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


Seminar 3: Imperialism and Nationalism, 1896-1914


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.


Seminar 5: First Nations, 1896-1914


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


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


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


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


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


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


Seminar 11: Leisure, 1896-1914


Seminar 12: Religion and Social Reform, 1896-1920


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


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


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


David Bright, “‘We Are All Kin’: Reconsidering Labour and Class in Calgary, 1919,” *Labour/Le
Seminar 16: Politics in the 1920s


Seminar 17: Living the 1920s


Seminar 18: The Depression and the 1930s


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

Seminar 19: Politics in the 1930s


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


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**


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


(November 2008), 535-561.

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


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**


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

**Seminar 25: Conclusions**