

HISTXXXX: DISABLING AND MADDENING CANADIAN HISTORY

Winter 2022
Wednesday 2:00-5:00 pm
Vari Hall

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What is this course about?

This upper-level undergraduate course seeks to introduce and nuance understandings of Canadian social policies and histories through a mad and disabled perspective. Situated at the heart of this conversation is how settler colonialism is the critical and key motivator in Canadian policy. We will investigate topics considering able-bodied compulsory in the development of health and citizenship, the gendered approach to madness and eugenics, and the role of economic productivity and dependency in defining disability to name a few. The course will also integrate how settler colonialism is fundamental to the development of social policies and welfare in Canada. We will focus on policy between 1867 and 1940s. The 1950s marked significant changes for people with disabilities in the development of human rights frameworks and new changes ushered in during the Post-War Era. Part of our goal with this course is to ask about why history is written the way it is around policy and social welfare and what does a mad and disabled perspective bring to the table. We also look at the extent to which and why disabled and mad people have been excluded from these histories, crafting different narratives with disability and mad theory in mind.

Course Outcomes

1. Students will gain the ability to understand Canadian political and social history through the perspective of disabled and mad lives in Canada.
2. Students will build an understanding of the interconnectedness of the history of Canadian policymaking and its ripple effects on modern policy creation.
3. Students will develop an interdisciplinary approach to history through the development of a research-creation.

Course Assignments and Evaluation

The course provides a variety of assignments that are meant to develop skills related to historical thinking and policy analysis. The key to your success is focusing on topics that interest you and pushing yourself beyond your individualized perspective.

I am happy to receive written assignments in paper, or electronic format.

Please note most deadlines are provided as a suggested range. This is because, with the exception of our course end date, I want you to have the flexibility to find a date that works for your schedule to submit assignments. If you would prefer to be given a hard deadline, I can do that for that you; please send me an email and we can find a system that will work for both of us.

1. A Position Piece (30%)

The objective of this assignment is to develop your historical imaginations by placing yourself within a particular historical setting and responding to welfare discussions. You will be asked to imagine yourself as a person living in a particular time period and responding to a specific welfare debate or initiative. It will be your responsibility to outline your position, which will ultimately culminate in you putting forward policy driven ask – this could be the development of a governmental policy, the involvement of a level of government in an ongoing welfare initiative, or the development of a community initiative. Depending on the scenario you choose, you will decide the best format for writing your position piece. This can take form as a letter to the editor, a presentation, a short manifesto, or perhaps a sermon. You will be required to pick a scenario from a provided list given in class and a sample assignment will be provided for reference.

For now, I will provide you with one scenario to help illustrate what the assignment might look like: *You are a member of the Young Women's Christian Association in 1896 and you have been interested in getting more involved. At the upcoming meeting you have requested time to discuss an idea you had on how to help so-called fallen women.*

- Your position piece should clearly identify the problem, provide background information, remark on any similar examples, and make a clear and well supported policy driven ask.
- With this prompt, you will likely write a presentation that outlines why you are concerned about fallen women, why the group should be concerned about them, what welfare activities are currently addressing fallen women (if any), and what should the Young Women's Christian Association do to address this.
- It will be important to research what the Young Christian's Association would have likely supported and what you suggest does not have to be what actually happened, it just needs to be logically argued from this fictitious perspective.

The goal of this assignment is to demonstrate an understanding of what was happening with regards to ongoing welfare debates in Canada and the dominant attitudes. It also allows you to think about alternative actions that may or may not have been possible depending on the world view of the fictitious person.

You will be asked to submit the assignment any time between DATES. The final assignment should be double spaced and between 500-750 words.

2. Research-Creation (50% - divided over three components, which are 10%, 30% and 10%)

A research-creation combines academic study and a creative output. This lets you draw upon your skillset to create something based on research. This might be a short story, a sculpture, a painting, a short comic, a magazine article, etc. Be creative. What I have listed are only a few options. Your options are limitless, and we will work together to ensure everyone feels supported and able to pursue projects that spark curiosity and creativity. Please note that not all research creations require artistic talent. For example, instead of writing an essay, you may consider writing a history article for a magazine (think: [Canada's History](#)). However, an essay option will be available by request.

