

## AP/HIST 3580.06A York University

2022-2023  
Lecture: T 8:30-10:30  
Course Location: R N203  
Office Hours: T 11:30-12:30

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### TWENTIETH CENTURY CANADA

#### Description:

The purpose of this course is to explore the social, economic and political contours of Canada during the twentieth century. We will pay particular attention to national identity and celebrations, regional and provincial distinctiveness, immigration and multiculturalism, Indigenous-Settler Colonial relations, and experiences of systemic racism, state violence, and gender and class-based relations of power.

Attention to dynamics of imperialism, internal colonialism, continentalism, and nation formation are critical to our understanding of where Canada has situated itself in global terms over the past one hundred years. We will also place special emphasis on the impact of war on twentieth-century Canadian society and the ways that it has served to both divide and unite the country.

Another important dimension of this course is to explore age as a category of analysis. How has childhood changed throughout the century, and how can we assess generations within the context of the 20<sup>th</sup> century? What are the differences between those who came of age in the early 1940s and those who entered the adult world in the early 1960s? How do generations cut across twentieth-century Canadian history, and what were some of the defining characteristics of the Baby Boom generation, suburbanites in the 1950s, and the beneficiaries of the post-WWII Welfare State?

Finally, we will consider the expansion of the national security state, from the containment of indigenous people within reserves/residential schools/60's Scoop through to the surveillance of labour, socialist, aboriginal, student and feminist and other activists throughout the 20<sup>th</sup> century.

#### COURSE REQUIREMENTS

##### Course readings:

All article readings are available through the course website.

##### Books:

##### Term One

Denise Chong, *The Concubine's Children: Portrait of a Family Divided* (Toronto: Penguin, 1994).

## **Term Two**

Douglas Owsram, *Born At The Right Time: A History of the Baby Boom Generation* (Toronto: University of Toronto Press, 1997).

Mary Jane Logan McCallum and Adele Perry, *Structures of Indifference: An Indigenous Life and Death in a Canadian City*. University of Manitoba Press, 2018.  
ISBN: 978-0-88755-835-1

## **EVALUATION**

### **Reading Responses: 20%**

A total of 4 reading responses will be assigned, two per term. Responses will be submitted through TurnItIn. Detailed instructions will be provided.

### **Essay 1: Due November 29, 2022**

Fall Term Essay: 20%

Analysis of Milloy and Carter

This paper will consider the various meanings and processes of colonization, from Christianization, to Education and re-conceptualizations of the Land. From the perspective of the early twentieth-century, what did colonization mean in various contexts across Canada and how did First Nations respond? How do Carter and Milloy differ in their approaches to the sources? How would you characterize the state of Indigenous-Newcomer relations at the turn of the century and throughout the early twentieth century? From the reading provided, can you chronicle change over time, in this dynamic relationship?

These are some of the questions that you should attend to in this essay of five to seven pages. We will discuss the assignment in more detail during class time.

### **Essay 2: Due March 21, 2023**

Outline: Pass/fail. The essay will not be graded unless an outline is submitted for approval.

Winter Term Essay: 20%

Class handout to be distributed. Based on Doug Owsram, *Born at the Right Time*. Students may select their own topic, drawing on one the other core themes of the course. In either case, students are required to discuss their essay topic with the course director.

### **Participation, Attendance and Tutorial Discussion: 15%**

The participation mark is based on thoughtful contribution to enhanced tutorial/office hour discussions. Students are expected to follow lectures and to attend tutorial discussions. Students are expected to be well prepared, having read all required material. Please note that it is disruptive to arrive late or leave early.

<b>Final Examination:</b>	25%
<b>Grade Breakdown:</b>	
Reading Responses	20%
Essay 1	20%
Essay 2 Outline	pass/fail
Essay 2	20%
Final examination	25%
Participation	15%

### **Important Course Information for Students**

#### **Assignment Submission & Lateness Penalty:**

All written work is to be submitted in hard copy, double-spaced, 12 point Times Roman font. Electronic copies will not be accepted. Assignments must be received by the due date. Assignments received after the due date will be penalized with a deduction of one grade point (1%) per day that assignment is late. Exceptions may be granted for valid reasons such as illness or on compassionate grounds, at the discretion of the Course Director and with accompanying documentation.

