

**University of British Columbia
Department of History**

History 325

Canada 1896-1945: Boom, Bust, and War

Fall 2011: Mondays, Wednesdays, and Fridays, 3-4pm, Buch D316

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Course Description

The twentieth century, which Sir Wilfrid Laurier called “Canada’s century,” was a complex, fascinating, and tumultuous period in Canadian—and, indeed, global—history. This course will examine roughly the first half of this century, beginning with the accession of Laurier’s Liberal government in 1896 and concluding with the end of the Second World War. We will consider the emergence of a distinctly modern Canada through attention to various contemporary political, social, and cultural events and trends, including imperialism, moral reform, global, national, and local conflict, modern attitudes toward nature and culture, and the changing relationships between Canada, the United States, and Great Britain. We will also examine how Canadians constructed modern identities responsive to, but not determined by, changing notions of race, gender, and class during this era.

Course Objectives

- Acquire an understanding of how modern Canada emerged within specific political, social, and cultural contexts;
- Consider how Canadians’ past responses to modernity have shaped our lives and society today;
- Practice critical interpretation and evaluation of a variety of primary and secondary historical sources;
- Practice conveying ideas and arguments clearly and concisely in a variety of verbal and written settings.

Course Organization

The course will consist of lectures and five scheduled tutorials spaced throughout the term. For these tutorials, the class will be divided into two sections: half will always attend Tutorial A and the other half will always attend Tutorial B. Tutorials will be devoted to critical and thoughtful discussion of the previous lecture’s assigned reading. At the beginning of each tutorial, students will be asked to submit a written response to that reading, which will count toward their participation mark. Students are expected to attend every class, excepting the tutorials of the group to which they do not belong. It is your responsibility to obtain notes from one of your peers (and not from me) for any classes that you cannot avoid missing. Readings must be done by the lecture for which they are assigned, as active learning and participation depend upon students having done their reading.

Required Readings

- **Mark Moss, *Manliness and Militarism: Educating Young Boys in Ontario for War*.** Don Mills, Ontario: Oxford University Press, 2001. This book is available at UBC Central (\$31.95) or on reserve at Koerner Library (1-day loan period).

- **HIST 325 coursepack.** This is available at UBC Central (\$77.70). I will also post links to digital copies of most of the readings on the course's VISTA website. A few readings are not available online, but I have placed copies of the relevant books on reserve at Koerner Library.
- **Michiel Horn, *The Great Depression of the 1930s in Canada.*** Canadian Historical Association Historical Booklet #39, 1984. Available online at: <http://goo.gl/jaLqD>
- **H. Blair Neatby, "King, William Lyon Mackenzie."** Entry in the *Dictionary of Canadian Biography.* Available online at: <http://goo.gl/xjS3L>
- **F.R. Scott, "W.L.M.K."** 1957. Available online at: http://www.library.utoronto.ca/canpoetry/scott_fr/poem5.htm

Supplemental Readings

This is not a survey course. I have structured lectures to enable the consideration of broader themes rather than to provide facts and dates in strictly chronological fashion. If you are not very familiar with twentieth-century Canadian history, you may find the following books helpful in gaining historical context for this period, whether for lectures or assignments. You will not be tested on this material, however. All of these books are available, but not specifically on reserve, at Koerner Library.

- Robert Bothwell, Ian Drummond, and John English. *Canada, 1900-1945.* Toronto: University of Toronto Press, 1987.
- Robert Craig Brown and Ramsey Cook. *Canada 1896-1921: A Nation Transformed.* Toronto: McClelland and Stewart, 1974.
- John Herd Thompson with Allan Seager. *Canada 1922-1939: Decades of Discord.* Toronto: McClelland and Stewart, 1985.

Assignments & Evaluation

Your overall final grade for this course will be determined as follows:

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|-------------------------|-----------------------|
| Primary source analysis | 15% |
| Research essay | 35% (5+30; see below) |
| Final exam | 30% |
| Participation | 20% |

General policies regarding assignments

Assignments are due at the beginning of class and must be submitted in **hard copy**. Please have your name and the title of the essay clearly noted on the first page, and number the pages of the essay. All essays must be word processed, using standard 1" margins, double-spacing, and 11 or 12-point font. Please use only primary sources and/or scholarly secondary sources, such as journal articles or books, and cite them using the Chicago style of citation, employing either footnotes or endnotes as you prefer. Include a bibliography, formatted in Chicago style, as well. Please consult the Chicago Manual of Style online if you are not familiar with this style of citation: <http://www.chicagomanualofstyle.org>

Late assignments will have **5%** of their final mark subtracted for each day they are late. Excuses will not be entertained unless you can produce relevant official documentation (i.e. a doctor's note).

All assignments must be written in correct and concise English. I have little patience when it comes to misspelled words and grammatical errors; the presence of a number of these mistakes will usually induce me to lower a mark substantially. Please consult E.B. White and William Strunk Jr., *The Elements of Style* (Boston: Allyn and Bacon, 2000; available at Koerner Library, call number PE1408 S772 2000) for guidance on how to write well. I'm also happy to point you to other resources at UBC and elsewhere that will help you to work on your writing skills.

If you have not taken many HIST courses before, I strongly recommend that you consult the History Department's guide to researching and writing essays for history courses:
<https://www.history.ubc.ca/content/writing-centre>

I adhere to the Faculty of Arts' general guidelines for grading assignments:
<http://www.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html>

Assignment #1: Primary source analysis

From two thematic options that will be provided, you will choose one set of primary sources, access and read them online, and write a short essay about them. I will give you further instructions for this assignment in a separate handout, as well as some suggestions about reading and analyzing primary sources effectively. The essay is to be **1,500 words long** and is due **Wednesday, October 12**.

Assignment #2: Research essay

You will select a topic from the history of Canada between 1896 and 1945, from within the thematic remit of this course, as laid out in the schedule below. If you like, you may also choose another topic from this time period that particularly fascinates you. I encourage you to draw ideas for topics from required or recommended readings, from class lectures, or from material encountered in other courses, for example. Please feel free to come to me for assistance in defining your topic, especially if you choose a topic that is not covered in the course. You will then write an essay on your chosen topic in two stages.

Good planning and preparation will go a long way toward ensuring that you produce a well-researched and well-argued essay. Toward this end, you must submit a preliminary plan of your essay. This plan should consist of the research question that your essay intends to answer; an initial thesis statement, or answer to that question; and a list of 5-10 primary or secondary sources that you intend to cite in your bibliography. This assignment will not only enable you to get a headstart on your essay, but it will allow me to give you some preliminary feedback as well: I might suggest a more effective framing of your topic, for example, or some additional sources for you to consult. Your plan will not be graded, but its submission counts for 5% of your overall course grade. You will therefore receive a zero on this portion of the course if you do not submit your plan. The plan should be **about 1 page long** and is due **Friday, November 4**.

Your research essay will build upon this plan, although your question and thesis statement will likely evolve from their initial form as you become more immersed in your chosen topic. Your essay must articulate your thesis clearly, and construct your supporting arguments in a logical and organized fashion. Your arguments should draw upon thoughtfully chosen examples and evidence found in your primary and/or secondary sources, which (of course) will be cited appropriately. The essay should be **about 3,000 words long** (plus/minus 10% is acceptable) and is due **Wednesday, November 30**.

Final exam

The final exam will be held during the scheduled examination period after the end of classes. It will be 2.5 hours long, and will consist of a combination of short answer and essay questions that will test your comprehension and mastery of material covered in the lectures, tutorials, and readings.

Participation

Your regular attendance and participation will enhance your enjoyment of this course, contribute to a dynamic and mutually profitable classroom environment, and greatly increase your understanding and retention of the material (and hence your ability to achieve a top-notch grade). In addition to having large-group discussions in tutorials, you will sometimes be asked to work in pairs or small groups during lectures. I will measure your participation in a variety of ways: through your regular attendance of and preparation for lectures and tutorials, your ability to reflect critically on lectures and readings in written and spoken form, your willingness to listen to your peers and to engage with their viewpoints, and your ability to express your ideas and arguments clearly, concisely, and convincingly. I realize that everyone will enter this

classroom with a different combination of life experiences, skills, and personal preferences as regards speaking in public. I hope that together we can create a fun and engaging space in which we all feel comfortable making regular contributions. I will watch for evidence of improvement over the term, complemented by consistent enthusiasm and thoughtful engagement (more or less—everyone has their off days!).

Classroom Etiquette

In order that we may create an effective and respectful space for learning, I ask that you turn your cell phones to silent and refrain from using them during class. Feel free to use your laptop, notebook, tablet, or iPad to take notes, but please don't use such devices in ways (Facebook, YouTube, online poker, etc.) that will disrupt the attention of other students in your vicinity.

A Note on Plagiarism

Plagiarism—the misrepresentation of someone else's words or ideas as your own—is considered intellectual theft, and is punishable under the University's Academic Regulations. Please ensure that you know what constitutes plagiarism so that you may avoid it in your own written work. The University's academic honesty and plagiarism rules and regulations can be found here:

<http://learningcommons.ubc.ca/get-study-help/academic-integrity/>

Course Schedule

Week 1—Introduction

September 7: Introduction & perusal of syllabus

September 9: Canada, 1896: Moderns on the move

No assigned readings this week.

Week 2—Imperialism, Militarism, and Moral Reform

September 12: Imperialism & "Britishness"

Reading: Moss, Manliness and Militarism, chapters 1-4.

September 14: Militarism—then (and now?)

Reading: Moss, Manliness and Militarism, chapter 5-8.

September 16: Making a progressive society

Reading: Mariana Valverde, "When the Mother of the Race is Free: Race, Reproduction, and Sexuality in First World War Feminism," in Franca Iacovetta and Mariana Valverde (eds.), Gender Conflicts: New Essays in Women's History (Toronto: University of Toronto Press, 1992), 3-26.

Week 3—Immigration and Tutorial 1

September 19: "White Canada Forever"

Reading: David Goutor, "Constructing the 'Great Menace': Canadian Labour's Opposition to Asian Immigration, 1880-1914," Canadian Historical Review 88, no. 4 (December 2007): 549-76.

September 21: Tutorial 1, Group A

September 23: Tutorial 1, Group B

Week 4—The Great War

September 26: Mobilizing a nation

Reading: James St G. Walker, "Race and Recruitment in World War I: Enlistment of Visible Minorities in the Canadian Expeditionary Force," Canadian Historical Review 70, no. 1 (1989): 1-26.

- September 28: Patriotism and propaganda
Reading: Tim Cook, "Immortalizing the Canadian Soldier: Lord Beaverbrook and the Canadian War Records Office in the First World War," in Briton C. Busch (ed.), *Canada and the Great War: Western Front Association Papers* (Montreal & Kingston: McGill-Queen's University Press, 2003), 46-65.
- September 30: Conscription and other controversies
Reading: Adam Crerar, "Ontario and the Great War," in David C. MacKenzie (ed.), *Canada and the First World War: Essays in Honour of Robert Craig Brown* (Toronto: University of Toronto Press, 2005), 230-71. **[Not available online; on reserve at Koerner]**

Week 5—The Great War and Tutorial 2

- October 3: Soldiering into peacetime
Reading: Mark Humphries, "War's Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914-1939," *Canadian Historical Review* 91, no. 3 (2010): 503-31.
- October 5: Tutorial 2, Group B
- October 7: Tutorial 2, Group A

Week 6—Interwar Instability

- October 10: **Thanksgiving Day—No class**
- October 12: Prosperity, personalities, and politics
Readings: "King, William Lyon Mackenzie" at the *Dictionary of Canadian Biography* and F.R. Scott's poem "W.L.M.K." (1957).
***Primary source analysis due**
- October 14: Depression and despair
Reading: Michiel Horn, *The Great Depression of the 1930s in Canada*, Canadian Historical Association Historical Booklet no. 39 (1984).