The first step of this process will be to submit a short proposal that will outline your preliminary topic, output idea or ideas, and a preliminary bibliography. Some class time will be dedicated to discussing topics and output ideas. Your bibliography should include a minimum of X sources. I am asking that you submit this between DATES. This will be worth 10%.

The final output will be submitted alongside a short reflection regarding your research creation that can be written, audio-recorded, or filmed with a final bibliography. A few prompts will be provided in class to help guide this process, although you do not have to strictly follow the provided questions. Your reflection will provide me with the opportunity to hear about your process, and the connection between your research and output. When evaluating the research creation, I will be looking for how your research influences your creation and your ability to capture a historical question, or narrative within your work.

I am asking you to submit your output and statement any time between DATES. Please note the output and artist statement can be submitted at different times. The reflection will be worth 10% leaving the remainder 30% for your research-creation.

3. Class Participation (20%)

Each week we will engage in a variety of discussions and activities to contribute to our overall understanding of the topic. This will also create space for receiving peer-feedback on the two major assignments. It is expected that you will be able to speak to the readings and their significance. In the seminar schedule, I have provided some questions and points of discussion to consider while reading. They may serve as a helpful tool in preparation for the seminar.

I recognize that some students are more verbal than others, for that reason the grade itself will be based on the quality of your participation. There will be opportunities to participate that do not require you to speak, and all forms of communication are welcome in the classroom.

If you have concerns about a participation grade, please feel free to contact me at your earliest convenience and I am happy to discuss what this part of your grade may look like for you.

Course Readings

All readings will be available through the library or made available to you in a digital format. Supplementary readings are provided in the syllabus if you are interested or want more to read. They are not required, and you will not be expected to read them.

Accommodations

As much as this course is about mad and disabled lives in Canadian History, it also intended for all York students, including those with any mental, physical, sensory, or cognitive disabilities. It is important that this class is accessible and adaptable for everyone. I will do my best to create an environment that is barrier free without the need for requests. However, if you are experiencing any academic barriers, please let me know. If you find that you need accommodations or alternatives to lectures, discussions, activities, or assignments, we will work together to find a solution. All formal accommodations will be honoured.

SEMINAR SCHEDULE

WEEK ONE | DATE | HISTORIOGRAPHY AND THEORETICAL APPROACHES

1. Geoffrey Reaume, "The Place of Mad People and Disabled People in Canadian Historiography: Surveys, Biographies, and Specialized Fields," *Journal of the Canadian Historical Association* 28, 1 (2017): 277-316.
2. Nancy Hansen, "Chapter Three: Uncovering Disability History" in *Untold Stories: A Canadian Disability History Reader* edited by Nancy Hansen, Diane Dreidger, and Roy Hanes (Toronto: Canadian Scholars, 2018): 40-50.

Supplementary Readings

1. A.J. Withers, *Disability Politics and Theory* (Halifax: Fernwood Publishing, 2012)

Discussion and Questions:

This week we will be exploring the critical starting points of our conversations – what are the key critical theoretical approaches to understanding disability and how has disability been written about in Canadian historiography. This lecture will also outline settler colonialism and how it works has one of the defining features of Canadian policy. This lecture and discussion will position us in important frameworks and key terms that will arise throughout the year.

Some questions to consider: Where and when have you heard about the histories of disabled or mad people? How have different texts represented and discussed mad or disabled people? How do the fields of mad studies and disability studies differ? What role does intersectionality play in these histories both for written accounts and the future of the field? Do we need separate fields for madness and disability studies? What is settler colonialism and what role does it play in policy making?

WEEK TWO | MAD PEOPLE AND INSTITUTIONALIZATION

1. Erika Dyck and Alex Deighton, "Introduction: Who has Seen the Asylum," in *Managing Madness: Weyburn Mental Hospital and the transformation of psychiatric care in Canada* (Winnipeg: University of Manitoba Press, 2017): 1-32.
2. Mary Ellen Kelm, "A Life Apart: The Experience of Women and the Asylum Practice of Charles Doherty at British Columbia's Provincial Hospital for the Insane, 1905-15," *Canadian Bulletin of Medical History* 11, 2 (1994): 335-355.

Supplementary

1. Geoffrey Reaume, *Remembrance of Patients Pasts: Patient Life at the Toronto Hospital for the Insane, 1870-1940* (Toronto: University of Toronto Press, 2009).
2. Jessa Chupik and David Wright, "Treating the 'idiot' child in early 20th-century Ontario," *Disability & Society* 21, 1 (2006): 77-90.
3. Nadia Kanani, "Race and Madness: Locating the Experience of Racialized People with Psychiatric Histories in Canada and the United States," *Critical Disability Discourses* 3 (2011): 1-14.

Discussion and Questions:

We will be looking at the emergence of asylums and associated policies. While doing this, we will be weaving in the experiences of patients throughout our discussion. It is central to see at times the conflicting nature of official histories and the experience of people at the other end of the policy.

Some questions to consider: How did people experience mental institutions? How were these institutions seen by the broader public? What narratives are put forward about these institutions? How has this varied historiographically?

WEEK THREE | DATE | DISABLED EXPERIENCES, BODIES, AND POLICIES

1. Roy Hanes "Chapter 9 Service Clubs and the Emergence of Societies for Crippled Children in Canada: The Rise of the Ontario Society for Crippled Children, 1920-1940" in *Untold Stories: A Canadian Disability History Reader* edited by Nancy Hansen, Diane Dreydger, and Roy Hanes (Toronto: Canadian Scholars, 2018): 140-160.
2. Jane Nicholas, "Chapter One Monsters and Freaks: Exhibitionary Culture and the Order of Things," *Canadian Carnival Freaks and the Extraordinary Body, 1900-1970s* (Toronto: University of Toronto Press, 2018): 22-41.

Supplementary

1. Veronica Strong-Boag, "Children of Adversity": Disabilities and Child Welfare in Canada from the Nineteenth to the Twenty-First Century," *Journal of Family History* 32, 4 (2007): 413-432.

Discussion and Questions:

This week we will be focusing on people with physical disabilities and their experiences. We discuss both how able-bodied and disabled bodies were constructed, and how this affected the lives of people with physical disabilities. We will also contend with a large historical gap in Canadian history regarding people with physical disabilities before the late twentieth century.

Some questions to consider: How were bodies transformed into sites of entertainment and spectacle? What are the resulting legacies on how disabled bodies are predominantly understood? What is the current state of the disability history in Canada and how does this affect policies today?

WEEK FOUR | DATE | COLONIZING BODIES AND INDIGENOUS WELLBEING

1. Mary Jane Logan McCallum, "Starvation, Experimentation, Segregation, and Trauma: Words for Reading Indigenous Health History," *The Canadian Historical Review* 98, 1 (2017): 96-113.
2. Mary Ellen Kelm, "Chapter Five: Aboriginal Conceptions of Body, Disease, and Medicine," in *Colonizing Bodies Aboriginal Health and Healing in British Columbia, 1900-50* (Vancouver: University of British Columbia Press, 1999): 83-99.

Supplementary

1. Hugh Shewell, "Enough to Keep them Alive": Indian Welfare in Canada, 1873-1965 (Toronto: University of Toronto Press, 2004).

Discussion and Questions:

This week we will discuss how different Indigenous nations understood health and healing. We will also discuss the colonizing of Indigenous people through social policies, and health systems. It is important that we not only understand how Indigenous people experience colonization through these systems but also how they resisted them.

Some questions to consider: How did Canadian welfare policies seek to assimilate and colonize Indigenous people? What are some of the regional variations? How did different nations resist these practices? What are the legacies of Canadian welfare policies on Indigenous nations today?

WEEK FIVE | DATE | THE GROWTH OF MORAL REFORM AND SOCIAL WELFARE

1. Carolyn Strange and Tina Loo, "Chapter One: Building the Moral Dominion" in *Making Good: Law and Moral Regulation in Canada 1867-1939* (Toronto: University of Toronto Press, 1997): 15-36.
2. Hugh Shewell, "Chapter Two: The Context of Relief Policy Development at the Time of Confederation" in "Enough to Keep them Alive": Indian Welfare in Canada, 1873-1965 (Toronto: University of Toronto Press, 2004): 25-40.

