

THE UNIVERSITY OF WESTERN ONTARIO
2015
DEPARTMENT OF HISTORY
HISTORY 4208G
CANADA AND THE AGE OF CONFLICT, 1896-1945

Class time: Tuesday 1:30-3:30

Classroom:

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

Instructor: Professor Robert Wardhaugh

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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 upper-year seminar 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 research essay 3) write a final exam.

The following formula is used to determine overall grades: 1) participation- 25% 2) research essay- 50% 3) final exam- 25%.

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.

Research Essay:

Value: 50%

Date: Last week of term

Length: 25 pages

Assignment: Students will write a 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: 25%

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, age, sexuality, and culture
- Read academic articles and chapters critically, seeking to identify main arguments and contributions
- Participate and engage in upper-year history seminar discussions

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

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

Seminar 2: 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 3: Industrialization, Gender, 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.

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

Seminar 4: Race and Ethnicity, 1896-1911

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

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

Seminar 5: 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 6: Leisure and Culture, 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 7: The Great War, 1914-1918

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 119-85.

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.

Joan Sangster, "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.

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 8: Politics in the 1920s and 1930s

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 199-316.

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

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 9: 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 10: 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 Owram, “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 11: First Nations, 1896-1940

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.

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.

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.

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 12: 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.

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 13: The Second World War, 1939-1945

Robert Bothwell, Ian Drummond, John English, *Canada, 1900-1945*. (Toronto: UTP, 1987), 317-98

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.

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

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](mailto:MentalHealth@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, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca