

McMaster University

HISTORY 3N03 / IBH 3BC3

## Poverty, Privilege, and Protest in Canadian History

Winter 2025

**INSTRUCTOR:** Mason Godden

**LECTURE:** (M) 12:30-2:20; (W) 12:30-1:20

**LOCATION:** L.R. Wilson Hall 1057

**EMAIL:** [goddenm@mcmaster.ca](mailto:goddenm@mcmaster.ca)

**OFFICE:** TBD

**OFFICE HOURS:** TBD

### COURSE DESCRIPTION

Poverty, Privilege, and Protest (PPP for short) provides an opportunity to critically reassess Canadian history with a keen eye towards race, class, and gender. We examine familiar historical moments – from world wars and economic crises to paradigm-shifting cultural revolutions – but investigate how power operates between the impoverished (broadly conceived) and individuals/institutions with privilege. Fundamentally, we try to understand how impoverished actors throughout Canadian history have protested and rejected the economic, political, and social conditions imposed upon them by those with power. We also regularly revisit and interrogate what poverty, privilege, and protest mean in different historical periods, and how historians have thought about these terms.

PPP encourages you 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.

### COURSE LEARNING OBJECTIVES

Upon successful completion of PPP, students will:

1. Understand how poverty, privilege, and protest have operated and been (re)defined throughout different periods in Canadian history.
2. Improve their oral and written communication skills through group discussion and written assignments.
3. Gain an appreciation of how history is “done” and refine their understandings of historical theory, writing, and methodologies.

The assignments in PPP are designed to address the principles of the Integrated Business and Humanities (IBH) program that prepare students for success in a rapidly changing global economy, while also fostering a sense of social responsibility and a commitment to making a positive impact on society. Course assessments, outlined below, are therefore structured in a

way that allows students to think critically and creatively and apply their knowledge in a variety of contexts.

## REQUIRED MATERIALS & TEXTS

All readings are available electronically through links provided in the syllabus. Most of the readings are provided through the McMaster library and may require you to log in to the library's online services with your MacID credentials.

## COURSE EVALUATION BREAKDOWN

Assessment	Due date	Value
Class Participation	Ongoing throughout the term	30%
Midterm Exam	Friday, February 14 <sup>th</sup> , 2024	25%
Reading Reflections	Ongoing throughout the term	20%
Take-home Exam	Friday, April 11 <sup>th</sup> , 2024	25%

### Class Participation: 30%

Our 1-hour sessions on Wednesdays will be devoted to class discussion. We will break down and evaluate the required readings and place them within the broader historical context(s) provided by Monday's lectures. Roughly the first half (20-25 minutes) of Wednesday's sessions will revolve around small group discussion between peers. The remainder of the session will be a larger class discussion led by the instructor. Students will be evaluated based on their regular attendance and active participation in these discussions. Meaningful participation encompasses making a thoughtful, engaged, and respectful contribution to the collective learning process.

### Midterm Exam: 25%

A midterm exam will be made available on Avenue to Learn after class on Wednesday, February 12<sup>th</sup>. It will cover lecture and reading material from Weeks 2-6 (inclusive), and consist of a combination of multiple choice, true/false, and short-answer questions. The multiple choice and true/false components of the exam will test your understanding of key facts from weekly lectures and readings, while the short answer component will prompt you to assess, evaluate, and reflect on the various theories, arguments, and interpretations of PPP presented in the first half of the course. Access to the midterm will close before midnight on Friday, February 14<sup>th</sup>. You may access the midterm at any time between 1:30 p.m. on Wednesday, February 12<sup>th</sup> and 11:59 p.m. on Friday, February 14<sup>th</sup>, but once you begin, you must complete the midterm within the allotted time.

### Reading Reflections: 20%

Twice during the term, you will have an opportunity to submit reading reflections on weeks of your choice. These reflections will be submitted on Avenue to Learn before class on the day they are assigned and should not exceed 750 words in length. One of these reflections must be

submitted prior to Winter Reading Week (February 17<sup>th</sup>-21<sup>st</sup>). Your reflections should critically engage with a theme, concept, or debate that emerges from the readings. Your reflections should not merely summarize; they should engage with the readings in a critical way: how do they compare? What are their relative strengths and weaknesses? What unanswered questions are raised? Each reflection is worth 10% each, for a total of 20%.

