



2018-2019
HISTORY 2125F (550)

Northern Enterprise : Canadian Business & Labour History

Thursday 1:30-3:20 pm
Instructor: Dr. Peter V. Krats

Telephone: 661-2111 (x84983)

Location: HC-V208
Office: A20 [Huron]
/ STvH 2123 [main]
e-mail:
pkrats@uwo.ca

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 (12:30 - 1:20) & after (3:30 - 4:30 pm). Alternatively, try STvH 2123 on Main Campus, where my office hours are [tentatively] Wednesday 2:30-5:00 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, best of all, 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 communication (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 "bullet notes" 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

Steve Penfold. *A Mile of Make-Believe: A History of the Eaton's Santa Claus Parade*.
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 / 2018 In class
Book Review and Commentary	40%	Due : Nov. 22 / 2018 in class & Turnitin
Final Exam	35%	

** students will receive an "as matters stand" participation grade which, combined with the Preliminary sheet, will provide 15 % of their grade before Nov. 9

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 Sunday 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 double spaced - 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 [webct] 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 the 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 / Effectiveness:

- ◆ 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 ?
- ◆ In your view, did the author accomplish what they set out to do ? Why or why not ? Obviously, this question could be a "split decision" - some elements succeed, others not (or perhaps works for some readers, not for others)

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 [eg, Arial]/ margins - overly large font or too generous spacing will be penalized.)
- margins - 1 inch/2.5 cm all around (sides/top/bottom) is appropriate. Leave only regular spacing between paragraphs, not a gap. (Short papers "stretched" by spacing face penalty).
- 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
- try for continuity between paragraphs
- be careful with:
 - colloquialism - this is an academic paper - not a "good read"
 - use the correct word: than/then; delve/dive ; where/were; there/their; border/boarder; vein/vain ; economic/economical ; compliment/complement; wary/weary; peaked/piqued - these and various other "similar" words are often used erroneously
 - its (that is possessive !!) (No apostrophe) [be careful with possessives and plural in general]
 - instead of the awkward "his/her" try "their"
 - simple is not the same as simplistic; similarly, 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
 - "this" usually linked to a noun [do not end a sentence with : "there was no evidence of this."]
 - they/them/their - especially when misused as replacing he/him/his or she/her/her
 - "actual" and "impacted" are often misused
 - avoid redundancy
 - books have illustrations, photographs.... not "visuals"
 - 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 !!

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?

=====

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

Department of History Appendix

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

¹ They should be in Arabic, not Roman numerals or letters.

b) for an article in a book that has chapters by different people: Author, “title of chapter,” in title of book, ed. editor’s name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, “The Hour of the Woman: Memories of Germany’s ‘Crisis Years’ and West German National Identity,” in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, “title of article,” title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, “The Social Origins of East European Politics,” *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.



The Appendix to Course Outlines is posted on the OWL course site.