



**Faculty of Arts
Department of History
Course Outline
Winter 2023**

**HTST 623
Topics in Canadian History: Social and Cultural History**

Instructor: Dr. N. Janovicek

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Office Hours and Location/Method: Wednesday 1:00 – 2:00 PM; Thursday 11:00 – 12:00
In person

Class Room Location, Days and Times: Friday, 2:00 – 4:45, SS 613

Course Delivery: In Person

Description

This graduate seminar focuses on Canadian social and cultural history. This course will focus on first books based on dissertations. I've chosen books published in the last two or three years; some have won major awards and others have been nominated. It's an eclectic list designed to encourage students to read outside of their research areas and to introduce students to some of the cutting edge research in the field of Canadian history.

Learning Outcomes

Through successful completion of this course, students will be expected to:

- Understand recent developments, themes, and methods in Canadian historiography.
- Critically analyze historical research and writing.
- Engage with the relationship between historical scholarship and current political, social, and cultural debates.

Reading Material

Except for Suzette Mayr's book, these books are available at the book store. Most are available in the library.

Anderson, Kevin: *Not Quite Us: Anti-Catholic Thought in English Canada since 1900*. Montreal and Kingston: McGill-Queen's University Press, 2019.

Aladejebi, Funké. *Schooling the System: A History of Black Women Teachers*. Montreal and Kingston: McGill-Queen's University Press, 2021.

Carleton, Sean. *Lessons in Legitimacy: Colonialism, Capitalism, and the Rise of State Schooling in British Columbia*. Vancouver: UBC Press, 2023.

Barbour, Dale. *Undressed Toronto: From the Swimming Hole to the Sunnyside: How a City Learned to Love the Beach, 1803-1935* (Winnipeg: University of Manitoba Press, 2021).

Hoy, Benjamin. *A Line of Blood and Dirt. Creating the Canada-United States Border Across Indigenous Lands*. Oxford University Press, 2021.

Langford, Will. *The Global Politics of Poverty in Canada*. Montreal and Kingston: McGill-Queen's University Press, 2021.

Leddy, Lianne C. *Serpant River Resurgence: Confronting Uranium Mining at Elliot Lake*. Toronto: University of Toronto Press, 2023.

Luby, Brittany. *Dammed: The Politics of Loss and Survival in Anishinabe Territory*. Winnipeg: University of Toronto Press, 2020.

Mayr, Suzette. *The Sleeping Car Porter*. Toronto: Coach House Books, 2023.

Shantz, Mary-Ann. *What Nudism Exposes: An Unconventional History of Postwar Canada*. Vancouver: UBC Press, 2023.

Stanley, Heather. *Sex and the Married Girl: Heterosexual Marriage and the Body in Postwar Canada*. Toronto: University of Toronto Press, 2023.

Assessment

Method	Due Date	Weight
Participation	Throughout Term	30%
Position Paper	January 20	20%
Review Presentation & Essay	Assigned	10% (Presentation) 15% (Essay)
Research Essay	April 17	25%

Grading Policies

Assignments are graded as a letter grade and then recorded as points for purposes of weighting in D2L. If you have questions about your grade, please speak first to the person who graded your paper to understand how to improve your writing and analysis for the next assignment.

It is in your best interests to meet deadlines for the papers so that you receive timely feedback to help you with the next assignments. Students who make arrangements with me before the assignment is due will receive an extension. I do not require an explanation or documentation, but as a professional courtesy, I do insist that you send an e-mail to ask for an extension.

All papers will be uploaded to D2L.

Details on Methods of Assessment

Participation (30%): Student participation is crucial to a successful seminar. At the graduate level, participation is cumulative; as we move through the readings students should be able to make comparisons among the books we've discussed and identify how the book contributes to historiography. I expect students to take careful reading notes in preparation for the meeting. I also recommend that you begin to build a database for your secondary readings because you may want to use these materials as you develop your research program. I recommend Zotero. It's free and is one of the few databases designed for researchers in the humanities. You can download it here: <https://www.zotero.org/>

Consider the following questions when taking reading notes for seminar discussion:

1. What is the author's argument and how does it contribute to the field? Note that when you are assessing older books, it is important to consider why it was important at the time of publication, and how it influenced later work.
2. How does the book/article contribute to the historical debate? Does it address international debates? How have other historians responded to the argument?
3. Does the book introduce innovative methodological and theoretical perspectives to the field?
4. What evidence supports the argument? How does the historian justify the choice of materials and research strategy? Are there limitations to the sources that the author decided to use, and how does the author address the possibilities and limitations of archival sources?
5. Does the author read evidence differently than authors of earlier studies on a similar topic? Does reading the evidence to understand gender, class, colonizing and/or race relations change how historians understand this material? How does the author use gender as a category of analysis?
6. What theories influence the work? Is the author writing against a particular theoretical perspective?
7. Does the author use methodological and theoretical insights from other disciplines?
8. Is the author trained as a historian? What insights does training in another field bring to the historical research? What, if anything, might a trained historian find unsatisfying about the work?
9. If the work is a regional study, what does it contribute to both the regional debates and how does it address national questions? If the book is a microhistory, how does the author justify the methodology, and what connections does she/he make to the national historiography?
10. How has the transnational turn influenced the author's methodology, research, and analysis?
11. Does the book raise new questions for future study?

Position Paper (20%): Students will write a position paper (5 pages/1, 250 words) reflecting on Suzette Mayr's *Sleeping Car Porter* as historical writing. The paper will also use the assigned readings in Week 1 to provide historical context for the paper. These are also sources that Mayr read when she did research for the book.

Review Essay and Presentation (35%): Students will write a review essay based on 2 of the books we'll discuss in class (Leddy & Luby; Carleton & Aledajebi; and Barbour & Shatz). The Oral Presentation (10%) will be at the beginning of the class. Students should be prepared to speak for 15 minutes and then to guide the beginning of the discussion with 3 questions. The review essay (5 pages/ 1, 250 words) is due the week after the presentation.

Research Essay (25%): In 2021, *The Canadian Historical Review* introduced supplemental issues in which they asked scholars to write historiographical essays based on articles published in the journal. The topics were Louis Riel, Nationalism, Women's History, and The History of Drugs and Alcohol. Students will use these essays as a model for their paper. I also recommend Shirley Tillotson, "The *Canadian Historical Review* at One Hundred Years," *CHR* 100, 3 (September 2019): 315-438. Choose a topic (not one of the topics listed above!) and examine how scholarship on a topic has changed over 20 years in a 15 page paper (4, 000 words). Detailed guidelines will be provided in class.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. To successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Schedule

Date	Topic & Reading	Assignments/Due Dates
Week 1: January 13	<p>Mayr, Suzette. <i>The Sleeping Car Porter</i>.</p> <p>Maynard, Seven, "Through a Hole in the Lavatory Wall: Homosexual Subcultures, Police Surveillance, and the Dialectics of Discovery, Toronto, 1890-1930," <i>Journal of the History of Sexuality</i> 5 (October 1994).</p> <p>_____. "Six Nights in the Albert Lane, 1917," in <i>Any Other Way: How Toronto Got Queer</i> (available on-line in the library)</p> <p>Saje Mathieu "North of the Color Line: Sleeping Car Porters and the Battle Against Jim Crow on Canadian Rails, 1880-1920" <i>Labour/Le Travail</i> 47 (2001).</p>	Suzette Mayr will visit class beginning at 3:00.
Week 2: January 20	Leddy, Lianne C. <i>Serpent River Resurgence: Confronting Uranium Mining at Elliot Lake</i> .	Position Paper Due
Week 3: January 27	Luby, Brittany. <i>Dammed: The Politics of Loss and Survival in Anishinabe Territory</i> .	

Week 4: February 3	Carleton, Sean. <i>Lessons in Legitimacy: Colonialism, Capitalism, and the Rise of State Schooling in British Columbia.</i>	
Week 5: February 10	Aladejebi, Funké. <i>Schooling the System: A History of Black Women Teachers.</i>	
Week 6: February 17	Anderson, Kevin: <i>Not Quite Us: Anti-Catholic Thought in English Canada since 1900</i>	
February 24	Reading Week: No class	
Week 7: March 3	Hoy, Benjamin. <i>A Line of Blood and Dirt. Creating the Canada-United States Border Across Indigenous Lands</i>	
Week 8: March 10	Langford, Will. <i>The Global Politics of Poverty in Canada.</i>	
Week 9: March 17	Barbour, Dale. <i>Undressed Toronto: From the Swimming Hole to the Sunnyside: How a City Learned to Love the Beach, 1803-1935</i>	
Week 10: March 24	Shantz, Mary-Ann. <i>What Nudism Exposes: An Unconventional History of Postwar Canada.</i>	
Week 11: March 31	Stanley, Heather. <i>Sex and the Married Girl: Heterosexual Marriage and the Body in Postwar Canada</i>	
Week 12: April 7	Good Friday: No Class	
Week 13: April 14	Classes End April 12: No class. Final paper due Monday, April 17.	

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all History graduate level courses. See the university grading system in the calendar:

<https://www.ucalgary.ca/pubs/calendar/current/f-1-2.html>

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Very good performance
77-79	B+	3.30	Good performance
73-76	B	3.00	Satisfactory performance
70-72	B-	2.70	Minimum pass
67-69	C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
63-66	C	2.00	
60-62	C-	1.70	
56-59	D+	1.30	
50-55	D	1.00	
0-49	F	0	
	CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

Writing

All written assignments are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct

required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These

materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

MEDIA RECORDING IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that

occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

Other Useful Information

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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