

McMaster University
HISTORY 3N03 / IBH 3BC3
Poverty, Privilege and Protest in Canadian History
Winter 2024

Course Co-ordinator: Ken Cruikshank

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Office Hours: Contact me by email or in class and we will arrange a time to meet, in person or virtually.

What is this course about? We will consider how different groups of Canadians thought about and struggled to respond to the poor, the homeless and the unemployed in the twentieth century. We will consider how social protest and ideas about poverty shaped public policy, and were both shaped by and shaped class, gender and race privileges.

What does it mean to think like a historian? You will have an opportunity to think about how historians work, by analyzing the way historical scholars use evidence and construct arguments, by seeing how historians relate their work to the work of other historians, and by examining differing historical viewpoints. You will have an opportunity to work like a historian, by reconstructing events and constructing historical explanations using the work of other historians.

What does it mean to communicate like a historian? Historians share the fruits of their research by writing. We will too. Through reading and exercises, you will enhance your academic research and essay-writing abilities.

Textbooks, Materials and Fees:

All reading will be available electronically, with links on Avenue to Learn course site.

How will my performance be evaluated?

Three Mini-Assignment Quizzes	15%
<i>Quiz 1 - Opens 16 Jan 4:00 pm, DUE by 25 Jan 11:59 pm</i>	<i>5%</i>
<i>Quiz 2 - Opens 30 Jan 4:00 pm, DUE by 8 Feb 11:59 pm</i>	<i>5%</i>
<i>Quiz 3 - Opens 27 Feb 4:00 pm, DUE by 7 Mar 11:59 pm</i>	<i>5%</i>
Discussion Work	30%
<i>Leading Discussion (Posting "Deliverable", Leading Discussion) (One week)</i>	<i>7.5%</i>
<i>Group Discussion "Deliverables" Posted 9 x 2.5% (group)</i>	<i>22.5%</i>
Essay Proposal.	10%
<i>Due no later than Tuesday February 27.</i>	
Essay (3000-3600 words).	25%
<i>Due no later than Thursday, March 28.</i>	
Take Home Final Examination.	20%
<i>Released on Tue April 9, DUE no later than Thursday April 25.</i>	

Outline

Week 0: Introductions

Tue Jan 9: Introductions

Thurs Jan 11: Introductions: Poverty, Protest and Poor Relief in England

Week 1: Saving the Poor

Tue Jan 16: Poverty and Poor Relief in Nineteenth-Century Canada

Thurs Jan 18: Saving Children?

1.1 [Mike Reid, "At Last a Practical Man Got a Gun': The Masculinity of Children's Aid, 1893–1912," *Ontario History* 103, no. 2 \(2011\): 150–168.](#)

1.2 [Renée Lafferty, "Race Uplift, Race and the Childhood Ideal: Founding and Funding the Nova Scotia Home for Colored Children," in *The Guardianship of Best Interests: Institutional Care for the Children of the Poor in Halifax, 1850-1960* \(Montreal and Kingston: McGill-Queen's University Press, 2013\), 63-87.](#)

Week 2: Maternal Welfare State

Tue Jan 23: Women's Places

Thurs Jan 25: The Shape of the Maternal Welfare State

2.1 [Margaret E. McCallum, "Keeping Women in Their Place: The Minimum Wage in Canada, 1910-25," *Labour / Le Travail* 17 \(1986\): 29-56.](#)

2.2 [Margaret H. Little, "'A fit and proper person': the moral regulation of single mothers in Ontario, 1920-1940," in *Gendered Pasts: Historical Essays in Femininity and Masculinity in Canada*, ed. Kathryn McPherson, Cecilia Morgan, and Nancy Forestell. \(Toronto: University of Toronto Press, 2003\), 123-38.](#)

Week 3: Crisis, Relief and Protest

Tue Jan 30: Challenging Crisis

Thurs Feb 1: Challenging Relief and Unemployment

3.1 [Eric Strikwerda, "'Married men should, I feel, be treated differently': Work, Relief, and Unemployed Men on the Urban Canadian Prairie, 1929-32," *Left History* 12, no. 1 \(2007\): 30-51.](#)

3.2 [Daniel Johns, "Chinese Bachelors Seek Fairness, 1936-37," *Alberta History* 63, no. 2 \(2015\): 13-25.](#)

Week 4: Crises and Reconstruction: Housing

Tue Feb 6: Crisis and Housing Policy

Thurs Feb 8: Reconstructing Housing Policy

4.1 [Jill Wade, "Wartime Housing Limited, 1941 - 1947: Canadian Housing Policy at the Crossroads," *Urban History Review / Revue d'histoire urbaine* 15, no. 1 \(1986\): 41-59.](#)

4.2 [Kevin Brushett, "Where Will the People Go?": Toronto's Emergency Housing Program and the Limits of Canadian Social Housing Policy, 1944–1957," *Journal of Urban History* 33, no. 3 \(2007\): 375-399.](#)

Week 5: Reconstruction

Tue Feb 13: Rise and Fall of Reconstruction

Thurs Feb 15: Responsibility and Entitlement

5.1 [Shirley Tillotson, "Warfare, Welfare and the Mass Income Tax Payer," in *Give and Take: The Citizen-Taxpayer and the Rise of Canadian Democracy* \(Vancouver: UBC Press, 2017\), 181-216.](#)

5.2 [James Struthers, "Family Allowances, Old Age Security, and the Construction of Entitlement in the Canadian Welfare State, 1943-1951," in *The Veterans Charter and Post-World War II Canada*, ed. J.L. Granatstein and Peter Neary \(Montreal: McGill-Queen's University Press, 1998\), 179-204.](#)

Reading Break

Tues Feb 27: Annotated Bibliography Due No Later Than 11:59 PM.

