

St. Jerome's University in the University of Waterloo
Department of History
Modern Canada

History 388
Winter 2019

Instructor: Dr. Thirstan Falconer
Seminars: Wednesday 10:30-12:20 in SJ1 3020
Office Hours: Tuesdays 2:30-4:30, Sweeney Hall 2008
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Course Objectives

This seminar course introduces students to the history of Canada since 1945. Our weekly discussion groups will debate social and political themes over the latter half of the twentieth century. This course critically engages a variety of prominent themes in postwar Canada from a variety of perspectives and styles. Students will move both chronologically and thematically through the 1950s, 1960s, 1970s, and 1980s through to 1995.

Learning Objectives

Through the readings, films and seminar discussions, students are expected to cultivate an understanding of how Canada has developed and changed since 1945. Through the readings and discussions, they should also be able to accurately identify the main argument and thesis in a scholarly article or book chapter. Moreover, they should also be able to apply historical methodology in an evaluation of scholarly work and in their own writing. The research workshop will prepare students for historical research, help them identify secondary and primary sources, and navigate a variety of places they can use to find research resources.

The annotated bibliography assignment and the seminars are intended to sharpen how students approach secondary and primary sources, as well as instill an understanding that all sources must be scrutinized rather than accepted at face value. Furthermore, these course requirements should demonstrate that there are a variety of approaches and debates to how Canadian history should be written and understood.

The first draft of the research essay will help students develop the ability to write thoughtfully and persuasively, as well as their ability to consider historical evidence and analyze research questions. The final draft of the research essays should foster the ability to refine their ideas, writing, and style as well as incorporate scholarly feedback provided from a senior advisor in the reassessment and re-writing of their work.

Course Textbook, Readings and Films

There are no textbooks to purchase for this course. However, all of the readings are available through the St. Jerome's University Library and UW Library's E-Reserves System. If you have trouble accessing them, please let me know immediately. The films can be found through the Library E-Reserve System or the National Film Board website.

Expectations

Students will come to each and every seminar fully prepared to discuss the assigned readings and films. The basic requirement for participation is attendance, and in HIST 388, attendance is mandatory. The Professor takes attendance each class. Participation scores reflect from evidence of active student engagement.

Students who do not attend 80% of the classes have not adequately participated in the course and may, consequently, be denied the credit.

Students must fulfill all the course requirements in order to receive credit for HIST 388. This not only includes attendance but also the research essay proposal and research essay.

HIST 388 is not a survey course and it presupposes a basic familiarity with the major themes, dates, and events in Canadian history. While there is no prerequisite for the course, students may find it advantageous to first take HIST 254. Students who have not previously studied Canadian history may find it useful to familiarize themselves with Canada since 1867. The best reference for this might be *Destinies: Canadian History Since Confederation*, eighth edition (Toronto: Nelson College Indigenous, 2016) by Robert Wardhaugh, Alan MacEachern, R. Francis, Richard Jones, and Donald Smith.

There are also expectations on me, the Professor. Like you, I will finish the readings each and every week in advance of the seminar. I will also offer considerate and detailed feedback on your assignments. I may ask a lot from the students in my courses, but I assure you, I hold myself to the same standard as your Professor.

Evaluation

Seminar Discussion Participation	40%
Research Essay Proposal (Due 1 February 2018 by 5:00PM on LEARN)	5%
Research Essay Draft (Due 1 March 2018 by 5:00PM on LEARN)	25%
Research Essay Final (Due 5 April 2018 by 5:00PM on LEARN)	30%

Seminar Discussions Participation (40%)

During our seminars, we will share ideas, views and raise questions for the group to consider. Students are fully expected to have completed all the readings (and watched the films) in advance of the meeting. They are also expected to have a grasp of the historical events articulated within them as well as the thoughts/opinions/arguments of the authors. Through our seminar discussions, students will consider how authors examine subjects differently using a variety of sources, approaches and questions to inform their research. Marks are based solely on participation. In other words, you are required to attend in order to participate, but you will not receive marks solely for attending.

Students must: actively participate in the discussions and demonstrate a thorough understanding of the readings. Please do not text during seminars, and out of courtesy to your colleagues and myself, please be punctual.

