



**HISTORY 4291E:
Selected Topics:
Identities in Conflict: Canadian Social History Since 1800**

COURSE OUTLINE (2018-19) – Dr. George Warecki

Office Hours: TBA, in Ursuline Hall, Room 319

Telephone (with voice mail): 432-8353, ext. 28239 / **e-mail:** gwarecki@uwo.ca

Class meets on Thursdays, 12:30-2:30PM in MSJ Room 14.

INTRODUCTION

History 4291E is being taught concurrently with History 3205E, but with additional research requirements. This course examines the social history of Canada since 1800, including such topics as industrialization, urbanization, class struggle, labour strife, rural depopulation, immigration and migration, ethnic tension, racism, gender struggle, sexuality, social reform, religion, popular culture, and regionalism. Considerable attention will be paid to the historiography and/or methodologies of the field. History 3205E is a seminar course (maximum enrolment: 20 students) that meets once per week for class discussions of assigned readings.

PREREQUISITES:

2.0 courses in History at the 2200 level or above.

The UWO Senate has provided the following statement: “Unless you have either the requisites 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. 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.”

ANTIREQUISITES:

History 3205E.

BRESCIA COMPETENCIES

This course will enable students to attain various levels of the seven Brescia Competencies: Communication (level 4); Critical Thinking (level 4); Inquiry and Analysis (level 4); Problem Solving (level 3 or 4); Self-Awareness and Development (level 3 or 4); Social Awareness and Engagement (level 2 or 3); and Valuing (level 3 or 4).

LEARNING OUTCOMES

The following is a list of course learning outcomes and levels of attainment. Students will:

1. Demonstrate in writing an appreciation for bias, uncertainty, and ambiguity in history. (mastery)
2. Demonstrate broad and deep knowledge about the past by summarizing and explaining the main ideas for several different kinds of history, and identifying weak or inaccurate arguments. (reinforcing)
3. Conduct independent, original research; develop a research question based on a review of scholarly literature; refine the inquiry into a viable essay topic by identifying primary sources; draw evidence from primary sources to create and support a thesis, only using secondary sources for context; compose an essay with a complex and sustained historical argument, thoroughly documented with scholarly references. (mastery)
4. Compose and articulate (written or oral) balanced, constructive criticism of peer work. (introductory)
5. Demonstrate in discussions and in writing an understanding of historical agency, including one's own potential and limitations. (reinforcing)
6. Analyse in writing the historical significance of various people, events, and forces by emphasizing continuity and change, contingency and context. (reinforcing)
7. Demonstrate personal and professional integrity in research by documenting sources with scholarly references. (mastery)
8. Communicate effectively using oral expression, in small and large groups. (mastery)
9. Articulate personal values in class discussions of scholarly work, exploring the moral, ethical, and social justice aspects of historical events. (mastery)
10. Lead other students by producing exemplary work of very high quality, both written and oral. (mastery)

EVALUATION (4291E students only):

ESSAY: (45%)

Preliminary Essay Topic Statement (due 18 October).....	5%
Annotated Bibliography (due 6 December 2018).....	10%
Essay (due date determined by lottery; essay due on the Monday before one's Oral Presentation).....	20%
Oral Presentation of Essay Research (presentations begin 28 February; student's presentation date determined by lottery).....	10%

COURSE WORK: (55%)

Weekly Seminar Participation.....	15%
Weekly Reading Responses.....	10%
Primary Source Oral Presentation (dates TBA).....	5%
Postscript Journal (due 1 Nov. and 7 Feb.).....	10%
Written Critiques of Student Essays (beginning 28 February).....	5%
Four Primary Source Analyses (two per term).....	10%
.	100%

REQUIRED TEXTBOOKS:

The following texts must be purchased at the UWO Bookstore:

James Opp and John C. Walsh, (eds.), *Home, Work, and Play: Situating Canadian Social History* **Third Edition** (Oxford University Press, 2015).

William Kelleher Storey and Towser Jones, *Writing History: A Guide for Canadian Students* **Fourth Edition** (Oxford University Press, 2013)

FORMAT

The class will meet once per week throughout the year. Class discussions will focus on assigned readings organized around a particular topic (see schedule). Students are expected to complete the readings before class, and take notes as a way of preparing for the seminar discussions. **Upon arrival in class, students will submit to the instructor a 1-2 page (typed) reading response** that provides an interpretive overview of the assigned articles. After class, students will **compose another, 1-2 page (typed) reflection**, based on what they learned during the discussion. These weekly “Postscripts” — gathered in a **Postscript Journal** — will be submitted as a collection for grading twice during the year (on 1 Nov. and 7 February). Attendance will be taken weekly and students will be evaluated on their participation in class discussions. Students may choose one week during which their participation and/or attendance will not be counted. This one “**free pass**” is intended to assist during times of extreme stress or when unforeseen circumstances occur.

In a seminar course, one must speak regularly and engage the issues from the readings to earn a strong grade. **Mere attendance, without an effort to discuss the material, will result in a poor grade.** Further explanation of the grading scheme will be given during classes. Students unable to attend a class are expected to inform the professor of their absence, preferably before the class. If there are reasonable grounds for missing a class — usually involving illness — the student will not be penalized. However, the instructor retains the right to demand documentation in the case of missed classes. Students who miss a class in these circumstances must **submit (no later than 14 days after a missed class) a reading response that demonstrates comprehension of the assigned readings**, to recover part of the participation grade for that day.

Students will also make one brief Oral Presentation, based on a primary source. Students must consult two scholarly secondary sources to explain the primary source to the class and place it in historical context. Topics are negotiable, but must be approved in advance by the Professor. These presentations will be made usually in the second hour of weekly class meetings.

Beginning on 28 February 2019, the weekly meetings will turn to the presentation and discussion of student essays. Students will **draw lots** in the first few weeks of the course to determine the order of presentation and the due dates for their respective papers. In the later part of the course, the class will read the essay(s) that are due that week. Individual students will **present their research findings to the class** in a

formal Oral Presentation (the allotted time depends on final course enrollment), and will answer questions in the discussion that follows. Students who miss class on their presentation date – without reasonable grounds – will forfeit 10% of their final course grade. **The final, written essay – fully documented – must be submitted by NOON on the Monday PRIOR to the Thursday assigned for the oral presentation.** Instructions for submitting assignments will be given during class and are briefly explained below.

Students in History 4291E will do the same assignments required in History 3205E, but will also do **additional work**. (The evaluation scheme will be slightly different for these students.) Twice per term, students in 4291E will research and write a **primary source analysis**. In consultation with the instructor, students will find a primary source related to the assigned readings for a particular day. Using two scholarly secondary sources, students will research the historical context for the document. In a brief written report submitted to the professor, students will reprint the document and discuss its significance to Canadian social history. History 4291E students will be allowed to use one of these primary source analyses as the basis for their short oral presentation. Further instructions will be given in class.

“OWL” AND STUDENT OBLIGATIONS

The instructor will be maintaining a course website using UWO’s on-line learning network, “OWL.” **Students will be required to engage the course material in a variety of ways using this website.** Further detailed instructions about the site, and students’ obligations, will be given during the first few weeks of classes. For now, students must recognize that they will have to **submit their assignments to the course website, where they will be checked for plagiarism using Turnitin.com.** In the latter part of the year, when the class is focused on student essays and oral presentations, each student is **responsible to read – before the appropriate class – the essay(s) that will be presented that week.** The OWL site will facilitate this reading process by making the essays available to all registered students. (The professor will “publish” the papers after they have been submitted.) By reading the essay(s) before the class, students will be able to arrive with questions in mind, **and will write and submit a two-page (typed) critique of each essay’s strengths and weaknesses.** These critiques **must be submitted in hard copy to the professor AND to the course website no later than the beginning of class** on the day that the essay(s) is (are) presented **Note: A student presenting on a particular day is excused from submitting a critique for any other essay being discussed on that same day. The annotated bibliography** must also be submitted in **hard copy** to the professor, with identical **electronic copies** submitted to the “Assignments” Tab on the OWL site.

ESSAYS

Students will have some freedom in **choosing their own topics** in Canadian social history, but must **check with the instructor before proceeding** to in-depth research. Essays must be based, to a significant degree, on **primary sources** (i.e., sources generated at the time under study, such as newspapers, government records, etc.).

To identify themes of particular interest, students are encouraged to survey the course readings or survey textbooks in Canadian History.

The following is a **recommended process and timeline** for the essay:

- (1) begin **thinking about a topic** immediately;
- (2) **select a topic** in consultation with the professor by early October;
- (3) **submit a Preliminary Essay Topic Statement on 18 October** (this involves identifying primary sources to support your essay);
- (4) gather a **bibliography** and evaluate your primary sources by early November;
- (5) **submit an annotated bibliography** by 6 December 2018;
- (6) conduct **in-depth research** in January and February 2019;
- (7) prepare a detailed, **working outline by 7 February** (**not** a formal, graded assignment, but a strongly recommended step);
- (8) write the **first draft** and **final version** of the essay (February- early March, depending on due date).

Essays must be typed, double-spaced, in a reasonably large font (at least 12-point), with generous blank margins around the text for the instructor's comments. **The target length for the essay is 5,000 words.** Papers that fail to adhere to this guideline (i.e., 10% longer or shorter) will be penalized. Final essays must be submitted in two ways: in **hard copy** to the professor, and electronically using the Assignments Tab on the course OWL site. The deadline to submit in both formats is Noon on the Monday before the Thursday class in which one makes the oral presentation. **Further detailed instructions will be given during classes.**

POLICY REGARDING LATE ASSIGNMENTS

- (a) A penalty of five (5) marks will be deducted for assignments submitted the first day after the deadline.
- (b) A penalty of one (1) mark will be assessed for each subsequent day including weekends.
- (c) No assignments will be accepted after the 14th day unless on:
 - (i) humanitarian grounds, or
 - (ii) medical grounds, for which documentation must be provided.
- (d) A student who fails to submit all of the required written work, as specified in the course outline, will not receive credit for the course.

Note: This is a senior, seminar course. The learning process must be conducted in a community of peers. For this reason, no essays or presentations can be accepted after the final, scheduled class date.

LIST OF WEEKLY READINGS:

All but three of the readings are from *Home, Work, and Play* (HWP). The three exceptions will either be available online, using the UWO libraries website, or via the course OWL site. Please ask the instructor if you cannot locate a reading.

STUDENTS SHOULD READ ALL THE FOOTNOTES FOR EACH SELECTION—THEY ARE A CRUCIAL PART OF THE READINGS!***

September 6th: **Course Introduction** / Read course outline; review course OWL site; purchase texts

Sept. 13: **Draw Lots for Due Dates (Oral Presentation and Essay)* / What Is Social History?**

James Opp and John Walsh, “Acknowledgements” and “Introduction,” in *Home, Work, and Play* (HWP)

Online Craig Heron, “Harold, Marg, and the Boys: The Relevance of Class in Canadian History,” *Journal of the CHA New Series*, Vol. 20, No. 1 (2009): 1-26.

<https://www.erudit.org/fr/revues/jcha/2009-v20-n1-jcha3851/039780ar/>

[TBA] Christopher Dummit, “Chapter 5: After Inclusiveness: The Future of Canadian History,” in Christopher Dummitt and Michael Dawson, (Eds.), *Contesting Clio’s Craft: New Directions and Debates in Canadian History* (London: Institute for the Study of the Americas, 2009), 98-122.

Sept. 20: **Working People**
HWP, chs. 11 and 12

Sept. 27: **Home (I)**
HWP, chs. 1, 2, and 3; Visualizing Home, Series 1: Domestic Visions

October 4th: **Snowshoeing and Guns**
HWP, chs. 22 and 23; Visualizing Play, Series 1: Bodies in Motion

[October 11th: Fall Reading Week – **NO CLASS**]

Oct. 18: **Urban Health and Social Reform**
➔ Preliminary Essay Topic Statement Due*

HWP, ch. 4

Online Carly Adams, “Supervised Places to Play: Social Reform, Citizenship, and Femininity at Municipal Playgrounds in London, Ontario,” *Ontario History* Vol. CIII, No. 1 (Spring 2011): 60-80.

HWP, Visualizing Home, Series 2: Exhibition and Surveillance

Oct. 25: **Industry and Labour**
HWP, chs. 13 and 14; Visualizing Work, Series 1 and 2

November 1st: **Work and Gender**

→ Postscript Journal Due*

HWP, ch. 15; Visualizing Work, Series 3 and 4

November 8: **Sports and Spectators**

HWP, chs. 24 and 26

November 15: **The Great Depression**

HWP, chs. 5 and 16

November 22: **Women in Wartime, and Post-War Consumption**

HWP, chs. 17 and 18

November 29: **Summer Camps and National Parks**

Chs. 25 and 30; Visualizing Play, Series 3: Postcard Wilderness

December 6: [last class for 2018]

→ **Annotated Bibliography Due**** / Video - TBA

Second Term (2019):

January 10: **Drinking and Striptease**

HWP, chs. 27 and 20; Visualizing Play, Series 2: Battling Over the Bottle

January 17: **Obesity and Food Politics**

HWP, chs. 6 and 7; Visualizing Home, Series 3: Food for Thought

January 24: **Suburbia and the Inner City**

HWP, chs. 8 and 9;

Visualizing Home, Series 4: Suburban Landscapes;

Visualizing Work, Series 5: Servicing the Suburbs

January 31: **Queers and Donuts**

HWP, chs. 28 and 29; Visualizing Play, Series 4: Consuming Sports

February 7: **Workshop on Essay (I)**

→ Postscript Journal Due*

February 14: **Workshop on Essay (II)**

→ Discuss one primary source from your essay*

[February 21st: NO CLASS - READING WEEK]

February 28: **Begin Oral Presentations of Research Essays**

➔ ...read first essays and submit peer critiques on OWL*

March 7:

March 14:

March 21:

March 28:

April 4: **[Last Class]**

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:
http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. 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:
http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been

obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

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 offence.

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 for such checking 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>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.