

**UNIVERSITY OF GUELPH**  
**Department of History**  
**HISTORY 3180**  
**Canada since 1945**  
**Fall 2016**

Professor Matthew Hayday  
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**INTRODUCTION:**

This course provides an in-depth examination of political, social, cultural, and economic changes in Canada since the Second World War. Particular attention will be paid to the increased diversity of the Canadian population, the development of Canadian institutions, and the changing role played by Canada in the world. We will be examining the impact of both the baby boom and significant changes in immigration policy on Canadian institutions. Significant attention will also be paid to Canadian foreign policy, and Canada's changing interactions with its major allies. The emergence of a new "Canadian" culture as a result of demographic changes, social movements, public policy and constitutional reform will also be discussed.

**LEARNING OUTCOMES:**

You will be able to identify and explain key factors and forces that have shaped the development of Canadian society, culture, politics, economics and international relations from the Second World War to the present day.

You will gain experience in working with and interpreting primary source materials in Canadian history.

You will be able to explain how the historiography of the post-1945 period in Canadian history is evolving and changing to take account of new types of sources and theoretical model.

You will improve your oral communication skills through regular participation in seminar discussions.

You will improve your written and analytical skills by writing an essay proposal, a book review, an essay and a final exam.

## COURSE REQUIREMENTS

**1. Annotated Bibliography/Research Proposal.** A brief assignment where you select your essay topic (see #3), and identify the main questions and issues you will address. You will be required to provide a bibliography of **at least** eight relevant scholarly articles, books or primary sources, and provide annotations for six of these, indicating how they will be useful for your paper. **10% of total mark. DUE: October 7, 2016**

**2. Book Review.** A 1000-1250 word critical book review of one of two books dealing with an aspect of post-1945 Canadian history. See attached list of possible titles. **15% of total mark. DUE: October 28, 2016**

**3. Research Paper.** An analytic paper of 3500-4500 words (approx. 12-15 pages), typed, double-spaced, with appropriate footnotes and bibliography. A list of suggested topics will be provided. You may choose your own topic with the written permission of the professor. **35% of total mark. DUE: November 21, 2016**

**4. Participation.** Active participation in seminar discussions of the assigned articles. Attendance in class does not count as participation – you must contribute to the discussions. There are eleven classes where we will be discussing seminar readings, and your best nine marks for these discussions will be counted. Failure to participate actively in seminar discussions may result in a grade of zero for this component of your grade. **20% of total mark.**

**5. Final Exam.** The exam will be during the regular exam period on **Friday, December 16, 2016** from 7:00-9:00 PM. Format to be announced in class. **20% of total mark.**

**Language:** All assignments and exams may be written in either English or French.

### TEXTBOOKS:

#### Book Review Options:

For the book review assignment, students should purchase **one** of the following two titles:

Clément, Dominique. *Equality Deferred: Sex Discrimination and British Columbia's Human Rights State, 1953-84*. Vancouver: UBC Press, 2014.

Touhey, Ryan M. *Conflicting Visions: Canada and India in the Cold War World*. Vancouver: UBC Press, 2015.

## **WHEN YOU CANNOT MEET A COURSE REQUIREMENT**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or other designated person) in writing, with your name, id #, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

## **POLICY ON LATE ASSIGNMENTS AND EXTENSIONS:**

Assignments are due in class on the due date listed above. Late assignments will be penalized 5% of the value of the assignment per day (24 hours), including weekend days. Late assignments will not be accepted after 7 days. If you need to hand in a late assignment, you must email the assignment to the professor (and upload it to DropBox) to indicate when it was finished and then hand in a hard copy at the first possible opportunity. Late assignments will be considered to be received when the student has received a confirmation email from the professor, or when the assignment is picked up by the professor. Essay extensions will only be considered if a student has written documentation from a doctor or B.A. Counsellor. No extensions will be granted on the basis of workload. Non-medical extensions must be approved at least three days before the deadline, and will not be approved after that point in fairness to the rest of the class.

## **SEMINAR EVALUATION AND MISSED CLASSES**

There are eleven seminar discussions scheduled over the course of the term. Seminar grades will be based on a student's top nine seminar marks. Students may therefore miss two seminar discussions (or have two weeks where they do not participate) without losing marks or being required to submit documentation. However, any students who miss more than two seminars must provide documentation for all missed seminars if they do not want these additional missed classes to affect their final grade. In other words, if you miss a seminar for a medical or compassionate reason (e.g. a death in the family), please obtain the relevant documentation and hold on to it in case you miss an additional seminar.

## **HANDING IN AND GETTING BACK PAPERS/ASSIGNMENTS**

Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. Students must also submit an electronic version of their research papers and book reviews to DropBox on Courselink (see details about Turnitin below). The student must keep copies of any submitted assignments. Late papers may only be placed through the open slots in the mailboxes of faculty members at the student's own risk. Mailboxes for regular faculty members are located in Room 2009 MacKinnon Extension and are accessible 8.30 a.m. – 4.30 p.m. Mon.-Fri. Late

papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for late papers. Under no circumstances should the wire baskets outside professors' offices be used to deposit student papers.

### **ACADEMIC MISCONDUCT**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

### **TURNITIN**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

### **CLASSROOM ETIQUETTE AND USEFUL TOOLS**

To avoid distraction, the History Department requests that you turn off your wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site (<http://www.uoguelph.ca/history>) that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department.

## RESOURCES

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <http://www.uoguelph.ca/registrar/calendars/>

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: <http://www.uoguelph.ca/baco/contact.shtml>

## E-MAIL COMMUNICATION

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: email is the official route of communication between the university and its students. Students are also expected to regularly check the CourseLink page for announcements. When emailing professors, clearly identify the course number in the subject of your email. Please email your professor directly for requests for appointments. Please do not expect immediate response to your emails. Dr. Hayday will make every effort to reply to emails within one day if sent on a weekday, and by Monday afternoon if sent after Friday afternoon.

## RECORDING OF MATERIALS

Presentations in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## DROP DATE

The last date to drop one-semester Fall 2016 courses, without academic penalty, is Friday, November 4, 2016. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

## COPIES OF OUT-OF-CLASS ASSIGNMENTS

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## ACCESSIBILITY

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or refer to the SAS website: <http://www.uoguelph.ca/csd/>

## LECTURE AND SEMINAR SCHEDULE

### **September 9, 12**      **Lectures**

Introduction  
Background: Canada in World War II

### **September 14**      **Seminar**

Sign-up for seminar leaders. Discussion of assignments

### **September 16, 19**      **Lectures**

Post-war consensus? The Baby Boom and Suburban Culture  
The Social Welfare State and Economic Interventionism

### **September 21**      **Seminar: Life in Suburbia**

Veronica Strong-Boag, "Home Dreams: Women and the Suburban Experiment in Canada, 1945-1960," *Canadian Historical Review* 72, 4 (1991): 471-504  
Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada," *Journal of the Canadian Historical Association* 9,1 (1998): 209-223.

### **September 23, 26**      **Lectures**

Cold War Foreign Policy in the "Golden Era"

**September 28 Seminar: Queers and Conformity in Cold War Canada**

Daniel J. Robinson and David Kimmel. "The Queer Career of Homosexual Security Vetting in Cold War Canada." *Canadian Historical Review* 75, 3 (1994): 319-345.  
 Valerie Korinek, "Don't Let Your Girlfriends Ruin your Marriage: Lesbian Imagery in Chatelaine Magazine, 1950-1969." *Journal of Canadian Studies* 33, 3 (1998): 83-109.

**September 30, October 3 Lectures**

Canadian-American Relations from Cuba to Vietnam  
 Social Protest in the 1960s

**October 5 Seminar: Cold War Foreign Policy in the 1950s and 1960s**

José Igartua, "Chapter 5: When Tories Roar," in *The Other Quiet Revolution: National Identities in English Canada, 1945-1971* (Vancouver: UBC Press, 2006), 115-136 (notes 245-248).  
 Robert Bothwell, "Chapter 12: Vietnam and Canadian –American Relations," in *Alliance and Illusion: Canada and the World, 1945-1984* (Vancouver: UBC Press, 2007), 212-236 (notes 417-420).

**October 7 Lecture**

National Identity in the 1960s: New Symbols for an Independent Canada  
 Canadian Cultural Protectionism

**October 10 No Class - THANKSGIVING**

**October 12 Seminar: Canadian Cultural Identity in Transformation**

Paul Litt, "The Massey Commission, Americanization, and Canadian Cultural Nationalism." *Queen's Quarterly* 98, 2 (1991): 375-387.  
 Ryan Edwardson, "Chapter 6: "Legislated Radio": Industry, Identity, and the Canadian Content Regulations" in *Canuck Rock: A History of Canadian Popular Music* (Toronto: University of Toronto Press, 2009), 139-158 (notes 272-276).

**October 14, 17 Lectures**

French Canada: Quiet Revolution Quebec, Francophone minorities and Official Languages

**October 19 Seminar: Quebec – Challenges to Federalism / The FLQ**

Robin Gendron, “Educational Aid for French Africa and the Canada-Quebec Dispute over Foreign Policy in the 1960s.” *International Journal* 56, 1 (2000): 19-36.

Dominique Clément, “The October Crisis of 1970: Human Rights Abuses Under the War Measures Act.” *Journal of Canadian Studies* 42, 2 (2008): 160–86.

**October 21, 24 Lectures**

Aboriginal Canada: The White Paper, Residential Schools, Protest and Land Claims

**October 26 Seminar: Aboriginal Land Claims and Activism**

Darlene Abreu Ferreira “Oil and Lubicons Don't Mix: A Land Claim in Northern Alberta in Historical Perspective.” *Canadian Journal of Native Studies* 12, 1 (1992): 1-35.

Ian Peach, “The Power of a Single Feather: Meech Lake, Indigenous Resistance and the Evolution of Indigenous Politics in Canada,” *Review of Constitutional Studies* 16, 1 (2011): 1-29.

**October 28, 31 Lectures**

Immigration and Multiculturalism: The Changing Face of Canada

**Read for October 31 class:**

P.E. Trudeau, Robert Stanfield, David Lewis and Réal Caouette, “Federal Multiculturalism Policy – Excerpts from House of Commons Debates, 1971” in *Immigration and the Rise of Multiculturalism*, ed. Howard Palmer. (Toronto: Copp Clark, 1975), 135-140.

**November 2 Seminar: Ethno-cultural Diversity and Multiculturalism**

Franca Iacovetta, “Chapter 6: Culinary Containment: Cooking for the Family, Democracy and Nation,” in *Gatekeepers: Reshaping Immigrant Lives in Cold War Canada* (Toronto: Between the Lines, 2006), 137-169 (notes 323-329).

Aya Fujiwara, “Ethnic Movements and the Road to Multiculturalism,” chapter in *Ethnic Elites and Canadian identity: Japanese, Ukrainians and Scots, 1919-1971* (Winnipeg: University of Manitoba Press, 2012), 155-182 (notes 226-235).

**November 4, 7 Lectures**

Quebec Separatism and Constitutional Change  
The Charter of Rights and Freedoms



**November 9 Seminar: Canadian Identity, Symbolism and the State**

Gregory A. Johnson, "The Last Gasp of Empire: The 1964 Flag Debate Revisited," in Phillip Buckner, ed., *Canada and the End of Empire*. (Vancouver, UBC Press, 2005), 232-50.

Matthew Hayday, "Fireworks, Folk-dancing, and Fostering a National Identity: The Politics of Canada Day," *Canadian Historical Review* 91, 2 (June 2010): 287-314.

**November 11, 14 Lectures**

The Women's Movement  
Gay and Lesbian Rights

**November 16 Seminar: Social Protest in the "Long 60s"**

Marcel Martel, "'Riot' at Sir George Williams: Giving Meaning to Student Dissent," in *Debating Dissent: Canada and the Sixties*, ed. Lara Campbell, Dominique Clément and Gregory Kealey (Toronto: University of Toronto Press, 2012), 97-114 (notes 300-303).

Christabelle Sethna & Steve Hewitt, "Clandestine Operations: The Vancouver Women's Caucus, the Abortion Caravan, and the RCMP," *Canadian Historical Review*, 90, 3 (September 2009), 463-95.

**November 18, 21 Lectures**

Neo-liberalism, Free Trade and Challenges to the Welfare State

**November 23 Seminar: Canada and the United States – Trade and Environment**

Michael Hart, "Free Trade and Brian Mulroney's Economic Legacy," in *Transforming the Nation: Canada and Brian Mulroney*, ed. Raymond B. Blake, (Vancouver: UBC Press, 2007) 61-80.

Don Munton, "Acid Rain and Transboundary Air Quality in Canadian-American Relations," *American Review of Canadian Studies* (Autumn 1997): 327-358.

**November 25, 28 Lectures**

"The Number One Nation in the World"?: Canada at the dawn of the 21<sup>st</sup> century

**November 30                    Seminar: Canadian Nationalism and Consumer Culture**

Catherine Carstairs, "'Roots' Nationalism: Branding English Canada Cool in the 1980s and 1990s." *Histoire Sociale/Social History* 39 (no 77) (May 2006): 235-255.

Steve Penfold, "Eddie Shack was No Tim Horton: Donuts and the Folklore of Mass Culture, 1974-1999," in *The Donut: A Canadian History* (Toronto: University of Toronto Press, 2008), 165-189.

**December 2                    Final Class – Only If Needed due to Cancelled Class During Term**

## **HIST\*3180 Assignment #1: Essay Proposal / Annotated Bibliography**

**Due:** October 7, 2016, during the lecture period

**Value:** 10% of final grade

### **Objectives:**

The first component of this assignment is intended to help students narrow down their topics for the research essay and begin to develop a working thesis statement. The second part is intended to help students begin constructing their bibliographies for the term paper assignment and to get feedback from the professor about potential key works they are missing.

### **Requirements:**

**Part I:** Write a few paragraphs (about 500-750 words) outlining your main research question, your working thesis statement and approach to your topic. This should include an overview of how you intend to approach your topic (the types of issues that you will examine, arguments you will use to support your thesis, time period you will cover). This should include the main question that you intend to answer with your paper, a possible answer, and the factors that you intend to examine (political, social, economic, etc.) It should be clear from this section how you plan on narrowing down your topic to a manageable scope, and how you intend to make use of primary source material.

**Part II:** Construct a bibliography containing at least eight (8) relevant scholarly articles, books and primary sources that pertain to the topic you have selected. [See note below on supplementary material.] You must clearly indicate the major primary sources that you will be using for your essay. General Canadian history survey course textbooks, such as *Destinies* or *History of the Canadian Peoples*, are not acceptable, nor are encyclopaedia articles. You should cite your sources according to the Chicago style bibliographic format (see the Turabian book). Note: For newspapers or magazines, do not list individual articles, but rather indicate the title of the periodical and the span of dates which you will be consulting (e.g. *Globe and Mail*. 1945-1960.) Each separate periodical title counts as one entry in your bibliography.

Write a brief annotation for each of six (6) of the titles selected for your bibliography. Each annotation should be about 3-4 sentences long, and give the basic thesis of the book/article, and explain how you think it might be applicable to your paper. You must provide annotations for each of the major primary sources that you will use. For the primary sources, rather than providing the thesis, indicate why you have selected this source, and how it will be relevant to your paper. You do not necessarily have to complete your reading of the items – this information can usually be gleaned from their introductions and conclusions.

**Supplementary Material:** If you have found additional sources over-and-above the 8 required sources, please include these as a supplementary list. This will not count towards your grade for this assignment, but it will assist the professor in helping you to focus your paper, and in suggesting additional sources.

## **HIST 3180 Assignment #2 - Book Review**

**Due:** October 28, 2016 during the lecture period

**Value:** 15% of final grade

### **Objectives:**

This assignment is intended to teach students how to write critically about academic sources, to identify the thesis of a book, and to analyze how authors of Canadian history structure their arguments and make use of primary and secondary sources.

### **General Requirements:**

Select one of the two books listed in the course syllabus, and write a 1000-1250 word critical review of the book. Book reviews should identify the central argument/thesis of the book, discuss the supporting arguments, and evaluate the approach, evidence and sources used by the author. Book reviews should not be merely a summary of the book, but rather a critical evaluation of it.

Students might consider the following questions in writing their critiques: How does this book contribute to our understanding of post-1945 Canadian history? What type of history is this (social history, political history, diplomatic history, a hybrid of various types, etc.)? What types of primary and secondary sources does the author use and are these well-chosen? Were there limitations to the sources that the author used? How well does the evidence chosen by the author support his/her argument? Are there any dubious, or poorly-supported, conclusions drawn from this evidence? How is the book organized, and is this method of organization effective? Is the purpose of the book primarily descriptive or argumentative (bearing in mind that what may appear as descriptive can implicitly advance an argument)? Is the argument contentious, and where does it fit in relation to other work on the subject? Not all of these questions will be relevant to all books, but this should give you a starting point from which to work.

### **Specific Requirements:**

A well-constructed book review will make a point of identifying and analyzing the following elements of the book:

**Thesis:** What is the author's main argument?

**Supporting Arguments and Organization:** What supporting arguments does the author use to support the thesis? How is the book organized to support the author's case? Are the arguments well-reasoned and convincing? Is the organization logical?

**Sources and Evidence:** What kinds of evidence does the author present to develop his/her argument? What types of primary sources did the author consult? What are the strengths and weaknesses of these sources for the author's research questions? Are these appropriate for the subject matter? What other types of sources might have been useful?

**Refutation of Counter-arguments:** Does the author address with the viewpoints and arguments of other authors? Are the arguments of these other authors effectively refuted and/or addressed? How does the author situate this work within the broader historiography on the book's subject?

**Audience:** What is the intended audience of the book? Is it aimed at a mass-market audience, or a specialized academic readership? Does this affect the presentation of the book's arguments and style?

### **Helpful Tips / Pitfalls to Avoid:**

Consult an academic journal (the *Canadian Historical Review* or H-Canada <[www.h-net.org/~canada](http://www.h-net.org/~canada)> are probably your best bets), and read through a selection of book reviews to get a sense of how academic book reviews are written. You may also wish to consult the following website for tips on how to construct a book review: [http://www.indiana.edu/~wts/pamphlets/book\\_reviews.shtml](http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml)

Book reviews can usually be found using America: History and Life, JSTOR or other databases. I strongly urge you not to read the existing reviews of the book you have been assigned, as this is likely to colour your evaluation of the book (and may also lead to inadvertent plagiarism, which is an academic offence).

Make sure that you thoroughly understand the book's main argument before you begin to write. Most students who do poorly on this assignment have not correctly identified the central argument.

Although a specific portion of the grade for this assignment is not allotted for your spelling and grammar, these stylistic issues can make the difference between letter grades. Proofread your work carefully, ideally on a hard copy.

Do not critique the author's writing style in any degree of detail. Comments along the lines of "the author uses long and difficult words" should be avoided at all costs. Focus on the arguments of the book, and how these are organized and structured.

Academic non-fiction books are **not** "novels" or "stories." Do not use either of these terms in your review.

### **HIST 3180 Assignment #3: The Research Essay**

**Due:** November 21, 2016, during the lecture period

**Value:** 35% of the final grade

#### **Objectives:**

This assignment requires that you write a research essay of approximately 3500-4500 words in length (about 12-15 typed pages) using standard historical methods. The main objective of this assignment is for you to learn how to develop a solid argument with a well-defined thesis, backed by supporting evidence, in response to a historical question. You may choose one of the topics listed below, or you may propose another topic of your choosing. Please note that any topics not on the list of suggested topics must be cleared by me in advance of the deadline for the research proposal.

#### **Starting Points – Researching and Notes:**

Your first task, which is part of the Essay Proposal assignment, will be to define the parameters of your research. Some of the listed topics are very broad – you will want to narrow your subject matter down to a topic that can be thoroughly addressed in the allotted page limits. Once you have found a topic that interests you, you might start by reading the corresponding sections of the course textbook or a relevant encyclopædia article. Then, decide how you want to narrow down your subject. You may want to focus primarily on the political or social or economic aspects of a topic, for example. Or you may want to narrow down the time parameters. Feel free to discuss the approach that you want to take with me, either in person or via email. In any case, you should have a major question that you want to answer, and one which will be open to developing a good argument – starting with a “why” or “how” question is usually best, if you want to avoid a stale chronology of events.

