

Northern Enterprise : Canadian Business & Labour History

Wednesday 2:30-4:20 pm
Instructor: Dr. Peter V. Krats
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Location: HC W 112
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[main]
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Office Hours / Contacting the Instructor:

Please speak with me at class or outside class, or email if you have any doubts, concerns, questions or even if you are merely curious !! My Office Hours at Huron are immediately prior to class (1:30 - 2:20) & after (4:30 - 5:00 pm). Alternatively, try STvH 2123 on Main Campus, where my office hours are Tuesday 2:30-4:00 and Wednesday 5:30-6:15 pm. Feel free to ask for a different time to meet. If you "catch" me at my Main Campus office, I will gladly discuss matters. I make an effort to respond to e-mails within 24 hours. Be sure to include a clear subject heading. Phone mail messages face a longer "turn-around." Or, speak to me at class !!

Course Description & Goals:

BUSINESS : the "maker of all wealth" or greedy 'fat cats' ? **LABOUR** : always striking and lazy ? Popular perceptions of heroes and villains abound, while history provides more accurate and nuanced images. This course examines Canadian **both** business and labour history within the framework of Canadian economic history. Key themes include changing perceptions and methods of business conduct, the varying fortunes of Canadian labour, the evolution of state roles, and implications of these changes. Ideally, students will better understand this history, while enhancing their analytical and communications (written/oral) skills.

Course Learning Outcomes :

- identify key developments in the history of Canadian business and labour, including emerging concepts, changes to economic production, and interrelationships between capital and labour
- recognize both strengths and weaknesses in historical assessment - the utility of "knowing" the past blended with an awareness of subjective and other potential errors
- show an ability to assess written historical work and to summarize and evaluate ideas

- emerging from lectures
- summarize ideas by synthesizing issues within an essay examination
- begin to recognize the relevance of history in dealing with modern business/ labour settings

Course Reading: there are no texts assigned in the course; there are quite basic "bullets" on the class OWL site that roughly parallel the lectures. If you'd like a recommendation for either business/labour histories or a general history of Canada, feel free to inquire.

Book for Review : Students are expected to **review** the following book

R.W. Sandwell. *Canada's Rural Majority: Households, Environments, and Economies, 1870-1940*.
University of Toronto Press, 2016

Course Requirements: (details below) Students will be evaluated on **FOUR** elements:

| | | |
|-------------------------------|------|---|
| Class participation | 20 % | |
| Book Review preliminary sheet | 5 | Due : Oct. 4 / 2017 In class |
| Book Review and Commentary | 40 | Due : Nov. 15 / 2017 in class & Turnitin |
| Final Exam | 35 | |

Class Participation : (20 %)

History is inherently interpretive, so students should think, not just listen to a litany of the "facts." During most classes we will break into set groups to discuss issues arising from lectures and reading. After in-group discussion, ideas will be shared with the whole class. Discussions evaluated as follows:

| | | |
|---|------|------------|
| Overall quality of shared classroom discussion : | 4 % | |
| Four (4) Individual Website assignments (randomly assigned) : | 12 % | [3 % each] |
| * postings due no later than Saturday noon after being assigned | | |
| "Group comments" sheets handed in weekly : | 4 % | |

*** If you miss discussions postings - you **MUST** contact me within a week with an acceptable excuse - I will consider any reasonable explanation * **the WEEK limit will be applied !!** *

Writing Assignments :

Book Review Preliminary Sheet [5 %] : One page [2 maximum] indicating your general awareness of the book, and highlighting the **main issues** that you intend to pursue in your Review. The **single** page should be in proper English, which will be given significant attention in grading. Marking of this sheet will, hopefully, help result in a more focussed and precisely written Book Review. DUE : see above; in class. Given the brevity of this assignment, no extensions. The sheets will be graded as quickly as possible to aid "feedback."

Book Review with Course Commentary + Turnitin [40%] :

Eight pages doublespaced - see *extensive* "FORMAT" details below Due Date : see above; in class.

If, for good reason, you find yourself forced to hand in the paper late, consult with me IN ADVANCE. Late papers potentially subject to penalty of **5 % per day** including weekends. Papers more than two weeks late will *not* be graded. The paper remains "late" if you do not submit the paper to TURNITIN by the same date!. You can access Turnitin via the Course [webxt] website. **Papers not submitted to TURNITIN will NOT be returned until that requirement is satisfied.**

Writing a Book Review with Course Commentary

Immediately below, I have included a fairly extensive discussion concerning writing book reviews. For those students who remain in doubt — be sure to email or talk to me.

NOTE COURSE COMMENTARY feature: Within your review, you should discuss how the book "fits" the course coverage. Are you better equipped to understand **Canadian business and labour history** after reading the book ? How ? This section should be no more than **one** full page (or equivalent - it is possible to "blend" the commentary into the review. The bulk of your paper should be conventional review -- but be sure to include a course commentary - I am looking for skills in linking a specific work to the broader elements of the course.

You will be automatically **penalized 10 %** if you neglect to provide a course commentary

Where to Start the Review ??

*** These suggestions are NOT in a specific "order" - they are elements common to most reviews, but can be blended in many, many different ways !!

First and foremost — read thoughtfully !

- ❖ read with the task in mind; don't just read "as fast as possible"
- ❖ read with a questioning outlook : while reading, note the interesting, the confusing, the original and even the boring — your notations will provide the basis of your review

Once you are ready to start writing : remember — a review is **Not a Summary** - your

introduction can summarize the book, but not for more than 2/3 of a page

- ◆ You do not want merely to outline what the book "says"
- ◆ **Nor** is a review an "essay" on the topic covered in the book
- ◆ a review **IS** critical (positive and negative) of an author's work

Basic issues include : thesis, authority and overall effectiveness.

On Thesis :

- ◆ what is the author trying to argue; what is the point?
- ◆ How successful is the author in answering **either** descriptive questions like who, what, when, where, how and/or the more analytical issue of "why"? This does NOT mean just "working through" the "5Ws" in your paper - try for a more imaginative take on the book.
- ◆ In short, what were the author's goals? Were they achieved?

On Authority :

- ◆ how many ideas and arguments does the book present? Of what quality?
- ◆ Are the ideas/arguments consistent?
- ◆ Does the research in support of these ideas seem credible?
- ◆ Is there enough? Are the ideas and information presented clearly?

On Perspective / bias :

- ◆ is the work tainted by a clear bias that ignores or understates evidence, thus favouring one perspective; or presents statements without sufficient evidence ?

On Originality :

- ◆ does the book contribute something quite new to the field? This issue can be difficult for students new to history, but remember -- this is **YOUR** review -- if you think the work original or predictable (or indeed fascinating or boring) -- **SAY SO !!**
- ◆ Are there issues not presented or steps that could have been made to improve the book ?

On "The Rest" :

- ◆ other issues that **MAY** be worth discussing include (but are not limited to) format (does the book use photographs, statistics or tables, notes, bibliography, or index well?).
- ◆ Obviously, the writing itself (style / grammar / language usage) can also be commented upon.

Make it **YOUR Review :**

- ◆ Students, often lacking experience in writing reviews, may well read other related works or even other reviews; but remember, this is your opinion!!
- ◆ that said - it **IS an academic review** - just writing 8 pages that argue that you did not "like" the book / it was boring **WITHOUT** establishing how & why will **result in a poor grade**
- ◆ It is **NOT** necessary to deal with every imaginable book review issue — if you feel that the index or the photographs or the covers are not relevant, focus on issues that you see as important. Just make your case.
- ◆ Remember that it is **YOUR** case !! Do **NOT** comply with the views of others if you feel otherwise. Be sure **NOT** to "borrow" from others, whether in terms of content or the actual writing of the review -- **plagiarism is a VERY serious academic offense!**

In sum, there are areas common to all reviews; but each review also has more particular aspects

FINISHING UP : or HOW YOU WRITE also matters !!!

The following section notes both format and writing issues. The goal is a **well written** review.

**** if significant format or writing errors mar your paper, there will be an Automatic Mark Deduction above and beyond the grade assigned for "writing quality" ****

Format :

- Cover page optional // at start of paper (TOP first page) - Include (as title) :
 - i) Author(s)' name(s) ii) Full title iii) city of publication/ publisher/ year/ISBN
- eight [8] pages/ double spaced / regular font / margins - overly large font will be penalized.)
- or margins - 1 inch/2.5 cm all around (sides/top/bottom) is appropriate. Leave only a double space between paragraphs, not a major gap. (Short papers will be penalized).
- number your pages // use regular spacing between paragraphs
- one issue per paragraph
- indent paragraph beginnings 5 spaces [hit "tab']
- underline or italicize book titles, ships' names, magazine or newspaper titles
- write out numerals to eleven; then use numeral
- Block format long quotes [single spaced / indented 5 spaces both sides, no quotation marks]
- avoid contractions, slang — it is an academic paper
- no need for "headers" in such a short paper
- to cite from the book being reviewed, you need only provide the page number immediately thereafter in brackets -- for example -- (123) [obviously, any materials from other sources requires a full citation — I will accept any standard citation technique.] No need for a bibliography unless you have used other works
- NO plastic or other covers on the paper - just a staple left top corner

Take TIME to draft and edit carefully.

- check for spelling / grammar / sentence / paragraph technique
- try for clear rather than long, convoluted sentences
- one issue per paragraph / try for continuity between paragraphs
- in that vein (not vain) — be careful with:
- colloquialism - this is an academic paper - better not to call the book a "good read"
- use the correct word: than/then; delve/dive ; where/were; there/their; border/boarder
- its (that is possessive !!) (No apostrophe)
- be careful with possessives in general
- instead of the awkward "his/her" try "their"
- be careful with possessives and plural
- simple is not a synonym for simplistic ; relevant / relative are quite different terms
- someone.... who did something (not someone that did)
- bias/ biased (the author has a bias / is biased)
- "like" does not mean "such as" - "like" compares
- be careful with use of : economic / economical ; compliment / complement ; wary / weary
- "this" usually linked to a noun [do not just write "there was no evidence of this."]
- they/them/their - especially when misused as replacing he/him/his or she/her/her
- avoid misuse of "actual" and "impacted" ; peaked and piqued are quite different
- avoid redundancy
- books have illustrations, photographs.... not "visuals"
- one's interest is "piqued" by something unusual (peaked is different)
- avoid "a lot" - use plentiful, extensive, substantial....
- credible okay / creditable no ; chronology not "time line"
- "this" and "these" generally need a noun following
- do not overuse "for the reader" or other phrases with "the reader"
- avoid verbose forms like "of the fact that" — almost always only need "that"
- use the author's **Surname**
- political parties get upper case / political philosophy lower
- these books are **NOT novels** !
- first person ("I", "in my opinion") - do not overuse — the whole paper is your opinion
- Book reviews are often written in the present tense, but events in the past need past tense

NOTE that these issues are NOT dealt with simply by running the paper through the "spellchecker" on your word processor - for more insights consult a dictionary or any good writers' guide.

Good Writing Is 1 % Inspiration and 99 % Perspiration !!

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Final Examination: (35 %)

- ◆ Two hours // based on **both** lectures and texts
 - ◆ emphasizes broad issues, **not** the minutia of history
 - ◆ **Date** : during the time period set by the University Registrar
 - ◆ There are few secrets to success on an exam. But there are ways to struggle:
- i. Trying to "catch up" at the last minute only creates substantial stress [I set the exam, not the textbook - so going to class is an excellent means of gaining insights into potential exam issues]
 - ii. Memorizing "all data" is also ineffective. History exams assess student understanding: do you know why events occurred, what events led up to/ followed from events? The degree of continuity and/or change?
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Lecture Topics [some topics take two classes]

** brief "notes" on website highlight themes*

1. Introduction // Early Staples & Colonial Beginnings
 2. Staples, Regional Economies & Infrastructures in British North America
 3. "Manufactures" & Labour in British North America to 1870
 4. National Policy & the "Great Transformation"
 4. Labour and the "Great Transformation"
 5. The Great War and the 1920s
 6. Economic Crisis
 7. Wartime Developments Take Two
 8. "Big is In" : Business, Labour & Government to the 1970s [probably 2 classes]
 9. Toward a Global Economy: to the 1980s
 10. Into Neo-Conservative Times
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Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol 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.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student’s ability to complete work, and

the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and

resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

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 for such checking 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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>