

HISTORY 3180: CANADA SINCE 1945

University of Guelph
Department of History
Winter 2012

Monday and Wednesday, 2:30-4:00pm

Professor Ian Mosby

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Office Hours: Mondays and Wednesdays, 12:30 to 1:30pm or by Appointment

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Course Description

This course provides an in-depth examination of political, cultural, economic, technological, and environmental 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; the transformation of the environment through the adoption of new technologies; and the changing role played by Canada in the world. This includes examinations of the impact of both the baby boom and significant changes in immigration policy on Canadian institutions. Attention will also be paid to Canadian foreign policy and Canada's changing interactions with its major allies in the context of a global Cold War. The emergence of a new "Canadian" culture as a result of demographic changes, social movements, technological change, and constitutional reform will also be discussed.

Organization of the Course

Each week, students will attend two seminars, which will combine lectures, in-class presentations, and group discussions of the assigned readings. Lecture themes are listed below and students are expected to come prepared to discuss any assigned readings and/or audio-visual materials listed in the course syllabus. Any assignments will be discussed in advance during seminars and lectures. The final exam will be cumulative and will cover both lecture materials and readings. Students are encouraged to meet with me during my posted office hours if they have any questions or concerns about the course requirements.

Assignments and Evaluation

1. **Participation** (15% of final grade): Students are required to be actively involved group discussions of the readings and other course materials during seminars. Attendance alone is not sufficient to guarantee a full grade for participation. In class-presentations and seminar leadership will also count towards your final participation grade.
2. **Research Proposal** (10% of final grade): Students are required to hand in research proposal outlining the details of their research paper, which is due at the end of term. See the research paper handout (which is available on the course website) for more detailed instructions.
DUE: February 8, 2012

3. **Book Review** (15% of final grade): Write a 4 to 5 page (1000-1250 word) critical review of one of the three books listed in the Textbooks section below. A guide to writing academic book reviews will be posted on the course website in advance of the due date. **DUE: February 29, 2012**
4. **Research Paper** (30% of final grade): A research paper based on a critical analysis of both primary and secondary sources. See the research paper handout (which is available on the course website) for more detailed instructions. **DUE: March 20, 2012**
5. **Final Exam** (30% of final grade): A two hour final exam covering the themes discussed in lectures and readings.

Texts

Course readings will be available via the online course reserve or, in some cases, on the course website (<https://courselink.uoguelph.ca>).

In addition, please purchase ONE of these books for the book review component of the course. (They will also be available in the library on 2 hour reserve.) See the above course requirements for details.

Stuart Henderson, *Making the Scene: Yorkville and Hip Toronto in the 1960s*. Toronto: University of Toronto Press, 2011.

Joy Parr, *Sensing Changes: Technologies, Environments, and the Everyday, 1953-2003*. Vancouver: UBC Press, 2010.

Kevin Spooner, *Canada, the Congo Crisis, and UN peacekeeping: 1960-64*. Vancouver: UBC Press, 2009.

Department and College Policies

1. When you cannot meet a course requirement: When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or other designated person) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. 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>

2. Academic Misconduct: The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. Included in this category are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission. Students are expected to be familiar with the section on Academic Misconduct in the Undergraduate Calendar, and should be aware that expulsion from the University is a possible penalty. Students should also familiarize themselves with the concept of plagiarism and take the tutorials to learn what plagiarism means, and how to avoid it, at: <http://www.academicintegrity.uoguelph.ca/> . If an instructor suspects that academic misconduct has occurred, that instructor has the right to examine the student orally on the content or any other facet of submitted work. Moreover, in the College of Arts it is expected that unless a student is explicitly given a collaborative project, all submitted work will have been done independently. Students have the responsibility to familiarize themselves with the Undergraduate Calendar, including Section VIII “Undergraduate Degree Regulations and Procedures” which includes a sub-section addressing academic misconduct. The URL for the Undergraduate Calendar is: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/> Please read <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c01/index.shtml> for a statement of Students’ Academic Responsibilities; also read the full Academic Misconduct Policy (<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>). You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor or teaching assistant.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

3. Classroom Etiquette and Useful Tools: To avoid distraction, the History Department requests that you turn off 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 the famous History Department Newsletter. There are useful links to on-line resources that include A Guide to Writing History Research Essays which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs can be accessed through the Department website or <http://www.uoguelph.ca/~histsoc>

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

5. Handing in and Getting Back Assignments: Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. LATE PAPERS may ONLY be placed through the open slots in the mailboxes of faculty members and Graduate Teaching assistants 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. – 4.00 p.m. Mon.-Fri. Mailboxes for graduate students and other instructors are located in the hallway at the 2nd floor entrance to the MacKinnon Extension building from the old MacKinnon building office tower (second floor). 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.

Late assignments will be penalized 3% per day and will not be accepted after more than two weeks. Late assignments must be handed in to both my mailbox in the history department and emailed to me so that I can confirm the date. Extensions will be granted only if requested more than 48 hours in advance of the assignment's due date.

6. Recording of Materials: Presentations in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter.

7. Drop Date: The last date to drop a one-semester course, without penalty, is the 40th class day of the semester which is Friday, March 9, 2012. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

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

8. 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.

9. Final Exam Date: The exam will be on April 10, 2012 at 19:00 to 21:00.

Tentative Course Outline

Week One: Making a Postwar Consensus

Jan. 9: Introductions

Jan. 11: WWII and the Culture of Reconstruction

Readings

Magda Fahrni. "The Romance of Reunion : Montreal War Veterans Return to Family Life, 1944-1949" *Journal of the Canadian Historical Association*, 9 (1998): 187-208.

