



HISTORY OF CANADA, POST-CONFEDERATION

HIST 205/4 Section AA – SCPA 205/4 Section AA

Winter Semester, 2015
Monday (20:30 to 22:45)
SGW Campus, Hall Building
Room H-1070

INSTRUCTOR

Eric Fillion
Department of History
Office: LB 1001-04
Phone: 514-848-2424 ext. 2409
Email: eric.fillion@concordia.ca
Office Hours: Monday (17:00 to 18:00)
and Thursday (9:30 to 11:30)

MARKER-MENTOR

Selina Antonucci
selina.anton@gmail.com

1. COURSE DESCRIPTION

A survey of Canadian history from Confederation to the present, emphasizing readings and discussions on selected problems.

A) Objectives

This introductory-level course aims to familiarize students with the key events and debates that have shaped Canada since 1867. It focusses on the individuals, groups, and collectivities who built, defined, contested, and reimagined this country as it completed its transition from colony to nation. This course therefore seeks to provide a deeper understanding of the multitude of identities (class, ethnic, gendered, regional, religious, etc.) that compose Canada's sociopolitical and cultural landscape. It introduces students to a wide variety of primary sources while providing opportunities to engage critically with scholarly works dealing with post-Confederation Canadian history.

B) Required Readings

The following textbook is required and is available at the university bookstore:

Conrad, Margaret and Alvin Finkel. *History of the Canadian Peoples. Volume 2: 1867 to the Present*. Fifth Edition. Toronto: Pearson Longman, 2009.

Download the following secondary-source readings via the Concordia University Libraries website (see “Schedule and Readings” for additional details):

Carter, Sarah. “Making Newcomers to Western Canada Monogamous.” Chapter 3 in her *The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915*, 63-100. Edmonton: University of Alberta Press, 2008.

Hewitt, Steve. “‘Information Believed True’: RCMP Security Intelligence Activities on Canadian University Campuses and the Controversy Surrounding Them, 1961-1971.” *Canadian Historical Review* 81, 2 (June 2000): 191-228.

Iacovetta, Franca. “The Sexual Politics of Moral Citizenship and Containing ‘Dangerous’ Foreign Men in Cold War Canada, 1950s-1960s.” *Social History* 33, 66 (November 2000): 341-389.

Mancuso, Rebecca. “Work ‘Only a Woman Can Do’: The Women’s Division of the Canadian Department of Immigration and Colonization, 1920-1937.” *American Review of Canadian Studies* 35, 4 (Winter 2005): 593-620.

Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” *Social History* 38, 76 (November 2005): 367-398.

Perry, Adele. “From ‘the Hot-Bed of Vice’ to the ‘Good and Well-Ordered Christian Home’: First Nations Housing and Reform in Nineteenth-Century British Columbia.” *Ethnohistory* 50, 4 (Fall 2003): 587-610.

Pickles, Katie. “Exhibiting Canada: Empire, Migration and the 1928 English Schoolgirl Tour.” *Gender, Place & Culture: A Journal of Feminist Geography* 7, 1 (2000): 81-96.

Rutherford, Paul. “New ‘Faces’ for Fathers: Memory, Life-Writing, and Fathers as Providers in the Postwar Consumer Era.” In *Creating Postwar Canada: Community, Diversity, and Dissent (1945-75)*, edited by Magda Fahrni and Robert Rutherford, 241-267. Vancouver: UBC Press, 2008.

C) Evaluations

Review Essay	15%	Term Paper	25%
Midterm Exam	25%	Final Exam	35%

2. GENERAL INSTRUCTIONS FOR ASSIGNMENTS

All written work may be submitted in either French or English.

A. Review Essay

This assignment requires you to compare and analyse two of the four additional readings listed under Jan. 26 and Feb. 2 (see “Schedule and Readings”). Your review essay should not exceed 700 words. It must include an introduction, a summary of each article/chapter, a critical analysis of the arguments made and the evidence used by the authors, and a conclusion. Make sure to highlight similarities and differences between the two works. Also, be economical in your use of quotes – I need to hear your voice.

The class will be divided into four groups:

- ▶ Groups 1 and 2 will read Adele Perry and Sarah Carter. Review essays will be due at the beginning of the “Conference Group Discussions” (1 & 2) scheduled for February 9.
- ▶ Groups 3 and 4 will read Rebecca Mancuso and Katie Pickles. Review essays will be due at the beginning of the “Conference Group Discussions” (3 & 4) scheduled for February 16.

B. Term Paper

This assignment is an opportunity for you to make an original argument about a historical topic. Your introduction must include a research question and a thesis statement. The body of your essay should present – in a clear and coherent fashion – your key arguments and the evidence you are using to support your thesis. Your bibliography must include ten secondary sources (six of which must be monographs) and at least one primary source. Pay close attention to spelling, punctuation, and grammar. Note that your term paper should not exceed 2,500 words.

I will circulate a list of potential research topics early in February. Do not hesitate to send me an email or visit me during my office hours if you already have a topic in mind.

- ▶ Please follow these guidelines when writing your review essay and term paper: (a) Set your margins to 2.54 cm; (b) use size 12 Times New Roman typeface; (c) double-space your text; (d) insert page numbers (bottom right corner); (e) document your sources using endnotes; and (f) include a bibliography.
- ▶ Your cover page must include your name, the title of your essay, the assignment’s due date, and a precise word count (do not include endnotes and the bibliography in your word count). Do not number your cover page.
- ▶ Note that you need to cite your sources using the *Chicago Manual of Style* – consult Chapter 14 available via the Concordia University Libraries website:
<http://0-www.chicagomanualofstyle.org.mercury.concordia.ca/16/contents.html>

► You must submit your review essay and term paper at the beginning of class on the day they are due. I will accept late submissions (term paper only), but note that 3% will be deducted from your grade for each day the assignment is late.



C. Midterm Exam



The midterm exam will be held in class on March 2. Details to follow.






D. Final Exam

The final (cumulative) exam will be held during the formal examination period. Details regarding content, date, and time will be provided closer to the end of the semester.

3. SCHEDULE AND READINGS

DATE	TOPICS, ASSIGNED READINGS, AND ASSIGNMENT DUE DATES
Jan. 12	<p>A. Introduction B. Nation-Building Read: Conrad and Finkel – Chapter 1 (2-17) and Chapter 2 (18-33)</p>
Jan. 19	<p>A. The National Policy and the New Industrial Order B. Migrants, Settlers, and Sojourners Read: Conrad and Finkel – Chapter 3 (36-53), Chapter 5 (76-93), and Chapter 6 (97-113)</p>
Jan. 26	<p>A. Religion and Reform B. Labour and Social Movements Read: Conrad and Finkel – Chapter 7 (117-134) and Chapter 8 (139-158)</p> <p>Additional Readings for <u>Groups 1 & 2</u> (Review Essay Due on February 9):</p> <p> Perry, Adele. “From ‘the Hot-Bed of Vice’ to the ‘Good and Well-Ordered Christian Home’: First Nations Housing and Reform in Nineteenth-Century British Columbia.” <i>Ethnohistory</i> 50, 4 (Fall 2003): 587-610.</p> <p> Carter, Sarah. “Making Newcomers to Western Canada Monogamous.” Chapter 3 in her <i>The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915</i>, 63-100. Edmonton: University of Alberta Press, 2008.</p>

Feb. 2	<p>A. Imperial Nationalism B. The Great War Read: Conrad and Finkel – Chapter 4 (56-73) and Chapter 9 (162-182)</p> <p>Additional Readings for <u>Groups 3 & 4</u> (Review Essay Due on February 16):</p> <p> Mancuso, Rebecca. “Work ‘Only a Woman Can Do’: The Women’s Division of the Canadian Department of Immigration and Colonization, 1920-1937.” <i>American Review of Canadian Studies</i> 35, 4 (Winter 2005): 593-620.</p> <p> Pickles, Katie. “Exhibiting Canada: Empire, Migration and the 1928 English Schoolgirl Tour.” <i>Gender, Place & Culture: A Journal of Feminist Geography</i> 7, 1 (2000): 81-96.</p>
Feb. 9	<p>A. Conference Group Discussions (1 & 2) / Library Session (3 & 4) Groups 3 & 4 meet in H-1070 Group 1 meets in H-1011 Group 2 meets in H-920</p> <p>▶ <u>Review Essay Due (Groups 1 & 2)</u> ◀</p> <p>B. Interwar Society: 1920s Read: Conrad and Finkel – Chapter 10 (186-203)</p>
Feb. 16	<p>A. Conference Group Discussions (3 & 4) / Library Session (1 & 2) Groups 1 & 2 meet in H-1070 Group 3 meets in H-1011 Group 4 meets in H-920</p> <p>▶ <u>Review Essay Due (Groups 3 & 4)</u> ◀</p> <p>B. Interwar Society: 1930s Read: Conrad and Finkel – Chapter 11 (206-226) and Chapter 12 (229-243)</p>
Feb. 23	<p>Reading Week</p>
Mar. 2	<p>▶ <u>Midterm Exam</u> ◀</p>

Mar. 9	<p>A. The Second World War B. Postwar Canadian Society Read: Conrad and Finkel – Chapter 14 (265-288) and Chapter 15 (read only 293-306)</p> <p> Additional Readings: Myers, Tamara and Mary Anne Poutanen. “Cadets, Curfews, and Compulsory Schooling: Mobilizing Anglophone Children in WWII Montreal.” <i>Social History</i> 38, 76 (November 2005): 367-398.</p> <p> Rutherford, Paul. “New ‘Faces’ for Fathers: Memory, Life-Writing, and Fathers as Providers in the Postwar Consumer Era.” In <i>Creating Postwar Canada: Community, Diversity, and Dissent (1945-75)</i>, edited by Magda Fahrni and Robert Rutherford, 241-267. Vancouver: UBC Press, 2008.</p>
Mar. 16	<p>A. Cold War Canada B. The National Insecurity State Read: Conrad and Finkel – Chapter 16 (read only 315-330)</p> <p>Additional Readings:</p> <p> Iacovetta, Franca. “The Sexual Politics of Moral Citizenship and Containing ‘Dangerous’ Foreign Men in Cold War Canada, 1950s-1960s.” <i>Social History</i> 33, 66 (November 2000): 341-389.</p> <p> Hewitt, Steve. “‘Information Believed True’: RCMP Security Intelligence Activities on Canadian University Campuses and the Controversy Surrounding Them, 1961-1971.” <i>Canadian Historical Review</i> 81, 2 (June 2000): 191-228.</p>
Mar. 23	<p>A. Dissent B. Community and Nation Read: Conrad and Finkel – Chapter 18 (356-373)</p> <p> Watch: CBC Weekend. <i>Anti-war Protesters Camped Out for Peace</i>. CBC Television, January 10, 1970; 4 min. 28 sec. From CBC Digital Archives, http://www.cbc.ca/archives/categories/war-conflict/vietnam-war/canadas-secret-war-vietnam/camped-out-for-peace.html (accessed December 9, 2014)</p>
Mar. 30	<p>A. Canadian Culture B. Quebec Nationalism Read: Conrad and Finkel – Chapter 15 (read only 306-310), Chapter 16 (read only 330-333), Chapter 19 (376-389), and Chapter 21 (404-421)</p>
Apr. 6	University Closed

Apr. 13	A. The End of the Liberal Consensus B. Canada in the Global Village Read: Conrad and Finkel – Chapter 17 (336-353) and Chapter 20 (392-402) ▶ <u>Term Paper Due</u> ◀
Apr. 16	A. The 21st Century Read: Conrad and Finkel – Chapter 22 (421-440) and Chapter 23 (442-457)
TBD	▶ <u>Final Exam</u> ◀

4. MOODLE COURSE WEBSITE

A Moodle website has been created for this course. It will be used to organize the conference groups and to communicate important messages to the class. A discussion forum will also be set up to facilitate information sharing between students.

5. GRADING NORMS IN THE DEPARTMENT OF HISTORY

A = Superior work – of honours quality – in both content and presentation. The work answers all components of a question. It demonstrates clear and persuasive argument, a well-structured text that features solid introductory and concluding arguments, and examples to illustrate the argument. Few, if any presentation errors appear.

B = Better than average in both content and presentation. The work is clear and well structured. Minor components of an answer might be missing, and there may be fewer illustrations for the argument. Some minor but noticeable errors in presentation may have interfered with the general quality of the work

C = This work demonstrates a satisfactory understanding of the material. Ideas are presented in a style that is at least somewhat coherent and orderly. Occasional examples are provided to support arguments. Presentation errors that affect the quality of the work are more apparent than in B work. Some components of a question may have been omitted in the response.

D = The work demonstrates only a basic grasp of the material. Organization and substance are not clear in the response. Few, if any, examples are provided to illustrate argument. Major components of a question might have been neglected; and major presentation errors hamper the work

F = This work demonstrates an inadequate grasp of the material. The work has major errors of style; and provides no supporting illustration for argument. Ideas are not clear to the reader. The work lacks structure.

Where can I find out more about grading norms?

► <http://www.concordia.ca/artsci/history/programs/undergraduate/grading-norms.html>

6. CLASSROOM CONDUCT

Laptop or tablet computers may be used in class for note taking only. If possible, turn off your wireless connection to contribute to a respectful learning environment. Navigating social networking sites during class is not permitted. Do not forget to turn off your phone.

7. ACADEMIC CODE OF CONDUCT

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as “the presentation of the work of another person as one's own or without proper acknowledgement” (Article 16a).

This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased, but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone – it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments, and artistic works. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism. If you cite your own work without the correct citation, this too is plagiarism.

In simple words:

DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU GOT IT! DO NOT FORGET TO USE QUOTATION MARKS!

How to avoid plagiarism?

► <http://www.concordia.ca/students/academic-integrity/plagiarism.html>

Where can I read the Academic Code of Conduct?

► <http://www.concordia.ca/students/academic-integrity/code.html>

8. LIST OF CONCORDIA SERVICES FOR STUDENTS

A) History Department's Undergraduate Program Director: Dr. Alison Rowley

► alison.rowley@concordia.ca

B) History Department's Undergraduate Program Assistant: Nancie Jirku
▶ nancie.jirku@concordia.ca

C) Students of History at Concordia (SHAC): SHAC is a member association of the Arts and Science Faculty devoted to the social and academic life of students in the history department. It represents all history majors, minors, specializations, and students taking a history class as an elective. The association organizes social and academic events. It also publishes the undergraduate journal *Historiae*. For information on getting help, getting published, or upcoming events:
▶ www.shaconline.wordpress.com

D) Concordia Counselling and Development:
▶ www.concordia.ca/offices/cdev.html/

E) Advocacy and Support Services:
▶ www.concordia.ca/offices/advocacy.html

F) Student Transition Centre:
▶ www.concordia.ca/extended-learning/advising.html

G) Access Centre for Students with Disabilities:
▶ www.concordia.ca/offices/acsd.html/

H) Financial Aid & Awards:
▶ www.concordia.ca/offices/faao.html

I) Health Services:
▶ www.concordia.ca/students/health.html