-Confederation Reader*, Fifth Edition (2017). Available in the Bookstore.

The History Student's Handbook. Free at [hist.ucalgary.ca](http://hist.ucalgary.ca) – click on "Essay Guide" on the left.

**Grading:**

Document/article analysis	15%	<b>Due February 6</b>
Midterm	25%	<b>Two parts: part one on Feb. 15; part two on Feb. 17</b>
Research Paper	30%	<b>Due March 27</b>
Final exam	30%	<b>Scheduled by the Registrar</b>

**Exams:**

The exams will NOT be open book, but to help you prepare for the exams, I'll post in D2L an exam information sheet before each exam. The final exam will not be cumulative; it will only cover material after the first exam.

**Assignments:**

Instructions for both assignments (the document/article analysis and the research paper) are in this course outline; follow them very carefully. Both assignments must be submitted in hard-copy form in class on the due dates.

**Late policy:** Up to three percent will be deducted for each day an assignment is late without legitimate excuse.

**Grading scheme:**

I'll assign a percentage mark for each component of the course and will calculate a final letter grade for the course based on the scale near the end of this course outline (see "Departmental Grading System").

**Lecture slides:**

In advance of each topic we'll cover, I'll post in D2L the lecture slides I'll show in class. These posted slides will have room for taking notes under each point. I recommend you print off these slides and bring them to class for note taking with a pen or pencil. Alternatively, you can download them and use them for electronic note taking.

**Electronic devices:**

Students may use a laptop or other such device in class as long as they don't disturb other students.

**Communication:**

It's imperative that you regularly (ideally, daily) check the news section of D2L or your inbox for important messages. Among other things, these messages will tell you what readings to do for which classes.

**Readings:**

I'll tell you via D2L and mass e-mails exactly what classes to read the textbook readings for.

## **Schedule:**

### **JANUARY 9**

Introduction to the course.

### **JANUARY 11, 13, 16**

Canada in 1867: politics and the British North America Act; the economy and society. The Nova Scotia repeal movement.

#### **Text readings:**

- Martin Isaac Wilkins, "Attorney General's Speech," pp. 3-9
- Peter H. Russell, "Provincial Rights," pp. 26-33

### **JANUARY 18, 20**

Canadian acquisition of the West, the Metis resistance, and the Manitoba Act. British Columbia's and Prince Edward Island's entry to Confederation; Newfoundland's refusal. Clashing nationalisms and ideologies. The Pacific Scandal and the Liberal interlude.

### **JANUARY 23, 25, 27**

The National Policy and the debate about it. Railways and western development. Aboriginal policies, ranching, group-settlement schemes. The immigration boom and nativism.

#### **Text readings:**

- "Articles of a Treaty made and concluded near Carlton," pp. 42-6
- Keith D. Smith, "Churches, Police Forces, and the Department of Indian Affairs," pp. 46-54

### **JANUARY 30, FEBRUARY 1**

The provincial rights movement in Ontario. Threats of secession in Nova Scotia. Newfoundland's renewed interest in Confederation. Discontent in the prairies and the North-West Rebellion. Nationalism in Quebec and the Interprovincial Conference. Religious disputes over education. The Treaty of Washington.

#### **Text readings:**

- "St Laurent Petition: December 16, 1884," pp. 72-4
- J.R. Miller, "The North-West Rebellion," pp. 86-94

## **FEBRUARY 3, 6: Document/article analysis due February 6**

Liberal and Conservative ideologies. The 1891 election. Imperialism, the Boer War, and French-Canadian nationalism. The Alaska boundary dispute, reciprocity, the naval crisis, the 1911 election. The economic boom: industrialization, urbanization, and resource development. Industrial growth in Quebec.

## **FEBRUARY 8**

The effect of capitalism on rural life and Native people. Living and working conditions in the cities and unions. Women in the workplace.

### **Text reading:**

- Jean Thomson Scott, "The Conditions of Female Labour in Ontario," pp. 111-16

## **FEBRUARY 10, 13**

The social gospel and Catholic social action. Various reform causes, including those involving women. Culture to 1914.

