THE UNIVERSITY OF WESTERN ONTARIO
2012-2013
DEPARTMENT OF HISTORY
HISTORY 4207E
CANADA AND THE AGE OF CONFLICT, 1896-1945

Class time: Monday 11:30-1:30
Classroom: Weldon Library 257
Office Hours: Tues/Thurs 10:00 am-12:00 pm
Instructor: Professor Robert Wardhaugh
Office: Lawson Hall 268
Telephone: 519-661-2111 (Ext. 84969)
email: rwardhau@uwo.ca

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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, regionalism, culture, gender, sexuality, modernity, class, race, ethnicity, religion, industrialization, urbanization, nationalism, foreign affairs, and age/generation.

REQUIRED COURSE MATERIALS:
Francis, Jones, Smith, and Wardhaugh, Destinies: Canadian History since Confederation, 7th edition (2011)

The reading materials consist of journal articles provided by the instructor.

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 two student presentations on the readings by way of introduction to the topic, followed by general 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 the seminars; 2) write one historiographical essay; 3) write one research essay; 3) make two in-class presentations on readings; 4) write a final exam.

The following formula is used to determine overall grades: 1) participation- 20%; 2) historiographical essay- 20%; 3) research essay- 20%; 4) seminar presentations-20% (10% each); 4) final exam- 20%.
**Participation:**
Value: 20%
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 being mandatory, is not enough to constitute marks for participation.

**Seminar Presentations:**
Value: 10% each
Date: variable
Length: 10-15 minutes
Assignment: Topics and seminars for the presentations are chosen from the seminar schedule at the beginning of the course. All students must read the required works but those presenting will also produce an oral presentation that summarizes and analyzes the topic and readings, and sets the stage for seminar discussion.

**Research/ Historiographical Essays:**
Value: 20% each
Date: Last week of term
Length: 15-20 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. 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.

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

Student evaluations in the form of corrected assignments will be returned by the voluntary withdrawal date.
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 Assignments

Seminar 2: Imperialism and Nationalism, 1896-1914

*Destinies*, chapter 5


Seminar 3: Gender, 1896-1914

*Destinies*, chapter 7

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 4: First Nations, 1896-1914

*Destinies*, chapters 2

Sarah Carter, “Two Acres and a Cow: ‘Peasant’ Farming for the Indians of the Northwest, 1889-


**Seminar 5: Industrialization, Labour, and Class, 1896-1911**

*Destinies*, chapters 6 & 7


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


**Seminar 6: Religion and Gender, 1896-1945**

*Destinies*, chapter 8


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

*Destinies*, chapter 3


Seminar 8: Education, 1896-1945

Destinies, chapters 1&4


Seminar 9: Race and Ethnicity, 1896-1945

Destinies, chapter 9


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, 1896-1945

Destinies, chapter 8


Seminar 11: Leisure and Culture, 1896-1914

Destinies, chapter 9


Seminar 12: Religion and Social Reform, 1896-1920

Destinies, chapters 7 & 8


**Seminar 13: World War One, 1914-1918: War, Memory, and Politics**

*Destinies*, chapter 10


Isitt, Benjamin, “Mutiny from Victoria to Vladivostok, December 1918” *Canadian Historical Review*, 87:2 (June, 2006): 223-64.


**Seminar 14: World War One, 1914-1918: Class, Ethnicity and Gender**

*Destinies*, chapter 10


**Seminar 15: Labour and Class—The Winnipeg General Strike, 1919**
Destinies, chapter 11


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.


David Bright, “‘We Are All Kin’: Reconsidering Labour and Class in Calgary, 1919,” Labour/Le Travail, 29 (Spring 1992), 59-80.

Seminar 16: Gender and the Law, 1911-1945


Seminar 17: Leisure and Culture, 1914-1945

Destinies, chapter 9 &11


Lynda Jessup, “Bushwackers in the Gallery: Antimodernism and the Group of Seven,” in Lynda

**Seminar 18: Gender in the Roaring Twenties**

*Destinies*, chapter 11


**Seminar 19: Class and the Dirty Thirties**

*Destinies*, chapter 12

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


**Seminar 20: Politics, 1930-1939**

*Destinies*, chapter 12


C.P. Stacey, “The Divine Mission: Mackenzie King and Hitler”
**Canadian Historical Review, 61:4 (March 1980): 502-12**


**Seminar 21: First Nations, 1914-1945**


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 22: The Environment, 1896-1945**


Seminar 23: The North, 1896-1945


Seminar 24: World War Two, 1939-1945

Destinies, chapter 13


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.
If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit http://www.uwo.ca/uwocom/mentalhealth/ for more information on these resources and on mental health.

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 'At 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 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