Canadian History 1126: Modern Canada

History 1126 is meant to provide you with a general overview of post-confederation Canadian History, and to introduce you to some of the major events and themes that have shaped this country's past. Within a roughly chronological framework, this course will consider such topics as 19th century economic policy, the relationship between First Nations and the emerging Canadian state, the place of Quebec in Canada, women's historical experience, the impact of industrialization, and Canada's relationship to both Britain and the United States. You will also be introduced to the professional study of history. Learning how to critique arguments, evaluate conflicting evidence, research and develop a thesis and prepare an essay are important components of this course.

Required Texts


Optional Texts

1. A. Prentice et. al., Canadian Women: A History

2. Olive Dickason, Canada's First Nations: A History of Founding Peoples from Earliest Times

3. R.D. Francis et al., Destinies: Canadian History Since Confederation

4. K. McNaught, The Pelican History of Canada

5. K.L. Turabian, Student's Guide to Writing College Papers


7. College Style Sheet
Course Structure and Requirements

There will be lectures each week supplemented by a discussion of the readings that are listed below. All students are expected to participate in weekly class discussions, and to fulfill the written assignments, which include discussion exercises, a research paper, and a mid-term and final evaluation. The mark breakdown is as follows:

- Discussion Participation: 15%
- Mid-term Examination: 25% (Feb 14th)
- Major Essay: 30% (March 7th)
- Final Examination: 30% (April 11-19)

Major Essay  Topics will be handed out in the second week of classes so that research can begin early in the term. You will need to find and then read several books and articles of a specialized nature. The preparation of a thorough bibliography and outline that indicate your approach to the topic are important components of the major essay. The paper is due March 7th. Deductions will be applied to late papers.

Class Participation  Class participation refers to the student’s involvement in the course as a whole, and most specifically in the weekly discussion groups held Thursday and Friday. All students are expected to come prepared to critically examine the weekly readings. Written responses to questions and/or Reading Note Cards (RNC) will form part of the preparation and may be collected and assessed throughout the term. Attendance will be taken.

Mid-term and Final Examinations  These in-class examinations will be based on the issues raised in the course through lectures, readings, discussions and videos. The exams will include short answer and essay style questions. The exact format of each will be discussed prior to writing.

Learning Outcomes

The student who successfully completes this course should have developed:

1. Improved skill for formal written communication
2. Skill for critical and analytical thought
3. Improved English language reading skills
4. An understanding of Past societies
5. An understanding of key terms and concepts specific to course content
6. Some understanding of the discipline of history
7. A skill set appropriate for formulating informed opinions and perspectives

Letter percentage equivalents are as follows:

- A+ = 90 - 100%
- A  = 85 - 89%
- A- = 80 - 84%
- B+ = 76 - 79%
- B  = 72 - 75%
- B- = 68 - 71%
- C+ = 64 - 67%
- C  = 60 - 63%
- C- = 55 - 59%
- D  = 50 - 54%
- F  = 0 - 49%
- N  = Did not complete
Lecture Topics and Readings

Week One
Jan. 8 Introduction to the Course
9 Canada and Confederation 1867
10 Confederation Themes
11 Western Expansion

Readings:  
(3) HANDOUT: Map and BNA Act Sections 91, 92, and 93.

Week Two
Jan. 15 Western Expansion
16 National Policies
17/18 Discussion Group No. 1 (class divides)  
What was the impact of the National Policy?  
Was it necessary for Canada's survival?  

Readings:  
(1) Finkel and Conrad, pp. 26-44, pp. 84-106.  
RNC

Week Three
Jan. 22 Metis Resistance  
23 First Nations' Treaties  
24/25 Discussion Group No. 2 (class divides)  
What explains the federal government's treatment of the Metis and First Nations in 19th century Canada?  
How did these peoples respond and why?  

Readings:  
(1) Finkel and Conrad, pp. 29-33, 44-47, 55-56, 72-75.  
RNC  
(3) A.B. Stonechild, "The Indian View of the 1885 Uprising," pp. 96-108 in Francis and Smith.  
RNC  
(4) HANDOUT: Treaty #6, and maps
### Week Four

| Jan. |  
| 29 | Quebec in Confederation  
| 30 | Manitoba Schools Question  
| 31 | Defining Canada  
| 1 | Discussion Group No. 3 (full class)  

Was Confederation a pact between two linguistic groups or cultures?  
What did "Canadian" mean to different groups at the turn of the century?  
What vision did the Roman Catholic Church hold for French-Canada?  

**Readings:**  

### Week Five

| Feb. |  
| 5 | Wheat Boom  
| 6 | Immigration to 1930  
| 7 | Industrialization  
| 8 | Discussion Group No. 4 (full class)  

How did Anglo-Canadians react to new ethnic groups and why?  
What are the strengths and weaknesses of the British connection?  
What is the "vertical mosaic"?  

**Readings:**  
1. Finkel and Conrad, pp. 111-130.  
2. HANDOUT: Portrait of Immigration  

### Week Six

| Feb. |  
| 12 | Industrialization  
| 13 | Social Reform Movement  
| 14 | MID-TERM EXAMINATION  
| 15 | World War One  

What is working class culture and how does it differ from middle-class culture?  
Why were middle class women so involved in the Reform Movement?  

**Readings:**  
1. Finkel and Conrad, pp. 131-152.  
3. HANDOUT: Royal Commission on the Relations of Labour and Capital in Canada 1889.
Week Seven
Feb. 19 World War One
20 Post-war Protest: Class and Region
21 Farmer’s Movement
22 Spring Break
Why was there such turbulence following WWI?

Readings:
(2) Bourassa-Papineau letters, pp. 330-341 in Francis and Smith

Week Eight
Feb. 26 Depression 1930’s
27 Response to Unemployment 1930’s
Mar. 28/1 Discussion Group No. 5 (class divides)
What were the factors that contributed to the origin of the welfare state in Canada?

Readings:
(1) Finkel and Conrad, pp. 231-254, p. 314.
(2) J. Struthers, "Canadian Unemployment Policy in the 1930’s," pp. 408-421 in Francis and Smith. RNC
(3) HANDOUT: Regina Manifesto.

Week Nine
March 5 WW II: Shifting Alliance ESSAY DUE
6 Asian Immigration Patterns
7 Film: Momiji
8 Discussion Group No. 6 (full class)
What explains the treatment of Japanese-Canadians during WWII?

Readings:
(1) Finkel and Conrad, pp. 291-315.
(2) W.P. Ward, "B.C. and the Japanese-Evacuation," on Reserve at Langara Library RNC
<table>
<thead>
<tr>
<th>Week Ten</th>
<th>March</th>
<th>12</th>
<th>WWII: Domestic Issues</th>
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<td>March 13</td>
<td>Post War Foreign Policy</td>
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<td>March 14</td>
<td>Canadian-American Relations</td>
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<td>March 15</td>
<td>Film: <em>In Bed With An Elephant</em></td>
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<td>What explains Canada's shift in its alliances during WWII?</td>
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<td>Why and how did Canada develop closer economic ties with the U.S.?</td>
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<td>(2) Granatstein, “Staring into the Abyss,” pp. 435-447 in Francis and Smith</td>
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<td>(3) HANDOUT: English and Hillmer article, Question Sheet</td>
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<th>Week Eleven</th>
<th>March</th>
<th>19</th>
<th>Foreign Investment/Economic Issues</th>
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<td>March 20</td>
<td>Post-war Society: “Baby Boom”</td>
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<td>March 21/22</td>
<td>Discussion Group No. 7 (class divides)</td>
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<td>Why is the penetration of the American media into Canada unique among nations?</td>
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<td>Readings: (1) Questions and Readings from Week Ten</td>
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<td>(2) Handout: Bliss article and English and Hillmer article.</td>
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<th>Week Twelve</th>
<th>March</th>
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<th>Feminist Movement</th>
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<td>March 27</td>
<td>First Nations Post-war</td>
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<td>March 28</td>
<td>Trudeau Era and Legacy</td>
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<td>March 29</td>
<td>Discussion Group No. 8</td>
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<td>What were the characteristics of suburban culture in Canada?</td>
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<td>What explains the “culture of protest” of the late 1960’s in Canada?</td>
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<td>Readings: (1) Finkel and Conrad, pp. 390-410.</td>
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<td>(3) R Rutherford, “Fatherhood, Masculinity …,” pp. 481-497 in Francis and Smith</td>
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### Week Thirteen

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<th>April</th>
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<th>Quebec Nationalism</th>
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<td>Film: Reconquering the Conquest</td>
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<td>4</td>
<td>Discussion Group No. 9 (full class)</td>
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What accounts for the new nationalism in Quebec in the 1960's? Can French-Canadian culture co-exist with English-speaking views of the country? Can native sovereignty co-exist with Canadian/Quebec sovereignty?

**Readings:**


| April | 5 | Review |

### Week Fourteen

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<th>April</th>
<th>10</th>
<th>Study Days</th>
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<td>11-21</td>
<td>FINAL EXAMINATIONS</td>
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Reading Note Cards

Reading note cards are a method of helping you assess what you have read. They provide a short summary of argument and commentary on the important points of each assigned article. A well-done set of reading note cards will enable you to fit together the articles into a meaningful pattern. As a teaching device, they also enable the instructor to see how well you understand what you read.

The format of a reading note card is as follows:

1. It is written on one side of a 5 x 8 lined bibliography card.
2. It is headed by an exact bibliographical reference to the article.
3. Text is not to be more than will fit on one side of the card - ideally about 150 words.
4. Each reading note should contain four sections: (a) thesis or argument; (b) main points made to prove argument; (c) nature of evidence cited; and (d) critical assessment of reading, including (when relevant) organization, quality and use of evidence, validity of argument and questions not answered.
5. Student name is to be placed on the back of each card.

Reading note cards are due at the opening of the class when the article is to be discussed. The cards may be collected and assessed throughout the term as part of the discussion group mark. Please bring two copies to each class discussion.

Sample:


THESIS: Upper-middle class British immigrants of the early 20th century were so concerned to maintain class status and ethnic identity that they established their own school to educate their children apart from other British Columbians.

MAIN POINT: The Vernon Preparatory School replicated the British private school model. The clientele gradually expanded from immigrants to urban families of Canadian background. The latter received the same British style of education, which set them apart in B.C. society.

EVIDENCE: Census data; school records, especially magazine and speeches of headmaster; recollections.

ASSESSMENT: So what? The larger significance for B.C. should be more explicit: were there similar schools about the province? Is a sample of 450 pupils large enough? Evidence that pupils came only because the school was British is slim.