

The University of Western Ontario
Department of History
2016-2017

HISTORY 3205E (001)

**IDENTITIES IN CONFLICT:
CANADIAN SOCIAL HISTORY SINCE 1800**

TIME: Wednesday, 3:30 pm-5:30 pm

LOCATION: AHB 1B08

Professor Monda Halpern

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Office Hours: first term, Monday, 10:00-11:30;
second term, Tuesday, 10:00-11:30

COURSE DESCRIPTION:

This seminar course examines various aspects of the social history of Canada from 1800 to the present. It provides a detailed examination of a variety of topics and themes, including industrialization, urbanization, class struggle, labour strife, rural depopulation, immigration and migration, ethnic tension, racism, gender struggle, sexuality, social reform, religion, culture, and regionalism. In the first term, students will read selected articles from three required books, and will discuss them in class. In the second term, each student will write and present a research paper, and will be expected to contribute to the seminars of classmates by reading, evaluating, and discussing their work.

REQUIRED TEXTS:

NO NEED TO PURCHASE. BOOK AVAILABILITY WILL BE DISCUSSED IN CLASS

Errington, Elizabeth Jane and Cynthia R. Comacchio, eds. *People, Places, and Times: Readings in Canadian Social History*. Volume 1: Pre-Confederation. Toronto: Thompson Nelson, 2007.

Errington, Elizabeth Jane and Cynthia R. Comacchio, eds. *People, Places, and Times: Readings in Canadian Social History*. Volume 2: Post-Confederation. Toronto: Thompson Nelson, 2007.

Opp, James and John C. Walsh, eds. *Home, Work, and Play: Situating Canadian Social History, 1840-1980*. Toronto: Oxford University Press, 2006.

COURSE REQUIREMENTS:

Article Review (see below) (8-10 pp.): November 16, 2016	20%
Research essay (15-18 pp.): TBA	40%
Seminar presentation: TBA	10%
Attendance/Participation:	15%

Critiques (three at 2 pp. each):

15%

ARTICLE REVIEW ASSIGNMENT:

Length: 8-10 typed pages
Value: 20%
Due Date: November 16, 2016

Write a comparative article review using the pair of articles listed below. After summarizing their discussions, and briefly outlining their shared themes, offer a critical analysis of selected arguments, biases, and sources. Which article do you find more effective overall? Why?

Both articles appear in Errington, Elizabeth Jane and Cynthia R. Comacchio, eds. *People, Places, and Times: Readings in Canadian Social History*. Volume 2: Post-Confederation

Linda Ambrose, "Cartoons and Commissions: Advice to Junior Farmers in Postwar Ontario," pp. 278-293.

AND

Ryan Edwardson, "The Many Lives of Captain Canuck: Nationalism, Culture, and the Creation of a Canadian Comic Book Superhero," pp. 393-403.

PLEASE NOTE:

During all lectures, videos, discussions, student presentations, and class breaks, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices (cell phones, etc.), is **not permitted** in the classroom. Failure to comply will adversely affect your attendance/participation mark.

As your classmates rely on your research essay in order to participate and write their critiques in second term, research essays (both hardcopy and electronic versions) must be submitted on their due date, in class. Late research essays will not be accepted for grading.

Students are reminded that academic accommodation on medical grounds can in most instances **only** be granted if supported by a **University of Western Ontario Student Medical Certificate**. This form can be accessed at the following website: https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty (For Social Science students 2105 SSC). Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

A copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.

CLASS SCHEDULE

Sept. 14: Introduction

Sept. 21: Class and Community identity

David A. Sutherland, "Voluntary Societies and the Process of Middle-Class Formation in Early Victorian Halifax," Errington and Comacchio, Volume 1, 293-309.

Julia Roberts, "A Mixed Assemblage of Persons': Race and Tavern Space in Upper Canada," Errington and Comacchio, Volume 1, 465-482.

Sherry Olson and Patricia Thornton, "The Challenge of the Irish Catholic Community in Nineteenth-Century Montreal," Errington and Comacchio, Volume 1, 310-325.

Sept. 28: Crime and Morality

Sandy Ramos, "A Most Detestable Crime': Gender Identities and Sexual Violence in the District of Montreal, 1803-1843," Errington and Comacchio, Volume 1, 372-387.

Cecilia Morgan, "'In Search of the Phantom Misnamed Honour': Dueling in Upper Canada," Errington and Comacchio, Volume 1, 388-405.

Oct. 5: First Nations

Susan Neylan, "Longhouses, Schoolrooms, and Workers' Cottages: Nineteenth-Century Protestant Mission to the Tsimshian and the Transformation of Class through Religion," Errington and Comacchio, Volume 1, 534-556.

Bill Parenteau, "'Care, Control, and Supervision': Native People in the Canadian Atlantic Salmon Fishery, 1867-1900," Opp and Walsh, 255-270.

Hugh Shewell, "'Bitterness Behind Every Smiling Face': Community Development and Canada's First Nations, 1954-1968," Errington and Comacchio, Volume 2, 20-37.

Oct. 12: No Class (Yom Kippur)

Oct. 19: Industrialization

Jeremy L. Stein, "Dislocations: Changing Experiences of Time and Space in an Industrializing Nineteenth-Century Ontario Town," Errington and Comacchio, Volume 2, 50-62.

Miriam Wright, "Young Men and Technology: Government Attempts to Create a 'Modern' Fisheries Workforce in Newfoundland, 1949-70," Errington and Comacchio, Volume 2, 63-74.

Robert McIntosh, "Boys in the Mining Community," Opp and Walsh, 152-168.

Oct. 26: Regulation and Social Reform

Carmen Neilson Varty, "The City and the Ladies: Politics, Religion and Female Benevolence in Mid-Nineteenth-Century Hamilton, Canada West," Errington and Comacchio, Volume 1, 431-444.

Craig Heron, "Trying Again: Regulating Booze in Canada after Prohibition," Opp and Walsh, 296-311.

Suzanne Morton, "A Man's City: Montreal, Gambling, and Male Space in the 1940s," Opp and Walsh, 312-322.

Nov. 2: Race, Ethnicity, and Immigration

Elizabeth Beaton, "An African-American Community in Cape Breton, 1901-1904," Errington and Comacchio, Volume 2, 139-157.

Kerry Badgley, "'As Long as he is an Immigrant from the United Kingdom': Deception, Ethnic Bias and Milestone Commemoration in the Department of Citizenship and Immigration, 1953-1965," Errington and Comacchio, Volume 2, 158-169.

Francis Swyripa, "Negotiating Sex and Gender in the Ukrainian Bloc Settlement: East Central Alberta between the Wars," Opp and Walsh, 47-62.

Nov. 9: Family Life and Domesticity

Magda Fahrni, "The Romance of Reunion: Montreal War Veterans Return to Family Life, 1944-1949," Errington and Comacchio, Volume 2, 184-199.

Robert A.J. McDonald, "'He Thought He Was the Boss of Everything': Masculinity and Power in a Vancouver Family," Errington and Comacchio, Volume 2, 200-215.

Denyse Baillargeon, "Indispensable But Not a Citizen: The Housewife in the Great Depression," Opp and Walsh, 63-77.

Nov. 16: Childhood (ARTICLE REVIEW DUE)

Sylvia Van Kirk, "'What if Mama is an Indian?': The Cultural Ambivalence of the Alexander Ross Family," Errington and Comacchio, Volume 1, 339-346.

Deborah Stiles, "The Gender and Class Dimensions of a Rural Childhood: Martin Butler in New Brunswick, 1857-1871," Errington and Comacchio, Volume 1, 347-358.

Cynthia Comacchio, "Inventing the Extracurriculum: High School Culture in Interwar Ontario," Errington and Comacchio, Volume 2, 318-333.

Nov. 23: Sexuality

Catherine Gidney, "Under the President's Gaze: Sexuality and Morality at a Canadian University During the Second World War," Errington and Comacchio, Volume 2, 232-244.

Valerie J. Korinek, "'Don't Let Your Girlfriends Ruin Your Marriage': Lesbian Imagery in *Chatelaine* Magazine, 1950-1969," Errington and Comacchio, Volume 2, 245-264.

Kathryn McPherson, "'The Case of the Kissing Nurse': Femininity, Sexuality, and Canadian Nursing, 1900-1970," Opp and Walsh, 169-184.

Nov. 30: Sports and Recreation

Robert Kossuth and Kevin B. Wamsley, "Cycles of Manhood: Pedaling Respectability in Ontario's Forest City," Errington and Comacchio, Volume 2, 418-433.

Kevin B. Wamsley and David Whitson, "Celebrating Violent Masculinities: The Boxing Death of Luther McCarty," Opp and Walsh, 286-295.

Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Post-war Canada," Opp and Walsh, 92-104.

Dec. 7: Tourism, Conservation, and Environmental Issues

Lynda Jessup, "The Group of Seven and the Tourist Landscape in Western Canada, or The More Things Change," Errington and Comacchio, Volume 2, 462-482.

John Sandlos, "From the Outside Looking In: Aesthetics, Politics, and Wildlife Conservation in the Canadian North," Errington and Comacchio, Volume 2, 483-503.

Karen Dubinsky, "Honky-Tonk City: Niagara and the Post-war Travel Boom," Opp and Walsh, 340-352.

WINTER BREAK

INSTRUCTIONS FOR SECOND-TERM SEMINARS:

SEMINAR PRESENTERS:

On the Wednesday class a week prior to your seminar, submit your essay to me: submit an electronic copy (email) for posting on OWL, and submit a hard copy for grading. I will return my graded copy to you on the day of your seminar the following week.

SEMINAR PRESENTATIONS:

Each seminar will last about 50 minutes (if two seminars per class). In the first 10-15 minutes, address your topic's significance; provocative bibliographic sources; research problems; other areas which could be pursued; and/or topical related issues. Use the remaining time to direct the seminar by stimulating class discussion, and by fielding comments and questions about your research topic. Feel free to incorporate Powerpoint, audio-visual aids, handouts, etc. You will be graded on the content of your presentation, and on your facilitation of the seminar discussion.

SEMINAR PARTICIPANTS:

In the week prior to each seminar, all students will read the two papers to be presented. They can be accessed through OWL. Come prepared to discuss and evaluate them both.

During the term, you will write short critiques of three of the papers. *They are due (in hard copy) at the start of the class in which the paper is presented* - critiques of papers previously presented will not be accepted. Submitted critiques will not be shown to seminar presenters; they will be returned with a mark as soon as possible.

Critiques should be two typed pages, double-spaced. The critiques should include a thesis statement, and *assess the strengths and weaknesses of the papers*. They may also convey your own thoughts about related issues.

ADDITIONAL STATEMENTS

The Dean has exempted this course from Senate regulation (2016 04) which reads: "At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus." See the full text at:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic

Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca