

HISTORY 3206F
Identities in Conflict:
Canadian Social History Since 1800
Fall/Winter 2022-23
Tuesday, 4:30 pm-6:30 pm, Location TBA
in-person

Instructor: Monda Halpern, Professor
Office Hours: Tuesday, 2:30 pm-4:00 pm
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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (i.e. on Zoom at the times indicated in the timetable). The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

This course examines the social history of Canada since 1800. Focusing on the lives of everyday people and utilizing issues of gender, race, class, and sexuality, this course explores topics related to industrialization, urbanization, immigration, family, crime, and social reform. Considerable attention is paid to the historiography/methodologies of the field.

Prerequisite(s):

1.0 course in History 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.

Antirequisite(s):

[History 3205E](#).

Course Syllabus:

COURSE DESCRIPTION:

This seminar course examines various aspects of the social history of Canada from 1800 to the present. Focusing on the lives of everyday people, and utilizing issues of gender, race, ethnicity, religion, class, and sexuality, this course explores the concept of national, regional, and personal identity through a variety of topics, including industrialization, urbanization, immigration, family, crime, and social reform. It also examines historiography/methodologies related to the field. Students will read selected articles from three required books and will discuss them in class. Students will also write and present a research paper and will be expected to contribute to the seminars of classmates by reading, evaluating, and discussing their work.

LEARNING OUTCOMES:

Students 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 national and regional identity
- understand the ways in which the intersecting issues of gender, race, ethnicity, religion, class, and sexuality have shaped various historical events, trends, and movements

COURSE REQUIREMENTS:

Research essay (12-15 pages): Date TBA	45%
Critiques (2 critiques at 2 pages each): Date TBA	30%
Seminar presentation: Date TBA	15%
Participation/Attendance:	10%

SEMINAR PRESENTATION:

You will sign up for a presentation date beginning in Week 5. On your selected date, you (possibly along with one other) will present one of the scheduled articles. In your presentation, address and critique your article's thesis, main arguments, biases, and sources, and situate your article in the larger historiography. As well, discuss your related essay topic in the context of your reading. Stimulate class discussion by asking questions and fielding comments. Feel free to incorporate audio-visual aids. You will be graded on the content of your presentation, and on your facilitation of the seminar discussion. As you may be "sharing" your presentation date with a classmate, and in order to prevent overlap in

discussion topics, arrange with them which topics/readings that each one of you will present. Your presentation will last 20-30 minutes.

To facilitate the research of your essay, the subject of your essay will coincide with the general seminar topic of your selected presentation date. **Your essay (in both paper and electronic format) will be due on that same day in class. As your classmates are relying on the timely submission of your essay in order to write their critiques (see below), essays MUST be submitted on your assigned due date. Late research essays will generally not be accepted for grading. If you are facing difficulties, please talk to me.**

ESSAY:

Your essay should be 12-15 pages. It must include a thesis statement that advances a clear argument and maps the discussion points of the paper. In addition to offering a meaningful examination, your essay must include an introduction, conclusion, endnotes or footnotes, and a bibliography. Endnotes/footnotes should be in a correct and consistent format. The bibliography should include 12-15 sources, 2/3 of which should be secondary sources (contemporary sources, mostly books, written by scholars) and 1/3 of which should be primary sources (written/spoken by observers during the time period under study). Primary sources can be books, articles, government documents, newspapers, etc., but they must be a stand-alone source/document, not simply an excerpt or quotation retrieved from a secondary source; in other words, you must locate your own primary sources (on the internet (on a credible site) or in a library or archive).

CRITIQUES:

Those students not presenting an article and submitting an essay on a given week will be required to do the assigned readings, participate in the seminar discussion, and write an essay critique. Select two student essays (which will be accessible on OWL) on which you would like to write a critique. Your critique is due in class and must be submitted no later than one week following the submission of the essay about which it is written. Submitted critiques will not be seen by anyone other than me; they will be returned with a mark as soon as possible. Critiques should be two typed pages and double-spaced. They should include a concise thesis statement stating the strengths and weaknesses of the essay; they should then discuss those strengths and weaknesses. They should also have an introduction and conclusion, but they do not require extra research or citations. When submitting your critique, please indicate if it is critique 1 or 2.

Course Materials:

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:

Students must attend at least half the number of full classes in order to qualify for a passing final grade, regardless of marks received for other assignments.

Course Schedule and Readings:

SEPTEMBER 13: INTRODUCTION

What is Social History?

SEPTEMBER 20: CLASS AND COMMUNITY

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.

SEPTEMBER 27: NO CLASS MEETING (ROSH HASHANAH)

Work in lieu of this meeting will be assigned in advance.

OCTOBER 4: 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.

OCTOBER 11: FIRST NATIONS (Week 5 - Seminar presentations begin)

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.

OCTOBER 18: 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.

OCTOBER 25: 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.

NOVEMBER 1: NO CLASS (FALL READING WEEK)

NOVEMBER 8: 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.

NOVEMBER 15: 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.

NOVEMBER 22: 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.

NOVEMBER 29: 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.

DECEMBER 6: 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.

Use of Electronic Devices:

During all class lectures, discussions, and presentations, the recreational use of lap-tops (web browsing, emailing, etc.), as well as the use of all wireless handheld devices, is discouraged and could adversely affect your participation mark.

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness

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