****READINGS ARE AVAILABLE THROUGH SJU LIBRARY ONLINE COURSE RESERVES AND AT THE SJU LIBRARY.**

For missed seminars—due to medical illness or another significant reason—students must submit a 6-page written summary and analysis of the readings that consider the questions/approaches/historiographical debate found therein. The student is responsible for making this arrangement with the Professor (including the submission of medical notes) and submit the makeup assignment at the subsequent seminar. Unless there are extraordinary circumstances, makeup assignments will not be accepted after the conclusion of the next lecture. The assignment must use 12-point Times New Roman font, standard margins, numbered pages, proper citations (footnotes using the most recent version of the *Chicago Manual of Style*), and be double-spaced.

Research Essay Proposal (5%)

A two-page research essay proposal with two- or three-page annotated bibliography is **DUE 1 FEBRUARY 2018 ON LEARN'S DROPBOX FUNCTION BEFORE 5:00PM**. Please submit the file in .doc (Microsoft word) format. Through consultation with the Professor – pick a topic for your final research paper that interests you. This topic can be on any aspect of Canadian History between 1945 and 1995. Introduce a (very) tentative thesis and paper structure that will give the Professor a good idea of how you are planning to write your paper. Your annotated bibliography must include at least six secondary sources and three primary sources. For each source, provide a citation for it and for each source, write one paragraph scribing what the source is and why it matters for your paper.

Research Essay (25% AND 30%)

A draft version of your research essay is **DUE 1 MARCH 2018 ON LEARN'S DROPBOX FUNCTION BEFORE 5:00PM**. Please submit the file in .doc (Microsoft word) format. This essay must be fully developed and edited as if this was the final essay. I will offer extensive and detailed feedback on everything from structure, sources, ideas, arguments, spelling, grammar, mechanics, and style. The turnaround time on my end will be as fast as possible for those who submit on time. The final version of your research essay is due **5 APRIL 2018 ON LEARN'S DROPBOX FUNCTION BEFORE 5:00PM**. Please submit the file in .doc (Microsoft word) format. The grading of your final submission will consider how you addressed all of the recommendations I made on your first draft.

Important Note: the submission of written assignments is equally important as course readings and weekly discussions – therefore it is unacceptable to miss a seminar because you are late submitting a paper. Plan in advance to finish all of your course work on time.

This main assignment will be a 15-page research paper on a topic of the student's choice within the parameters of "Modern Canada" (1945-1995). Papers that do not meet the 15-page expectation due to excessive font, spacing, or simply a clear lack of effort will be subject to a penalty.

Students must use at least 10 scholarly peer-reviewed secondary sources and 5 primary sources. Websites do not count as secondary or primary sources and should be used only sparingly (websites are not journal articles or primary documents found on the internet). It is imperative that students use a variety of sources throughout your paper.

The assignment must use 12-point Times New Roman font, standard margins, numbered pages, proper citations (footnotes using the most recent version of the *Chicago Manual of Style*), a title,

your name and student number, my name, and be double-spaced. You must also include a properly formatted bibliography (see the *Chicago Manual of Style*).

Useful Internet Links

The internet can also be a valuable research tool but use it with caution. Again--if I see Wikipedia or an encyclopedia website on any assignment the student will lose marks.

Some excellent and reliable sites for primary documents include the following:

Library & Archives of Canada has cabinet minutes online for the period 1944-1974

<http://www.bac-lac.gc.ca/eng/discover/politics-government/cabinet-conclusions/pages/cabinet-conclusions.aspx>

Global Affairs Canada's historical section has digitized its Documents on Canadian External Relations (DCER) series on-line for the years 1946-1963 (Hard copies for 1909- 1963 are available in the Government Docs. at Dana Porter) <http://www.international.gc.ca/history-histoire/documents-documents.aspx>

The US State Department also has an impressive range of material from its Foreign Relations of the US (FRUS) series online from the Truman to the Carter presidencies (1945-1980): <http://history.state.gov/historicaldocuments>

For biographies of prominent Canadians including many key diplomats and Prime Ministers, see the Dictionary of Canadian Biography online at: <http://www.biographi.ca/index-e.html?PHPSESSID=05mvu9l5arc0glmeu91h71ekr7>

Office Hours and E-mail Correspondence

I encourage all students to visit me during office hours (or make an appointment for other times) to discuss their research essays or to find answers to any other questions they may have about the course or the readings. Please e-mail me at thirstan.falconer@uwaterloo.ca and I will do my best to respond within 24 hours. Please maintain a proper and professional etiquette through e-mail correspondence.

Professor's Policy on Late Assignments/Essays and Make-Up Tests

A late mark of **5% per day** (with new days beginning at 5:00PM) will be deducted for assignments. Assignments must be submitted by the exact deadline or they will be subject to the penalty.

Students who miss reading seminars with an appropriate reason and can corroborate that reason with the Professor, **must** submit a 6-page written summary and analysis of the readings. Submissions must be made via e-mail prior to the next seminar and must include a copy of appropriate medical documentation. More details on these submissions can be found above.

Lecture Schedule

Week 1

9 Jan. **Course Introduction**

Week 2

16 Jan.

Canada in the Cold War

Reading:

Andrew Burtch, "Armageddon on tour: the 'on guard, Canada!' civil defence convoy and responsible citizenship in the early Cold War," *International Journal* 61.3 (2006): 735-756.

Franca Iacovetta, "Tactics of Close Liaison: Political Gatekeepers, the Ethnic Press, and Anti-Communist Citizens," in *Gatekeepers: Reshaping Immigrant Lives in Cold War Canada*, (Toronto: Between the Lines, 2006).

Robert Bothwell, "Dividing the World, 1947-1949," in *Alliance and Illusion: Canada and the World, 1945-1984*, (Vancouver: University of British Columbia Press, 2007).

P. Whitney Lackenbauer and Matthew Farish, "The Cold War on Canadian Soil: Militarizing a Northern Environment," *Environmental History* 12.4 (2007): 920-950.

Michel Dawson, "Leisure, Consumption, and the Public Sphere: Postwar Debates Over Shopping Regulations in Vancouver and Victoria During the Cold War," in *Creating Postwar Canada: Community, Diversity, and Dissent, 1945-75*, edited by Robert Rutherford and Magdalena Fahrni, (Vancouver: University of British Columbia Press, 2008).

Timothy Sayle, "A Pattern of Constraint: Canadian-American Relations in the Early Cold War," *International Journal* LXIII no. 3 (2007): 689-706.

Week 3

23 Jan.

Research Workshop

Week 4

30 Jan.

Canadian Foreign Policy During the Diefenbaker Era

Reading:

Dennis Molinaro, "'Calculated Diplomacy': John Diefenbaker and the Origins of Canada's Cuba Policy," in *Our Place in the Sun: Canada and Cuba in the Castro Era*, edited by Robert Wright and Lana Wylie, (Toronto: University of Toronto Press, 2009).

Ryan Touhey, "Dealing in Black and White: The Diefenbaker Government and the Cold War in South Asia 1957-1963," *Canadian Historical Review* 92.3 (2011): 429-454

Daniel Heidt, "'I think that would be the end of Canada': Howard Green, the Nuclear Test Ban, and Interest-Based Foreign Policy, 1946-1963," *American Review of Canadian Studies* 42.3 (2012): 343-369.

Asa McKercher, "Sound and Fury: Diefenbaker, Human Rights, and Canadian Foreign Policy," *The Canadian Historical Review* 97.2 (2016): 165-194.

Michael D. Stevenson, "Sidney Smith, Howard Green, and the Conduct of

Canadian Foreign Policy During the Diefenbaker Government, 1957-1963,” in *Reassessing the Rogue Tory: Canadian Foreign Relations in the Diefenbaker Era*, edited by Janice Cavell and Ryan Touhey, (Vancouver: University of British Columbia Press, 2018)

Week 5

6 Feb.

Gender and Gender Movements in Postwar Canada

Reading:

Joan Sangster, “Doing Two Jobs: The Wage-Earning Mother, 1945-70,” in *A Diversity of Women: Ontario, 1945-1980*, edited by Joy Parr (Toronto: University of Toronto Press, 1995).

Christopher Dummitt, “Finding a Place for Father: Selling the Barbeque in Post-War Canada,” *Journal of the Canadian Historical Association* vol. 9 (1998): 209-223.

Robert Rutherford, “Fatherhood, Masculinity and the Good Life During Canada’s Baby Boom, 1945-1965,” *Journal of Family History* 24.3 (1999): 351-373.

Frances Early, “Canadian Women and the International Arena in the Sixties: The Voice of Women/La Voix des femmes and the Opposition to the Vietnam War,” in *The Sixties: Passion, Politics, and Style*, edited by Dimitry Anastakis, (Montreal & Kingston: McGill-Queen’s University Press, 2008).

Christabelle Sethna, “‘Chastity Outmoded!’ *The Ulysses*, Sex, and the Single Girl, 1960-70,” in *Creating Postwar Canada: Community, Diversity, and Dissent, 1945-75*, edited by Robert Rutherford and Magdalena Fahrni, (Vancouver: University of British Columbia Press, 2008).

Robert Rutherford, “‘I’m a lousy father’: Alcoholic Fathers in Postwar Canada and the Myths of Masculine Crises,” in *Making Men, Making History: Canadian Masculinities Across Time and Place*, edited by Peter Gossage and Robert Rutherford, (Vancouver: University of British Columbia Press, 2018).

Week 6

13 Feb.

Hippies and Counterculture in 1960s Canada

Reading:

Marcel Martel, “‘They smell bad, have diseases, and are lazy’: RCMP Officers Reporting on Hippies in the Late Sixties,” *Canadian Historical Review* 90.2 (2009): 215-245.

Joan Sangster, “Radical Ruptures: Feminism, Labor, and the Left in the Long Sixties of Canada,” *American Review of Canadian Studies* 40.1 (2010): 1-21.

Linda Mahood, “Rucksack Revolution: Quest in the Age of Aquarius,” in *Thumbing a Ride: Hitchhiker.s, Hostels, and Counterculture in Canada*, (Vancouver: University of British Columbia Press, 2018).

Bruce Douville, “Christ and Counterculture: Churches, Clergy, and Hippies in

Toronto's Yorkville, 1965-1960," *Histoire sociale/Social history* 47.95 (2014): 747-774.

Michael Boudreau, "Hippies, Yippies, The Counterculture, and the Gastown Riot in Vancouver, 1968-71," *BC Studies* Issue 197 (Spring 2018): 39-65.

Week 7

18 Feb – 22 Feb. **Reading Week (No Class)**

Week 8

27 Feb. **The 20th Century Canadian Welfare State**

Reading:

Alvin Finkel, "Social Policy and the Elderly, 1950-80," in *Social Policy and Practice in Canada: A History*, (Waterloo, ON: Wilfrid Laurier University Press, 2006).

P.E. Bryden, "The Liberal Party and the Achievement of National Medicare," *Canadian Bulletin of Medical History* 26.2 (2009): 315-332.

Lisa Pasolli, "'The working mother is here to stay': The Making of Provincial Child Care Policy in the 1960s," in *Working Mothers and the Child Care Dilemma: A History of British Columbia's Social Policy*, (Vancouver: University of British Columbia Press, 2015).

Michael John Prince, "Canada Pension Plan Disability Policy Making: The Pearson Years and Legacy 1963-1970," in *Struggling for Social Citizenship: Disabled Canadians, Income Security, and Prime Ministerial Eras*, (Montreal & Kingston: McGill-Queen's University Press, 2016).

Week 9

6 Mar. **Drugs in Modern Canada**

Reading:

Catherine Carstairs, "Becoming a 'Hype': Heroin Consumption, Subcultural Formation and Resistance in Canada, 1945-1961," *Contemporary Drug Problems* 29.1 (2002): 91-115.

Greg Marquis, "From Beverage to Drug: Alcohol and Other Drugs in 1960s and 1970s Canada," *Journal of Canadian Studies* 39.2 (2005): 57-79.

Marcel Martel, "'The Age of Aquarius': Medical Expertise and the Prevention and Control of Drug Use Undertaken by the Quebec and Ontario Governments," in *The Sixties: Passion, Politics, and Style*, edited by Dimitry Anastakis, (Montreal & Kingston: McGill-Queen's University Press, 2008).

Marcel Martel, "Law Versus Medicine: The Debate over Drug Use in the 1960s," in *Creating Postwar Canada: Community, Diversity, and Dissent, 1945-75*, edited by Robert Rutherford and Magdalena Fahrni, (Vancouver: University of British Columbia Press, 2008).

Erika Dyck, "'Just Say Know': Criminalizing LSD and the Politics of Psychedelic Expertise, 1961-8," in *The Real Dope: Social, Legal and Historical Perspectives on the Regulation of Drugs in Canada*, edited by Edgar-

André Montigny, (Toronto: University of Toronto Press, 2011).
Erika Dyck, "The Psychedelic Sixties in North America: Drugs and Identity," in *Debating Dissent: Canada and the Sixties*, edited by Gregory S. Kealey, Lara Campbell, and Dominique Clément, (Toronto: University of Toronto Press, 2012).

Week 10

13 Mar. **Creating Multiculturalism?**

Reading:

- Kenneth McRoberts, "Multiculturalism: Reigning in Duality," in *Misconceiving Canada: The Struggle for National Unity*, (Toronto: Oxford University Press, 1997).
- Peter S. Li, "The Multiculturalism Debate," in *Race and Ethnic Relations in Canada*, 2nd Edition, edited by Peter S. Li (Toronto: Oxford University Press, 1999).
- C.P. Champion, "Courting 'Our Ethnic Friends': Canadianism, Britishness, and New Canadians, 1950-1970," *Canadian Ethnic Studies* 38.1 (2006): 23-46.
- Eve Haque, "Book IV: The Cultural Contribution of the Other Ethnic Groups," in *Multiculturalism Within a Bilingual Framework: Language, Race, and Belonging in Canada*, (Toronto: University of Toronto Press, 2012).
- Triadafilos Triadafilopoulos, "Dismantling White Canada," in *Becoming Multicultural: Immigration and the Politics of Membership in Canada and Germany*, (Vancouver: University of British Columbia Press, 2012).
- Thirstan Falconer, "Building an Ethnic Coalition?: The Liberal Party of Canada, Ethnocultural Communities, and the 1962 and 1963 Federal Elections in Metro Toronto," *American Review of Canadian Studies* 48.3 (2018): 281-296.

Week 11

20 Mar. **The Quiet Revolution in Quebec**

Reading:

- Michael Behiels, *Prelude to Quebec's Quiet Revolution: Liberalism Versus Neo-Nationalism, 1945-1960*, (Montreal & Kingston: McGill-Queen's University Press, 1985).
- Chapter 2: "The Neo-Nationalists: The Formative Years"
- Chapter 3: "The Neo-Nationalist Critique of Nationalism"
- Chapter 4: "Cité Libre and the Revolution of Mentalities"
- Chapter 5: "Cité Libre and Nationalism"
- Donald Cuccioletta and Martin Lubin, "The Quebec Quiet Revolution: A Noisy Evolution," in *Contemporary Quebec: Selected Readings and Commentaries*, edited by Michael Behiels and Matthew Hayday, (Montreal & Kingston: McGill-Queen's University Press, 2011).

Week 12

27 Mar.

“The Champions”: Pierre Elliott Trudeau and René Levesque

Film:

Donald Brittain, *The Champions, Part 1: Unlikely Warriors from the Beginning to 1967*, https://www.nfb.ca/film/champions_part_1/, 1978 [National Film Board Website]

Donald Brittain, *The Champions, Part 2: Trappings of Power 1967-1977*, https://www.nfb.ca/film/champions_part_2/, 1978 [NFB Website]

Donald Brittain, *The Champions, Part 3: The Final Battle 1977-1985*, https://www.nfb.ca/film/champions_part_3/, 1986 [NFB Website]

Reading:

John English, “Trudeau, Pierre Elliott,” *Canadian Dictionary of Biography*, http://www.biographi.ca/en/bio/trudeau_pierre_elliott_22E.html

Pierre Godin, “Lévesque, René,” *Canadian Dictionary of Biography*, http://www.biographi.ca/en/bio/levesque_rene_21E.html

Week 13

3 Apr.

Quebec and the Canadian Question Toward the 1995 Referendum

Reading:

Gérard Boismenu, “Perspectives on Quebec-Canada Relations in the 1990s: Is the Reconciliation of Ethnicity, Nationality, and Citizenship Possible?” in *Contemporary Quebec: Selected Readings and Commentaries*, edited by Michael Behiels and Matthew Hayday, (Montreal & Kingston: McGill-Queen’s University Press, 2011).

Michael Burgess, “Ethnicity, Nationalism, and Identity in Canada-Quebec Relations: The Case of Quebec’s ‘Distinct Society,’” in *Contemporary Quebec: Selected Readings and Commentaries*, edited by Michael Behiels and Matthew Hayday, (Montreal & Kingston: McGill-Queen’s University Press, 2011).

Max Nemni, “The Politics of National in Quebec: The Case of the Bélanger-Campeau Commission,” in *Contemporary Quebec: Selected Readings and Commentaries*, edited by Michael Behiels and Matthew Hayday, (Montreal & Kingston: McGill-Queen’s University Press, 2011).

Guy Lachapelle, “The 1995 Quebec Referendum: How the Sovereignty Partnership Proposal Turned the Campaign Around,” in *Contemporary Quebec: Selected Readings and Commentaries*, edited by Michael Behiels and Matthew Hayday, (Montreal & Kingston: McGill-Queen’s University Press, 2011).

Writing and Communication Centre: The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.