

HIST 3P75

Canadian Labour History

Winter 2014

Instructor: Dr. M. Vosburgh

Office Hours: Wednesdays 4-5 p.m. or by appointment
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Email Policy: *Email will usually be checked once per day on weekdays (Monday to Friday). Please indicate in the subject line the course and the subject of your email, otherwise the email may be deleted unopened. It is NOT acceptable to submit written work by email.*

Course Description: Labour, or work, is an integral part of the lives of individuals, communities and the nation, and as such is a central component of history, yet it is a relatively recent area of study. There will be two major components to this course as a result: history and historiography. We will explore various aspects of Canadian labour history, including, but not limited to, the history of paid work, class structures and working class culture, the development and evolution of organized labour, the relationships between politics and labour, and the relations between workers, employers and governments. Our study of this history will incorporate on-going discussions of the historiography of Canadian labour history.

Course Objectives: By the end of the course students should be able to:

- identify major events and developments in the history of labour and the working classes in Canada, and analyze and assess their effects
- develop and effectively support an argument in written work and seminar discussions
- assess and use critically both primary and secondary sources

Evaluation:	Seminar Participation	25%
	Seminar Discussion Leadership	5%
	Seminar Response Papers	10%
	Short Assignment	10%
	Essay	25%
	Final Exam	25%

For the final exam, students will be responsible for all material covered in lectures, seminars, assigned readings and written work.

Students are expected to attend all lectures and seminars.

All components of evaluation must be completed in order to receive a passing grade in the course.

Creating a Respectful Learning Environment :

Students are asked to read, understand and abide by the document "Creating a Respectful Learning Environment" posted on SAKAI in the Resources folder. The central tenet is to "Please be respectful of others and be mindful of the need to establish and maintain a respectful learning environment for everyone."

Required Textbook: (available at the Brock Campus Store)

Bryan Palmer and Joan Sangster, (eds,) *Labouring Canada; Class, Gender and Race in Canadian Working-Class History*

Highly Recommended: Mary Lynn Rampolla, *A Pocket Guide to Writing in History*.

An additional resource students may find helpful is Craig Heron's *The Canadian Labour Movement; A Short History*, copies of which have been placed on reserve in the James A. Gibson Library.

Academic Misconduct and Plagiarism:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and reference/ citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at brocku.ca/webcal to view a fuller description of prohibited actions, and the procedures and penalties.

SEMINARS:

Seminar Participation:

Seminars are a required part of the course. You are responsible for your own informed participation in every seminar discussion and your participation mark will be based on the *quantity* and *quality* of your contributions to each discussion. If you miss a seminar, you will receive a participation grade of zero '0' for that seminar, except in legitimate, documented circumstances.

PLEASE NOTE THAT THERE ARE TO BE **NO** LAPTOPS, TABLETS, PHONES OR OTHER ELECTRONIC DEVICES USED IN SEMINARS. Use of any device will automatically result in a failing participation grade for that particular discussion.

(This does not preclude those students who require such devices in order to facilitate accessibility (and can provide documentation) as long as arrangements are made prior to the beginning of seminars with the instructor.)

Seminar Response Papers:

You will be required to hand in a one-page response paper in each seminar. No late papers will be accepted. The paper will answer the question posed for that week's seminar (the question will be posted in the week preceding the seminar on SAKAI – make sure that you answer the right question!). Your response is to be based on all assigned readings for that particular seminar. The papers will simply receive a pass/ fail grade. You will receive a pass if you answer the question and have demonstrated that you have completed all the readings.

To save paper, you do not need to include a title page with each response paper, just make sure your name and seminar number is on the top right corner of the paper.

If warranted, students may be asked to submit response papers to turnitin.com. Students will be notified of this requirement if it becomes necessary.

Seminar Leadership:

Students will be responsible for leading one of the seminar discussions, usually in partnership with at least one other student. Leadership will be evaluated according to the following:

- ✓ Leaders will provide seminar members with a **one-page written guideline** for the discussion, consisting of a brief paragraph outlining the theses and main points of the readings, followed by a few broad questions intended to elicit discussion.
- ✓ **Discussions should focus on:**
 - **examining historical issues; analysing relationships between issues and events**
 - **assessing the material in terms of historiographical developments**
- ✓ Opinion questions (i.e. Why? How? What do you think about...?) are far more effective in facilitating interesting and engaged discussions than detailed 'fact' questions (i.e. What did King say in his campaign speech in Saskatoon in 1935?)
- ✓ Questions that prompt discussions about links between readings and with previous seminar readings or discussions are particularly useful, especially in concluding good seminar discussions.
- ✓ Evidence that leaders worked together on all aspects of preparation, and shared responsibility for leadership equally during the entire discussion.
- ✓ Evidence that leaders strove to achieve a balanced discussion and were respectful and mindful of all opinions.

If you are absent for the seminar which you are supposed to lead, you will receive a mark of zero '0' except in legitimate, documented circumstances. You should inform the other leaders, and the instructor as soon as possible of your absence.

NOTE: It is strongly recommended that discussion leaders meet briefly with your T.A. or instructor one week before your seminar to go over your one-page written guideline and discussion questions.

INSTRUCTIONS FOR WRITTEN ASSIGNMENTS:**Submission Requirements:**

- Please make sure your name, course code, and seminar leader's name are on the title page. In addition you must include the following statement with your signature on the title page: *"I have read and understood Brock University's policy on academic misconduct and the university's definitions of academic misconduct related to essays and assignments."*
- **The turnitin.com receipt, with paper I.D. number, must be attached to your assignment/ essay at the time of submission.**
- Use Times New Roman 12pt font, with one-inch margins, and include page numbers.
- If you do not submit your assignment/ essay during lecture or seminar, you are responsible for ensuring it is submitted to the History department essay drop box. *Written work cannot be submitted by electronic means (with the exception of submission to turnitin.com.)*
- **Keep all research notes, drafts and final copy of written work until after the exam. You may be asked to submit these. Failure to do so promptly will result in a failing grade for the assignment.**
- Students should note that the assignment and essay will be subject to scrutiny using electronic means of detecting plagiarism: www.turnitin.com. Information regarding this requirement for assignments will be made on ISAAK.

Due Dates and Late Penalties:

**** Submission of your assignment and essay is considered complete only when it has been submitted to your seminar leader **AND** electronically to www.turnitin.com ****

The penalty for late assignments is 10% per day (weekends count as 2 days).

- Extensions must be approved by the instructor *before* the due date if at all possible. Teaching Assistants do not have the authority to grant extensions. There will be no extensions granted except in legitimate, documented circumstances (i.e. illness).
- Consult the Student Health Services website for full details on required medical documentation. A completed Medical Certificate must be presented to the instructor as soon as possible.
- Computer/ printer problems are not grounds for an extension – ALWAYS back up your work.
- Written Assignments will not be accepted after the exam.

Evaluation of Written Assignments:

Written assignments will be evaluated according to the following criteria:

- ✓ quality of thesis, arguments, analysis, choice and use of evidence
- ✓ writing and clarity of expression (including, but not limited to grammar, spelling, structure, organization, effective use of quotations, etc.)
- ✓ accuracy and effectiveness of description
- ✓ development of links between sources and broader course themes
- ✓ choice of sources
- ✓ proper format for footnote or endnotes and bibliography (see Rampolla or Chicago-Turabian Style Guide available through library website)

SHORT ASSIGNMENT

DUE Wednesday February 5, 2014 in lecture

- For details, please consult the Short Assignment handout on SAKAI in the 'Resources' folder

ESSAY

DUE in seminar 2 weeks after the seminar in which you led the discussion, except for the following: *For students who lead seminar discussions on January 22 and 29, essays will be due in seminar on February 26. For students who lead seminar discussions on March 26 and April 2 essays are due Monday, April 7 and must be submitted to the Department of History Essay Drop-box.*

- 1800-2000 words (approx. 8 pages), not including foot/endnotes, bibliography.
- Your essay topic will be based upon the seminar for which you lead the seminar discussion, but it is expected that you will narrow your focus in order to present a strong thesis and arguments in your paper. ***It is strongly recommended that you arrange to meet with your seminar leader to discuss your topic, thesis and arguments.*
- Your essay should be based upon evidence drawn from at least one primary source and six secondary sources. (Secondary sources must not be textbooks, popular histories, encyclopedias or other non-academic sources (see Rampolla for acceptable secondary sources).)
- Essays should incorporate some historiographical discussion.

LECTURE AND SEMINAR SCHEDULE:

January 8

Lecture: Introduction – Historiography; Early Canadian labour and working class history

No Seminars

January 15

Lecture: A New Society is Born: Working Class Culture, Craft Unions and Early Industrialization

Seminar: Palmer & Sangster, *Labouring Canada*, Part I: Aboriginal Peoples and Class Formation

January 22

Lecture: Rescuing the Nobility of Workers: Working Class Conditions and the Knights of Labour

Seminar: Palmer & Sangster, *Labouring Canada*, Part II: Immigrant Settlers and Class Formation

January 29

Lecture: “A Factory is No Place for Women”: Women, Children and Industrialization

Seminar: Palmer & Sangster, *Labouring Canada*, Part III: Industrializing Canada: Waged Work, Everyday Life, and Class Mobilization, 1860-1900

February 5 Short Assignment Due in Lecture

Lecture: The Industrial Age

No Seminars

February 12

Lecture: Working for War: Workers and the First World War

Seminar: Palmer & Sangster, *Labouring Canada*, Part V: Capitalist Canada Consolidated and the weight of Special Oppression, 1880-1939

February 19 – Reading Week

February 26 Short Assignments to be returned

Lecture: 1919: Labour and Ethnicity, Labour and Politics

Seminar: Palmer & Sangster, *Labouring Canada*, Part IV: Radicals and Union Struggles

March 5

Lecture: The Triumph of the Great Depression? WW2 and a turning point for labour

Seminar: Palmer & Sangster, *Labouring Canada*, Part VI: The Depression Decade

Friday, March 7, 2014 *Last date for withdrawal without academic penalty for D3 courses.* According to university policy, students are to have received notification of 15% of their final grade before this date. For this course, you will have received 5% from the Seminar Response Papers and 10% from the Short Assignment.

March 12

Lecture: “A kinder, gentler Canada”: Working to Build the Canadian Welfare State

Seminar: Palmer & Sangster, *Labouring Canada*, Part VII: Workplace and Welfare, 1920-1960

March 19

Lecture: The Red Scare and Post-war Labour Strife

Seminar: Palmer & Sangster, *Labouring Canada*, Part IX: The Changing Face of Class Struggle

March 26

Lecture: Organized Labour’s New Battles: Health and Safety and Employment Equity

Seminar: Palmer & Sangster, *Labouring Canada*, Part X: The 1960s and the Legacies of Conflict

April 2

Lecture: Disconnected? Labour Union Politics and the Shrinking Voice of the Rank and File

Seminar: Palmer & Sangster, *Labouring Canada*, Part XI: The State of the Unions