This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable) The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

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.

Calendar Description:

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Prerequisite(s):

2.0 courses in History at the 2200 level or above.

Unless you have either the requisites for this 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. The 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.
Course Syllabus:
The classes are structured as seminars that follow a schedule listing the topics to be discussed and required readings. All students are expected to attend 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 Materials:
All course readings are available on the course site on OWL.

Methods of Evaluation:
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) revise and expand the major research essay. There are no exams in the course.

The following formula is used to determine overall grades:

1) participation: 30%
2) research essay, first draft: 30%
3) research essay, final draft 40%

1) Participation:
Value: 30%
Date: Duration of Class
Length: N/A
Assignment: The relative weight given to participation demonstrates its importance to the success of a seminar format. Participation, however, is impossible without attending class fully prepared by doing all the readings. Attendance, while mandatory, is not enough to constitute marks for participation. Students who miss classes should expect it to impact their participation grades.

2) Major Research Essay, First Draft:
Value: 35%
Date: 27 October
Length: 15 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. Students are expected to do all the necessary secondary (and primary if suitable) research for the particular topic. Once submitted, the papers will be graded and will receive extensive feedback.

1) Major Research Essay, Final Draft:
Value: 35%
Date: 1 December
Length: 20-25 pages
Assignment: Students will undertake a major revision and expansion of their major research papers. This draft process will allow students to learn to revise, expand, and improve upon their own work. Once submitted, the papers will be regraded and will receive extensive feedback.

SEMINAR SCHEDULE
Introduction and Background to 1896

Laurier and the Imperial Question, 1896-1914

Industrialization, Class, Age, and Gender, 1896-1911
Robert McIntosh, "Sweated Labour: Female Needleworkers in Industrializing Canada" *Labour/Le Travail* 32 (Fall 1993): 105-38.

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


**Immigration, Race, and Ethnicity, 1896-1911**


**Sexuality, 1896-1935**


Break Week

Leisure and Culture, 1896-1914


The Great War, 1914-1918


The Great War, 1914-1918


**Gender, Consumerism, and Modernity, 1918-1939**


**Politics in the Interwar Period**

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987), 199-210; 229-244; 259-278.


The Depression and the 1930s

Robert Bothwell, Ian Drummond, John English, Canada, 1900-1945. (Toronto: UTP, 1987), 211-28; 228-44


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

The Second World War, 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.

Additional Statements:

Please review the Department of History Course Must-Knows document, https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness