

Queen's University
History 242A
Issues in Canadian History: The Canadian Challenge I, 1900-1950
2016-2017
Dr. Christo Aivalis
Email: 8ca22@queensu.ca
Class times: Monday 11:30am-1pm, Thursday 1-2:30pm
KIN Room 100
Office Hours: Monday, 1:15-2:45pm, or by Appointment

General Outline:

This course takes a broad look at Canadian history, from the turn of the 20th century to just after the Second World War. While the breadth of the class means that we won't be able to spend too much time on any single topic, issue, or event, we will endeavour to cover the major events through the lenses of many types of history, including social, economic, political, intellectual, and cultural.

Grade Distributions:

The assignments in this class are designed to ensure that you have the utmost opportunity to succeed, that you can enhance skills like analysis, comprehension, argumentation, and research, and that you have a decent level of self-direction in some of the course's major projects.

- **Short Essay: 10%**
- **Medium Essay: 20%**
- **Long Essay: 30%**
- **Final Exam (take home exam): 40%**

Assignments which are late will be subjected to a 3% per day penalty, including weekends and holidays. After 10 days, the project will be assessed an automatic zero. The Final Exam, which is a take-home, will not observe a late penalty, and must be submitted on the due date to avoid a zero grade.

Assignment Descriptions

Short Essay (3 pages) DUE Thursday, 29 September

Who Should Be on Canada's Money?

The Bank of Canada has recently announced that for the first time, a woman excepting the Queen would be on a Canadian Bank bill. The process is well underway, and a shortlist of candidates have been selected after consultation with experts and average Canadians. For more information, see the following:

<http://www.bankofcanada.ca/banknotes/banknoteable/>

Your assignment is as follows:

1. Pick any Canadian woman whose historical importance has played out during the 1900-1950 timeframe. If you are unsure of a particular candidate's acceptability, speak to me.
2. Using any knowledge from this course, along with **two academic sources and one primary source** relating to the event, do the following within your essay:
3. Make it clear which woman you chose and why
4. Emphasize one or two key actions, ideas, or events that showcase your choice's historical significance. Use of your academic and primary research is especially important here. If your choice's historical importance goes beyond the 1900-1950 period, select events within these parameters.
5. Explain how your choice, and the work she did, has impacted how Canadians understand themselves, both historically, and to this day.

The assignment is worth **10% of your course grade**, and will be graded on the following criteria, in no particular order:

1. Clear and concise writing: Are you within the paper's word limit? Are you avoiding repetition in your arguments or redundancies in your writing? Can the person grading your assignment understand the points you're making intuitively?
2. Fulfilling all of the assignment requirements clearly and effectively.
3. Effective argumentation: are you able to make strong points? Do you make a good case for the woman you picked, etc...?
4. The quality, relevance, and application of your sources: do you have the minimum requisite sources? Are the sources actually academic (i.e.: from a peer-reviewed journal, academic press, or otherwise cleared by the professor)? **Sources from class may be used, but do not count towards the minimum amount required. There are exceptions here, if the class source is being used beyond the scope we used it in class. The most likely example is taking a chapter from a book assigned that was not read in class.**

Medium Essay (4-6 pages) DUE 20 October

Bringing the historical and contemporary together

Your objective in this assignment is to pick a topic that addresses an issue in both historical and contemporary terms, and approach it by using academic and primary sources from both periods to make novel arguments and insights. This assignment may seem a bit unorthodox for a history course, but it provides a great opportunity for a different frame of thought.

You are to take **two primary sources, and two academic sources**, and do the following:

1. Explain your topic and its significance, along with providing a thesis statement. The historical event covered must have occurred in the 1900-50 timeframe, with the your more modern sources coming from within the past 10 or so years.
2. Briefly describe and contextualize the sources you picked
3. Emphasize how your particular topic, sources, and thesis statement contribute to understanding an issue from the past, as well as today.
4. Describe how your research has illuminated similarities, patterns, differences, and complexities in understanding issues over time.