- Melissa Turkstra, "Constructing a Labour Gospel," pp. 133-42

## **FEBRUARY 15: PART ONE OF MIDTERM**

## **FEBRUARY 17: PART TWO OF MIDTERM**

## **FEBRUARY 27, MARCH 1, 3**

The impact of the Great War. Wartime state intervention and women's contributions. Recruitment problems and national disunity. The conscription crisis, the Union government, and the election of 1917. The high-tide of reform. Post-war unrest and the Winnipeg General Strike. Advances toward nationhood.

### **Text reading:**

- Peter Moogk, "Uncovering the Enemy Within: British Columbians and the German Menace," pp. 169-78

### **Online reading:**

- "An Open Letter from Capt. Talbot Papineau to Mr. Henri Bourassa" AND "Mr. Bourassa's Reply to Capt. Talbot Papineau's Letter." See the link below, and scroll down to find these two documents.

<http://faculty.marianopolis.edu/c.belanger/quebechistory/encyclopedia/Bourassanationalism.html>

## **MARCH 6, 8, 10**

Post-war political leaders. The Maritime Rights and Progressive movements. The election of 1925 and the King-Byng affair. The attainment of nationhood. The economy and the decline of reform. Women, Native peoples, and labour. Cultural developments.

### **Text reading:**

- Catherine Carstairs, "Deporting Ah Sin to Save the White Race," pp. 227-37

## **MARCH 13, 15**

The "Dirty Thirties": Depression conditions; R.B. Bennett and relief policies; single-men's camps; the "On-to-Ottawa" trek; the "New Deal"; political alternatives; provincial politics; labour and women; Liberal policies; religion and culture.

### **Text reading:**

- Denyse Baillargeon, "“If You Had No Money, You Had No Trouble, Did You?": Montreal Working-Class Housewives during the Great Depression," pp. 261-70

## **MARCH 17, 20, 22**

Neutrality, appeasement, and Canada's participation in the Second World War. The Japanese evacuation. French Canadians and conscription. Canadian-American collaboration. The wartime economy. Women and the war effort. Unions, social welfare measures, and the 1945 election. The provinces and the rise of federal power. Canada's new internationalism.

### **Text reading:**

- Mattie Rotenberg, "It's a Woman's War," pp. 251-54

## **March 24, 27, 29: Research paper due March 27**

The post-war economy. The entry of Newfoundland into Confederation. The growth of the welfare state. Cold War developments and the Suez crisis. Diefenbaker and the fall of the Liberal dynasty. Labour relations, women, and suburbia. Education, culture, and religion. Population trends, campus unrest and higher education, cultural changes. Canadian-American relations. The decline and collapse of the Diefenbaker Conservatives. The Pearson years. Trudeaumania and Trudeau's vision.

### **Text reading:**

- Alvin Finkel, "Social Policy and Practice in Canada," pp. 296-305

## **MARCH 31, April 3, 5**

Native peoples since World War Two. Opposition to Duplessis and the Quiet Revolution. The Lesage Liberals and the modernization of Quebec. Language legislation and the growth of

nationalism. The Parti Quebecois and the referendum of 1980. Meech Lake and the Charlottetown Accord. Economic difficulties and the referendum of 1995.

**Text reading:**

- Sean Mills, “Quebecois deboutte! Nationalism and Feminism in Quebec, 1969-75,” pp. 381-90

**APRIL 7, 10, 12**

English-speaking provinces since 1960. Post-war immigration and immigration policy. Immigrant experiences, the impact of immigration, and multiculturalism. Inflation and the Trudeau government's response. Nationalistic policies, the constitution, and the Trudeau legacy. The Mulroney years: policy continuities and changes and free trade. The 1993 election. NAFTA, the Chretien Liberals, Canada - U.S. relations, and women. Into the new millennium.

**Text reading:**

- Julia Lalonde, "The Roots of Multiculturalism," pp. 413-20

**INSTRUCTIONS FOR ASSIGNMENTS**

**Document/article analysis:**

For this assignment, you'll choose any one of the following pairs of related readings from your *Interpreting Canada's Past* book, and, in approximately 1000 or more words (about four or more double-spaced pages), you'll analyze those two readings according to the instructions in each of the choices below.