### **Take-home Exam: 25%**

At the end of the Course Review and Exam Preparation lecture on Monday, March 31<sup>st</sup>, the instructor will circulate an essay-style question, your answer to which must be submitted on Avenue to Learn by 11:59 p.m. on Friday, April 11<sup>th</sup>. The question will be broad and interpretive; it will require that you draw together lecture and reading material from at least three weeks' topics. Your essay should not exceed 2,000 words in length.

## **COURSE SCHEDULE**

### **Week 1: January 6 & 8 - Course Introductions**

No required readings.

### **Week 2: January 13 & 15 - Thinking About Poverty, Privilege, and Protest**

Required reading:

1. [Karl Marx & Friedrich Engels. \*The Communist Manifesto\*. 1848. Parts I & II.](#)
2. [Glen Coulthard. \*Red Skin, White Masks: Rejecting the Colonial Politics of Recognition\*. Minneapolis: University of Minnesota Press, 2014. Introduction \(Pgs. 1-24\).](#)
3. [Meg Luxton. "Marxist Feminism and Anticapitalism: Reclaiming Our History, Reanimating Our Politics." \*Studies in Political Economy\* 94 \(2014\): Pgs. 137-160.](#)

### **Week 3: January 20 & 22 - PPP in Colonial Canada**

Required reading:

1. [Richard H. Tomczak. "Corvee Labour and the Habitant 'Spirit of Mutiny' in New France, 1688-1731." \*Labour/Le Travail\* 87 \(2021\): Pgs. 19-47.](#)
2. [Sean Carleton. \*Lessons in Legitimacy: Colonialism, Capitalism, and the Rise of State Schooling in British Columbia\*. Vancouver: UBC Press, 2022. Part I \(Chapters 1 & 2, pgs. 18-76\).](#)

### **Week 4: January 27 & 29 - PPP at the Turn of the Century**

Required reading:

1. [Mike Reid. "'At Last a Practical Man Got a Gun': The Masculinity of Children's Aid, 1893-1912." \*Ontario History\* 103, no. 2 \(2011\): Pgs. 150-168.](#)
2. [Renee Lafferty. \*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. Chapter II \(Pgs. 63-87\).](#)

## **Week 5: February 3 & 5 - PPP During and After the First World War**

### Required reading:

1. [Margaret E. McCallum. "Keeping Women in Their Place: The Minimum Wage in Canada, 1910-25." \*Labour/Le Travail\* 17 \(1986\): Pgs. 29-56.](#)
2. [Margaret H. Little, "'A fit and proper person': the moral regulation of single mothers in Ontario, 1920-1940." In Kathryn McPherson, Cecilia Morgan, and Nancy Forestell \(eds\). \*Gendered Pasts: Historical Essays in Femininity and Masculinity in Canada\*. Toronto: University of Toronto Press, 2003. Pgs. 123-138.](#)

## **Week 6: February 10 & 12 - PPP in the Great Depression**

### Required reading:

1. [Erik 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 \(2007\): Pgs. 30-51.](#)
2. [Daniel Johns. "Chinese Bachelors Seek Fairness, 1936-37." \*Alberta History\* 63, no. 2 \(2015\): Pgs. 13-25.](#)

## **Week 7: WINTER READING WEEK – NO CLASSES**

## **Week 8: February 24 & 26 - PPP During and After the Second World War**

### Required reading:

1. [Carmela Patrias. \*Jobs and Justice: Fighting Discrimination in Wartime Canada, 1939-1945\*. Toronto: University of Toronto Press, 2012. Part II \(Pgs. 45-104\).](#)
2. [Mary Jane Logan McCallum. \*Indigenous Women, Work, and History: 1940-1980\*. Winnipeg: University of Manitoba Press, 2014. Chapter II \(Pgs. 66-119\).](#)

## **Week 9: March 3 & 5 - PPP in "The Long Sixties"**

### Required reading:

1. [Bryan D. Palmer. \*Canada's 1960s: The Ironies of Identity in a Rebellious Era\*. Toronto: University of Toronto Press, 2009. Chapter Ten \(Pgs. 367-411\).](#)
2. [Ian Milligan. "'The Force of All Our Numbers': New Leftists, Labour, and the 1973 Artistic Woodwork Strike." \*Labour/Le Travail\* 66 \(Fall 2010\): Pgs. 37-71.](#)

