

HISTORY 2610

**Post-Confederation Canadian History**

Grande Prairie Regional College  
(Winter 1997)

Instructor: Alan Segal

Office: C410, 539-2011

Office Hours: Mondays & Wednesdays 2 - 3pm  
Tuesdays & Wednesdays 5:45- 6:15pm  
By appointment

Course Prerequisite: None

Goals:

1. To encourage you to think of history as competing strands of ideas, behaviours, and beliefs.
2. To help you develop analytical and critical interpretations of Canadian history.

Required Texts:

History of the Canadian Peoples, Vol. 2: 1867 to the Present - Finkel, Conrad, Strong-Boag

Readings in Canadian history: Post-confederation, 4th edition - Douglas Francis & Donald Smith

A history of Quebec nationalism - Gilles Gougeon

Assignments:

Midterm - essay format. You will prepare answers for questions given to you ahead of time, and will write on one in class selected by the instructor. The midterm will be graded on a 1-9 scale.

3 Journals

(Due the first classes of each month, beginning in February. Each is worth 1 stanine. Details below)

### Self-evaluation

(Forms are provided. You will use a 1-3 scale. They are due the last class of the semester. More details below)

### Final Exam

(A mixture of some multiple choice questions and short essay answers, and will cover the period studied after the midterm. The short essay questions will be given to you in advance, but not all of them will be selected. This will be marked on a 1-9 scale.)

The total of all stanine marks available for assignments is 24. Your marks will be totaled out of 24, a percentage will be obtained, and the percentage will be re-converted to a final stanine grade according to the following table.

Stanine Grade	Percentage Equivalent
9	90 - 100
8	80 - 89
7	72 - 79
6	65 - 71
5	57 - 64
4	50 - 56
3	45 - 49
2	26 - 44
1	0 - 25

**NOTE:** No class averaging will be done.

**NOTE:** BONUS possibility: Because class discussion is a vital aspect of this course, everyone may (but not necessarily will) receive a bonus mark for the QUALITY of your class discussion, based on a combination of the frequency and quality of the participation. You will be eligible only if you display commitment to the course by reading your texts and completing the required assignments. The bonus mark will have a range of 1-3.

### Journals

Each journal is usually one page. Anything pertaining to Canadian history, class discussions or lectures, class interaction, or course observations and suggestions, is a suitable topic. No research is necessary or expected. The purpose is to allow informal communication with the instructor.

### SELF-EVALUATION

This provision asks for your assessment of your overall contribution to the course. Marks are generally accepted without question if you complete all assignments and cite valid, accurate reasons to support your mark.

## What is Critical Thinking?

In our class discussions I will expect you to apply these concepts to Canadian history. Please look at this entire section carefully.

Critical thinking is intellectually disciplined thinking, based on skeptical, careful, and logical analysis of evidence. Take nothing for granted and challenge universal truths or explanations. Defer dis/agreement until a later stage of analysis [or at least try to avoid using it as a guide for your analysis]. Consider alternative ideas, understandings, and explanations. Critical thought is independent and autonomous.

Uncritical thought is conforming, dogmatic, and closed-minded. Uncritical thinkers do not strive for greater understanding or awareness beyond what they already possess.

Critical thinking is facilitated by knowledge of a discipline or subject, skills for generating and processing ideas, and a disposition or habit of mind to use the skills consistently. Reflective historians are knowledgeable people who think deeply and openly about what, who, and how they research, and the circumstances in which they do research.

## Critical Thinking Objectives

1. Identify and clearly articulate problems and issues
2. Identify arguments:
  - Premises (beliefs, assumptions, evidence), inferences, and conclusions
  - Distinguish between evidence and conclusions based on that evidence
3. Evaluate arguments:
  - Question the accuracy of assumptions in arguments and practices
  - Assess the quality of the evidence
  - Evaluate the validity of an inference or argument
  - Identify implications and consequences of beliefs, assumptions, and conclusions
4. Construct and communicate sound arguments orally and in writing

## A Critical Thinker's Vocabulary

**Argument:** Reasons given for or against something. A line of reasoning in which statements are presented to support or refute a point.

**Assumption:** A statement accepted as true without proof or demonstration [or without immediately obvious proof or demonstration]. An unstated belief or premise, something taken for granted.

**Conclusion:** A judgment, decision, or proposition reached by reasoning.

**Evidence:** The data, facts, information, or understandings on which conclusions are based, or by which proof or reliability may be established. Standards for evidence include accuracy, relevance, and completeness.

**Inference:** The reasoning or logical thinking associated with understanding evidence and assumptions, and through which one forms conclusions.

**Premise:** A statement from which something is inferred or concluded. A statement on which an argument is based.

**Valid Inference/Argument:** A logical inference.

**Sound Argument:** An argument with "true" premises and valid inference.

## DISCUSSION SEQUENCE

Along with the reading assignments, I have listed specific developments in Canada's history that you should look for as you read the text. As you read about these developments, explain to yourself their importance to Canada's history. History isn't a neat pattern of results, but events, people, occurrences, ideas, etc. might be associated in some kind of relationship.

1. Introduction to course
2. Lecture: What do we mean by a historical approach?

Read the Introduction of the Finkel et al text. What observations about writing and interpreting history are expressed in this section?

3. Chapter 1, Finkel...

What political and economic interests supported the idea of Confederation, in the early 1860s? Who opposed Confederation? Why do you think the authors mention women, Natives, and foreigners, in this chapter?

4. Chapter 2, Finkel...

What importance can you see in the Secessionist Movement in Nova Scotia? Compare and contrast the extension of Confederation in the years after 1867, with how the colonies were joined before 1867. What historical implications do you imagine there have been as a result of French-English conflict, and relations between the provinces and the national government? What was reciprocity?

