

History 3180: Canada Since 1945

Contact Information

Instructor: Ted Cogan
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Office Hours: M 3:30-4:30 or by
appointment. Room: MCKN 1006

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 changing ways in which Canadians conceived of their nation, the development of Canadian institutions, and the changing role played by Canada in the world. The course will also challenge students to think about how the increasing agency afforded to marginalized gender, linguistic and cultural groups helped to shape post-war Canada.

Learning Outcomes

Students will be able to explain how political and social forces combined to reshape Canada in the aftermath of the Second World War. In particular, students will learn how theoretical debates about concepts such as nationalism and multiculturalism translated into real world shifts that significantly impacted the history of Canada.

Students will enhance their knowledge of key historiographic shifts in post-war Canada by reading and analyzing a broad range of secondary sources.

Students will strengthen their ability to locate, analyze and incorporate primary sources into broader analyses of Canadian history by writing a research paper.

Students will learn key techniques for engaging an unfamiliar audience with a new subject matter and improve their oral communication skills by leading and participating in weekly seminar discussions.

Students will learn how to strengthen their research and analytical skills by incorporating feedback gleaned through a draft review process.

Assignments

Essay Proposal – 5%
Essay Draft – 10%
Final Essay – 40%
Participation – 30%
Final Exam – 15%

Essay Proposal

Due: 1 February 2016

Method: In Class Submission

Late Penalty: 5% per day inclusive of weekends.

Requirements: 1 Page Double Spaced + Bibliography

Covers some aspect of post 1945 Canadian history not specifically addressed by one of the articles assigned for the course. Please note that as a result of long standing issues with essays on the Avro Arrow and the 1972 Summit Series these topics are not permitted.

Provides an outline of a clearly defined and sufficiently narrow topic. Offers a potential thesis or theses.

Includes a bibliography containing five primary and five secondary sources that are properly cited using Chicago Style. Note: If you plan to use newspaper articles as primary sources you must print them out and staple them to your proposal.

Essay Draft

Due: 4 March 2015

Method: Electronic submission via Courselink

Late Penalty: 5% per day inclusive of weekends. Please note that drafts will not be accepted after 11 March.

Requirements: 14-18 Pages Double Spaced

Assignments must be submitted in .doc or .docx format. The university provides free access to the appropriate software if you do not have it.

The purpose of the essay draft is to provide feedback in order to improve the final essay in addition to assessing technical ability. A portion of the grade for this assignment will be based on the student's ability to demonstrate strong research skills and argument formation. Accordingly a strong source base made up of a significant number primary sources and a nuanced argument are key to success.

The other portion of the grade will be determined on the basis of the student's ability to demonstrate competency in key techniques including formatting (title page, page numbers, conventions etc.), referencing (footnotes in Chicago Style) and editing.

It is expected that students submit a well edited draft containing fully formed ideas. Students submitting an incomplete draft should not expect to pass this assignment.

Final Essay

Due: **25 March 2016**

Method: Electronic submission via Courselink

Late Penalty: 5% per day inclusive of weekends

Requirements: Assignments must be submitted in .doc or .docx format. The university provides free access to the appropriate software if you do not have it.

The purpose of final essay is to assess the student's ability both to professionally present the results of their historical research and to incorporate feedback in order to improve their work.

Participation

Due: Throughout

Method: In Class.

Requirements: Completion of the weekly readings and co-leadership of one seminar.

Participation is weighted heavily and taken seriously. The number of written assignments in this course was purposefully managed with the expectation that students will complete all of the readings every week. In addition, students will be expected to co-lead one seminar by providing a quick summary of one article and proposing relevant discussion questions to their classmates.

Discussion questions should be posted on Courselink on the Friday prior to Wednesday's seminar.

Final Exam

Due: As Scheduled by the Registrar

Method: During Final Exam Period

Requirements: The final exam will consist of two sections. The first, an ID section, will require students to define and state the significance of important terms from the course. Terms will be drawn primarily from the lectures. The second, an essay section, will ask students to propose and defend an answer to a given question. Questions will relate primarily to the course readings though knowledge of lecture material will also be required.

Week 1 - Introduction

Lectures:

- Jan. 11 - Introductory
- Jan. 13 - 45 Years of Canada in 45 Minutes

Week 2 – The Aftermath: Veterans and Canadian Society in the 1950s

Lectures:

- Jan. 18 – Disarming and Rearming: How WWII and Korea Changed Canada
- Jan. 20 – From Iceboxes to Refrigerators: Canada & the Rise of Consumerism

Readings:

Fahrni, Magda. "The Romance of Reunion: Montreal War Veterans Return to Family Life, 1944-1949." *Journal of the Canadian Historical Association* 9, no. 1 (1998): 187-208.

Gotlieb, Marc J. "George Drew and the Dominion-Provincial Conference on Reconstruction of 1945-6." *Canadian Historical Review* 66, no. 1 (1985): 27-47.

Week 3 – World War II and A New Promise for Women?

Lectures:

- Jan. 25 – No Women Need Apply: Demobilisation and the Breadwinner Ideal
- Jan. 27 – The Bra Burning Myth: Feminism and Women's Rights in Post-War Canada

Readings:

Korinek, Valerie. "'Don't Let Your Girlfriends Ruin Your Marriage': Lesbian Imagery in *Chatelaine* Magazine, 1950-1969." *Journal of Canadian Studies* 33, no. 3 (1998): 83-109.

Strong-Boag, Veronica. "Home Dreams: Women and the Suburban Experiment in Canada, 1945-60." *Canadian Historical Review* 72, no. 4 (1991): 471-504.

Week 4 – The World Needs More Canada: Fighting The Cold War at Home and Abroad

Lectures:

- Feb. 1 – Subversives and Suburbs: The Cold War Homefront
- Feb. 3 – Canada the Good: The Cold War Abroad after Korea

Readings:

Carr, Graham. "'No Political Significance of Any Kind': Glenn Gould's Tour of the Soviet Union and the Culture of the Cold War." *Canadian Historical Review* 95, no. 1 (2014): 1-29.

Granatstein, J.L. "Peacekeeping: Did Canada Make a Difference? And What Difference did Peacekeeping Make to Canada?" In *Making a Difference? Canada's Foreign Policy in a Changing World Order*, edited by John English and Norman Hillmer, 222-236. Toronto: Lester, 1992.

Week 5 – New Canadians

Lectures:

- Feb. 8 – Canada’s Crusade Against Universal Human Rights
- Feb. 10 – Race, Relocation & Refugees: Conflicting Identities & 4th Wave Immigrants

Readings:

Badgley, Kerry. “As Long as He Is an Immigrant from the United Kingdom’: Deception, Ethnic Bias and Milestone Commemoration in the Department of Citizenship and Immigration, 1953-1965.” *Journal of Canadian Studies* 33, no. 3 (1998): 130–44.

Iacovetta, Franca. "Culinary Containment: Cooking for the Family, Democracy and Nation." In *Gatekeepers: Reshaping Immigrant Lives in Cold War Canada*, 137-170. Toronto: Between the Lines, 2006.

Week 6 – Reimagining Canada

Lectures:

- Feb. 22 – There’s Something about Elizabeth: Canada and British Identity
- Feb. 24 – Bob and Doug McKenzie: The American Threat and the Rise of CanCon

Readings:

Cook, Ramsay. “Canadian Centennial Cerebrations.” *International Journal* 22, no. 4 (1967): 659–63.*

Careless, J.M.S. “‘Limited Identities’ in Canada.” *Canadian Historical Review* 50, no. 1 (1969): 1–10.*

Buckner, P.A. “‘Limited Identities’ Revisited: Regionalism and Nationalism in Canadian History.” *Acadiensis* 30, no. 1 (October 2000): 4–15.*

Hayday, Matthew. “Fireworks, Folk-Dancing, and Fostering a National Identity: The Politics of Canada Day.” *Canadian Historical Review* 91, no. 2 (June 2010): 287–314.

* *These readings should be read in the order indicated.*

Week 7 – White Paper/Red Paper – First Nations in Modern Canada

Lectures:

- Feb. 29 – From Assimilation to Citizens Plus and Back Again: The Government and First Nations in Modern Canada
- Mar. 2 – “You have more rights than I thought you did...”: The Rise of Contemporary First Nations Activism

Readings:

Pitsula, James M. "The Saskatchewan CCF Government and Treaty Indians, 1944-64." *Canadian Historical Review* 75, no. 1 (March 1, 1994): 21-52.

Robertson, Carmen. "Trickster in the Press." *Media History* 14, no. 1 (April 2008): 73-93.

Shewell, Hugh. "'Bitterness Behind Every Smiling Face': Community Development and Canada's First Nations, 1954-1968." *Canadian Historical Review* 83, no. 1 (2002): 58-84.

Week 8 – Vive Le Québec Libre

Lectures:

- Mar. 7 – The Quiet Revolution
- Mar. 9 – The Referendum Era

Readings:

Clément, Dominique. "The October Crisis of 1970: Human Rights Abuses Under the War Measures Act." *Journal of Canadian Studies* 42, no. 2 (2008): 160-86.

Gendron, Robin S. "Educational Aid for French Africa: And the Canada-Quebec Dispute over Foreign Policy in the 1960s." *International Journal* 56, no. 1 (2000): 19-36.

Week 9 – Protest and Social Reform

Lectures:

- Mar. 14 – They Weren't All Hippies: Farmers, Factory Workers and Other Reformers
- Mar. 16 – But Some of Them Were: Rochdale, CUSO and the CYC

Readings:

Churchill, David S. "American Expatriates and the Building of Alternative Social Space in Toronto, 1965-1977." *Urban History Review* 39, no. 1 (2010): 31-44.

O'Connor, Ryan. "Agrarian Protest and Provincial Politics: Prince Edward Island and the 1971 National Farmers Union Highway Demonstration." *Acadiensis* 37, no. 1 (2008): 31-55.

Zwicker, Barrie. "Rochdale: The Ultimate Freedom." *Change in Higher Education* 1, no. 6 (November 1, 1969): 37-43.

Week 10 – “The Number One Nation in the World”?: Canada at the Dawn of the 21st Century

Lectures:

- Mar. 21 – A Brief Return to the Golden Age? The Ottawa Treaty and the Human Security Agenda
- Mar. 23 – Dr. Penfield, I can smell burnt toast!: Celebrating Canada in an Age of Anxiety

Readings:

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

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

Week 11 – Moving West: Changing the Economic and Political Orientation of Canada

Lectures:

***** No Lectures or Seminars in this Class on Monday*****

- Mar. 30 – Let the Eastern Bastards Freeze in the Dark: The Collapse of Consensus in Modern Canada

Week 12 – Final Lecture & Exam Review

Lectures:

- Apr. 4 – The Charter Revolution, the Court Party and the Dawn of a ‘Just Society’
- Apr. 6 – Exam Review

Readings:

James, Patrick and Robert Michelin. “The Canadian National Energy Program and Its Aftermath: Perspectives on an Era of Confrontation.” *American Review of Canadian Studies* 19, no. 1 (Spring 1989): 59-81.

Smith, Miriam. “Social Movements and Judicial Empowerment: Courts, Public Policy, and Lesbian and Gay Organizing in Canada.” *Politics & Society* 33, no. 2 (2005): 327-53.

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

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 designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

The last date to drop one-semester courses, without academic penalty, is **Friday, 11 March 2016**. For [regulations and procedures for Dropping Courses, see the Undergraduate Calendar.](#)

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 SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the [website](#).

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar](#)

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.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied 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.

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.