In general, your goal here is to use your sources to situate your own ideas into a historical question or debate. Some example topics might be:

- You might examine political speeches and any interviews with Great War or World War Two veterans, and compare those to speeches by politicians and interviews with veterans of Canada's missions in Afghanistan. Are the themes similar? How are issues of soldiers dealing with trauma addressed? How is war and its effects conveyed to Canadians by media and political leaders?
- You could look at historical instances of indigenous struggles and protests, and compare them to modern events. You might link the recent Truth and Reconciliation report to highlight the experiences in Residential Schools or in the memories of survivors. You might also look at recent Idle no More protests, and how those are connected to previous instances of protesting by indigenous people before 1950.
- You might look at major strikes and how they have influenced modern labour relations. For instance, what have the goals and effects of recent strikes been, and how do those compare to events like the 1919 Winnipeg General Strike, and the 1945 Windsor Ford Strike?
- You might compare policy and media reactions to the 1929 market crash and the 2008 Great Recession.
- As a final example, you might look to modern feminist projects, and how those compare to earlier intellectual formations, like those fighting for suffrage. Are the goals still similar, even if the demographics, and in some cases rhetoric, of feminist movements have changed?

This assignment is worth **20% of your course grade**, and will be evaluated in much the same way the previous assignment was: by ensuring you have clear and concise writing, that your paper is organized well, that you are able to justify why you made the choices you did, and that you make convincing arguments throughout. **As with the last paper, you may use course sources in the paper, but they do not count towards the minimum source requirements. The same exception to using sources beyond their original scope applies.**

Long Essay (6-8 pages) DUE 18 November

Research Essay:

This project builds in part on the previous two papers. Your goal here is to use a mix of primary and secondary sources to answer an important question in 1900-50's Canadian history. You may choose one of the weekly historical questions I've highlighted, you may modify such a question, or you may think up one of your own, but I would recommend you run it by me quickly prior to doing so. More specific requirements are as follows:

1. You must select at least three primary sources
2. You must select at least three academic secondary sources, not including those already utilized via the syllabus.
3. You must effectively argue your point on a historical question using these sources
4. You must be able to tell me how your position fits in with the historiographic debate. In other words, how does your view compare to the 3 sources you are analyzing alongside

your primary documents. **As with all the other papers, sources cannot count towards your total if they are used as they were in class.**

This assignment will be worth **30% of your course grade**, and will be assessed on the following:

1. Clear and concise writing
2. Ingenuity, effort, and creativity in finding your sources. In other words, is it clear that in selecting your sources, you tried hard to find interesting documents which, while varied in their styles and origins, all speak to the broader historical question? It would be best, for example, to not have all primary sources be individual articles from the same newspaper or magazine. A mix of sources in terms of origin, style of medium, political bias, etc...is highly encouraged. **I will be flexible, however, because some projects, due to their specific nature, have a narrower source base and might require reliance on a given person, publication, or document style.** If you feel you will have issues in this regard, speak to me in advance of the project.
3. The general quality of your argument in terms of asserting it based on your primary and secondary source evidence.
4. The specific demonstration that you understand the historical debate coming from your three articles, and how your views can something new to the mix.

Final Take-Home Exam: DUE Friday 16 December

I will give you more details about this assignment as the end-of-term approaches, but in general, you can expect the following from the take home.

- It will be worth **40% of the course grade**
- It will contain a combination of 'define and give significance' questions, short essay questions, and likely one large essay question.
- I will send out an electronic copy on the last day of classes in the term.
- **There will be no Late Penalty observed for this exam: It must be in on the DUE date or it will be assessed a zero, much like how one cannot miss a sit-down exam without valid reason.**

Some helpful tips for finding primary sources:

Many things can be classified as primary sources. You may consider the following:

- Newspaper/magazine articles from the period in question.
- Government documents (this may include House of Commons HANSARD, reports on policies, press releases, or laws/constitutional documents)
- Institutional documents (Many institutions like unions and political parties keep files. These include meeting minutes, convention proceedings, policy statements, pamphlets, and more)
- Audio-visual files (the library and many websites have audio and visual files that recount historical events; this includes recordings from the events themselves, but also news reports, and recollections from those involved)
- Pictures
- Autobiographies
- Posters

- Manifestos
- Pamphlets
- Advertisements
- Correspondence
- Diaries and journals
- Political manifestos
- Other artefacts (architecture, heirlooms, tools, household and everyday items)
- If you find anything that you think doesn't fit this list, speak to me; it may be more applicable than you think!

