

2011-2012

HISTORY 2125G (001)

Northern Enterprise : Canadian Business & Labour History



Tuesday 2:30 - 4:30 pm
Instructor: Dr. Peter V. Krats
Telephone: 661-2111 (x84983)//Messages: 661-3645

Location: UC 224
Office: STH 2123
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Office Hours / Contacting the Instructor:

My Office Hours are Monday 3:00 - 4:00 pm; Tuesday 1:15 - 2:15 pm and Thurs 1:15 - 3:00 pm. I will be in at other times; feel free to speak with me about appointments. If you “catch” me at my office, I will gladly discuss matters time permitting. I make every effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading. Phone mail messages face a longer “turn-around.” Or, speak with me at class – I usually have a few minutes before or after !!!

Course Description & Goals:

BUSINESS : the “maker of all wealth” or greedy ‘fat cats’ ? **LABOUR** : always striking and lazy ? Popular perceptions of heroes and villains abound, while history provides a more accurate and nuanced images. 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 implications of these changes. Ideally, students will add understanding of this history, while strengthening their analytical and communications (written/oral) skills.

Course Learning Outcomes :

- ✓ identify key developments in the history of Canadian business and labour, including emerging concepts and major changes to economic production and the interrelationship between capital and labour
- ✓ recognize both strengths and weaknesses in historical assessment – the utility of “knowing” the past blended with an awareness of subjective and other potential errors
- ✓ show an ability to assess written historical work and to summarize and evaluate ideas emerging from lectures
- ✓ summarize their ideas by synthesizing issues within an essay examination
- ✓ begin to recognize the relevance of history in dealing with modern business and labour settings

Course Notice:

A copy of the Faculty of Social Science policy on **PLAGIARISM** is attached to this syllabus. Students violating these guidelines can expect to incur the full weight of the penalties outlined therein. Western uses software for plagiarism checking. Students will be required to submit their written work in electronic form to **Turnitin** for plagiarism checking.

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

Course website "NOTES" – highlight issues raised in class.

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

Graham D. Taylor. *The Rise of Canadian Business*. Oxford University Press, 2009.

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

Donica Belisle. *Retail Nation: Department Stores and the Making of Modern Canada*. UBC Press, 2011.

Michel Bealieu, *Labour at the Lakehead : Ethnicity, Socialism, and Politics, 1900-35*. UBC Press, 2011.

Reinhold Kramer and Tom Mitchell. *When the State Trembled*. UTP, 2010.

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

Class participation	20 %		
Book Review preliminary sheet	5	Due : Jan. 31, 2012	IN CLASS
Book Review and Commentary + Turnitin	40	Due : Mar. 13, 2012	IN CLASS
Final Exam	35		

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 set groups to discuss issues arising from lectures and reading. After in-group discussion, ideas will be shared with the whole class. Discussions will be evaluated as follows:

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

*** Should you miss discussions postings you **MUST** contact me quickly seeking a "redo."

Writing Assignments :

1. Book Review Preliminary Sheet [5 %] : One page [2 maximum] indicating your general awareness of the book, and highlighting the **main issues** that you intend to pursue in your Review. The **single** page should be in proper English, which will be given significant attention in grading. Marking of this sheet will, hopefully, help result in a more focussed and precisely written Book Review. DUE : see above; the sheets will be graded as quickly as possible as they may assist in completing the Review.

2. Book Review with Course Commentary + Turnitin [40%] :

Eight pages double spaced – see *extensive* "FORMAT" details below Due Date : see above.

If, for good reason, you find yourself forced to hand in the paper late, consult with me **IN ADVANCE**. Late papers potentially subject to penalty of **5 % per day** including weekends. Papers more than two weeks late will **not** be graded. The paper remains "late" if you do not submit the paper to **TURNITIN** by the same date!. You can access Turnitin via the Course [webxt] website. **Papers not submitted to TURNITIN will NOT be returned until that requirement is satisfied.**

Students are reminded that academic accommodation on medical grounds can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website: https://studentservices.uwo.ca/secure/medical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty. (For Social Science students 2105 SSC.) Further details on this policy can be found at the following website: <http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

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 10 %** 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”? This does NOT mean just “working through” the “5Ws” in your paper — try for a more imaginative take on the book. 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 not 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 all reviews; but each review also has 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)
- ◆ read is not a noun - ie. there are no "good reads"
- ◆ 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 are often written in the present tense, but events 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: (35 %)

- ◆ Two hours // based on **both** lectures and texts; largely essay format.
- ◆ 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:
 - 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]
 - Memorizing “all data” is ineffective. History exams assess understanding: do you know why events occurred, what events led up to/ followed from events? The degree of continuity and/or change?

IN TOTAL : **YOU ARE RESPONSIBLE FOR :**

- Attendance : 13 classes
- Reading : Texts and other material as noted above.
- Participation : at least 5 cards; 3 postings; group & general discussion in class
- Preliminary Paper for Book Review
- Book Review
- Final Exam

You are **also** responsible for suitable behaviour in class. Distracting activities – whether on an electronic device or otherwise (conversation) are unfair to your classmates. Similarly, late arrivals or “extended” breaks are *not* acceptable behaviour. A basic, polite decorum is the “norm” for class. **Hopefully**, we can all live up to that standard.

Tentative Lecture Topics

* readings coincide but do not exactly mimic lectures*; ** brief “notes” on website highlight themes*

- Introduction // Early Staples & Colonial Beginnings
Notes : Topic 1 Part I “Studying Bus/Econ History”; Part II “Early Staples Economies”
- Staples, Regional Economies & Infrastructures in British North America
Discussion: Was there a British North American economy?
Notes : Topic 2 “BNA Economies 1760-1840”
- “Manufactures” & Labour in British North America to 1870
Reading: Taylor, *Rise of Canadian Business*, 1-15.
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 : Taylor, *Rise of Canadian Business*, 16-18, 21-89.
 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: Taylor, *Rise of Canadian Business*, 90-119.
 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: Taylor, *Rise of Canadian Business*, 130-136.
 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: Taylor, *Rise of Canadian Business*, 119-129.
 Desmond Morton. *Working People*, 139-164.
 Notes : Topic 7 "Great Depression"
 Discussion: Did the Depression fundamentally reshape Canadian business and labour ?
 8. Wartime Developments Take Two
 Reading: Taylor, *Rise of Canadian Business*, 136-145.
 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 the 1970s [probably 2 classes]
 Reading: Taylor, *Rise of Canadian Business*, 145-193.
 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: Taylor, *Rise of Canadian Business*, 197-234.
 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: Taylor, *Rise of Canadian Business*, 235-255.
 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 ?
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THE UNIVERSITY OF WESTERN ONTARIO
London Canada
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

- A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.
You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number.
Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.
- B. In adopting other writer's ideas, you must acknowledge that they are theirs.
You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.
Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.
In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

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General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully.

In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair

and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

- . Personal Illness: If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- . If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- . In Case of Serious Illness of a Family Member: Obtain a medical certificate from the family member's physician.
- . In Case of a Death: Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- . For Other Extenuating Circumstances: If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

ACADEMIC CONCERNS

- . You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
 - . You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
 - . If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g. Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.