Course Description:

This course explores some of the characteristics of modernity, showing how Canada fits into the wider context of a consumption-driven, industrial capitalist system that began to affect the entire globe, particularly the West, in the 19th century. It starts by looking at a series of developments that revolutionized the era, and then explores some key themes that illuminate the distinctiveness of the modern age. In rough terms, the time period covered is from the 1890s to the dawning of the computer age in the 1970s, although some forays may be made into the years before and after these 9 decades. The emphasis throughout is on social and cultural elements, rather than political and economic ones.
Course Format:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fri.</td>
<td>9:00-10:50 am</td>
<td>OCA 208</td>
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</tbody>
</table>

| Tutorials | Fri.  | 1:00-1:50 pm | BL 402   |
|           |       | 2:00-2:50 pm | BL 402   |
|           |       | 3:00-3:50 pm | BL 402   |

Course Evaluation:

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Weighting</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Essay – fall term</td>
<td>25%</td>
<td>19 October</td>
</tr>
<tr>
<td>Essay – winter term</td>
<td>25%</td>
<td>15 February</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Mid-year exam</td>
<td>10%</td>
<td>30 November – in class</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>Regular exam period</td>
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</tbody>
</table>

The grade for tutorial participation is based on the quality of contributions as well as the quantity. An effort should be made to demonstrate a familiarity with the assigned readings and a willingness to think about their significance in relation to the broader themes of the course.

The mid-year exam will be written in class during the last regular lecture period of the term and will cover both lectures and tutorial readings of the fall term. The final exam will cover lectures and tutorials for the entire year. It will be held during the regular exam period and will be two hours in length.

Failure to submit an essay or frequent unexcused absences from seminars will likely result in a failing grade for the entire course.
Course goals:

As a second year course, History/Canadian Studies 2540Y is intended to introduce students to the subject of the social and cultural history of modern Canada, and related historical debates, interpretations, methodologies, and intersections with other disciplines. Students will be encouraged to conduct independent research and gather, review, evaluate and interpret primary and secondary evidence; explore different approaches to problem solving while critically assessing the ideas of other historians; formulate original historical arguments in a critical and analytical fashion; and communicate the results of their studies orally and in writing. Students will be encouraged to develop their written and oral communication skills through essays, class discussions and exams, developing their critical thinking and ability to conceptualize. Students on completing the course successfully should understand the basic conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge.
University Policies

Academic Integrity:

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University’s Academic Integrity Policy. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent’s Academic Integrity website to learn more – www.trentu.ca/academicintegrity.

Access to Instruction:

It is Trent University’s intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that s/he may need accommodation to succeed in this course, the student should contact the Disability Services Office (Blackburn Hall, Suite 132, 748-1281, disabilityservices@trentu.ca) as soon as possible. For more details, see the Trent Calendar under ‘Access to Instruction.’

Trent Grading Scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
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<tr>
<td>A</td>
<td>85-89%</td>
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<tr>
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**Instructions Regarding Essays:**

Two essays are required, one in each term. These should be about 3000 words in length. A list of topics will be distributed. Only three people per term will be permitted to write on topics which require the use of circulating materials from the Bata Library. If none of the authorized topics appeal to you, please feel free to suggest your own. However, you must obtain permission to write on a topic not listed on the official topic sheet, and the proposal must be made at least two weeks prior to the due date. If you submit an essay on a subject for which you did not receive prior approval, it will not be accepted.

The following expectations apply to essays in this course.

1. You are expected to be thoroughly familiar with Trent’s academic integrity policy, printed elsewhere in this syllabus.

2. Essays must be double-spaced, typed and submitted in hard copy. Pages must be numbered. Proper scholarly form must be used. If you do not have a copy already, *Notes on the Preparation of Term Essays*, published by the Academic Skills Centre, is a very useful guide to scholarly formats.

3. All research involving the use of human subjects (such as interviews for a research essay) requires advance approval from a duly constituted University Committee, in this case the History Ethics Committee. Details about the approval process are available from the instructor.

4. All rough work, including research notes, outlines and preliminary drafts, must be submitted with the final version of the essay. If composing on a computer, print hard copies of the work in progress at various stages so that there is a track record of how the assignment evolved. If your computer is not hooked up directly to a printer, use the ‘save as’ function to document the progress, and print these pages at the same time as the final version.

5. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.
6. Late papers will be accepted only if there is a legitimate reason for the delay, and will be penalized with a five mark deduction for the first day, and a further mark for every additional day. Essays not handed to me personally should be deposited in the essay drop box located near the History Department office in the south wing of Lady Eaton College. If an essay is not submitted to me directly, you assume all risk that it does not go astray.

**Required Text:**

Canadian Scholars’ Press, Repro-text

**Weekly Schedule:**

**FALL TERM**

Week 1: September 7

- **Lecture:** Introduction
- **Tutorial:** No tutorial this week

Week 2: September 14

- **Lecture:** Canada in the Age of Consumption
- **Tutorial:** Introduction and Essays
Week 3: September 21

Lecture: The Production Revolution

Tutorial: Intimations of a New Age

Readings:

Archibald Lampman, 'The City', from The Poems of Archibald Lampman (initial publication 1899)

Stephen Leacock, 'L'envoi: The Train to Mariposa', from Sunshine Sketches of a Little Town (initial publication 1913)

Frank Yeigh, 'The Span of a Canadian Generation', in D. J. Coggin, ed., Empire Club of Canada: Addresses Delivered to the Members during the Session of 1911-12 (Toronto 1913), 238-49

These readings represent three responses to modern urban/industrial civilization. In what ways do the authors agree and disagree about the character of the society they saw emerging around them? Which view comes closest to your own feelings about contemporary technological society?

Week 4: September 28

Lecture: The Urban Revolution

Tutorial: Suburban Life

Readings:


Suzanne Morton, Ch. 2, 'Values and Daily Life', in Ideal Surroundings: Domestic Life in a Working Class Suburb in the 1920s (Toronto 1995), pp. 32-50

What made suburbia so appealing, especially after World War II? Was it a desirable form of social development? What values informed the lives of the Haligonians discussed by Morton? Did 1950s suburbanites have the same values?
Week 5: October 5

Lecture: The Business Revolution

Tutorial: The Practice of Management

Readings:
Angel Kwolek-Folland, Ch. 4, 'The Domestic Office: Space, Status and the Gendered Workplace', in Engendering Business: Men and Women in the Corporate Office, 1870-1930 (Baltimore 1994), 94-128


What assumptions about gender and class shaped the modern office building? How did office managers try to control their employees? What qualities were considered necessary for Woolworth store managers by head office?

Week 6: October 12

Lecture: Professionalization

Tutorial: The Limits of Professional Authority

Readings:
Barbara Clow, "Swapping Grief": The Role of the Laity in Alternative Medical Encounters', Journal of the History of Medicine 52 (April 1997), 175-201

Elizabeth Haiken, Venus Envy: A History of Cosmetic Surgery (Baltimore 1997), Ch. 3, 'Consumer Culture and the Inferiority Complex', 91-130

According to Clow, what made Dr. Mahlon Locke such an effective healer? Should he be considered a modern 'professional' doctor? Why did cosmetic surgery become more common during the twentieth century? Was, and is, the increase in cosmetic surgeries an abuse of medical ethics?
Week 7: October 19

Lecture: The Scientific Revolution

Tutorial: No tutorial this week

FIRST TERM ESSAY IS DUE AT THE LECTURE

Week 8: November 2

Lecture: Religion

Tutorial: Religion at the Community Level

Readings:


Why were Protestant churches so anxious to increase male memberships? How did the Epworth League propose to attract men? In what ways did the League represent a modification of traditional Methodism? How did the revivalists try to attract converts? Which approach to evangelism was more appropriate and/or effective?
Week 9: November 9

Lecture: The Social Construction of Technology – the Telephone

Tutorial: Socially Constructed Technologies

Readings:


What were the competing visions of the jitney, and why were some more influential than others? Why did Canadian women not abandon the wringer washing machines with the same enthusiasm American women did? How did the homemaker’s view of the automatic washer differ from the manufacturer’s view?

Week 10: November 16

Lecture: The Social Impact of Technology – Photography

Tutorial: Photography as a Historical Resource

Reading:

In what ways did the YWCA use photography? Do the photographs reveal things about the history of the Y that other sources would not?
Week 11: November 23

Lecture: Festivity

Tutorial: Social Rituals

Readings:


Why was the ‘white wedding’ so popular? To what extent has wedding ritual changed from the mid-19th century to the late 20th? In an age of frequent divorce, why are people willing to spend so much money on weddings?

Week 12: November 30

Lecture: IN-CLASS MID-YEAR EXAM
WINTER TERM

Week 13: January 11

Lecture: Antimodernism

Tutorial: Antimodernism

Readings:

Why was the Mountie such an appealing figure to many Canadians? Why was ‘playing Indian’ so popular at summer camps?

Week 14: January 18

Lecture: Sex

Tutorial: Regulating Sexuality

Readings:
- Andrée Lévesque, Ch. 6, ‘Wages of Sin: Unwed Mothers,’ in Making and Breaking the Rules: Women in Quebec, 1919-1939 (Toronto 1994), 101-16

What happened to women who entered the Miséricorde? Were the nuns who ran the hospital heartless? Should Hush be commended for its treatment of gay men in the 1950s? Was it effective in policing gay men?
Week 15: January 25

Lecture: Death

Tutorial: Addictions

Readings:

In the postwar period, who used drugs and why? What were the distinguishing features of the drug subculture? Was hard drug use in this period a significant social problem?

Week 16: February 1

Lecture: Masculinity

Tutorial: Femininity and fashion

Reading:

Why did North American women find the fashion system appealing? Who controlled fashion? Did fashion have a useful social function?
Week 17: February 8

Lecture: Youth

Tutorial: Governing Youth

Readings:
Catherine Gidney, ‘Dating and Gating: The Moral Regulation of Men and Women at Victoria and University Colleges, University of Toronto, 1920-60,’ *Journal of Canadian Studies* 41, 2 (Spr. 2007), 138-60


How did authorities at the University of Toronto try to regulate the lives of students? How did the policing of men differ from the policing of women? Why did students accept these restrictions? Why does Henderson think Rochdale was significant? Was it a useful experiment in alternative living and learning?

Week 18: February 15

Lecture: Sports

Tutorial: No tutorial this week

SECOND TERM ESSAY IS DUE AT THE LECTURE
Week 19: March 1

Lecture: Shopping

Tutorial: Buying and Selling

Readings:

What techniques did manufacturers and retailers use to expand the sale of their products? Why were salespeople a problem from a business point of view, and what techniques were developed to deal with that problem?

Week 20: March 8

Lecture: Changing Identities

Tutorial: Environment, Everyday Life and Identity

Reading:

How did old Iroquois differ from new Iroquois? Was the elimination of the old village necessary? Is identity rooted in environment? Is Parr guilty of romanticizing old Iroquois?
Week 21: March 15

Lecture: Entertainment

Tutorial: Celebrity

Readings:

Were movie stars necessary? How did Hollywood create them? What were fans looking for in celebrities? Was stardom desirable?

Week 22: March 22

Lecture: Food

Tutorial: Cooking and Culture

Readings:
Laura Shapiro, Ch. 2, ‘Something From the Oven,’ in Something From the Oven: Reinventing Dinner in 1950s America (New York 2004), 43–84

Franca Iacovetta, Gatekeepers: Reshaping Immigrant Lives in Cold War Canada (Toronto 2006), Ch. 6, ‘Culinary Containment: Cooking for the Family, Democracy and Nation,’ 137–169

How did processed food makers in the 1950s overcome homemakers’ resistance to processed foods? Why were post-war Canadian cultural authorities concerned about the foodways of newly arriving immigrants? Were they right to be concerned?
Week 23: March 29

Good Friday: No classes this week

Week 24: April 5

Lecture: Romance

Tutorial: Course summary

Final exam

The final exam will be held during the regular examination period and will be two hours in length. Details about its format will be provided at the end of the year but it may involve essay, short notes and/or multiple choice questions.