

**Twentieth Century Canada**  
**HTST 337**  
Professor Kevin Anderson  
Spring 2019

**Location and Time:** Tuesday and Thursday, 4:00-6:45, ST 126

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**Office Hours:** Thursday, 10:00-11:30  
(or by appointment)

**Office Location:** SS 615

**Course Description:**

This course will provide a broad survey of the major issues that defined Canada from the beginning of the twentieth century until the battles over the Charter of Rights and Freedoms in the early 1980s. Of particular interest will be how definitions of national identity were formed and reformed throughout the century. Who was Canadian? Or, how were definitions of “being Canadian” created and implemented, either through law, policy, political discourse, in culture, and/or social expectations. The course will examine the political and intellectual currents circulating throughout the nation as well as the real-life applications/consequences of these ideas and political decisions, namely, the always shifting definitions of the respectable, the acceptable, and the marginalized.

The class will be a combination of traditional lecturing by the instructor, sessions on how to analyze sources, how to think critically and how to write academic essays, and student participation in discussions of the subject-matter and readings for each week.

**Course Objectives:**

Be able to think critically (this does not mean only negatively).

Be able to discern secondary and primary sources.

Be able to write a scholarly essay with a clear, concise and consistent thesis.

Understand that historical writing itself has a context and historians have perspectives; this is not necessarily a negative but complicates the easy divide between objectivity and subjectivity.

Engage with debates, subject-matter of the past and apply some of this knowledge to the present; critique contemporary social categories by understanding that all categories have a history and are the result of normative understandings of identity and the environment.

Not simply dismiss figures from the past as foolish, solely racist, or thankfully forgotten, but also not excuse actions of figures from the past as “of their time.” History is about understanding people in their context, while critically examining how and why they came to believe what they

believed. These beliefs can often be unpleasant and in need of challenging because they have contemporary consequences.

### **Assessment:**

All assignments are to be submitted in-class or in the Red Box in the History Department, Sixth Floor, Social Science Building. Alternative submissions (email) must be discussed with the instructor beforehand.

Participation, 15%: Students will engage in small group discussion of class material during the second half of classes on Tuesdays and Thursdays. Discussion on Thursdays will largely focus on the readings for the week. Students will be marked on a combination of attendance and quality of answers.

Mid-Term, 25%, written in-class, 2 hours, essay-based, May 23.

Final Essay, 35%, 2000-2500 words (roughly 8-10 pages), Thursday, June 6: This persuasive essay must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic sources and primary sources. Students must use at least **four** scholarly sources and **two** primary sources. The topic must thematically connect to the major course theme of twentieth century Canada, but otherwise students have freedom to select their own topics. Students are encouraged to discuss potential topics with the instructor.

Final Exam, 25%: Scheduled by the Registrar.

### **Miscellaneous:**

A useful – but not mandatory – framework for evaluating scholarly articles is the STEM framework. STEM stands for:

*Survey*: write a brief summary/overview of the source

*Thesis*: Paraphrase or quote the central thesis of the source

*Evidence*: How does the source relate to the work of other scholars? What primary sources are used to support the source's thesis? How is the argument organized? (In every article, scholars choose how to organize the evidence they have found to support their thesis. This organization is sometimes called the **argument** or arguments of an article).

*Meaning*: Why was this source written? How does it shape our understanding of the topic? Why might this matter?

Please make sure to provide references in your work. Students must use the Chicago Manual of Style, Notes and Bibliography citation system and formatting. The *History Student's Handbook* may prove useful for citation suggestions and format.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

References exist for several reasons: 1) to provide credit where credit is due. 2) to demonstrate that the author is familiar with the existing literature on the subject under study and is in dialogue with this literature 3) to allow the reader to find the material the author is presenting, whether primary or secondary material, and expand the exposure of writers and readers to the seemingly infinite amount of information and 4) to keep the author accountable to the evidentiary record while allowing simultaneously for interpretation and argumentation.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12-point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

### **Required Texts:**

All materials will be provided through links or PDFs on D2L or by the instructor.

### **Helpful Texts (optional):**

The following books and journals are helpful for writing and researching in an academic setting in Canada. They are in no way mandatory for purchase but may help in finding sources for your essays and/or the composition of your essays.

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

*Canadian Historical Review*

*Social History/Histoire sociale*

*Journal of Canadian Studies* (interdisciplinary)

*Labour/Le Travail*

*Journal of the Canadian Historical Association*

*American Review of Canadian Studies* (interdisciplinary)

*Canadian Encyclopedia* (**Note:** if using for your assignments, limit the number of articles from this source, as they are often descriptive and not analytical)

*Dictionary of Canadian Biography*

statcan.gc.ca

Canada.ca

## **Schedule of Readings and Topics**

### **Week One: Tuesday May 7, Thursday May 9**

Welcome, Welcome: Class Orientation

“The twentieth century shall be the century of Canada”: The Second Industrial Revolution, Immigration, and Social Reform

#### **Readings:**

David Goutor, “Constructing the ‘Great Menace’: Canadian Labour’s Opposition to Asian Immigration, 1880-1914,” *Canadian Historical Review* 88 (2007): 549-576.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=28090299&site=ehost-live>

David Hall, “Clifford Sifton’s Vision of the Prairie West,” 77-102, in *The Prairie West as Promised Land*.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/415537>

Theodore Binnema 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 (2006): 724-750.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3985800>

### **Week Two: Tuesday May 14, Thursday May 16**

“Ready, Aye, Ready”: Canada, the Great War and the Aftermath

Indigenous Peoples: Agency and the Myth of the Dying Race

#### **Readings:**

Joan Sangster, *One Hundred Years of Struggle: Women and the Vote in Canada*, chapter 7.

**PDF posted on D2L**

Jonathan Vance, “Remembering Armageddon,” 409-433, in *Canada and the First World War: Essays in Honour of Robert Craig Brown*.

**PDF posted on D2L**

Martin F. Auger, "On the Brink of Civil War: The Canadian Government and the Suppression of the 1918 Easter Riots," *Canadian Historical Review* 89 (2008): 503-540.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=35333981&site=ehost-live>

### **Week Three: Tuesday May 21, Thursday May 23**

Interwar Canada: To Achieve Stability, and to Fail.... The Hopes of the Twenties and the “Dirty Thirties”

A Plethora of Isms: Progressivism, Reconstructionism, Socialism, Nativism, Fascism, Nazism and Social Credit-ism(?)

#### **Readings:**

Erin Moss and Hank Stam, “From Suffrage to Sterilization: Eugenics and the Women’s Movement in 20th Century Alberta” *Canadian Psychology* 54 (2013): 105-114.

<https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00011346-201305000-00003&LSLINK=80&D=ovft>

Doug Owsram, “The Formation of a New Reform Elite, 1930-5.” In *The Government Generation: Canadian Intellectuals and the State: 1900-1945*, 135-159.

**PDF posted on D2L**

James Naylor, “‘Not reform, but the replacing of capitalism’: The Co-Operative Commonwealth Federation in the 1930s,” in *Party of Conscience: The CCF, the NDP and Social Democracy in Canada*.

**PDF posted on D2L**

#### **Mid-Term in-class on Thursday!!!**

### **Week Four: Tuesday May 28, Thursday May 30**

“Not necessarily conscription, but conscription if necessary:” Canada, the Last Good War, the Rise of the Welfare State and Recalibrating the Social Order

Succumbing to the “black madness of the witch hunt”: Canada and the Early Cold War

#### **Readings:**

Ian Mosby, “Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942-1952,” *Histoire sociale/Social History* 46 (2013): 145-172.

<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/512043>

Gary Kinsman, “‘Character Weaknesses’ and ‘Fruit Machines’: Towards an Analysis of The Anti-Homosexual Security Campaign in The Canadian Civil Service,” *Labour / Le Travail* 35 (1995): 133-161.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/25143914>

Mona Gleason, “Psychology and the Construction of the ‘Normal’ Family in Postwar Canada, 1945-60,” *Canadian Historical Review* 78 (1997): 442-477.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=9711202376&site=ehost-live>

**Week Five: Tuesday June 4, Thursday June 6**

Quiet Revolution(s): Quebec Nationalism, Separatism, a Rights Revolution, and the Transformation of Canadian Identity

The Sixties: A Misunderstood Decade?

**Readings:**

Michael Behiels, "The Bloc Populaire Canadien and the Origins of French-Canadian Neo-Nationalism, 1942-1948," *Canadian Historical Review* 63 (1982): 487-512.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=4687543&site=ehost-live>

Heidi Bohaker 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 (2009): 427-461.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rch&AN=43986184&site=ehost-live>

Jose Igartua, *The Other Quiet Revolution: National Identities in English Canada, 1945-1971*, chapters 7-8.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3412399>

**Final paper due in-class on Thursday!!!**

**Week Six: Tuesday June 11, Thursday June 13**

The 1970s: The October Crisis, The Constitution, Blue-Eyed Sheiks and the End of *Les Trente Glorieuses*

1980-1982: Referendum, The West Wants Out, The Charter, and The Night of the Long Knives

**Readings:**

Éric Bédard, "The Intellectual Origins of the October Crisis," in *Creating Postwar Canada: Community, Diversity, and Dissent, 1945-75*.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/415344>

Steven High, "'I'll Wrap the F\*#@ Canadian Flag Around Me': A Nationalist Response to Plant Shutdowns, 1969-1984," *Journal of the Canadian Historical Association* 12 (2001): 199-226.

<https://id-erudit-org.ezproxy.lib.ucalgary.ca/iderudit/031148ar>

Frédéric Bastien, *The Battle of London: Trudeau, Thatcher and the Fight for Canada's Constitution*, chapter 9.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/446975>

### **Important Departmental, Faculty, and University Information**

**\*Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.\***

***Department Twitter @ucalgaryhist***

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

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, 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 (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### **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 (TFDL). 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 (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. 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	

Percentage	Letter Grade	Grade Point Value	Description
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* ([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 (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction 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.

### **Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### **Campus Resources for Mental Health:**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **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).

- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly  
Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- 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>
- Registration Changes and Exemption  
Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

*Spring/Summer 2019*