While finding primary sources can be difficult at times, below are just a few examples:

- Much like books and journals, you can find primary documents if you search the library's QCAT or Summon systems. While the library website has tutorials to help in this regard, I am free to help if you need it.
- Newspapers are available digitally and on microforms. Stauffer Library has an impressive collection in the basement. In addition to major daily newspapers, there are also papers of political parties and unions. Start here (<http://library.queensu.ca/research/guide/news-resources>) for more info. **Speak to me about specific collections like those dealing with labour; they can be hard to find, and aren't always catalogued online!**
- Many historians have edited collections of primary sources which can be used. See for example: Thomas Thorner, ed., *"A Country Nourished on Self-Doubt": Documents in Post-Confederation Canadian History* (Peterborough: Broadview Press, 2003); Michael Bliss, ed., *Canadian History in Documents, 1763-1966* (Toronto: Ryerson, 1966); Robert Craig Brown, ed., *Confederation to 1949* (Scarborough: Prentice-Hall Canada, 1966); Kevin H. Burley, ed., *The Development of Canada's Staples, 1867-1939: A Documentary Collection* (Toronto: McClelland and Stewart, 1970); Dave de Brou and Bill Waiser, eds., *Documenting Canada: A History of Modern Canada in Documents* (Saskatoon: Fifth House, 1992); Jeffery Keshen and Suzanne Morton, eds., *Material Memory: Documents in Post-Confederation History* (Don Mills: Addison-Wesley, 1998).
- In the basement of Stauffer Library are government collections. They are organized by provincial/federal government. (<http://library.queensu.ca/webdoc/>) is a good place to start. Links to staff contact is also available there; they are an invaluable resource.
- <http://parl.canadiana.ca/> can be used to find detailed records of Parliamentary Speeches from 1867 to present.
- The Dictionary of Canadian Biography is an excellent source of accessible articles on major figures that are produced by top scholars in the Canadian historical profession: <http://www.biographi.ca/en/index.php>.
- The Queen's University Archives has a multitude of sources that can be used. Some collections require access permission from the donators, but many files are open. The archivists will also help you every step of the way, **although be sure to start the process early, because it can take time to access files and find what you need.** Start your search at (<http://db.archives.queensu.ca/dbtw-wpd/fondsdb/query-fonds.html>)
- Audio-visual files can be found across the internet, but two excellent examples are the digital archives of the CBC and Radio-Canada (the latter contains mostly French items) the links are <http://www.cbc.ca/archives/> and <http://archives.radio-canada.ca/>

- Artefacts may be something that you have in your or your family's possession. You may also find things at museums, and could take a picture of it. You may even find an applicable historical plaque, statue or monument while walking down the street!

Statement on Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the university (see the **Senate Report on Principles and Priorities**).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see **Academic Regulation 1**), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity/students/faqs>) and from the instructor of the course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Footnotes or Endnotes

Students are asked to use the *Chicago Manual of Style* in the preparation of footnotes or endnotes. That is, notes are to be placed at the bottom of the page or at the end of the essay, not in the text. In footnotes or endnotes, the author's name appears in its natural order. In the bibliography, the last names of the authors come first, and the names are listed in alphabetical order. The first line of the entry is on the margin, with the second and third lines indented five spaces. The entries themselves should be single-spaced, with a space between entries. Entries in a bibliography are not numbered. Use Arabic, not Roman, numerals for footnote or endnote numbers. If you are using Microsoft Word, and the menu is set up for Roman numerals, you can quickly change it by going to Insert>Footnote>Options>Number Format.

Sample Footnotes:

Daniel Francis, *National Dreams: Myth, Memory, and Canadian History* (Vancouver: Arsenal Pulp Press, 1997), 25.

Francis, *National Dreams*, 31.

The first reference to a work must be full – that is author, title, place of publication, publisher, and year of publication. The second and succeeding footnotes do not require the full citation, as in the second example given here. If you are citing a single work by an author, you have the option of omitting the title. However, if you are citing more than one work by an author, you must give the title as well as the author's last name, so the reader knows which work you are referring to.