1. Discuss AND compare the views of Canada's role in World War One in Henri Bourassa's "The Duty of Canada at the Present Hour," pp. 147-53, and Robert Borden's "Canada Will Answer the Call," pp. 153-7.
2. Discuss Emily Murphy's "The Black Candle," pp. 216-20, and "An Act Respecting Chinese Immigration," pp. 221-7, AND answer the following: Based on "The Black Candle" reading, what do you think Murphy thought of the "Act Respecting Chinese Immigration"? Explain.
3. Discuss AND compare the ideas about social programs/welfare in Leonard Marsh's "Report on Social Security for Canada, 1943," pp. 285-90, and in Charlotte Whitton's "The Dawn of an Ampler Life," pp. 290-6.
4. Discuss AND compare the ideas about Quebec in "FLQ Manifesto 1970," pp. 357-60, and Rene Levesque's "An Option for Quebec," pp. 363-71.
5. Discuss Jean Chretien, "Statement of the Government of Canada on the Indian Policy, 1969 (the White Paper)," pp. 444-51, AND "The Indian Chiefs of Alberta, Citizens Plus (the Red Paper), pp. 452-6, and answer the following: Why, specifically, did the "Chiefs of Alberta" dislike about the "Statement of the Government of Canada"?

**IMPORTANT:** In the questions above that ask you to "discuss AND compare" you need to just that: Discuss and compare, not just one or the other. "Discuss" basically means summarize the

content of the two documents/articles; in other words, give the reader a good sense of what the documents/articles are about, which would include noting the documents'/articles' main argument and main points. Don't gloss over this; it's the foundation of your paper. So what does "compare" mean? Essentially, pointing out similarities AND differences, not one or the other. Some students think compare just means pointing out similarities/parallels, but, again, you must also point out differences.

### **Research Paper:**

***What is required?*** The paper must be at least seven pages of double-spaced text (approximately 1750 words), must be based on at least five sources, and must be properly documented with footnotes or endnotes. In compiling your footnotes or endnotes, you must follow the examples in the History Student's Handbook (available free at [hist.ucalgary.ca](http://hist.ucalgary.ca) -- click on "Essay Guide" on the left).

***What sources do I use?*** Your sources must be scholarly books and/or journal articles, that is, books and/or articles written by experts in the field (usually historians). Don't use lecture notes or encyclopaedias, especially Wikipedia, and don't use websites. Scholarly journals found online are not considered websites; you can consult as many of those as you wish.

***How do I find sources?*** To find books and/or journal articles, do a library catalogue search. If you don't know how, or if you can't find enough sources on your own, ask a librarian. They're very skilled at locating good sources, and it's their job to help you -- so don't hesitate to ask!

***How do I document my sources?*** By using footnotes or endnotes. You absolutely must use footnotes or endnotes with the exact page number(s) you got your ideas/information from. Thus, don't include in your footnotes or endnotes the pages of an entire journal article or a large range of page numbers from a book (eg pp. 3-21).

***When do I document sources?*** General information (about well-known events and dates, for example) that can be found in most historical writing on a topic does not require a footnote or endnote. However, the sources of more specific information and historians' interpretations or original ideas, as well as direct quotations, must be acknowledged in footnotes or endnotes. Essays for this assignment should have at least 15 footnotes or endnotes.

***What approach must I take?*** The paper should not be merely descriptive; nor should it provide needless detail or trivia. Rather, it should be analytical and should generally make an argument. The argument should be briefly stated in the introductory paragraph and supported throughout the body of the paper. A concluding paragraph should sum up how the paper's main points support the argument.

***What do you mean by an argument for this paper?*** An argument is a debatable assertion, not a statement of fact. Thus, "Canadian women received the federal vote in 1918" is NOT an argument. An argument is something like, "Mackenzie King did a much better job of maintaining national unity during WWII than Robert Borden did in WWI."

***How many quotations do I need?*** Very few or maybe none! Students should avoid (like the plague) using too many quotations; quotes should be used sparingly and only when the author of your source or a person you are writing about said or wrote something in a particularly poignant or interesting way. Plain statements and matter-of-fact information should always be paraphrased in your own words.

***What are the mechanics of using quotes?*** Short quotations (up to two sentences in length) should be incorporated into the text with quotation marks. Longer quotations should be single-spaced and offset with margins on the left-hand side. Such longer quotes must not be enclosed with quotation marks.

***How do I properly and effectively include quotes?*** Quotations -- again, use them very sparingly! -- should generally be introduced to the reader (i.e. you should usually indicate who you are quoting and how the quote is relevant). For example:

Speaking just before the plebiscite on prohibition, Nellie McClung proclaimed, "We are going to hear from women! They have a longstanding account to settle with the liquor business."<sup>1</sup>

According to historian Howard Palmer, early Alberta opinion makers believed that the "desirability to Canada of particular immigrant groups varied almost directly with their physical and cultural distance from London, England, and the degree to which their skin pigmentation conformed to Anglo-Saxon white."<sup>2</sup>

All quotations must be smoothly integrated into your narrative in a grammatically correct way. There are three ways to make quotes fit grammatically into a sentence:

1. Paraphrase part of the quote you wish to cite.
2. Remove some words from the quote, but indicate where the missing words are with ellipses (...).
3. Add a word or words to your quote, but enclose what you added with square brackets.

***Where do I place punctuation, quote marks, and note numbers?*** Periods and commas must be placed inside quote marks, and quote marks and punctuation must be placed inside footnote or endnote numbers. For example:

Historian Frank Underhill once said that "Canadian history is as dull as ditch water."<sup>4</sup>

"Deport the enemy aliens,"<sup>5</sup> the crowd shouted.

***Where do I go for help?*** I am willing to assist students with their papers at any stage of the process. So if you have any problems, don't hesitate to ask.

***What topics can I write on?*** The following are recommended paper topics. Some will need to be narrowed down in scope and/or time frame. Students wishing to write on a subject other than one listed here must first consult with the instructor. Failure to do so will result in a penalty, perhaps a failed grade.

1. Evaluate any one of the following prime ministers: John A. Macdonald, Wilfrid Laurier, Mackenzie King, R.B. Bennett, John Diefenbaker, Pierre Trudeau, Brian Mulroney.



2. What caused the Riel Rebellion of 1885? Which causes were the most important ones?
3. Evaluate five scholars' views of Louis Riel.
4. Analyze the Canadian Pacific Railway Company to 1885.
5. Analyze Indian policy in the nineteenth century.
6. Analyze treaties one to seven from the government's and the Natives' perspectives.
7. Explain anti-Asian racism and policy in British Columbia before World War One.
8. Analyze the Alaska boundary dispute and its effect on Canada.
9. Analyze the experiences of a large ethnic immigrant group in western Canada. (See the instructor before proceeding.)
10. Analyze Nellie McClung as a women's rights leader.
11. Analyze the pre-World War One social gospel in Canada.
12. Examine the pre-World War One naval question and its impact on French-English tensions.
13. Discuss the debate about conscription in World War One. (See the instructor before proceeding.)
14. Assess the scholarly debate about the Winnipeg General Strike. (See the instructor before proceeding.)
15. Assess the accomplishments of a major historical Canadian cultural figure. (See the instructor before proceeding.)
16. Examine the King-Byng Affair (the constitutional crisis of 1926).
17. Discuss/explain the formation of the Canadian Commonwealth Federation (CCF) – the forerunner of the NDP.
18. Why did Social Credit win the 1935 Alberta provincial election?
19. Assess the scholarly debate about the removal of Japanese Canadians from the west coast during World War Two. (See the instructor before proceeding.)
20. Discuss Canadian-American relations during the Second World War.
21. Discuss/explain the birth of social programs during World War Two.
22. Discuss Canada-U.S. relations over the Cuban missile crisis.
23. Evaluate the record of the Lesage Liberals in Quebec during the Quiet Revolution.
24. Assess Pierre Trudeau's handling of the FLQ (October) crisis.
25. Analyze the effect on Canadian society of the 1982 constitution. (See the instructor before proceeding.)

26. Outline and explain the rise of the Reform Party.
27. Evaluate the debate about free trade in the 1980s and 1990s.
28. Assess any one of the following premiers: William Aberhart, Ernest Manning, Rene Levesques, Robert Bourassa, W.A.C. Bennett, Tommy Douglas.

## **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.

**Departmental Twitter Handle @ucalgaryhist** - For departmental updates and notifications

### **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 course pack 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). Please include the following information on your assignment: course name and number, instructor, your name and your student number. 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.

<b>Percentage</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
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.

Percentage	Letter Grade	Grade Point Value	Description
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* ([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)), 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.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/legalservices/foip/foip-hia>
- *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>

*Winter 2017*