(Consider whether the early experiences between the federal government and the Red River Metis set a Canadian precedent for future political conflicts between minority groups and government.)

All of topic one, Francis & Smith

5. Chapter 3

What was the National Policy? What was the pattern(s) of Canada's industrialization? What is meant by an industrial economy? Prepare to discuss urbanization in Canada: how and why did it occur; who did and did not benefit from it? How would you summarize the state of childhood in 19th century Canada? Understand the growth of labour movements.

All of Topic Two and Topic Seven, Francis...

6. Chapter 4

What is culture? What do we mean by "dominant culture," and why do we speak of it as if there were no other cultures in the country? Why do the authors think religion was culturally significant? How did urbanization and industrialization affect Canada's culture? Was Wilfrid Laurier an important Prime Minister?

Topic 5, Francis..., except John Marlyn's article

7. Chapter 5

Why is this chapter called "a maturing ... economy?" Who or what (developments) in the country contributed to the maturation? What is an economic staple? What were the stages of American investment in Canada?

8. Chapters 6 & 7

Summarize the changes in Canada between 1896 and 1919. Do you think these dates have historical significance, or were they selected haphazardly by the authors? Who was Clifford Sifton? Can we generalize about working conditions in Canada at this time? If so, what overall description would you offer? Why refer to sports in a book on Canadian history? Who were the suffragists, and what considerations should we think about when deciding to give people the vote? What was progressive about Urban Progressives? Do you think the Temperance movement set a valuable or non-valuable tone for controlling personal behaviour? Would you have been a British imperialist or a Canadian nationalist?

(Keep in mind the opposition to conscription of many French Quebecers in 1917. When we discuss the WW2 conscription crisis, I will ask you whether anti-conscription resistance in World Wars 1 and 2 were indications the French were less committed to Canada than other citizens.)

All of Topics 3 & 4, Topic 8 (only the article by Colin Howell), and Topic 9 (omit the article by Sarty and Greenhouse), Francis...

9. Chapters 8 & 9

What do the authors mean by the "modern age?" Compare the 1920s to the 1930s. Use as one of your comparisons the expressions of protest across the country. Why were people protesting at all? What was "continental capitalism?" How would you describe its early

impact on Canada? What changes occurred in Canada's economy from 1945-1960? What federal-provincial relationship materialized during and after World War 2? Who were Maurice Duplessis, William Aberhart, J.S. Woodsworth? What is meant by the "welfare state?" What developments lead the authors to entitle chapter 9 "the growth of the state?" What is the state? Why do they speak of it more when discussing the 20th century than the 19th? Should Canada have tied itself so closely to the United States?

All of Topic Ten and Topic 12, and Topic 11 (only Granatstein's article), Francis...

10. Chapter 10

Summarize the social changes in Canadian culture from 1920 to 1960. Prepare to discuss social class differences in the country during this period. What are the authors saying when they write of the "commodification of culture?"

All of Topic 13, Francis...

11. Chapter 11

What are the characteristics of the post-industrial economy? Was the Free Trade Agreement nothing more than the next step in our economic relationship with the United States, or a digression from "standard" Canadian economic policy? What pros or cons can you offer about the concept of free trade?

12. Chapters 12 & 13

What do the authors mean by "the postmodern age?" Do you agree with the authors' assessment of Canada's diversity? What was the Quiet Revolution? Who were Jean Lesage, Pierre Trudeau, and Pierre Laporte, and James Cross? What is alienation and why was Western Canada experiencing it? Put together in your mind a tableau of Canada from a social and political perspective. Describe the Canada you see in this chapter. What are the implications for the country of gay

liberation, the women's movement, the organization of First Nations (Natives), the environmental movement, the effort to sustain a cultural identity? What was the new consensus referred to in the book? What do the authors suggest is possible or desirable in a consensus for the next 20 years or so? Do you think a new consensus is possible? If so, on what grounds? Was patriating the constitution a good idea?

(Was the federal government justified in bringing in the War Measures Act in 1970? What historical value to Canada, if any, do you think the separatist movement has had? If you were a Quebecois, would you sympathize with or support the separatists?)

All of Topic 14, Francis...

A history of Quebec nationalism, Gougeon

13. Topic 15, Michael Asch's article, Francis...

14. Conclusion of course

Have your perceptions of Canada changed since the beginning of the course?

The themes below may help you to come up with essay questions. You don't have to limit yourself to these items. They are only suggestions.

1. The history of labour
2. Natives
3. Ethnicity and local politics (that is, small towns, specific cities, etc.).
4. Alienation: regional; social; cultural
5. Religion in Canadian politics
6. Racism
7. Immigration and social values
8. The North American Free Trade agreement
9. Canada's foreign policy: Past or Future directions
10. Women in Canada's past
11. The FLQ (Front de Liberation du Quebec)
12. The War Measures Act
13. Wartime internment of ethnic groups
14. Conscription
15. The Diefenbaker era



16. Separatist movements/sentiments in Canada
17. The impact of confederation on Newfoundland
18. Economic development and Canada's north
19. The Mackenzie King-Lord Byng conflict
20. Gender equality
21. National unity and industrial development
22. Quebec's "quiet" revolution
23. Private versus public ownership
24. The Depression of the 1930s
25. The Manitoba Schools Crisis
26. The Winnipeg general strike
27. The October Crisis of 1970
28. Indian treaty rights
29. The Laurier era
30. Macdonald's National Policy
31. The Canadian Constitution
32. Unionization
33. The British North America Act
34. The Pacific scandal
35. The RCMP, national security, and the rights of the accused
36. The Politics of the Crows Nest Pass Rate