Week 7—Gender & Labour and Tutorial 3

- October 17: Men at work and out of work
Reading: Andrew Parnaby, "'The best men that ever worked the lumber': Aboriginal Longshoremen on Burrard Inlet, BC, 1863-1939," *Canadian Historical Review* 87, no. 1 (2006): 53-78.
- October 19: Women in and out of the home
Reading: Denyse Baillargeon, "Indispensable But Not a Citizen: The Housewife in the Great Depression," in Robert Adamoski, Dorothy E. Chunn, and Robert Menzies (eds.), *Contesting Canadian Citizenship: Historical Readings* (Peterborough, ON: Broadview Press, 2002), 179-98.
- October 21: Tutorial 3, Group A

Week 8—Tutorial 3 and Canada-US Relations

- October 24: Tutorial 3, Group B
- October 26: Canada and the United States
Reading: Stephen T. Moore, "Defining the 'Undefended': Canadians, Americans, and the Multiple Meanings of Border During Prohibition," *American Review of Canadian Studies* 34, no. 1. (2004): 3-32.
- October 28: **Class cancelled**

Week 9—Canada-UK Relations, Nature, and Culture

- October 31: Canada, Britain and Europe
Reading: John Herd Thompson, "Canada and the 'Third British Empire,' 1901-39," in Phillip Buckner (ed.), *Canada and the British Empire* (Oxford: Oxford University Press, 2008), 87-106. **[Not available online; on reserve at Koerner]**

- November 2: Modernizing Canadian culture
Jane Nicholas, "A figure of a nude woman': Art, Popular Culture and Modernity at the Canadian National Exhibition, 1927," *Histoire sociale/Social History* 41, no. 82 (2008): 313-44.
- November 4: Modernizing Canadian nature
Reading: Jocelyn Thorpe, "To Visit and to Cut Down: Tourism, Forestry, and the Social Construction of Nature in Twentieth-Century Northeastern Ontario," *Journal of the Canadian Historical Association* 19, no. 1 (2008): 331-57.
***Essay plan due**

Week 10—Tutorial 4

- November 7: Tutorial 4, Group B
November 9: Tutorial 4, Group A
November 11: **Remembrance Day—No class**

Week 11—The Second World War

- November 14: Mobilizing a nation, part II
Reading: Daniel Byers, "Mobilizing Canada: The National Mobilization Act, the Department of National Defence and Compulsory Military Service in Canada, 1940-1945," *Journal of the Canadian Historical Association* 7 (1996): 175-203.
- November 16: Constrained consumption
Reading: Jeffrey A. Keshen, "One For All and All For One: Government Controls, Black Marketing and the Limits of Patriotism, 1939-1947," *Journal of Canadian Studies* 29, no. 4 (1994/95): 111-43.
- November 18: Women and the war
Reading: Jeff Keshen, "Revisiting Canada's Civilian Women During World War II," *Histoire sociale/Social History* 30, no. 60 (1997): 239-66.

Week 12—The Second World War and Tutorial 5

- November 21: Soldiering into peacetime, part II
Reading: Peter Neary, "Zennosuke Inouye's Land: A Canadian Veterans Affairs Dilemma," *Canadian Historical Review* 85, no. 3 (2004): 423-50.
- November 23: Tutorial 5, Group A
November 25: Tutorial 5, Group B

Week 13—Conclusion

- November 28: Canada, 1945: Modernity and its discontents
No reading assigned—please finish those essays on time!
- November 30: Review and closing discussion
***Research essay due**

Contact information of one classmate: