



**The University of Western Ontario
HISTORY 3205E**

**Identities in Conflict:
Canadian Social History Since 1800
Fall/Winter 2019-20
Wednesday, 2:30-4:30pm, STVH 2166**

Instructor: Monda Halpern, Associate Professor

Office Hours: Wednesday, 12:30-2:00 pm, and by appointment
Department of History, Office: Lawson Hall 2266
Email: halpern@uwo.ca

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.

Prerequisite(s):

1.0 History course at the 2200 level or above

Unless you have either the prerequisites for this 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. The 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.

Course Syllabus:

The student should be able to understand the significance of social history as an illuminating area of historical inquiry; identify past and contemporary historiographical debates in Canadian social history, particularly those related to regional, national, and transnational identity; understand the ways in which the intersecting issues of gender, race, ethnicity, class, and sexuality have shaped various historical events, trends, and movements.

Course Materials:

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.

Methods of Evaluation:

Course Assignments:

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| Article Review (see below) (8-10 pp.): November 13, 2019 | 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 13, 2019

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.

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.

Third and fourth year History courses **are exempted** from the Senate regulation that students must receive feedback amounting to at least 15% of their final grade three days before the drop deadline.

Course Schedule and Readings:

Sept. 11: Introduction

Sept. 18: NO CLASS

Sept. 25: 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.

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

Oct. 2: First Nations; Industrialization

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.

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. 9: NO CLASS (YOM KIPPUR)

Oct. 16: NO CLASS

Oct. 23: 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.

Oct. 30: 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. 6: NO CLASS (FALL READING WEEK)

Nov. 13: Family Life and Domesticity (ARTICLE REVIEW DUE)

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. 20: 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. 27: Sports and Recreation

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

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

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

Dec. 4: 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:

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

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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.

Scholastic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

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

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Support Services:

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

Use of Electronic Devices:

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. Electronic devices will not be allowed during tests and examinations.

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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.