



HIST 3052: History of Canada Since the 1960s

SYLLABUS

WELCOME

Welcome to History 3052! This course will explore a range of social, political and cultural issues that have impacted Canada since the 1960s. In this course, you will have an opportunity to meet and discuss various issues relating to this period of Canadian history with your fellow students at a distance. You will also have the chance to engage in the historical process, analyzing both primary and secondary documents, and creating a research paper related to your interests. We hope you enjoy this experience!

CONTACTING YOUR INSTRUCTOR

For information on contacting your instructor and important information from your instructor, see the Instructor Letter in your course website.

COURSE DESCRIPTION

The University of Manitoba Undergraduate Calendar describes this course as follows:

Examines fundamental topics and themes in Canada's politics, economy and society from the 1960s to the present, including: Quebec nationalism after 1960; western regionalism and the reassertion of provincial rights since the 1970s; the women's movement and first nations' activism since the 1960s; constitutional reform, patriation and the Charter of Rights and Freedoms in the 1980s and 1990s; free trade and globalization since the 1980s. Prerequisite: [a grade of "C" or better in six credit hours of history] or written consent of department head.

This course will examine fundamental topics and themes in Canada's politics, economy and society from the 1960s to the present-day, including the challenge posed by various forms of nationalism in English and French Canada. In particular, we will explore the sovereignty movement in Quebec after 1960, western regionalism and the reassertion of provincial rights since the 1970s. We will also look at the rights revolution, as manifested in the women's movement and first nations' activism since the 1960s, and constitutional reform, including patriation and the Charter of Rights & Freedoms in the 1980s. Finally, we will investigate the issue of free trade and globalization since the 1990s.

COURSE GOALS

Upon completion of this course students should be able to:

1. provide working definitions for the key social and political processes which shape Canada's global history after 1960, including colonialism, decolonization, the Cold War, modernization, human rights, sovereignty, multiculturalism, globalization, migration and transnationalism;
2. describe the different motivations behind Canadian domestic policies (medicare, welfare reform, birth control, immigration reform, official multiculturalism), foreign policies (such as international development, peacekeeping, military intervention) and economic policies (protectionism, free trade);
3. explain the relationship between social identity (race, class, gender, religion) and nation and nationalism;
4. contrast alternative models of social and political organization in Canada after 1960; and
5. analyze the transnational cultural links that influence Canadian identity after 1960.

Research and Writing goals

Upon completion of this course students should be able to:

1. find, use and interpret a wide variety of primary sources, including traditional written documents, but also non-traditional sources, such as oral interviews, films, photographs, material objects and online material; and
2. write clear and concise analytical essays supported by primary and secondary evidence.

COURSE MATERIALS

REQUIRED

Bookstore

The following required materials are available for purchase from the University of Manitoba Bookstore. Please order your materials immediately, if you have not already done so. See your Distance and Online Education Student Handbook for instructions on how to order your materials.

- Finkel, Alvin. *Our Lives: Canada after 1945* (Toronto: James Lorimer & Company Ltd; Publishers, 2nd Ed 2012)

UNIVERSITY OF MANITOBA LIBRARIES

The following materials are available from the University of Manitoba Libraries (See the link to the University of Manitoba Libraries in your course website.):

- Austin, David, "All Roads Led to Montreal: Black Power, the Caribbean, and the Black Radical Tradition in Canada," *Journal of African American History* 92:4 (2007): 516-39.
- Bohaker, Heidi and Franca Iacovetta, "Making Aboriginal People Immigrants Too: A Comparison of Citizenship Programs for Newcomers and Indigenous People in Postwar Canada, 1940s-1960s," *The Canadian Historical Review* 90:3 (2009): 427-461.
- Boucher, Jean-Christophe, "Selling Afghanistan: A discourse analysis of Canada's military intervention, 2001-08," *International Journal* (2009): 717-734.
- Chapnick, Adam, "A 'Conservative' National Story?: The Evolution of Citizenship and Immigration Canada's Discover Canada," *American Review of Canadian Studies* 41, no. 1 (2011): 20–36.
- Edwardson, Ryan, "Of War Machines and Ghetto Scenes": English-Canadian Nationalism and The Guess Who's 'American Woman," *The American Review of Canadian Studies* 33:3 (2003):339-356.
- High, Steven, "I'll Wrap the F*#@ Canadian Flag Around Me': A Nationalist Response to Plant Shutdowns, 1969-1984," *Journal of the Canadian Historical Association* 12:1 (2001), 199-226.
- Lackenbrauer, P Whitney and Andrew F Cooper, "The Achilles Heal of Canadian International Citizenship: Indigenous diplomacies and state responses," in *Canadian Foreign Policy* 13:3 (2007): 99-119.
- Litt, Paul, "Trudeaumania: Participatory Democracy in the Mass Mediated Age," *Canadian Historical Review* 89:1 (2008): 28-53.
- Mann, Jatinder, "The introduction of multiculturalism in Canada and Australia, 1960s and 1970s," *Nations and Nationalisms* 18:3 (2012): 483-503.
- Mawani, Renisa, "From Colonialism to Multiculturalism? Totem Poles, Tourism and National Identity in Vancouver's Stanley Park," *ARIEL: A Review of International English Literature, (Special Issue on Law, Literature and Postcoloniality)* 35(1-2), 2004, 31-57.
- Meren, David, "An Atmosphere of *Libération*: The Role of Decolonization in the France-Quebec Rapprochement of the 1960s," *The Canadian Historical Review* 92:2 (2011): 263-294.
- Ross, Becki, "Outdoor Brothel Culture: The Un/Making of a Transsexual Stroll in Vancouver's West End, 1975-1984," *Journal of Historical Sociology* 25:1 (2012): 126-150.
- Shewell, Hugh, "'Bitterness behind Every Smiling Face': Community Development and Canada's First Nations, 1954-68," *Canadian Historical Review* 83:1 (2002): 20-37.
- Strong-Boag, Veronica, "Experts on Our Own Lives: Commemorating Canada at the Beginning of the 21st Century," *The Public Historian* 31:1 (2009): 46-68.

- Trotz, Alissa, "Bustling Across the Canada-US Border: Gender and the Remapping of the Caribbean across Place," *Small Axe* 15:2 (2011): 59-77.
- Yu, Henry "Global Migrants and the New Pacific Canada," *International Journal* 64:4 (2008-2009): 1101-1126.

OTHER

- Dunn, Willie, *The Ballad of Crowfoot*, (National Film Board of Canada, 1969). http://www.nfb.ca/film/ballad_of_crowfoot/
- McNeill, Don. *Viva Cuba: Trudeau goes abroad*, television, CBC, 1976. Last modified May 2, 2012, <http://www.cbc.ca/archives/categories/politics/prime-ministers/pierre-elliott-trudeau-philosopher-and-prime-minister/viva-cuba-trudeau-goes-abroad.html>
- Smith, Alison, *Keeping it Riel*, Television, CBC, 2001. Last modified March 14, 2012, <http://www.cbc.ca/archives/categories/politics/parties-leaders/rethinking-riel/keeping-it-riel.html>
- Satzewich, Vic, "Racism and Canadian Immigration Policy: The Government's View of Caribbean Migration, 1962-1966," *Canadian Ethnic Studies / Études ethniques au Canada* 21: 1 (1989): 77-97.

COURSE OVERVIEW

OVERVIEW

This section contains an explanation of course topics and sequence as well as a brief description of the learning activities in which the student should expect to participate.

TOPICS

Over the thirteen weeks of the course, you will study a range of topics divided into six units. The unit topic and length is listed below:

1. Present Pasts of "Canadian" History (2 weeks)

We will explore memory as a politically contested concept and identify the various ways in which people commemorate their history. We will also explore the concept of citizenship in the post-World War Two context.

2. Canada, Decolonization and the Cold War (2 weeks)

This unit examines the Cold War and its impact on Canada with particular reference to decolonization and how Canada responded to decolonization. We will also look at the influence of decolonization on the social, political and cultural life of Quebec and how media influences public opinion in Canada.

3. Canada's Global Sixties (3 weeks)

This unit explore the importance of social movements in shaping politics and society in post-1960 Canada. We will look at Aboriginal political organization, African-Canadian politics in Canada and the role of gender and sexism in 1960s social movements.

4. New Nationalisms, Migration, Work and Social Policy (2 weeks)

This unit analyzes numerous social policy themes crucial to post 1960 Canada, including debates on the economy, trade, labour, immigration, social welfare, community development and crime.

5. Culture: Constructing and Consuming Modern "Canada" (2 weeks)

This unit examines the production and reception of culture as produced in differing social climates across Canada. We also explore what it means to be Canadian and the extent to which the state has "taught" Canadians how to celebrate national identity.

6. Creating Contemporary Canada (2 weeks)

This unit looks at contemporary issues, such as free trade, the war in Afghanistan, and the meaning of citizenship in contemporary Canada.

LEARNING ACTIVITIES

You will have the opportunity to participate in five discussion forums, two of which are graded. You will also be required to complete a series of readings and watch a range of videos. These reading and viewing activities are accompanied by study questions which will help you prepare for the assignments and the take home exam. Please ensure that you have a journal, either hardcopy or online, with which to record your answers to these study questions.

EVALUATION AND GRADING

DISTRIBUTION OF MARKS

Evaluation	Percentage
Primary Source Exercise	15%
Annotated Bibliographies: Journal articles, Books,	15%
Research Paper: integrating primary and secondary research, forming an argument, strong clear and concise writing.	30%
Discussion Forums (2x5%)	10%
Final Examination	30%
Total	100%

Letter grade	Percentage range	Description
A+	90 – 100	Exceptional
A	80 – 89	Excellent
B+	75 – 79	Very good
B	70 – 74	Good
C+	65 – 69	Satisfactory
C	60 – 64	Adequate
D	50 – 59	Marginal
F	less than 50	Failure

Note: All final grades are subject to departmental review.

ASSIGNMENTS

Discussion forums: you will participate in two graded discussion forums. You are required to post an informed response to a question given by your instructor. You are also required to develop an informed response to at least one other student's post. Please see the discussion forum rubric for more details on how you will be assessed.

Primary source assignment: The purpose of this assignment is for you to demonstrate your abilities in using primary documents as a form of historical analysis and to apply this knowledge to the broader context of UNIT 3, The Global Sixties. You will choose one primary document from the list provided by the course instructor and analyze it in accordance with the questions outlined in the assignment,

Annotated bibliography assignment: The purpose of this assignment is for you to survey relevant secondary and primary sources that you intend to use as the source base for your final research paper. You will select 12-15 sources, both secondary and primary, and create bibliographic entries with explanations detailing how each source is relevant to your topic.

Historical research paper: The purpose of this assignment is for you to demonstrate a range of skills related to the production of historical knowledge through the writing of a detailed and thoughtful examination of a topic related to Canada after 1960. Drawing on your study of primary and secondary sources, you will develop a 12 page (3000 word) essay with a clear thesis identified in the paper's introduction.

Final Examination: Note: The final exam will be conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. All students must declare an exam location. The Registrar's Office is responsible for scheduling the final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site.

The objective of the exam is to test your understanding of the course materials throughout the term. The exam will be three hours in length and will consist of short answer and essay questions.

ASSIGNMENT DUE DATES

Consult your course schedule for the assignment due dates.

PLAGIARISM, CHEATING, AND EXAMINATION IMPERSONATION

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course website there are links for the following:

- Contact Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

ACKNOWLEDGEMENTS

CONTENT SPECIALIST: Scott Rutherford
Department of History & Department of Global Development Studies
Queen's University

Scott Rutherford has recently completed a PhD in History at Queen's University which investigated Indigenous protest in Canada during the 1960s and 1970s in a transnational context. He teaches the history of the Global Cold War, transnational social movements during the Sixties, and Canada and Decolonization.

INSTRUCTIONAL DESIGNERS: Robert Lawson
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WEB DEVELOPERS: Kristjana Wood and Kelsey Loewen
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