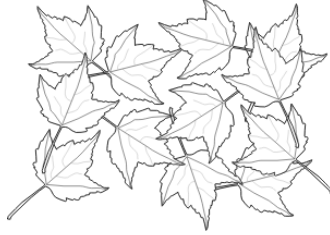


HIST 204

The Social History of Canada

Simon Fraser University
Spring 2015



Lecture: Thursdays 2:30-4:20 pm, WMC 3220
Tutorials: Tuesdays 1:30-2:20 pm, AQ 5118; Tuesdays 2:30-3:20 pm, AQ 5028
Canvas website: <https://canvas.sfu.ca/courses/19553>

Instructor: Dr. Tina Adcock (tina.adcock@sfu.ca)
Office hours: Mondays 2:30-3:30 pm & Tuesdays 12-1 pm, AQ 6236

Course description

This course offers a selective survey of nineteenth- and twentieth-century Canadian history through the lens of social history. Often described as history “from below” or “from the bottom up,” social history has traditionally aimed to recover the experiences of non-elite members of society, including (but not limited to) women, members of the working class, ethnic minorities, and Aboriginal peoples. To avoid being overwhelmed by the sheer scope of this historical project, we will focus upon a handful of social spaces in which Canadians have lived, worked and played over the last two centuries. We will learn how these spaces materially and imaginatively shaped how people conducted their lives, what kinds of choices they were able to make, and what effects their actions had on others and on the times in which they lived.

As we move through these spaces, we’ll encounter and practice using some of the key concepts and methods of social history. These include the intersecting categories of gender, race, and class, which people have understood and performed differently in different times and places. We will grapple with an array of primary sources in order to understand how social historians extract meaning from sometimes unlikely records and objects. We will also touch upon philosophical questions concerning agency, representation, and the limits of knowledge in the historical enterprise. Do *we* make history, or does history make *us*? Who has the right to speak for whom? How can we produce accurate histories from fragmentary or otherwise problematic evidence? Finally, wherever relevant, we will connect our knowledge of Canadian social history to contemporary social issues in this country, particularly those of equity and justice.

Course objectives

By the end of this course, you will be able:

- To describe how specific social spaces shaped everyday historical experiences in Canada
- To identify different expressions of gender, race, and class across time and space, and to situate them in their historical and cultural contexts
- To discuss social historical issues concerning agency, representation, and knowledge with reference to course content

- To practice critically reading and analyzing primary and secondary historical sources in oral and written form
- To relate course content where relevant to contemporary social issues in Canada.

Course readings

Students will be required to purchase **one** of the following books:

David H.T. Wong. *Escape to Gold Mountain: A Graphic History of the Chinese in North America*.

Vancouver: Arsenal Pulp Press, 2012. \$21.00.

Zach Worton. *The Klondike*. Montreal: Drawn and Quarterly, 2011. \$24.95.

New copies of these books are available at the SFU Bookstore. You may source your own new or used copies on Amazon, abebooks.com, or elsewhere. These books have also been placed on 4-hour reserve at Bennett Library.

All other readings are available on the course's Canvas website or will be provided to you in class. Assigned readings should be completed before tutorials on Tuesdays. The success of our meetings depends on everyone having done the readings.

Course evaluation

Your final grade will be determined as follows:

Participation	15%
Reading responses	20%
Graphic novel assignment	30%
Final exam	35%

You are expected to prepare for and attend every lecture and tutorial. Your **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. I expect you to come to tutorials with the readings in hand or with the files on your laptop or tablet, having read them carefully and thoughtfully. When asked to participate in classes and tutorials, I also expect you to reflect critically on lectures, readings, and primary sources in written and spoken form, to listen to your peers and engage with their viewpoints, and to practice expressing 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 contributions.

If you have to be absent from a lecture or tutorial unexpectedly, please send me an email explaining why, and provide documentation from another instructor, a program director, or a medical professional, if appropriate. If you know that you will have to miss class due to religious observances/practices or another such conflict (e.g. athletic competitions, interviews for professional programs), please let me know as soon as possible. Excused absences will not affect your participation grade.

Course assignments & examinations

Academic research demonstrates that “low-stakes” or informal writing has a number of benefits. It helps you to keep up with assigned readings, to engage actively with the ideas and subject matter in a course, and to find your own language for expressing and discussing important concepts. Most importantly, regular low-stakes writing will improve your high-stakes writing in essays or on exams. Accordingly, I will ask you to write four **reading responses** this term, one for each

quarter of the course. In each response, you will choose a thematic week and reflect upon the assigned readings for that week. We will discuss in class what kinds of topics you might address as well as expectations for length, style, and so on.

I will ask you to submit your reading responses to me according to the following schedule:

- First quarter (Weeks 1-3): **Tuesday, January 27th**
- Second quarter (Weeks 4-6): **Tuesday, February 24th**
- Third quarter (Weeks 7-9): **Tuesday, March 17th**
- Fourth quarter (Weeks 10-12): **Tuesday, April 7th**

In the first instance, I will grade the responses using the following scale: $\sqrt{+}$ (excellent); $\sqrt{}$ (satisfactory); $\sqrt{-}$ (needs improvement). I will also provide comments on the first three responses. You will submit all four responses to me in a portfolio on **Tuesday, April 7th**, when I will consider them as a whole and assign a final grade for this portion of the course. This will allow me to take into account improvement in your critical reading, writing, and thinking skills over the term. For each missing response, you will receive a zero for **5%** of your grade for the course.

For your major written assignment for this course, you will analyze a **graphic novel** about a specific aspect of Canadian social history: either the immigration of Chinese peoples to Canada, or the Klondike gold rush. In addition, you will be asked to read several scholarly articles on the same topic, and to compare and contrast the treatment of your chosen topic by academic and popular writers of history. You will also be asked to assess the benefits and drawbacks of presenting and disseminating the insights of Canadian social history in this somewhat unconventional form. We will discuss this assignment in class closer to its due date. This paper should be **6-8 pages long** and will be due on **Tuesday, March 24th**.

This course will conclude with a **final examination**. It will consist of a mixture of short answer and essay questions that will test your comprehension and mastery of material covered in the lectures, tutorials, and readings. You may make use of any course materials to answer the questions, including readings, lecture notes, excerpts from primary sources, video clips or films, and so on. This examination is scheduled at **3:30-6:30 pm** on **Wednesday, April 15th**.

Policies regarding assignments

All assignments are due at the beginning of class and must be submitted in hard copy. Please include your name, the date, and some kind of descriptive title on the first page. A separate title page is not necessary. Please also number the pages of the assignment. All assignments must be word-processed, using standard 1-inch margins, at least 1.5-inch spacing, and 11 or 12-point font.

A late assignment will have **5%** of its final mark subtracted for each day it is late. Excuses will not be entertained unless you can produce relevant official documentation, such as a doctor's note. Extensions must be requested at least 72 hours in advance of an assignment's due date. Please do not request an extension unless personal or medical circumstances seriously warrant one.

Academic honesty

By enrolling in classes at SFU, you have consented to a student contract that includes a commitment to academic honesty:

<http://www.sfu.ca/students/calendar/2015/spring/fees-and-regulations/student-contract/academic-honesty.html>

It is your responsibility to ensure that you understand what constitutes academic dishonesty, which includes but is not limited to plagiarism. This guide clarifies what actions are considered academically honest and dishonest at SFU:

<http://www.sfu.ca/students/academicintegrity/resources/academicdishonestyguide.html>

Classroom etiquette

Please arrive to class in a timely fashion to avoid disrupting our learning environment. Please also do not leave the room during class unless it is absolutely, physically unavoidable.

Please turn your cell phones to silent and refrain from using them during class. Feel free to use your laptop, tablet, or netbook to take notes or look up things, but please don't use such devices in ways (Facebook, YouTube, etc) that will disrupt the attention of other students around you. A little courtesy toward your classmates and me goes a long way.

I may make minor changes to the syllabus during the term. I will notify you of these. You will always be able to find the most recent version of the syllabus on the course's Canvas website.

Course schedule: Topics, readings, and due dates

**NB: A thematic "week" in this course consists of a Thursday lecture and a Tuesday tutorial, in that order.*

Week 1: What is social history (and did it kill Canadian history)?

Lecture: Thursday January 8

Tutorials: Tuesday January 13

Readings: James Opp and John C. Walsh, "Introduction: Situating Canadian Social History" [excerpt], in *Home, Work and Play* (2010) (5 pgs)
 J.L. Granatstein, "Professing Trivia: The Academic Historians" [excerpt], in *Who Killed Canadian History?* (1998) (24 pgs)
 Timothy J. Stanley, "Why I Killed Canadian History: Towards an Anti-Racist History in Canada," *Histoire sociale/Social History* (2000) (25 pgs)

Week 2: The court

Lecture: Thursday January 15

Tutorials: Tuesday January 20

Readings: Sandy Ramos, "'A Most Detestable Crime': Gender Identities and Sexual Violence in the District of Montreal, 1803-1843," *Journal of the Canadian Historical Association* (2001) (22 pgs)
 Lynne Marks, "Railing, Tattling, and General Rumour: Gossip, Gender, and Church Regulations in Upper Canada," *Canadian Historical Review* (2000) (23 pgs)

Week 3: The tavern

Lecture: Thursday January 22

Tutorials: Tuesday January 27

Readings: Julia Roberts, "'A Mixed Assemblage of Persons': Race and Tavern Space in Upper Canada," *Canadian Historical Review* (2002) (16 pgs)
 Peter DeLottinville, "Joe Beef of Montreal: Working-Class Culture and the Tavern, 1869-1889," *Labour/Le Travail* (1981/82) (32 pgs)

***First reading response due Tuesday, January 27**

Week 4: The farm

- Lecture: Thursday January 29
 Tutorials: Tuesday February 2
 Readings: Rusty Bittermann, "Farm Households and Wage Labour in the Northeastern Maritimes in the Early 19th Century," *Labour/Le Travail* (1993) (33 pgs)
 Catherine Anne Wilson, "Reciprocal Work Bees and the Meaning of Neighbourhood," *Canadian Historical Review* (2001) (19 pgs)

Week 5: Reserves and residential schools

- Lecture: Thursday February 5
 Tutorials: Tuesday February 17
 Readings: Sarah Carter, "'We Must Farm To Enable Us to Live': The Plains Cree and Agriculture to 1900," in *The Prairie West as Promised Land* (2007) (24 pgs)
 Truth and Reconciliation Commission, *They Came for the Children*, introduction and chapter 1 (2012) (19 pgs)

Week 6: Chinatown(s)

- Lecture: Thursday February 19
 Tutorials: Tuesday February 24
 Readings: Patrick A. Dunae et al., "Making the Inscrutable, Scrutable: Race and Space in Victoria's Chinatown, 1891," *BC Studies* (2011) (30 pgs)
 Alison Marshall, "The Western Manitoba Laundry," in *The Way of the Bachelor* (2011) (25 pgs)
***Second reading response due Tuesday, February 24th**

Week 7: Boomtowns and work camps

- Lecture: Thursday February 26
 Tutorials: Tuesday March 3
 Readings: Robert McIntosh, "Boys in the Mining Community," in *Boys in the Pits* (2000) (22 pgs)
 Ian Radforth, "The Shantymen" [excerpt], in *Labouring Lives* (1995) (33 pgs)

Week 8: Factories and offices

- Lecture: Thursday March 5
 Tutorials: Tuesday March 10
 Readings: Jeremy Stein, "Time, space and social discipline: factory life in Cornwall, Ontario, 1867-1893," *Journal of Historical Geography* (1995) (22 pgs)
 Kate Boyer, "'Miss Remington Goes to Work': Gender, Space and Technology at the Dawn of the Information Age," *The Professional Geographer* (2004) (11 pgs)

Week 9: The park

- Lecture: Thursday March 12
 Tutorials: Tuesday March 17
 Reading: Sean Kheraj, "Improving Nature," in *Inventing Stanley Park* (2013) (45 pgs)
***Third reading response due Tuesday, March 17th**

Week 10: The playing field

- Lecture: Thursday March 19—**Cancelled (Dr. Adcock away)**
 Tutorials: Tuesday March 24

- Reading:* Shannon Jette, "Little/Big Ball: The Vancouver Asahi Baseball Story," *Sport History Review* (2007) (12 pgs)
- Film:* *Sleeping Tigers: The Asahi Baseball Story* (NFB, 2003)
- *Graphic novel assignment due Tuesday, March 24th**

Week 11: The kitchen

- Lecture:* Thursday March 26
- Tutorials:* Tuesday March 31
- Readings:* Chris Dummitt, "Finding a Place for Father: Selling the Barbecue in Postwar Canada," *Journal of the Canadian Historical Association* (1998) (15 pgs)
- Franca Iacovetta and Valerie J. Korinek, "Jell-O Salads, One-Stop Shopping, and Maria the Homemaker: The Gender Politics of Food," in *Sisters or Strangers?* (2004) (41 pgs)

Week 12: The bedroom

- Lecture:* Thursday April 2
- Tutorials:* Tuesday April 7
- Readings:* Becki Ross and Kim Greenwell, "Spectacular Striptease: Performing the Sexual and Racial Other in Vancouver, BC, 1945-75," *Journal of Women's History* (2005) (23 pgs)
- Christabelle Sethna, "The Evolution of the Birth Control Handbook: From Student Peer Education Manual to Feminist Self-Empowerment Text, 1969-1975," *Canadian Bulletin of Medical History* (2006) (25 pgs)
- *Fourth reading response and reading response portfolio due Tuesday, April 7th**

Week 13: Conclusion and review

- Lecture:* Thursday April 9

Final examination: Wednesday, April 15th, 3:30-6:30 pm, location TBA