

HISTORY 2120A (001)

Northern Enterprise : CANADIAN BUSINESS & LABOUR HISTORY



Tuesday 11:30-1:20 pm

Location: SSC 2036

Instructor: Dr. Peter V. Krats
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Office Hours / Contacting Me:

My Office Hours are Tuesday 1:30-4:30 pm and Thursday 1:15-2:15 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 time before or after !!!

Course Description & Goals:

BUSINESS : "maker of all wealth" or greedy 'fat cats' ? **LABOUR** : always striking and lazy ? Popular perceptions of both business and labour abound, and feature heavily in contemporary economic and political debate. History provides 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 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
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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.

Course Requirements: papers due IN CLASS **and** to Turnitin.

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|--|------|-------------------------|
| Participation: | 20 % | |
| Group Effort in class / on OWL | 10 | |
| Thoughts on parallel chapters in texts | 15 | Due : November 4, 2014 |
| History Suggests ? : idea piece | 20 | Due : November 25, 2014 |
| Final Exam : | 35 | |

Detailed explanation below. Given the brevity of the writing assignments, extensions will need to meet the University criteria provided at the end of the syllabus. There are suggestions about "good" writing practice on OWL under the "Resources" section (alongside course Notes and copies of the Power point slides.)

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. Group discussion in class will be graded based on regularity and frequency of comments during class and the spontaneous comments handed in at the end of class. Individual participation relies upon your comments, uploaded to OWL, as randomly assigned.

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|---|------|------------|
| Overall quality of shared classroom discussion : | 4 % | |
| Four (4) Individual Website assignments: | 12 % | [3 % each] |
| * postings due Saturday noon after being assigned | | |
| "Group comments" sheets handed in weekly : | 4 % | |

*** If you miss discussions postings, do not just post them late - you **MUST** contact me **within a week - I will consider any reasonable explanation**

Group Participation Requirement: (10 %)

On OWL, each group will have to submit ONE "discussion" in the FORUM section of OWL - the grade is based on both the quality of the discussion (one of the weekly questions) and your personal role in the discussion. Groups can choose any of the weekly topic questions listed in the syllabus. The online discussion is due by November 30, so do not expect to post materials during the last week of classes.

Thoughts on Textbook Chapters : (15 %)

Craig Heron. *The Canadian Labour Movement: a Short History* Lorimer 2012.
Graham D. Taylor. *The Rise of Canadian Business*. Oxford University Press, 2009.

Students are expected to consider "parallel" chapters from the two textbooks. Your paper should *briefly* explain why you see the chapters as discussing parallel (related) times / issues. It should then discuss how the two approaches align or vary. In other words, how is "the" history seen differently ? You might discuss strengths or weaknesses of either approach, how "bias" might enter the texts, or any other issue that provides useful comparative perspective.

No outside research is required, but is permitted. If used, it must be properly cited. Materials cited from the texts can be cited with authors surname and page number.

Length : 3 pages normal fonts / margins

Due : November 4, 2014.

Turnitin required - through "Assignments" on the OWL site.

History Suggests ? : Idea Piece (20 %)

This is a small piece seeking *your* analysis - what does History tell us about the Canadian business-labour relationship ? What insights have you gained concerning the interaction of business, labour and government ? Highlight examples from class materials in making your case. I am *not* looking for a reiteration of the textbook views - I want to read what you think History can teach us. If that is nothing, make that case.

Length : 4 pages normal fonts / margins

Due : November 25, 2014.

Turnitin required - through "Assignments" on the OWL site.

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:

- 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 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?

Lecture Topics [some topics take two classes]

* 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 ?

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may 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. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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 to read about the University's policy on medical accommodation. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

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.

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