## **Week 10: March 10 & 12 - PPP Under Neoliberalism**

### Required reading:

1. [Marjorie Griffin Cohen. "Confronting Power, Money, and Most Economists: The Class Action of the Anti-Free Trade Movement." \*Socialist Studies/Etudes socialistes\* 15, no. 1 \(2021\): Pgs. 1-20.](#)
2. [Paul Kellogg. "Workers Versus Austerity: The Origins of Ontario's 1995-1998 'Days of Action.'" \*Socialist Studies/Etudes socialistes\* 7, no. 1/2 \(2011\): Pgs. 116-140.](#)

## **Week 11: March 17 & 19 – Historicizing PPP**

### Required reading:

1. [Gaetan Heroux and John Clarke. “Fighting for housing in Toronto’s Downtown East.” \*Canadian Dimension\*. 15 November 2022](#) & [John Clarke. “Fighting the commodification of housing.” \*Canadian Dimension\*. 8 April 2024.](#)
2. [Warren Bernauer et al. “First Nations and allies resist proposed radioactive waste repository.” \*Canadian Dimension\*. 28 June 2024](#) & [Warren Bernauer and Elysia Petrone. “Nuclear industry selects site in northwestern Ontario for waste disposal amidst regional opposition.” \*Canadian Dimension\*. 3 December 2024.](#)
3. [Meghan Mendelin. “How to make Canada’s \\$10-a-day child care program work.” \*Canadian Dimension\*. 22 April 2024.](#)

## **Week 12: March 24 & 26 – Debates and Controversy About PPP**

### Required reading:

1. [Canadian Historical Association. “Canada Day Statement.” July 2021.](#)
2. [“Open Letter.” \*The Dorchester Review\*. August 2021.](#)
3. [Shekon Neechie Board. Open Letter Response. \*Shekon Neechie\*. August 2021.](#)

## **Week 13: March 31 & April 2 – Course Review and Exam Preparation**

### No required reading.

## **COURSE POLICIES**

### **Submission of Assignments**

All assignments should be submitted on Avenue to Learn in the appropriate assignment folder.

### **Late Assignments**

Late assignments will have 1% deducted per day past the due date. After three days, 2% per day will be deducted.

### **Generative AI Use Prohibited**

Students are not permitted to use generative AI in this course. In alignment with McMaster’s Academic Integrity Policy, it “shall be an offence to knowingly ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also stated 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 thus a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

### **Turnitin.com**

In this course, we will be using a web-based service (Turnitin.com) to detect plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student

who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, etc.). Familiarize yourself with the [Turnitin.com Policy](#).

### **Academic Dishonesty**

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty, please refer to the Academic Integrity Policy, specifically [Appendix 3](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **DEPARTMENT/UNIVERSITY POLICIES**

#### **Code of Conduct**

“McMaster University is a community dedicated to furthering learning, intellectual inquiry, the dissemination of knowledge and personal and professional development. Membership in this community implies acceptance of the principle of mutual respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study work and live within it.”

This code of conduct applies to both an online learning environment and all our interactions with each other online or in person.

#### **Course Modifications**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and Avenue to Learn regularly during the term to note any changes.

#### **Email Communication Policy**

All e-mail communication sent from students to instructors (including TAs) and from students to staff must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s

responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor/TA receives a communication from an alternate address, the instructor may not reply at his or her discretion.

Please always include student name, ID, course # and TA name in messages.

Please note that the instructor and TA will not be replying to emails over the weekend and require 24 hours for a response.

### **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.

### **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.

### **SUPPORT, WELLNESS, & SUCCESS**

#### **Student Accessibility Services**

Location: MUSC – B107

Contact: 905-525-9140 extension: 28652

Note: Disclosure of disability-related information is personal and confidential. Student Accessibility Services offers various supports for students with disabilities. We work with full-time and part-time students. SAS provides or assists students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, and Classroom Accommodations. Please inform the instructor if there are disability needs that are not being met.

McMaster University Policy on Academic Accommodation of Students with Disabilities & McMaster University Anti-Discrimination Policy

**Student Success Centre**

Location: GH-110

Contact: 905-525-9140 extension: 24254

Some services include: student orientation, academic skills, volunteerism, educational planning, employment and career transition.

**Writing Support**

**Student Wellness Centre**

PGCLL - 210 905-525-9140 x27700

Provides services including: Personal and Psychological Counselling, Mental Health Support, Medical and Health Services.