

HURON UNIVERSITY COLLEGE  
2008-2009  
DEPARTMENT OF HISTORY

HISTORY 2213G (550) [formerly 144G] :  
**CANADIAN BUSINESS & LABOUR HISTORY**

Tuesday 10:30-12:30

Instructor: Dr. Peter V. Krats

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W13 // SSC 2050

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**Office Hours / Contacting the Instructor:**

Please speak with me at class or outside class, or to email if you have any doubts, concerns, questions or even if you are **merely curious!** I anticipate having Office Hours at Huron on Thursday, 12:30 - 1:30 (room w13 ) [ie. immediately after class]. Alternatively, try SSC 4415 on Main Campus, where my office hours are Tues.12:40-2:15 ; 3:40-4:30 and Thurs. 3:40-4:30 pm. Or make an appointment. If you “catch” me at my office at other times, I will discuss matters if time permits. I will make every effort to respond to e-mails within 24 hours. BE SURE to include a clear subject heading – “spam” is filtered. Phone mail messages will likely take a longer “turn-around.”

**Course Description & Goals:**

This course examines Canadian **both** business and labour history within the framework of broad Canadian economic history. Key themes include changing perceptions and methods of business conduct, the varying fortunes of Canadian labour, the evolution of state roles, and various implications of these changes. Ideally, students will add understanding of these themes and developments, while strengthening their analytical and communications (written & oral) skills.

**Course Reading:** [as in most History courses, I will **not** remind you to read the texts - it is an assumed task]

Course website “NOTES” – highlight issues raised in class.

Desmond Morton. *Working People: An Illustrated History*, 5<sup>th</sup> ed., McGill-Queen's, 2007 [4<sup>th</sup> ed. is fine if available]

Kenneth Norrie et al. *A History of the Canadian Economy* 4th ed. – **abridged** for the course

**Book for Review :** Students are expected to **review ONE** of the following books

Peter Baskerville. *A Silent Revolution ? : Gender and Wealth in English Canada 1860-1930* McGill-Queen's, 2008.

George Campeau (trans. R. Howard) *From UI to EI : Waging War on the Welfare State* UBC Press, 2005.

Andrew Parnaby. *Citizen Docker: Making a New Deal on the Vancouver Waterfront 1919-1939* UBC Press, 2008.

**Course Requirements:** (details below) Students will be evaluated on **THREE** elements:

<b>Class participation</b>	20 %	
Book Review <b>and</b> <b>Commentary</b> + TURNITIN	40	Due : <b>March 5, 2009</b>
<b>Final Exam</b>	40 %	

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**Class Participation: (20 %)**

History is inherently interpretive, so students should think, not just listen to a litany of the “facts.” During most classes we will break into groups to discuss issues arising from lectures and reading. After in-group discussion, ideas will be shared with the whole class. Discussions will be relatively casual and evaluated on the basis of overall class

effectiveness merged with the efforts of groups within the class:

Overall quality of shared classroom discussion :	4 %	
<b>Three (3) Individual Website assignments (randomly assigned) :</b>	<b>12 %</b>	[4 % each]
* postings due no later than the Friday of the week assigned		
<b>Five (5) index card "Group comments" handed in intermittently :</b>	<b>4 %</b>	

\*\*\* IF you miss discussions postings – you **MUST** contact me **within a week** with an acceptable excuse – I will give consideration to any reasonable explanation \*\* **\*\* the WEEK limit will be applied !! \*\***

## **Writing Assignment : (40%) [8 pages double spaced - for detail see "Format" below]**

Students will be expected to submit a **BOOK REVIEW** with **Course Commentary** & submit the paper to Turnitin.

**Due Date to hand in paper :** March 5, 2009 in class

**TURNITIN** – you **must** upload the paper by March 5, 2009 or face **penalties**

**Link to Turnitin via the Course (webct) Website**

If, for good reason as described by the UWO Calendar, you find yourself forced to hand in the paper late, consult with me **in advance**. Late papers potentially subject to penalty as listed below.

The review should be 8 pages double spaced with normal fonts and margins on substantial paper. Your writing and form should meet scholarly expectations as outlined by the instructor. Late papers subject to penalties adopted by the History Department at Huron College :

1. First Day late : 3 mark deduction
2. subsequent calendar days : 2 marks per day deduction
3. No paper will be accepted if it is more than seven calendar days late.
4. Mitigating circumstances, if they arise, must be discussed with the instructor before the submission date. "I've had an awful lot of work" is NOT a mitigating circumstance.
5. Medical certificates must be signed by a doctor and must specify the period during which the student was unable to perform academic work.
6. The paper due IN class — papers handed in to Essay Box or otherwise later the due date will lose 1 %.

### Intellectual Honesty

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> .

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the Huron University College Statement on Plagiarism, available at the reference desk in the HUC Library and at <http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf>. In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library Information about these resources can be found at: [http://www.huronuc.ca/library/research\\_guides\\_and\\_handouts/](http://www.huronuc.ca/library/research_guides_and_handouts/) .

All required papers WILL be subject to submission for textual similarity review to the commercial plagiarism detection

software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

## Writing a Book Review with **Course Commentary**

Immediately below, I have included a fairly extensive discussion concerning writing book reviews. For those students who remain in doubt — be sure to email or talk to me.

**NOTE COURSE COMMENTARY** feature: Within your review, you should discuss how the book “fits” the course coverage. Are you better equipped to understand Canadian business and labour history after reading the book ? How ? This section should be no more than **one** full page (or equivalent – it is possible to “blend” the commentary into the review. **The bulk of your paper should be conventional review -- but be sure to include the course commentary– I am looking for skills in linking a specific work to the broader elements of the course.**

You will be automatically **penalized** if you neglect to provide a course commentary

**Where to Start the Review ??** \*\*\* These suggestions are NOT in a specific “order” – they are elements common to most reviews, but can be blended in many, many different manners !!

### First and foremost — read thoughtfully !

- ◆ read with the task in mind; don’t just read “as fast as possible”
- ◆ read with a questioning outlook : while reading, note the interesting, the confusing, the original and even the boring — your notations will provide the basis of your review

Once you are ready to start writing : remember — **a review is Not a Summary – your introduction can summarize the book, but not for more than 2/3 of a page**

- ◆ You do not want merely to outline what the book “says”
- ◆ **Nor** is a review an “essay” on the topic covered in the book
- ◆ a review **IS** critical (positive and negative) of an author’s work

### Basic issues include : thesis, authority and overall effectiveness.

On Thesis :

- ◆ what is the author trying to argue; what is the point?
- ◆ How successful is the author in answering **either** descriptive questions like who, what, when, where, how and/or the more analytical issue of “why”?
- ◆ In short, what were the author’s goals? Were they achieved?

On Authority :

- ◆ how many ideas and arguments does the book present?
- ◆ Of what quality?
- ◆ Are the ideas/arguments consistent?

- ◆ Does the research in support of these ideas seem credible?
- ◆ Is there enough? Are the ideas and information presented clearly?

On Perspective / bias :

- ◆ is the work tainted by a clear bias that ignores or understates evidence, thus favouring one perspective; or presents statements without sufficient evidence ?

On Originality :

- ◆ does the book contribute something quite new to the field? This issue can be difficult for students new to history, but remember -- this is YOUR review -- if you think the work original or predictable (or indeed fascinating or boring) -- **SAY SO !!**
- ◆ Are there issues that might have been presented or steps that could have been made to improve the book ?

On "The Rest" :

- ◆ other issues that MAY be worth discussing include (but are not limited to) format (does the book use photographs, statistics or tables, notes, bibliography, or index well?).
- ◆ Obviously, the quality of the writing itself (style / grammar / language usage) can also be commented upon.

**Make it YOUR Review :**

- ◆ Students, often lacking experience in writing reviews, may well read other related works or even other reviews; but remember, this is your opinion!!
- ◆ Having said that – it **IS an academic review** – just writing 8 pages that argue that you did not “like” the book / it was boring WITHOUT establishing how & why will **result in a poor grade**
- ◆ It is **NOT** necessary to deal with every imaginable book review issue — if you feel that the index or the photographs or the covers are not relevant, focus on issues that you see as important. Just make your case.
- ◆ Remember that it is YOUR case !! Do **NOT** comply with the views of others if you feel otherwise. Be sure **NOT** to “borrow” from others, whether in terms of content or the actual writing of the review -- **plagiarism is a VERY serious academic offense!**

In sum, there are areas common to virtually all reviews; but each review also has narrower, more particular aspects

## **FINISHING UP : or HOW YOU WRITE also matters !!!**

The following section notes both format and writing issues. The goal is a **well written** review.

**\*\* if significant format or writing errors mar your paper, there will be an Automatic Mark Deduction above and beyond the grade assigned for “writing quality” \*\***

### **Format :**

- ◆ Cover page optional // at start of paper (TOP first page) – Include (as title) :  
i) Author(s)' name(s) ii) Full title iii) city of publication / publisher / year/ ISBN [single space]
- ◆ number your pages // use regular spacing between paragraphs
- ◆ one issue per paragraph
- ◆ indent paragraph beginnings 5 spaces [hit “tab”]
- ◆ underline or italicize book titles, ships’ names, magazine or newspaper titles
- ◆ write out numerals to eleven; then use numeral
- ◆ use Block format for Long quotes [single spaced / indented 5 spaces both sides, no quotation marks]
- ◆ avoid contractions, slang — it is an academic paper

- ◆ no need for “headers” in such a short paper
- ◆ to cite from the book being reviewed, you need only provide the page number immediately thereafter in brackets -- for example -- (123) [obviously, any materials from other sources requires a full citation — I will accept any standard citation technique]
- ◆ eight [8] pages/ double spaced / regular font / margins – Please use “Times New Roman” 12 font ; “Arial” 12 font or the equivalent (overly large font will be penalized.) For margins – 1 inch/2.5 cm all around (sides/top/bottom) is appropriate. Leave only a double space between paragraphs, not a major gap. (Short papers will be penalized).
- ◆ No need for a bibliography unless you have used other works
- ◆ NO plastic or other covers on the paper – just a staple left top corner

Take **TIME** to draft and edit carefully.

- ◆ check for spelling / grammar / sentence / paragraph technique
- ◆ try for clear rather than long, convoluted sentences
- ◆ one issue per paragraph / try for continuity between paragraphs
- ◆ in that vein (not vain) — be careful with:
- ◆ colloquialism – this is an academic paper – ie. better not to call the book a “good read”
- ◆ get the correct word : than / then ; delve / dive ; where / were ; there / their ; border / boarder
- ◆ its (that is possessive !!) (No apostrophe)
- ◆ be careful with possessives in general
- ◆ instead of the awkward “his/her” try “their”
- ◆ be careful with possessives and plural
- ◆ simple is not a synonym for simplistic ; relevant / relative are quite different terms
- ◆ someone.... who did something (not someone that did)
- ◆ bias/biased (the author has a bias / is biased)
- ◆ “like” does not mean “such as” – “like” compares
- ◆ be careful with use of : economic / economical ; compliment / complement ; wary / weary
- ◆ “this” rarely stands alone – it is linked to a noun [eg. do not just write “there was no evidence of this.”]
- ◆ they/them/their - especially when misused as replacing he/him/his or she/her/her
- ◆ avoid misuse of “actual” and “impacted” ; peaked and piqued are quite different
- ◆ avoid redundancy
- ◆ books have illustrations, photographs.... not “visuals”
- ◆ one’s interest is “piqued” by something unusual (peaked is different)
- ◆ avoid “a lot” - use plentiful, extensive, substantial....
- ◆ credible okay / creditable no ; chronology not “time line”
- ◆ “this” and “these” generally need a noun following
- ◆ do not overuse “for the reader” or other phrases with “the reader”
- ◆ avoid verbose forms like “of the fact that” — almost always only need “that”
- ◆ use the author’s **Surname**
- ◆ political parties get upper case / political philosophy lower
- ◆ these books are **NOT novels** !
- ◆ first person (“I”, “in my opinion”) - do not overuse — the whole paper is your opinion
- ◆ Book reviews can be written in the present tense, but events happening in the past need past tense

NOTE that these issues are NOT dealt with simply by running the paper through the “spellchecker” on your word processor – for more insights consult a dictionary or any good writers’ guide.

**Good Writing Is 1 % Inspiration and 99 % Perspiration !!**

## Final Examination: (40 %)

- ◆ Two hours // based on **both** lectures and texts
- ◆ emphasizes broad issues, **not** the minutia of history

◆ **Date** : during the time period set by the University Registrar

◆ There are few secrets to success on an exam. But there are ways to struggle:

- i. Trying to “catch up” at the last minute only creates substantial stress [I set the exam, not the textbook – so going to class is an excellent means of gaining insights into potential exam issues]
- ii. Memorizing “all data” is also ineffective. History exams assess student understanding: do you know why events occurred, what events led up to/ followed from events? The degree of continuity and/or change?

## Tentative Lecture Topics

\* readings coincide with lectures\*; \* brief “notes” on website highlight themes\*

1. Introduction // Early Staples & Colonial Beginnings  
Notes : Topic 1 Part I “Studying Bus/Econ History”; Part II “Early Staples Economies”
2. Staples, Regional Economies & Infrastructures in British North America  
Discussion: Was there a British North American economy?  
Notes : Topic 2 “BNA Economies 1760-1840”
3. “Manufactures” & Labour in British North America to 1870  
Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 142-169.  
Desmond Morton. *Working People*, 1-20.  
Notes : Topic 3 : “Mid-19th Century Changes”  
Discussion: Outline changes to the British North American business/labour 1790-1870.
4. National Policy & the “Great Transformation”  
Reading : Kenneth Norrie et. al. *A History of the Canadian Economy*, 171-250.  
Notes : Topic 4 : Part I “NP : Economies and Business” ; Part II “NP Assessed”  
Discussion: The National Policy : a good idea? Consequences for business ?
5. Labour and the “Great Transformation”  
Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 251-252.  
Desmond Morton. *Working People*, 21-100.  
Notes : Topic 5 : “NP and Labour”  
Discussion: Was the N.P “boom” a “good” thing for Canadian workers?
6. The Great War and the 1920s  
Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 256-314.  
Desmond Morton. *Working People*, 101-138.  
Notes : Topic 6 : “World War 1 & 1920s”  
Discussion: What are the roles, respectively, of business and labour during war?
7. Economic Crisis  
Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 317-339.  
Desmond Morton. *Working People*, 139-164.  
Notes : Topic 7 “Great Depression”  
Discussion: Did the Depression fundamentally reshape Canadian business and labour ?
8. Wartime Developments  
Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 342-359.  
Desmond Morton. *Working People*, 165-174.  
Notes : Topic 8 : “World War 2”  
Discussion: Did the war alter the relations between business & labour ? Why/ why not?

9. "Big is In" Business, Labour & Government to 1970 [probably 2 classes]  
 Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 362-399.  
 Desmond Morton. *Working People*, 175-269.  
 Notes : Topic 9 Part I "Bus. & Govt Postwar" ; Part II "Labour after WW 2"  
 Discussion: Was business **worse** off due to "bigger government" and stronger unions ?
10. Toward a Global Economy: to the 1980s  
 Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 401-417.  
 Desmond Morton. *Working People*, 270-319.  
 Notes : Topic 10 "Toward Globalism ? 1968-84"  
 Discussion: Were Canada's key business sectors all that different in 1980 than in 1920? Was either business or labour ready for the looming "post-industrial" economy ?
11. Mulroney & Beyond -- Into Neo-Conservative Times  
 Reading: Kenneth Norrie et. al. *A History of the Canadian Economy*, 419-430.  
 Desmond Morton. *Working People*, 320-358.  
 Notes : Topic 11 Part I "Business 1984+"; Part II "Labour 1984+"  
 Discussion: Free trade, high tech and the like: good for Canadian business? For Canadian workers? Is **lowering** workers' goals **the** key modern business strategy ?

Student Rights: Should you be dissatisfied with your mark, you may appeal the mark to the Chair of History.

## Course Notices:

PREREQUISITE INFORMATION : Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in the course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

PLAGIARISM : Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence and will be treated as such. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> . Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the Huron University College Statement on Plagiarism, available at the reference desk in the HUC Library and at <http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf> . In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library Information about these resources can be found at: [http://www.huronuc.ca/library/research\\_guides\\_and\\_handouts/](http://www.huronuc.ca/library/research_guides_and_handouts/)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

TECHNOLOGY : It is not appropriate to use technology (such as, but not limited, to laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to

the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

**MEDICAL ABSENCES :** For work representing 10% or more of the overall grade for the course, a student must present documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Huron students should take their medical documentation to the Academic Counsellor, Academic Services Centre at Huron University College, together with a Request for Relief specifying the nature of the accommodation requested. Documentation for non-Huron students must be submitted as soon as possible to the student's Faculty Dean's office. The request and documentation will be assessed and appropriate accommodation will be determined by the Dean's office in consultation with the instructor(s.) Academic accommodation will be granted ONLY where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. The UWO Student Medical Certificate (SMC) ([https://studentservices.uwo.ca/secure/medical\\_document.pdf](https://studentservices.uwo.ca/secure/medical_document.pdf)) and Request for Relief (<http://www.huronuc.ca/pdf/AcademicCounsellingRequestforReliefFormMar08.pdf>) are available at the Student Centre Website (<https://studentservices.uwo.ca/secure/index.cfm>), the Huron University College Academic Counselling website ([http://www.huronuc.ca/faculty\\_arts\\_social\\_science/academic\\_counselling/](http://www.huronuc.ca/faculty_arts_social_science/academic_counselling/)) or from the Academic Services Centre at Huron. (Students should check the Academic counselling webpage ([http://huronuc.ca/faculty\\_arts\\_social\\_science/academic\\_counselling/](http://huronuc.ca/faculty_arts_social_science/academic_counselling/)) for information on process)

**SUPPORT SERVICES:** Students in the Department of History requiring academic counselling concerning courses and modules in History should see the Chair, Department of History. Other academic services such as academic counselling, community-based learning, career development, writing services, cross-cultural services, international opportunities are available through the Academic Services Centre: West Wing, Huron University College, and [http://huronuc.ca/faculty\\_arts\\_social\\_science/academic\\_counselling/](http://huronuc.ca/faculty_arts_social_science/academic_counselling/)

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