#### **Academic honesty:**

All course directors are required to advise students of their obligation to apprise themselves of the University Policy on Academic Honesty. All members of the York University community adhere to this policy and acknowledge our commitment to attaining and maintaining the highest standards of academic honesty. All members of the University are committed to safeguarding and cultivating the highest standards of academic excellence, at the core of which stands good scholarship and sound academic conduct.

Academic honesty requires that no individual seeks to or engages in the practice of claiming credit for the ideas, writing, or intellectual property of others, either by presenting such works as their own or through impersonation. Suspected breaches of academic honesty will be investigated and charges will be laid should reasonable and probable grounds exist. A student will be presumed innocent until, based on clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the university. A finding of academic dishonesty will lead to a range of penalties as described in the documents outlining this policy. Lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of the student does not constitute a defence against their application. For further information, see <https://www.yorku.ca/secretariat/policies/>. You are encouraged to take the Academic Integrity Tutorial at <http://www.yorku.ca/academicintegrity>.

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents):

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants

- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

## READINGS/WEEKLY SCHEDULE

### TERM ONE

#### **Week One                      September 13**

Course Introduction

Meet, Greet and Organize

Short Lecture: Who Killed Canadian History?

#### **Week Two                      September 20**

Lecture: Nation Building and Empire

Discussion: Did The Twentieth-Century Belong To Canada And Who Belonged In Twentieth-Century Canada?

A. B. McKillop, "Who Killed Canadian History? A View from the Trenches," *Canadian Historical Review* 80, 2 (June 1999): 269-302.

#### **Week Three                      September 27**

Lecture: Nation Building and the Canadian West: Chinese Immigration

Discussion: Dreaming of Gold Mountain

David Goutor, "Constructing the 'Great Menace': Canadian Labour's Opposition to Asian Immigration, 1880-1914." *Canadian Historical Review* 88,4 (December 2007): 549-576.

Book Club: Denise Chong, *The Concubine's Children: Portrait of a Family Divided*. Foreword and Chapters One through to the end of Chapter Five

#### **Week Four                      October 4**

Lecture: Reluctant Hosts and The Ideal Canadian

Discussion: Resettling the West

Karina Vernon, "The First Black Prairie Novel: Chief Buffalo Long Lance's *Autobiography* and the Repression of Prairie Blackness." *Journal of Canadian Studies* 45, 2 (Spring 2011): 31-57.

Chris Kitzan, "Preaching Purity in the Promised Land: Bishop Lloyd and the Immigration Debate," in R. Douglas Francis and Chris Kitzan, (eds.) *The Prairie West as Promised Land*. (Calgary: University of Calgary Press, 2007): 291-312.

Book Club: Denise Chong *The Concubine's Children: Portrait of A Family Divided*. Chapter Six to end.

**Week Five                      October 11**

Fall Reading week: No class and no tutorials

**Week Six                        October 18**

Lecture: First Nations in Early Twentieth Century Canada

Discussion: The Complexities of Colonization

Sarah Carter "Demonstrating Success: The File Hills Farm Colony," *Prairie Forum* 16,2 (1991): 157-183

Mary Jane Logan McCallum, "Starvation, Experimentation, Segregation, and Trauma: Words for Reading Indigenous Health History." *Canadian Historical Review*. 98, 1 (March 2017): 96-113.

John Sheridan Milloy, "Indian Act Colonialism: A Century of Dishonour, 1869-1969." Research Paper for the National Centre for First Nations Governance, May 2008 (27 pp.)

**Week Seven                    October 25**

Lecture: 'Ready Aye Ready': Canada at War, 1914-1918

Discussion: War and Society: How did Canadians respond to the call to war?

Tim Cook, " 'He was determined to go': Underage Soldiers in the Canadian Expeditionary Force." *Social History / Histoire Sociale*. 41, 81 (May2008): 41-74.

Jeffrey A. Keshen, "AllThe News That Was Fit to Print: Ernest J. Chambers and Information Control in Canada, 1914-19." *Canadian Historical Review* 73, 3 (1992): 315-43.

**Week Eight                    November 1**

Reading Day.

No class and no tutorials

**Week Nine                      November 8**

Lecture: Who Was Worthy to Serve?

Gregory S. Kealey, "State Repression of Labour and the Left in Canada: The Impact of the First World War, 1914-1920." *Canadian Historical Review* 73, 3 (1992): 281-314.

Mark Humphries, "War's Long Shadow: Masculinity, Medicine and the Gendered Politics of Trauma, 1914-1939." *Canadian Historical Review* 91, 3 (September 2010): 503-31.

**Week Ten                        November 15**

Lecture: Social Reform/Social Formation

Discussion: How did reformers imagine the future? Where did childhood fit into the goals of social reformers? Who might/might not belong within the 'social body'?

Sean Purdy, "Building Homes, Building Citizens: Housing Reform and Nation Formation in Canada, 1900-1920." *Canadian Historical Review* 79, 3 (September 1998): 492-523.

Tamara Myers, "Embodying Delinquency: Boys' Bodies, Sexuality, and Juvenile Justice History in Early-Twentieth-Century Quebec." *Journal of the History of Sexuality*, 14, 4 (October 2005): 383-414.

**Week Eleven                      November 22**

Lecture: Canada During the Great Depression

Discussion: How did Canadians Cope?

**Essay due.**

John Manley, "'Starve or Be Damned': Communists and Canada's Urban Unemployed, 1929-39," *Canadian Historical Review*. 79, 3 (September 1998): 466-91

Margaret Hobbs, "Equality and Difference: Feminism and the Defence of Women Workers During the Great Depression," *Labour/Le Travail*. 32 (Fall 1993): 201-23

Donald Foster and Colin Read, "The Politics of Opportunism: The New Deal Broadcasts," *Canadian Historical Review*. 60, 3, (1979): 324-49

**Week Twelve                      November 29**

Lecture: The End of the Great Depression: Canada At War Again

Discussion: Were Canadians Well Governed During the Second World War?

Irving Abella and Harold Troper, "'The line must be drawn somewhere': Canada and Jewish Refugees, 1933-39," *Canadian Historical Review*. 60, 2, (1979): 178-209

Robert Engen, "Recent Work on Canada's Second World War," *Canadian Historical Review*. 98, 4 (December 2017): 798-808.

Supplementary (optional):

Peter Henshaw "The Dieppe Raid: A Product of Misplaced Canadian Nationalism?" *Canadian Historical Review*. 77, 2 (1996): 250-266

J.L. Granatstein and R.D. Cuff, "The Hyde Park Declaration, 1941: Origins and Significance," *Canadian Historical Review*. 55, 1 (1974): 59-80

**Week Thirteen:                      December 6**

TBA

## **TERM TWO**

### **Week One                    January 10**

Lecture: The Post War Interregnum: Canada in the Immediate Post War Period

Discussion: How would you characterize the readjustment period after the War?

Jennifer Stephen, "Balancing Equality for the Post-War Woman: Demobilising Canada's Women Workers after World War Two." *Atlantis: A Women's Studies Journal/ Revue d'études sur les femmes* 31.3 (Fall 2007) : 122-132.

Dominique Marshall, "The Language of Children's Rights, the Formation of the Welfare State, and the Democratic Experience of Poor Families in Quebec, 1940-55," *Canadian Historical Review*. 78, 3 (1997): 409-441

### **Week Two                    January 17**

Lecture: Was the New Normal So New? Links Between Pre-and Post War Canada

Discussion: Managing Society in Whose Image?

Brian J. Thorn, "'Healthy Activity and Worthwhile Ideas': Left- and Right-Wing Women Confront Juvenile Delinquency in Post World War II Canada." *Histoire sociale/Social History* 42, 84 (November 2009).

Jennifer Stephen, "The "Incorrigible," the "Bad," and the "Immoral": Toronto's "Factory Girls" and the Work of the Toronto Psychiatric Clinic, 1918-1923," in Louis Knafla and Susan Binnie, eds., *Law, State and Society: Essays in Modern Legal History*. (Toronto: University of Toronto Press, 1995)

Mona Gleason, "Psychology and the Construction of the 'Normal' Family in Postwar Canada, 1945-60," *Canadian Historical Review*. 78, 3 (1997): 442-77

### **Week Three                    January 24**

Lecture: Provincial Politics in the 1940s and 1950s

Jeff A. Webb, "Constructing Community and Consumers: Joseph R. Smallwood's Barrelman Radio Program," *Journal of the Canadian Historical Association/Revue de la société historique*. 8 (1998): 165-87.

Oral reports on research essay.

### **Week Four                    January 31**

Lecture: Cold War Canada

Discussion: The UnCanadians and Consumerism

Benjamin Isitt, "Confronting the Cold War: The 1950 Vancouver Convention of the Co-operative Commonwealth Federation." *Canadian Historical Review* 91, 3 (September 2010): 503-31.

Gary Kinsman, "Constructing Gay Men and Lesbians as National Security Risks, 1950-1970," in Gary Kinsman, Dieter K. Buse and Mercedes Steadman (eds.), *Whose National Security? Canadian State Surveillance and the Creation of Enemies*. (Toronto: Between the Lines, 2000): 143-153.

Veronica Strong-Boag: "Home Dreams: Women and the Suburban Experiment in Canada," *Canadian Historical Review*. 72, 4 (1991): 471-504.

**Week Five                      February 7**

**Study break for research essay preparation. No class. Tutorials will meet.**

**Week Six                        February 14**

**READING WEEK**

**Week Seven                    February 21**

Lecture: Home and Family in the 50's

Discussion: Was there a mid-century consensus? What was responsible for it and who participated in it?

Robert Rutherford, "Fatherhood, Masculinity, and the Good Life during Canada's Baby Boom, 1945-1965," *Journal of Family History*. 24, 3 (July 1999): 351-73.

Doug Owsram, *Born At The Right Time: A History of the Baby Boom Generation*. Chapters One, Two, (3-53) and Four and Five (84-135).

**Week Eight                    February 28**

Lecture: The Swinging Sixties

Discussion: How did the cult of the teenager develop and manifest itself? Were Baby Boomers born at the right time?

Doug Owsram, *Born at the Right Time*. Chapters 6 to 11

Oral reports on research essay.

**Week Nine                     March 7**

*Guest lecture: Taylor Starr,*

Lecture: The Not So Quiet Revolution

No readings for this week.

Oral reports on research essay.



**Week Ten                    March 14**

Lecture: What did Quebec Want in the 1960s? What Relationship Did The Canadian Government Forge With Quebec?

Eileen M. Angelini, "The Case of Maurice "Rocket" Richard and the National Standards on Foreign Language Learning." *Sport History Review*. 42, (May 2011): 17-28.

Oral reports on research essay.

**Week Eleven                March 21**

Lecture: Canadian Culture and National Identity In the Twentieth- Century  
Discussion: How would you characterize Canadian Culture? Did Canada develop a distinct culture throughout the century?

Gerta Moray, "Wilderness, Modernity and Aboriginality in the Paintings of Emily Carr," *Journal of Canadian Studies/Revue d'études canadiennes*. 33, 2 (Été 1998 Summer): 43-65.

Neil Earle "Hockey as Canadian Popular Culture: Team Canada 1972, Television and the Canadian Identity," *Journal of Canadian Studies*. 1995 30(2): 107-123.

**Final Papers due today.**

**Week Twelve              March 28**

Lecture: Indigenous People In the "Just Society": Relocations and Resistance  
"Canada apologizes for residential school system" <http://youtu.be/-ryC74bbrEE>  
Discussion: Ongoing Claims and Renewed Cultures

Mary Jane Logan McCallum and Adele Perry, *Structures of Indifference: An Indigenous Life and Death in a Canadian City*. University of Manitoba Press, 2018.

Optional: Matthew Dorrell, "From Reconciliation to Reconciling: Reading What 'We Now Recognize' in the Government of Canada's 2008 Residential Schools Apology." *English Studies in Canada* 35, 1 (March 2009): 27-45.

**Week Thirteen            April 4**

Lecture: Review

Discussion: Who Needs the Nation and Did the Twentieth Century Belong to Canada?

Lecture: Reshaping the Political Landscape of the 1980s