

2013-2014  
HISTORY 2125F (001)



Western  
UNIVERSITY · CANADA

*Northern Enterprise :*  
**Canadian Business & Labour History**

Wednesday 9:30-11:20 pm

Instructor: Dr. Peter V. Krats

Telephone: 661-2111 (x84983)//Messages: 661-3645

Location: UCC 37

Office: STvH 2123

e-mail: [pkrats@uwo.ca](mailto:pkrats@uwo.ca)

**Office Hours / Contacting the Instructor:**

My Office Hours are Tuesday 1:30-3:30 pm and Wednesday 11:30 - 12:30 pm and Thursday 1:30-2:30 pm. I will likely be in 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 an 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 to 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 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, changes to economic production, and interrelationships 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 ideas by synthesizing issues within an essay examination
- ✓ begin to recognize the relevance of history in dealing with modern business/ labour settings

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

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

Craig Heron. *The Canadian Labour Movement: a Short History* Lorimer 2012.

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

Wendy Cuthbertson. *Labour Goes to War: The CIO and the Construction of a New Social Order, 1939-45* UBC Press.,

Zbigniew Stachniak. *Inventing the PC : The MCM/70 Story* McGill-Queen's

Eric Strikwerda. *The Wages of Relief: Cities and the Unemployed in Prairie Canada, 1929-39*  
Athabaska University Press

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

Class participation	20 %		
Book Review preliminary sheet	5	Due : <b>Oct. 2, 2013</b>	IN CLASS
Book Review and Commentary + Turnitin	40	Due : <b>Nov. 13, 2013</b>	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 evaluated as follows:

Overall quality of shared classroom discussion :	4 %	
Four (4) Individual Website assignments (randomly assigned) :	12 %	[3 % each]
Index card "Group comments" handed in at class :	4 %	

\*\*\* If you miss discussions postings - you **MUST** contact me within a week with an acceptable excuse  
- I will consider any reasonable explanation **\*\* \*\* the WEEK limit will be applied !! \*\***

### **Writing Assignments :**

**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; in class. Given the brevity of this assignment, no extensions. The sheets will be graded as quickly as possible,

### **Book Review with Course Commentary + Turnitin [40%] :**

Eight pages double spaced - extensive guidance in the full syllabus Due Date: see above ; in class.

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 website. **Papers not submitted to TURNITIN will NOT be returned until that requirement is satisfied.**

## **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]
- ◆ 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).
- ◆ 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]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"
- ◆ use 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: economic/economical; compliment/complement; wary/weary
- ◆ "this" rarely stands alone - it is linked to a noun [eg. Avoid "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
- ◆ 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
- ◆ 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 a 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 but do not exactly mimic 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: Taylor, *Rise of Canadian Business*, 1-15.  
Craig Heron, *The Canadian Labour Movement* , 1-18.  
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.  
Craig Heron, *The Canadian Labour Movement* , 18-46.  
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.  
 Craig Heron, *The Canadian Labour Movement*, 46-57.  
 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.  
 Craig Heron, *The Canadian Labour Movement*, 58-69.  
 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.  
 Craig Heron, *The Canadian Labour Movement*, 69-75.  
 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.  
 Craig Heron, *The Canadian Labour Movement*, 75-106.  
 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 [likely 2 classes]  
 Reading: Taylor, *Rise of Canadian Business*, 197-234.  
 Craig Heron, *The Canadian Labour Movement*, 106-161.  
 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. Into Neo-Conservative Times  
 Reading: Taylor, *Rise of Canadian Business*, 235-255.  
 Craig Heron, *The Canadian Labour Movement*, 162-195.  
 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 ?

### **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You*



*may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

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 offense (see Scholastic Offence Policy in the Western Academic Calendar).

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 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>).

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.

#### MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)