Week 6: Wars on Poverty

Tue Feb 27: Unions, Welfare and Employment

Thurs Feb 29: Wars on Poverty / Displacing Poverty

6.1 [Evelyn J. Peters, Lawrie Barkwell, Matthew Stock, and Adrian Werner, "Stereotyping, Dissolution, and Dispersal: Rooster Town, 1951–1961," in *Rooster Town: The History of an Urban Métis Community, 1901-1961* \(Winnipeg: University of Manitoba Press, 2018\), 118-153.](#)

6.2 [Tina Loo, "Deviating from the Strict Letter of the Law': Race, Poverty and Planning in Postwar Halifax," in *Moved by the State: Forced Relocation and Making a Good Life in Postwar Canada* \(Vancouver: UBC Press, 2019\), 121-155.](#)

Week 7: Settler Colonial Welfare

Tue Mar 5: The Settler Colonial Problem

Thurs Mar 7: Responses and Resurgence

7.1 [Will Langford, "Friendship Centres in Canada, 1959–1977," *American Indian Quarterly* 40, no. 1 \(2016\): 1-37.](#)

7.2 [Allyson Stevenson, "Demanding the Right to Care for Their Own Children," in *Métis Rising: Living Our Present through the Power of Our Past*, eds. Yvonne Boyer and Larry N. Chartrand \(Vancouver Purich Books, 2022\), 148-170.](#)

Week 8: Rethinking Health Care

Tue Mar 12: Rethinking Health Care

Thurs Mar 14: The State, Medicine and Medicine Chests

8.1 [David Wright and Sasha Mullaly, "Immigration and "Medical Manpower": 1968 and the Awkward Introduction of Medicare in Canada," in *1968 in Canada: A Year and Its Legacies* ed. Christopher Kirkey, Andrew Holman and Michael Hawes \(Ottawa: Canadian Museum of History and University of Ottawa Press, 2021\), 215-231.](#)

8.2 [Maureen K. Lux, "Getting out of the Hospital Business," in *Separate Beds: A History of Indian Hospitals in Canada, 1920s-1980s* \(Toronto: University of Toronto Press, 2016\), 130-60.](#)

Week 9: Child Care

Tue Mar 19: Women's Work

Thurs Mar 21: Rethinking Child Care

9.1 [Rianne Mahon, "Child Care as Citizenship Right? Toronto in the 1970s and 1980s," *Canadian Historical Review* 86, no. 2 \(2005\): 285-315.](#)

9.2 [Jane Jenson, "Against the Current: Child Care and Family Policy in Quebec," in *Child Care Policy at the Crossroads: Gender and Welfare State Restructuring* eds. Sonja Michel and Rianne Mahon \(New York: Routledge, 2002\), 309-32.](#)

Week 10: Essay Finalization Week

Tue Mar 26: NO CLASS

Thurs Mar 28: NO CLASS. **Essay Due by 11:59 pm.**

Week 11: Restructuring the Welfare State

Tue Apr 2: Welfare State in Retreat

Thurs Apr 4: Welfare State Restructured

10.1 [Margaret Little, "Just Another Neoliberal Worker: Tracing the State's Treatment of Low-Income Mothers," *International Journal of Sociology of the Family* 38, no. 1 \(2012\): 1-17.](#)

10.2 [Daniel Béland, Michael J. Prince and R. Kent Weaver, "From Retrenchment to Selective Social Policy Expansion: The Politics of Federal Cash Benefits in Canada," *Canadian Journal of Political Science* 54, no. 4 \(2021\): 809-29.](#)

Week 12: Wrapping Up

Tue Apr 9: Take Home Exam Review

Course Policies and Practices: The Fine Print You Need to Know

Late Penalties: Unless a different late penalty is included with the assignment description, late assignments will be penalized with an escalating deduction formula – (# of days late x # of days late) x 1%, or if you prefer, $n^2 \times 1\%$ where n equals # of days late. So, 1 day late is only a 1% deduction, but 3 days late is 9% and 6 days late is 36%...you get the idea.

Extensions: These will only be granted if you discuss with me a change in date well ahead of the due date, or if I receive the appropriate documentation through MSAF or your Faculty office. Poor work planning (eg. "I just realized I have two midterms in other courses this week") is not grounds for an extension. All assignments in this course will be submitted electronically (in a variety of formats), unless otherwise authorized by the instructor.

Notes and Backup: Because assignments sometimes get lost, and because questions of authorship occasionally arise, you must keep the research notes and all the rough drafts for all written work, even after it has been marked and returned. Be sure to create electronic backup files and store them in multiple places.

Academic Integrity: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Generative AI: Use Prohibited: Students are not permitted to use generative AI in this course. In alignment with McMaster academic integrity policy, it "shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

Authenticity / Plagiarism Detection: Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Courses with an On-Line Element: Some courses use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Conduct Expectations: As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities: Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca e-mail to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

Email correspondence policy: It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from each student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

Request for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO): Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording: Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances: The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.