

**THE UNIVERSITY OF WESTERN ONTARIO**  
**2013-2014**  
**DEPARTMENT OF HISTORY**  
**HISTORY 4207E**  
**CANADA AND THE AGE OF CONFLICT, 1896-1945**

**Class time: Monday 10:30-12:30**

**Classroom: STVH 1119**

**Office Hours: Tues/Thurs 10:00 am-12:00 pm**

**Instructor: Professor Robert Wardhaugh**

**Office: Lawson Hall 2263**

**Telephone: 519-661-2111 (Ext. 84969)**

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**COURSE DESCRIPTION:**

“Modern” Canada was largely shaped between 1896 and 1945, decades that witnessed a massive immigration boom, two world wars, and an economic depression. Within this tumultuous era, this course will examine such issues as politics, war, regionalism, culture, gender, sexuality, modernity, class, race, ethnicity, religion, industrialization, urbanization, nationalism, foreign affairs, and age/generation.

**REQUIRED COURSE MATERIALS:**

The reading materials consist of journal articles and books located either online or in the library. It is the responsibility of the student to locate the readings.

**CLASSES:**

The classes are structured as seminars that follow a schedule listing the topics to be discussed and required readings. All students are expected to come to *every* seminar *fully* prepared by doing the readings. Each seminar consists of class discussion. The instructor will provide context when appropriate and guide the discussion. Student *preparation* and *participation* in the seminar process are essential to the overall success of the course.

**COURSE REQUIREMENTS:**

In order to obtain credit for the course, students are required to: 1) prepare, attend, and participate in all seminars 2) write one major historiographical essay 3) write one major research essay 4) write a final exam.

The following formula is used to determine overall grades: 1) participation- 25% 2) historiographical essay- 25% 3) research essay- 30% 4) final exam- 20%.

***Participation:***

Value: 25%

Date: Duration of Class

Length: N/A

Assignment: The relative weight given to participation demonstrates its importance to the success of a seminar format. Attendance, while mandatory, is not enough to constitute marks for participation. Participation, however, is impossible without coming to class properly prepared by doing all the readings.

***Historiographical/Research Essay:***

Value: 25%/30%

Date: Last week of term

Length: 20-25 pages

Assignment: In first term, students will examine the historiography of a topic in Canadian history (1896-1945) and write an essay that examines and analyses the relevant literature and field. In second term, students will write a standard major research paper. Students will come up their own topics emerging from the class content. *All topics must be approved by the instructor.*

***Final Exam:***

Date: TBA

Value: 20%

Assignment: The examination will contain a list of questions to be answered in essay form. There will be a choice of questions. The exam will cover the work of the entire course.

Further details for all assignments will be announced in class.

There will be a penalty for late essays of one grade- NO EXCEPTIONS.

**LEARNING OUTCOMES:**

By the end of this course students will be able to:

- Explain the various fields of Canadian history with a critical eye to the “grand nationalist narrative” that dominates the field
- Employ such analytical paradigms as class, ethnicity, race, gender, sexuality, and culture
- Read academic articles and chapters critically, seeking to identify main arguments and contributions
- Offer succinct but analytical presentations on readings to their colleagues
- Participate and engage in upper-year history seminar discussions
- Understand the difference between a history and a historiographical essay

***Please note: A copy of the Faculty of Social Science policy on PLAGIARISM has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.***

## SEMINAR SCHEDULE

### Seminar 1: Introduction and the Background to 1896

### Seminar 2: Laurier and ‘Canada’s Century’, 1896-1911

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 1-105.

### Seminar 3: Imperialism and Nationalism, 1896-1914

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 107-18.

Carman Miller, “English-Canadian Opposition to the South Africa War as seen through the Press” *Canadian Historical Review* 55:4 (1974) 422-438.

Phillip Buckner, “Casting Daylight upon Magic: Deconstructing the Royal Tour of 1901 in Canada” *The Journal of Imperial and Commonwealth History*, 31, 2 (2003): 158-189.

Patricia Dirks, “Canada’s Boys—An Imperial or National Asset? Response to Baden-Powell’s Boy Scout Movement in Pre-War Canada,” Philip Buckner and R. Douglas Francis, *Canada and the British World: Culture, Migration, and Identity*. Vancouver: UBC Press, 2006: 111-128.

### Seminar 4: Gender, 1896-1914

Karen Bridget Murray, “Governing Unwed Mothers in Toronto at the Turn of the Twentieth Century” *Canadian Historical Review*, 85:2 (June 2004): 253-76.

R. Blake Brown, “‘Every boy ought to learn to shoot and to obey orders’: Guns, Boys, and the Law in English Canada from the late Nineteenth Century to the Great War,” *Canadian Historical Review*, 93:2 (June 2012): 196-226.

Jeffrey Vacante, “Evolving Racial Identity and the Consolidation of Men's Authority in Early Twentieth-Century Quebec” *Canadian Historical Review*, 88:3 (September, 2007): 413-438.

### Seminar 5: First Nations, 1896-1914

Gerald Friesen, *The Canadian Prairies: A History*. (Toronto: UTP, 1987), 129-61.

Sarah Carter, “Two Acres and a Cow: ‘Peasant’ Farming for the Indians of the Northwest, 1889-97,” *Canadian Historical Review*, 70:1 (March 1989): 27-52.

Brenda McDougall, "Wahkootowin: Family and Cultural Identity in Northwestern Saskatchewan Metis" *Canadian Historical Review*, 87:3 (September, 2006): 431-62.

Sarah Carter, "Categories and Terrains of Exclusion: Constructing the 'Indian Woman' in the Early Settlement Era in Western Canada," *Great Plains Quarterly*, 13 (Summer 1993): 147-61.

### **Seminar 6: Industrialization, Labour, and Class, 1896-1911**

Greg Kealey, "Artisans Respond to Industrialism: Shoemakers, Shoe Factories and the Knights of St. Crispin in Toronto" *CHA Historical Papers* (1973) 137-58.

Robert McIntosh, "Sweated Labour: Female Needleworkers in Industrializing Canada" *Labour/Le Travail* 32 (Fall 1993): 105-38.

John Bullen, "Hidden Workers: Child Labour and the Family Economy in Late Nineteenth-Century Urban Ontario" *Labour/Le Travail* 18 (Fall 1986): 163-87.

### **Seminar 7: The West and the Immigration Boom, 1896-1911**

Gerald Friesen, *The Canadian Prairies: A History*. (Toronto: UTP, 1987), 162-194; 242-73.

### **Seminar 8: Education, 1896-1945**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 187-97.

Eric Sager, "Women Teachers in Canada, 1881–1901: Revisiting the 'Feminization' of an Occupation" *Canadian Historical Review*, 88, 2 (June 2007):

Marilyn Barber, "Nation-Building in Saskatchewan: Teachers from the British Isles in Saskatchewan Rural Schools in the 1920s," Philip Buckner and R. Douglas Francis, *Canada and the British World: Culture, Migration, and Identity*. Vancouver: UBC Press, 2006: 215-233.

### **Seminar 9: Race, 1896-1940**

Sarah Jane Mathieu, "North of the Colour Line: Sleeping Car Porters and the Battle Against Jim Crow on the Canadian Rails" *Labour/Le Travail* 47, (2001): 9-42.

David Goutor, "Constructing the 'Great Menace': Canadian Labour's Opposition to Asian Immigration, 1880 – 1914" *Canadian Historical Review*, 88:4 (December, 2007): 549-76.

Carla Marano, "'Rising Strongly and Rapidly': The Universal Negro Improvement Association in Canada, 1919–1940," *Canadian Historical Review*, 91: 2 (June 2010), 233-259.

### **Seminar 10: Sexuality, 1896-1935**

Angus McLaren, 'Birth Control and Abortion in Canada, 1870-1920' *Canadian Historical Review* 59:3 (1978): 319-40.

Steven Maynard, "'Horrible Temptations': Sex, Men, and Working-class Male Youth in Urban Ontario, 1890-1935" *Canadian Historical Review* 78:2 (June 1997): 191-136.

Angus McLaren, "The Creation of a Haven for 'Human Thoroughbreds': The Sterilization of the Feeble-Minded and the Mentally Ill in British Columbia" *Canadian Historical Review*, 67:2 (1986): 127-50.

Suzann Buckley, Janice Dickin McGinnis, "Venereal Disease and Public Health Reform in Canada" *Canadian Historical Review*, 63:3 (1982): 337-54.

### **Seminar 11: Leisure, 1896-1914**

Keith Walden, "Toronto Society's Response to Celebrity Performers, 1887–1914" *Canadian Historical Review*, 89:3 (September, 2008): 373-97.

Keith Walden, "Tea in Toronto and the Liberal Order, 1880–1914" *Canadian Historical Review*, 93:1 (March 2012): 1-24.

Morris Mott, "One Solution to the Urban Crisis: Manly Sports and Winnipeggers, 1900-1914" *Urban History Review*, 12 no. 2 (1983), 57-70.

Craig Heron, "The Boys and Their Booze: Masculinities and Public Drinking in Working-class Hamilton, 1890-1946" *Canadian Historical Review*, 86, 3 (September, 2005): 411-52.

### **Seminar 12: Religion and Social Reform, 1896-1920**

Melissa Turkstra, "Constructing a Labour Gospel: Labour and Religion in Early 20th-century Ontario," *Labour/Le Travail*, 57 (Spring 2006), 93-130.

Ernest Forbes, "Prohibition and the Social Gospel in Nova Scotia," *Acadiensis*, 1 (1971): 11-36.

Robert Wardhaugh, "The 'Impartial Umpire' Views the West: Mackenzie King and the Search for the New Jerusalem," *Manitoba History* (Spring 1995) 11-22.

Nancy Christie, "Young Men and the Creation of Civic Christianity in Urban Methodist Churches, 1880-1914," *Journal of the Canadian Historical Association / Revue de la Société historique du Canada*, 17: 1 (2006), 79-105.

### **Seminar 13: The First World War At Home, 1914-1918**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 119-52.

J.L. Granatstein, "Conscription in the Great War," David Mackenzie editor, *Canada and the First World War*. (Toronto: UTP, 2005) 62-75.

John English, "Political Leadership in the First World War," David Mackenzie editor, *Canada and the First World War*. (Toronto: UTP, 2005) 76-95.

Veronica Strong-Boag, "Mobilizing Women for War," David Mackenzie editor, *Canada and the First World War*. (Toronto: UTP, 2005) 157-193.

Donald Avery, "Ethnic and Class Relations in Western Canada during the First World War: A Case Study of European Immigrants and Anglo-Canadian Nativism," David Mackenzie editor, *Canada and the First World War*. (Toronto: UTP, 2005) 272-299.

### **Seminar 14: The First World War Abroad, 1914-1918**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 153-85.

James W. St.G. Walker, "Race and Recruitment in World War I: Enlistment of Visible Minorities in the Canadian Expeditionary Force" *Canadian Historical Review*, 70:1 (March 1989): 1-26.

Terry Copp, "The Military Effort, 1914-18" David Mackenzie editor, *Canada and the First World War*. (Toronto: UTP, 2005) 35-61.

Jonathan F. Vance, "Remembering Armageddon," David Mackenzie editor, *Canada and the First World War*. (Toronto: UTP, 2005) 409-434.

### **Seminar 15: Labour and Class—The Winnipeg General Strike, 1919**

Benjamin Isitt, "Searching for Workers' Solidarity: The One Big Union and the Victoria General Strike of 1919," *Labour/Le Travail*, 60 (Fall 2007), 9-42.

Tom Mitchell, "Legal Gentlemen Appointed by the Federal Government": the Canadian State, the Citizens' Committee of 1000, and Winnipeg's Seditious Conspiracy Trials of 1919-1920," *Labour/Le Travail*, 53 (Spring 2004), 9-46.

David Bright, "'We Are All Kin': Reconsidering Labour and Class in Calgary, 1919," *Labour/Le*

*Travail*, 29 (Spring 1992), 59-80.

### **Seminar 16: Politics in the 1920s**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 199-244.

Gerald Friesen, *The Canadian Prairies: A History*. (Toronto: UTP, 1987), 339-81.

### **Seminar 17: Living the 1920s**

Cynthia Commachio, "Dancing to Perdition: Adolescence and Leisure in Interwar Canada" *Journal of Canadian Studies*, 32 (3) (1997): 5-36.

Sharon Wall, "Totem Poles, Teepees, and Token Traditions: 'Playing Indian' at Ontario Summer Camps, 1920-1955" *Canadian Historical Review*, 86:3 (September 2005): 513-44.

Veronica Strong-Boag, "The Girl of the New Day: Canadian Working Women in the 1920s" *Labour/Le Travail* Vol.4 1979: 131-64.

Cynthia Commachio, "A Postscript for Father': Defining a New Fatherhood in Interwar Canada" *Canadian Historical Review*, 78, 3 (September 1997): 478-511.

### **Seminar 18: The Depression and the 1930s**

Gerald Friesen, *The Canadian Prairies: A History*. (Toronto: UTP, 1987), 382-417.

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 245-59.

Doug Owsram, "Economic Thought in the 1930s: The Prelude to Keynesianism" *Canadian Historical Review* 66 (3) (September 1985): 344-377.

Laurel Sefton MacDowell, "Relief Camp Workers in Ontario" *Canadian Historical Review* 76 (2) (June 1995): 205-228.

### **Seminar 19: Politics in the 1930s**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 259-77; 295-316.

Donald Forster and Colin Read, "The Politics of Opportunism: The New Deal Broadcasts" *Canadian Historical Review*, 60:3 (1979): 324-49.

David R. Elliott, "Antithetical Elements in William Aberhart's Theology and Political Ideology" *Canadian Historical Review*, 59:1 (1978): 38-58.

### **Seminar 20: First Nations, 1914-1945**

Robin Jarvis Brownlie, "'A better citizen than lots of white men': First Nations Enfranchisement - an Ontario Case Study, 1918-1940" *Canadian Historical Review*, 87:1 (March 2006): 543-56.

Maureen K. Lux, "Care for the 'Racially Careless': Indian Hospitals in the Canadian West, 1920-1950s," *Canadian Historical Review*, 91: 3 (September 2010), 407-434.

Lesley Erickson, "Constructed and Contested Truths: Aboriginal Suicide, Law, and Colonialism in the Canadian West(s), 1823-1927" *Canadian Historical Review*, 86:4 (December 2005): 595-618.

### **Seminar 21: The Environment, 1896-1945**

Alan MacEachern, "Lost in Shipping: Canadian National Parks and the International Donation of Wildlife" In Alan MacEachern and William J Turkel, eds., *Method and Meaning in Canadian Environmental History* (Toronto: Nelson Education, 2009): 196-213.

John Sandlos, "Not Wanted in the Boundary: The Expulsion of the Keeseekoowenin Ojibway Band from Riding Mountain National Park" *Canadian Historical Review*, 89:2 (June 2008): 189-221.

Tina Loo, "Making a Modern Wilderness: Conserving Wildlife in Twentieth-Century Canada" *Canadian Historical Review*, 82:1 (March 2001): 92-121.

### **Seminar 22: The North, 1896-1945**

Janice Cavell, "The Second Frontier: The North in English-Canadian Historical Writing" *Canadian Historical Review*, 83, 3 (September 2002): 364-89.

Lyle Dick, "People and Animals in the Arctic: Mediating between Indigenous and Western Knowledge" In Alan MacEachern and William J Turkel, eds., *Method and Meaning in Canadian Environmental History* (Toronto: Nelson Education, 2009): 76-101.

Ken S. Coates, "The Sinews of their Lives: Native Access to Resources in the Yukon, 1890 to 1950," Ken Coates and Robin Fisher, *Out of the Background: Readings on Canadian Native History*. Toronto: Irwin Publishing, 1998: 196-209.

Frank James Tester and Paule McNicoll, "A Voice of Presence: Inuit Contributions toward the Public Provision of Health Care in Canada, 1900-1930," *Histoire sociale/Social history*, 41: 82



(November 2008), 535-561.

### **Seminar 23: The Second World War At Home, 1939-1945**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 317-335; 349-87

Robert H. Keyserlingk “‘Agents within the Gates’: The Search for Nazi Subversives in Canada during World War II” *Canadian Historical Review*, 66, 2 (1985): 211-38.

Stephanie Bangarth, “The Long, Wet Summer of 1942: The Ontario Farm Service, Small-Town Ontario and the Nisei” *Canadian Ethnic Studies*, 37,1: 40-62.

Irving Abella and Harold Troper, ‘The line must be drawn somewhere’: Canada and Jewish Refugees, 1933–9” *Canadian Historical Review*, 60:2 (1979): 178-209.

### **Seminar 24: The Second World War Abroad, 1939-1945**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 338-348.

Timothy Balzer, “‘In Case the Raid Is Unsuccessful ...’: Selling Dieppe to Canadians” *Canadian Historical Review*, 78, 4 (December 1997): 409-30.

### **Seminar 25: Conclusions**

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 389-98.

### **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)