Now that you have your subject in mind, try to find appropriate research material – if you can’t find books and articles relevant to your topic, you will have to pick another one. For a paper of this length, you should have a minimum of 10 scholarly works (journal articles, books, etc.) – and most likely more than this. You should also be incorporating primary sources into your work. Textbooks and encyclopædias do not count, nor do I want to see them on your bibliography or in your footnotes.

A Canadian survey textbook or an encyclopædia might furnish you with a good starting list of additional readings – check the recommended readings at the end of the chapters. Another excellent, if somewhat dated, resource is Doug Owram’s *Canadian History: A Reader’s Guide (Vol. 2: Post-Confederation)* which is in the reference section at the library. For journal articles, your best starting point is the database *America: History and Life*, which is accessible online through the University of Guelph Library website.

Use the paper trail method to find additional sources. Once you have your preliminary set of books/articles, you can usually find others by checking their bibliographies and footnotes. Or, check on the library bookshelves next to the titles you found in the catalogue for other books that look useful. Be cautious about how you make use of internet sources, and be certain that they are reliable – government and university websites are usually your safest bet.

When taking notes from your sources, make a point of jotting down citation information (book titles and page references) – it is a major pain to try to locate this crucial information afterwards. While you may want to write down direct quotations, try to keep this to a minimum, unless the author has used particularly eloquent language. Try instead to paraphrase the major ideas and arguments. You will still need to provide footnotes for paraphrased ideas.

### **Writing your Paper:**

The Introduction to your paper should be about 1 to 1 ½ pages in length. It should briefly establish the historical context of your paper and indicate why the question you are addressing is an important one. If your research has shown that there are a couple of major schools of thought about your topic, you should mention the major aspects of each one, and then indicate where you stand in relation to them (this is usually termed historiography). You will then clearly state your thesis – a two to three sentence statement explaining your main argument. You should also indicate what types of evidence and sub-arguments you will use to back up your thesis, and give some indication of how your paper will be organised.

The body of your paper will likely consist of about 3 to 5 major supporting arguments, each of which will be explained in a few paragraphs. Each paragraph should contain one central idea, which normally will be footnoted. Try to structure your arguments in a logical order, whether it be chronological or thematic. In doing your research, you may have come across a strong counter-argument to your thesis. Rather than pretending it does not exist, explain what it is, and then explain why the argument you are presenting is more convincing. If you are using direct quotes, make sure that you both introduce them, and then explain why you have included them, rather than simply inserting them and hoping that they speak for themselves. If a quote is longer than 3 lines, it should be indented and single-spaced. Please note that even if you have paraphrased an author's idea or argument, you still need to footnote it.

Your conclusion should be quite brief – about one page. In your conclusion, you should briefly restate your thesis and your main supporting arguments. You may also want to include a statement about the broader relevance of your topic to Canadian society.



You must indicate your sources clearly – plagiarism is a serious offence, and could result in you failing the assignment or the course. You must use footnotes any time you use a direct quote, a fact which is not general knowledge, or an idea which is not your own (even if you are paraphrasing another author). On average, you should have at least one footnote per paragraph in the body of your essay, and more than that if necessary.

### **Revising your paper – Issues to Watch Out For:**

#### ***Paragraph structure***

There should only be one central idea per paragraph, and your paragraphs should normally not be longer than  $\frac{1}{2}$  to  $\frac{3}{4}$  of a page in length. If they are longer than this, you have probably overloaded them.

#### ***Sentence structure***

As with paragraphs, try to keep your sentences short and to the point. They should not go on for 6 lines or more. If they do, you have probably tried to include too many ideas. Break them up into shorter sentences. Ensure that you are using punctuation correctly.

#### ***Spelling***

Go beyond the spell check. Watch out for words that, while technically spelled correctly, are not correct for your purposes. In particular, watch for common mistakes such as its/it's, form/from, their/there/they're.

#### ***Grammar/Style***

Do not use first or second person pronouns – I/You/We. Be consistent with your verb tenses – as this is a history paper, you will mostly be using the past tense. Avoid the use of slang and clichés. Do not use contractions.

#### ***Overall essay formatting***

Number your pages. Indicate your name, student number, course, and professor's name on the cover page. Choose a creative title for your paper that encapsulates your argument. Do not try to change the length of your paper through "creative" formatting – I have seen every trick in the book. Double-space your paper (except for long quotes), use a 12 point font, and keep your margins around 1-1.25".

#### ***Logic & Evidence***

While reading over your paper, keep asking yourself the question "Why" whenever you see a statement – make sure that you prove your assertions. If possible, have a friend read over your paper to make sure that it makes logical sense.

When I am marking your papers, I am looking for a clear thesis that is well-supported by your arguments. Your organisation should be logical and easy to follow. Sources should be indicated clearly whenever you use them. Your style should be clear and easy to

read. The stated page limit is 12-15 pages. Do not go too far over the page limit – 18 pages is an absolute maximum.

### **Reference Information**

For full referencing information, use the formats found in Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (Chicago: University of Chicago Press). It is in the reference section of the library, but you might want to buy a copy for your own home reference as well.

### ***Sample Bibliographic References***

Book:

Davis, Donald F. *Conspicuous Production: Automobiles and Elites in Detroit, 1899-1933*. Philadelphia: Temple University Press, 1988.

Lastname, Firstname. *Title*. City: Publisher, Year.

Journal Article:

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Author. "Article Title," *Journal Title* Volume #, issue # (Year of Publication), pages.

Website:

Chomsky, Noam. Rethinking Camelot: JFK, the Vietnam War, and U.S. Political Culture. 1993. <<http://www.worldmedia.com/chomsky>> [10 January 1999].

Author. Title. Date of Publication. <URL> [date of access].

### ***Sample Footnote References***

Book:

Donald F. Davis, *Conspicuous Production: Automobiles and Elites in Detroit, 1899-1933* (Philadelphia: Temple University Press, 1988), 193.

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David Eltis and Laurence Jennings, "Trade between Western Africa and the Atlantic World in the Pre-Colonial Era," *American Historical Review* 93, 4 (1988), 939.

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Noam Chomsky, *Rethinking Camelot: JFK, the Vietnam War, and U.S. Political Culture* (1993). <<http://www.worldmedia.com/chomsky>> [10 January 1999], 21.

Author, Title (date of publication). <URL> [date of access], reference.

### **HIST 3180 ESSAY TOPICS**

The following is a list of possible topics for your research paper. Many of these are very broad, general topics. You should take these initial topic questions as guidelines, and focus them appropriately for your assignment as you work on your essay proposal, developing a workable thesis. Should you wish to address a topic not on this list, you must receive written permission from the professor.

1. How successful was the women's movement in attaining its objectives between 1960 and 2000? What were the key factors contributing to its successes and failures? You may wish to focus your paper around a particular objective of the movement, or a shorter time span.
2. Historians have debated the impact of the Second World War on gender roles and the role of women in Canadian society. Did the Second World War have a significant impact on the role of women in Canada in the late-1940s and 1950s? Why do historians disagree about its impact?
3. Historian Jack Granatstein has argued that British weakness at the end of the Second World War pushed Canada into the arms of the United States. Is this an accurate assessment? Did Canada have real alternatives to a close relationship with the United States in the period from 1945-1965? Would the alternatives have been desirable?

4. Some historians have contended that although Canada was not a great power following the Second World War, it was able to carve out a special role as a “middle power” in foreign affairs. Others contend that this is a national myth. Did Canada exercise an important role as a middle power in the post-Second World War decades, or was it merely acting as a satellite of the United States? Examine with regards to a period between 1944 and 1975.
5. How can one account for the treatment of gays and lesbians in post-Second World War Canadian society, prior to the decriminalization of homosexuality in the late 1960s?
6. Account for the successes and failures of gay and lesbian movements in Canada since the 1960s.
7. Select a social movement from post-WW2 Canada – students, aboriginal groups, peace activists, anti-nuclear activists, farmers – and assess whether the strategies it used to accomplish its goals were successful. What impacts did this movement have on Canadian society?
8. What role did the CCF party play in Canadian politics and society from the 1930s until the 1950s? Why did the party collapse?
9. In the late-1950s, the Canadian Congress of Labour merged with the CCF to form a new left-wing political organization in the New Democratic Party. To what extent has this new party managed to overcome the weaknesses of its predecessors? Did it have a major impact on Canadian political life?
10. Analyze the origins and development of the Canadian social welfare state from 1945 to 1968. What impacts did this development have on federal-provincial relations?
11. Canadian politics contained nationalist elements with regards to both the economy and culture from the 1950s until the early 1980s. Did this have any significant impact on the policies pursued by Canadian governments? (Address either economics or culture)
12. Why have aboriginal concerns risen to such prominence since the 1960s? What have been the objectives of the Canadian and provincial governments with regards to these communities, and how effectively have these policies responded to aboriginal concerns?
13. Was Pierre Elliott Trudeau’s use of the War Measures Act in response to the October Crisis justified? Why has its use been the subject of such a controversial legacy?

14. How was Western Canada changed by developments of the period 1945-1970, and what impact did this have on its relations with the central government and the Canadian federal system after 1970?

15. Account for the rise of separatism in Quebec in the 1960s or the 1976 election of the Parti Québécois.

16. In what ways has Quebec nationalism affected the legal and social status of French-Canadian and Acadian minorities in Canada since 1960? (You may wish to focus on one province or region of Canada)

17. Why did the Quebec electorate reject sovereignty-association in 1980? What impacts did this have on Canadian and Quebec politics in the 1980s?

18. Why did the constitutional reform efforts of the Mulroney government (Meech Lake and Charlottetown) fail?

19. Why did the 1995 referendum on sovereignty partnership come so close to passing? Why were so many Quebecers willing to vote "yes"?

20. Analyze government efforts to promote Canadian culture from 1950 to 1990? How successful were these efforts? Did they reduce the impact of American media in Canada at all?

21. How important is the baby boom phenomenon as a tool for explaining changes to Canadian society since 1945? Has its importance been exaggerated?

22. Select a major Canadian institution (i.e. elementary schools, hospitals, universities, commercial stores, radio, television, etc.). How and why did the demographic bulge of the baby boom change it? Were there lasting consequences, or was this a temporary impact?

23. How did changing immigration trends and policies affect Canada's domestic and foreign policies in the post-war years? How did these immigrant groups shape Canadian policies, and how did they adapt to their new country?

24. How important has multiculturalism been as an element of Canadian government policy since 1971? Why did the government introduce this policy, and how committed have governments been to developing it?

25. Examine the question of drug regulation in Canada in the post-war era. How did Canadians and their governments respond to recreational drugs and alcohol in this period, and what factors shaped these responses?

26. Select a key foreign policy issue from the post-1960 period – i.e. the Vietnam war, the OPEC crisis, the Iran hostage scare, the Star Wars initiative, the Somalian civil war, the end of the Cold War. What role did Canada play in this event, and did its actions make a difference? Why did Canada play the role that it did? What sorts of considerations drove the decisions that were made by Canada?
27. Why did Canada become less active in peacekeeping ventures after the 1970s? How and why has the peacekeeping image persisted in Canadian mythology?
28. How have various groups attempted to define Canadian identity since the Second World War? To what extent have their new identity models gained public acceptance? How do you account for this?
29. Why were the decisions to adopt new Canadian symbols – a new flag, a new anthem, a new name for Canada Day – so controversial? Was this opposition overcome? If so, how? If not, why not?
30. Select one of the following major international events: Expo '67, the 1976 Montreal Olympics, Expo '86, the Calgary 1988 Olympics. How did the Canadian government and other interested parties (businesses, merchandizers, local/municipal governments, lobby groups) attempt to foster certain images of Canadian identity during these events? What were the images they presented, and in what ways did they conflict or complement each other? To what extent were these events an effective way for fostering Canadian nationalism? How did Canadians, and international visitors, respond to these image-building efforts?