

HISTORY 2610

**Post-Confederation Canadian
(Winter 2001)**

Grande Prairie Regional College

FEB 07 2001

Instructor: Alan Segal

Office: C410; 539-2011; segal@gprc.ab.ca

Office Hours: Mondays through Thursdays: 13:30 - 14:15 or 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, 2nd edition - Finkel & Conrad

Documents in post-confederation history - Jeffrey Keshen & Suzanne Morton

Assignments:

Essay:

- Due the last class of the semester.
- All assignments will be marked on a 1-9 scale
- Late assignments will be penalized 1 stanine per day, including weekends.
- You may write on any topic that interests you, even one not addressed in class discussions or lectures, providing it is relevant to the course.
- The essay must not be a descriptive report. It must be analytical. You should not just bring out others' ideas, but actively explain the logic of the authors you cite.
- Research beyond the texts is required. You must use at least five sources: a minimum of two books, two articles from academic journals or academic anthologies, and one 'popular' reference source, such as a

newspaper or magazine. An internet website is acceptable for this category. You can use more than five sources, but these minimums are absolute and failure to do so will result in a lowered grade.

- Be precise; reason rather than merely express opinion, and be grammatical. Grammatical mistakes may affect your mark. The required length is 1200 words. You can write a longer paper, but if it is too briefy will be assessed a 1/2 stanine penalty.
- All papers must include references in the text itself, as well as a "Works Cited" section. Should either reference section be omitted, your assignment will be reduced by 1 stanine per section. Documentation must follow MLA style.
- If a style other than MLA is used, for each kind of referencing not in the MLA style there may be a reduction of 1/2 stanine.
- Essays must be typed and double-spaced if a hard copy is submitted. They must clearly stipulate your name, ID number, and course numbers and sections. Disks will not be accepted but you can email your assignments to me.
- If you hand in your assignment late, have another faculty member or a regular employee of the College sign and date it. All signatures must be legible and must identify the area in which the person works.

Three Journals

- Journals are due the first classes of February, March, and April. Each is worth a maximum of 1.5 stanines. However, all journals will be graded on a standard of 1.
- Each journal is usually one typewritten page, double spaced, or two handwritten pages, double-spaced.
- Anything pertaining to Canadian history, ideas introduced in class discussions or lectures, class interaction, etc., is suitable. Observations about, and suggestions for, the course are also suitable. No research is necessary or expected. The journals are an informal type of communication with me.
- Journals must have your name, ID number, and course and section numbers clearly identified. They must be double-spaced unless you send it to me via email.

Discussion Bonus

- Because class discussion is a vital aspect of this course, you 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 doing your reading and completing the required assignments.
- The bonus mark will have a range of 1-3.

Snap Quizzes

- This course is based mainly on discussion. Such an approach is workable only if people read the text and prepare for discussion. Therefore, I reserve the right to assign a snap quiz at any time through the semester.

Tabulation of Marks

The total of all stanine marks available for assignments is 13.5. Your marks will be totaled out of 15, a percentage will be obtained, and the percentage will be reconverted 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.

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 of events, people's relations with each other, personal idiosyncrasies, social occurrences, ideas, etc., that might be linked in some kind of relationship.

1. Introduction to course

2. History of the Canadian Peoples: Introduction
 - What do we mean by a historical approach? Read the Introduction of the main survey text.
 - What observations about writing and interpreting history are expressed in this section?

3. History of the Canadian Peoples: Chapter 1; Documents...: Topic 1, Section A
 - 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?
 - Develop an overview of Canadian society in the summer of 1867
 - There is a section called 'Community and Culture.' These words appear to have clear meanings, but often they have various definitions. What do you think is the authors' understanding of these terms?
 - Would you have been a British imperialist or a Canadian nationalist in the late 19th century? Prepare to explain your answer.

4. History of the Canadian Peoples: Chapter 2; Documents...: Topic 1, Section B [First reading only], Topic 2, Section A, Topic 5
 - 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.
 - What was the National Policy?
 - Is national consolidation the same thing as building a nation? If not, do you think the authors have misused the idea of nationhood in describing developments in Canada between 1867 and 1911?
 - Identify as many general themes as you can that describe Canadian development over the 4 decades covered in this chapter.
 - If you had been alive in 1885, would you have supported the Bill of Rights, as listed on page 50?

- What was the political significance of the push for provincial rights?
- What was the nature of the cultural conflicts in Canada in the last portion of the 19th century?
- Explain the importance of the issue in the 1911 general election, of reciprocity with in the United States. Consider the debates in the country on imperialism versus Canadian nationalism.

5. History of the Canadian Peoples: Chapter 3; Documents...: Topic 3 [Omit first reading in Section A]

- What was the pattern(s) of Canada's industrialization?
- What is meant by an industrial economy? What is deindustrialization? How was it connected to the methods of industrialization?
- What were the stages of American investment in Canada?
- Analysts of the history of the Canadian economy often write of a staples-oriented economy. What evidence is there in these readings to support or challenge this analysis?
- What is a staples-driven economy?
- Why call this chapter "The New Industrial Order?"

6. History of the Canadian Peoples: Chapters 4 - 6; Documents...: Topic 2, Section B, Topic 4, Section A, Topic 6

- 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?
- How did urbanization and industrialization affect Canada's culture?
- Explain what the authors mean by the Age of Reform.
- Summarize the changes in Canada between 1867 and 1921. Do you think these dates have real historical significance, or were they selected haphazardly by the authors?
- 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 tone for controlling personal behaviour?
- Chapter 5's title is the "Community response to the Age of Industry." Are the authors assuming that governments' reactions are equivalent to a community reaction? If so, is this a reasonable conclusion?
- What organizations were formed as a consequence of the kind of industrialization Canada experienced?
- Who/what were the Canada Firsters?

7. History of the Canadian Peoples: Chapter 7; Documents...: Topic 7

- 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.
- In what sense do the authors intend us to understand WW1 as a white man's war?
- Did Prime Minister Borden have a concept of the war he wanted Canada to fight? If so, what was it?

- Do you consider the changes of enfranchisement for the election of 1917 a necessity or a subversion of democracy? Are there other interpretations than these two that you support? What factors should we contemplate as we formulate a response?

8. History of the Canadian Peoples: Chapters 8 & 9; Documents...: Topics 8 & 9

- What are the transitions described by the authors?
- 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?
- Who were Maurice Duplessis, William Aberhart, J.S. Woodsworth?
- Did they have political ideologies? If so, explain them.
- What is meant by the "welfare state?" What is the state? Why do they speak of it more when discussing the 20th century than the 19th?
- What were the social class and regional protests of the 1920s?
- Who was John Maynard Keynes?
- What differentiates Bennett's government of 1930-35, from the previous King government?

9. History of the Canadian Peoples: Chapter 10;

- How do the categories used by Finkel and Conrad in this chapter address the issue of identity? Do their categories address the kinds of historical questions you might raise if you were the author of this book?
- What is meant by the communications revolution? Why call developments in this period of Canadian history revolutionary?
- Why search for identity?

10. History of the Canadian Peoples: Chapter 11; Documents...: Topic 10

- Connect the main ideas of this chapter to those in chapter 10. Are there clear linkages? Does Canada abandon its search for identity during the war?
- What was "continental capitalism?" How would you describe its early impact on Canada?
- Compare Canada's approach to WW2 to WW1. Are there important differences or similarities?
- Did Canadian society mobilize, conceptualize the war, and treat each other, differently than was evident during WW1?
- On page 324 the authors begin writing of a new world order. To what does this refer?

11. History of the Canadian Peoples: Chapter 12; Documents...: Topics 11 & 12, Topic 13, Section A

- What changes occurred in Canada between 1945 and 1975?
- What federal-provincial relationship materialized during and after World War 2?
- In what sense was liberalism redefined?

12. History of the Canadian Peoples: Chapters 13 & 14

- What are the characteristics of the postindustrial economy?

13. History of the Canadian Peoples: Chapters 15 & 16; Documents...: Topic 13, Section B

- Is there such a thing as Canadian culture?
- 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?
- Was the North American 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?

14. History of the Canadian Peoples: Chapter 17

- 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?
- Can you suggest 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?
- What is the global village, and how has Canada's participation in it affected domestic policy?

15. 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 economic 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