Week Two: Cold War Canada

Jan. 16: Domestic Cold War Politics in the Atomic Age

Jan. 18: Cold War Foreign Policy

Readings

Julie Guard, "Canadian Citizens or Dangerous Foreign Women? Canada's Radical Consumer Movement, 1947-1950," in *Sisters or Strangers? Immigrant, Ethnic, and Racialized Women in Canadian History*, ed. M. Epp, F. Iacovetta, and F. Swyripa (Toronto: University of Toronto Press, 2004), 161-189.

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.

Week Three: Remaking Everyday Life in the 1950s

Jan. 23: The Baby Boom and Demographic Change

Jan. 25: Suburbanization, Domesticity, and the Family

Readings

Franca Iacovetta, "Gossip, Contest, and Power in the Making of Suburban Bad Girls: Toronto, 1945-60," *Canadian Historical Review* 80 (December 1, 1999): 585-624

Mary Louise Adams, "Youth, corruptibility, and English-Canadian postwar campaigns against indecency, 1948-1955," *Journal of the History of Sexuality* 6, 1 (July 1995): 89-117.

Week Four: The Politics of Consumption

Jan. 30: The Automobile and the Rise of Consumer Culture

Feb. 1: The Politics of Prosperity

Readings

S. Penfold, "Our New Palace of Donut Pleasure: The Donut Shop and Consumer Culture, 1961-1976" in *The Donut: A Canadian History* (Toronto: University of Toronto Press, 2008), 51-96

Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Post-war Canada" *Journal of the Canadian Historical Association*. Vol. 9, No. 1 (1998), 209-223.

Week Five: Postwar Nationalism(s)

Feb. 6: English Canadian Nationalism and Cultural Policy

Feb. 8: Quebec Nationalism and the Quiet Revolution – BIBLIOGRAPHY DUE

Readings

Paul Litt, "The Massey Commission, Americanization, and Canadian Cultural Nationalism." *Queen's Quarterly* 98, 2 (1991): 375-387.

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

Week Six: Canada and the World

Feb 13: Peacekeeping and the Transformation of Canadian Foreign Policy

Feb 15: Immigration Policy Reform

Readings

Kevin A. Spooner, "Just West of Neutral: Canadian 'Objectivity' and Peacekeeping during the Congo Crisis, 1960-61" *Canadian Journal of African Studies* 43, 2 (2009), 282-302

Ryan M. Touhey, "Dealing in Black and White: The Diefenbaker Government and the Cold War in South Asia 1957-1963," *Canadian Historical Review* 92 (September 1, 2011): 429-454.

Week Seven: WINTER BREAK

Feb 20: NO CLASSES

Feb 22: NO CLASSES

Week Eight: Youth, Culture, and the 1960s

Feb. 27: Rock and Roll and 1960s Youth (Counter)Culture

Feb. 29: The 1960s and Social Protest – BOOK REVIEWS DUE

Readings

Marcel Martel, "'They smell bad, have diseases, and are lazy': RCMP Officers Reporting on Hippies in the Late Sixties," *Canadian Historical Review* 90, no. 2 (June 2009): 215-245.

Film: *Nobody Waved Good-bye* (NFB, 1964), 80 min: www.nfb.ca/film/nobody-waved-good-bye/

Week Nine: Environment and Risk in the 1960s

Mar. 5: Megaprojects and Environmental Change

Mar. 7: Food, Health, and Risk

Readings

Catherine Carstairs, "Food, Fear and the Environment in the Long 1960s" in *Debating Dissent: The 1960s in Canada*, edited by Lara Campbell, Dominique Clement, and Gregory Kealey. Toronto: University of Toronto Press, 2011.

Joy Parr, "Smells like?: Sources of Uncertainty in the History of the Great Lakes Environment," *Environmental History* 11, no. 2 (April 2006): 269-299'

Week Ten: Multiculturalism, Bilingualism and the Challenge of Quebec Separatism

Mar. 12: Official Multiculturalism and Bilingualism

Mar. 14: Quebec Separatism

Readings

Sean Mills, "The CSN, the FLQ, and the October Crisis" in *The empire within: postcolonial thought and political activism in sixties Montreal* (Montreal: McGill-Queen's University Press, 2010).

Primary Source: The FLQ Manifesto, 1970. Available online:

http://faculty.marianopolis.edu/c.belanger/quebechistory/docs/october/documents/FLQ_Manifesto.pdf

Week Eleven: Transforming the Welfare State

Mar. 19: Medicare and the Welfare State in the 1960s and 1970s

Mar. 20: Organized Labour and the State – ESSAYS DUE

Readings

C. David Naylor, “Medicare in the Crucible I: The Saskatchewan Dispute” in *Private practice, public payment Canadian medicine and the politics of health insurance, 1911-1966* (Kingston [Ont.] :: McGill-Queen’s University Press,, 1986), 176-213.

P.E. Bryden, “The Liberal Party and the Achievement of National Medicare” *Canadian Bulletin of Medical History*, Vol. 26, No. 2 (2009), 315-332.

Week Twelve: Social Movements

Mar. 26: Feminism and the Women’s Movement

Mar. 28: Red Power and Aboriginal Activism

Readings

Beth Palmer, “‘Lonely, tragic, but legally necessary pilgrimages’: Transnational Abortion Travel in the 1970s,” *Canadian Historical Review* 92 (December 1, 2011): 637-664.

Christabelle Sethna, “Clandestine Operations: The Vancouver Women’s Caucus, the Abortion Caravan, and the RCMP,” *Canadian Historical Review* 90.3 (September 2009): 463-495.

Week Thirteen: A New Consensus: 1980s

Apr. 2: Revising the Constitution, Transforming the Economy

Apr. 4: Exam Review – NO READINGS