Supplementary

1. Nancy Christie, "Introduction: The Cultural Context of the Canadian Welfare State," *Engendering the State: Family, Work, and Welfare in Canada* (Toronto: University of Toronto Press, 2000)
2. Amanda Glasbeek, "Chapter One: Social Control - Analytical tool or Analytical Quagmire" in *Moral Regulation and Governance in Canada: History, Context, and Critical Issues* (Toronto: Canadian Scholars' Press Inc, 2006): 11-30.

Discussion and Questions:

First, we will begin by discussing the nature of social control as a means of analysis before turning to moral reform and social welfare, as it emerged in post-Confederation Canada. Again, we will examine the continuing role of religion and charities in providing support.

Some questions to consider: What do we mean by social control and what are its strengths and weaknesses when analyzing moral reform and social welfare? What are alternative ways to understand and analyze social policies?

WEEK SIX | FOSTERING, ADOPTING, AND INSTITUTIONALIZING CHILDREN

1. Veronica Strong-Boag, "Chapter Two: "It was an evil place. It was a beautiful place": Institutions for Children," in *Fostering Nation? Canada Confronts Its History of Childhood Disadvantage* (Waterloo: Wilfred University Press, 2011): 36-63.
2. Andrew Jones and Leonard Rutman, "Chapter Three: Laying the Foundations" in the *Children's Aid: J.J. Kelso and Child Welfare in Ontario* (Toronto: University of Toronto Press, 1981): 48-65

Supplementary Reading

1. Jason Ellis, *A Class By Themselves?: The Origins of Special Education in Toronto and Beyond*. (Toronto: University of Toronto Press, 2019)
2. Stacie Burke, *Building Resistance: Children, Tuberculosis, and the Toronto Sanatorium* (Montreal: McGill-Queen's Press, 2018)

Discussion and Questions:

This week we will be looking at the ways children were institutionalized and how that experience changed when a child was labelled with mental illness or a disability. This will be contextualized in a larger argument that demonstrates how children and policies around the perceived best interests of children acted as sites of shifting national values and how children acted as sites for the creation of healthy citizens, often leading to the neglect and disregard of children with disabilities.

Some questions to consider: How were children used as sites to put forward national values? Why did a growth occur in concerns for children's interest? How were healthy bodies productively created in the sphere of child saving? In creating social welfare institutions for children, how did this affect different children (class, disability, race, gender)?

WEEK SEVEN | AGEING AND DISABILITY

1. Edgar-André Montigny, "Chapter Four: Families, Neighbours, and Communities, Local Support Systems for the Aged Poor in Nineteenth-Century Ontario" In *Foisted upon the Government?: State Responsibilities, Family Obligations, & Care of the Dependent Aged in Late 19th-Century Ont.* (Montreal: McGill-Queen's Press, 1997), 63-81.
2. Megan J. Davies, "Chapter Two: Homes for Pioneers and Homes for Senior Citizens, Institutional Developments," in *Into the House of Old: A History of Residential Care in British Columbia* (Montreal: McGill-Queen's University Press, 2004), 54-85.

Supplementary

1. Katie Aubrecht, Christine Kelly, and Carla Rice, *The Aging-Disability Nexus* (UBC Press, 2020).

Discussion and Questions:

It is often cited that most people will experience disability as they age. This week, we'll look at the first developments of settler policy for the ageing population. We'll examine how people were evaluated to qualify for care, and how policies transition from local and community support, to larger facilitated of care.

Some questions to consider: How and why were policies developed in response to the ageing population? How is disability experienced later in life? Who is excluded from care as an elderly person and why? If elders were unable to receive care, where might they have gone for care? What do you make of the transition from community to residential care?

WEEK EIGHT | DATE | VETERANS AND POLICY CHANGE

1. Eric Story, "The Indigenous Casualties of War: Disability, Death, and the Racialized Politics of Pensions, 1914-39" *The Canadian Historical Review* (February 26, 2021).
2. Nic Clarke, "Chapter Four: Clashing Concepts of Fitness" in *Unwanted Warriors Rejected Volunteers of the Canadian Expeditionary Force* (Vancouver: University of British Columbia Press, 2015): 79-92.

Supplementary

1. Mark Humphries, "Chapter One: Framing Shell Shock: Nervous Illness before the Great War" in *A Weary Road: Shell Shock in the Canadian Expeditionary Force, 1914-1918* (Toronto: University of Toronto Press, 2018): 14-34.
2. Mark Humphries, "War's Long Shadow: Masculinity, Medicine, and the Gendered Politics of Trauma, 1914-1939," *Canadian Historical Review* 91:3 (2010): 503-531.
3. A.J. Withers, "(Re)constructing and (re)habilitating the disabled body: World War One era disability policy and its enduring ramifications" *Canadian Review of Social Policy* 75 (2016).
4. Kandace Bogaert, "'Due to His Abnormal Mental State': Exploring Accounts of Suicide among First World War Veterans Treated at the Ontario Military Hospital at Cobourg, 1919-1946," *Histoire Sociale / Social History* 51, 103 (2018): 99-123.

Discussion and Questions:

This week we will look at the intersections of disability, madness, and military service. We will first begin by discussing the parameters one was deemed fit before turning to how policies responded to the needs of wounded Veterans. We will see how these practices and the ensuing discourse prioritized a medical and rehabilitative understanding of disability while supporting oppressive ideas around economic productivity, gender, and citizenship.

Some questions to consider: How were conceptions of disability negotiation with the recruitment of soldiers? How did policy work to entrench the medical and rehabilitative models? How did gendered beliefs shape understandings of mental disabilities? How were health, citizenship, and economic productivity understood in the context of disabled veterans?

WEEK NINE | DATE | RECOGNIZING SENSORY DISABILITIES

1. Pearce, Joanna. "'To give light where He made all dark': Educating the Blind about the Natural World and God in Nineteenth-Century North America," *History of education quarterly* 60, 3 (2020): 295-323.
2. Sandy Barron, "The Absolute Indifference of the Majority": The Western Canadian Association of the Deaf and the Establishment of Deaf Education in Saskatchewan, 1923–1931" *The Canadian Historical Review* (February 12, 2021).

Supplementary

1. Alessandra Iozzo-Duval, "Chapter 5 The Education of "Good" and "Useful" Citizens: Work, Disability, and d/Deaf Citizenship at the Ontario Institution for the Education of the Deaf, 1892–1902" in *Untold Stories: A Canadian Disability History Reader* edited by Nancy Hansen, Diane Dreidger, and Roy Hanes (Toronto: Canadian Scholars, 2018): 66-90.
2. Serge Marc Durlinger, *Veterans with a Vision: Canada's War Blinded in Peace and War* (Vancouver: University of British Columbia Press, 2010).
3. Sandy Barron, "'The World is Wide Enough for Us Both': The Manitoba School for the Deaf at the Onset of the Oralist Age, 1889-1920," *Canadian journal of disability studies* 6, 1 (2017): 63-84.

Discussion and Questions:

In looking at sensory disabilities and Canadian policy, we will focus on histories of education. Despite advocacy for equal education and often strong commitment to education for the deaf and blind, underlining efforts of educators in educational facilities for the hearing or visually impaired often sought to create productive and pious workers. We will also briefly touch on some of the histories of separation in both disability and education.

Some questions to consider: How did educational facilities overcome the challenges before them to provide educational services to the hearing and/or visually impaired? How did the message of productivity and work shape the curriculum available to those with sensory impairments?

WEEK TEN | DATE | EUGENICS, RACE, AND INTELLECTUAL DISABILITIES

1. Karen Stote, "Chapter Three: Sterilization, Birth Control, and Abusive Abortions," in *An Act of Genocide: Sterilization of Indigenous Women* (Halifax: Fernwood Publishing, 2015): 64-118.

2. Angus McLaren, "Chapter Two: Public Health and Hereditarian Concerns" in *Our Own Master Race: Eugenics in Canada, 1885-1945* (Toronto: University of Toronto Press, 1990): 28-45.

Supplementary

1. C. Elizabeth Koester, "An Evil Hitherto Unchecked: Eugenics and the 1917 Ontario Royal Commission on the Care and Control of the Mentally Defective and Feeble-Minded," *Canadian Bulletin of Medical History* 33:1 (Spring 2016): 59-81.
2. Erika Dyck, *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice* (Toronto: University of Toronto Press, 2013).

Discussion and Questions:

In looking at eugenic ideology and some resulting policies, we will discuss the ways racialized people and people with intellectual disabilities were often targeted by these practices. Eugenic policies, and perhaps more importantly, eugenic ideology, has a lasting impact on how Canadians foster a hierarchy of worthy lives and their approaches to disability.

Some questions to consider: How did colonialism and assimilation policies affect Indigenous women? How did economic arguments shape support for the sterilization of marginalized peoples? What effect did eugenic thinking have on the perceptions of disabilities? What are the lasting legacies from these beliefs?

WEEK ELEVEN | DATE | CREATING HOSPITALS, CREATING HEALTHLY CITIZENS

1. David Paul Gagan, and Rosemary Gagan, "Chapter One: Hospital Fever" in *For Patients of Moderate Means: A Social History of the Voluntary Public General Hospital in Canada 1890-1950* (Montreal McGill-University Press, 2002): 13-41
2. Maureen K. Lux, "Introduction," in *Separate Beds: A History of Indian Hospitals in Canada, 1920s-1980s* (University of Toronto Press, 2016): 3-18.

Supplementary

1. Mona Gleason, "Chapter Six: Reforming the Body – Doctors, Educators, and Attitudes towards Disability in Childhood" in *Small Matters: Canadian Children in Sickness and Health* (Montreal: McGill Queen's University Press, 2013): 119-137.
2. Gary Geddes, *Medicine Unbundled: A Journey Through the Minefields of Indigenous Health Care* (Vancouver: Heritage House Publishing Company Ltd, 2017).
3. William G. Godfrey, "Chapter One: "Into the Hands of the Ladies" in *The Struggle to Serve: A History of the Moncton Hospital, 1895-1953* (Montreal McGill-University Press, 2004): 12-30.
4. David Wright, *Sick Kids: The History of the Hospital for Sick Children* (Toronto: University of Toronto Press, 2016).

Discussion and Questions:

This week we will look at three different aspects of hospitals in Canada – the emergence of public hospitals, the creation of Indian Hospitals, and the development of children's hospitals. When looking at these three components, we will consider the various intersections of the people who used their services and how this affected the growth and support of compulsory able-bodied citizens along gendered, racialized, and classed expectations.

Some questions to consider: How do an individual's intersections shape the quality of medical assistance available to them? Why were Indian hospitals developed and what did they seek to accomplish? How were health and the specialized need of children constructed over time? What role does work and disability play in our understanding of hospital histories?

WEEK TWELVE | DATE | CITIZENSHIP, IMMIGRATION, AND DISABILITY

1. Robert Menzies, "Race, Reason, and Regulation: British Columbia's Mass Exile of Chinese 'Lunatics' aboard the Empress of Russia, 9 February 1935," In *Regulating Lives: Historical Essays on the State, Society, The Individual, and the Law*, edited by John McLaren, Robert Menzies, Dorothy Chunn (Vancouver: University of British Columbia Press, 2002): 196-230.
2. Natalie Spagnuolo, "Defining Dependency, Constructing Curability: The Deportation of 'Feebleminded' Patients from the Toronto Asylum, 1920-1925," *Histoire Sociale/Social History* 49, 98 (2016): 126– 153.

Supplementary

1. Valentina Capurri, *Not Good Enough for Canada: Canadian Public Discourse around issues of Inadmissibility for Potential Immigrants with Diseases and/or Disabilities, 1902-2002* (Toronto: University of Toronto Press, 2020)
2. Geoffrey Reaume, "Chapter Four: Eugenics Incarceration and Expulsion, Daniel G. and Andrew T.'s Deportation from 1928 Toronto, Canada" in *Disability Incarcerated: Imprisonment and Disability in the United States and Canada* edited by Liat Ben-Moshe, Chris Chapman, and Allison Carey (New York, New York: Palgrave MacMillan, 2014): 63-80.

Discussion and Questions:

For our final lecture, we end with a theme that has been coming up over and over again, citizenship. We will interrogate this by looking at how attitudes and policies towards immigration and deportation worked towards fostering conceptions of disability and productivity. We will learn how immigration tied to developing the settler state, which sought to create an able-bodied citizenry refusing to see disability beyond the conception of a burden.

Some questions to consider: How did immigration policies contribute to adopting a predominantly medical model approach to disability? What do perceptions regarding disability tell us about citizenship requirements for Canada regardless of policies in practice? How did race and disability interact to affect citizenship requirements? What is the relationship between citizenship, productivity, and eugenics?