Readings and Weekly Outline (the links as provided should work: if not, let me know, and try pasting them in the address bar)

Week One: War, Empire, and the Changing Place of Canada in the World

September 12: Introduction to the Course: No readings, just come to class.

September 15: The Boer War and the 1911 Reciprocity election

- Carman Miller, "Loyalty Patriotism, and Resistance: Canada's Response to the Anglo-Boer War, 1899-1902," *South African Historical Journal* 41 (November 1999): 312-23.

http://journals2.scholarsportal.info.proxy.queensu.ca/details/02582473/v41i0001/312_lparcrtaw1.xml

- Simon J. Potter, "The Imperial Significance of the Canadian-American Reciprocity Proposals of 1911," *The Historical Journal* 47 (March 2004): 81-100.

http://journals1.scholarsportal.info.proxy.queensu.ca/details/0018246x/v47i0001/81_tisotcrp1.xml#cited

Week Two: The Great War:

September 19: Birth of Canada?

- Jonathan Vance, *Death So Noble: Memory, Meaning, and the First World War* (Vancouver: UBC Press, 1997), Conclusion.

Source will be provided by instructor.

- Jean Martin, "Vimy, April 1917: The Birth of Which Nation?" *Canadian Military Journal* 11 (Spring 2011): 32-8.

<http://www.journal.forces.gc.ca/vol11/no2/06-martin-eng.asp>

- Tim Cook, "Battles of the Imagined Past: Canada's Great War and Memory," *The Canadian Historical Review* 95 (September 2014): 417-26.

http://muse.jhu.edu.proxy.queensu.ca/journals/canadian_historical_review/toc/can.95.3.html

September 22: Resistance and Repression During the Great War

- Martin F. Auger, "On the Brink of Civil War: The Canadian Government and the Suppression of the 1918 Quebec Easter Riots," *Canadian Historical Review* 89 (December 2008): 503-40

http://muse.jhu.edu.proxy.queensu.ca/journals/canadian_historical_review/v089/89.4.auger.html

- Greg Kealey, "State Repression of Labour and the Left in Canada, 1914-20: The Impact of the First World War," *Canadian Historical Review* 73 (September 1992): 281-314.

http://journals2.scholarsportal.info.proxy.queensu.ca/details/00083755/v73i0003/281_srolatiotfw.xml

Week Three: The Struggle for Political Equality: Women at the Ballot Box and in Office

September 26: The context and motivations of Women's Suffrage

- For some additional context and information, see this website <http://womensuffrage.org/>
- Catherine L. Cleverdon, *The Woman Suffrage Movement in Canada* (Toronto: University of Toronto Press, 1950), Introduction
- Victoria Strong-Boag, "Taking Stock of Suffragists: Personal Reflections on Feminist Appraisals," *Journal of the Canadian Historical Association* 21 (2010): 76-89
<https://www.erudit.org/revue/jcha/2010/v21/n2/1003089ar.html#re1no12>

September 29: 'Beyond the Vote'

- Terence A. Crowley, *Agnes Macphail and the Politics Equality* (Toronto: J. Lorimer, 1990), Chapter 4 up to page 68.

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/detail.action?docID=10220649>

- Faith Johnston, *A great restlessness: the life and politics of Dorise Nielsen* (Winnipeg: University of Manitoba Press, 2006) Chapter 8

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/detail.action?docID=10219372>

Week Four: A Postwar Labour and Soldier Revolt

October 3: A Postwar Labour and Soldier Revolt

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

http://muse.jhu.edu.proxy.queensu.ca/journals/canadian_historical_review/v087/87.2isitt.html

- Greg Kealey, "1919: The Canadian Labour Revolt," *Labour/Le Travail* 13 (Spring 1984), 11-44.

<http://www.lltjournal.ca/index.php/llt/article/view/2600/3003>

October 6: Dedicated overview to finding primary sources

- No readings; come to class with questions about finding sources for papers, especially your long essay. Also come with some ideas for papers, we can talk about them as a group if you're comfortable.

October 10: Class Cancelled for Thanksgiving

Week Five: The White North Strong and Free? Canada as a Racist Society

October 13: The Fear of a Chinese Canada

- David Goutor, *Guarding the Gates: The Canadian Labour Movement and Immigration, 1872-1934* (Vancouver and Toronto: UBC Press, 2007) Chapter 4

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/docDetail.action?docID=10203106>

- Constance Backhouse, "The White Women's Labor Laws: Anti-Chinese Racism in Early Twentieth-Century Canada," *Law and History Review* 14 (Autumn 1996), 315-68.

http://www.jstor.org.proxy.queensu.ca/stable/743786?pq-origsite=summon&seq=1#page_scan_tab_contents

October 17: Komagata Maru and meaning of Britishness

- Hugh Johnston, *The Voyage of the Komagata Maru: The Sikh Challenge to Canada's Colour Bar* (Vancouver: UBC Press, 1989), Chapters 1,4,6

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/detail.action?docID=10139157>

- Paula Hastings, "Follow British Subjects or Colonial 'Others'? Race, Empire, and Ambivalence in Canadian Representations of India in the Early Twentieth Century," *American Review of Canadian Studies* 38 (March 2008): 3-26.

http://journals2.scholarsportal.info.proxy.queensu.ca/details/02722011/v38i0001/3_fbsocriitetc.xml

Week Six: Christianity in Canada: Regressive or Revolutionary?

October 20: Reactionary?

- Michael Gauvreau and Nancy Christie. "The World of the Common Man Is Filled with Religious Fervour": The Labouring People of Winnipeg and the Persistence of Revivalism, 1914-1925." In *Aspects of the Canadian Evangelical Experience*. Edited by G.A Rawlyk, (Montreal: McGill-Queen's University Press, 1997), 337-50.

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/detail.action?docID=10139067>

- Clark Banack, *God's Province: Evangelical Christianity, Political Thought, and Conservatism in Alberta* (Montreal-Kingston: McGill-Queen's University Press, 2013), Chapter 4, up to page 133.

October 24: Revolutionary?

- Robert Dennis, "Beginning to Restructure the Institutional Church: Canadian Social Catholics and the CCF, 1931-1944," *Historical Studies* 74 (2008):

http://go.galegroup.com.proxy.queensu.ca/ps/retrieve.do?sort=RELEVANCE&docType=Essay&tabID=T002&prodId=AONE&searchId=R2&resultListType=RESULT_LIST&searchType=AdvancedSearchForm&contentSegment=¤tPosition=1&searchResultsType=SingleTab&inPS=true&userGroupName=queensulaw&docId=GALE%7CA183042688&contentSet=GALE%7CA183042688

- Christo Aivalis, "In Service of the Lowly Nazarene Carpenter: The English Canadian Labour Press and the Case for Radical Christianity," *Labour/le Travail* 73 (Spring 2014): 97-126.

<http://www.lltjournal.ca/index.php/llt/article/view/5780/6641>

Week Seven: The Great Depression and the Crises of Capitalism and Everyday Life

October 27: One Labour Intellectual's take on the Crisis of Capitalism

- Colin McKay, *For a Working-Class Culture in Canada: A selection of Colin McKay's Writings on Sociology and political Economy, 1897-1939*. Edited by Ian McKay, (Canadian Committee on Labour History/Acadiensis Press, 1996) 277-338

http://www.aupress.ca/books/cclh08/ebook/99Z_McKay_1995-For_A_Working-Class_Culture_in_Canada.pdf .

October 31: Gender and the Great Depression

- Lara Campbell, *Respectable Citizens: Gender, Family, and Unemployment in Ontario's Great Depression* (Toronto: University of Toronto Press, 2009), Chapter 2.

- Denyse Baillargeon, *Making Do, Women, Family, and Home in Montreal During the Great Depression*, translated by Yvonne Klein (Waterloo: Wilfrid Laurier University Press, 1999), Chapter 6

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/reader.action?docID=10121167&ppg=18>

Week Eight: Protest and Politics in the Great Depression

November 3: The Cooperative Commonwealth Federation

- The Regina Manifesto: Cooperative Commonwealth Federation Programme, 1933.

<http://www.socialisthistory.ca/Docs/CCF/ReginaManifesto.htm>

- Alan Whitehorn, *Canadian Socialism: Essays on the CCF-NDP* (Toronto: Oxford University Press, 1992), 18-27.

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/detail.action?docID=10334877>

November 7: Social Credit

- Alvin Finkel, *The Social Credit Phenomenon in Alberta* (Toronto: University of Toronto Press, 1989), Chapters 1 and 3.

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/detail.action?docID=10200948>

Week Nine: Indigenous experience and resistance

November 10: Image and Actions of Indigenous Peoples in the World Wars

- Robert J. Talbot, “‘It would be best to Leave Us Alone’: First Nations Responses to the Canadian War Effort, 1914-18,” *Journal of Canadian Studies* 45 (Winter 2011): 90-120.

<http://muse.jhu.edu.proxy.queensu.ca/article/426229>

- For some optional context

https://www.google.ca/search?espv=2&q=%22LEAGUE+OF+INDIANS+OF+CANADA%22&spell=1&sa=X&ved=0ahUKEwiv5YvWjurNAhUFJx4KHR_cDjUQvwUIGigA&biw=1366&bih=667

- R. Scott Sheffield, *The Red Man's on the Warpath: The Image of the 'Indian' and the Second World War* (Vancouver: UBC Press, 2004), Chapter 3

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/detail.action?docID=10108777>

November 14: Oppression and Citizenship Beyond Residential Schools

- Robin Jarvis Brownlie, “‘A Better Citizen than lots of White Men,’ First Nations Enfranchisement—an Ontario Case Study, 1918-1940,” *Canadian Historical Review* 87 (March 2006): 29-42

http://journals1.scholarsportal.info.proxy.queensu.ca/details/00083755/v87i0001/29_bctloweaoc s1.xml

- Maureen J. Lux, “‘Care for the Racially Careless’: Indian Hospitals in the Canadian West, 1920-1950s,” *Canadian Historical Review* 91 (September 2010): 407-34.

http://journals1.scholarsportal.info.proxy.queensu.ca/details/00083755/v91i0003/407_cftcihitw 1.xml

Week Ten: World War Two's Home Front

November 17: Women will win the war? The accomplishments and limits of World War 2 in terms of women's Emancipation

- Ian Mosby, *Food Will Win the War: The Politics, Culture, and Science of Food On Canada's Home Front* (Vancouver: UBC Press, 2014), Chapter 3, up to page 119.
- Ellen Scheinberg, "The Tale of Tessie the Textile Worker: Female Textile Workers in Cornwall During World War II," *Labour/le Travail* 33 (Spring 1994), 153-86.

<http://www.lltjournal.ca/index.php/llt/article/view/4921/5794>

November 21: 'None is too Many': Jewish and Japanese Canadians

- Irving Abella and Harold Troper, *None is Too Many: Canada and the Jews of Europe, 1933-1948* (Toronto: University of Toronto Press, 1983), Chapter 3
- For some optional context:

<http://www.theglobeandmail.com/opinion/canada-still-has-much-to-learn-from-none-is-too-many/article9029037/>

- Ann Gomer Sunahara, *The Politics of Racism: The Uprooting of Japanese Canadians During the Second World War* (Toronto: James Lorimer Press, 1981), Chapter 2

http://www.japanesecanadianhistory.ca/Politics_of_Racism.pdf

Week Eleven: The Roots of Postwar Canadian Capitalism

November 24: King and the Creation of 20th Century Capitalism

- Paul Craven, 'An Impartial Umpire,' *Industrial Relations and the Canadian State 1900-1911* (Toronto: University of Toronto Press, 1980), 74-89.
- Reg Whitaker, "The Liberal Corporatist Ideas of Mackenzie King," *Labour/Le Travail* 2 (1977): 137-169.

<http://www.lltjournal.ca/index.php/llt/article/view/2341/2749>

November 28: Negotiating the Postwar World

- Peter McInnis, *Harnessing Labour Confrontation: Shaping the Postwar Settlement in Canada, 1943-1950* (Toronto: University of Toronto Press, 2002), Chapter 2

<http://site.ebrary.com.proxy.queensu.ca/lib/queen/reader.action?docID=10218698>

Week Twelve: Course Review and Exam Prep

December 1: Exam Preparation and information for your take home final, DUE December 16)